

concerning the topic, less than the others and the same applies to their lower activity aimed at supporting the development of social literacy and the area of education towards health.

### Further Education of Basic School Teachers

The share of teachers who were studying was 8.6 % in the schools visited. The following overview demonstrates the participation of teachers in different types of studies.

Table 40 Further education of teachers – under Sec. 1 of Decree No. 317/2005 Coll. (data as %)

Forms of further education of teachers	Small BSs	Large BSs	Total BSs
To satisfy qualification requirements	14.8	4.8	8.6
To attain further qualification requirements – ICT	1.8	1.6	1.7
To attain further qualification requirements – prevention of socio-pathological phenomena	2.3	2.2	2.2
To extend professional qualifications	12.7	16.7	15.2

The share of teachers who participated in studies aimed at extending their professional qualifications and meeting qualification requirements was the highest; however, teachers also expressed their interest in new specialisations pertaining to the area of prevention. 62.6 % of teachers participated at least in one form of further education.

More frequent forms of the further education of teachers were training courses and activities that could be selected from the list of available courses and activities which were favourably priced because they were subsidised through specific projects. The table below contains the share of studying teachers according to the topics of the further education of teachers.

Table 41 Further education of teachers (FET) – according to topics of courses and seminars (data as %)

Forms of further education of teachers	Small BSs	Large BSs	Total BSs
FET to perform managerial positions	7.9	4.5	5.8
FET concerning assessment of pupils and school self-evaluation	5.2	6.6	6.1
FET concerning special pedagogy / work with pupils with SEN	35.7	13.1	21.5
FET to extend teacher's competences in pedagogical and psychological work	27.3	17.5	21.2
FET concerning curricular reform of FEP and SEP	14.7	10.4	12.0
FET concerning ICT utilisation	25.5	29.6	28.1
FET – foreign language	9.2	12.1	11.0
FET for schools with few classes	7.7	0.0	2.9

The highest interest was in enhancing ICT competences and in acquiring skills for work with pupils with SEN. A total of 81.5 % of teachers participated in at least one form of further education.

The above-mentioned findings proved that school systems of the further education of teachers appropriately meet the requirements for fulfilling SEPs in accordance with the requirements of FEP. The reduction in funds for the further education of teachers negatively influenced the budgets of schools.