



in the course of education in 10.6 % of the observed time. However, the effectiveness of using ICT in relation to the implemented activities was ascertained in only 16.8 % of cases.

When taking into account the interest of children it is important to stress that the involvement of parents in activities and joint projects in pre-school education is on the rise.

Evaluation of Support Provided to Children with Special Education Needs

One of the most important factors for improving the preparedness of children for compulsory school attendance is early and precisely targeted support for children who have special education needs. Early diagnostics of a child displaying problems appeared to be the most important and the same applies to the opportunity to address the special education needs of such a child. Good guidance of teachers (provided along with the Special Pedagogical Centres and Pedagogical and Psychological Advisory Centres) allows for schools to identify, more or less reliably, the needs of children with handicaps and children with learning development disorders. As far as pre-school education is concerned teachers have good knowledge of the social background of children or are aware of the risky behaviour of the parents of some children. However, in a number of cases they do not record such information.

In the kindergartens visited the CSI found that the proportion of children with SEN accounted for 3.2 %. In reality the support of children with SEN is higher than officially demonstrated by the statistical records issued by IIE. Among all other education levels the support for children with SEN was the highest in pre-school education. Appropriate activities were seen in 84 % of the observed classes. Some mainstream kindergartens provided care to children with SEN without claiming any financial support due to the complex administration required when registering such children. In some cases schools did not obtain the agreement of parents for the professional examinations of children.

Only 1.6 % of children underwent speech therapy despite the fact that the most frequent reason for postponing compulsory school attendance is a speech disorder. Kindergarten teachers repeatedly drew attention to the fact that there was no systemic approach towards speech therapy and the current needs of children exceeded the capacities of kindergartens.

Thanks to cooperation between schools and advisory centres identification of children with SEN has improved within all the groups specified by the Education Act. Education advisory services and support were well secured by 98.2 % of kindergartens.

Results of Education towards Health

School systems of occupational health and safety (OHS) are an important priority for work with pre-school age children and alongside the effective prevention of socio-pathological phenomena they undoubtedly contribute to the overall success of children. The CSI attempted to assess the level of support for health and a healthy lifestyle according to the provision of educational activities, according to the educational objectives included in the FEP in the Section entitled "A Child and His/Her Body" as well as according to the rate of injuries.

In all visited schools the topic of health is a part of their SEPs. The CSI evaluated the support for a healthy lifestyle (drinking regime, good nutrition, resting and relaxing activities). This area displays a good level in 91 % of kindergartens. Children learnt how to behave in traffic and exercised safe behaviour. Children were well instructed on how to observe rules of coexistence in one class, on school premises as well as when having activities outside the school building. The CSI recommends paying more attention to the development of the movement skills of children, where deficiencies were revealed in 11 % of the observed schools.