

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

Pedagogical staff in secondary schools are not familiar with the needs arising from the curricular reform to the required extent. In the context of preparations for new school-leaving examinations teachers of subjects which are to be compulsorily tested (the Czech language and a foreign language) have completed further education focusing on the reform of the school-leaving examination in recent years. However, only minimal attention was paid to implementation of FEP in practice (i.e. development of SEPs and their implementation).

F.3.5 Usti Region

Curricular Reform

Out of the total number of visited SSs in the Usti Region 77% were involved in project or grant activities. It may be said that national or international activities prevailed. 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. Thanks to the capabilities of founders secondary schools in the Usti Region were able to successfully meet the Long-term Objectives set out by regional authorities. However, some of the teaching staff did not identify themselves with the changes, which seemed to be hindering further development. Secondary schools participated in the republic-wide project of environmental education - *M.R.K.E.V.*

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

Schools were very often involved in international projects aimed at cooperation of schools, pupils and student exchanges, and so on. Schools saw a qualitative shift in taking care of students with SEN.

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Already implemented projects positively affected the conditions of instruction especially as regards equipment (ICT, refurbishment of special classrooms, joint meeting rooms – the *Health* programme).

F.3.6 South Bohemian Region

Curricular reform

Regional priorities do not differ from those implemented at the republic level. Reduction in the number of secondary schools and education fields has been a long-term target. However, it is impossible to evaluate how it has been met so far. The majority of SSs in the South Bohemian Region was successful when applying for and using money from European projects. Management of such schools used a pro-active managerial approach. Management selected among the teachers a professional who was trained in the given issue and was provided with good conditions. Management created good conditions for his/her work with respect to the future of the school. Schools have been successfully meeting long-term regional priorities. Secondary schools satisfied long-term objectives on the basis of FEP, SEPs and requirement of the prepared reform of the school-leaving examination and the current reform of the final examination. Some newly developed SEPs reflected some regional specific features. Secondary schools participated in the republic-wide project of environmental education - *M.R.K.E.V.*