

of teachers-beginners has been low for a long period of time. A low proportion of male teachers in the total number of pedagogical staff is not deemed to be satisfactory, especially if basic schools are considered.

The majority of schools assess possible personnel risks for the implementation of SEPs. The attention which is paid to the induction of new teachers is appropriate; schools, in the majority of cases, have introduced and are currently using a system aimed at supporting young teachers until they have three years of teaching practice. School managements endeavour to match the interests of teachers in their professional development. Head teachers recognise the importance of further education for teachers and organise it so that such education corresponds to the needs of schools relating to meeting their SEPs.

Table 51: Evaluation of care for staffing development

Monitored indicator	KGs	BSs	SSs
Monitoring and assessing staffing risks for implementation of SEPs	86 %	97 %	96 %
Support of professional development of pedagogical staff by school managements	90 %	98 %	99 %
Further education focuses on supporting implementation of SEPs/innovation and preparation of SEPs	65 %	86 %	88 %

A particular part of the teaching profession, especially those involved in pre-school and basic education, feel that they are not sufficiently remunerated and their profession is not adequately appreciated by the general public. This situation unfavourably affects the motivation of young teachers. Therefore some teacher-beginners leave especially basic schools and fresh graduates of pedagogical faculties do not take up teaching jobs.

Research into and assessment of the human resources area in the visited schools in relation to children and pupils show that the number of children enrolling for pre-school education has been dynamically growing during the last three years and in the school year reviewed it was 7% higher than in 2005/2006. The number of pupils who were to start basic education has not changed within the same period. Secondary schools reported only moderate growth (0.3%) in the school year 2006/2007. However, in the following school year, schools saw an increase of 11%.

E.2 Further Education of Pedagogical Staff

Inspection findings have proved that schools use, when selecting further education courses, the needs of schools and the interest of pedagogical staff in the courses offered as the most important criteria. Selection of a specific institution of further education is conditional upon such criteria. Another significant selection criterion is the organisation of training courses including their price and timetable. It has been found that prices of courses are more limiting for secondary schools than for basic schools. The importance of course fees for the school's choice is declining with the growing number of pupils, i.e. schools with higher numbers of pupils have more budget funds available. Expenditure on further education incurred in the visited schools during the previous years is included in Table 52.