



The CSI also monitored differences between legal entities performing activities of only kindergartens and legal entities which are simultaneously kindergartens and basic schools. Legal entities carrying out only the activities of kindergartens are better evaluated in managing pedagogical processes and thus only minimal differences were ascertained as regards results. Currently it can be judged that mergers of the both types of schools within one legal entity are more effective in terms of financial management and such mergers have only a neutral impact on the quality of pre-school education.

Areas Selected for Improvement in Pre-School Education

Measures adopted at the level of schools aimed at the removal of deficiencies detected in the area of school education programmes (78 % of kindergartens), enhancement of preventive systems of OHS (47.4 % of kindergartens), improvement of financial management of funds allocated from the state budget (33.3 % of kindergartens), removal of violations of the Education Act (17.5 % kindergartens) and improving provision of meals in schools (1.9 %). A high percentage of kindergartens would welcome, when solving such deficiencies and errors, greater support from their founders.

As regards human resources, the risk factors seem to be quite a high average age and high demand for qualifications. The issue of just remuneration has not yet been solved if this segment is compared with other segments of education.

Specifying of the educational content of SEPs in accordance with principles set out in the FEP PE remains a problem (65.4 % of kindergartens).

Kindergartens have not yet been able to set up a functional, comprehensive system of self-evaluation (61.3 % of kindergartens). Most frequently they do not know how to determine responsibilities, time schedules, managements do not know how to establish such systems and they often use methods and procedures that are unsuitable and inadequate with regard to the size of school and thus they increase the already excessive administrative burden.

Material Differences among Regions

As far as the provision of pre-school education is concerned, kindergartens in the Olomouc Region were evaluated as the best ones, on the other hand problems were detected in the South Moravian Region.

With respect to management of funds allocated from the state budget problems occurred most often in the Vysocina Region whereas kindergartens established in the Hradec Kralove Region were evaluated as the best in this area.

School systems of OHS displayed the greatest problems in the Vysocina Region and the capital city of Prague was evaluated as the best in this area.

As regards development of SEPS most problems occurred in the Pardubice and Usti Regions whilst the fewest problems were detected in the Moravian-Silesian and Hradec Kralove Regions.

Good evaluation concerning a differentiated and individual approach towards children was awarded to kindergartens in Prague and the Moravian-Silesian Region. On the other hand the CSI required mostly kindergartens in the South Moravian Region to improve in this area.

A good level of school systems of self-evaluation was found in kindergartens of the Pilsen Region, followed by the Moravian-Silesian Region and Prague. More attention to this area must be paid in the Pardubice, Zlin, Liberec and Usti Regions.

Systemic Risks in Pre-School Education

Problems of kindergartens with implementation of FEP PE appear to be acute. No valid document as guidelines for drawing up SEPs is not perceived in kindergartens unambiguously. On the one hand kindergartens can see benefits in larger freedom for