

legislation frameworks, basic rules governing the educational process and other explanations – comments on organization and conditions of education in nursery schools. It may be stated that the horizontal comparison of the national educational programmes (in various countries and at the same time) has made it possible to recognize basic common properties of pre-primary education. Internationally accepted rules for national educational programmes and values of education are reflected in the studied curricula. Different are only ways of their elaboration and the extent of attention paid by teams of authors to the content of text in individual parts of curricula. It may be considered a significant difference that, in comparison to the Czech Republic and the Slovak Republic, in Poland compulsory nursery school attendance by 5-year-old children was introduced in 2012, to fulfil the principle of equal chances in education. However, the comparison of national curricula in the present study cannot capture the full breadth of details, specifics and questions of pre-primary education in the individual countries. It specifies what is basically the same and what is basically different, while the findings require a further detailed analysis, or they may inspire other comparative studies between different countries, e.g. in deriving criteria for evaluation of pre-primary education quality at the international level, which experts are concerned with at present. (For more details cf. OECD, 2012).

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