

which usually result in complaints from parents about a school occur especially in schools which do not identify pupils with SEN and thus they do not deal with them. The system for preventing pathological social phenomena is effective in the majority of schools as schools have developed preventive strategies underpinning the provision of extra-curricular activities.

Enhancing and Extending Foreign Language Teaching

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

Enhancing Basic Skills of Pupils and Teachers in the Area of Information Literacy

The project *We Are Carrying Our Research Together – the Aš District Yesterday and Today in the Eyes of Pupils from Partner Schools* focused on improving background for work with information technologies. The Basic School Aš, within this project financed from the ESF, purchased an interactive board, software, a notebook and other compatible equipment.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

All the visited basic schools created conditions for further education. Lower participation in further education training courses is affected by problems covering for missing teachers, especially in small schools, and by bad transportation from small municipalities to the place of training. Head teachers as well as their deputies (with several exceptions) completed functional studies. The Act on Pedagogical Staff allows head teachers who have been serving in the office for a long period of time not to participate in functional studies. However, some of these head teachers should study as they probably do not know the Education Act, have not adopted curricular reform and so forth.

Integrated Counselling System in Education

There is, in some basic schools, very good cooperation with counselling services. Their advisors visit schools, where they work with pupils and offer consultations to their parents. In a number of schools there are assistants to pupils or teachers. Due to financial constraints school psychologists are not available yet.

F.2.5 Usti Region

Curricular Reform

All the visited schools set objectives of education (88%) either fully or partially in compliance with national strategic priorities (Long-term Education Objectives of the Czech Republic) and appropriately responded to the Long-term Objectives of Education and the Development of the Educational System of the Usti Region from 2005 to 2008. The weakest point of basic schools was evaluation of the results of such objectives. Out of all the basic schools visited in the Usti Region 62% of schools were involved in project or grant activities. This area saw an upward trend. National and international activities prevailed. Already implemented projects positively affected conditions of instruction especially as regards technical resources (ICT, refurbishment of special classrooms, joint meeting rooms – the programme *Health*). Furthermore, thanks to projects, teachers were positively motivated to develop SEPs, to extend the provision of education (lifelong learning in secondary schools, and so forth) and to support the Roma community.