



characteristic features of the whole framework and it affected the prevention of socio-pathological phenomena. Training courses focusing on special pedagogy or development of self-evaluation supported the better quality of SEPs and successful integration of pupils with SEN. The finding that the innovative potential of teachers is almost unaffected by the years of teaching practice is interesting.

93.9% of BSs participated in some form of further education of teachers – short training courses and seminars focused on a particular topic. The proportion of teachers who participated in more than one form of further education of teachers was quite high (41.9%) and this is, of course, positive. The proportion of small schools where all the teachers were involved in further education of teachers represented 50.4%.

95.8% of basic schools trained their teachers in OHS at the required level.

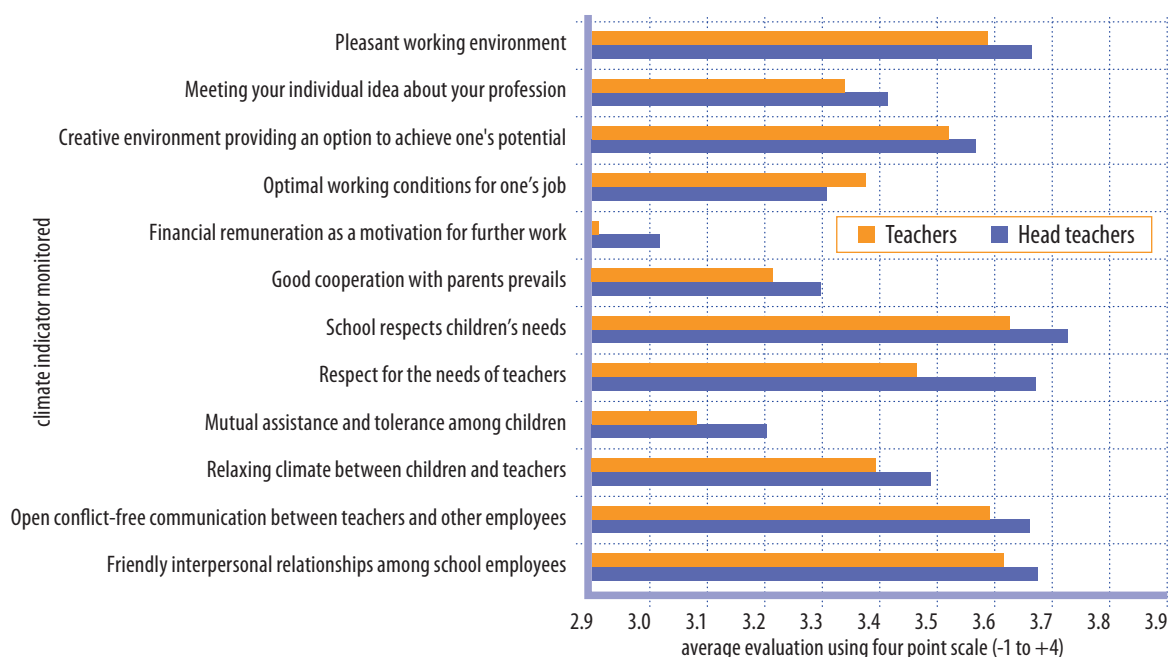
School Climate in Basic Schools

The CSI also examined the climate in schools, taking into consideration three principal indicators: interpersonal relations, school environment and care for it, fellowship with the school (school team-building). For more information about comparisons of results arising from evaluations of school climate at the level of schools see Table B18a.

Comparisons of the opinions of different groups of teachers according to the level of education are included in Table B18b. Gaps between opinions on the climate in schools are depicted by the following diagram.

Diagram 3

Comparison of opinions of head teachers and teachers of the basic schools visited at the level of selected indicators of school climate



Development Projects in Basic Schools

For an overview of participation of BSs in development projects see Table B17. All analyses made by the CSI confirmed that the best overall results of inspection evaluations can be attributed to schools and teachers actively engaged in development programmes. Monitoring revealed that basic schools were involved in 3,193 national development projects. As in the case of kindergartens the majority of projects held by the MEYS were focused on solving the remuneration conditions of teachers in relation to restrictions in

