



## **Links between educational areas support for the development of functional literacy and favourable climate**

Activities pertaining to the area of natural science literacy and education towards health, in particular activities regarding OHS and support for a healthy lifestyle, support one another along with the care for the neighbouring environment.

Activities aimed at developing reading literacy and foreign languages mutually support each other, in particular the creation of opportunities for getting to know local culture and activities supporting multicultural education.

Activities were more often oriented towards social literacy; they focused especially on the development of aesthetic perception, experiencing and creativity and teachers appropriately connected such activities with motivating pupils to acquire knowledge and habits concerning a healthy lifestyle.

### **Involvement of Basic Schools in Development Projects**

Basic schools were active and were frequently engaged in various development projects. Most often schools utilised the support of MEYS **national development projects**. The schools visited participated in 756 national development projects (in the past school year 3,201 projects were carried out). Thus the share of active schools was 62 %. Most schools were involved in projects aimed at the acquisition of school compensation and rehabilitation aids; higher participation was also seen in programmes supporting teachers' assistants. For a more detailed overview about national projects in basic schools see Part B, Table B 11.

In the course of the school year the share of schools involved in the "EU Money to Schools", the **European project carried out within the Operational Programme Education for Competitiveness**, was on the rise. The CSI was providing efficient support for schools, by means of group and individual consultations, and helped prepare them for school projects according to the given "templates". The CSI also examined whether schools possessed enough information and provided the necessary information directly to 4,036 schools, while 2,276 schools participated in a questionnaire survey. The project invited schools to participate in seven national priorities in the form of simplified administration (in the form of so called templates). The project was also aimed at introducing innovation into the content and methods of education and the preparation of teachers for newly required competences. The following bar chart displays the occurrence of projects in BSs according to the focus of their content.