



Table 29

Occurrence of different types of further education of teachers in schools visited

Monitored indicator	2006	2009
Acquiring professional qualifications for the level of education under the Act on Pedagogical Staff (Sections 7, 8 and 9)	11.0	44.4
Studies aimed at the extension of qualifications under the Labour Code	71.0	47.0
Teachers who completed motivating programmes of further education of teachers (MEJA, The Gate to Languages, and some others)	9.1	11.2
Education focusing on guidance – SEP coordinators, innovation of methods, creative teaching, school legal regulations	86.0	78.0

Key:

On the basis of interviews with teachers the percentage share participants of further education of teachers in 2006 and in 2009 of the total number of respondents in visited schools is included.

Utilisation of Development Projects for Development of Teachers

In order to improve staffing in regional school the MEYS decided to organise several development programmes. 46.1 % of schools participated in the project known as “Increase in Unclaimable and Incentive Components of Salaries of Teachers in Regional Schools with Regard to Quality of Their Work”. 1.1 % of schools were involved in the “Funding Teacher’s Assistant for Disabled Pupils in Private and Church Schools” development project; 1.38 % of schools participated in the “Funding Teacher’s Assistant for Socially Disadvantaged Pupils” programme and 2.65 % of schools decided to become part of “Making Available Further Education for Teachers of Basic Schools with the Primary Level Only”. Public-legal audits of the drawing of public funds detected that schools in all cases used resources economically and effectively according to the decision on their allocation.

