

comprehensive system for pupils with SEN. The MEYES in cooperation with the EU funded, within the *SPD, Objective 3*, free time activity classes for basic school pupils. As regards education towards health the following projects were implemented: *Healthy School, Milk to Schools, Healthy Diet, and Healthy Teeth*.

The project *To Start Together* was the most wide-ranging long-term project of civil education at the primary level of basic schools. Its aim was to change methods of teaching so that instruction was oriented more than before towards the needs of pupils. The project has extended the provision of basic education and elements of the new way of teaching have also been taken over by other, uninvolved, schools. Projects implemented for the purpose of multicultural education and education towards citizenship were carried out by basic schools in cooperation with regional, national and international NGOs. Basic schools participated for example in the project supporting the introduction of social education and education towards personality development into SEPs. The project was funded by o.s. *Odyssea*.

The project *Teacher's Assistant*, funded from the state budget in the form of a subsidy for a specific purpose, set out, as its principal aim, the support of pupils from a disadvantaged environment. Basic schools used both Roma assistants and assistants for pupils with physical and mental disorders or disabled pupils. Schools usually reported good experience with assistants since they were able to devote special attention to individual pupils and could use appropriate forms and methods of work with regard to the extent of disability or capabilities of pupils. Assistants were also engaged in extra-curricular activities. Basic schools also participated in other projects supporting the Roma community covered by special subsidies allocated from the state budget. Funds were, in the majority of cases, used to purchase teaching resources for Roma pupils. In one case the school subsidised lunches for Roma pupils. The use of such funds was debatable, in view of the reluctance of some Roma pupils to identify themselves in such terms

Schools used projects to support environmental education. The purpose of such projects was to show pupils the role of a human being as part of nature, to support correct habits (for example the sorting out of waste), to inform them on the issue of sustainable development and utilisation of renewable energy sources. An example may be the nation-wide project *M.R.K.E.V. (M=methodology; R=realisation, implementation, K=comprehensive; E=environmental; V=education)*, organised by the Association of Centres for Environmental Education - Pavucina. Projects brought about new pedagogical and didactic innovations in education. Enhanced teaching of information technologies was supported by the republic-wide project *SIPE* financed through specific subsidies from the state budget. Schools could, by using project money, establish or better furnish IT classrooms, improve computer networks, purchase software and teaching documents and funds were also used for training teachers on PC courses. In rare cases funds were used to pay monthly fees for internet connections. Another widely used project was the *SPD, Objective 3*¹⁴ (educational processes aimed at introducing innovation in educational work in different areas of IT, language communication, innovation in teaching, seminars aimed at teaching individual subjects). As regards support for instruction schools were involved in the projects *History and Presence, We Are Carrying Our Research Together, Fairytales and Computers, and March – the Month of a Book*.

Schools very often participated in international projects aimed at cooperation of schools, exchanges, and so on. Schools continued to join and implement projects of international cooperation (*e-Twinning, Leonardo da Vinci, Lanterna Futuri, Socrates*). These projects positively contributed to the development of language and social competences, team cooperation, mobility, professional as well as practical experiences. The projects implemented

¹⁴ SPD funded by the Ministry of Education, Youth and Sports and the EU