

not a frequent phenomenon in the Pardubice Region. And again there is a substantial gap between schools – there are schools which, thanks to subsidies on projects, have obtained above-standard equipment and facilities (sports playgrounds, classrooms). Some schools make use of projects covered by the region or a founder (sports competitions, activities organised with neighbouring schools). It is obvious that there are differences in the approaches of head teachers and teachers towards projects. In a number of basic schools new forms of active teaching are being introduced, cross-subject links are developed and information is presented in integrated blocks linked to other subjects. Team cooperation of teachers is the exception.

New topics are being introduced – environmental education, social education and education aimed at the development of personality, equal opportunities and the European context. School-self assessment (or evaluation at the level of the school) was only formal in a range of schools and sometimes was drawn up at the request of CSI. Such evaluations were only exceptionally based on schools' own analyses and had only moderate importance for the shift in activities of schools. The town of Chrudim became a member of the Network of Healthy Towns and decided to finance several projects pertaining to the area of education towards health. The Basic School Nekor got CZK 32,000 for the project *School Natural Amphitheatre*; Children's Home Alfa, Pardubice received CZK 42,500 to cover the project *Natural Trail along the Tributaries of the Elbe River*; the Basic School in Sopotnice received CZK 57,000 for *Pavilion for Resting and Learning* and the Apprenticeship Centre and the Auxiliary School in Chroustovice got CZK 61,000 to cover the project *Visiting Chateaux by the River*. Schools in the region were also involved in the *M.R.K.E.V.* project of environmental education.

Prevention of Pathological Social Phenomena

Equal opportunities were ensured in all basic schools. An emphasis was placed on the prevention of pathological social phenomena through supporting leisure activities (a number of free time activities classes). The majority of schools stress the creation of a favourable climate in classes and in the school as a whole and cooperation with parents and the general public (participation of parents in school events, presentation of schools for the general public).

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

The majority of schools created conditions for the integration of pupils into normal education, primarily through functional cooperation with counselling centres and parents of the students concerned. In several schools they tried to approximate basic and special education (special classes, education of pupils in normal classes according to education programmes for special basic schools).

Enhancing and Extending Foreign Language Teaching

Some basic schools in this region received resources from projects for stays of their pupils and teachers abroad with the aim of improving their language knowledge.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

The majority of schools support the further education of pedagogical staff. The majority of teachers took an active approach towards further education - however, this often depends on the financial resources of a given school. Some schools invite trainers directly to schools (especially schools in municipalities with bad transportation services). The priorities