

(Christmas workshops, Christmas fairs, Easter workshops, and Easter fairs). Events such as *Holocaust*, *Holocaust and the Presence – Terezin* served for understanding the historical context.

### **Enhancing and Extending Foreign Language Teaching**

Quite a large number of teachers participated in language education held within the project *The Gate to Languages* and the vast majority of them evaluated the course as being beneficial.

### **Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy**

Schools in the Zlin region organised educational trips for pupils as well as teachers to get to know the European region and exchanges, for example projects *Friends Across-the-Border* and *Spring in Europe*. The project *A Successful Head Teacher* brought about increasing legal awareness, better managerial and organisational skills of school managements, in particular as regards newly appointed school managers.

## **F.3 Secondary Education**

If compared to basic schools secondary schools were more successful when drawing money on the European Social Fund. Some schools hired agencies to write their projects. Projects implemented in secondary schools, thanks to regional and European funds, contributed mainly to motivating pupils to broaden their professional knowledge and skills. The projects were also important because they encouraged pupils to be independent, forced them to communicate in a foreign language, to work with ICT and to present results of their work in a comprehensible manner. Their social significance was equally important since the projects supported the development of a wide range of skills of pupils and teachers. In total approximately 80 secondary schools made use of the *SIPE* project to equip schools with ICT. Secondary schools also benefited from the projects entitled *Advisory Services-School-Profession (ASP)*, the aim of which was to enhance the diagnostic and counselling system in education and the selection of a future profession. It was mainly secondary general schools (gymnasium) which participated in projects of multicultural education and education towards citizenship held in cooperation with different NGOs. Secondary schools together with Aisis (a civic association) carried out a project to minimise bullying (*Miš*). The company o.p.s. Partners Czech prepared project *Spring in Europe* and international project *Deliberation in a Democracy*, within which students increased their knowledge of current social problems and held discussions with foreign students about problems in their respective countries. Secondary schools also used the project *To the Roots of Democracy* which was based on mutual discussions between secondary school and tertiary professional school students and was held under the auspices of the Association for Education towards Citizenship. A German-Czech-Polish project carried out under the name *White Spots* was also designed for secondary school students. Four or five member teams of students from 15 to 20 years of age will deal with mapping the era of Nazism in different regions. Secondary schools were also involved in projects designed to support the Roma community, subsidised by specially earmarked funds from the state budget. Another widely used project was the *SPD, Objective 3* – education processes and innovations of education practice covering different areas (ICT, language communication, innovation in pedagogical work, seminars dealing with the instruction in different subjects).