

within the FM/EEA Norway saw an upward trend. Only some foremost schools participated in the National Grant Programmes aiming at preparing trainers who draw up and verify SEPs (*Pilot S*) and covering some other areas (for example *A School for Sustainable Life*). Regional Grant Programmes concentrated mainly on improving the quality of conditions for educational and teaching processes and it was this form of subsidies which was used by the largest number of schools. Municipal Grant Programmes (and subsidies from local companies) were most frequently used for funding less demanding, short-term projects which helped profile the school concerned.

F.2.1 Prague

Curricular Reform

Implemented projects were based on the Long-term Policy Objectives of Education and the Development of the Educational System in the Capital City of Prague. About 100 basic schools from the whole Czech Republic participated in a project implemented in cooperation with the National Health Institute in Prague – *A Healthy Basic School*. Schools involved in this network developed an education programme promoting the health development of pupils in the Czech Republic. School programmes of environmental education were also carried out within the project in question. Their purpose was to show pupils the role which human beings play in nature, to support correct habits (for example the sorting out of waste), to provide pupils with information on sustainable development and the use of renewable energy sources. Most schools were involved in the regional project *Prague 2007 – a Healthy City* and in the republic-wide project *M.R.K.E.V.* organised by the Association of Centres for Environmental Education – Pavucina.

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

The most wide-spread long-term project implemented at the primary level of basic schools is the project *To Start Together*. 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. CSI was impressed by the project implemented by the Basic School in Square of Curieovych in Prague 1 supporting the development of pupils with SEN and exceptionally gifted pupils. The project successfully applies the development of individual education plans in close cooperation of the school, the family and counselling services. The attractiveness and elaboration of the project is clearly visible as the number of pupils of the school has increased. The Basic School and Kindergarten in Square of Svobody 2, Prague 6, completed a project financed by the ESF, the state budget of the Czech Republic and the budget of Prague – *Overall Enhancement of Instruction in Basic Schools with an Emphasis Put on Improving the Situation of Disadvantaged Pupils and Facilitation of Their Inclusion in the Education Process*.

Prevention of Pathological Social Phenomena

As regards prevention of pathological social phenomena the vast majority of the monitored basic schools participated in projects focusing on drug issues, minimising bullying and activities supporting a healthy life style, adopting social behaviour through the purposeful use and organisation of leisure time, prevention of failures and improving counselling services. Such projects became an integral part of the preventive strategies of schools. Basic schools implemented the following regional and national projects: *Prague 2007 – a Healthy City*, *Drug-free Zone*, *Klubko* (leisure time) financed by Prague 1, free time activity classes implemented in the framework of the *SPD, Objective 3, To Start Together, Advisory Services-*