

were deepening their knowledge of English within further education training courses. Almost one fifth of all teachers of the English language in the reviewed schools participated in further education for work with students displaying special educational needs.

E.2.4 Some Regional Specificities of the Further Education of Pedagogical Staff

The **South Moravian Region** – further education focused on the development of SEPs in basic education and professional preparation in accordance with teaching qualifications of teachers. In previous years teachers preferred courses aimed predominantly at developing and supporting ICT in teaching.

The **Liberec Region** – apart from decreasing expenditure on further education participation of teachers in further education courses has been negatively affected by other problems such as problems covering for missing teachers, in particular in pre-school facilities.

The **Olomouc Region** – further education focuses on the preparation of reformed school-leaving (maturita) and final examinations and on innovation in didactic procedures.

Prague – some unqualified teachers have been postponing their studies which would allow them to obtain relevant professional qualifications.

The **Usti Region** – as regards further education the differences between schools in towns and small villages has displayed a gap. Operational and economic conditions adversely affected the possibility to participate in seminars. Teachers started to use different forms of self-study and internet programmes. Language education has been neglected for a long time.

The **Hradec Kralove Region** – training courses aimed, in particular, at innovation in the education content as well as at methods and forms of teaching.

The **Pardubice Region** – further education was oriented in the monitored schools especially towards learning foreign languages and ICT.

The **Vysocina Region** – participation of teachers in further education causes organisational problems relating to the coverage of lessons. In some kindergartens insufficient number of further education courses adversely influenced the development and implementation of SEPs, the level of such programmes as well as innovation in the educational content.

The **South Bohemian Region** – further education concentrated mainly on foreign language teaching. Schools made use of The *Gate to Languages* project and teachers teaching at the primary level of basic schools usually patented MEJA language courses. The most active schools obtained financial resources from the European Structural Funds.

Participation of pedagogical staff in further education assessed according to types of schools does not differ very much. The data in the following Diagram 13 indicate differences in options of individual regions rather than the approach of schools towards further education.