

differentiation between routine and experimental activities and the creation of the related organizational structures as part of a motivational and incentive system. School administrators and teachers indicated a need for a broader selection of options to be available for the continuing education of academic staff in this area and they also indicated a desire for a better set of support tools. Commercial-type professional services (such as ISO) would be too expensive for most kindergartens and primary schools.

In terms of staffing, the average age of academic staff is increasing at all school levels. Once again, the data collected has shown that there is only a very small percentage of academic staff with 3 years or less professional experience (6–10%). In primary and secondary schools, 20–28% of the teachers lacked the corresponding professional qualifications. The greatest discrepancy was once again evident in the teaching of English – despite the fact that the interest in such classes has been steadily growing. In primary schools and secondary vocational schools, less than 60% of these classes were being taught by qualified teachers.

The inspectorate determined that the majority of the work done by school boards was basically bureaucratic in nature and that the capabilities extended to them under the Education Act were only being utilized to a very limited extent. The schools' supervising entities rarely took advantage of their legal prerogative to evaluate schools on the basis of predefined criteria and their contacts with the schools only revolved around financial matters.

During the past school year, in a total of 351 cases the inspectorate set a deadline for remedying deficiencies discovered in the educational services being provided. As part of the monitoring activities being carried out by the inspectorate in its role as a public body overseeing the utilization of public resources, CSI discovered 355 instances in which there were gross violations of the law and 52 instances of budgetary violations. The appropriate recommendations were submitted to the respective authorities.

In the 2006/2007 school year, the Chief School Inspector recommended the removal of 3 schools from the School Registry. All of the three instances involved a lack of performance on the part of the schools. The Ministry of Education accepted two of these recommendations and in one case there was no deletion.

This annual report has been broken down into five parts. Part A contains a summary of the findings structured around the different levels of education. Looked at as part of the evaluation process are: school administration, the preparation of schools for the implementation of School Educational Programmes, staffing and material resources and the