



The republic-wide statistics demonstrated that expenditure of the general government budget increased in pre-school education, when compared with the previous school year, by 2.5 % and the share of expenditure of pre-school education in the total expenditure for the school system increased by 0.03 %. However, expenditure per child decreased by 3.73 %. The table above shows some of the indicators decisive for funding schools and their year-on-year comparison.

Restrictions of the state budget adversely affected the budgets of kindergartens. School managements had problems with newly introduced allocations of salaries of pedagogical staff as well as non-pedagogical staff. The rise in the salaries of pedagogical staff was accompanied by reductions in the salaries of non-pedagogical staff and in the case of small schools such measures caused serious problems when ensuring working hours of teachers necessary for the safe operation of kindergartens. This could bring about an increase in the share of unqualified personnel as staff without the required qualifications already participate in watching and serving children.

Expenditure per child in pre-school education dropped, mainly because of increased indicators for using capacities. The effectiveness of the education system in pre-school education was the highest among all segments of the education system if school economy is taken into account.

The priority of the “Plan of Principal Assignments of the CSI in the School Year in 2010/2011” in Pre-school education was a comparative evaluation of the compatibility of school education programmes and the relevant Framework Education Programme for Pre-school Education. In cooperation with invited experts, inspection teams evaluated the remaining 2,151 school education programmes. In this way the first cycle of evaluation of school education programmes for pre-school education (SEP PE) was completed and during the four-year period in total 5,098 SEPs PE were analysed. More than 1,000 SEPs PE were evaluated for a second time during follow-up inspections focused on the removal of deficiencies found during initial inspections.

In the past school year the CSI carried out 3,153 inspection events within pre-school education, visited 2,216 kindergartens out of a total number of 4,880 kindergartens (which accounts for 45 %). The analyses of 2,074 class observations were used in the Report.

This chapter also covers school facilities providing services to kindergarten children.

## I. Provision of Pre-school Education

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Kindergartens focus on profiling their schools and on extending the provision of education by developing target programmes and projects (for example environmental education, education towards health, the English language, music and arts and so forth). Equal access to education offered by kindergartens has been evaluated positively for a long period of time. However, its enforcement could be disrupted in the coming years by the maximal utilisation of classes and in some localities by an insufficient capacity of kindergartens, which is, *inter alia*, demonstrated by an increasing number of applications for enrolment in kindergartens who were not successful.