

pulsory school attendance. For more detailed results see Part B. In the classes for children attending the last grade before starting compulsory school attendance, children who failed to be accepted for the first grade of basic school prevailed (15.8 %). The proportion of children who returned to kindergartens in the course of the school year was minimal (0.1 %). Children were often provided with speech therapy (84.6 % of kindergartens) and kindergartens which had partner programmes with the basic school which it was assumed children would attend displayed the same share. The most frequent risks preventing the success of children were speech impediments and communication problems (69 %), development of graphical motor activity (38 %), psychological instability (31 %), i.e. problems with adaptation to a change and problems with concentration, and finally an absence of working habits (23 %). The low provision of information about FED PE to pedagogical staff teaching in such classes is considered negative. The share of teachers who were familiar with the FEP for basic education was only 31 %.

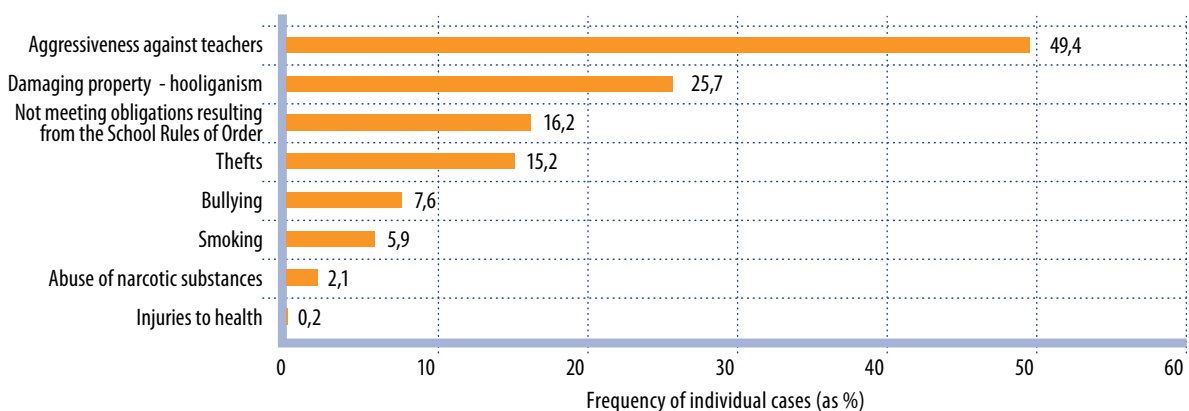
The problem concerning consistency between pre-school and basic education persists. A process of standardisation of outcomes of FEP PE was commenced but diagnostic tools and procedures for the verification of the maturity of children for compulsory school attendance are still missing in activities carried out by pedagogical staff. When recording children for the first grade the procedures used by basic schools differ and in a number of cases there is not any contact between a kindergarten and the respective basic school.

III. Preventive and Innovative Programmes in Pre-school Education

Preventive Programmes in Pre-school Education

In the past school year the CSI attempted to find out about occurrence of cases (having being resolved) of the risky behaviour of children in the schools visited. The following bar chart shows the percentages of the proportion of risky phenomena compiled from the data provided by kindergarten head teachers. (In total 515 cases of risky behaviour were found in 421 monitored kindergartens.)

Chart 1 Cases of risky behaviour solved in kindergartens



Occurrence of risky phenomena was frequent and the result of the survey confirmed the hypothesis about the growth of aggressiveness against teachers. The CSI recommends that schools pay increased attention to this area in their self-evaluation.