

This bachelor's thesis deals with the educational programs of the European Union, which secondary schools in the Pilsen region utilize, mainly focus on school year 2013/2014. At first author explains and defines basic concepts and terminology and sets the theme into the theoretical framework, context of European policy and starting points of international cooperation. It describes competencies of the European Union on the issue of education and training policies of the member states. The European Union has only a supporting and recommendation function, education policy is not covered by common policies. Suggestions from the European Union are not obligatory for states. The practical part is based on a combination of quantitative and qualitative research. The quantitative part of the research consists of a panel analysis and online questionnaires and examines all fifty-four secondary schools in the region. Qualitative research is based on semi-structured personal interviews with the directors and deputy directors of secondary schools and on their view on the issue. The background information for this thesis arose from discussions with students of secondary schools who participated in the international activities of their schools. The results show the variability in the participation schools and in the interest of the students. Low interest is caused by their language skills, attitudes to language, stereotypes and financial situation. In contrast, responding to strong demand some schools have to choose the most suitable candidates.