

As far as German teachers are concerned in the school year 2007/2008 they were better qualified than their English colleagues. Almost 55% of German teachers graduated from relevant faculties. Of these ideally qualified teachers one fifth continued to learn German whilst only 15% learnt how to teach pupils with SEN. In the monitored sample of basic schools 18% of German teachers were not university graduates. If compared to English teachers, unqualified German teachers are not active in further education. Although almost half of unqualified teachers of the German language participated in some forms of further education concerning German none of them attended JAME courses. The majority of German teachers (73%) – university graduates who were not directly educated for teaching German - continued to learn the language and two of them participated in courses aimed at teaching pupils with SEN. Only two unqualified teachers passed an international German examination. Two native speakers taught the German language in the monitored basic schools. 19% of German teachers gained experience abroad, where they usually participated in visiting fellowships (8 teachers), five German teachers participated in language courses and three of them were involved in EU projects.

As regards the system of further education (the same applies to university studies) of foreign language teachers, preparation for work with pupils with SEN is not sufficiently taken into account. Teachers mainly cooperated with external experts, counselling services, and education advisors while school psychologists and other assistants for pupils with SEN are not sufficiently used. Further education courses focusing on the needs of gifted pupils have not yet been included in the further education programme for foreign language teachers. In total 61 foreign language teachers completed further education courses focusing on work with pupils who have SEN in 2007/2008. This area of education is primarily the domain of English teachers, who accounted for 87% of those who completed such further education programmes in 2007/2008.

In the school years 2005/2006 and 2006/2007 individual education plans were drawn up for integrated pupils. The share of basic schools which had developed such plans did not change when compared to the previous year. It accounted for 45%. Assistants of teachers were used in nine basic schools in the years 2005/2006 and 2006/2007. Furthermore, in 2006/2007 two basic schools reported the use of a school psychologist. Other identified pupils with SEN (a lighter degree of specific learning disorders) are approached with regard to their specific needs. This individual approach is characterised by tolerance of difficulties, application of less stringent classification, temporary assistance and interventions of teachers during lessons, internal differentiation which stresses a preference for oral communication with a pupil, reduction of demands, favourable time allotment, offer of individual consultations, use of PCs, special teaching materials, specific teaching aids and textbooks for pupils with SEN

The issue of exceptionally gifted pupils was the subject of inspections held by CSI in the academic 2007/2008 and eight of the monitored basic schools displayed exceptionally gifted pupils. Schools offered their talented pupils different options to further develop, for example, optional and voluntary subjects, clubs and other activities, differentiated tasks which can go beyond normal curricula. Gifted pupils can be involved in school projects, sometimes implemented at the international level; they participate in competitions and the Olympics.

In the school year 2005/2006 11% of BSs were involved in three or more monitored school activities, such as school trips, international projects, cooperation with foreign schools, competitions in foreign languages held at the regional level and certified language examinations, although almost one third of basic schools offered their pupils only school trips. One fifth of schools did not create any conditions for the application of communicative knowledge outside school lessons. In the following years basic schools considerably extended the spectrum and involvement of their pupils in extra-curricular activities. Inspections in