ABSTRACT:
The focus of the presented bachelor thesis is the position of preparatory classes in the Czech system of education. The thesis also tries to answer whether the aim of the existing preparatory classes is in accordance with their legislative anchoring in the Education Act. The work primarily focuses on preparatory classes in the view of their organizational incorporation into the system of education of the Czech Republic with respect to meeting the objectives and outcomes of education. It offers an outline of historical development of preparatory classes in the Czech Republic and a survey of foreign systems of education, all this with the intention of comparing what measures are taken in different countries to prepare children for compulsory education. The main objective of the work is to offer insight into existing preparatory classes and into their role in the Czech system of education. This is based on a survey among stakeholders responsible for the form of these preparatory classes – school administration, establisher of the school, parents of pre-school children attending these classes. The findings of the survey clearly show that the existing preparatory classes do not meet their original legislative purpose. However, they are meaningful as they represent a choice for children with deferred school attendance. They also have the potential for improvement of conditions for education with respect to the specific needs of different regions.

KEYWORDS:
Preparatory classes, education policy of the Czech Republic, pre-school and primary school education, lower socio-economical background, deferred school attendance, lower sociocultural background, compensatory education, equity in education.