



Pre-school Education

Education at an early age is recognised both at international and national levels as a fundamental factor affecting the success of study, mainly as regards children from socially disadvantaged or non-stimulating environments. Pre-school education was carried out in the school year 2009/2010 according to the Framework Education Programmes for Pre-school Education (the Measure of the Minister of Education, Youth and Sports issuing the Framework Education Programmes for Pre-school Education, reference number 32 405/2004-22). The introduction of school education programmes in school practice can be considered as the most extensive innovation in pre-school education.

In the school year reviewed the CSI visited 1,498 kindergartens, which accounts for 31.1 % of the total number (4,826 kindergartens). Among inspection priorities were the first formal evaluations of school education programmes along with evaluations of children's educational achievement and of the benefits brought about by the new document on the practice of schools. With regard to thematic inspections the CSI concentrated mainly on the education area known as "A Child and His/Her Psychology", then on the conditions, course and results of the support of basic pre-reading and mathematical skills as well as on the preparedness of children to start basic education.

Altogether 3,534 inspections were performed in 1,498 kindergartens. Inspection teams evaluated in total 1,493 school education programmes for pre-school education (SEP PE). Since 2007 in total 2,947 SEPs PE have been evaluated, which means that SEPs in 61.1 % of kindergartens have been assessed. Detailed evaluation of the quality of SEPs PE is described in the relevant thematic report. The summary evaluation of the situation of pre-school education also comprises the results of reviews of 49 complaints having 86 items and information arising from inspectors' participation in 167 selection interviews.

When processing the data the division into "small kindergartens" (up to 50 children) and "large kindergartens" is used. The data concerning some selected indicators are also classified according to the founders of schools or according to individual regions.

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Evaluation of the Effectiveness of the Education System of Pre-school Education

Pre-school education takes place in "mainstream" kindergartens, special kindergartens, in preparatory classes of basic schools and in preparatory classes of special basic schools. The Education Act established the right for priority admission to education for children in the last year prior to their compulsory school attendance, including exemption from fees for pre-school education.

Inspection evaluations concentrating on the effectiveness of the education system are based on statistical data provided by the Institute for Information on Education (IIE), the MEYS and on the CSI's own surveys. On the basis of its own results and findings the CSI analysed the development of the main indicators decisive for the financing of pre-school education (indicators of performance and stability of the network of schools, development of provision of education and development of economic conditions).