

B. Curricular Reform – a Tool to Modernise Education with an Emphasis Put on the Development of Key Competences

B.1 Pre-school Education

B.1.1 Transition to School Education Programmes

On 1st September 2007 kindergartens definitively commenced pre-school education in accordance with their own **school education programmes** (SEPs). Thus they met the obligation laid down by law to proceed, as of the above-stated date, according to the Framework Education Programme for Pre-school Education (FEP PE). 95% of evaluated school education programmes conformed to all the requirements of the relevant provisions of the Education Act. The overall concept, content and form of SEPs demonstrated that the principles for their development set out by the FEP PE were fully accepted by almost 60% of schools and some partial insufficiencies were reported from one quarter of schools. In the remaining 15% of schools CSI could not reliably assess whether the prescribed principles were respected as individual sections of SEPs were too general and therefore such programmes were evaluated as sub-standard.

The analysis of values and inter-links of quantitative and qualitative indicators assessing the level of the SEPs drawn up and implemented in the visited kindergartens made it possible to clearly identify their main strengths and weaknesses (see a summarised overview in Table 18).

Summary results of detailed inspection observations and evaluations of how school education programmes comply with FEP PE were processed by using a comparative analysis of both documents and provide us with the following information: 27.1% of assessed SEPs fully complied with FEP PE, 68.5% of SEP complied partially and the remaining 4.4% of SEPs did not meet the majority of the specified requirements.