

**Table 18: Strengths and weaknesses of SEPs in kindergartens**

Strengths			Weaknesses		
Monitored indicator	Frequency		Monitored indicator	Frequency	
	Large KGs	Small KGs		Large KGs	Small KGs
SEP makes it possible to use different forms and methods to adapt education in kindergartens to specific regional and local conditions, possibilities and needs	<b>96,9 %</b>	<b>83,0 %</b>	In kindergartens divided into classes the descriptions of such classes is missing	<b>59,4 %</b>	<i>45,1 %</i>
SEP clearly specifies the educational goals and objectives of the school	<b>93,8 %</b>	<b>86,8 %</b>	It is not obvious how the content of the SEP that has been drawn up is used in the classes.	<b>54,5 %</b>	<b>48,9 %</b>
SEP makes it possible to develop and educate each child to the extent of his/her individual capabilities and needs	<b>90,6 %</b>	<b>83,0 %</b>	Areas of evaluation are not clearly set. The same applies to evaluation criteria.	<b>46,9 %</b>	<b>60,4 %</b>
The area dealing with the way of living and diet is well developed in the section "Education Conditions"	<b>90,6 %</b>	<b>86,8 %</b>	Evaluation does not clearly specify the accountability of individual stakeholders.	<i>28,1 %</i>	<b>58,5 %</b>
The area of factual conditions is well developed in the section "Education Conditions"	<b>87,5 %</b>	<i>81,1 %</i>	Activities in integrated blocks are defined only marginally and description of their main purpose is missing	<b>34,4 %</b> and <b>31,2 %</b>	<b>52,8 %</b> and <b>50,9 %</b>
SEP provides space for the development and utilisation of partner cooperation with parents	<b>87,5 %</b>	<b>82,7 %</b>	It is not clear whether the description of the evaluation forms a comprehensive system	<b>31,2 %</b>	<b>50,9 %</b>
			Description of management and assignment of duties is mostly general	<b>31,2 %</b>	<b>49,1 %</b>
			In the evaluation system the time schedule is missing and evaluation techniques are not specified	<i>28,1 %</i> and <i>21,9 %</i>	<b>64,2 %</b> and <b>52,8 %</b>

Note:

Figures in Tables 18 and 20 written in italics in the relevant column do not belong (size of school) in the ascending or descending hierarchy of indicator values identifying strengths or weaknesses of SEPs and are included only to complete the data.