

As far as the further education of teachers is concerned, secondary schools made use of, for example, the project of the Pedagogical Faculty of Charles University *A Successful Head Teacher*. These functional studies substantially contributed to better school management. In order to support further education, secondary schools were involved in the Human Resources Development operational programme. Secondary schools also obtained funds for improving conditions of educational and teaching processes from regional and municipal grant programmes. And these were the programmes most schools decided to use although the volume of subsidies was quite low and money was provided for a short period of time. Larger secondary schools utilised national grant programmes aimed at preparing trainers, developing and verifying SEPs (*Pilot S*), preparing for new forms of completing secondary education (e.g. *Quality I*) and some other programmes (e.g. *A School for Sustainable Life*). Secondary schools cooperated within international projects subsidised from different sources (such as *eTwinning*, *Leonardo da Vinci*, *Lanterna Futuri*, *Socrates*, and the partnership project *Comenius*). Schools most frequently entered into international cooperation for the purpose of exchanges of students. Projects focusing on professional short term attachments of students in different EU Member States are steady benefits for schools. Projects are supported by multi-cultural discussions, the promotion of regional identity and European coexistence

### **F.3.1 Prague**

#### **Curricular Reform**

Prague secondary schools were involved in the projects focusing on prevention of pathological social phenomena and projects promoting environmental awareness such as Eco-literacy for Sustainable Development in Prague. The aim of the project is to develop procedures and ensure preconditions for effective environmental education in Pilot Schools so that acquired experience could be further used in the interest of preparing the young generation to apply the principle of sustainable development in life and economic operations.

#### **Prevention of Pathological Social Phenomena**

Projects for the prevention of pathological social phenomena concentrated on drug issues, reducing bullying and supporting activities leading to a healthy life style, acquiring social behaviour through the purposeful use and organisation of leisure time, preventing failures and improving counselling services. Such projects became an integral part of the preventive strategies of schools. Secondary schools actively implemented projects aimed against pathological social phenomena. In particular secondary general schools were engaged in the WHO project *Prague – a Healthy City* and in an associated project – *How to Start*. In addition national and regional projects should be mentioned: *2007 Prague – a Healthy City, Drug-free Zone*, the *SPD, Objective 3* - free time activity classes, *Advisory Services-School-Profession (ASP)* – improving a diagnostic and counselling system pertaining to the area of education and selection of a profession. As regards multicultural education and education towards citizenship, schools cooperated with regional, national and international NGOs, for example o.s. *Odyssea* - a project supporting the introduction of social education and education towards the development of personality development; o.s. *Aisis* – the competition *Paragraph 11/55*; o.p.s. *Partners Czech – Law for Everyday* and an international project *Deliberation in a Democracy*; *ADRA* and *People In Need* – the festival *One World in Ohradni*; the Association for Education Towards – the project *To the Roots of Democracy*.

Secondary schools implemented school programmes of environmental education. Their purpose was to show pupils the role which human beings play in nature, to support