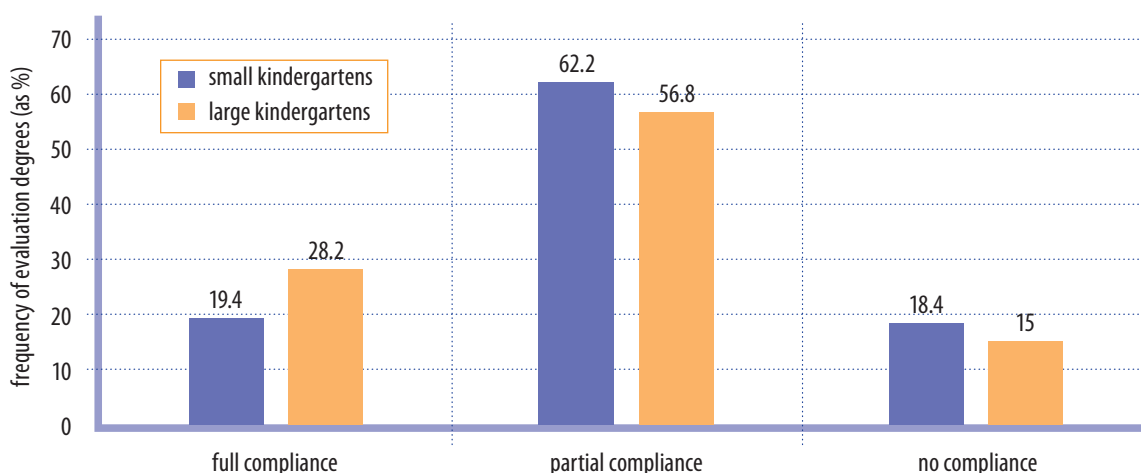


All the observed kindergartens submitted a written SEP PE as the majority of schools drew up their programmes several years ago. Experience gathered on the basis of their gradual verification encouraged a range of schools to update their already finalised programmes. The CSI found that the rate of active approach of head teachers towards innovations and the establishment of a creative environment was 48.8% and that of teachers 45.2%.

SEPs for pre-school education are of different quality both in terms of their form and content. Only 22% of the evaluated SEPs for pre-school education were in full conformity with the **requirements** of the FEP PE. Formal errors which were usually removed during the inspection were the most common problems. The differences between the achievements of small and large kindergartens are shown by Diagram 2.

Diagram 2

Comparison of compliance of SEP with FEP PE in large and small kindergartens



The areas for improvement cover mainly better drawing up of integrated blocks and their application – in 45.3% of kindergartens, followed by further elaboration of the content of education and its incorporation at the class level in weekly and daily plans – in 48.1% of kindergartens. Problems in the system of self-evaluation recur and the same applies to preventive and control systems, where problems occurred in 50.3% of kindergartens, while rather serious problems were recorded in 12.5% of kindergartens.

Kindergarten teachers would welcome more detailed guidelines, instructions and interpretative communications relating to individual obligatory sections and the creation of opportunities for meetings and exchange of experience between schools.

The provision within pre-school education as well as the creation and introduction of school education programmes were evaluated as satisfactory with regard to 67.1% of kindergartens and as above standard with respect to 31.7% of kindergartens.

A.1.2

Overall School, Group and Individual Results in Pre-School Education

Currently it is possible to evaluate whether school education programmes and school, group and individual results of kindergartens are met only in a very limited way due to the short period of their application. However, some problems in satisfying the demanding requirements laid down in the FEP PE can already be seen. Inspections encouraged corrections in 15% of schools.

The proportion of children having their compulsory school attendance postponed was 21.5%. The prevailing reasons for the postponement of compulsory schooling are