

correct habits (for example waste sorting), to provide pupils with information on sustainable development and the use of renewable energy sources. Most secondary general schools were involved in the republic-wide *M.R.K.E.V.* project organised by the Association of Centres for Environmental Education - Pavucina. The Tertiary Professional School and Secondary Technical Electro Engineering School of Fr. Krizik utilises solar energy for heating water and heating of the building thanks to a successful international project, *ENERSOL*.

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

Teachers of the Secondary General School for Sight Impaired Students and Secondary Technical School for Sight Impaired Students in Prague 5 developed a grant project *Provision of Typhlopidaec Services and Guidance for Supporting Integration of Sight Impaired Secondary School Students*. The project was very successful in integrating sight impaired young people into normal secondary schools. The Secondary Technical School Na Trebesine organised a unique project for supporting students with specific learning disorders which was financed within the *SPD, Objective 3 – State-of-the Art Technologies in Teaching*. The project made secondary education accessible mainly for students suffering from dyslexia but technically gifted. Two church secondary schools in Prague were involved in the *Teacher's Assistant* development project. Schools, along with the MEYS, within the project, financed assistants for disabled children, pupils and students.

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

A project of this type supported the introduction of pedagogical and didactic innovations in education. Secondary schools were involved in the *SIPE* project to implement ICT. An indisputable benefit of the project was improvement of ICT teaching and the use of ICT in the instruction in other school subjects. Another widely used project was the *SPD, Objective 3 – education processes with innovations in terms of education practice covering different areas (ICT, language communication, innovation of pedagogical work, seminars dealing with instruction in different subjects)*.

## **F.3.2 Central Bohemian Region**

### **Curricular Reform**

Strategies, objectives and priorities are clearly defined in Central Bohemia. But mainly insufficient funds prevent such strategies, objectives and priorities from being fully met if both equipment and staffing are taken into account. Among the secondary schools in Central Bohemia which are involved in various projects and forms of cooperation to the largest possible extent are for example the Secondary Business Academy in Vlasim, the Secondary General School in Kutna Hora, and the Secondary Technical Electro-engineering School in Kutna Hora. These schools, apart from other things, thanks to the personalities of their head teachers, rank among the best in the region and do not suffer from an ever decreasing number of students. They are also successful at the international level and send their teachers and students for short-term professional internships abroad.

## **F.3.3 Pilsen Region**

### **Curricular Reform**

Inspections and checks did not find that the strategies of schools and implemented school education programmes would contradict national and/or regional strategic priorities.