

## B.1.2 Achieving the Level of Key Competences through the Content of Education

In the school year 2007/2008 CSI carried out more detailed observations in kindergartens in the area called “A Child and Child’s Psychology”. SEPs in all the visited kindergartens encompassed conceptual objections concerning the healthy psychological development of children. 31% of schools developed such objectives very well and in a number of cases the included objectives were supported by projects. How successful the support of the development of child psychology was is shown by the data on monitored indicators contained in Table 19.

**Table 19: Evaluation of support of the development of child psychology in kindergartens**

Monitored indicators of the development support	Frequency of rating degrees		
	3 (+)	2 (+/-)	1 (-)
Positive feelings about myself	46 %	52 %	2 %
Communicative skills	40 %	55 %	5 %
Interest in learning	40 %	53 %	6 %
Moral and aesthetic perception, feeling and experience	40 %	57 %	3 %
Oral abilities and receptive language skills	38 %	60 %	3 %
Expressing feelings, impressions and experiences	35 %	55 %	10 %
Creativity	34 %	56 %	10 %
Sensual perception	31 %	66 %	3 %
Skills preceding reading and writing	28 %	67 %	5 %
Attaining elementary knowledge on sign systems, basis of work with information	24 %	66 %	10 %

In kindergartens CSI monitored effective support for reaching a point which can be the basis for key competences of children as a prerequisite for lifelong learning. It was found that the success rate of children is monitored by 95% of schools and the results of education are analysed and evaluated by management in roughly 90% of schools. However, only less than 80% of schools specified their strategy for maximum support of the development of children's capabilities.

## B.2 Basic Education

### B.2.1 Transition to School Education Programmes

As far as **basic schools** are concerned these too have been obliged to proceed in accordance with the Framework Education Programme for Basic Education (FEP BE) from the 1st September 2007. This obligation applies to the first grade of basic school (the primary level of basic education), to the sixth-grade of lower secondary level of basic education pursuant to Section 46 (2) and on the seventh grade of lower secondary education of basic school under Section 46 (3) of the Education Act. 99.5% of the basic schools visited by CSI in the school year 2007/2008 conformed to this legal provision. 93.6% of implemented school education programmes satisfied the requirements of the Education Act. The principles for drawing up SEPs defined in FEP BE were fully accepted by 70.3% of schools and a further 21.5% of schools had developed their programmes with only negligible deficiencies. The main problem of the remaining SEPs was inconsistency between their declared overall concept and the content and form of individual chapters of the programmes.