



the arrangement of their education programmes; on the other hand, kindergartens emphasised mainly the need for better guidance in this area. The preparedness of teachers for curricular reform is still low and a system for further education of teachers for this level of education is missing.

In the FEP PE there is no minimal standard content in relation to the age of children and, moreover, kindergartens are lacking instructions for appropriate procedures and methods as well as for organising and establishing integrated blocks. The FEP does not define minimal suitable material and technical conditions according to real possibilities of kindergartens.

The area of self-evaluation seems to be very problematic as managerial skills as well as activities of teachers in this are lacking (for more details see Part C, Table C4).

The biggest barriers in kindergartens are in the access to ICT resources and low ability to work with information.

The links between educational levels are not solved for children who start to attend basic education and for their enrolment onto the 1st grade of basic school tests and procedures not having any relation to outcomes required by the FEP PE are used.

Underfinancing of this segment of education from the state budget persists, the real salary decreased, the support for education of teachers dropped while the proportion of obsolete equipment and educational aids for children is on the rise.

Currently kindergartens do not possess enough information about and are not prepared for obtaining support from the ESF within the Operational Programme Education for Competitiveness.

A.2

Basic Schools

Table 4

Overall evaluation of basic schools by the Czech School Inspectorate in the school year 2008/2009

Key evaluation areas		Share of schools in the achieved level of evaluation (as %)			
		A	B	C	D
Results of basic schools					
K1.	Provision of basic education, drawing up and introduction of school education programmes	2.8	17.9	56.8	22.5
K2.	Overall results of basic schools, group and individual support in selected fields of education	1.4	14.5	63.3	20.8
K3.	Supporting development of functional literacy	0.2	2.8	72.2	24.8
Prerequisites of basic schools					
K4.	Adherence to legal regulations valid in the area of basic education	0.1	4.3	73.1	32.5
K5.	Personnel, financial and economic prerequisites to meet SEPs for basic education according to the requirements of the FEP for basic education	0.1	3.6	64.8	31.5
K6.	Self-evaluation systems, preventive and internal control systems	0.3	5.4	65.0	29.3

Key for individual levels of evaluation:

- A Situation displays high risks which can lead to the removal of a school from the Register of Schools pursuant to the provisions of Section 150 of the Education Act.
- B A school entity does not achieve a prescribed standard; identified risks can be corrected within the given time limit.
- C A school entity achieves within the given criterion a typical regional or national standard prescribed for the same type of school and school facility.
- D Activities of a school entity are in some areas above the standard or they are evaluated as an example of good practice (the scheme prepared by the Research Education Institute for examples of good practice was used).

