

Table C 4

Evaluation of Compliance of SEP with FEP PE in Kindergartens

Compliance of SEP with FEP PE – 1,092 kindergartens		Frequency compliance degree (%)		
		none	partly	fully
Data on SEP Identification data	Name of SEP included	3.4		96.6
	Document valid from – the date specified	13.8		86.2
	Reference number – assigned /included	77.8		22.2
	Total evaluation of criterion 1	7.0	26.2	66.8
General description of the school in SEP	Size of school, number of classes	2.3	6.6	91.1
	Building description, school neighbourhood	3.5	13.9	82.6
	Total evaluation of criterion 2	3.6	16.5	79.9
Conditions for education	Factual conditions	5.9	19.7	74.4
	Complete way of living and eating (lifestyle and nutrition)	6.6	19.3	74.1
	Psychological and social conditions	7.6	18.5	73.9
	Organisation of school operations	8.1	27.1	64.8
	Kindergarten management	26.4	23.4	50.3
	Staffing	7.9	28.8	63.3
	Co-participation of parents	7.3	19.6	73.1
	Total evaluation of criterion 3	5.6	53.8	40.6
Organisation of education	Internal organisation of the school and of individual classes	7.9	21.6	70.5
	Description of individual classes	15.2	27.3	57.5
	Total evaluation of criterion 4	13.2	32.4	54.4
Description of the education programme	Education aims and objectives, school's philosophy	1.4	12.8	85.8
	Forms and methods of teaching, means for meeting aims	9.0	27.2	63.8
	Total evaluation of criterion 5	6.4	32.7	60.9
Content of educations	It is drawn up in the form of comprehensive parts (integrated blocks)	13.7	25.2	61.1
	IB (projects) include areas of education	10.7	19.7	69.6
	IB (projects) encompass a description of main meaning	23.1	20.9	56.0
	IB (projects) encompass areas of activities and expected outputs	20.4	34.2	45.3
	IB (projects) provide children with enough interesting and diversified opportunities and impetus for education	11.5	22.9	65.5
	IB content corresponds to the age, development level and experiences of children; is based on their needs and facts they understand	8.5	19.1	72.4
	Content of IB clearly shows how the school will further work with it	24.4	27.6	48.1
	Total evaluation of criterion 6	10.8	54.6	34.6
Evaluation system	Description shows that the system is comprehensive	15.7	31.9	52.4
	Evaluation is set as an ongoing process leading to better quality	10.3	26.9	62.8
	Areas are clearly specified	10.0	28.6	61.4
	Evaluation techniques are specified	16.2	27.6	56.1
	Schedule is included	20.2	28.0	51.8
	Responsibilities of all stakeholders are specified	23.8	25.9	50.3
	Monitoring of education progress of children is included	9.3	13.4	77.3
	Total evaluation of criterion 7	10.7	50.6	38.7
Total evaluation of compliance between SEP and FEP PE		17.2	60.2	22.6