



### Development Projects in Kindergartens

Analyses of inspection findings and evaluations unambiguously confirmed that schools actively involved in development projects had the best overall educational results. The CSI monitors participation of kindergartens in national, international and local development projects. In the last school year participation of kindergartens in development projects organised by the MEYS increased. Such projects were implemented in 39.1 % of kindergartens. Most schools were involved in programmes aimed at increasing unclaimable salary components, strengthening the level of remuneration of non-pedagogical staff and supporting the decrease in the number of children in the programmes HUS-TOTA (DENSITY) and SPECIFIKA (SPECIFITIES), which are, however, not school projects to all intents and purposes. Another, quite frequently used, programme is the programme aimed at supporting connectivity in the framework of the State Information Policy in Education. Five kindergartens participated in international projects while 23 kindergartens were involved in local projects. For an overview of participation of kindergartens in development projects see Table B17.

### Evaluation of Material Conditions in Pre-school Education

The CSI reviews and evaluates the situation pertaining to school equipment, especially in terms of safe and healthy conditions for the education of children. The CSI also monitored the environment itself and care for it. Results of evaluations are summarised in the Table below.

Table 6

Selected indicators of safe environment in kindergartens

Monitored rooms and OHS indicators	Frequency of compliance with regulations concerning safe conditions in education (%)		
	2008/2009	2009/2010	Trend
Classrooms	95.9	95.3	-
Gymnasiums	100.0	100.0	0
Playrooms	97.0	92.3	-
Playgrounds and other spaces for games	92.0	90.6	-
School canteens	100.0	94.1	-
Gardens	75.0	83.3	+
Sanitary rooms and cloakrooms	97.3	92.7	-
Furniture	93.3	97.5	+
Lighting	96.0	95.0	-
Floor surface	89.3	82.9	-
PT equipment	93.0	82.9	-

Areas of pre-school education requiring improvement can be assumed on the basis of data included in the table above. Construction of new capacity is desirable and the refurbishment and modernisation of equipment should be directed towards purchasing additional equipment for playrooms, school canteens, sanitary facilities, lighting, and PT equipment. The situation regarding school gardens has improved and the same applies to the education of kindergarten teachers. Head teachers of 88 % of kindergartens stated that they considered technical equipment for running their schools as optimal.

Analyses demonstrate that the impact of equipment on the overall success of children in pre-school education is often overestimated. In fact, for example, when equipment is compared with the quality of personnel its impact on the overall results of children and on the effectiveness of schools is lower than is generally assumed.