



The proportion of qualified teachers is 86.2%. High segment risks relating to the teaching of some subjects persist. When taking into account the total number about 15% of teachers are without appropriate qualifications and teachers of foreign languages remain a long-term problem as there are 19.2% of them without the required qualifications. As regards unqualified teachers in basic schools they are mainly in the group of teachers teaching social sciences – 39.2%, the crisis level can be seen in the Czech language – 15.3% BSs1 and 12.3% in BSs2, but there are also problems in mathematics – 14.1% BSs1 and 11.3% in BSs2, and other natural sciences – 18.4% BSs1 and 11.7% BSs2.

58.0% of teachers in BSs1 and 63.3% in BSs2 have been trained for work with ICT (extended modules of state information policy in education). 54.6% of BSs1 teachers and 50.1% of BSs2 teachers declare that they have active knowledge of a foreign language.

Basic schools display the largest share of teachers having professional specialisation (32.3%); when their share is compared with numbers of the previous year the CSI recorded a leap in their numbers. A number of teachers of BSs undertook specialised higher education programmes aimed at extending their qualifications. This phenomenon can be considered as a positive impact of the Act on Pedagogical Staff in practice of BSs.

A specialised employee of a school coordinates programmes on the prevention of socio-pathological phenomena in 60.4% of schools.

The CSI, using sample surveys, tried to find whether teachers can get an assistant. In basic schools this option was used in 1,024 hours of 6,619 observed hours included in the survey. The rate of using assistants for the benefit of teaching was 50.1% but the lower secondary level of BSs reported a lower rate in comparison with the elementary level – it was only 37.6%. Some teachers admit that they are helpless to a certain degree and it is difficult for them to cooperate with an assistant.

Educational advisors who kept registers of pupils with SEN and provided parents with advice on future professions or studies of their children worked in all basic schools. When trying to find respective disorders of pupils the majority of schools cooperated with external experts because a psychologist or SEN teachers were available only in some schools.

The average salary of teachers in the schools visited was CZK 23,761, while sliding components were 19.9%. The amount paid for overtime decreased, when compared with the previous year, from CZK 455 to CZK 432. Expenditure on the further education of teachers of BSs was CZK 916 per teacher and thus it decreased by 17% when compared with 2007.

Economic Conditions in Basic Education

The MEYS specified, in compliance with Section 161 (1) of the Education Act for the calendar year 2009, a republic-wide normative expenditure per child between 6 and 14 years of age the amount of CZK 44,126. The CSI evaluated the current situation concerning economic conditions in the visited schools while taking into account selected indicators and monitored a year-on-year growth while comparing the situation between 2006 and 2008.

Non-investment expenditure totalled CZK 10.4 billion in the schools visited. On average an amount of CZK 182,539 was allocated to each pupil. The share of the state budget was 73.9%. The payroll expenditure was CZK 4.7 billion. The share of total NIE was 48.1%.

Comparison of economic indicators demonstrates differences between small and large schools as regards expenditure per pupil and expenditure on the further education of teachers, differences in sliding components and using overtime.