



As far as thematic inspections which focused on the instruction of foreign languages are concerned, English language teachers were monitored separately. The average length of practice in the teaching of the English language in SGSs is 16.0 years, in other secondary schools it is 11.5 years. There are 9.0% of trainee teachers who had been teaching less than three years in SGSs whilst in other secondary schools there are 17.5% of them. 33.3% of English teachers in SGSs are qualified for work with ICT within the extended module of state information policy in education and 46.6% of teachers from other schools acquired the same qualifications. Qualifications attained by English teachers according to the requirements of the Act on Pedagogical Staff are described in full detail in Part C, Table C 11.

Properly qualified education advisors worked in 21.1% of schools. 65.4% of teachers in SGSs, 53.2% of teachers in STSs and 43.6% teachers in SVSs declare an active knowledge of the English language. An active knowledge of any other foreign languages can be attributed to 51.1% of teachers in SGSs and 51.4% of teachers in other SSs. 63.4% of teachers in SGSs, 63.8% of teachers in STSs and 59.9% of teachers in SVSs were trained for work with ICT (extended modules of state information policy in education). The CSI found a qualified coordinator of ICT in 3.6% of SGSs, in 4.1% of STSs and in 7.4% of SVSs.

Education advisors who registered students with SEN and provided advice to parents so as to help their children to select future professions or studies worked in all secondary schools. The majority of schools, when trying to reveal learning disorders, cooperated with external experts because only in some schools were there internal psychologists or SEN teachers.

In its sample surveys the CSI tried to find the possibilities for using an assistant in classes. In 2,889 observed lessons teachers were able to make use of an assistant in 347 lessons; however, the actual share of lessons where an assistant was present was only 10.4%. This situation is the same in SGSs and in other SSs.

The average salary of a teacher was CZK 29,306 in the schools visited. Of this amount sliding components were 22.9%. The amount paid for overtime decreased slightly from CZK 811 to CZK 809. Expenditure on the further education of teachers was CZK 776 per teacher and expenditure dropped by 24.6% when compared with 2007.

### **Economic Conditions in Secondary Education**

The MEYS specified for the calendar year 2009, in compliance with Section 161 (1) of the Education Act, a country-wide normative expenditure of CZK 52,131 per child between 15 and 18 years of age.

The CSI evaluated the current situation concerning economic conditions in the schools visited while taking into account selected indicators and monitored the year-on-year growth while comparing the situation between 2006 and 2008. Non-investment expenditure totalled CZK 7.4 billion in the schools visited. On average the amount of CZK 65,901 was allocated to each student. The share of the state budget was 75.8%. The share of payroll expenditure of the total NIE of schools was 43.2%. The average sliding component of the salary increased by CZK 364. Total NIE was CZK 585,156,302 in the SGSs visited, thus the amount per pupil was on average CZK 64,331. The share of the state budget was 69.2%. The share of payroll expenditure was 47.6% of the total NIE of schools. The average sliding component of the salary was CZK 6,721 and thus this component decreased, on an annual basis, by CZK 1,636.

586 development projects were evaluated in the visited schools. Of this number 200 projects supported the connectivity of schools in state information policy in education, 148 projects focused on increasing the unclaimable components of salaries and 102 schools participated in the further education of teachers due to the introduction of a new type of school-leaving examination. For more detailed information see Part C, Table C 18.

