



Essential positive features of the evaluated SEPs when they are compared with the FEP BE are mainly definitions of real possibilities of schools and relating an appropriate and feasible focus of a school. The strength of evaluated SEPs is also the definition of basic education in terms of time schedules, content and organisation both in the area of syllabus and curricula.

A risk, with regard to the principle of openness of SEPs for all participants in basic education, is the area of equal opportunities. A number of schools prepared a document only for really enrolled pupils and did not take into consideration the entry of new pupils with different variants of disadvantages and different educational needs. Schools did not incorporate in their documents principles for admitting new pupils who were transferred from a different SEP BE.

The CSI established deficiencies concerning SEPs in 20.7% of BSs while in other schools their level was satisfactory.

A.2.2

Overall School, Group and Individual Results in Basic Education

Evaluation of how SEPs for basic education are applied is limited by the fact that such programmes are not applied in all grades of compulsory schooling and it has only been possible to monitor their impacts for a short period of two years. Owing to the fact that the CSI does not have at its disposal the summarised results of schools which participated in national or international external surveys aimed at individual results of pupils, it is difficult to monitor progress made in the results of education at the level of individual schools. Results of self-evaluation of schools are not currently particularly trustworthy since the systems of school self-evaluation are the most problematic areas in the majority of basic schools.

The share of pupils who have not completed basic education was 4.2% in the last school year. A slight increase in failures of pupils in the context of some localities where there is a higher threat of social and economic disadvantage was detected. The measures adopted (establishment of preparatory classes and appointment of assistants to teachers) were evaluated as effective but their funding remains a problem.

In sample checks of 6,619 classes the CSI monitored the number of children enrolled and actually present in classes in the course of education. In 52% the real number was higher than the nation-wide average, 33 was the highest number of pupils present in the class and two was the lowest number. The average number of enrolled pupils was 17.4 whereas the average number of pupils present was 15.3. The average participation in class instruction was 87.7%. The number of classes where there were less than six children was 265. The proportion of unexcused absence from the total number of lesson absences was 1.9%. 11% of head teachers and 17% of teachers of basic schools reported occurrence of aggressive behaviour of pupils.

A positive trend is represented by the growth in the number of ascertained innovations in the content of basic education. All basic schools made use of the results of the project covered by the Operational Programme – Development of Human Resources funded from the ESF and presented under the name “HODINA” (HOUR) and improved what schools had on offer as well as profiling their SEPs at the lower secondary level of BSs. However, utilisation of development projects funded by the ESF and the MEYS is quite limited within basic education. BSs indicated administrative demands and insufficient staffing going hand in hand with low finance as their largest obstacle.

All the schools visited carried out educational activities leading to health and implemented a minimal preventive programme for preventing socio-pathological phenomena. 91% of the schools visited carried out activities and taught topics aimed at sexual education and all schools covered topics about the protection of people in emergency

