

The analysis of values and inter-links of preferably monitored indicators demonstrating compliance to both documents made it possible to identify the main strengths and weaknesses of the developed SEPs (see Table 20).

Table 20: Strengths and weaknesses of SEPs in basic schools

Strengths			Weaknesses		
Monitored indicator	Frequency		Monitored indicator	Frequency	
	Large BSs	Small BSs		Large BSs	Small BSs
SEP clearly specifies educational goals and objectives of the school	96,3 %	94,2 %	Notes on education plans are not drawn up or are not respected	31,9 %	35,6 %
SEP supports comprehensive approach towards implementing education content, including options for its appropriate mutual links	94,6 %	87,6 %	Rules for evaluation of pupils with special education needs are not described in full detail	28,0 %	48,5 %
SEP makes it possible to use different teaching procedures, methods and forms as well as all supportive measures with the aim of meeting the individual educational needs of pupils	93,0 %	90,2 %	Methods for evaluating pupils with special education needs are not incorporated	27,3 %	50,0 %
SEP provides space for partner cooperation with parents and other entities	92,2 %	91,3 %	SEP does not take into account involvement in long-term projects and international cooperation	25,9 %	44,4 %
SEP specifies the level of key competences which pupils should achieve at the end of basic education	91,6 %	<i>85,2 %</i>	Criteria for self-evaluation of a school are not clearly specified	25,4 %	34,4 %
Well developed description of pedagogical staff	<i>89,7 %</i>	90,8 %	Schedule for self-evaluation is not clearly planned	<i>19,8 %</i>	34,6 %

Note:

Figures in Tables 18 and 20 written in italics in the relevant column do not belong (size of school) in the ascending or descending hierarchy of indicator values identifying strengths or weaknesses of SEPs and are included only to complete the data.

Results of detailed inspection findings and evaluations of whether SEPs comply with FEP BE revealed the following: 39.7% of the assessed SEPs were in compliance with FEP BE, 57.0% of SEPs complied partially but the authors of the remaining 3.3% of SEPs had not incorporated the majority of the requirements.

The obligation to work in accordance with the Framework Education Programmes for Basic Education has also been imposed (effective from the 1st September 2007) on **eight-year secondary general schools (gymnazium)**, i.e. on the first grade of these schools,