

for the 22 applicants who were rejected because the system was unable to comply with the provisions of the Education Act, as they relate to the preferential enrolment of children who are in the last year before starting their mandatory school attendance period. The most frequent reason given for this rejection was the fact that the child's permanent residence was in a different school district. During its inspections, the inspectorate didn't discover any instances of a preliminary termination of preschool education as a sanction (pursuant to Section 35 of the Education Act) for a failure to comply with the applicable regulations. The number of rejected applicants varied substantially from region to region. The highest rejection rate among kindergarten applicants was found in the Central Bohemia Region (10.6% of 3,608 applicants) and the lowest rejection rate was recorded in the Karlovy Vary Region (0.6% of 1,589 applicants).

### ***Kindergarten Administration***

In the 2006/2007 school year, kindergarten administrators had to focus on certain new tasks, as part of complying with the regulatory requirements established under the Education Act. All kindergartens have put together future development plans. The extent and the quality of these plans varied among the different schools. The concept plans of the schools that were reviewed by the inspectorate are commensurate with the educational priorities set out in strategy documents prepared at national and regional levels. The number one priority of all kindergartens was clearly the development of the school's curriculum and preparing teachers to deal with the forthcoming changes. The strategic objectives of the schools are starting to become adapted to the developmental needs of the local municipalities and regions. The choice of priorities is also greatly affected by the option to obtain financial support for projects that focus on promoting a healthy lifestyle, preventing crime and cultural and sports events. Almost 92% of the schools surveyed had become involved in at least one such project. There has also been an increasing number of kindergartens that are including information about their future plans and objectives on their own websites.

A more frequent strategic error that occurred in the administration of kindergartens, which was discovered by the inspectorate, was in the area of adopting and implementing measures to improve the quality of the educational services provided. This is due in part to the lack of the appropriate skills of administrators in knowing how to create an effective internal evaluation system for the school. The administrators of 17% of the kindergartens inspected were unable to define precise educational objectives in their future plans for key educational