



The most considerable improvement was reported from the area of human resources and the implementation of school education programmes in schools. Head teachers also improved their experience with project management.

Implementation of School Education Programmes in Kindergartens

Summary data resulting from the first evaluation of SEPs are included in the thematic report. (See the list of thematic reports in Annex 4.)

All the kindergartens visited submitted to inspectors their SEPs drawn up in advance. The scope of the SEPs differed (from 10 to 1,000 pages) and the same applies to their standard. Of the total number of evaluated SEPs 31.8% complied with the FEP PE. However, small kindergartens had more problems drawing up their programmes and only 27.9% of them were really successful in this area.

The overall results gathered during the first formal evaluation of SEPs demonstrated gradual improvement of the quality of the documents prepared; however, some deficiencies in the characteristics of SEPs, in educational content and in self-evaluation according to the principles and requirements stipulated by the FEP PE persisted. The real problem is unclear terminology in the FEP and in guidelines, which in a number of cases contradicts the Education Act. Schools failed to produce clear definitions for mandatory sections of SEPs and its public as well as non-public annexes. The FEP very often uses terms such as “they could, they should” and so forth. Therefore, documents encompassed a range of similar and redundant information, which is required neither by the FEP nor school legislation and such information represented an excessive administrative burden both for school managements and for teachers themselves. Despite the stated deficiencies it is possible to see moderate improvement in the SEP quality and it is also possible to find specific examples of good practice (to be used by schools displaying risks pertaining to this area). After three years it can be said that essential differences between the quality of SEPs in small and large kindergartens no longer exist, which is positive.

Weak guidance and limited opportunities for teachers to participate in further education of teachers and to be involved in development projects substantially affected the quality of SEPs. The practice showed that outputs of the FEP PE are not consistent with the input requirements of the FEP for basic education.

School Management

In terms of the school management, quality results of inspection evaluations emphasised the excessive administrative burden, which was managed with difficulties, especially in small kindergartens. Kindergarten head teachers say that they rarely have enough time to meet the main assignments in relation to education and instead they had to struggle with tasks relating to supportive processes even in their free time. Parents and kindergarten founders are significant partners of school management when evaluation is taken into account.

The development of partnerships was at a very good level in kindergartens, in particular when cooperation with parents as well as with founders is considered. Cooperation with parents was evaluated positively by 51.4% of kindergarten head teachers and 49.3% of teachers. Kindergarten head teachers (48.1%) and teachers (53.6%) evaluated working conditions as optimal. A number of villages and towns support their schools involved in pre-school education through local development projects; in the past school year such projects were implemented in 5.8% of kindergartens.

The CSI assessed the benefits arising from partnership cooperation as being at an excellent level in 15% of kindergartens and as good in 77% of kindergartens. Founders in very rare cases raised objections that the Education Act restricts the option to remove a poorly evaluated head teacher. However, they have not yet used their right to evaluate kindergartens in compliance with the criteria, which, of course, they are obliged to disclose in advance (Sec. 12 of the Education Act).