

Table 62 Further education of teachers (FET) – according to topics of courses and seminars (data as %)

Forms of further education of teachers	SSs	SGSs	SVE
FET to perform managerial positions	1.8	3.2	1.5
FET concerning assessment of students and school self-evaluation	7.7	3.2	8.7
FET concerning special pedagogy	0.9	0.0	0.8
FET to extend teacher's competences in pedagogical and psychological work	8.6	3.6	9.5
FET concerning curricular reform of FEP and SEP	10.9	20.9	8.8
FET concerning ICT utilisation	17.7	49.1	11.4
FET – foreign language	8.6	20.5	5.9
FET concerning reforms of the school-leaving examination and final examination	27.5	59.5	21.2

The content of the further education of teachers appropriately focused on the support for reforms implemented in secondary education.

Material Prerequisites of Secondary Schools

Material prerequisites corresponded with requirements in 93.4 % of the SSs visited. Secondary schools also provided other **school services** for their students with the most usual being dormitories and boarding schools (70 % of SSs), school canteens (approximately 62 % of SSs) and after school clubs (35 % of SSs).

Implemented **investment projects** were most frequently aimed at buildings (31 %), technical classrooms (30 %), school playgrounds (29 %), barrier-free access (27 %), laboratories (27 %), ICT modernisation (23 %), workshops/workplaces for practical training (8 %) and gymnasiums (5 %).

In their follow up inspections in schools displaying a higher rate of school injuries the CSI strove to find what the conditions were and how safe school premises were. The following overview demonstrates the results of such follow up checks conducted in 50 schools.

Table 63 Selected indicators of safe secondary school premises

Monitored indicators – facilities with detected faults	Occurrence in %
Classrooms	16.0
Sanitary rooms and cloakrooms	10.0
Prohibition of smoking	10.0
Gymnasiums	4.0
Playgrounds and other spaces for games	2.0

The data presented above demonstrated the correct focus of investment projects because the majority of schools endeavoured to provide safe and healthy conditions for their students.

However, the low number of schools with a **barrier free access** was a negative finding since such an access had been built in only 27 % of SSs.