

ECD Situation Analysis

Zborov Municipality

June 2024

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1. Circumstances that have prompted the development of ECD situation analysis

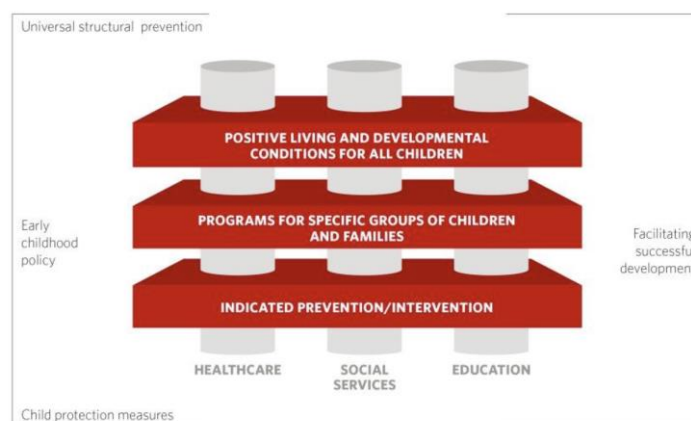
The situation analysis describes the current status of the early childhood sector and identifies the action that needs to be taken. Based on this analysis, the municipality will develop an early childhood strategy with key objectives and a plan of action.

The situation analysis concerns the municipality of Zborov, which together with the municipality of Koprivnica joined the pilot project PRIMOKIZ; this pilot project has been initiated and is coordinated by the International Step by Step Association (ISSA) and in the Slovak Republic is implemented by Škola dokorán – Wide Open School, n. o.

The situation analysis describes the current situation in the field of early childhood development in the mentioned locality. It also provides first suggestions for the development of a strategy for further development in this area, based on the existing conditions and a description of the strengths and weaknesses, as well as the identification of opportunities for potential development.

The situation analysis is developed in the context of the PRIMOKIZ methodology, which focuses on the development and implementation of comprehensive strategies in the field of early childhood development with a specific focus on horizontal and vertical networking and seeks to guide towards the application of the basic project implementation strategy: 'think strategically – act pragmatically'.

As the whole PRIMOKIZ methodology is based on the following key elements,



the situation analysis follows the current situation in the field of early childhood development and care in a given locality in three areas: health care, social services, and education. The situation mapping is mainly carried out to understand the extent to which a holistic and network-based approach to early childhood development is being implemented in the localities:

- a) vertical – prenatal care, care for children up to three years of age, education as well as day institutional care for children from 3 to 6 years of age, including playgroups and preschool up to the period of compulsory education at primary school level.

- b) horizontal – paediatrician, programs for parents, counselling for mothers and fathers, playgroups, creating opportunities to meet for families with children, a welcoming environment for children to play in public spaces, infrastructure that considers the needs of children and their families.

The following processes led to the development of the situation analysis at the local level within the pilot project:

- Phase 1
 - Selection of communities and facilitators (December 2023 – January 2024)
 - Getting the political buying in (January 2024 – February 2024)
- Phase 2
 - Setting up local teams (February 2024 – March 2024)
- Phase 3
 - Situation analysis (March 2024 – July 2024)
- Baseline evaluation – process and report (February 2024 – March 2024).

Radoslav Slovák, head of the project department of the municipality of Zborov was selected as a local coordinator and he subsequently formed a local team as part of the above processes.

The local coordinator collected the following data to develop the situation analysis:

- analysis of available documentation of the municipality and its institutions
- interviews with key stakeholders in the community – the mayor, members of the local council, school headmasters, health workers, representatives of non-governmental organisations working in the municipality and parents
- responses to a structured questionnaire administered to key stakeholders in the community (evaluation attached in the Annex)

2. The Primokiz model: network-based and comprehensive programs

The quality of programs is critical to achieving the benefits of comprehensive early childhood development. The programs will only have the desired effect if the services provided to children and their families are of high quality and the comprehensive early childhood development system is based on networking of institutions and people and continues after children start compulsory education at primary school. Taking a participatory approach to early childhood development is a prerequisite for the provision of high-quality programs and services. Therefore, it is important to make adequate efforts to raise awareness of the importance of early childhood development among the public and the institutions involved in the community. This will ensure greater involvement in the design and implementation of early childhood development programs and services by those individuals and entities that provide programs and childcare, as well as those who receive it. Primarily parents, but also children themselves, can be involved in age-appropriate ways.

A comprehensive early childhood network-based program should include:

- planning suitable for children and families in the community
- ECD education and care services
- publicly accessible places where children and their parents and caregivers can play and interact with each other
- support of education, health care and social services for children's families
- therapeutic services according to the indication for specific children.

Early childhood development policy ranges from social interventions to the protection of individual children in three interrelated categories which intersect and form a complex whole:

Programs and services for all children and families (universal prevention)

- daycare centres (public and private)
- playgroups
- support and counselling for parents
- breastfeeding consultants (lactation consultants)
- language and early literacy programs for children
- public spaces and playgrounds for young children
- meeting places and family centres for young children and their parents

Programs and services for specific groups of children and families (selective prevention)

- programs to promote multilingualism among children and help them learn the local language and/or the language spoken by their families
- programs aimed at socioeconomically disadvantaged families – field workers, social counselling, maternity and parenting
- childbirth preparation classes, held in collaboration with intercultural interpreters and mediators

- discussion groups for parents in exceptional circumstances (e.g. separated parents, single parents, parents who have lost a child, parents struggling with addiction)

Programs and services for specific children and their families (indicated prevention and intervention)

- early education/support, special-needs educational services, speech therapy
- other therapeutic programs for children with certain disabilities (e.g. programs for children with autism)
- parent-child therapies
- evaluations and measures taken by child protective services

The situation analysis and development of a potential strategy in the field of early childhood development in the municipality of Zborov follows the structure recommended by the PRIMOKIZ methodology.

3. Demographic data

The population of the municipality has been growing almost continuously since 1993 (except for a year-on-year decline in 2021). In two and a half decades, the population has increased almost one and a half times (from 2,398 to 3,551). Since 1993, the municipality had a significant growth momentum, but this has slowed down since 2019 (with even a year-on-year decline in population in the aforementioned year 2021). Over the last 11 years, the population has increased by about 9.9%.

The reason for the dynamic population growth is mainly due to a significantly positive balance of natural movement. This positive balance is the result of a combination of above-average birth rates and below-average mortality rates, which the municipality is experiencing. The average value of the crude birth rate indicator over the last 11 years in Zborov was high – up to 17.7 ‰. In contrast, the average value of the gross mortality rate indicator for the last 11 years was low in Zborov – only 7.9 ‰. Thus, the natural population processes in the municipality led to a significant increase in the number of inhabitants.

Table 1: Basic characteristics of the population of Zborov

Indicator/year	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Population (as to 31 st December)	3297	3346	3385	3433	3485	3545	3571	3599	3551	3588	3623
Live births	67	68	65	61	59	74	52	58	58	62	54
Deaths	28	27	15	29	25	36	29	27	35	26	27
Balance of natural movement	39	41	50	32	34	38	23	31	23	36	27
Immigrants	37	37	21	39	41	47	38	25	39	44	41
Emigrants	30	29	32	23	23	25	35	28	44	43	33
Migration balance	7	8	-11	16	18	22	3	-3	-5	1	8
Balance of total movement	46	49	39	48	52	60	26	28	18	37	35

Source: The Statistical Office of the Slovak Republic DATAcube database, own calculations

The age groups with the highest representation in the population structure of Zborov are (in order) 5 – 9-year-olds (343 inhabitants), 15 – 19-year-olds (324 inhabitants) and 10 – 14-year-olds (314 inhabitants). As to 31st December 2023, out of 3,623 inhabitants, there were 942 children under the age of 14 and 410 seniors over the age of 65. Of the 3 623 inhabitants, 1 760 males and 1 863 females lived in Zborov as to 31st December 2023.

In relation to the type of age pyramid and the type of population, it can be stated that in the long term, the population of the municipality will slowly increase through natural movement (under unchanged conditions).

The number of births in the municipality has been developing positively for a long time. In 2019, 53 children were born in the municipality (29 boys and 24 girls), in 2020 58 children (33 and 25), in 2021 61 children (37 and 24), in 2022 62 children (26 and 36) and in 2023 50 children (23 and 27).

In the municipality of Zborov, there are currently registered about 358 inhabitants under the age of 6 years.

The number of families with children under the age of 6 in which at least one parent does not speak Slovak or in which at least one parent does not have Slovak as a mother tongue can be estimated at more than 50 on the basis of the population census.

There are cases in the municipality where mothers have given up their children and their placement in the foster care system is being addressed (3 children).

Number of children born in recent years:

2019	2020	2021	2022	2023
29 + 24, n 53	33 +25, n 50	37 + 24, n 61	27 + 37, n 62	23+27, n 50

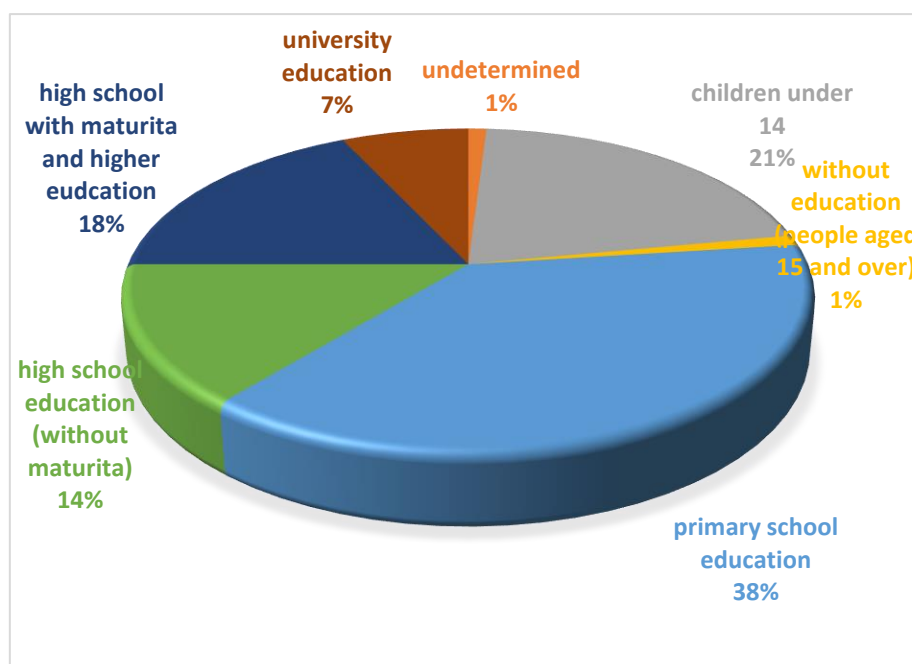
Number of children enrolled in kindergarten:

2-years old	3 – 4-years old	5 – 6-years old	together
0	65	69	134

Specific target groups:

- children from socially disadvantaged families: 94
- children with special needs: 5

According to the results of the 2021 population census (collected as to 1st January 2021), as many as 39% of the municipality's population had only primary education as their highest level of education (i.e. persons aged 15 years and over who had not completed any education + persons with completed primary education). Secondary education without maturita (they had at most a vocational certificate) was completed by 14% and secondary education with maturita (school leaving exam) and above by 18% of the population of Zborov. Only 7% of the population of the municipality in 2021 had higher (university level) education.

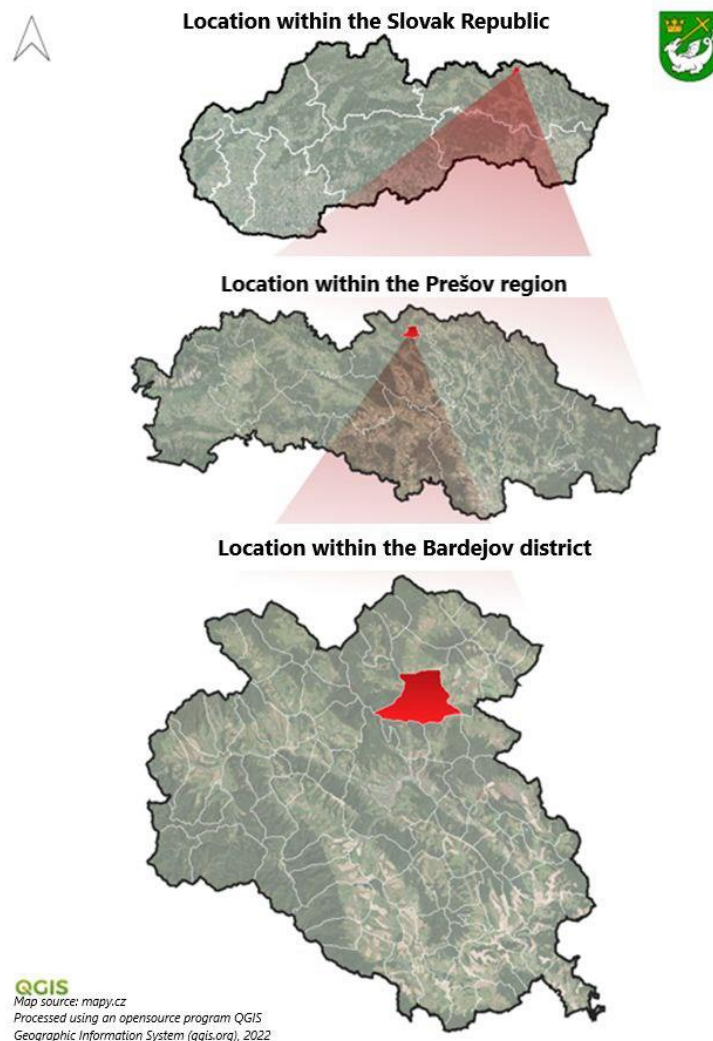


4. Geographical characteristics of the municipality

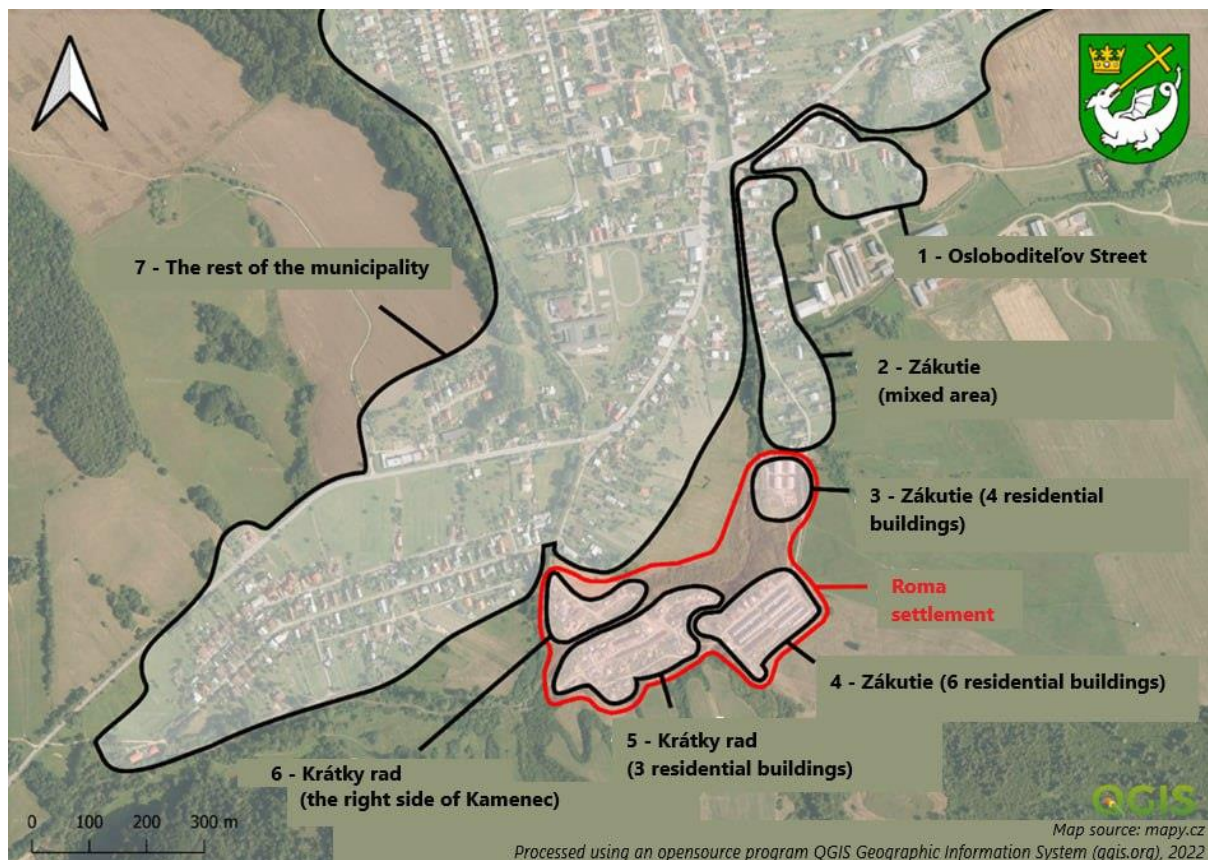
The municipality of Zborov is in northeastern Slovakia, administratively it is included in the district of Bardejov in the Prešov region.

Extent of the area of the municipality is 1 963 hectares (19,61 km²). In the south-west, Zborov is adjacent to the district town of Bardejov (approx. 30 000 inhabitants, road distance approx. 10 km), in the west to the municipality of Stebník (approx. 300 inhabitants, distance 3 km), in the north to the municipality of Chmeľová (approx. 350 inhabitants, distance 4 km), in the east to the municipality of Smilno (approx. 700 inhabitants, distance 4 km) and in the south-east to the municipality of Andrejová (approx. 350 inhabitants, distance 11 km).

On the basis of contemporary sources, it is possible to date the foundation of Zborov to about the middle of the 13th century. The first preserved written record dates to 1355. Along with the construction of Zborov Castle (Makovica Castle), the Makovica dominion was gradually established. It became one of the largest dominions in Royal Hungary. In addition to the dominant agriculture and forestry, crafts and the production of all the necessary products for the castle and the whole estate were actively developed here. Important event was also the arrival of Ruthenians in the middle of the 14th century and Jews at the beginning of the 19th century. In World War I, Zborov witnessed the heaviest fighting in Slovakia and the situation was very difficult in World War II as well.



Map: Residential units in the municipality in the context of the distribution of the marginalised Roma population



Source: own production

Krátký rad (5): this site is the worst in terms of the quality of the houses and residential buildings. This locality is inhabited exclusively by Roma, a total of 721 people. On average, there are 8.5 persons per 1 dwelling. While about 210 inhabitants live in the formalised rental flats, about 540 live in the shacks. The shacks do not have any legal connections to the utility networks. At present, approximately 290 inhabitants in the locality have no access to running water in their dwellings at all (the remaining approximately 250 people have illegal connections to the public water supply in the shacks).

Part of Krátky rad (6), which is continuously joined to previous part of this street (in the direction from the north, from the main road; it is separated from the other part of Krátky rad by the Kamenec brook). In total, there are about 165 inhabitants, almost exclusively Roma (1 person is of non-Roma origin). There are 26 dwellings, of which 6 are family houses and 20 are shacks (i.e. there are on average 6.3 persons per dwelling).

Families with children under the age of 6 are spread throughout the municipality. In terms of a higher concentration of children of this age within the marginalised Roma community, there is a higher density within sites 1, 4 and 5 shown on the map.

5. Prerequisites for early childhood development

Early childhood development in the Slovak Republic is conceived as a system of interventions by institutions, programs, and services for the benefit of children. The early childhood period generally includes the age of a child from his/her birth until the start of compulsory education (age 6). In some cases, this age limit may extend up to 10 years of age.

State policy on early childhood development is characterised by two approaches. Early childhood development for children aged 0 to 3 years is seen as a social service.

Childcare facilities, under the responsibility of the Ministry of Labour, Social Affairs and Family, are regulated by Act No. 448/2008 Coll. on Social Services. These services aim to support families by providing childcare for children up to the age of three, especially when parents are pursuing education, entering or re-entering the workforce.

There is a fairly strong dividing line between early childhood development for children under 3 years and pre-school education. The programs for pre-school aged children are managed not only by the Ministry of Labour, Social Affairs and Family, but other ministries as well – the Ministry of Education, the Ministry of Health, the Ministry of the Interior, and the Ministry of Finance. However, there is insufficient communication between these ministries in this area, so the continuity, synergy and linkages are scarce.

The current situation in this area in Slovakia is not satisfactory. There are not enough facilities and programs providing early childhood development. On the positive side, there are plans to increase the enrolment for children aged 3 – 5 to achieve a 96 % participation rate by 2030.

The situation in the area of kindergartens is more positive. The amendment to the Education Act No 245/2008 Coll. of 2021 also introduced compulsory education for children of 5 years of age: pre-primary education is compulsory for a child who has reached the age of five by 31st August preceding the beginning of the school year from which the child will be compulsorily attending primary school. A statutory norm will shortly come into force that will introduce the entitlement for parents to enrol their children in kindergarten for children aged 3 years and above. This is a very desirable prospect, as the current participation rate in formal childcare for children under 3 stands at 2.3%.

Around 9,500 refugee children from Ukraine aged 0 – 5 are currently in the Slovak republic, with 1,906 enrolled in kindergartens as of early 2024. ECEC services are crucial in offering these children play and learning opportunities while supporting the parents' mental health and social integration.

In terms of kindergarten teachers, new legislative changes have been introduced requiring at least a first-degree university education for teachers in compulsory pre-primary education. Additionally, from 1st September 2029, at least one ECEC staff in pre-primary facilities will need to have at least a first-level tertiary education. Furthermore, a recent legislative change mandates continuous professional development in pre-primary education pedagogy every seven years for staff with secondary education qualifications. However, while these initiatives aim to modernise teaching methodologies, more substantial qualitative changes may be necessary.

Overall, there has been progress in Slovakia in the area of early childhood development, most notably due to the decision to introduce compulsory pre-primary education for 5-year-olds and plans to ensure places for younger children by 2024 and 2025. Challenges remain, such as lower participation rates compared to EU averages and targets, and the need for increased childcare services for children under the age of 3. The current conditions in primary education are also inadequate for addressing social inequalities, making it vital to focus on the care and education of children from birth to 6 years of age.

6. Early childhood resources: programs, services, infrastructure

6.1 Existing situation and childcare in the municipality

Conditions in early childhood development and primary education are fairly good in the municipality. There is a joined school in the municipality, whose founder is the municipality of Zborov. This school consists of several organisational components – kindergarten, primary school, primary art school, school canteen, dispensary school canteen, school children's club, leisure centre. All organisational components of the joined school are located together on the school campus in Školská Street. This area also includes two gymnasiums, a large school yard with a football field, an athletic track, a multifunctional playground with lighting and two asphalt playgrounds (the asphalt playgrounds need reconstruction).

The kindergarten moved to a new building on the school campus in September 2022; the capacity of the new building will be ample for the future (about 160 places). The operation of the kindergarten is provided by the municipality of Zborov (through the joined school).

The capacity of the primary school is almost 100 % full and it would be appropriate to expand it. The primary school has 499 pupils in 30 classes. However, the school has only 29 mainstream classrooms, which means that the remaining classes have to twin with some other classes. This brings various negative consequences in the organisation of educational activities (e.g. violation of school rules, destruction of school property, etc.). The operation of the primary school is ensured by the municipality of Zborov.

The inhabitants of Zborov (children, pupils, students, young adults) can also study in the primary art school in the municipality. The classrooms of the primary art school are set up in the existing premises of the primary school, which also makes it difficult to organise the educational process both in the primary school and in the primary art school. In the school year 2023/2024, 255 pupils attend the primary school. There are 4 departments in the primary art school: music, art, dance, as well as literature and drama. The primary art school is operated by the municipality of Zborov (through the joined school) based on original competence mechanism.

School children's club and a leisure centre are additional organisational components of the joined school. In these school facilities, the children of the kindergarten and the pupils of the Primary School have the opportunity to take part in various educational activities in the afternoons. They are run by the municipality of Zborov (through the joined school) based on original competence mechanism.

In addition to the joined school (with its organizational components), there is also a special primary school in Zborov. Its founder is the Regional Office of School Administration in Prešov. 44 pupils with mental disabilities attended special primary school in Zborov in the school year 2023/2024. As part of this special primary school, the school children's club has also been established.

There is no secondary school nor secondary school detached workplace directly in Zborov. This is probably one of the factors, which causes that a fairly high percentage of pupils from the

municipality (especially children from socially disadvantaged backgrounds) do not continue their education at a secondary level. Those pupils who continue their studies most often attend secondary schools in Bardejov or neighbouring towns.

A significant problem of the municipality is especially truancy. In the last 5 years alone, the municipality has dealt with almost 300 cases of truancy. This is an extremely high number, showing that this problem is widespread in the municipality.

Most of the programs for children and parents are implemented in the Community centre (operational from 2019, for now secured until 2029 through EU grants), which is located directly on the grounds of the joined school. Accessibility to activities is therefore not a barrier for any of the target groups. Most of the activities are timed to fit in with the normal life of a family with several children. For example, activities for mothers start by 9:00, when they arrive with their children at a kindergarten and primary school. Other activities for adults start mostly around 13:00 to be completed by 15:00 when they go to pick up their children at the kindergarten and even the children at the primary school have mostly completed their activities in the school club. For children, who do not attend activities of the school club on that day, there are activities prepared in the Community centre including homework support, which start around noon.

Certain activities are carried out in the municipal library (located in the premises of the cultural house), municipal gardens (e.g. bee garden, bioclimatic garden), football stadium, premises of the centre for integrated healthcare or directly on the territory of the Roma settlement.

Most of the above activities are part of the project "*Support and development of activities with the Roma community in Zborov*" (hereinafter also "Norwegian grant"), supported by the Norwegian Financial Mechanism in 2022 – 2024. Currently, the municipality is looking for resources to continue at least in part the activities, which have proved to be successful, but by now have already been completed within the Norwegian grant financing.

6.2 Programs for children

- Community centre activities (mostly activities taking place immediately after school for primary school pupils, e.g. homework support, drawing, preparation of short theatre performances, indoor sports activities)
- Norwegian grant (organised activities supervised by a tutor or assistant throughout the day, but preferably in the afternoon or during holidays, e.g. reading story books, creative workshops, painting, drawing, trips to the surrounding area and beyond, visits to cultural and sporting events, sports and educational activities, environmental activities)
- Joined school activities (organized activities for primary school pupils, which include school club activities and the activities of the primary art school)

Total number of pupils in the primary art school is 255, of which 79 children attend individual lessons and 176 children attend group lessons.

Courses	Musical course	Fine art course	Dance course	Literary and drama course
Number of students	79	69	101	6

- Sports club “Magura” Zborov (organized activities under the supervision of football coaches – practices and matches).

6.3 Programs for parents and children

- Community centre activities (activities related to major holidays such as Christmas and Easter)
- Norwegian grant (organised activities under the supervision of a tutor or assistant throughout the day, but preferably in the afternoon or during holidays, e.g. reading books together, creative workshops mainly related to holidays, painting, trips to the nearby and wider surroundings, visits to cultural and sporting events, educational activities on preventive health and development of skills)
- Activities of civic association Cesta von (organised educational activities of the Omama program, preferably for children aged 0 to 3 years, or up to 6 years)

6.4 Programs for parents

- Activities of the Community centre (mostly activities focused on creative workshops for women)
- Norwegian grant (organised activities supervised by a tutor or assistant throughout the day, e.g. increasing reading literacy, creative workshops – making products for own use, working with a sewing machine, excursions, visits to cultural and sporting events, educational activities on preventive health, on working with children and on recognising discrimination, prenatal preparation, sports activities, working in the garden)
- Field social work (mostly activities focused on social assistance, finding job opportunities, housing, assistance with administrative activities)
- Activities of civic association Cesta von (organized educational activities of the Omama program – so-called parents’ clubs, designed for adults involved in the education of preschool children and in the Filip program; so-called Forwarding, designed for women increasing their knowledge in the field of financial literacy)
- Activities of civic association Projekt DOM.ov (organized educational activities focused on financial literacy in self-help construction of family houses)

Places to play and interact in the community, village or region

- These activities are mainly concentrated in formal educational institutions such as the joined school and its components, or informal ones such as the Community centre. Activities are also carried out in the premises of the sports club TJ Magura Zborov. From a regional point of view, the most possibilities are in the nearby town of Bardejov, or its urban districts such as the Bardejov Spa.

Programs in areas adjacent to early childhood development

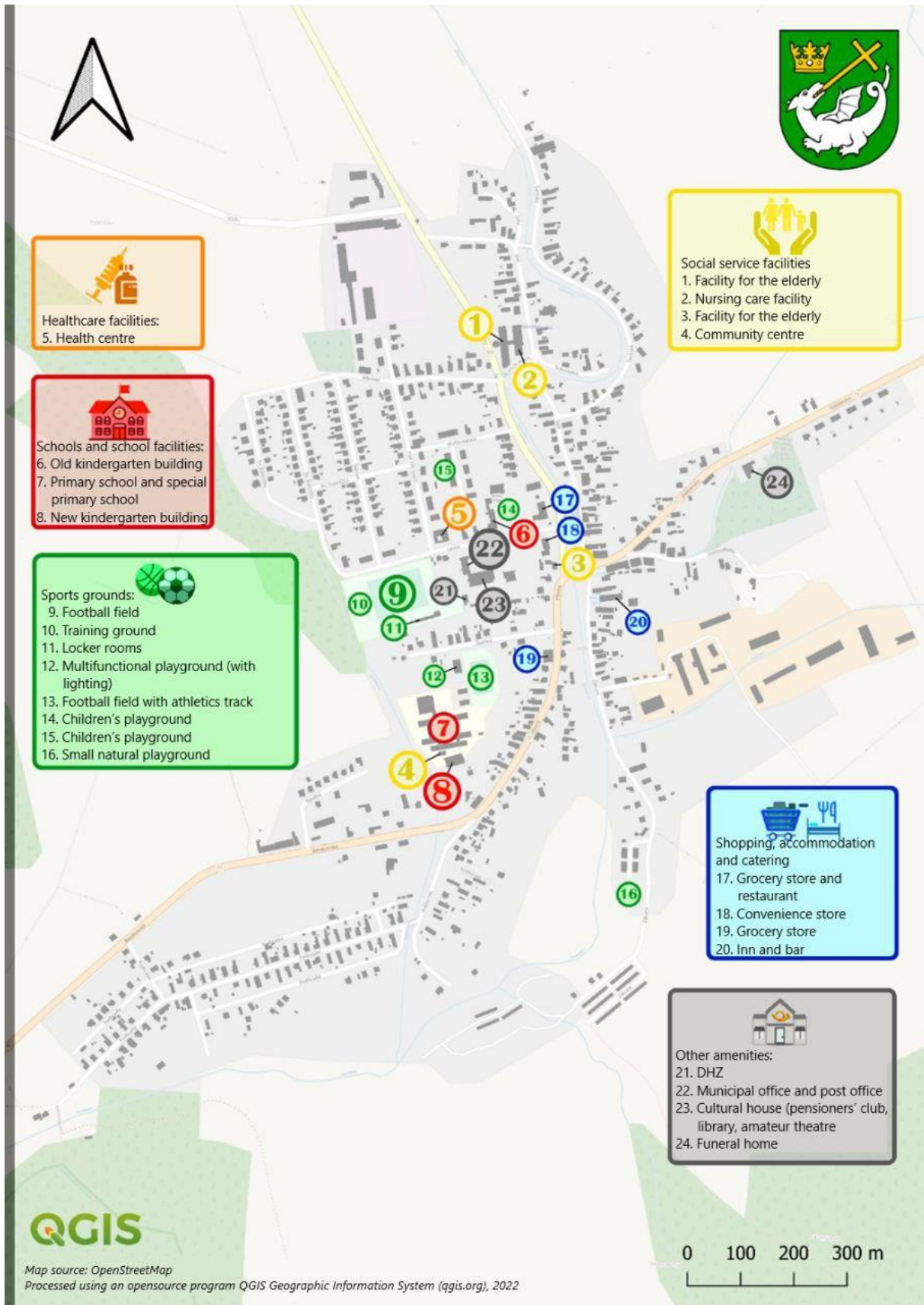
- These are mainly implemented in the Community centre.

7. Cooperation and networking

Within the municipality of Zborov, there is a working group that meets regularly (usually about 4 times a year), where its members inform each other about their ongoing and planned activities and coordinate their activities with each other and with the municipality's leadership. The members of this group are all helping professions operating in the municipality, civic associations operating in the marginalised Roma community, representatives of the municipal office, or other organisations such as representatives of the Slovak Police force, the joined school, or coordinators of implemented national projects.

The main responsibility for the area of ECD in formal education lies with the kindergarten, which provides both enrolment of children and educational activities during the school year. In non-formal education, the key role is played by the civic association Cesta von and the OMAMA program. The municipality, in cooperation with all stakeholders, tries to promote the highest possible rate of attendance at the kindergarten not only by children of the compulsory age of education, but also by younger children. Thanks to the EU financed project, sufficient staff and excellent material and technical conditions are provided for the functioning of the kindergarten.

If needed, organisations can also contact the field social workers, who provide support in communication between the families and the joined school or its components.



8. Information and participation

The provision of information on the content and structure of early childhood development programs is mainly carried out by the kindergarten. Each year, the kindergarten organises enrolment within the statutory deadline. Information is available in public places in the municipality, on the school website (<https://spojenaskolazborov.edupage.org/>) and the municipality website (<https://www.zborov.sk/>), the municipality Facebook profile and is also announced through the municipal newspaper and the municipal public radio announcer.

Information about non-formal education in the municipality (currently there are 4 Omamas) is provided directly to the inhabitants, as there has been active field work implemented for several years. The field work is also instrumental in enrolment and awareness-raising on the importance of children attending kindergarten.

Early childhood development programs are implemented according to proven methodologies; however new programs are not created at the municipal level. Through discussions and parents' clubs, feedback from program participants is provided to the non-formal education providers. The results then form part of the basis for updates to the methodologies used.

9. Summary of action needed in the early childhood development sector

In the Zborov municipality, the main current need is to maintain a high level of work with the marginalised community, including in the area of pre-school education. Many of the activities carried out in the past years have been funded by the European Structural and Investment Funds and are not anchored as systemic measures at the national level. Thus, the municipality does not have sufficient resources to ensure their financing and loses the results achieved in the previous periods.

A concrete measure would be, for example, the entitlement to funding for a staff member dedicated to early childhood development, e.g. through the Ministry of Education, starting from a certain number of children aged 0 to 6 years. This would ensure continuity of work in the locality and the possibility of establishing long-term cooperation both within the community and the organisations concerned. It would also facilitate the transition from pre-school to primary school education.

The main activity, which would be best not to interrupt even for a year, is awareness raising focusing on the importance of early childhood development. In Zborov municipality, direct outreach has been implemented since 2009 (with two short interruptions); however, the shift in the positive direction has been observed only in recent couple of years. The creation of a sufficient number of places in the kindergarten, but especially the active work of the civic association Cesta von directly in the families, has contributed to this. Thus, work in families, e.g. in the framework of the Omama programme, is a very important activity, which is currently financed by donations and private resources of the civic association.

The current weakness in the area of cooperation is a problematic communication between the municipality and the management of the joined school. Some information does not reach the relevant responsible persons in the required time and quality, which causes delays in the implementation of some activities; in some cases, unexpected changes must be implemented.

The strength is the excellent cooperation at the level of the civil sector operating in the municipality and in the region, as well as the excellent cooperation with the regional managers of the national field social work and community centres projects.

The biggest need at the moment is to secure funding for activities that have been carried out thanks to grants and subsidies, but these sources of funding have now come to an end. The basic need is defined at the level of about 10,000 EUR per year, with the parallel active work of the community centre and the civic association Cesta von in its current form.

Annex

Evaluation of the **EARLY CHILDHOOD DEVELOPMENT STRATEGY** questionnaire



STRATEGY FOR CHILDREN AT AN EARLY AGE

EVALUATION OF QUESTIONNAIRE FOR ZBOROV MUNICIPALITY

Respondents

Men – 5

Women – 13

Age of respondents

26 – 35 years old: 6; 36 – 45 years old: 8; 46 – 55 years old: 4

Education

high school without maturita (school leaving exam): 1; high school with maturita: 7;
university: 10

Social identification

a) teacher at primary school stage 1 (grades 1 – 4)		1
b) teacher at primary school stage 2 (grades 5 – 9)	1	
c) member of the representative body	1	
d) parent	9	
e) social worker	3	
f) healthcare staff	1	
g) resident	1	

Parenthood

parent of one or more children: 14; of whom children under the age of 6: 4

Evaluation of the questionnaire

Not all respondents completed all items in the questionnaire.

1 – completely agree, 5 – completely disagree, 0 – I don't know

	1	2	3	4	5	0
1. I think that the care for children from birth up to the age of 6 is at an excellent level in our municipality.	28%	28%	11%	6%	11%	0%
2. I have ample opportunity to learn about the possibilities and programs offered for children from birth up to the age of 6 in our municipality.	28%	17%	11%	11%	6%	6%
3. Medical care for children aged from birth up to the age of 6 is excellent in the municipality.	33%	22%	11%	11%	0%	6%
4. Social care for children (in need) aged from birth up to the age of 6 in the municipality is at an excellent level.	33%	28%	6%	6%	11%	0%
5. There are plenty of playgrounds and other sports facilities in the municipality that children from birth up to the age of 6 can use freely.	6%	6%	22%	0%	50%	0%
6. The kindergarten also provides its services to families with children under the age of 3.	Yes 56%	No 0%	I don't know 28%			
7. The primary school allows all pupils aged 6 (1 st year) to attend the school children's club.	Yes 50%	No 17%	I don't know 17%			
8. Conditions are in place in our municipality for parents of children aged from birth up to the age of 6 to meet and participate in a variety of support programs to help them cope with parenting.	Yes 28%	No 17%	I don't know 39%			
9. In our community, conditions are in place for pregnant mothers to meet and participate in various support programs to help them cope with parenthood.	Yes 28%	No 17%	I don't know 39%			
10. Our municipality provides maximum assistance to families with children aged from birth up to the age of 6 who have social problems.	22%	22%	17%	6%	6%	11%
11. We don't have to worry at all that children in kindergarten and primary school will not be well cared for during their stay in these institutions.	50%	17%	6%	6%	6%	0%
12. In our village, parents don't have to worry about the safety of their children in public spaces.	6%	17%	11%	11%	17%	0%
13. In our community it would be necessary to <u>complete, better provide</u> or <u>create</u> :						
a) Number of places in kindergarten	6%	0%	11%	17%	39%	6%
b) Number of places in primary school and school children's club	0%	6%	28%	22%	17%	11%
c) Medical care for children	11%	17%	11%	11%	33%	0%
d) Playgrounds and sports grounds for children	65%	0%	17%	6%	6%	6%
e) Child safety in public spaces	45%	11%	22%	6%	6%	6%
f) Opportunities for children to attend clubs, sports, and other leisure activities	11%	17%	28%	6%	11%	0%
g) Leisure centre for children	17%	28%	11%	6%	11%	11%
h) Supporting parents of children under the age of 6 – meetings and education	22%	11%	44%	0%	6%	0%

i)	Supporting parents of children under the age of 6 who have financial and social problems	22%	28%	28%	0%	0%	0%
j)	Supporting parents of children under the age of 6 who have health problems	17%	22%	33%	11%	0%	0%
k)	Supporting parents of children up to the age of 6 who have immigrated or do not speak Slovak	22%	33%	11%	6%	0%	0%
l)	Informing parents of children under the age of 6 about the services to which they are legally entitled	17%	17%	33%	11%	11%	11%
m)	Informing parents of children under the age of 6 about the services provided by the municipality	11%	33%	28%	11%	11%	6%
n)	The approach of teaching and other staff working with children under 6 years of age	17%	22%	28%	17%	0%	0%
o)	Understanding of the management of the municipality for the needs of the children in the municipality	22%	22%	28%	11%	11%	6%

The results of the questionnaire will be used for the purposes of the implementation strategy development.