



In several cases some problems with cooperation between the school and the School Board were detected. In large cities where several schools have one founder it is a problem to ensure that a representative of the founder is present on all School Boards. Schools also pointed out that their School Boards were not active enough, they did not feel accountable for decisions taken with respect to the school and therefore School Boards have not yet been perceived as beneficial for school activities. The CSI recommends focusing on the enhancement of activities carried out by School Boards, which are considered to be a fundamental tool for democratic management.

Cooperation with founders was at a good level in the majority of BSs mainly in small municipalities. 37% of head teachers and 43% of basic school teachers evaluated working conditions as optimal. As regards basic education a number of villages and towns support their schools by local projects. In the past school year such projects were implemented in 293 BSs.

The CSI evaluated the benefits brought about by partnership cooperation as to be at an excellent level in 11.8% of BSs and at a satisfactory level in 82.7% of BSs. Founders of BSs, like founders of kindergartens, only rarely used their own criteria for the evaluation of schools they had established.

Schools quite frequently organised meetings with other schools and shared their experiences. New efforts to establish local networks of cooperating schools emerged.

Evaluation of Basic School Teachers

The number of teachers of BSs calculated on the basis of the nation-wide statistical data collected by the IIE was 58,417.3 (i.e. recalculated as teachers employed full time). Of this number there were 83.9% female teachers.

The average age dropped moderately to 41.8 years of age. The proportion of teachers who had taught less than three years slightly decreased to 8.67%, the decrease in the proportion of teachers teaching for 35 and more years to 5.71% is positive. The average number of teaching years was 18.6. According to the number of teaching years the group of teachers teaching between 21 and 25 years (17.1%) is the most numerous and this is followed by the group of teachers teaching between 16 and 20 years (16.2%).

The proportion of fully qualified teachers was 85.8% (a moderate growth by 0.8% of the total number of teachers). 5.7% of teachers taught in special classes/groups for children with SEN, of whom 74.2% satisfied special professional qualifications (when this number is compared with that of the previous year it shows an increase of 2.3%). The average number of children per teacher was 13.4 in mainstream classes while in classes for children with SEN it was only 2.3 children per teacher.

Findings gathered in the schools visited and comparisons of selected indicators with previous years are included in Table B10. In the schools visited the CSI found that the proportion of qualified teachers was 85.9% and the proportion of teachers having some specialisation was 4.2%. When comparisons among regions are taken into account the highest proportion of fully qualified teachers is reported from the South Bohemian Region (94.2%), followed by the Vysocina Region (93.3%). On the other hand, the CSI found that teachers displaying the lowest level of qualifications teach in the Central Bohemian Region (79.9%) and in the Karlovy Vary Region (80.0%).

The CSI's analyses demonstrated the benefits brought about by qualifications of teachers in terms of the effectiveness of the support they provided to pupils. Qualifications of teachers were reflected in efficient and clearly targeted methods and forms of class instruction as well as in the structure of knowledge and the ability to use pedagogical diagnostics for correct evaluations of the capabilities of a given pupil.

