

Programme for the Further Education of Basic School Teachers was beneficial only for the primary level of basic schools.

## **F.2.8 Hradec Kralove Region**

### **Curricular Reform**

In the last three years the Czech School Inspectorate reported a gradual growth in the number of projects applied for in the region since schools were forced to seek funds for their development activities outside the regular resources provided by the government and the founder of the relevant school. These were usually schools with proactive strategies of management and schools previously experienced in developing projects, which were more frequently involved in projects.

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

As far as international cooperation is concerned the Hradec Kralove Region used mostly EU funds, namely programmes enabling it to utilise grants, such as *Socrates* and *Leonardo da Vinci*. Further resources to cover this area were obtained through grant programmes financed by the region. Projects were aimed at developing international cooperation, exchange of experience and improvement of language as well as professional competences of pupils and teachers. Cooperation between borderland schools was being substantially developed. A certain stagnation in the number of projects to be financed from the ESF (operational programmes targeting human resources development) reported in the last two years was probably caused by the end of the programming period 2004-2006 and the beginning of the new programming period having higher demands of elaboration of the project itself. An upward trend was seen as regards projects to be funded within FM/EEA - Norway. Only some of the foremost schools participated in the National Grant Programmes, focused mainly on preparation of trainers and the development and verification of SEPs (*Pilot S*), preparation of a new form for completing studies in secondary schools (e.g. *Quality I*) and others (e.g. *A School for Sustainable Life*). Regional Grant Programmes concentrated especially on improving the quality of conditions for the education process. The largest number of schools used this form of subsidy. Municipal Grant Programmes (and respective subsidies obtained from local private companies) are most frequently used to fund less demanding and short-term projects as well as projects aimed at enhancing the visibility of a school.

## **F.2.9 Pardubice Region**

### **Curricular Reform**

School Education Programmes are being implemented in all 1st and 6th grades of basic schools in the Pardubice region, but the level of their development differed from school to school and in the majority of schools it only partially complied with the obligatory FEP. As the primary aim of the reform is not only to develop a relevant SEP but especially more effective education it may be stated that teaching was at a very good level in the vast majority of schools (mainly at the primary level). Although SEPs displayed some deficiencies many schools paid considerable attention to modern teaching and there was innovation in education not only in 1st and 6th grades but also in other grades of basic schools. The financial situation of a founder markedly affects the modernisation of education. Equipment of schools seems to be very different – in municipalities with a low budget it is obvious that school equipment is obsolete and renewal of school resources is minimal. Projects carried out in basic schools are