



regions and republic per capita funds show, according to the MEYS, that almost all regions distribute less money than prescribed to kindergartens, with the exception of the Usti and Moravian–Silesian Regions, which, in contrast to other regions, are attempting to strengthen pre-school education. For example, according to the data provided by the MEYS when ten children attending the kindergarten are taken into account the gap between regions was not less than CZK 6,227; when the number of 50 children in the kindergarten is taken into consideration then the difference amounted to CZK 2,009 and when considering the number over 150 children in one kindergarten the difference was about CZK 1,000 per child.

II.

Quality of Pre-school Education

The current problem concerning evaluation of school results in pre-school education is caused by the fact that at the national level there is no uniform approach towards checking whether children who should start compulsory schooling are mature enough. The compulsory content of the FEP PE is well set out and outputs have the nature of standards with clearly defined reference levels, but there are no appropriate tools to be used in educational practice for pedagogical diagnostics and verification of such standards.

The CSI evaluated the quality of pre-school education in the schools visited using 16 selected characteristic features included in the National Criteria Framework in accordance with the requirements stipulated by the Education Act and Framework Education Programme but inspectors also used outcomes of their own evaluations of schools. For summarised results see Table B1.

Evaluation of Development of Personality of Pre-school Age Children

The CSI focused on evaluation of the overall success rate achieved by children in pre-school education in relation to the aims stipulated by the Education Act¹ with a fundamental criterion being the assessment of how efficient the support for personality development of children is (Sec. 174 (6)). It is obvious that a gradual understanding of curricular reform and a new concept of education according to school education programmes affected the results. In the majority of the schools visited an effort for broader profiling and provision of a range of above-standard educational activities (which predominantly took into account the needs of children) was recorded.

A high degree of individualisation has been appreciated for a long period of time and an effort aimed at using a differentiated approach towards children was seen in the majority of schools. Pre-school education in some kindergartens can be an example of good practice for other levels of education, mainly for basic education, as in their work teachers use contemporary methods and patterns that are highly effective for individual children. For more information obtained through monitoring of the organisation, patterns and methods in pre-school education see Table B13.

With regard to the key competences children should acquire, the development was primarily focused on communication skills. The CSI pointed out the need to devote more attention to the skills necessary for problem solving. In the past year the CSI found that a foreign language was taught in 1.4% of the kindergartens visited. ICT was used

¹ *Pre-school education shall support the development of the personality of a pre-school age child, support his/her healthy emotional, intellectual and physical development and acquiring of a child's basic rules of conduct, fundamental life values and interpersonal relations. Pre-school education shall create fundamental prerequisites for continuing education. Pre-school education shall help to equalise inequalities in development among children prior to their admission to basic education and provide special pedagogical care for children with special educational needs.*

