

F. Use and Benefits of Development Projects within Activities of Schools in Individual Regions

The Czech School Inspectorate also tried to find out the extent to which schools are involved in projects implemented at regional, national and international levels. CIS did not undertake a detailed analysis, but the benefits of such projects were evaluated and included in observation reports describing the course and results of education.

Implemented projects were based on the Long-term Policy Objectives of Education and the Development of the Educational System in individual regions and covered mainly the following topics: prevention of pathological social phenomena, multicultural education and education towards citizenship, environmental education, personal development of children and pupils, further education of pedagogical staff, and enhancement of ICT teaching.

Projects proved to be valuable tools for establishing and extending competences laid down in the education programmes of schools. Thanks to projects schools also received funds, improved their economic situation, gained new experience, and increased the quality of their educational processes.

F.1 Pre-school Education

Kindergartens were gradually learning how to apply for targeted projects and started to enter into grant programmes. In doing so, they were not, however, always successful. Kindergartens were mostly involved in projects aimed at education towards health. Projects also covered prevention, health and the environment (the *Healthy Life Style* project). Furthermore, projects carried out by kindergartens focused on developing the social and communication competences of children. Kindergartens located in the borderland were involved in projects aimed at cooperation with kindergartens from neighbouring countries with a view to exchanging professional as well as personal experiences between teachers and to make children familiar with their peers and the customs/habits of the neighbouring country. Projects in small municipalities were launched with the aim of improving equipment and other resources and of modernising the interiors of schools but also, for example, installing environmentally friendly heating of public premises. Some projects drawn up directly by kindergartens focused on implementing or supplementing school education programmes (environmental education, prevention of pathological social phenomena). Kindergartens also used projects financed by municipalities (usually by larger towns). Some projects quite frequently aimed at improving school equipment, aids, devices and the environment in classrooms, and last but not least new layouts of gardens were not forgotten. Kindergarten projects concentrated on the development of the artistic gifts of children as well.

F.1.1 Prague

Curricular Reform

In order to supplement their SEPs Prague kindergartens carried out projects aimed at environmental education and projects pertaining to the area of health. Their meaning was to show pupils the role of human beings as part of nature, to support correct habits (for example the sorting out of waste), to familiarise them with the issue of sustainable development and utilisation of renewable energy sources. The Prague meeting of kindergarten teachers who