

# 1 Pre-school Education

In the school year 2013/2014 the number of **363 568 children** according to MEYS data attended pre-school education. In comparison to last year it is 9 000 more children than in the previous year. The proportion of five-year old children slightly increased to 90.5% (88.2% in school year 2012/2013), the percentage of children with special educational needs was 2.8% out of all children in pre-school education – the same as in the previous school year.

The share of foreigners slightly increased to 1.7% (compared to 1.5% in the previous school year) as well as the proportion of children below three years (9.1% in 2013/2014, 9.0% in 2012/2013.) Therefore, the unsatisfactory situation in enrolment of these youngest children remained unchanged. The number of refused requests of placement a child in nursery schools even increased to 60 281 (compared to 58 939 in 2012/2013 and 49 186 in 2011/2012). It is obvious that the measures implemented so far have been insufficient. On the other hand the number of children with postponement of starting the compulsory education has decreased.

There were **5 085 nursery schools** in the CR in 2013/2014 which represents an increase by 74 schools. Also the number of private nursery schools increased and their percentage of total pre-school facilities increased by 1% to 4.9%.

The higher number of children brings about a higher number of children with a health impairment (by 296 to 10 063) as well as the number of foreigners (by 873 to the total of 6 307).

According to the MEYS statistics the total public expenditure on education amounted to CZK 172.8 billion (by 1.4 billion more than the year before), the **expenditures on pre-school education** increased from CZK 16 933.5 mil. to **CZK 17 846.3 mil.** which is 10.3% of total expenditures on education sector. However, the per capita expenses decreased by CZK 706 (comparing to the year 2012) to CZK 42 398 in the pre-school sector.

## **Some positive findings on conditions, course and results in pre-school education:**

- The percentage of children with postponement of compulsory school attendance has slightly decreased.
- Smooth communication between school leaderships and teachers dominates in nursery schools.
- Individualization was suitably applied for children with language barriers in cooperation with teacher's assistants.
- The number of teachers preferring experiential learning and learning through play has increased.

## **Some negative findings on conditions, course and results in pre-school education:**

- The number of rejected requests for enrolment a child in pre-school education has raised again.
- The demand to accomplish qualification of unqualified pedagogues is higher than existing offer of secondary schools and universities.
- School principals do not verify quality and frequency of activities of mentors for new teachers.
- The pre-set systems of internal school evaluation are not effective.