



tion subjects too. Due to stronger regulation of inputs as well as outputs this concept is consequently more limiting than currently valid teaching documents. While a range of FEPs for STE from the National Institute of Technical and Vocation Education relies on professional profiles of a school-leaver and standards defined within the structure of ISCED, reference levels in SGSs are not so clearly indicated. This was also apparent in the already evaluated SEPs for the lower secondary levels of SGSs, which have problems with projecting their areas of education. Furthermore, there is a problem in six- and eight-year SGSs, where a number of them project their education programmes for lower secondary and upper secondary levels inconsistently. Therefore consistency and smooth transfer between individual levels are not guaranteed in the transitional period. The CSI agrees with the MEYS legal interpretation; however, the currently valid MEYS instruction contradicts this requirement.

A number of FEPs for STE drawn up by the National Institute of Technical and Vocation Education enable schools to develop a common part of their frameworks for more fields of education in STSs. FEPs for SGSs do not allow this solution, which could restrict the desirable profiling of SGSs, and as a consequence the principle of differentiation and individualisation in these schools.

