

In pre-school education the indicator of utilisation of capacities reached the highest values of all segments of the education system and rose by 3 % when compared with the previous school year. The situation was critical in a number of localities in the Central Bohemian, Pilsen and Karlovy Vary regions along with Prague.

School Education Programmes

The 2004 Framework Education Programme for Pre-school Education was obligatory for pre-school education and it remained unchanged. Kindergartens have been obliged to educate in compliance with school education programmes (SEPs) since 2007. Under the Education Act SEPs are key strategic documents of schools and must be developed in compliance with the valid Framework Education Programme for Pre-school Education (FEP PE).

The CSI has completed the first cycle of evaluation of SEPs in all kindergartens. In the past school year the first experience of kindergartens with their own evaluation of SEPs PE was seen. Schools also responded to external feedback on evaluation of compliance with their SEPs and the FEP PE carried out by the CSI and rectified found deficiencies. Despite all these efforts the occurrence rate of SEPs containing serious mistakes which schools were not able to remove so that their SEPs could become a school's main strategic document and an effective management tool remained very high.

Table 4 Evaluation of compliance of sections of SEPs with FEP PE in the kindergartens visited

Sections of SEP	2010/2011		2009/2010	
	Compliance	Non-compliance	Compliance	Non-compliance
General description of a school in SEP	88.5	11.5	87.3	12.7
Conditions for education	65.8	34.2	57.8	42.2
Organisation of education	76.0	24.0	75.0	25.0
Description of the education programme	81.0	19.0	76.3	23.7
Content of education	55.8	44.2	51.2	48.8
Evaluation system	62.5	37.5	58.2	41.8

More detailed evaluation according the principles of FEP PE is included in Part B, Table B 4 "Evaluation of compliance between individual areas of SEPs and FEP PE in the kindergartens visited".

School education programmes were oriented towards the goals of education in accordance with the requirements of the Education Act and their structures were drawn up as required. Problems with unclear terminology persisted (different terminology in the Education Act and the FEP PE).

A real strength of SEPs was the detailed development of educational objectives, goals and the overall philosophy of schools and a lack of compliance was found in only 8.3 % SEPs of all SEPs. However, practice showed frequent misunderstanding of basic terms and the philosophy of FEP PE, which could indicate that the document had been drawn up only formally.