

Table B1 Evaluation of Kindergartens According to the National Criteria Framework

Criteria framework – 505 evaluated kindergartens	Frequency of achieved evaluation level (%)			
	1	2	3	4
1. Equal opportunities for education	0.6	1.8	86.9	10.7
2. School education programmes (education programmes)	1.4	9.3	81.2	8.1
3. School management	1.2	14.5	73.9	10.5
4. Staffing conditions	0.4	15.6	78.0	5.9
5. Material prerequisites	0.6	8.1	78.2	13.1
6. Financial prerequisites	0.2	4.0	86.9	8.9
7. Effective organisation of education	0.4	14.3	78.4	6.9
8. Effective support for the development of child personality	0.4	5.3	85.3	8.9
9. Partnership	0.4	1.6	87.9	10.1
10. Effective support for the development of functional literacy of children	0.6	4.0	88.1	7.3
11. Systematic evaluation of individual and group results – education of children	0.4	9.9	85.1	4.6
12. Systemic evaluation of overall educational achievement	0.4	10.1	85.3	4.2

Table B2 Evaluation of Kindergartens According to the National Criteria Framework

Criteria framework – 582 evaluated basic schools	Frequency of achieved evaluation level (%)			
	1	2	3	4
1. Equal opportunities for education	0.0	4.8	78.2	17.0
2. School education programmes (education programmes)	0.0	11.0	80.2	8.8
3. School management	0.2	14.9	73.2	11.7
4. Staffing conditions	0.2	14.1	78.9	6.9
5. Material prerequisites	0.0	9.5	81.8	8.8
6. Financial prerequisites	0.0	5.2	89.9	5.0
7. Effective organisation of education	0.3	9.8	81.6	8.2
8. Effective support for the development of pupil personality	0.0	5.2	79.9	14.9
9. Partnership	0.0	2.0	78.9	19.1
10. Effective support for the development of functional literacy of pupils	0.0	4.1	86.6	9.3
11. Systematic evaluation of individual and group results of education of pupils	0.0	9.1	84.0	6.9
12. Systemic evaluation of overall educational achievement	0.0	8.6	84.9	6.5