

Table 22 Overall evaluation of kindergartens in the school year 2010/2011

Key areas of evaluation – 505 KGs		Share of schools in the achieved level of evaluation (%)			
		B	C	D	
Results of kindergartens					
K1	Provision of education	0.6	9.9	81.4	8.1
K2	Overall results of education and effectiveness of support for personality development of children	0.6	5.0	86.4	8.0
K3	Impacts of innovative and preventive programmes	0.6	3.8	89.6	6.0
Prerequisites of kindergartens					
K4	School management and an effective strategy of education	1.2	13.5	78.7	6.6
K5	Support for pedagogical staff (personnel, material and financial prerequisites)	0.2	4.8	90.8	4.2
K6	School's self-evaluation systems and checks	0.4	10.0	85.6	4.0

Key for individual levels of evaluation:

- a. *Situation displays high risks which can lead to the removal of a school from the Register of Schools pursuant to the provisions of Sec. 150 of the Education Act.*
- b. *A school entity does not achieve a prescribed standard; identified risks can be corrected within the given deadline.*
- c. *A school entity achieves, within the given criterion, a typical regional or national standard prescribed for the same type of school and school facility.*
- d. *Activities of a school entity are in some areas above the standard or they are evaluated as an example of good practice (the scheme prepared by the Research Education Institute for examples of good practice was used).*

On the basis of the aforementioned evaluation the CSI formulates summary findings concerning adverse phenomena in kindergartens whose persistence and consequences could negatively affect how the strategy aimed at enhancing the quality of pre-school education is met

- There was a reduction in expenditure allocated from the state budget per child by 27 %; high numbers of children in classes and growth in the standard number of children per teacher do not contribute to the individualisation of education and to the development of the personality of every child.
- Neither the framework of national school policies nor FEP PE clearly defines, at the central level, strategic objectives concerning support for the development of functional literacy.
- There is an absence of standards in FEP PE; standards should be an integral part of FEP PE; the problem of consistency between the pre-school and elementary level of basic education persists.
- Field-specific methodologies and/or subject didactics which would help in terms of meeting the goals of FEP PE are still missing.