

studying a foreign language, to enrich the traditional concept of teaching foreign languages and to motivate pupils in self-studying and a reliable approach towards learning.

The **Pilsen Region** and the **Karlovy Vary Region** in 2007/2008 again used long-term projects of cross-border cooperation with Germany to support language education, exchange of experience and improving the language competences of pupils.

Schools in the **Usti Region** were often involved in international projects aimed at cooperation between schools, exchanges of pupils and teachers and so forth. Inspections showed that the success of whether a project is accepted and supported is not based on the size, type or geographical location of schools. It was unambiguously the result of initiatives of school employees (most often school management and project managers). There was also a frequent practice of schools to associate when submitting projects and thus, especially small schools, they increased the probability of being awarded a certain project.

Schools in the **South Bohemian Region** implemented a joint project called *To Learn Together the Language of Our Neighbours*. Volksschule Drosendorf is an Austrian counterpart and the basic school in Desna represented the Czech Republic. 40 pupils of the primary level of both schools are the target group of the project. The project is co-financed from EU funds in the framework of the INTERREG IIIA initiative and its main idea is cross-border cooperation of schools focused on language knowledge and strengthening the current friendship.

Inspections reported a persisting lack of teachers from the **Liberec Region** university graduates fully qualified for teaching foreign languages. This problem concerns mainly English teachers. Teaching methods, organisational forms and teaching activities which teach pupils more about a language and less about using it as a tool of communication in model authentic situations still prevail.

As regards international cooperation the **Hradec Kralove Region** used mostly EU funds, namely programmes making it possible 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 language as well as the learning competences of pupils and professional skills of teachers. Cooperation between borderland schools has been on the rise. A certain stagnation in the number of projects to be financed from the ESF (operational programmes targeting human resources development) reported in the last two years was probably caused by the end of the 2004-2006 programming and the beginning of the new programming period having higher demands of development of the project itself. An upward trend was seen as regards projects to be funded within FM/EEA - Norway. 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 I*) and others (e.g. *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 subsidies. 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.

Thanks to projects some basic schools in the **Pardubice Region** obtained money for visits of pupils and teachers abroad with the aim of improving foreign language knowledge. The basic school in Lansroun implemented the project *Language and Information Communication of Disabled Children* with the aim of enabling disabled children to get equal chances in the area of information technologies and foreign languages on the basis of the newly developed curriculum for teaching foreign languages and ICT.