



The CSI evaluated the effectiveness of the organisation of pre-school education as unsuitable in 14 % of kindergartens. Most often there were deficiencies in the identification of children for adequate group and individual support, elaboration of the content of education in integrated blocks according to FEP and absence of systemic evaluation of schools. A high occurrence of errors in this area was quite often affected by external factors (system faults in FEP PE, financial problems, too many children in classes).

### School Climate in Kindergartens

The CSI also assessed the overall climate using three main indicators (out of a total of twelve indicators): working climate in classes, development of partnerships, and factual focus of complaints and suggestions provided within pre-school education.

In all the monitored indicators of **school climate** evaluation of pedagogical staff was the most favourable in this segment. If a four-grade scale is used the environment of schools was evaluated as the best, followed by a high feeling of belonging to the school team and interpersonal relations. For more detailed evaluation and assessment see Part B, Table B 22a.

With regard to the **development of partnerships**, kindergartens focus primarily on parents. Despite such efforts kindergartens have not yet managed to create cooperating networks between schools. In a range of small villages kindergartens played the role of community schools and they had traditionally close links to their founders. The CSI evaluated school partnerships in 98 % of kindergartens as being at a good level, of which 10 % of schools were at the level of good practice.

**Complaints and suggestions** related most frequently to communication between kindergartens and parents, operations of kindergartens, organisational arrangements of instruction, the course of education and staffing. (For more details see Part B, Table B 19).

## V. Support for Pedagogical Staff

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The long-term strategic goal of “Enhancing Professionalism and Improving Working Conditions of Pedagogical Staff” was defined in the National Programme of Education Development in the Czech Republic” (White Book) as well as in the 2007 Long-term Policy Objectives. When compared with other segments teachers working in pre-school education received the least support. In particular, access to ESF development projects was limited for kindergartens as in pre-school education it is possible to utilise only projects aimed at children with SEN. Templates which would allow kindergartens to facilitate complex administration of projects were not accepted. When kindergarten teachers are compared to the pedagogical staff of other types of schools there were only negligible possibilities to appreciate innovative work on SEPs.

According to statistical data the number of recalculated teachers increased by 4.9 %. The average number of children per teacher remained stable and female teachers prevailed among pedagogical staff. The decline (by 6.6 %) in the number of hours exceeding the number of hours allotted to teachers as a standard