



As in pre-school education the most extensive innovation in basic schools was the application of new school education programmes. Schools were obliged to introduce teaching according to the Framework Education Programme for Basic Education (FEP BE) from the school year 2007/2008. Thus in the past school year schools implemented their own education programmes both at the first level (from 1st to 3rd grades) and second level (from 6th to 8th grades) of education. All the evaluated schools have submitted their SEPs. In the school year reviewed the CSI evaluated a further 1,562 SEPs. Thus since 2007 the CSI has evaluated altogether 3,613 SEPs for basic education altogether. The documents were of a different scope (up to 1,500 pages) and level. SEPs encompass much abnormally detailed and excessive information not required by the FEP BE and therefore their writing causes an excessive administrative burden for schools (for example copying of key competences from the FEP BE to SEPs). Of the total number of evaluated SEPs 1,091 (i.e. 30.2%) fully complied with the FEP BE. Overall results of evaluations covering the past three years demonstrate gradual improvement in the quality of the documents, although deficiencies in descriptions of SEPs, syllabi, curricula and self-evaluation of schools in accordance with the principles laid down in the FEP have persisted. The development and subsequent implementation of SEPs represented a great opportunity for schools for a positive internal change. For example, in many schools the process of development of their SEP led to the strengthening of cooperation between teachers and school management and to improvement in the school climate.

Schools were to lack support of ICT in preparing documentation as no suitable SW product was found to help schools to administer their SEPs.

Despite the above-mentioned shortcomings, positive changes relating to SEPs have been detected in schools. Positive development was reflected in school strategies and partnerships. Pedagogical diagnostics has improved and class instruction was more oriented towards the development of pupils' key competences. A number of schools strove to distinguish their education from education in other schools and provide education above the requirements stipulated by the FEP BE; most frequently schools offer extended teaching of foreign languages (6% of schools), physical training (5.4%) and mathematics (2.4%).

School Management

With regard to school management the problem of the excessive administrative burden relating to the full legal personality of schools remains a long running problem mainly for small schools. Head teachers carry out predominantly operative, administrative and economic assignments although options to manage the main pedagogical process and opportunities to focus primarily on the evaluation of educational achievement and quality are quite limited. In large schools a range of the above tasks is delegated to deputy head teachers or teacher-specialists. The CSI found persisting inactivity of Pedagogical Boards, which have not yet taken on the role of being professional partners of head teachers and are not actively involved in self-evaluation of educational achievement in relation to the requirements stipulated in SEPs drawn up in compliance with the FEP. When assessing the level of school management the CSI evaluated the development of partnerships. Founders, parents and School Boards appear to be the most prominent partners for school management.

36% of basic school head teachers and 32% of teachers assessed cooperation with parents as being positive. The CSI recommends that schools focus on improving communication with parents as in a number of cases the reason for complaints is to some extent misunderstanding and inactivity of the head teacher when coping with the suggestions of pupils and their statutory representatives. If the filed complaints had been duly examined immediately it would have been found that only a small number of them could be justified.