

children slightly decreased to 88.2 %. Identically with the previous school year, the percentage of children with special educational needs was 2.8 % out of all children in pre-school education. The share of foreigners slightly increased to 1.5 %. On the other hand the proportion of children below three years has been decreasing for past several years, amounting to 9.0 % in the school year 2012/2013. Due to the lack of places in kindergartens, there is little capacity for enrolment of these youngest children whose parents want them to be placed in a kindergarten.

The total public expenditure on pre-school education have increased to 16 933.5 mil. CZK compared to the year 2011. The state normative funding per capita has increased to 38 833 CZK (i.e. 1 4171.78 EUR). In 2012, the average salary of pedagogical staff in pre-school education was 23 771 CZK (867.87 EUR).

The average age of kindergarten principals was 49.6 years (compared to 50.1 years for basic school principals). The average length of their teaching experience was 26.8 years. The average age of pedagogical workers in kindergartens was 43.3 years.

1.2

A summary of selected CSI findings in pre-school education

In the school year 2012/2013 the CSI conducted 1523 inspections in pre-school facilities during which 2363 class observations were used for complex quality evaluation. 827 kindergartens with 56 889 children were visited out of which 526 children were in preparatory classes.

According to the evaluation based on the Criteria Framework, most of the kindergartens were classified by inspection teams as schools that meet at least the required state. However, number of the schools classified as above standard or even as an example of good practice decreased. Kindergartens are under pressure of founders and the public to accept maximum permitted number of children per classroom. Another reason for the stagnation in pre-school education is 14.7 % share of unqualified pedagogical staff.

There were assessed 12 areas within the framework of criteria evaluation. Partnership, Financial Prerequisites and Equal Access to Education areas were evaluated best of all. The highest number of kindergartens classified as “*above standard*” or “*a good practice example*” occurred in the area of Effectiveness of Support for Personality Development of Children – in total in 7 % of these schools.

The inspections found out that the kindergartens successfully organize development of social literacy. Democratic environment predominates in pre-school education together with a very good school climate. The schools involve parents to actively participate at school activities, they use various projects and partnership forms. Investments into material development of kindergartens also contribute to the quality of pre-school education.

Kindergartens provide a very good support to socially disadvantaged children. A permanent attention is devoted to education towards health and prevention of school injuries which results in significantly lower injury index (0.3 %) in kindergartens than in other types of schools.

The number of children with speech impediments has increased. A great number of pre-school children had not completed speech development as late as in the last grade before starting com-