

in the further education of teachers are foreign languages, ICT, healthy life styles and new forms of work.

F.2.10 Vysocina Region

Curricular Reform

Basic schools from this region implemented national projects aimed at protecting health (for example *Healthy Teeth*) especially. Basic schools' own projects focused on implementing SEPs in conformity with FEP BE or on the reconstruction of school buildings. In order to meet regional priorities some BSs started to offer courses for adults. Education branches were modified in compliance with the demand and objectives set by regional authorities. The options of school leavers to compete in the labour markets were monitored. For the purpose of improving education and ensuring equal access to education the Regional Council earmarked a large amount of money for purchasing teaching and compensation aids, but CSI only exceptionally saw that these resources were used in school for the purpose for which they had been bought.

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

Teachers' assistants for pupils with SEN were hired. The Regional Council was interested in options which could be used to support gifted pupils and socially disadvantaged pupils (including foreign nationals). Basic schools in the region were involved in the grant programme of the Vysocina Fund, which financed free time activities and the educational functions of schools (Spare Time, Sports for All). Head teachers from the region participated in studies for managers.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

Managerial education targeted mainly head teachers of large schools and schools with a complex structure. Only functional education was usually available for head teachers of small schools. A comprehensive system of evaluation and education monitoring, including further education, guidance and consultations in the area is missing. The network of schools was reduced with the aim of increasing the effectiveness of education. Thus some kindergartens and basic schools merged.

F.2.11 South Moravian Region

Curricular Reform

Basic schools quite successfully managed, within long-term regional objectives which copy the national plan, to meet the prerequisites for gradual introduction and satisfaction of aims incorporated in FEP and SEPs. Basic schools in the region were involved mainly in school, i.e. their own, and regional projects. Projects appeared to be always beneficial for schools. The largest targeted benefit for basic schools was in the area aimed at meeting key competences. Projects mostly brought financial advantages to schools (salaries, better equipment and other resources).

Prevention of Pathological Social Phenomena

Thanks to projects partnership with parents, institutions and the general public have improved. National and international projects had good results as regards the support and development of reading literacy, environmental education, prevention of pathological social