

### **Enhancing and Extending Foreign Language Teaching**

Schools very often participated in international projects aimed at cooperation of schools, pupil/teacher exchanges and so on. Inspections showed that whether a project is successfully accepted and supported is not based on the size, type or geographical location of schools. It is unambiguously the result of initiatives of school employees (most often school management and project managers). There was also a frequent practice of schools when submitting projects to associate with other schools and therefore, especially small schools, increased the probability of being awarded a certain project.

## **F.2.6 South Bohemian Region**

### **Curricular Reform**

Regional priorities did not differ from those of the Czech Republic as a whole. The majority of visited schools managed to involve social partners in forming and meeting the development objectives of schools. Schools entered into and further developed cooperation with partner institutions. Such cooperation targeted improvement in the conditions and the course of education. Cooperation with School Boards remains more or less formal. Basic schools used projects primarily for human resources development and the enhancement of material conditions, mostly for modernising and repairing sports facilities and school gardens but also for purchasing specific equipment, for example interactive boards. Many schools used financial resources to prevent pathological social phenomena and to support environmental education.

### **Gifted Children, Pupils and Students and Children with Special Educational Needs**

Basic schools in the South Bohemian Region accentuated the education of children and pupils with SEN by providing pedagogical assistance, supporting gifted children and pupils in the framework of normal schools and involving the maximum number of schools in programmes organised within the EU. The majority of visited schools managed to engage social partners in forming and meeting the development objectives of schools. Schools entered into and further developed cooperation with partner institutions. Such cooperation targeted improvement in the conditions and the course of education. Cooperation with School Boards remains more or less formal. Large schools located in towns were more successful in drawing money on the ESF than other schools.

### **Prevention of Pathological Social Phenomena**

Many schools used financial resources to prevent pathological social phenomena and to support environmental education. Some small basic schools developed independent projects for the further education of teachers and free time activities.

### **Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy**

Interviews with head teachers showed that their functional studies (*A Successful Head Teacher*) had a marked effect on the better management of schools. Some small basic schools developed independent projects for the further education of teachers and free time activities.