

**MENDEL UNIVERSITY IN BRNO**

Faculty of Regional Development and International Studies

**Nursery schooling system in Brno**

Bachelor thesis

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ZDE VLOŽTE PODEPSANÉ ZADÁNÍ

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## Abstract

The purpose of this work is to provide readers comprehensive view to the current situation of pre-school education system in the city of Brno and on the basis of available information, analyse development and changes over the past few years. The theoretical part is focused on the development of pre-school educational system, history, the possibilities for its support, and last part describe the situation in Brno in 2014 and 2015. In the practical part was made research through questionnaires. Their goal was to map the current situation and satisfaction of parents with pre-school education in Brno and to obtain information from directors about approximate movement of children between nurseries in individual districts.

## Key words

Nursery schooling system in Brno, children, enrolment to MŠ

## Abstrakt

Účelem této práce je poskytnout čtenářům ucelený pohled na aktuální situaci předškolního vzdělávacího systému na území města Brna a na základě dostupných informací analyzovat vývoj a změny za posledních pár let. Teoretická část je zaměřena na vývoj předškolního vzdělávacího systému, historii, možnosti jeho podpory a v poslední části je popsána situace ve městě Brně za roky 2014 a 2015. V praktické části bylo provedeno šetření formou dotazníků. Jejich cílem bylo zmapovat aktuální situaci a spokojenost rodičů s předškolním vzděláváním v Brně a od ředitelů získat informace o přibližném pohybu dětí mezi školkami v jednotlivých městských částech.

## Klíčová slova

Předškolní vzdělávací systém v Brně, děti, zápis do MŠ

## Content

1	INTRODUCTION.....	8
2	OBJECTIVE AND MOTIVE OF THE THESIS.....	9
3	OVERVIEW OF THE PROBLEM.....	10
3.1	Preschool education.....	10
3.2	History of nursery education.....	11
3.2.1	Formation of preschool institution in Czech countries.....	12
3.2.2	20 <sup>th</sup> century and reform movement in education (interwar period).....	12
3.2.3	Nursery schools at the time of the Communists.....	13
3.2.4	Development of nursery school after 1989.....	13
3.3	Preschool education system support.....	13
3.3.1	European Union support.....	13
3.3.2	The Czech Republic.....	14
3.4	Brno city support.....	16
3.5	Nursery schools in Brno.....	18
3.6	System of children admitting in Brno.....	19
3.6.1	Admitting criteria.....	20
3.6.2	Goals of the system.....	22
3.7	Analysis of Brno preschool education system in years 2014-15.....	23
3.7.1	Development of free places in Brno nurseries in last 10 years.....	23
3.7.2	Free places/filled applications.....	24
3.7.3	Accepted/rejected ratios.....	25
3.7.4	Submitted applications.....	27

4	Practical Part .....	29
4.1	Goal of the research .....	29
4.2	Research questions .....	29
4.3	Methodology .....	30
4.4	Analysis of data obtained from questionnaires .....	31
4.4.1	Survey addressed to parents .....	31
4.4.2	Position of nursery school .....	37
4.4.3	Survey addressed to the Director of nursery schools .....	40
5	DISCUSSION.....	41
5.1	Research focused on parents .....	41
5.2	Research focused on directors .....	42
5.3	Research question: What is the current situation in Brno?.....	43
5.4	Research Question: Satisfaction with actual situation?.....	43
5.5	PROPOSALS OF SOLVING THE SITUATION.....	43
6	CONCLUSION.....	45
7	SUMMARY.....	47
8	LIST OF LITERATURE AND USED SOURCES .....	48
9	LIST OF USED ABBREVIATIONS.....	50
10	LIST OF USED PICTURES AND CHARTS .....	51
11	ANNEXES .....	52

# 1 INTRODUCTION

Author chose the topic “Nursery schooling system in Brno”, because of high actuality, and because of the connection of this issue with her person. The author herself has a child aged approaching entry into the nursery school; therefore there was earlier interest in this topic. Except official sources, there were no other information, bringing also different perspective. There is currently almost no work dealing with this issue and author belief that reached knowledge from the both parts of this work could be interesting and helpful to obtain a closer look at the situation in Brno in past years.

Facilities which provide preschool education are an integral part of Czech education system. Already in this facilities, children encounter with basic ground for their future life, learn the basic of communication, cooperation and other abilities. Even these facilities are not obligatory in the Czech Republic; it is, according the author opinion, highly beneficial to let children go through this level of education for a better entry into the next education level. Thanks to so called “Husak generation” was recorded a rise in number of children in the past years. It leaded to lack of free places in nurseries all around the republic include Brno. Based on the forecast, the situation should slowly start to calm down and the number of children who will enrol in the nursery school decrease.

The main approach of this work, based on the gathered information, literature and research is to describe and bring closer view to actual situation in Brno. This Bachelor thesis is divided into two main parts – theoretical and practical part. In the theoretical part author describe the very system of preschool education, its history in the Czech Republic, an electronic enrolment system support and analysis of situation in years 2014-15.

The starting point of the practical part is the process of qualitative research focused on two groups of respondents, closely related to the topic. First part of the research is focused straight on the parents and their experiences with the registration of their children to nursery school, satisfaction with state nurseries and opinion to the actual situation in Brno. Second part is with few questions created for the directors of the nursery schools and analysed movement of children among different city districts and their proportional representation there.

In the last part of this thesis the author describe the results, answer research question and summarize obtained data and information. There is also recommendation, to help with actual situation.

## 2 OBJECTIVE AND MOTIVE OF THE THESIS

A major objective of this bachelor thesis is to describe and draw attention to current situation of pre-school education system in Brno. Author would like to focus on description and closer view of Brno nursery schools, admitting process and thus connected capacity problem and analysis of nursery schooling system.

The main aim of the theoretical part is to describe, based on gather of available literature and information, system of preschool education, its history in the Czech Republic, electronic enrolment system support and analysis of situation in years 2014-15.

The main task of the practical part is to carry out a survey by a questionnaire between two groups of respondents closely related to this topic.

First part of the practical part is focused on the parents of children who relates to a current enrolment to nurseries, or are already visiting some of the preschool facilities in Brno and their opinion.

Second part is focused on the Directors of nursery schools in order to determine approximate movement of children between nursery schools and city district, where they have permanent residence.

The main goal of this work, based on the gathered information, literature and research is to describe and bring closer view to actual situation in Brno.

### 3 OVERVIEW OF THE PROBLEM

Theoretical part is focused on definition and characteristic of basic terms connected to preschool education system, its history in the Czech Republic, support of preschool education on several levels, working of the admitting system in Brno and at the end of this chapter is analysed situation in Brno in years 2014 and 2015.

#### 3.1 Preschool education

Preschool education supports the educational influence of family and adds a specific stimulus, develops and enriches it. (Zigler, 2006) It stages of education in which the child acquires primarily a social experience, basic knowledge about life around and first ideas for continuing education and lifelong learning. (Koťáková, 2008) In taking care of the children from three to six years is clearly dominating the nursery schools which are belonging to the Ministry of Education, Youth and Sport and which have a long standing tradition in the Czech Republic. (Bečvářová, 2003)

Nursery school is a preschool institution linked to education of children in the family and in conjunction with ensuring of comprehensive care and education for children generally aged from 3 to 6 years (in some cases even for younger children), or until they enter elementary school. (Nir-janiv, 1982) The founder of the nursery is mostly some municipality, but it can be also the country, church, or other private or legal entities where the main activity is the provision of education or school services under the Education Act. (Bečvářová, 2003)

At the same time is created, to legal person mentioned above, qualify for allocation of funds from state budget. In contrast to the crèches are nursery schools eligible for state assistance according to the Education act and other legislation. These are mainly Act no. 218/2000 Coll., on budgetary rules, 250/2000 Coll., on budgeting rules of regional budgets and 306/1999 Col., on provision of subsidies to private schools, pre-school and school facilities. (MŠMT, online)

The monthly payment amount for attendance in nursery school sets the director and it's limited to 50% of real average non-investment monthly expenses per child in the previous calendar year. The Director has the power to reduce or waive the fee for preschool education. (MŠMT, online)

Education in the last year of nursery is established by state, county, municipality or union of municipalities is provided free of charge for a child up to 12 months. Restrictions of free of charge preschool education for 12 months do not apply for children with disabilities. Details and conditions for the operation of nursery schools are regulated by Decree no.

14/2005 Coll. as amended, the status of pedagogical staff of schools enrolled in the school register is governed by Act no. 563/2004 Coll. on Pedagogical Staff, and basic legal documents define hygiene requirements for the operation of nursery schools and other educational institutions as well as care facilities for children under three years of age under the Trade Act, the Ministry of Health Decree no. 410/2005 Coll., on hygienic requirements for premises and operation of equipment and facilities for education and training of children and adolescents. (NUV, online)

Private or corporate nursery schools, which are registered in the school register, shall be determined in the establishment and provision of services legislation applicable for nursery schools. Private or corporate nursery schools, which are registered in the school register, shall be determined in the establishment and provision of services legislation applicable for nursery schools. Establishment of corporate and other private nurseries registered in the school register is mainly, according to legal and economic aspects, more complicated than the establishment of an unregistered form of the device, but the fact that the nursery is registered in the school register, ensures that its function and services provided, have a certain level and is controlled by the Czech school Inspectorate. (MŠMT, online)

In the school year 2011/2012 was on the territory of Czech Republic a total number of 4,931 nursery schools, in which was registered 342,521 children. 95% of these nurseries were municipal, 3% private and founder of less than 1% was church. In the long term period, the demand for nursery exceeds the supply, especially in large cities, where the situation is often very unsatisfactory (for an example in year 2011/12 was not accepted more than 49 thousand of admission applications of children to nursery schools. This number increases every year. Most parents of these children must deal with the situation of care for their child in any other way, either through an extension of family care or provide another (financially costly) type of service. (VÚPSV, online)

### 3.2 History of nursery education

In the countries of Middle Europe the concept of “nursery school” means preschool institution for children between 3 and 6 years, recently and more often we meet with admitting of children below 3 years but not younger than 2,5 years. (Read, 1976) In other European countries is this institution called “kindergarten” (from German – “garden for kids”) and means first degree of education in class. Sometimes the title is replaced by informal “školka”. First official nursery school was opened by Friedrich Froebel in 1840 to celebrate anniversary of the discovery of print press by Guttenberg. (Wikipedia, online)

### 3.2.1 Formation of preschool institution in Czech countries

Predecessor of classical nursery school were so called “Nursing homes” (in Czech “Opatrovny”), which started in first half of 19<sup>th</sup> century, because of expand of manufacture production (inclusion of women (mothers) into work process, which leads to unattended movement of preschool kids, their entree to various Beggar’s Gang, or increase of mortality caused by injuries. Founder of Czech nursing homes was Jan Svoboda (1803-1844) who in 1832 established this home in Prague. Use of games, singing and rhymes he learned kids from 3 to 6 years, how to read, write, basics of Germany language and moral principles. (Svoboda, 1986)

2<sup>nd</sup> half of 20<sup>th</sup> century was start of Germany Kindergarten – originally for mothers and their kids which learned how to educate their children in the best way. The first one was established in 1862 as a reaction to German Kindergarten was established 1<sup>st</sup> Czech nursery school by Marie Riegrová Palacká. This school worked on principle of charity (financed partly by city Prague and partly from charity) thanks to this there was a possibility to all-day work with full catering. Nursery school accepted 3 concepts – French (programme, way of education and arrangement), German (“reward system”) and Czech. (Svoboda, 1896)

### 3.2.2 20<sup>th</sup> century and reform movement in education (interwar period)

This period was influenced by reform movement as a reaction to Fröebelismus (full suppression of children individuality, children development). Development of 2 main trends: nursery school as:

- a) family education completion
- b) preparation for primary education

During interwar period there was a need to create school reform – establishment of 2 commissions 1<sup>st</sup> commission headed by Václav Příhoda (Prague) and 2<sup>nd</sup> by Jan Uher (Brno). Vaclav Příhoda tried to apply so called “global model” from USA (summary of teaching into areas, etc.). Jan Uher was concentrated to structure and content of education. (Wikipedia, online)

The question of school reform was not resolved because long dispute between Jan Uher and Vaclav Prihoda was interrupted by WW2. However from this period came something positive (first framework education – division of a school year as it is known today to period from summer holidays until Christmas from Christmas to Easter and from Easter to summer holidays, division of space in kindergarten to 3 rooms – playroom, classroom and garden, and many others). (Svoboda, 1896)

### 3.2.3 Nursery schools at the time of the Communists

After WW2 was in year 1948 issued “Law of unified school” and began development of nursery schools. It classified preschool education to education institutions, but it wasn’t mandatory. There was a growth of quality till year 1965, between years 1965-1975 was education influenced by socialistic approach.

Fundamental change in the structure of education occurs in year 1976 and brought a change in the structure of education (yet compulsory nursery school from 3 to 6 years, primary school from 6 to 15 years, etc.). (Svoboda, 1896)

### 3.2.4 Development of nursery school after 1989

With the fall of the communist regime continued preschool education to the period of reform movement and adopted the personality-oriented objective of education (individual approach, empathy, etc.). Integration of children of special needs began to develop. And it was a start of develop of a new (alternative) pedagogic trends – e.g. Montessori system, Waldorf pedagogy, Forests schools, and many others. (Svoboda, 1896)

## 3.3 Preschool education system support

From 90<sup>th</sup> years the ratio between numbers of free places in nurseries. I case of nurseries established state its necessary to provide support of these institutions.

### 3.3.1 European Union support

In 2013 in order to the highlight of so-called European semester which aims to coordinate economic and fiscal policies of the members of EU is annually to take individual recommendations to countries made by European commission. In 2013 was also one of discussed topics; the capacity and inclusiveness of public childcare institutions. Commission drew attention to one of the main problems of childcare in Czech Republic, which is continually grow number of voids in nurseries and kindergartens. In 2013 was refused to nurseries almost 59 thousand applications. Even in 2005 there was according to Ministry of Education only 6.810. (Euractiv, online 2013)

This situation result is the lowest level of employment of Czech women with young children in EU. This year worked in Czech Republic only 36% of mothers raising children younger than 15 years, while for example in Scandinavian countries were these figures exceeding 70%. Prognoses from this year from OECD (Organization for Economic Co-operation and Development) indicated, that if the employment rate of women completely offset the employment of men, it would anticipate reduction of GDP (gross domestic product) per head and till 2030 would increase by up to 16,5%. (Euractiv, online 2013)

In 2014 was the Commission especially the need for greater social inclusiveness of these facilities and integration of Roma children. In November 2014 at the meeting of the European Commission: “European Semester 2015” was published also country report for Czech Republic in which was mentioned some recommendations for improvement of preschool education system support. Some steps have been made towards increased the availability of childcare facilities, with the Act on Child Groups been adopted in 2014. Under this legislation, any legal entity can provide childcare in group of up to 24 children (of at least 1 year of age). In the case of children, of 3 years and older, some professional standards are required. (EC, online 2015)

The expenditure on company childcare facilities has also been made tax-deductible, and tax relief has been granted to patens that use the services of child groups. The act should result in an increase in childcare services, although stakeholders have raised concerns about it potentially impacts on some types of existed alternative childcare facilities. It will only be possible to evaluate the act’s overall impact after some time. (EC, online 2015)

The government also promised to increase the capacity of public nursery schools. A new initiative was announced to establish a government fund that will support new public facilities provide early childhood education and care. This fund will disburse CZK 1.5 billion for the period 2014 – 2021 and CZK 12 billion for the period 2015-2023, planned to be draw from EU funds. (EC, online 2015)

### 3.3.2 The Czech Republic

I already mentioned in one of the previous chapter, the Czech Republic is trying to improve current situation of nursery schools, because of the large increase in number of births in last years is necessary state participation. Based on some recommendations from European commission, or by the surveys carried out in our country, were implemented several steps, which could lead to improvement of current situation. In programme period 2007-2013 was decided to support overlooked Nursery schools by amount of CZK 500 million by subsidies from the Operational Programme for Education and Competitiveness (OPEC).

One of the things, that was supported in last period by this recommendation was the **Law in the granting childcare services in a group of children** (Children groups) which came into effect in November 2014 and which defines the conditions in which the child care service is provided in children’s group, conditions to obtain the authorization to provide childcare service in a group of children and the associated public administration.

Establishment of these groups is calculated by government to amount around CZK 500 thousand – that is incomparably less money than is necessary to build a new nursery school. Same amount could be required for operation. Government expects inflow of money to state budget (around CZK 400 million), thanks to build of children groups, thousands of parents could have easier return to labour market. Maximum number of children in a group is limited to 24 (same as in nursery school classroom). (ZPL, online)

Approved Act regulates strict conditions of these groups like mandatory registration, hygienic condition and many others regulations which are mentioned in this Law. Other pleasant news came up with this act – money, which parents pay for child's stay in the nursery school is possible to deduct from taxes. Maximal amount of tax relief, which can parents deduct is limited to CZK 8,500 per year based on prove of expenditures for nursery or other preschool facilities, and only for one of the parents.

Other development fund established by Ministry of Education is: **Fund for capacity development of kindergartens and nursery schools established by regional authorities** (from 2014), which prepared initiation of the support programme from 2015, for purpose of the creation of new teaching capacities of nursery and elementary schools established by mentioned authorities The subsidies will be provided from integrated operational programme 2014-2020. (MŠMT, online 2014)

### 3.4 Brno city support

Because of continuous increase in the number of children in nursery schools MMB has created several concepts; these concepts are fundamental strategic documents in the field of education at the city Brno. The aim of this measure is, inter alia; create conditions for the education of the inhabitants and the city's competitiveness in the European space.

**Past:** Concept of city education till 2013 (List of suggested solutions):

- Use of spaces in elementary schools (which are not currently filled) – Building of 1-2 departments of nursery school in primary schools for children who are in last year before compulsory of primary school attendance (even children with delay). This solution is usually less capital-intensive, and costs for one 1 unit are not higher than CZK 0, 5 million. Kids in these departments could prepare better for initiation of primary education, and avoid to possible problem with adaptation to new surroundings.
- Use of former buildings of nursery schools - used for different kind of school facility or for leisure activities, which would move into the school objects. Disadvantage of this are high financial investment costs to restore of this facilities, which weren't used from their abortion and could have bad conditions.
- Construction of new nursery schools – recommended only in large developed areas of the city, but here is preferred one larger facility before smaller, because of economical operations of these facilities, moreover, it is necessary to design the project, to have possibilities to partly utilize the lowest grades of elementary school (1<sup>st</sup> to 3<sup>rd</sup> grade). (MMB online)

Conceptual aims:

- To develop an efficient network of nursery schools, this will flexibly be able to respond to changes in demography in Brno and its parts.
- Use the free capacity of primary schools, and integration of nursery schools into them.
- Differentiated use of available facilities throughout cancelled nursery schools
- Construction of new nursery schools in cooperation with the investor – large developed city locations (MMB, online)

## **Actual:** Concept of city education till 2020

As I already mentioned above, continuing growth of the number of children in schools is necessary to consider the increase possibilities of the number of available places in coming years, therefore was in this report suggested followed solutions (listed by priority):

- Alternative ways of increase of the capacity – so-called container schools (advantage of this is less construction costs than of standard nursery school and possibility of quick dismantling of facility).
- Commission of unused objects, rooms in terms of individual city districts – disadvantage of this solution are usually higher financial investment costs to restore these objects, which weren't, from the time of their abolition investment-backed in any way and are often at the edge of lifetime.
- Construction of new nursery schools – recommended only in large developed areas of the city, but here is preferred one larger facility before smaller, because of economical operations of these facilities, moreover, it is necessary to design the project, to have possibilities to partly utilize the lowest grades of elementary school (1<sup>st</sup> to 3<sup>rd</sup> grade). (MMB, online 2014)

### Measures:

- Support the effort of city and its districts to flexibly and efficiently adapt network of nursery schools in the given area, to support the capacities, which will reflect the need to increase capacity for children to enter preschool education.
- Support alternative ways by settlement of new capacities (containers) if necessary and after consultation with districts.
- Construction of new nursery schools in cooperation with the investor – large developed city locations.
- Continue to support electronic registration to nursery schools and utilize experiences from each of the registration for its continuous improvement and streamline.
- Monitor establishment of corporate, private or church nursery schools.
- Support the creation of nursery schools, which contribute to grow of civil society. (MMB, online 2014)

### 3.5 Nursery schools in Brno

Brno is 2<sup>nd</sup> biggest city of Czech Republic with 385 913<sup>1</sup> number of inhabitants. It's formed by 29 city district, largest city part is with 64 316 residents Brno-Střed, least of the population lives in Brno- Útěchov (577). Number of children younger 14 years is 12,7 %.

Between years 1989/90 till 2004/2005 decreased number of nursery schools in Brno about 36% and number of children about 30%. Year 2004 was a turning point from which, the situation began to move in a different direction. From this year, number of 3-5 year old children in constantly grow, from 2004 where the number of these children was 7979 has increase till 2012 to number of 13 246 children, and this number still increase. (Klingerová, 2014)

This increase logically influenced the network of nursery schools. In the last year, the number of free places increased more than 1200. The lack of capacity is perceived unequally, expressed primarily in the developed areas of the city, there is also effort to find new non-traditional ways, how to cover the capacity need (formation of so-called company nurseries). (Klingerová, 2014)

Brno nursery schools provide preschool education is formed by school subjects, with 1 to 9 classes and most frequently are represented by 3classes facilities. The city of Brno actually register (in the register of schools and school equipment) total of 137 municipal nursery schools, which are operated by the town and its districts and 14 nursery schools has private founder, 2 are funded by church and 2 are company nurseries. There are also subjects, who provide day-care for children, but they are not registered in the list. (MMB, online)

Area	Number of schools	Number of class	Number of kids	Avg. number of children in class
Czech Republic	5 085	15 390	363 568	23,62
South Moravia Region	647	1 725	40 498	23,48
Brno	137	465	11 491	24,71

Chart 1 Comparison of municipal nursery schools – CZ and South Moravian Region (Source: MMB, Výroční zpráva 2013/2014)

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<sup>1</sup> Data reached from census (2011)

### 3.6 System of children admitting in Brno

At begin of 2012 (5<sup>th</sup> February) was based on suggestion from the Brno nursery directors and in order to simplify the whole process of enrolment of children. (5. February), without long previous planning and first in the Czech Republic, created by the City of Brno unified electronic system to facilitate to parents to sign their kids to nursery school. (OŠMT, online)

At the same time of creation of this system were, by the Municipality of Brno proposed criteria for the assessment of the registered children and their score. First year of function of this system was rather probationary and many of directors were not pretty sure with new innovation. For the proper function of the system were necessary some basic pc knowledge and especially some smaller nurseries was not prepared for implementation of the system. After some meetings with all directors, most of them accepted the “idea” from OŠMT and this system was put into the operation in all city districts, except Brno-Střed, who joined this system until year 2015. (OŠMT, online)

To good work of this system is organized every year training of directors, and other people connected with and depend on eventual changes made or not in the system. Despite the introduction of uniform criteria for admitting of children into nursery school, decisive word still has the director, so the system is, more known as a “support of registration”, not registration itself. The main task of this system is therefore to generate a score for each child. (OŠMT, online)

Before this form of registration, it depended only on the decision of the headmaster of nursery school and many of parents wasn't sure with the new criteria so they contacted the Ombudsman who on the basis of the analysis confirmed, that the use of criteria is legitimate. Criteria of gained points are known in advance and the results are accessible online, so as I mentioned, system is transparent and practically eliminate unfair manipulation with added applications or arbitrary decision on the part of the nursery school (before the introduction of system, some complains about nepotism or discrimination occurred, system should eliminate it.)

#### **System of children admitting is divided into 3 main phases:**

##### 1. Publishing of applications

This phase usually takes place during the month of February and child's legal representative has 3 ways, how to get the application:

- a) Electronically on the official registration website (Mateřské školy Brno [www.zapisdoms.brno.cz](http://www.zapisdoms.brno.cz)), where after fill of form is generated an application of child with unique numeric identifier (in accordance with the law on the protection of personal data in the system are not personal data stored),
- b) Personally in required nursery schools on the days (usually 2 consecutive days), specified by headmasters of individual schools during the above period and
- c) Pickup at OŠMT in the respective website listed on the website of registration. To obtain an application by one of the above methods you need to know number of the insured person (child).

## 2. Collection of applications

Usually in 2 days in a row at predetermined times, during the month of March (different for each year) in period from 8:00 to 16:00 hours on individual nursery schools. Concrete hours are specified by headmasters and are available on the official websites, website of nursery school or straight in nurseries. Legal representative come to nursery school (which he is interested) in these days with duly completed application form confirmed by doctor (in Czech Republic is mandatory vaccination a condition for admission of a child to nursery school), birth certificate, his identity card and any other necessary documents.<sup>2</sup>

## 3. Admission procedure

From a predetermined date can legal representatives expect information about admission/non- of their child to nursery schools, throughout this phase is possible to monitor the admission procedure on the official website, so in case, that the child is placed on the boundary of admission/non-, you can track if the child has moved to the level of acceptance.

### 3.6.1 Admitting criteria

Criteria for admitting of children to nursery schools try to prevent discrimination and also are taking into account education policy of the city. Score of the child is a function of its age (closer school age, higher score). During the first years of operating of this system has been the point assessment for individual criteria calibrated to achieve the best balance.

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<sup>2</sup> All information available on official websites

## Criteria:

### Age of children

1. Age group (counted to 31.8.)
  - Pre-schooler 1600 points
  - 3 and 4 years: 800 points
  - 1 and 2 years: 0 points
2. Year of age
  - 2, 4 and 6 years: 20 points
  - 3 and 5 years: 0 points
3. Day of age of children in year
  - For every day to 31.8. 0,02 points

### Residence of children

- Place of residence (children or at least one representative)
  - In Brno city 400 points
  - Out of the city 0 points
4. Residence in Brno
    - Permanent residence in district where the nursery school is located: 160 points
    - Permanent residence in Brno and lives in district of nursery school: 120 points
    - Permanent residence in Brno without residence in district where the nursery school is located: 80 points
    - Residence in district where the nursery school is located without permanent residence in Brno: 40 points
    - Others: 0 points

### Attendance of children

5. Daily attendance of children
  - All-day attendance: 200 points
  - Half day attendance: 0 points

### Siblings in nursery school

6. Siblings
  - Already attend nursery school, where is application filed: 10 points

- Not attended: 0 points (MMB, online)

### 3.6.2 Goals of the system

- Creation of database of free places in nursery schools
- Ensure of transparency in system of admitting
- Providing of information about position of children in lists of applications about acceptance everywhere, where is the application filled
- Simplification of administration to masters of nursery schools
- Provision of feedback to city, founders and other cooperation of institutions (MMB, online)

### 3.7 Analysis of Brno preschool education system in years 2014-15

According to obtained data from MMB OŠMT Brno in next chapters made an analysis of situation of preschool education in Brno from last two years, thanks to electronic support of enrolment and analysis of data after every year admission can this department use reached data to solve issues, improve the system itself and choose development strategies for each city districts.

In past years was not, because of misgiving of un-transparency of the system, district Brno – Střed involved to supported citywide electronic registration system, the district joined up in this year (2015), so in some parts, there are missed data from observation from year 2014.

Also data from peripheral city district Útěchov are not closer noted in any part of this work because of no position of nursery school there, reason is that according to analysis from MMB in number of children who lives in this district is stable and does not exceed 10 children in preschool age and most of them visits adjoining district Soběšice, where was in past made expand of local nursery school to be able to cover also children from Útěchov district, and other districts based on parents' choice. In territorial plan of this municipality, it is reserved place for educational purposes in which, in case of future development, can be used to build preschool facility.

#### 3.7.1 Development of free places in Brno nurseries in last 10 years

In this part, I am going to focus on development of places in nursery schools in Brno. In attachment is visible relatively steady increase of total number of free places in last 10 years. This number has quite similar way in the entire decade, and its move about a few hundred places each year.

Biggest growth is visible in year 2011/2012 (about 380 places). To the future, based on expected decrease in number of children in preschool age, there is no plan consider about significant increase in the number places in nursery schools or nurseries themselves. So we can say that this number is going to be quite stable in close future.

Also number of nurseries and its classes has pretty increased in past few years, number of nursery schools, not significantly from 133 (in 2009) to 137 (in 2014) and number of classes from 400 (in 2009) to 461 (2014).

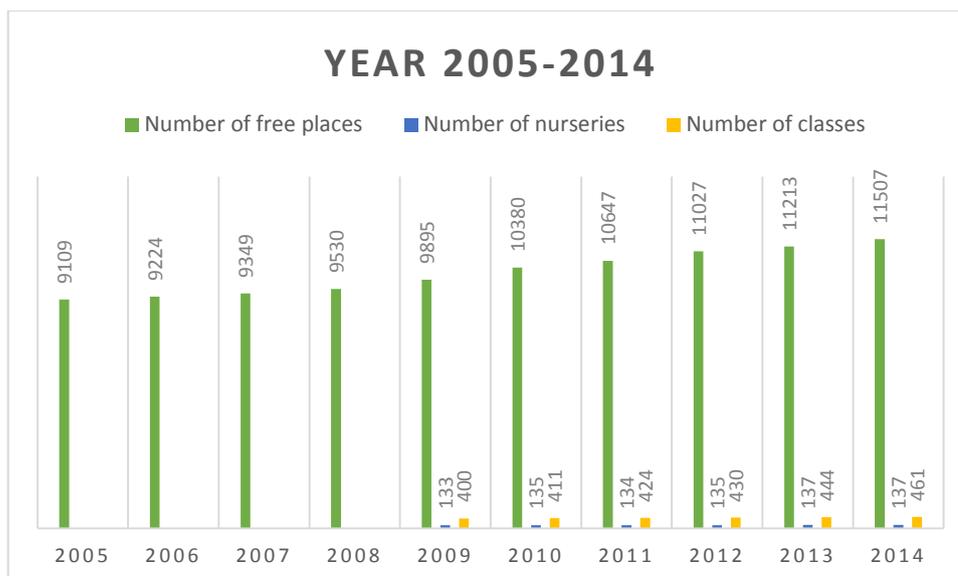


Chart 2 Development in Brno 2005-2014 (own work based on data from MMB)

### 3.7.2 Free places/filled applications

These chapter attachments are shows the ratio between free places and filled applications in city districts in last two years. In both years is clearly visible that the number of free places is not able to cover even from a half (in most cases), the number of required places. More balanced situation is rather visible in municipal districts with smaller surface size and smaller situation, this number is also influenced by number of children lives in the district.

In year 2014 was available 2361 places in 137 institutions within the city Brno. Of the total number of 4495 registered children were therefore taken to early childhood education about 53% of children. In year 2015, thanks to a slight increase of free places from 2361 to 2932, and number of 4823 registered children was taken 60%. There was also build new nursery school in Brno – Jih district.

In both tables we can see approximate ratio of free places and filed application in Brno district. In year 2014 was the lowest probability of success admission to kindergarten in districts Kníničky (27%) and Jundrov (32%) based on the higher numerical difference between free places and application forms. Other city districts moved around 50%, highest probability was in Brno-Sever. In other districts the results are quite similar and show the balance between available places and districts possibilities which moves from 30 to 50%.

In 2015 was the lowest probability also in district Kníničky (25%) and in Chrlice (35%), Jundrov raised to 41% of accepted children and the best situation is in Nový Lískovec,

where is 76% probability of child admission, means that every 1,3st children was accepted to nursery school, in most of other cases every 2<sup>nd</sup> .(Annex 1)

### 3.7.3 Accepted/rejected ratios

In this chapter, the topic is divided to 2 main parts; in the first one, is analysed ratio according to age of children and in the second according to city district. Division of the children by age show the success of various age groups in the adoption of children to nurseries. In individual age categories is visible a considerable difference in all analysed values, which is influenced by birth rate in the year, when these kids were born and by interest of parents to sign their kids to the nursery in given age.

Analysis carried out on the basis of the place of residence describes the success of admission of kids in individual city district in connection with a plurality of submitted applications there and lightly describes the criteria which affect the results.

#### 3.7.3.1 *By the age of children*

From the table we can see how many children in age of preschool age was accepted or rejected throughout the city Brno. The table shows approximate numbers of children which filled the applications and their success at admitting process in years 2014 and 2015. In both years is visible similarity and we can assume, that it was the same even in past years. The most balanced values are predominates in children of older age, and we can see there the highest success of acceptance (most of the cases more than 95%) this applies mainly for kids in 5 or 6 years.

Also number of filled applications in many times lower, than in of younger kids, there is a presumption, that most of the kids already visit nursery school or some other form of preschool education. In case of 4 years old children is percentage success in both years around 80% and number of application arises to value around 900 applied forms.

The biggest number of submitted applications was in both years given by parents of 3 years old children (53%) of all application and the number of submitted applications is significantly exceed two previous cases and climbs to number around 2,5-3 thousand applications. In last case regard to 2 years old children, the percentage success is at the lowest (less than 3%) and number of added applications is around 1300 each year.

Accepted/ rejected ratio										
	6y		5y		4y		3y		2y	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Total number of forms	<b>38</b>	<b>49</b>	<b>315</b>	<b>350</b>	<b>847</b>	<b>851</b>	<b>2670</b>	<b>2999</b>	<b>1215</b>	<b>1365</b>
Accepted children	37	46	311	341	716	705	1271	1713	9	45
Rejected children	1	3	2	8	119	114	1346	1115	1206	1238

Chart 3 Accepted/rejected ratio by age (own work based on data obtained from MMB)

### 3.7.3.2 By the city district

In this part of work I am going to focus on describe the relationship between numbers of free places offered by individual nursery schools in all city districts in Brno and number of filled applications in these districts. In general, the number of submitted applications could be influenced by several factors. One of the most significant is the sheer size of those districts, so it is more likely, that in the bigger city parts, with higher number of inhabitants will be located more childcare facilities, and it will be even greater demand for them than in the smaller, especially some peripheral parts if Brno.

In attached table is visible short term development in the number of places in years 2014 and 2015. Most of available places in nurseries can be seen in those districts: Brno–Sever (around 350 places in both years), Brno–Střed (more than 400 places in year 2015, for year 2014 there are no values, because of no available data from enrolment, but it can be assumed, that the values are quite similar), Královo Pole and Líšeň (both districts around 200 places both years) and Bystrc, Starý Liškovec, Žabovřesky, Židenice and Řečkovice (around 100 available places). Remains city districts have available a lower number of places or in the Útěchov, there is no nursery school.

Difference between both years in number of free places is quite similar in and increase of the places slightly outweighs the decrease of these places. The most significant visible increases are in districts Bohunice (increase of 34 places) and Líšeň (increase of 32 places) in districts Brno-Jih, Kohoutovice, Medlánky, Nový Liškovec and Řečkovice is increase from 15 to 23 places. The biggest decline in the number of free places is in Brno-Sever district (decrease of 22 places), Bystrc (-12 places), Chrlice (-10 places). Other districts with negative values are under 10 places.

Another indicator visible in the table is the development of submitted applications in individual districts of Brno also in years 2014 and 2015. As I already mentioned, these

values are related to district size, number of population and number of nursery schools there. From the table is visible, that the greatest interest for a place in the nursery school is mainly in Brno-Střed (758 applications in 2015), Brno-Sever (more than 350 applications), Líšeň (more than 460 both years), Bystrc (444 in 2014 and 386 in 2015) and Královo Pole (around 400 applications).

All those district are districts, with greater population density, which is actually visible in these results. The smallest number of application is in Brno Ořešín, where there is only one nursery school with a small number of free places (Based on obtained information from MMB is this capacity currently sufficient). Other district data are visible in attached table. (Annex 2)

In the case of decrease or increase of filled applications in years 2014 and 2015 is rather visible decrease in the number of the submitted applications. The biggest decrease of number of places is in Brno-Sever (drop by 62 places), in Bystrc (drop by 58 places).

In the case of Brno-Bystrc district, was this step of the municipal council quite unhappy, due to a large amount of new construction in this district and the related growth the number of people who lives here and thereby increase of families with small children. With this increase is in the near future planned construction of a new nursery school, which should help with current shortage of free places there.

If we compare each districts value with their size, reached data are quite corresponded to the properties of each one and in the most of the cases, number of free places and number of application.

#### 3.7.4 Submitted applications

Number of submitted applications per child to nursery schools is not limited at all, so it depends on parents, how much they choose. The most often number of added applications is between 1-5 number of application, but there are also cases, when parents filled more than 20 applications (in 2015 was biggest number of filled applications 27 per 1 child), this number is also influenced by the age of the children, it's obvious, that in the case 5 or 6 years old children, which have big probability or have to be accepted, is unnecessary to do this and parents can focus on choose of nursery which is better suited to their claims, higher number of filled applications it is much typical for younger children with smaller probability of acceptance.

If we focus straight on year 2014 in the graph is visible quantity of added applications by individual age categories. For older children in age up to 5 years, is number of applications significantly lower, consider the presumption, that the most children in same age were

accepted to preschool education in the past years. For children at age 4, the number of applications raised, even here is assumed, but also in this case is as for older children. Biggest number of filled applications is from children at age of 3 years (2670 in 2014) and (2999 in 2015), according to so called baby boom, and was these years the strongest according to number of born children till 2010.

Number of application of 2 years old children is in both years quite similar (around 1300 applications) in this case is not the number of added applications shows approximate number of children in age 2, which live in Brno and are interested in attendance in preschool facilities, because of low probability of acceptance, so we can assume that this number could be much more higher.

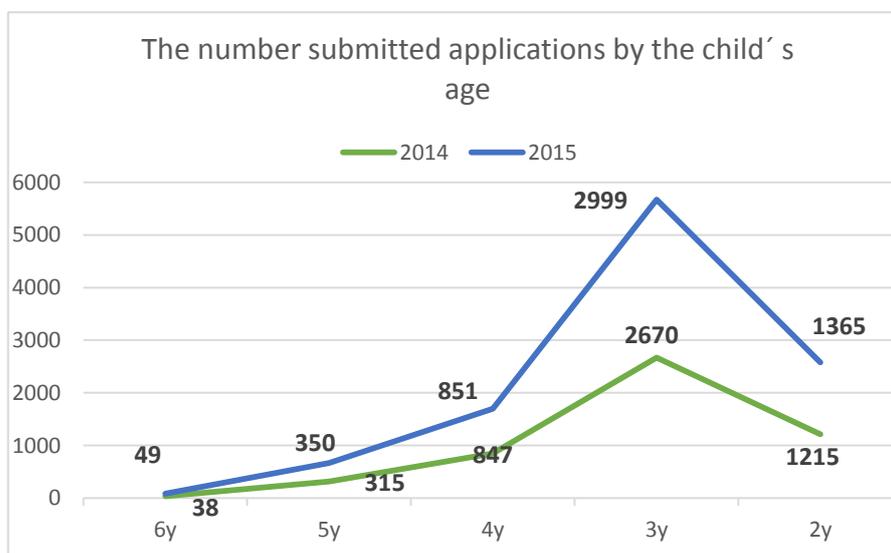


Chart 4 Number of submitted applications by children age in both years (source: own work based on data obtained from MMB)

## 4 Practical Part

The practical part supplement the information obtained in the theoretical part, by research carried out from February to March 2015 and focused on two groups of respondents namely parents of children, who are placed in some state preschool facility or who submitted an application in 2015 there in the first part, and directors of those facilities in second part. This part will also try to find the answer to research question: *“What is the current situation in Brno? “And „What is the opinion and view of parents on the system of enrolment to the nurseries and are they satisfied with the situation in Brno?”*

### 4.1 Goal of the research

The main aim of the research is to find the answer to main research question: *“What is the current situation in Brno? “And „What is the opinion and view of parents on the system of enrolment to the nurseries and are they satisfied with the situation in Brno?”*

### 4.2 Research questions

Research questions are created based on research objectives and are divided into two categories.

- Research question focused on parents
  - 1) In what borough do you live?
  - 2) At what age of children you first filled an application to nursery?
  - 3) According to what, do you pick what nursery will your children goes to?
  - 4) How many applications to nursery you submitted?
  - 5) Did your child attend a private nursery school or crèche before join the state nursery school?
  - 6) In what age was your child admitted to nursery?
  - 7) Attends your child a nursery in the same borough, as you reside?
  - 8) If not, in what other district your child attends nursery school?
  - 9) Reason to visit nursery in another borough?
  - 10) Are you satisfied with the nursery school in your neighbourhood?
  - 11) Do you consider the capacity of nursery school in Brno sufficient?
  
- Research focused on the directors of nurseries
  - 1) Borough in which your school is located?
  - 2) The approximate percentage of children commutes from other boroughs?
  - 3) Of which other city districts children commute?

### 4.3 Methodology

Research was drawn up by a questionnaire. According to Mr. Malátka and Mr. Polonskýho (1998) is the questionnaire one of the most common techniques in sociological researches, where there is no direct contact between researcher and the interviewee. Among the advantages of this method belong for example low costs, time to respond and anonymity. Disadvantages could be misunderstood of the question by the respondent, the low response rate and impersonal contact, where the researcher didn't see respondent reactions to the questions.

Questions are basic elements of questionnaires. It exist 3 types of questions:

- Open questions – form of a query, respondent can freely express.
- Closed question – formed question with predefined variants of answers. Simple to process
- Semi-opened question – combination of previous questions. There is formed question together with variants of answers wherein one variant gives to the respondent possibility to free expression. (Nový, 2006)

Questionnaire was created online and for the first group of respondents (parents) was electronically published on social network Facebook and that within the group associate parents from Brno. For second groups of respondents (directors of nurseries) was used e-mail. Introduction of a questionnaire met both groups of respondents with basic information about the investigated topic and there was also short plea for completion. In the survey focused on parents were used 7 closed questions and 4 semi-closed. In survey focused on directors were 3 closed questions.

## 4.4 Analysis of data obtained from questionnaires

In the following part are analysed results of the questionnaires. In first part are described and analysed data obtained from parents and the directors.

### 4.4.1 Survey addressed to parents

Greater part of research is focused on parents. In next few chapters it is in detail described, and from the obtained number of 231 answers, the survey bring further analysis of actual situation in Brno city nursery schools. Each question is made to get the most important and interested information connected with current situation, children enrolment and parent satisfaction with current situation in Brno.

#### 4.4.1.1 *Place of residence*

In this question I was interested in place of residence of respondents. At the end of the work table shows the number of replies from each city district. From the table, it is visible that the gained data are pretty comparable with the size of individual districts. Most of the respondents live in a larger city parts with a greater number of residents. In only 3 district was the number of answers up to 20 (Brno-Střed 25, Bystrc 22 and Brno-Sever 21 respondents).

Some of the districts are not mentioned in the attached table, because of no answers from parents who live here. (Annex 2)

#### 4.4.1.2 *Selection criteria for Nursery school*

Every parent wants the best for their children, which is also applicable in selection of nursery. Currently the number of children exceeds the number of places; parents don't have many options of selection of the nursery and usually are "happy", when they get their children somewhere. Anyway, there are still some points, which they prefer in process of selection the nurseries. According the analyses, I gave to parents few options to choose. Most of them (more than 50%) choose the nursery according the distance from their house; due to time which takes to get the children to nursery school is this option the most comfortable for parents.

Also for those, who don't have available car, is imagine of everyday travel of public transport to nursery and then to work practically impossible, because of time severity. As next important criteria parents choose positive references. Compared to previous option, is there visible significant decrease of importance to 16% of respondents. One would

assume that the quality of nursery school should be the most important criteria for selection of nursery, but in case of selection of this facility, not as much as I would think.

Almost same percentage of choose had a criterion “others”, where I gave to parents free space to write their own option that was not offered to choose directly. For most of the parents who write their own option was the most important think to get the children to some of the nurseries, so they selected according free places or highest probability of success in admission. Other frequently mentioned thing was distance of nursery school from place of residence of relatives, mostly of grandparents, which, because of longer work hours of parents than operating time of nursery schools, take care to children, in time, when the parents are at work.

Next mentioned selection criteria was taking of children during the school year, this case was written especially by parents, which have children born during end of the year and thus, they didn't got a children to nursery school from begin of this year, but in the course of the year. There were also mentioned few answers, where parents prioritized choose of school based on position of this close to the nature or very choice of a children.

Less than 10% of parents chose the nursery according to previous or present attendance of older siblings, which is in the actual enrolment to nurseries and which could move the children closer to admission to nursery, because of a plus point, which are received thanks to this attendance.<sup>3</sup> Around 4% of parents chose the nursery mainly based on quality of the day programme. Every nursery school offers to parent different attitude in children education and its good, before the start of the admission to check out the information, to get the most info about these programmes.

Immediately after daily program are followed extracurricular activities, also in this case is each nursery offer different possibilities for children. Sport, cultural, creative, and many other types of activities are offered by almost every nursery school in Brno, and also in this case, parents have to get all information about it straight there. Same percentage of parents (less than 1%) found the most important criteria the possibility of teaching foreign language (mainly and in the most cases is offered English, but we can also meet with German, French and some others.

(All this activities are not included in the fee for the nursery schools, so it depend just on the parents, if they will choose this or not) and quality of food, this respond was mainly from parents or their children, which have some different eating habits or problems. Most

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<sup>3</sup> Mentioned in chapter admission criteria

of the nurseries order food (based on recommended food plan for preschool children) from institutions designed for this purpose, especially smaller nurseries with lower number of children. In case of bigger facilities or facilities connected with primary schools, there are directly established school kitchen.

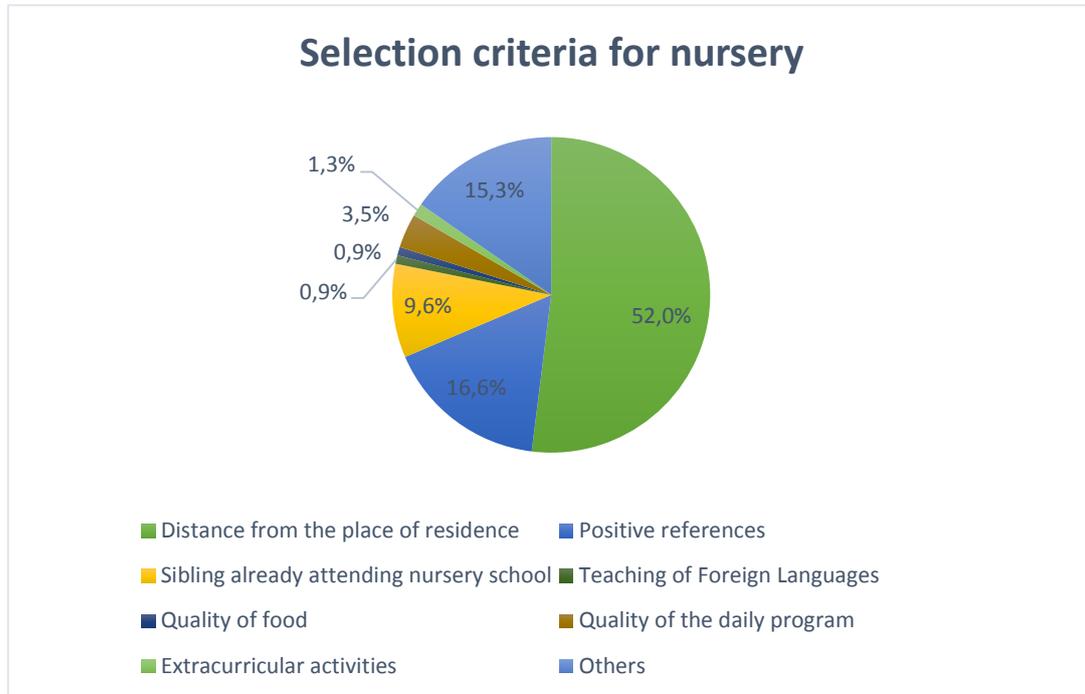


Chart 5 Selection criteria (source: Author)

#### 4.4.1.3 First added application

In this part, I asked parents to age of children in which their first time tried to get their children to nursery school. Most of the parents (more than 60%) response that first try was at the age of 3 years of children, this result is mainly influenced by the most popular choice of 3years variant of maternity leave, during which are parents able to enjoy all the essential of childcare and also at its end is the children able to the onset of the preschool facility. In this age is also quite big probability of success to get the children to the nurseries, but this thing is also influenced by other criteria like month of birth, place of residence and many others.

According to law, 3 year old children should start to visit of the nurseries and even through the problem with capacities, most of the district tried to do the best to accept most of these kids. A little bit lower percentage is represented by children in age of 2 year, where, as I already said, the probability of acceptance is lower, but in some districts, according to balanced capacity statue is possible to get the children to nursery even in age under 3 years. The lowest percentage of first time added application is for 4 years old children

(around 8%); parents usually chose postponement of accession of their kids to nursery school because of next pregnancy of mother.

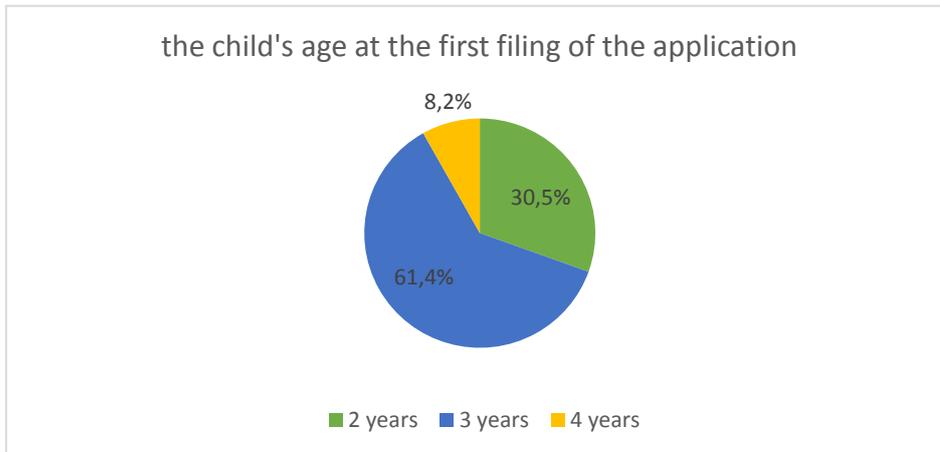


Chart 6 Children age at first filling of the application (source: Author)

#### 4.4.1.4 Number of added applications

The task of this question was to determine the approximate number of submitted application per children. Number of applications is quite influenced by age of children, parents of younger children with lower probability and from the attachment is visible, that all variables has quite similar measured values, even there are some, which are a little protruded.

Most of the parents added just one application, which is according to place problem quite weird, but we can assume, that that low number was added mainly by parents of 4 and more age of children, where was high probability to success, so it's not necessary to add more.

Also price of certificate from a doctor, which is necessary part of correctly filled application, is around CZK 100 per 1 application, so it could be another reason for parents with lower salaries to add bigger number of applications. Number of 2 applications was added by 16% of respondents, second biggest number of added application was 3 (around 25% of respondents), 4 applications (13%) and 5 or more applications were added by almost 20% of parents.

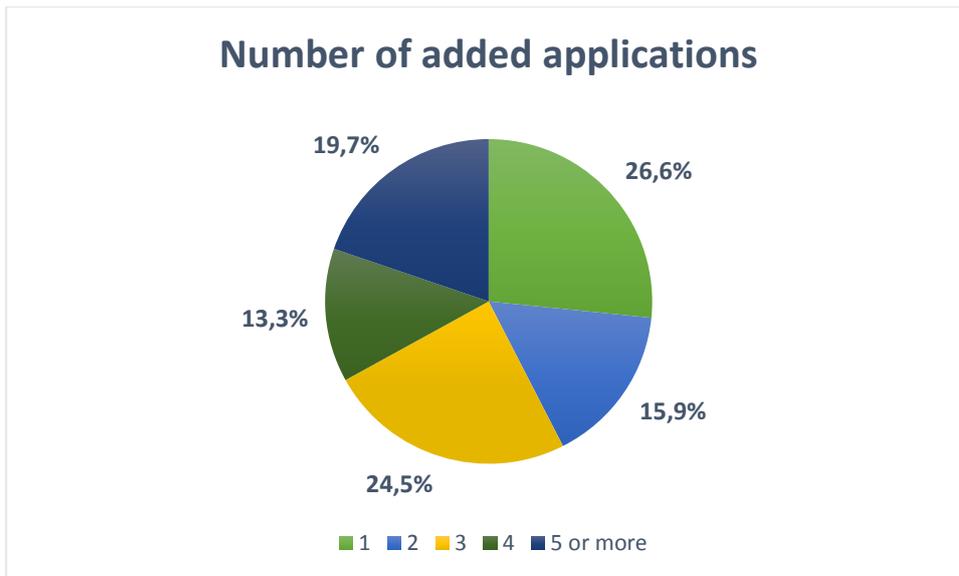


Chart 7 Number of added applications (source: Author)

#### 4.4.1.5 Previous attendance in private nursery

In this question I was interested in, if the children visited some of other form of preschool education earlier. 1/3 of the respondents have previous experiences with attendance of their children in some private facility. According to actual situation with lack of places in nursery schools, one might suppose, that this ratio should be more balanced, anyway due to the complexity of finance when children visit some of those private facilities (approximate month price for full day attendance of 1 children to private nursery school moved around 7-10 thousand), cant most of the parents afford it and have to find another way of child care or defer the commencement of work until they find some other (cheaper) way or to get children to municipal nursery school, some parents chose partial attendance to private nurseries, which can help to children to habituate.

Other option is to take children to state crèche, where the price of day-care is depend on parental income, and usually is not higher than CZK 2 thousand, however there are not much of these facilities and also is not easy to get children there, and it's established especially for parents with lower income. Thanks to this, is higher number of negative answers (65% of respondents) and children are picked directly into state nurseries without previous experiences.

#### 4.4.1.6 Admission of children

This part was focused on success of children in admission and their age in the time of acceptance. Most of the parents are tried to get the children to municipal nursery school as soon as it is possible, and it is mainly the parents, who are near to the start date of back

to the work and have no other possibilities of childcare. Number of accepted children under 3 years is around 10 % and it is usually caused by ability of the nursery or districts, even though fill of all free places by older children, to admit other younger children, it is also influenced by number of added applications in each nurseries and district where is the position of the nursery school. Another way, when can be accepted younger children is after begin of the school year, in the case that will be released place in some of them (move of children, long-term illness, so on. In this case it depends just on interest and activity of parents, to get the children to nursery.

The largest percentage of accepted children is for children aged 3 years (almost 60%), this index number, could look, due to the efforts of the City of Brno, to make the most of 3 years old children attend preschool, quite positive however, if we move to 4 years old children, number is more than 25%, so to stabilize this situation should be this number much less, what is not actually in the capacity of the city. Positive thing is that number of accepted children at the age of 5 years is less than 5%, and in the most cases, there was not earlier rejection of those children, but decision of parents to start to visit of municipal nursery school later (home education and care, other children in household, etc.,).

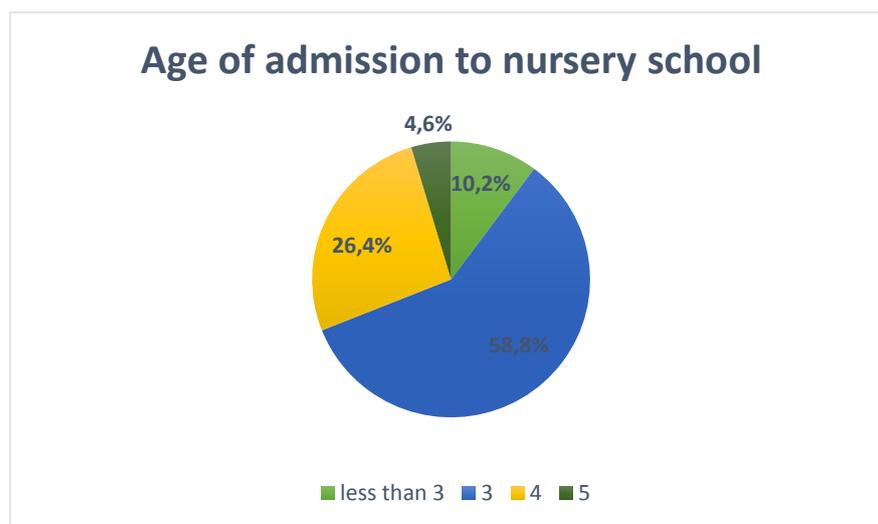


Chart 8 Age of admission to nursery (source: Author)

#### 4.4.2 Position of nursery school

The goal of this question was to find out approximate attendance of children to the nursery schools in the place of residence, or commuting to another city district. More than 80% of respondents answered, that their children visit the nursery school in the place of residence.

It brings certain advantages to enrol children to the near nursery; one of them may be good accessibility from home. Most of the parents prefer closer position of the nursery due to facilitate the “every day process” of guide and pick up of the children from nursery school. Another reason is also the amount of received points, earned during the enrolment earned for selection of nursery in the place of permanent residence.

The remained 20% of respondents have children placed in some other district. To the reason of this choice, I focused on it in the followed question.

##### 4.4.2.1 Attendance in different city district

There are many reasons of parents, to sign their child to a nursery school in a different district than they have permanent residence. I gave to the parents 4 options of answer. Most of them (more than 40%) choose the reason, why their kids visit a nursery in some other district that they failed to be accepted in the place of their permanent residence. The next most common reason for a child commuting to nursery school is position of this facility on the way to the parents work or located in same district.

Around 17% of surveyed parents choose as a main criterion the quality of daily programme in nursery school, especially in smaller districts with lower number of facilities, and thus reduced choice of nursery parents chose nurseries in other district, where has the schools better offered programs for children. Last option was made, to allow to respondents to choose their own reason of choose of the concrete nursery. Most of the parents denounced the near residence of relatives, who are included to (pick up the child because of the long work hours of parents). Other very common answer was different place of residence than place of permanent residence (also district of nursery school).

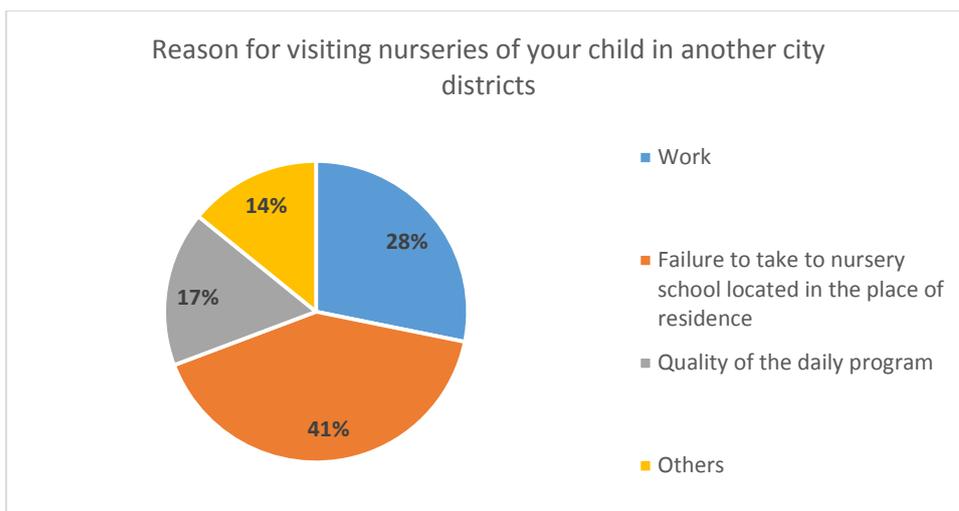


Chart 9 Reason for visiting of nursery in another district (source: Author)

#### 4.4.2.2 Parents satisfaction

In last part of survey I focused on satisfaction of parents with the nursery at district. Positive answers predominate from the responses. More than 70% of respondents are completely (43%) or rather (35%) satisfied with the situation in the district. 14% of respondents has some objections, it is therefore neither satisfied nor dissatisfied and less than 8% is not satisfied at all.

Satisfaction with MŠ in respondents' city district		
Options	number of answers	percentage ratio
completely satisfied	91	43.1 %
rather satisfied	73	34.6 %
Neither satisfied nor dissatisfied	31	14.7 %
rather satisfied	13	6.2 %
completely dissatisfied	3	1.4 %

Chart 10 Satisfaction with local nursery (source: Author)

Satisfaction with overall situation: In this question was enabled to parents to choose the closest option from a scale. It prevailed there rather dissatisfaction of the respondents. More than 2/3 of them are totally (44%) or rather (37%) insufficient with current situation in Brno. Respondents, who do not mind the current situation is only 6% and rather sufficient or quite sufficient respondents is around 13 %.

Satisfaction with current situation in Brno		
Options	number of answers	percentage ratio
completely satisfied	14	6%
rather satisfied	17	7.3 %
Neither satisfied nor dissatisfied	14	6%
rather satisfied	85	36.6 %
completely dissatisfied	102	44%

Chart 11 Satisfaction with the capacity of kindergartens in Brno (source: Author)

#### 4.4.3 Survey addressed to the Director of nursery schools

Nursery schools have no catchment areas, is the case of primary schools so directorate can therefore accept a child who has a permanent residence in another city district but only in case if the capacity of the nursery school will allow. In this part of my research I am going to focus on an approximate catchment, to bring closer view to movement of children between individual districts.

This survey was addressed directly to the directors of nursery schools. Based on the 3 asked questions I wanted to find out the percentage of children, visiting their nursery and committing from other districts. Of the total number of 137 nursery schools I received only 35 responses, but I hope it is sufficient quantity for an approximate view how the “catchment” in Brno is working.

First question was focused on position of the nursery school of the interviewee director. Most of the answers came rather from larger city districts than from the smaller one. This was probably influenced by location of a greater number of pre-school facilities there. The most of the answers I got from Brno-Střed (8 replies of the total number of 25 nurseries) and Královo Pole (5 replies from total number of 10 nurseries). Due to the relatively small number of replies are not some districts in attached table. (Annex 3)

Question number 2 was focused on percentage of children from other city districts in individual nursery schools, from which I got the answer. There were 4 possibilities to choose. From a scale of values 0-25, 26-50, 51-75 and more than 76% directors selected the approximate number of commuted children. It is logical, that attendance of children from other districts should be at lowest and that was confirmed by respondents. 97% of respondent choose the option with lowest values (less than 25% of children from other district). Only in 1 answer was mentioned more than 75% attendance of children from other city district, this was a case of a nursery school located in Brno-Bystrc, where the nursery is located on the border between districts Bystrc and Žebětín and most of the children commute exactly from this city districts.

Last question was as a supplementary to question number 2 to detect districts, from which, the children are most commonly commuted. (Annex 4)

In conclusion of this chapter we can say, that movement of children between the nurseries in each districts is rather negligible and parents prefer to place their child to nursery in same district as the live.

## 5 DISCUSSION

During the results was answered to several questions by the respondents, to find out the actual situation in Brno and reach answers to the main research questions.

### 5.1 Research focused on parents

First question covered only a selection of the place of residence, in order to investigate the number of respondents from the individual districts.

In the second question of the research was to found out which criteria of selection of the nursery is the most important for the respondents. From the received responses, it is clear, that more than half of the surveyed parents prefer the availability of the nursery school before the actual quality of this facility; there are also very important positive references from other parents and attendance of siblings in the same nursery school. Last relatively numerous answer was even to get the children to the nursery. To the rest of the answers like mentioned quality of the programme, food quality and other are not so significant to parents. However if the nursery offers a combination of several of these criteria, it is likely the best option for parents.

Question number 3 interested to the age of children, in the time of first filled application. Most parents tried to sign their child to the nursery at age of 3 years. This result is influenced mainly by the very often choice of 3years variant of maternity leave. The number of children, who goes to the enrolment at the age of 2 years is compared to the previous variant a half, there is not big probability to success and a lot of parents continues to be with the child at home, or choose some other ways of day-care in the case of failure. The smallest percentage of respondents first time enrolled their child to the nursery in age of 4years.

The fourth question was interested in the number of submitted applications by the respondents; this number has no limitation, but due to the fees associated with the application is in most cases administered rather small quantities. The final results were fairly balanced in this question. About a quarter of respondents filed one or 3 applications, almost 20% of respondents filled more than 4 applications and number of 4 or 2 added files was added by around 15%.

Question number 5 was interested in the age of children, at the time; it was taken to the nursery. In more than 50% of cases was kid accepted in age of 3 years.  $\frac{1}{4}$  of children was accepted a year later a ratio of 5years old children is less than 5%, but this number is not influenced by low probability of success but rather decision of parents to postpone entry

into the nursery. So lowest probability of acceptance, which is confirmed by results in this question for 2 years old children, only 10% of respondents get their child into the nursery.

In 6<sup>th</sup> question, I focused on previous attendance of a child to a private nursery. Almost 2/3 of respondents never used a possibility of attendance of a child to private nursery. This result is probably influenced mainly by relatively high financial costs of these facilities. The remaining 1/3 used the option to place their children before enter to the state nursery to some of the private facilities. I think, that this step is good for a children, of course if the financial situation of the family allows, to get used to new life phase and thus, to be better prepared to start od all-day attendance in state nursery.

Questions number 7, 8 and 9 are focused on attendance of a child into nursery in another district, the reasons of this decision and mention of the district, where the children commutes. Commute to the nursery is a matter of less than 20% of respondents, the rest of 80% respondents kids are places in the nurseries in the same district as the lives. The most common reasons to choose another district, is according the research the failure at enrolment in the place of residence and position of work close to the position of nursery school.

Last two questions are concentrated to satisfaction of respondents with the districts nurseries and the capacities available in Brno. In the matter of satisfaction with the nursery school in respondents' district a result recorded rather positive responses and number of parents who are not satisfied in some way was less than 8%. In the case of overall satisfaction was vice versa recorded considerable dissatisfaction with actual situation.

In combination of results from this research and data obtained from OŠMT MMB, could be answered research questions and designed proposal solutions.

## 5.2 Research focused on directors

In this relatively short part of the research focused on the director of nursery schools was investigated approximate catchment of individual boroughs.

All 3 questions were connected with approximate commuting of children between each district. At the begin directors chose the location of the nursery, after that they founded the number of commuting children to the researched nursery, in 97% of cases does not this number exceed 25% of all children in nursery. And last question concerned mentioned districts, from which children most often commutes. There are some missing districts in the tables, it can be assumed that this is due to the zero commuting of children from these city districts, or a low number of respondents.

### 5.3 Research question: What is the current situation in Brno?

First research question examines current situation of preschool education in Brno. Obtained data shows, that the available capacities of the nurseries are not in the most of city district capable to cover the demand for nursery schools. In some district, where the situation didn't developed in the right direction, were by the OŠMT MMB designed modifications that could help to solve the situation, like capacity increases and construction of new buildings, anyway according the information from this department is not the situation in Brno so bad and based on predictions it should start to stabilize.

### 5.4 Research Question: Satisfaction with actual situation?

Relatively clear results confirmed assumption about the prevailing dissatisfaction with the situation in Brno. In two question focused on satisfaction of respondents were the results mostly one-sided, i.e., respondents were mostly satisfied or dissatisfied. Dissatisfaction prevailed in question focused on the overall situation, which is influenced mainly by actual rather negative ratio between the number of free place and admitted children, according to the prognosis, which expect decrease in number of children interested in preschool facilities.

Vice versa, satisfaction with nurseries in each district rather prevailed and was influenced by individual city districts, number of children and nurseries there.

### 5.5 PROPOSALS OF SOLVING THE SITUATION

Following the results from the previous chapters, we can say that the current situation of preschool education is not satisfactory for most of the respondents. There are already some steps designed by OŠMT to improve this situation. In this part I would like to introduce some measures, which could help also to positive development of the situation in Brno.

In recent years significantly grow new construction, which leads to increase in population and thus of families with children, who have not, because of a capacity problems, opportunity to enter to the state nurseries. Therefore, it would be advisable to prepare a plan for the possible construction of a new nursery, expand existing or coverage for any increase in demand.

Also monitoring the number of births in Brno, could help in the preparation of forecasts for the development of childcare facilities to get an idea what the numbers of children can be expected in future years and thus allow city of Brno preparation for any expected fluctuations in the number of births, which could cause capacity problems in the future.

As another beneficial step could be greater cooperation and communication of OŠMT with families of preschool children. This step could help to this department to obtain responses straight from the parents, which could lead to continuous improvement of the system. And I also think that parents appreciate this MMB initiative and through better information could possibly reduce complications that can accompany the enrolment.

Continue to support the use electronic enrolment of children support, which facilitates administration and data collection needed to analyse each year results and help to development of this system in the right direction.

## 6 CONCLUSION

This bachelor thesis is focused on analysis of Nursery schooling system in Brno. The aim of this thesis was to describe theoretical definition to the public, research with analysis of the problem and the subsequent finding of appropriate solutions to questions related to this topic. In the theoretical part of this work was described the system of preschool education system in the Czech Republic, its development from the early 19<sup>th</sup> century to the present, possibilities to support of the system of preschool education at several levels, both from the perspectives in the framework of territory of the Czech Republic (State and municipal support) and also from the perspective of higher unit in the form of the EU commission.

Then there is description of the system of children admitting in Brno city, together with explanation and description of the support system for registration of children into the nurseries, process of the formation and development from the very begin to the present day function. At the end of the theoretical part is, based on the data obtained from OŠMT MMB, made an analysis of Brno preschool education situation in two selected years (in this thesis 2014-2015), where is in several chapters described and compared the development of the issue in those years.

In the practical part was conducted research itself and subsequent analysis and interpretation of the results of the research, connected with given issue. For this research was used quantitative research strategy. With the help of questionnaires created for 2 groups of respondents connected with the topic were obtained answers to the questions. The aim of this part was to reach information related to the registration of children into nurseries in the city of Brno, their satisfaction with current situation there and approximate movement of children between individual districts.

Currently, not too good situation is not only a problem of Brno, but we can say, that some problem can be found in almost every major city in the Czech Republic. Mainly capacity problems are caused by significant higher demand for these facilities over supply, which in the most cases makes it difficult for parents to get the children to the nursery.

Brief summary of the conducted research say, that the satisfaction of parents with the situation in Brno has rather negative character. And that attendance in the nurseries in individual city district consists mainly of children who have a permanent residence in the same place as is the nursery located.

Despite the certain limitation of research due to the relatively low number of respondents, I think that it has been achieved beneficial detections, which was useful to draw of the solution.

Results of the research and proposed solutions could be helpful in the future for institutions deal with this issue, to get a close view of the matter not only from statistical analyses draw together with annual registration, but that opinion directly from the parents who are involved in this problem.

## 7 SUMMARY

Bachelor thesis deals with the actual situation of preschool education system in Brno. In this work, divided to 2 parts, is described the system of children admitting in Brno and its history. Based on data from research there is made an analysis and based on the results answered to the research question.

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## 9 LIST OF USED ABBREVIATIONS

OŠMT	Obor školství a mládeže
MMB	Magistrát města Brna
EC	European commission
MŠ	Mateřská škola
MŠMT	Ministerstvo školství, mládeže a tělovýchovy
NUV	Národní ústav pro vzdělání
VUPSV	Výzkumný ústav práce a sociálních věcí
OPEC	Operational Programme for Education and Competitiveness

## 10 LIST OF USED PICTURES AND CHARTS

Chart 1 Comparison of municipal nursery schools – CZ and South Moravian Region (Source: MMB, Výroční zpráva 2013/2014) .....	18
Chart 2 Development in Brno 2005-2014 (own work based on data from MMB) .....	24
Chart 3 Accepted/rejected ratio by age (own work based on data obtained from MMB)..	26
Chart 4 Number of submitted applications by children age in both years (source: own work based on data obtained from MMB).....	28
Chart 5 Selection criteria (source: Author).....	33
Chart 6 Children age at first filling of the application (source: Author).....	34
Chart 7 Number of added applications (source: Author).....	35
Chart 8 Age of admission to nursery (source: Author).....	36
Chart 9 Reason for visiting of nursery in another district (source: Author).....	38
Chart 10 Satisfaction with local nursery (source: Author) .....	38
Chart 11 Satisfaction with the capacity of kindergartens in Brno (source: Author) .....	39

## 11 ANNEXES

Annex 1: Ratio between free places and filled applications in both years

	2014		2015	
	Free places	Filled applications	Free places	Filled applications
Bohunice	65	184	99	202
Bosonohy	30	52	24	39
Brno - Jih	75	130	94	136
Brno - Sever	355	597	333	535
Brno - Střed	0	0	419	758
Bystrc	179	444	167	386
Černovice	63	152	58	158
Chrlice	41	90	31	89
Ivanovice	20	46	20	37
Jehnice	15	31	19	28
Jundrov	29	92	35	85
Kníničky	14	51	9	36
Kohoutovice	77	181	100	186
Komín	60	162	60	161
Královo pole	195	413	200	382
Líšeň	217	467	249	468
Maloměřice a Obřany	50	104	42	115
Medlánky	60	142	78	132
Nový Lískovec	91	165	108	142
Ořešín	4	7	8	12
Řečkovice a Mokrá Hora	92	219	108	205
Slatina	88	171	91	163
Starý Lískovec	110	197	123	191
Tuřany	32	80	41	72
Útěchov	0	0	0	0
Vinohrady	83	163	83	165
Žabovřesky	135	305	135	305
Žebětín	39	116	44	104
Židenice	143	324	154	322
<b>Total</b>	<b>2362</b>	<b>5085</b>	<b>2932</b>	<b>5614</b>

Annex 2: Place of residence of respondents

Place of residence		
Bohunice	10	4.3 %
Bosonohy	2	0.9 %
Bystrc	22	9.5 %
Černovice	5	2.2 %
Chrlice	2	0.9 %
Brno-jih	7	3%
Jundrov	3	1.3 %
Kníničky	2	0.9 %
Kohoutovice	7	3%
Komín	7	3%
Královo Pole	11	4.8 %
Líšeň	15	6.5 %
Maloměřice a Obřany	6	2.6 %
Medlánky	6	2.6 %
Nový Lískovec	15	6.5 %
Řečkovice a Mokrý Hora	7	3%
Sever	21	9.1 %
Slatina	9	3.9 %
Starý Lískovec	11	4.8 %
Střed	25	10.8 %
Tuřany	5	2.2 %
Vinohrady	11	4.8 %
Žabovřesky	6	2.6 %
Žebětín	1	0.4 %
Židenice	15	6.5 %

Annex 3: District of nursery

Districts of nursery		
City distric	number of responses	percentage
Bosonohy	1	2.9 %
Bystrc	2	5.7 %
Chrlice	2	5.7 %
Ivanovice	1	2.9 %
Kníníčky	1	2.9 %
Kohoutovice	2	5.7 %
Komín	1	2.9 %
Královo Pole	5	14.3 %
Líšeň	2	5.7 %
Nový Lískovec	1	2.9 %
Ořešín	1	2.9 %
vice a Mokrá Hora	1	2.9 %
Sever	4	11.4 %
Střed	8	22.9 %
Vinohrady	1	2.9 %
Židenice	2	5.7 %

Annex 4: District of commuting children

Districts of commuting children		
City distric	number of responses	percentage
Bohunice	3	9.4 %
Bosonohy	1	3.1 %
Bystrc	5	15.6 %
Černovice	2	6.3 %
Jehnice	1	3.1 %
Komín	3	9.4 %
Královo Pole	4	12.5 %
Líšeň	5	15.6 %
Medlánky	4	12.5 %
Ořešín	1	3.1 %
Řečkovice a Mokrá Hora	6	18.8 %
Sever	1	3.1 %
Slatina	5	15.6 %
Starý Lískovec	3	9.4 %
Střed	2	6.3 %
Tuřany	2	6.3 %
Útěchov	1	3.1 %
Vinohrady	4	12.5 %
Žabovřesky	5	15.6 %
Žebětín	5	15.6 %
Židenice	3	9.4 %