



proportion of 35 % of Roma pupils in the group of children with a diagnosis of mental impairment can be qualified as discrimination. In some regions this percentage was even higher, for example in the Usti Region (53.1 %), the Karlovy Vary Region (48.5 %) and the Liberec Region (41.8 %).

Conclusions arising from evaluations of changes made in former special schools highlighted problems with diagnostics as well as with the informed agreements of parents. Only 17 % of SEPs drawn up in former special schools were in compliance with the FEP. Schools concentrated mainly on conditions for the education of pupils displaying light mental disorders, but their documents contradicted the principles stipulated in the FEP BE and were not in compliance with the Education Act. Only 30 schools out of 170 offered a correct alternative in accordance with the FEP BE. 11 schools offered education for pupils with light mental disorders as well as for pupils without this diagnosis (see Annex 5). External influences such as inconsistencies in legislation, weak guidance and poor coordination of systemic changes, the non-uniform approach taken by school advisory centres, the inactivity of founders of schools and School Boards also contributed to the adverse evaluation. The system of financing pupils coming from socially disadvantaged environment has not been worked out; per capita funds differed in individual regions and financial flows favoured regional schools.

### **Evaluation of Support Provided to Gifted Pupils**

Support to gifted pupils is provided in basic education in lower grades of six- and eight-year secondary general schools (gymnázium) and in conservatoires (secondary schools of music and arts). The CSI evaluated the education provided in lower grades of six- and eight-year SGSs as in compliance with 16 criteria of the National Criteria Framework. When certain results were compared with those achieved by 2<sup>nd</sup> levels of BSs some interesting aspects emerged.

Lower grades of six- and eight-year secondary general schools provided worse individual care for pupils with SEN (0.8 %) than BSs. In general, teachers teaching in lower grades of six- and eight-year SGSs used ICT for class teaching less than their colleagues in BSs, pupils were less directed towards abstract reflection and teachers insufficiently used a heuristic method of instruction, unlike teachers teaching in BSs. For more details describing differences between these groups of schools and teachers teaching selected subjects see Tables B14 and B14a–g.

Mainstream schools had problems identifying gifted pupils and preparing individual support for them according to their needs. A sample of the basic schools visited registered only 0.1 % of pupils as gifted and inspectors found that teachers in only 26.3 % of the observed lessons provided targeted support to gifted pupils.

### **Results of Education towards Health**

In all basic schools the CSI monitors how the objectives of education towards health and a healthy lifestyle are met. In the past school year this topic was, to a different extent, incorporated in all education programmes. The largest proportion of schools exhibits their specialisation through the extended teaching of physical training and sports activities. Clear profiling targeted to comprehensive education towards health was found in only 28.8 % of schools. The number of schools which have drawn up strategies for the prevention of risky behaviour of pupils is on the rise (98.9 % of SEPs). 76.4 % of schools had a teacher who specialised in guidance concerning prevention. Equipment and sports articles for physical training have moderately improved as 63.5 % schools had their own furnished facilities. As regards optional subjects, education towards health was offered by 42.1 % of schools and subjects aimed at supporting a healthy lifestyle were offered as voluntary optional subjects in 23.6 % of schools. Sports and other hobby-like activities were observed in 93.7 % of schools (ski training courses, swimming).