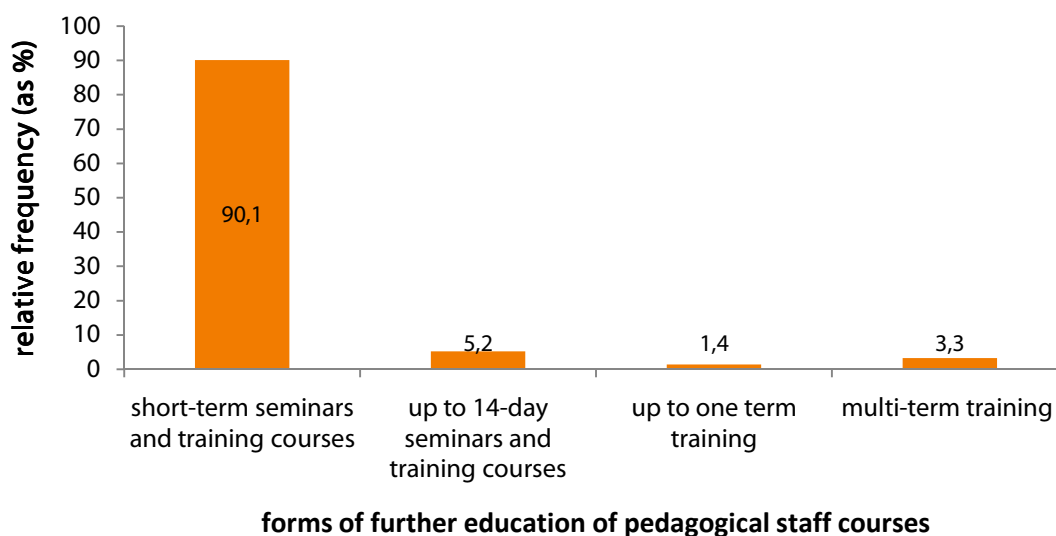


**Table 52: Expenditure of schools on FEPS (in CZK)**

Type of school	Total further education in 2006	of which from the state budget	Total further education in 2007	of which from the state budget
Kindergartens	1 107 059	1 010 556	1 084 106	1 038 449
Kindergartens and basic schools	1 508 158	1 479 020	1 545 695	1 343 706
Basic schools	5 877 266	5 509 959	4 963 838	4 574 058
Basic artistic schools	192 033	26 200	236 685	0
Secondary general schools	1 181 950	1 013 462	874 002	640 730
Secondary schools	2 270 517	1 840 870	1 863 734	1 492 812
School facilities	69 632	69 222	45 923	45 923

Teachers of basic schools represent the largest share in courses and seminars of further education – if taking into account all participants the courses are annually attended by approximately two thirds of basic school teachers. On the other hand, the share of participants coming from secondary and special schools does not reach 50%. The relative share of participants from schools established by municipalities or regions is higher than those teaching in private or church schools.

Head teachers and mostly also pedagogical staff unambiguously prefer short-term seminars and training courses to other forms of further education (see Diagram 10). Such a preference relates mainly to the difficulties of covering for missing teachers in schools.

**Diagram 10: Preference of forms of further education courses**

As far as the topics are concerned, participants are mainly interested in courses aimed at developing school education programmes, language or ICT education and in seminars relating to innovation in the educational content.

Among the largest obstacles hindering teachers from wide participation in further education schools include in particular the lack of financial resources, problems covering for missing teachers in the education process and difficulties with transportation from smaller municipalities.