

Region. Head teachers developed plans for the further education of teachers. Teachers started to use the provision of accredited centres as an opportunity for their personal development.

F.3.8 Hradec Kralove Region

Curricular Reform

In the last three years the Czech School Inspectorate has reported a gradual growth in the number of projects applied for in the region since schools were forced to seek for 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. Only some of the foremost schools participated in the National Grant Programmes, focused mainly on the 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 1*) 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.

Enhancing and Extending Foreign Language Teaching

In order to support language education secondary schools in the Hradec Kralove Region implemented cross-border projects. As regards international cooperation 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 foreign language teaching as well as the professional competences of pupils and teachers.

F.3.9 Pardubice Region

Curricular Reform

Strategic objectives of the development of secondary schools were prepared in writing in all cases and corresponded to strategic documents concerning the development of education in the Czech Republic and in the Pardubice Region. The monitored schools do not expect any changes in their provision of education for the next year because the branches correspond to the needs of the labour market. The submitted strategic documents proved that schools apart from vocational issues put an emphasis on improving the preparation of students in foreign languages and information technologies. School managements inform their founders and School Boards on strategic objectives. Objectives set in the strategy for the development of schools were met in the majority of cases. Secondary schools participated in the republic-wide project of environmental education - *M.R.K.E.V.* Two SSs decided to participate in an education programme supporting healthy development of students in the Czech Republic guaranteed by the National Health Institute.

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

Projects as well as extra-curricular activities developed especially the talents and gifts of students. The Bishop Secondary General School in Skutec was involved in a significant