

F.2.2 Central Bohemian Region

Curricular Reform

Strategies, objectives and priorities are obvious and generally known in Central Bohemia. But there are insufficient funds which prevent such strategies, objectives and priorities from being fully met if both technical resources and available staff are taken into account. Despite this problem the Central Bohemian Region is, when compared to other regions, the one which provides quite large amounts of money for the education system. Regional schools especially are better funded. However, the numbers of pupils are in the region below the republic average (about 85% of average numbers).

F.2.3 Pilsen Region

Curricular Reform

All the monitored basic schools had SEPs, the structure of which was, in the majority of cases, in compliance with the FEP BE. The content of SEPs was not among the monitored criteria. Despite this fact some deficiencies of a formal nature were pointed out. The majority of SEPs required modifications in terms of the division of competences, inclusion of cross-subject topics and alteration of the content of curricula. CSI did not see any changes in innovation in teaching methods used in the 1st and 6th grades. However, schools had begun to work on projects more than before (lesson projects, daily projects or annual projects). Internal documents did not include support for implementation of SEPs, the contents of individual documents were not interconnected. The level of SEPs differed from school to school, unfortunately very often the SEP was developed only to fulfil the assigned task and in no case was it used as an opportunity for changes.

Enhancing and Extending Foreign Language Teaching

The Pilsen Region used long-term projects of cross-border cooperation with Germany in 2007/2008 in order to support language education, exchange of experiences and improving the language skills of pupils.

F.2.4 Karlovy Vary Region

Curricular Reform

The 2006 Long-term Policy Objectives in the Karlovy Vary Region set out the principal strategic directions including the detailed development of strategic goals. CSI focused, inter alia, on the situation in meeting selected strategic goals relating to activities of schools and school facilities. In 2008 strategic directions were reformulated in the Long-term Objectives, however without any previous analysis or evaluation of the achieved results which should have been done by the region. The Basic School Kynperk received more than 2 million from the ESF for building sports facilities at the school.

Prevention of Pathological Social Phenomena

Special education is ensured through an individual approach towards pupils and through their integration. Basic schools integrate pupils with SEN; in some basic schools classes with instruction according to the Programme of Special Schools or the Programme of Auxiliary Schools were established. When diagnosing special educational needs teachers cooperate with education advisors as well as with parents of the pupils concerned. Problems