

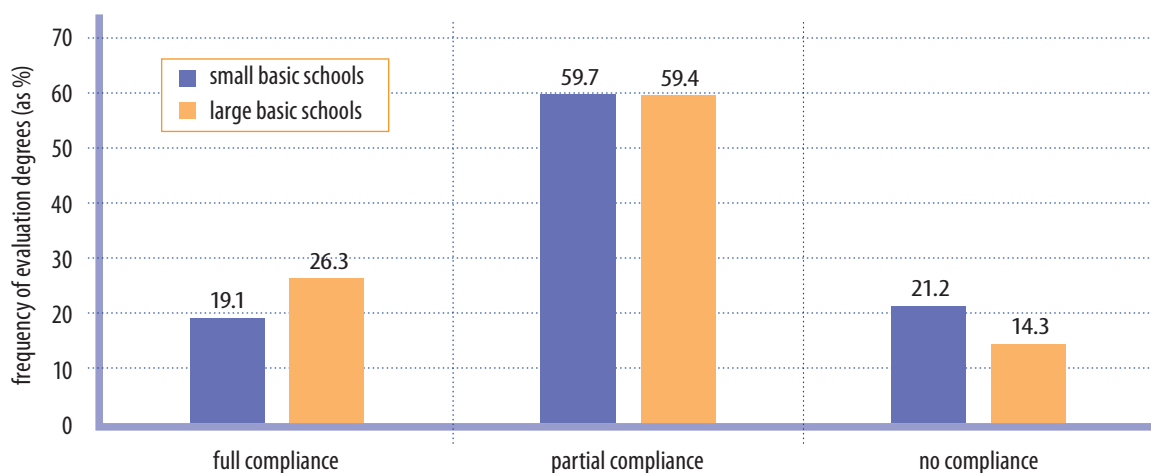
The evaluated SEPs were of a very different level. Full compliance of a SEP with the FEP BE was ascertained by inspectors in 22.5% of schools, formal deficiencies were uncovered in 59.6% of schools but these did not influence the quality of the education of pupils. Inspectors detected serious problems relating to 17.9% of SEPs.

As regards the lower level of six- and eight- year secondary grammar schools full compliance of SEPs with the FEP BE was ascertained in 24.2% of schools, formal deficiencies were found in 68.3% of schools and these were removed during the inspections. Serious errors were uncovered in 7.5% of schools.

Differences between the actual SEPs and the FEP BE in small and large basic schools are demonstrated by the data in the following Diagram 3.

Diagram 3

Comparison of compliance of SEP with FED PE in large and small basic schools



The results of inspections indicate that 97.2% of the evaluated schools provide comparable basic education in terms of the content. Areas requiring improvement and thorough elaboration are as follows:

- safeguarding instruction of socially disadvantaged pupils (relates to 46.4% of assessed SEP BE);
- safeguarding instruction of mentally or physically disadvantaged pupils (32.5% of SEPs BE); and
- self-evaluation system of schools (22.9% of SEPs BE).

In basic schools which had only the elementary level (BSs 1) the following areas must be added:

- safeguarding instruction of disabled pupils (25.6% BSs1);
- activities of schools pertaining to long-term projects and international cooperation (23.3% BSs1); and
- completing notes to curricula (21.8% of BSs1).

The following is a problematic area at the lower secondary level of in six- and eight-year secondary grammar schools (SGS1):

- safeguarding instruction of disabled pupils (23.9% of SGS1).

Principles for drawing up SEPs for the whole educational cycle and the relative stability of such documents, under which a school provides basic education, were in the vast majority of cases respected by schools and therefore SEPs were conceived as comprehensive documents for the provision of education with special definition of all grades and fields of education. Only some one and/or two class schools had their SEPs drawn up only for classes where education was carried out.