

school education for children from socially less favoured environments in preparatory classes opened in basic schools where free education is provided.

Results of statistical surveys point to only very slight changes in the structure of pre-school educational provision in relation to the amendments to the Education Act and indicate the ability to identify the needs of children, in particular children with SEN. The CSI notes that the participation of children from socially disadvantaged families who live in socially excluded localities is still very low because according to the data of the Institute for Information on Education almost 52% of such children do not attend pre-school education at all.

Demographic development and measures taken by founders (predominantly municipalities) and implemented at the local level partially affected the development of the structure of educational provision. Evaluations of individual regions indicated differences concerning the support of integration of children with SEN in mainstream schools.

Development of Republic-wide Economic Indicators

Overall public expenditure on pre-school education in the calendar year 2009 amounted to CZK 15,983.4 million; the republic per capita funding specified by the MEYS for 2009 amounted to CZK 37,496; average unit expenditure per child in pre-school education was CZK 39,003 (the year-on-year increase was 4.06%).

Table 4

Selected parameters concerning kindergarten funding

Monitored parameter Czech Rep. (according to the IIE)	Situation in the school year 2008/2009	Situation in the school year 2009/2010	Year-on-year change in %
Recalculated number of kindergarten teachers	23,567.8	24,584.3	+4.31
Proportion of qualified kindergarten teachers (%)	92.09	91.12	-0.97
Average number of children per kindergarten teacher	12.8	12.8	0
Average number of children per class	23.1	23.3	+0.87
Average number of children per school	62.71	65.06	+2.35

The average salary of kindergarten teachers was CZK 20,941; the highest salaries were in the Karlovy Vary Region (CZK 21,496) whilst the Hradec Kralove Region reported the lowest average salary (CZK 20,376).

The number of children per working time of a teacher was 12.8 children; the highest number of children per kindergarten teacher was in the South Bohemian Region (13.6) and the lowest number was recorded in the Liberec Region (12.4).

As far as the monitored sample is considered the average number of enrolled children was 23.3 in one class, whilst the average number of children actually present was 16.1 children per class, thus the average participation was 69%. The exception permitting schools to increase the number of children in one class above 24 children (up to 28 children) was used by 54.4% of schools; however, in 18 cases even this ceiling was exceeded. Fewer than six children were present in 33 observed classes (1.7%).

Restrictive measures adopted within the state budget and mainly the amount of per capita funds (normative funding) set by regions affected the financial conditions of education in the past school year. The current Framework Education Programme (FEP) does not sufficiently meet the function to be a binding basis for funding pre-school education according to the Education Act. There are considerable differences in per capita financing between comparable groups of schools. Comparisons of per capita funds in