

assistance basically depends on the financial resources that these supervising entities can allocate to their kindergartens. Only rarely do the supervising entities take advantage of their option of evaluating the school, based on predefined criteria.

One of the factors that makes a substantial contribution to improvements in the quality of the services provided as well as to the process of creating an school educational programme for the school is collaboration with professionals from educational and psychological counselling centres and special education centres. Over the past school year, 85% of the kindergartens were actively involved in this type of counselling activities – most frequently, as part of the preparation of educational plans for children with special educational needs.

Organizing the Preschool Education Teaching Process

In terms of the organization of the teaching process, the presence of changes and the application of innovative ideas, based on the recommendations and guidelines presented in the framework educational programme, were identified in all of the inspected kindergartens. The inspectorate examined the level of organization for the various activities in a broader context, while considering the internal environment of the school as an influencing factor; and, in addition, the inspectorate set out 14 evaluation indicators that were defined in accordance with the guidelines presented in the framework educational programme. The results of the evaluation of these indicators at the inspected schools are shown in Chart 2.