

and local conditions. Although majority of schools had no problems with filling their capacity, somewhere the capacity was exceeded.

- Some principals underestimated or partly neglected class observations from the view point of realization and fulfilment of SEP which resulted in less effective feedback.
- Some schools did not publish criteria for accepting new pupils, in some cases significantly higher number of pupils in preparatory classes were found as a result of excessive enrolment.
- Assessment of pupils was partly motivating but it did not correspond to observed skills and knowledge.

#### **CSI recommendations for basic art education:**

- Improve management and control system, increase its effectivity with regard to entity extent (delegating competencies, setting a multilevel management), improve files keeping.
- Consider - with prospect to the future – the effectivity of founding new places for art education with respect to conditions and financial demands.
- Use the potential of pedagogic council for solving problems with education of pupils and with pedagogic process. Improve quality of the system of monitoring education course, improve activities result assessment and passing information about results to legal representatives and to the public.
- Improve quality of teacher's assessment of pupils' results. Intensify the pupils' work through self-assessment including regular final assessment with an analysis of pupils' creativity.
- Support further education of pedagogues, support new ways (e.g. mutual exchange of experience between partnership basic art schools) strengthen methodological support of beginning pedagogues.
- More progressively use innovative elements and ICT during learning and teaching together with using traditional methods and approaches.

## **5 Education of Interest**

Education of interest does not provide a stage of education but enables the participants to meaningfully fulfil their leisure time.

This type of education is performed in school facilities for education of interest especially in **centres for leisure time** (youth and children's centres, places for activities of interest), **after school child care** and **school clubs**.

After school child care and school clubs provide education of interest to pupils from one or from several schools. While the activities of after school child care are preferentially designed for pupils up to the fifth grade of the basic school, school clubs are preferentially designed for pupils from the 6th to the 9th grades or from corresponding grades of multi-year gymnasia. Economic conditions for activities of school facilities differ significantly. There are no fees for services provided by the facilities in 13% of them.

In total 580 facilities for education of interest were evaluated in the school year 2013/2014, out of which 83% were after school child care, 9.3% school clubs and 9.1% centres for leisure time activities. A persisting problem is securing safety and health protection for children and pupils. Often there are no stated regulations by the principal who should establish the maximal allowed number of participants per one pedagogue with regard to the nature of the activity.