



labour market (non-compliance only of 1.3 %) and the section defining expected competences (5.3 %). With regard to other evaluated indicators of SEP, the description of the objectives and didactic concepts of individual subjects were at a good level (non-compliance of 4.7 %) followed by the distribution of topics taught in educational modules (non-compliance of 1.3 %) and in individual grades (6.4 %) and in weeks (9.6 %) of the school year and also the description of cooperation with partners (9.1 %), which, in general, has quite a good tradition in SVE. Step by step standards have been harmonised in vocational education and recognition of certificates which should enable school leavers to compete in the labour market is being prepared.

The influence of the absence of a stable model of school-leaving examinations was negative as a range of schools had problems setting the general component of education in the context of an obligation to offer two levels of difficulty of the common part of a school-leaving examination.

Among the weaknesses of evaluated SEPs SVE there was provision of education to socially disadvantaged students (non-compliance of 26.6 %) and specification of the methods of and criteria for the assessment of students (24.2 %).

II. Effectiveness of Support for Development of Students' Personality and Overall Results of Secondary Education

The evaluation of the effectiveness of the support for the development of students' personality and overall results of education of secondary school students contained summarised findings arising from the analysis of class observations in the course of teaching according to SEP as well as school education achievement in selected grades. In the schools visited serious risks regarding the support for the development of the personality of students were revealed in 7.7 % of SSs. Such risks also quite often related to an absence of support for students with SEN in school strategies, insufficient support for gifted students, or to low motivation of students to participate in education of the chosen field of education. In a number of schools criteria for assessment of the educational achievement of students were not set correctly and there was a lack of effective preventive measures against risks of students' failures.

The most frequent measures adopted to support students with SEN were reductions in the total number of students in one class, while socially disadvantaged students were included in mainstream classes.

In **classes accommodating higher numbers of students** there was quite often a higher share of teachers who conformed to the requirements of the Act on Pedagogical Staff concerning professional qualifications. In these classes teachers used frontal teaching more frequently, usually to the detriment of the work of students, individualised teaching and the application of differentiated tasks and requirements according to the abilities and skills of students. Some problems also concerned links between the content of education and the practical experience and life situations of students and the motivating function of ongoing assessment was not used very often. Experimenting and practical methods for developing skills were less applied in classes with higher numbers of students. Low intensity of support for students' creativity and the development of posi-