ABSTRACT:

This diploma thesis explores the issue of project activity which has become a new challenge for school directors in EU member states for the last few years. The projects not only contribute to the fulfillment of the tasks of the educational process, but also to the development of the school environment. The aim of this thesis is to compare the use of project possibilities within the research sample of directors of secondary schools in the Czech Republic and France.

Theoretical background specifies the project and its cycle together with the strategy, tools and subsidy opportunities within the educational and regional policy of the European Union. The empirical part investigates the differences between the activity and success in the use of grant funds within the sample of directors of Czech and French schools and views on the form of international cooperation in the Comenius sub-program of lifelong learning.