

Material and Financial Prerequisites of Kindergartens

In general, the CSI evaluated the situation pertaining to school equipment as being at an average level in 78 % of the kindergartens visited. Interviews with teachers clearly showed their high evaluation of and satisfaction with the quality of the working environment. In total 43.4 % of teachers evaluated their material and technological equipment as very good, 52.9 % of teachers appreciated the possibility of using existing conditions and 55.8 % of teachers were actively involved in care for the school environment.

Table 18 School premises where faults were found (kindergartens)

Monitored indicators	Number of faults
School gardens	10
Playgrounds and other spaces for games	7
Classrooms	7
Sanitary rooms and cloakrooms	6
Gymnasiums	3
Playrooms	3

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. Risks were revealed in 8.7 % of kindergartens. Results of evaluations of OHS carried out in 103 kindergartens are summarised in the table above.

Investment projects seemed to be an important contribution to improving the material and technological background of kindergartens. Towards the end of the 2010/2011 school year altogether 98.4 % of the kindergartens visited were either involved in different investment projects or completed projects launched earlier. Most financial resources were allocated by kindergartens to the construction of barrier-free access and rooms for acquiring professional skills for simple orientation. The focus and share of different investment projects in these schools are presented in the data contained in the following bar chart.

Chart 2 Focus and share of implemented investment projects in kindergartens

