

In sample checks the CSI monitored the number of children enrolled and actually present in classes in the course of education. As far as the monitored sample of 1,798 inspections is concerned the average number of enrolled children was 23.1 per class, whilst the average number of children actually present was 15.8 children per class, and the average participation was 68.2%. Fewer than six children were in 2.2% of the observed classes. The share of unexcused absence of children from the total number of all absences was 0.1%.

Provision of Pre-School Education for Children with Special Education Needs

Institutional care was provided in 112 special kindergartens. According to statistical data 8,673 children with SEN were reported from 1,022 kindergartens, thus the share of registered children with SEN was 2.9%. Support for these children was provided in 80.5% cases on a group basis and 19.5% children received individual support. Speech therapy was offered to 1.7% of children. Such care was predominantly provided in special speech therapy classes attended by 86% of children with speech impediments and only 14% of children have individual care.

The CSI found that the share of children with SEN was 3.5% in the kindergartens visited. In reality the need for support of children with SEN is higher than officially demonstrated by public records. Some kindergartens provided care to children with SEN without claiming any financial support.

As regards the identification of needs of disabled children and children with specific educational development disorders schools have good guidance. Kindergartens draw attention to the fact that there is no systemic approach towards speech therapy and the current needs of children exceed the capacities of kindergartens. With respect to the fact that the most frequent reason for postponing compulsory school attendance is a speech disorder, the provision of speech therapy is not sufficient.

Kindergartens identify children who are socially disadvantaged on the one hand and talented children on the other hand only with difficulty. However, kindergartens were the schools with best support provided to children with SEN. Activities of this kind were found in 82% of the classes observed.

Drawing Up and Introducing School Education Programmes for Pre-School Education

The obligation to follow the Framework Education Programme for pre-school education (FEP PE) came into effect on 1 September 2007. To this end, the past school year was the second year of the implementation of SEPs.

The CSI evaluated a total of 1,092 SEPs in kindergartens while concentrating on the compliance with the national FEP according to the principles for drawing up SEPs.

Table 2

Results of SEP's evaluations in kindergartens according to obligatory chapters of FEP PE

Obligatory chapters of FEP PE	SEP does not comply	SEP partially complies	SEP fully complies
Identification data	7.0	26.2	66.8
General description of a school	3.6	16.5	79.9
Conditions for education	5.6	53.8	40.6
Organisation of education	13.2	32.4	54.4
Description of education programme	6.4	32.7	60.9
Content of education	10.8	54.6	34.6
Self-evaluation system	10.7	50.6	38.7