

and improvement of language as well as learning competences of pupils and professional skills of teachers.

International projects were implemented in the **Pardubice Region** quite rarely; rather schools entered into international cooperation. All the visited secondary general schools and four secondary technical schools continued with student exchange programmes. If we take into account only the visited sample of schools, two secondary technical schools (STS and SVS in Pardubice-Polabiny, Podebradska 94 and the Private Secondary Technical School TRADING CENTRE s.r.o. in Litomyšl) have not yet entered into international cooperation. An example of good practice can be seen in the provision of the above-standard conditions for teaching focusing on future jobs with the possibility of developing knowledge of foreign languages in contracted workplaces abroad. Such exchanges are organised for students of the Secondary Hotel School Bohemia s.r.o. in Chrudim.

The Secondary School for Civil Engineering located in Jihlava, the **Vysocina Region**, implemented the *Digital Video in Teaching Vocational Subjects and Foreign Languages* project. The aim of the project was to create a teaching programme for vocational subjects and foreign languages.

Projects implemented by secondary schools in the **South Moravian Region** contributed mainly to the development of key competences and the enhancement of students' language knowledge.

The Secondary Business Academy in Prerov, the **Olomouc Region**, was involved in a project called *Teaching of Foreign Languages through Multimedia* implemented within the OP HRD. The project aimed at improving foreign language (English, German, French, and Spanish) education in secondary schools through teaching conversation by using multimedia.

As regards the **Moravian-Silesian Region**, secondary schools and their founders did their best to meet the requirements of the National Plan for the Teaching of Foreign Languages as well as the requirements placed on schools as a consequence of the new type of school-leaving examination in a foreign language (teachers concentrated on further education concerning foreign languages, on support and enhancement of material conditions, an individual approach towards students, new teaching methods, the shift in professional qualifications, and on projects). When compared to previous years, the whole area saw progress and is supported by a nation-wide language programme as well as by international, regional and individual projects of schools.

Projects focusing on professional short term attachments of students in different EU Member States are steady benefits for schools in the **Zlin Region**. Projects are supported by multi-cultural discussions, the promotion of regional identity and European coexistence. A good example may be the *TANDEM* projects of student exchanges organised by the Secondary General School in Uherske Hradiste.

## C.2 Using ICT in Teaching

Utilisation of ICT in school education and related support of information literacy ranks among the priorities of the curricula reform in the Czech Republic. The position of ICT within the curricula is defined not only as an independent school subject but mainly as a tool for solving problems and as a basis for creating an educational environment. The ICT issue is included in the Framework Educational Programmes for individual levels of education.