

Table 2: The Involvement in Continuing Education of the Academic Staff Focused on the Impletion of Priorities Set by the Long-Term Plan

Type of Continuing Education	Staff Participation (in %)
Adoption of the Framework Educational Programme for Pre-Primary Education and the Creation of the School Educational Programmes	68.0
Questions of Using the ICT Resources as Part of the Educational Process	61.0
Education Focused on Special Education	17.2
Foreign Languages Skills Improvement	5.6

The inspectorate evaluated the preparedness of kindergarten teachers for handling new tasks and their approaches to the idea of continuing education. In the 2004–2007 period, 90.4% of the teachers at inspected schools were enrolled in activities to further their education with a focus on the priorities of the 'Long-Term Plan' (see Table 2). In terms of other types of educational programmes, kindergarten staff most frequently participated in those related to health. 91.6% of the teachers were enrolled in this type of programme.

Material Resources in Preschool Education

The material resources available to kindergartens depend largely on their financial options and the attitude of their supervising entities towards handling problems. In terms of the fulfillment of the objectives of the framework educational programme, teachers possess sufficient curriculum guidelines, tools and instruments required for the teaching process. The available resources are also generally at a 'common standard' level of quality. The number of schools that use ICT tools and the internet continues to increase. The results of the evaluation of the physical conditions at the schools in terms of safety and their conformity with the principles of balanced environmental conditions (based on the guidelines set out in the framework educational programme) are shown in Table 3.