



Table 11

Strengths and weaknesses of SEPs in kindergartens visited in the school year 2008/2009

Strengths			Weaknesses		
Monitored indicator	Frequency (%)		Monitored indicator	Frequency (%)	
	large KGs	small KGs		large KGs	small KGs
SEP clearly specifies aims of education and objectives of a school.	88.1	84.5	Integrated blocks (IBs) do not encompass clear definition of spheres of activities and expected outputs.	51.7	56.4
Monitoring of educational progress of children is a part of the system.	79.8	75.9	It is not clear how IBs will be further used.	47.8	54.3
The areas of healthy life style, factual and psycho-social conditions are well developed.	78.5	71.8	In kindergartens divided into classes the description of such classes is missing.	45.5	40.9
SEP creates opportunities for development and use of partnership cooperation with parents.	76.5	71.2	Responsibility of involved parties is not specified within the system.	45.2	52.2
Content of IBs corresponds to the age, level of development and experience of children and is based on their needs and circumstances close to them.	74.1	71.4	Time schedule is missing in the developed system.	43.7	50.7
Integrated blocks and school projects include all areas of education.	72.4	68.0	Description of school management and definition of responsibilities are mostly general.	43.4	53.3

Summarised results describing the situation concerning SEPs PE in the school year 2008/2009 are as follows: 22.6 % of evaluated SEPs fully complied, reversible errors were found in 60.2 % of SEPs PE, but the authors of 17.2 % of SEPs did not manage to meet the vast majority of the specified requirements. Follow-up inspections will be carried out in the latter schools.

B.2.2

Basic Education

In the year reviewed all 1st and 2nd grades as well as all 6th and 7th grades of **basic schools** were obliged to teach in accordance with the FEP BE pursuant to Section 46 (2) and (3) of the Education Act and 7th and 8th grades of basic education pursuant to Section 46 (3) of the Education Act. In the year specified the CSI evaluated the compliance of 1,292 SEPs BE with the FEP BE, which means that in total 1,859 SEPs BE have been evaluated. Evaluations are carried out by an inspection team that also comprises external experts and a relevant head teacher. They follow an identical evaluation scheme. The following table shows the results of analyses of the strengths and weaknesses of school documents.

Summarised detailed inspection findings and the results of the evaluation of compliance of SEPs BE with the FEP BE in the school year 2008/2009 are as follows: 22.5 % of evaluated SEPs fully complied, 59.6 % complied only partially while 17.9 % of SEPs displayed mainly a lack of compliance. The most frequent problem is inconsistency of their declared overall concept on the one hand and the content and form of its individual parts on the other hand. Some schools did not manage to meet a substantial part of the requirements stipulated by the Education Act and the FEP BE. Follow-up inspections will be carried out in the latter schools.

The obligation to follow the FEP BE in the school year 2008/2009 applied to 1st grades and for the 2nd grades of **eight-year secondary general schools** because, in attending, these pupils satisfy their compulsory schooling. All eight-year SGSs visited by school

