



II. Effectiveness of Support for Development of Pupils' Personality and Overall Results of Basic Education

Effectiveness of Support for Development of Pupils' Personality

The Education Act has defined the objectives of education with an emphasis put on the development of key competences. Schools then specify these objectives in their SEPs according to their intentions and needs, the requirements of the given region as well as of pupils. Results of comparative analysis showed that the description of the focus and educational and training strategies were at a high level in schools.

Education of pupils with special education needs was newly defined, in particular with regard to application of their right to education through specific forms and methods and the creation of special conditions which will allow for their education. The Act substantially supported the individual integration of pupils with special education needs in mainstream schools with the option to amend an education programme in compliance with their needs. Principles for caring for pupils with health problems and disabled pupils were incorporated in SEPs at the required level. However, the problem of ensuring support for socially disabled pupils persists.

The Act explicitly regulates options on how to support the development of gifted pupils; however, schools had problems identifying gifted pupils and providing them with appropriate education.

Curricula in Basic Education

Curricula are basic tools of effectiveness in education and they establish organisational structures and are a prerequisite for satisfying the content of education at the required level. The Framework Education Programme has defined the framework curriculum and principles according to which schools can adapt their curricula to specific conditions in their SEPs.

Six areas of education, cross-curricular topics and time made available for nine lessons allotted for work chosen at the discretion of the school (with a compulsory time allotment of 118 weekly lessons) were defined for the elementary level of basic schools.

Ten areas of education, cross-curricular topics and time made available for 18 lessons allotted for work chosen at the discretion of the school) (with a compulsory time allotment of 122 lessons) were defined for the second level of basic schools. Furthermore, the curriculum laid down the obligatory inclusion of educational areas and fields in basic education:

- a. Elementary level: Language and Communication through Language – Czech Language and Literature (38) and a Foreign Language (9), Mathematics and Its Application (22), Information and Communication Technologies (1), Humans and Their World (12), Arts and Culture – Fine Arts and Music (12), Humans and Health – Physical Education (10), Humans and the World of Work (5);
- b. Lower-secondary level: Language and Communication through Lan-