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SCHOOL AND GRANT PROJECTS

Diplomová práce

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Prohlašuji, že jsem závěrečnou práci vypracoval samostatně a použil jen uvedených pramenů a literatury.

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vlastnoruční podpis

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ABSTRACT

This diploma thesis examines the topic of grant projects in schools. First of all, grant opportunities are mentioned in the theoretical part. Then, individual phases of grant projects are described. Finally, recommendations on appropriate writing style are included. The practical is based on a survey which was aimed to examine the opinion of inhabitants in the town of Stity and their view on this potential grant project. The main aim of this diploma thesis was to examine different sources for gaining financial support for realisation of school projects. The main methods used for exploring this topic were extensive literature reading and usage of questionnaires.

THEORETICAL PART

1 INTRODUCTION

My pedagogical career has not been very extensive as I have only experienced compulsory teaching practice during my studies at Palacký University. It means a total number of seven weeks in two different but similar state schools. The main similarity of those schools was that teachers were complaining about the lack of money. Not only do we consider the salary of those teachers, but also the financial sources for the school equipment itself. But never did I hear in neither of places what could be done about the situation. This was the decisive factor why I started to be interested in this topic.

In this diploma thesis, grant projects are introduced as a potential financial source for schools in the Czech Republic. First of all, organisations which could provide money for school activities are mentioned. This part is followed by a description of different grant projects and the individual parts which are characteristic for those projects. Then, particular phases of projects are mentioned. Finally, some useful phrases for grant writing are recommended.

Edwin H. Land, a famous American inventor emphasises one condition which should be characteristic for each project and he describes it with these words: *“Do not do anything that someone else can do. Do not undertake a project unless it is manifestly important and nearly impossible.”* (Land, 1987, p. 83) And this is what every teacher should think of.

This diploma thesis is structured to provide answers to the following questions:

Can the grant projects be recommended as an ideal method for gaining funds?

Is perfectly prepared and well written application a key to success?

Would the project be beneficial for the local community?

2 INSTITUTIONS WHICH CAN PROVIDE FINANCIAL SUPPORT FOR SCHOOL PROJECTS

There is one important part to be done before the project is completed in our mind as well as on paper. First of all, it is vital to search for institutions which can provide money for the intended project. This period might be an exhausting and very time-consuming period but finding the ideal provider of funds may prove to be extremely beneficial to the project itself.

2.1 VARIETY OF FINANCIAL SOURCES

Brejchlová (2006) distinguishes six main institutions which can be contacted to ask for some kind financial support. Firstly, it is the state and the individual ministries. Unsurprisingly, the annual budget grant from ministry of education is recommended as the prime option. A set of fixed rules and regular income are seen as major advantages. (Brejchlová, 2006, p. 4)

Secondly, offices of district areas are suggested. (Šedivá, 2012) Since 2002 each individual district office has developed an own system of money distribution. (Ministry of education, youth and sports, 2005, p. 5) There is a certain annual budget which is available to be distributed among schools in the area in order to improve youth social and sport development. (Šedivá, 2012) Requirements for gaining these financial sources are very diverse in the particular districts. (Ministry of education, youth and sports, 2005, p. 6) Some districts prefer to subsidise such occasions and activities which will help to decrease the pathological behaviour among children only. (Slepičová, 2005, p. 21) Other districts may be more benevolent and provide schools with money for several sporting events. Detailed lists of what school events are supported can be found on websites of the responsible institutions. For example, Růžičková (2012) writes that a grant calendar can be found on the following website: www.ecn.cz. Details for projects are updated throughout the year. (Růžičková, 2012, p. 11) Přečhystal (2008) points out that projects which can be funded by the European Union during a programme period are

listed on www.strukturalni-fondy.cz. (Přechystal, 2008, p. 7) When a cultural event is prepared as a grant project, websites www.proculture.cz and www.culturenet.cz are recommended to be searched. (Šedivá, 2012) On these websites an overview of events from previous years, which had been supported, can be viewed. This fact is said to be a key factor when considering the option of having the school event funded by the local government. (Brejchlová, 2006, p. 5)

Finally, money from municipal councils is seen as another possibility. Brejchlová (2006) points out that towns and villages are very keen to provide grants for project and events which are likely to educate children and youngs. Because those representatives believe that it may help the town to thrive in future decades. Slepíčková (2005) is convinced that annual sport events, which are organised with the help of a city council, such as football or tennis tournaments can increase pupils' interest in sport and physical activities. (Slepíčková, 2005, p. 61)

And intended projects are more likely to be funded if the town inhabitants are involved in it. Best and Dunn (2005) write: *"The more you can involve the wider community in your work, the more likely you are to be funded. Considering the community when devising new projects should be a routine part of project development at your school."* (Best & Dunn, 2005, p. 28)

In Přechystal's opinion (2008), international financial sources are the best providers of funds for school grant projects. The Czech Republic as a member of the European Union can profit enormously if all the requirements are fulfilled in accordance with the rules and regulations of this institution. (Přechystal, 2008, p. 12)

Brejchlová (2006) is convinced that local factories and companies can become regular sponsors of school activities. It is recommended to approach these companies especially if children involved in the activities are descendants of those parents who are employed in management positions. (Brejchlová, 2006, p. 12)

In addition, Růžičková (2012) believes that it is ideal to contact companies just when the date for closing financial statements is approaching. Because she considers that at this time of the year, every company is looking for any opportunity how to decrease the amount which has to be paid as annual income tax. (Růžičková, 2012, p. 9)

Eger (2001) believes that parents themselves can help by paying for school occasions which will enrich children's social lives. Leaflets and booklets are seen as an ideal way of approaching parents. Furthermore, it is necessary to provide them with a detailed summary of what the money was used for when the project is finished. (Eger, 2001, p. 10)

2.2 POTENTIAL PROVIDERS OF FINANCIAL SUPPORT

There is a wide range of institutions which can become partners and providers of funds for school projects. Some of the institutions to which this fact can be applied to are going to be introduced in this chapter. Links to the individual web pages are provided so it is easier to gain further information about the potential donors of school activities for pupils.

2.2.1 OPEN SOCIETY FUND

Open Society Fund Prague was founded in the Czech Republic in 1992. The primary aim was to promote transformation from communism to an open and democratic society. Since 2004, it has broadened the variety of programmes which are provided by this institution. These programmes are focused on education, culture, public health, and other social issues. (Peřinová, 2013)

Kopecka (2007) reports on the first fifteen years of this fund in the Czech Republic. During this period of time, there have been about nine thousand grant projects completed with the help of this fund; and the investment to such projects has reached almost one billion Czech crowns. (Kopecka, 2007)

In the area of education, Open society fund provides a wide range of scholarships. There were three and half thousands candidates who applied from hundreds of different high schools last year. (Open society fund website, 2013) In the end, two hundred students were chosen and they were going to spend the following school year in the United States of America or Great Britain. (Navrátilová, 2002) All of these programmes are supervised by the Central University in Budapest and the exchange students are chosen by independent committees. (Open society fund website, 2013) Open society fund also provides money for things such as school newspapers, debates and programmes aimed at involving young people into public life in their hometowns or regions. (Peřinová, 2013)

On top of that, it has launched the Step by Step alternative education programme, which emphasises taking an individual approach to each child and family, in respect to integrated learning. The main focus is on cooperation between the school and families. (Rameš, 2012) For further information please visit <http://osf.cz/>

2.2.2 GABRIEL FUND

As Eger (2001) writes, there are large numbers of projects which this organisation offers. Money which is gained by this organisation is divided and later shared by non-profit organisations. Elementary and secondary schools can cooperate with this charitable institution to gain funds for pupils who come from endangered and financially challenged family backgrounds. (Eger, 2001, p. 8)

Herzog (2013) points out that Gabriel supports creative projects which focus on extra-curricular activities for children and youngs. This programme also wants to contribute to the development which will help to improve professionalization of such activities. The main aim is to make those activities professional as well as educative and not prepared on amateur bases by some helpful volunteers only.

In Kůžel's opinion (2011), Think Big is one of the most successful programmes and he believes that this programme could provide money for beneficial activities of pupils. Špatová (2011) writes that projects which have been funded under Think Big are dealing with various topics, e.g. the regeneration of public life, fostering the old traditions, supporting tolerance among people or promoting educational or environmental projects. (Špatová, 2011)

Janischová (2011) described Think Big with the following words: *“We believe that young people are full of energy and have great ideas. In order to make these ideas possible, a great deal of confidence and support is needed. This is where the Think Big project comes in. Our international programme supports young people in their effort to bring about positive change in their communities. Because we are convinced that young people bring prosperity to our society and we want to support them in their activities.”* (Janischová, 2011)

2.2.3 ENVIRONMENTAL PARTNERSHIP FUND

This organisation offers a number of grants each year. One programme, which is aimed at improving the school environment, is called “Na zelenou / On green”. There is an annual budget available and an application has to be submitted by the end of March. (Korelus, 2013)

Kolářová (2010) points out that this programme has been inspired by examples of similar projects which have already been completed in Great Britain. Those projects were structured to find places in close surroundings of schools which can be potentially dangerous for pupils. Any school or educational institution could have applied for a grant and the amount of ninety thousand Czech crowns was donated should the project have been successful in the selection procedure. (Kolářová, 2010) Schools which are successful will gain seventy thousand Czech crowns for the realisation of their intended projects. (Korelus, 2013)

Petráš (2013) suggests this procedure to be done before the grant application is submitted. First of all, teachers and children together explore an area which is not more than five hundred metres away from the school. Secondly, they individually assess the unsafe places by marking them from one to ten. Those places marked at ten will be seen as the most dangerous ones and possible solutions should be suggested to improve such locality. (Petráš, 2013)

2.2.4 TESCO FUND

As it might be recognised by its designation, the well-known chain of stores is a donor in this case. Programme “Extra třída / Top class” is intended for pupils who attend any primary school and are in the seventh, eighth or ninth year of their studies. (Slejška, 2012)

Pýchová (2012) explains that pupils from one class can submit their application only once during a school year. If the project is evaluated as potentially beneficial for the local community, the class will receive an amount of thirty thousand Czech crowns for realisation of the project. There is a big variety of projects which can be prepared by pupils. It might be a social or sporting event for inhabitants of their town or village. Embellishment of important and historical places or planting of trees are also very popular topics. (Pýchová, 2012)

Slejška (2012) explains the programme with these words: *“Our aim is to develop children in the areas they are not familiar with from the school environment as there is not enough time for such projects to be completed during the usual school lessons. When preparing these projects, the pupils will have to negotiate with committees of their hometown and members of various citizens’ associations. All of these practical activities will be useful for them in their future lives. But most importantly, they have to learn how to cooperate and help each other in order to fulfil the tasks.”* (Slejška, 2012)

Furthermore, Pýchová (2012) points out that not only do the pupils have to prepare a project, their next task is to provide the project with publicity among the local people. This may increase the interest of people who are likely to support the pupils with small sums of money. Obtained money can be used by pupils for their school trips or various school activities. For further information, please visit the website (www.extratrida.cz). The illustration clips of completed projects and description of twelve steps, which are to be done for creating a successful project, can be found there.

2.3 EXAMPLES OF PROJECTS COMPLETED

This chapter is included to inform about projects which have already been completed with the help of the European Union or other institutions which provide grants for schools.

2.3.1 SCHOOL GYMS

Sedláček (2013) writes that primary school in Petrovice near Karviná has opened a new school gym which replaced the old gym that had been there for eighty-seven years. The construction started in October 2012 and was finished in less than fifteen month, the gym was opened in January 2013. It will be primarily used by pupils, but members of the local floorball club and general public are also welcome users of the gym. (Sedláček, 2013) The total amount of almost 43 million Czech crowns was spent on this project. The European Union supported this project through regional operational programme Moravskoslezsko with a grant of 19.5 million Czech crowns. (Dítě, 2013)

Žemličková (2010) reports on the fact that pupils of primary school Radlická can enjoy modern facilities within a newly built school gym. The old gym has been converted into a new nursery school which has a capacity of thirty children. (Paumerová, 2011, p. 4) The costs of

construction reached an astonishing amount of 95 million Czech crowns. A grant from the Municipality of Prague was 30 million Czech crowns. (Žemličková, 2010)

Although all required documents are ready and money is available, an unexpected event might sometimes occur and the total costs on realisation of the project may increase. Jakubcová (2009) mentions in her article that a new school gym for pupils of primary school in Jaroměř nad Cidlinou is being built at the place, where a former cemetery used to be located. Since the new gym has been completed, it has been beneficial to four hundred pupils from the local school. The amount of around 40 million Czech crowns was spent during the realisation of this project. (Jakubcová, 2009)

2.3.2 OTHER PROJECTS

Primary school J A. Komenského which is located in Fulnek received a gift of five hundred thousand Czech crowns from a Prague company in 2010. (ZŠ Komenského official website, 2010) This amount was used to build a new playground for pupils. It consists of a group of rope ladders in the shape of a pyramid and a small climbing wall for children. (Fulnek town official website, 2011) Slepíčková (2005) is convinced that it is very important to have such facilities close to school as it can enrich leisure time activities of children and help them to live actively during their spare time. (Slepíčková, 2005, p. 74)

Primary school Porubská in Ostrava has built a new multi-purpose sporting premises. It was built in 2010 and the total amount of 17.5 million Czech crowns was spent on realisation of this project. (ZŠ Porubská official website, 2010) A football pitch, volleyball and handball courts are mentioned as the vital parts of this modern sport complex. (Kořistka, 2011) It has been built with the support of the city of Ostrava which gained a sum of almost four hundred and fifty thousand Euros from the EEA Grants. (ZŠ Porubská official website, 2010) On top of that, facilities for athletics events such as the long jump, high jump, shot-put and a running oval are

there. This complex has been and is being used by children who are members of the local sport club as well as by ordinary pupils. (Atletika Poruba official website, 2013)

Fifth primary school Kladno (2012) informs that modernization of three classrooms for teaching scientific subjects has been completed. The amount of 2.5 million was used on the purchase of new computers and measuring equipment. (ZŠ Kladno official website, 2012)

Primary school Vítkov near Opava prepared a two-year project “Closer to nature”. It was financed by the European Union from the Education for Competitiveness Operational Programme. (Brožová, 2010) The school received a grant of 2.5 million Czech crowns, which was used to educate pupils with the use of unusual methods in a healthy environment. (ZŠ Vítkov official website, 2010)

3 GRANTS AND GRANT PROJECTS

In this chapter, definitions of some key concepts are mentioned. Furthermore, types of projects and individual parts of standard application are described.

3.1 DEFINITIONS OF KEY WORDS

3.1.1 DEFINITION OF GRANT

There are several definitions of what the grant is. In Oxford Advanced learner's dictionary (2005), grant is described as: *“a sum of money that is given by the government or by another organisation to be used for a particular purpose.”* (Hornby, 2005, p. 650)

According to European commission, grant is a form of partially financing, as the European Union does not finance projects completely. And it is an award which cannot be paid additionally for already completed projects. But most importantly, it must not bring any future financial profit to people who have applied for the grant and only one grant may be awarded for the same action. (European Commission website, 2013)

In a business online dictionary, grant is *“Bounty, contribution, gift, or subsidy (in cash or kind) bestowed by a government or other organisation (called the grantor) for specified purposes to an eligible recipient (called the grantee). Grants are usually conditional upon certain qualifications as to the use, maintenance of specified standards, or a proportional contribution by the grantee or other grantor(s).”* (Webfinance, 2013)

3.1.2 DEFINITION OF PROJECT

Wysocki (2009) defines a project with these words: *“A project is a sequence of unique, complex, and connected activities that have one goal or purpose and that must be completed by a specific time, within budget, and according to specification.”* (Wysocki, 2009, p. 6)

From the linguistic point of view: *“The word PROJECT comes from the Latin word PROJECTUM from the Latin verb PROICERE; which means ‘to throw something forwards’ which in turn comes from PRO-, which denotes something that precedes the action of the next part of the word in time and ICERE, ‘to throw’. The word PROJECT thus actually originally meant ‘something that comes before anything else happens’.”* (Luthra, 2009)

Růžičková (2012) writes that projects always help to improve school environment and are likely to change the attitude of pupils towards school facilities and education in general. (Růžičková, 2012, p. 6) Although Polanská and Rathouský (2008) also agree that any project is a unique activity focused on change, on the other hand, point out that it is mainly restricted by time. Because it is an implementation of new methods and procedures with planned details such as the budget or number of people involved carefully beforehand. (Polanská and Rathouský, 2008, p. 16) Finally, Eger (2001, p. 7) defines project as a tool for fund-raising.

To sum up, I would describe a grant project as a planned activity which is realised with some kind of financial help from other institutions. And the main aim of it is to improve the school environment or to educate children in non-traditional ways.

3.2 TYPES OF PROJECTS

In this chapter, the main types of projects which can occur and be prepared at schools are introduced.

3.2.1 INVESTMENT AND NON – INVESTMENT PROJECTS

Kozáková (2010) distinguishes between 2 main types of projects which can be realised at either primary or secondary schools. Firstly, the non – investment project is mentioned. The process of education and contribution to spiritual benefits or the attitude and behaviour of pupils in their future lives are seen as usual outcome features of those projects. (Kozáková, 2010)

Polánová and Rathouský (2008) write that it is an investment in educational system and factors such as concepts, quality and form of education are influenced. (Polánová and Rathouský, 2008, p. 14)

On the other hand, for investment projects it is typical that there is always a tangible result such as buildings, brand new classroom or gym equipment. (Kozáková, 2010)

Polánová and Rathouský (2008) point out, that each type is financed by the European Union in a different way.

When the investment projects are considered, it is necessary to secure such project financially before they are started. The main reason for this is that payments are sent from the European Union fund in arrears after the completion of the whole project. (Přechystal, 2008, p. 15) In some cases, money can be received after the key phase is accomplished. However, it is recommended to have the total amount of money to cover a hundred percent of calculated costs in order to avoid insolvency. (Polánová and Rathouský, 2008, p. 14) Although Polánová and Rathouský (2008) point out that it is vital to have own sources for financing the project before the start of it, I believe that it would be better to persuade the representatives of the European Union to provide the grant in one payment several weeks before the project is due to begin. So contracts with external companies can be signed and be partially paid for in order to create a trusting and friendly atmosphere.

On the other hand, non – investment projects are financed continuously throughout the time period when the project is being completed. (Havránek, 2006, p. 31) First of all, when the project is approved, the applicant receives a prepayment which can be up to twenty percent of the project budget. Then, every three month in the calendar year, a request is submitted for reimbursement of expenses related to the project. (Polánová and Rathouský, 2008, p. 15)

3.2.2 INDIVIDUAL AND GLOBAL PROJECTS

Individual and global projects are a part of The Education for Competitiveness Operational Programme which is under the guidance of the Ministry of Education, Youth and Sports of the Czech Republic. Through this programme, it is possible to gain financial sources from the European Social Fund which is one of the structural funds of the European Union. (Ministry of Education, Youth and Sports official website, 2010)

Furthermore, Polánová and Rathouský (2008) distinguish between two kinds of individual projects. National projects are specific for the pilot schools across the Czech Republic and are supervised by the Ministry of Education, Youth and Sports. And the other projects are set according to particular regions and such projects are prepared and supervised by the European Union. The financial support and length of projects are set in the call. (Polánová and Rathouský, 2008, p. 11)

Global grants provide scope for activity and creativity of schools. Schools projects can be prepared in order to support education and to improve the employment rate in a particular region. The maximum length of the project is three years. (Stulík, 2005) Amounts that can be received varies according to the call and size of the project. These projects are announced and supervised by district offices from the individual regions of the Czech Republic. (Polánová and Rathouský, 2008, p. 12)

3.3 CHARACTERISTIC FEATURES OF PROJECT APPLICATIONS

When the school environment is considered, it is usual that any teacher can become a person who is going to prepare a project. There can be several reasons for doing this. For example, school facilities such as school gym, changing room, classroom or garden need improving. However, anyone who decides to prepare a project which is to be funded with the

help of some other institutions is advised to follow a structure in order to fulfil the requirements and to obey the law and strict regulations.

3.3.1 TITLE

Eger (2001) believes that interesting appellation of the project is vital for the project to be considered as an intriguing piece of writing.

Smith and Tremore (2008) advise teachers to use an acronym as it is less time-consuming when filling up several copies of both written and electronic forms. Acronym is a word derived from the first initials of the project's description. It is recommended to provide readers the full name or title on first reference, followed by the acronym in parentheses. After, and throughout the document, the full name or the acronym can be used interchangeably. They also point out that acronyms are interesting and more memorable for judges who have to read hundreds of applications every day. (Smith and Tremore, 2008)

Havránek (2006) claims that language used for the very first introduction of the project can play a key role. Although Smith and Tremore (2008) recommend using acronyms, Havránek (2008), on the other hand, points out that a full name of the project should be used in all cases. On top of this, Havránek (2008) believes that titles which are written in English are more likely to succeed than a title written in Czech language, even when applying for a grant from a state or district institution in the Czech Republic. (Havránek, 2006, p. 8)

3.3.2 APPLICANT

Brejchlová (2006) writes that if a pre-printed form is not available, contact details about the applicant are expected to be stated on the front page of the project. Details such as the precise name of school, address, telephone and fax numbers, e-mail address and a link to the website are not to be omitted. (Brejchlová, 2006, p. 7)

Although Pokorná (2008) points out that the name of one or two people, who are authorised to act for the manager of the project while he is not available, may be mentioned, Růžičková (2012), on the other hand, write that the project manager is to be available all the time during the realisation of his or her project. Therefore, postpone the holiday or plan it carefully in advance in a way that the dates do not coincide with one another. (Růžičková, 2012, p. 81) Finally, a concise characterisation of the school the grant is intended to be for might be also a part of the front page of projects. (Pokorná, 2008, p. 20)

3.3.3 ANNOTATION

Annotation is a short description of the project. Browning (2004) describes annotations with the following words: *“It is a one-page summary that briefly describes the vision of the project, goals, activities, key features that will be addressed, and the expected benefits of the project.”* (Browning, 2004, p. 26) Although Pokorná (2008) shares the similar opinion on this topic and points out that a detailed introduction of the aims of the project, a list of main activities and some intended outcomes need to be included. Pokorná (2008), on the other hand, is convinced that it should be written shortly, lucidly and appositely as some members of grant committees, who are not enthusiastic about their job, read the annotation only. (Pokorná, 2008, p. 22)

Bartle (2012) suggests that this part of project is written after the project is completely finalised and ready to be submitted to compete for a grant. This is the section on which a potential donor will read and make that vital decision. This part might be decisive whether or not the donor will seriously consider assisting the project. (Bartle, 2012)

Růžičková (2012) mentions that a grant writer is usually limited by the number of characters he can write to a particular box in an application form. And not to exceed usually a low limit is seen as mastery ability. She explains the importance of spending enough time on

writing the annotation. To demonstrate it, a comparison with a letter written to a friend is used as an example and contains these words: *“I apologize for writing such a long letter. If I had more time, I would have written a shorter one.”* (Růžičková, 2012, p. 163)

Cantrell (2013) has got a similar opinion and says about this topic: *“You have a maximum of two pages to make a compelling case that you should be funded. In that space, you have to introduce the topic, the specific question you will address and explain how you will attempt to answer the question you have posed. You must do this in enough detail that someone who is an expert in the particular field can evaluate what you are proposing to do.”* Although Cartnell (2013) argues that not all judges are familiar with the field, I, on the other hand, believe that people who work for an institution, which decides about such a high amount of money, are well-educated professionals who are willing to dedicate their time and effort to studying the matter in order to make the right decisions in those areas they are likely to deal with.

3.3.4 EXPLANATION OF NECESSITY

According to Přejchal (2008), the most reasonable explanation may be a decisive factor whether the project will or will not be funded by financial sources of the European Union.

Růžičková (2012) is convinced that it is vital to state the importance of the project and what positive effect it may have for the local community if it was funded. (Růžičková, 2012, p. 11)

Although Best and Dunn (2005) describe the need for fundraising with these words: *“I have yet to find a teacher working in any country in the world who is completely satisfied with the level of funding that their school receives. Because educational professionals are united by their dedication to their pupils, they always want to achieve more.”* (Best and Dunn, 2005, p. 8), Růžičková (2012), on the other hand, is very pessimistic about the number of teachers who

actually apply for a grant in order to improve the school equipment or educational facilities. A lack of time and appreciation by school management are suggested as the main reasons. (Růžičková, 2012, p. 165)

Pokorná (2008) writes that the necessity for the project is to be written in a detailed description. First of all, the current situation and condition of the building or place is to be mentioned. Then, it is followed by a description of the change which can be achieved after realisation of the project. Results of surveys which have been conducted are recommended to be written in this part in order to support the previous arguments. (Pokorná, 2008, p. 27)

3.3.5 AIMS

In this section, people who evaluate projects are informed about what should be achieved during the project, and about the main goals which will be fulfilled when the project is completed.

Browning (2004) distinguishes between two important terms; goals and objectives. These terms are often used incorrectly or mistaken for the same word.

“Goals are the visionary, global, futuristic end-of-funding outcomes for your grant proposal’s target population.” (Browning, 2004, p. 64)

“Objectives, on the other hand, are measurable (quantifiable) steps or benchmarks that must be achieved in order to reach the project’s goals or outcomes.” (Browning, 2004, p. 65)

Bartle (2012) describes goals as general long and broad desires. Specific objectives are formed from those goals and have specific dates of achievement. S.M.A.R.T approach is recommended as a good way to check the measurability of those objectives. The word SMART

is formed as an acronym from words specific, measurable, attainable, realistic and time-bound. Such qualities are seen as an ideal combination for any set of objectives.

In Růžičková's opinion (2012), aims are written to indicate the interest in pupils and are symbols for the passion which teachers have for their pupils. (Růžičková, 2012, p. 12)

3.3.6 MANAGEMENT

A large number of people are usually involved in most of the projects. This situation can be very unpleasant for teachers who are not born leaders and managing a project can become a frustrating part of the whole effort.

Pokorná (2008) advises this kind of teacher to prepare a chronological order of actions and events which will occur during the whole project. Components such as a detailed schedule of project supervision and a set of rules for all the participants who will be involved in the project are recommended as the most important ones. (Pokorná, 2008, p. 29)

Not only are projects about close cooperation of people involved, but there might be some other factors which may need to be considered. Once a grant applicant has submitted a request for a grant project which will involve a reconstruction of a school building or facilities, the person who manages the project has to be prepared to deal with some limiting factors while the project is being completed.

Brest and Dunn (2005) point out that in some cases, when a new building is being built, a project may be so large and complicated that a professional project manager is brought in as a part of the contract. In these cases, a senior member of staff, who has often been the grant applicant, is appointed to liaise with the professional. (Brest & Dunn, 2005, p. 84)

However, if it is not the case and the person who applies for the grant is in charge of a project, which involves some building work and several possible complications, this person may be expected to deal with these issues.

According to Astron (2004), the following examples are the most common disruptions reported by schools during construction projects. First of all, dirt and dust are seen as the most unpleasant factors. School environment may become uncomfortable and might cause the teachers and pupils' absences. Additional cleaning for the school during the project is suggested as a possible solution. Secondly, is noise. Even though Health and Safety regulations ensure that noise levels will not be hazardous to health, they may still be very divert. Finally, interruptions to gas, water and electricity services can occur at some stage of the project realisation. (Astron, 2004, p. 14)

3.3.7 TEAM

For Pokorná (2008), clear and sensible communication between the people who are involved in the project is very important. In addition, each member of the project team should have a person who would be able to replace him or her in case of illness or an unexpected event. (Pokorná, 2008, p. 29)

Astron (2004) comments on the topic of communication with the following words: *“To avoid confusion about responsibilities and communication within the school it is important that, according to school size, the school secretary or a small team of people are aware of the interim arrangements. It would also be helpful for the secretary to have a contact list of the key personnel.”* (Astron, 2004, p. 16)

Růžičová (2012) believes that the project manager has got a key role in any school project. It is emphasized that the successful progress of a project is largely influenced by the

experience, ability and authority of its manager. (Růžičková, 2012, p. 165) However, in my opinion, young and inexperienced teachers who succeeded with the grant application and become project managers need to be provided with help and advice from long-serving members of teaching staff.

Best & Dunn (2005) are convinced that short project staff meetings should be held at the beginning of each project day, and are advised to be started by a regular five-minute slot which would be lead by the project manager. During this time the staff would be briefly informed about any necessary changes which have been made to the original schedule. Then, it might be followed by comments or questions from the individual members of the project team. (Best & Dunn, 2005, p. 42)

In Kozáková's opinion (2010), three indicators are vital for any project which is implemented in school environment. Before the beginning of a project, members of a project team should be able to estimate those three indicators as accurately as possible. Quality, time and costs are emphasized as the factors which influence each other. So any significant change could be an unpleasant disturbance to the realisation of the project. (Kozáková, 2010)

3.3.8 BUDGET

In Oxford Advanced learner's dictionary (2005), budget is described as: "*the money that is available to a person or an organisation and a plan of how it will be spent over a period of time.*" (Hornby, 2005, p. 185)

Eger (2001) points out that a certain period for drawing the money is needed before the start of the project itself. This period is used especially for buying some necessary equipment, hiring the specialized staff or external experts which will be paid from the budget resources. (Eger, 2001, p. 7)

Bartle (2012) writes that the budget is a realistic estimate of all costs involved in implementing and operating the project, and the aim is to have it calculated as accurately as possible. To achieve this, all costs estimates are divided into logical categories such as salaries, supplies and materials, equipment, travel, rent, telephone etc. (Bartle, 2012)

Přechystal (2008) writes that the whole project can be financed by financial sources from the European Union, provided that the ideal fund is contacted for gaining the grant. (Přechystal, 2008, p. 51) However, in Pokorná's opinion (2008), on the other hand, funding organisations prefer to participate on projects by partial grants only, or assist with part of the total budget rather than provide the entire sum. Therefore it is suggested that the total budget is shown when applying, and other sources are indicated from which applicant expects or hope to gain the rest of the money needed for the realisation of the project. (Pokorná, 2008, p. 29)

3.3.9 ATTACHMENTS

Brejchlová (2006) states that attachments are a standard part of any grant application. Some of the attachments are compulsory with the respect to law. It is recommended to contact offices which provide this paperwork as soon as possible and have such documents ready in the minimum of two copies. (Brejchlová, 2006, p. 6)

Pokorná (2008) writes that the number and type of required attachments differ according to the potential providers of financial sources for the project. However, one attribute is the same for all the documents which are enclosed as attachments. The original documents should never be sent, but certified copies only. (Pokorná, p. 30)

Bartle (2012) presents a following piece of advice: *“The text of your proposal should be a single, brief yet complete argument from beginning to end — easy to read. Because many important details will make the text too convoluted and difficult to read, they should be put into*

appendixes at the end.” (Bartle, 2012) Although Bartle (2012) recommends using the attachments for the introduction of some important data, Růžičková (2012), on the other hand, is convinced that all the key information and figures appeal to experts, who decide about the future of the project, and therefore are more effective, if included in the main body of the grant application. (Růžičková, 2012, p. 27)

4 STANDARD PHASES OF PROJECTS

In this chapter, individual phases which are typical for the whole process of grant writing are introduced. The ideal scenario is that each application for a grant receives a required support in a form of financial sources for a project. But it is not always the case. Some pieces of advice, which might help to succeed in a tough competition for money, are also mentioned.

4.1 IDEA

First of all, when any projects are considered, it is important to have a clear picture of what is going to be done in this project in order to make it successful. And an obvious target which is set before the start of a project and is likely to be achieved by the end of it.

Polanová and Rathouský (2008) write that each project starts with gathering ideas for betterment of a current unsatisfactory situation. Suggestions can be gained with use of various methods. Discussions, questionnaires and brainstorming are recommended as ways, which are often successfully used. (Polanová & Rathouský, 2008, p. 20) However, Růžičková (2012) points out that together with an idea, not only it is important to include expected results, but also methods of reaching those results. A list of ways and activities is necessary to be thought of that will help those outcomes to be achieved. (Růžičková, 2012, p. 162) This phase of the project is always concluded with a decision of school management whether the project will or will not be elaborated in further details. (Polanová & Rathouský, 2008, p. 20)

Fernandez (2010) believes that it is sensible to review some successful proposals as it can be a great learning tool for teachers who seek a financial support for their school projects. However, it is advised by her that sample proposals are not provided to be copied in any way nor should they be used to name the project in the same way. On top of that, chances to receive

funding for the work which has been copied and previously funded are very low and could lead to further actions against the applicant as this act is illegal. (Fernandez, 2010)

On the other hand, Gajda and Tulinkangas (2005) point out that many grant writers and project developers struggle because they believe it is necessary to have a new or original idea. But the reality is that someone else is probably already implementing a version of that idea somewhere else. So it is often a much better use of time to research and adapt projects that seem to align with the basic idea than to start from the very beginning. (Gajda & Tulinkangas, p. 19)

Fournier (2012) writes that before any institution thinks of searching for a grant, project leaders who seek any financial help for their projects need to create their vision first. The soul of any non-profit educational institution is its vision and it is the job of the grant writer to find a grant that matches the vision. It is not advised to change the vision in order to match a grant call. (Fournier, 2012)

Brest and Dunn (2005) point out that school fundraising is not very effective if the strategy of the school is simply to gain as much money as possible and then decide what the money is to be spend on. Instead, successful schools develop a carefully considered, business-like approach that reduces the time and resources invested in order to find an ideal idea for a grant project. (Brest & Dunn, 2005, p. 69)

4.2 PRE-PROJECT PREPARATIONS

Once the idea for the project is chosen, there are other steps which have to be taken and several things which are needed to be prepared.

Fernandez (2010) believes that if a school grant team is established, and the responsibility for the project is divided between more people, it will increase chances to succeed in a tough competition for money. (Fernandez, 2010) Brest and Dunn (2010) write that the team is balanced

if it is composed of five to seven teachers who are interested in writing grants. Experienced teachers who adapt to positions such as a passionate researcher or librarian, a good writer, and a good typist are always welcomed in the grant team. (Brest & Dunn, 2005, p. 87) Most of all, after school time which is spent writing a grant application is decreased as each member of the team contributes in some way. (Růžičková, 2012, p. 165)

Fritz (2013) points out that it is wise to create a draft grant proposal for one of the programmes that has been identified as a candidate for funding. At this stage the detailed background information is assembled, it is decided who would write the proposal, and the key components of the grant proposal such as the executive summary, statement of need, project description, budget, and organisational information are specified. (Fritz, 2013)

This phase of the project is also about planning. Time is one of the most critical resources in any project. Good planning spreads the necessary work over a reasonable period of time. This allows everyone to work at a suitable pace.

Wysocki (2009) describe the importance of planning with these words: *“Not only is it a road map to how the work is scheduled, but it is also a tool to aid in your decision making. The plan suggests alternative approaches, schedules, and resource requirements from which you can select the best alternative.”* (Wysocki, 2009, p. 112)

There are several benefits to developing a project plan. First of all, planning reduces uncertainty. Even though it is never expected that the project progresses exactly as planned, planning the work enables the manager to consider the likely outcomes and the necessary corrective steps to be done. (Brest & Dunn, 2005, p. 70) Secondly, planning increases the rate of understanding the goals and objectives of the projects. (Růžičková, 2012, p. 169) Finally, the planning improves efficiency as the plan provides bases for measuring work planned against work performed. (Wysocki, 2009, p. 113)

It is not easy to find a person who can provide money for a project. Fritz (2013) suggests a broad list to be developed as a starting point. Then, criteria to be set so such funders can be found which fit with the proposal. (Fritz, 2013) Růžičková (2012) points out that it is vital to identify funders that are interested in the particular area and funders that are willing to provide the amount of funds the project will need. (Růžičková, 2012, p. 14) As the final step, the broad list of potential funders is modified and decreased to those that best fit with the needs of the project. (Fritz, 2013)

Cummings (2013) advises some books to be read on grant writing techniques. These books might provide the applicant with information about style and technique needed for writing an excellent and persuasive proposal. (Cummings, 2013) It is also advised to contact a professional writer with grant application experience, as well as any experienced teachers from local schools who could provide theoretical knowledge and practical help on this topic. (Růžičková, 2012, p. 14)

4.3 SUBMISSION

Submission of the project is another step towards gaining some financial sources for schools, but this step has to be in mind of the applicant immediately from the beginning of the whole process, as some information may be very confidential once the application is submitted.

Polánová and Rathouský (2008) mention that in a project application for a grant, the project has to be described intelligibly as well as numerically so it is easier to monitor the time and money devoted to specific activities during the project. (Polánová & Rathouský, 2008, p. 21) Havránek (2006) advises to proceed with these steps. Firstly, the intention and budget of the project is described. It is followed by the number of people who are going to participate in the project and the equipment which is necessary to be bought for the execution of the project.

(Havránek, 2006, p. 31) As for the outcomes of the project, it is important to estimate what is going to be created by this project or the number of pupils educated. (Růžičková, 2012, p. 35)

Přechystal (2008) is convinced that submission of project applications, which are financed by the European Union, has been made easier through time. The main aim was to simplify the access to grants which are available for applicants. It has been achieved by applying through unitary software which gathers all the applications and accepts electronic ones only. (Přechystal, 2008, p. 109)

Růžičková (2012) believes that a personal deadline for completion of a project application should be at least one week before the official deadline which is set by a call, this allows time to make amendments as it is not ideal to be in haste in order to complete the project application on time. And with some extra time in reserve, it is possible to review the document once again and correct some grammatical mistakes which have not been previously spotted. (Růžičková, 2012, p. 16)

On top of that, Havránek (2006) points out that the day when a submission of the project is made can be seen as a start of an exhausting but hugely awarding process of creating something special for the local community. (Havránek, 2006, p. 5)

4.4 ASSESSMENT OF PROJECT

Levenson (2002) points out that it is vital to submit the requested number of copies of the application which is going to be assessed. It is described with these words. *“Sometimes, grant givers will ask for five, ten or even fifteen copies of a proposal. Making extra copies may seem like cruel and unusual punishment as you sprint to meet the submission deadline. However, look at it from the grant giving organisation’s perspective: 50 proposals from different organisations*

x 10 evaluators = 500 copies that someone in the grant giving organisation would have to make." (Levenson, 2002, p. 133)

Polánová and Rathouský (2008) write that there are several steps which are realised during the assessment of a project. Firstly, it is evaluated if the application complies with all the formal requirements and if all the compulsory documents have been included. Then, it is marked by the minimum of two independent experts who use a certain number of points to do so. If a required score is achieved, the application progresses to the final round. In this phase the selection board decides whether the application will or will not be awarded. (Polánová & Rathouský, 2008, p. 21)

Růžičková (2012) says that all the participants who applied for a grant will be notified in writing about the result of their project application. But, it is a prolonged process with usually a lot of applications received. (Růžičková, 2012, p. 162) Pol and Rabušicová (2003) write that the applicant is expected to wait for a decision from three up to six month. And then, the letter will be received within two weeks from the day on which that decision was made. (Pol & Rabušicová, 2003, p. 66)

There are only two possible ways in which the application can end. It is either a successful one or it fails to impress the assessors.

4.4.1 UNSUCCESSFUL APPLICATION

If the application has been rejected, Růžičková (2012) suggests writing a letter to the organisation who was supposed to donate towards the project and politely ask for an explanation. Extremely valuable information can be gained which might be a vital component to successful rewriting of the rejected application. (Růžičková, 2012, p. 18) According to Brejchlová (2006),

failure is advised to be seen as a motivational aspect to work harder next time rather than the end of the world or death sentence for the unsuccessful applicant. (Brejchlová, 2006, p. 8)

In Fritz's opinion (2013), it is necessary to call the foundation, not to complain, but to gain more information. Information such as, if something could have been done differently, if the proposal can be resubmitted for the next funding cycle or if one knows any other foundations that might be interested in this proposal, are advised to be asked. (Fritz, 2013) On top of that, a gracious letter to the foundation should be written to thank the organisation for their time, their review of the proposal, and the opportunity to work with them. (Růžičková, 2012, p. 18)

There are several reasons why grant applications are rejected. For example, the goals of the project are not identical with the goals of the organisation or objectives of the project have been written in a way that there are not well measurable. (Woody, 2011) Another problem may be the inaccuracy in budget calculation. Especially the areas of salary, consultant costs and staffing costs will be the most scrutinized. (Havránek, 2006, p. 14) Not following the guidelines can be mentioned as another reason. (Růžičková, 2012, p. 18)

4.4.2 SUCCESSFUL APPLICATION

First of all, Ružičková (2012) is convinced that a letter should be written to thank the organisation which provided money for the project. It is also advised to use teaching materials and documents with a logo of the grant provider on the front page. (Růžičková, 2012, p. 18)

If the application has succeeded in a competition with other hundreds of applications, a contract will be received. Polánová and Rathouský (2008) write that it is an option, not a legal responsibility to sign it. (Polánová and Rathouský, 2008, p. 22) However, Růžičková (2012) write that when so much time and effort has been invested to reach this point, a sensible

argument for not accepting the contract, thus refusing the financial source which is connected with this act, can hardly be found. (Růžičková, 2008, p. 164)

Brest and Dunn (2005) write that fundraising can be really hard work and therefore a celebration of success is seen as an essential part of the process. It is described by these words: *“It is important to realize when your efforts have borne fruits. Involve pupils in the celebrations and remember that success breeds success. Marking your achievements not only boosts the confidence, it also shows other potential funders that good things are happening in your school.”* (Brest & Dunn, 2005, p. 75) In Růžičková’s opinion (2012), success can be celebrated in many different ways. For example, writing a column for a local newspaper, setting up a celebration board or having a party with friends and family are recommended as other good tips to do so. (Růžičková, 2012, p. 174)

4.5 REALISATION AND MONITORING

Obviously, a necessary condition for this phase of the project to start is that the project application was successful in the previous phase. Realisation of the project means that something new is going to be created, a building is going to be renovated or pupils will be educated in a new way. But neither of these actions can happen until, only according to a well prepared plan and a chain of consequential activities.

All the activities which occur during the progress of a project need to be carefully controlled by the project manager. This control is called monitoring. Brest and Dunn (2005) write: *“Monitoring is about judging the process you are making with the project.”* (Brest & Dunn, 2005, p. 104)

In Oxford Advanced learner's dictionary (2005), the verb monitor is described with these words: *"to watch and check something over a period of time in order to see how it develops, so that you can make any necessary changes."* (Hornby, 2005, p. 650)

In my opinion, monitoring of the project is also about controlling if the money is being used for material, activities and events according to a plan which has been accepted by the contractor before the beginning of the project. Unfortunately, corruption and sharp practice are often common features, when a public project is financed from the state budget of the Czech Republic.

Polánová and Rathouský (2008) point out that it is essential to keep a detailed overview of all project actions via monitoring reports. Those monitoring reports are sent to the organisation which provided the funding in order to receive money for activities completed in the previous accounting period. This act is done two or four times a year. (Polánová & Rathouský, 2008, p. 22) Apart from internal monitoring of the project, these documents serve as a source of information for an inspector from the European Union who can be expected to visit the school at least once during the realisation of the project. (Přechystal, 2008, p. 145)

Although Brest and Dunn (2005) write that monitoring is about gathering written information such as the number of participating students in the project and participant's views on the project (Brest & Dunn, 2006, p. 105), in Brejchlová's opinion (2008), on the other hand, photographs are seen as an ideal tool to demonstrate progress of the project. (Brejchlová, 2006, p. 7)

What should be monitored and reported is also very well described by Wysocki (2009). However, he believes that it is necessary to verify the accuracy of the reported data, rather than simply accept it as accurate. (Wysocki, 2009, p. 251) According to Brest and Dunn (2006), in order to avoid disappointing the project manager, activity managers are tempted to report that the

planned work was actually accomplished. Even known, that the reality might have been different. (Brest & Dunn, 2006, p. 84)

The Ministry of Education, Youth and Sports (2010) emphasises that the most important thing is to report the actual start and end dates of activities started or completed during a report period. (Ministry of Education, Youth and Sports, 2010, p. 23)

4.6 COMPLETION

Nordmeyer (2013) points out that the closure phase of a project signals the end of activities across all project groups. But the project results are documented, and the documents are archived for the minimum period of ten years. (Nordmeyer, 2013)

On the other hand, Polánová and Rathouský (2008) write that not only do the results have to be kept on a shelf in an archive for future audits, but outcomes which have been achieved by the completion of the project should be made accessible to the general public by placing such information on the school website. (Polánová & Rathouský, 2008, p. 22)

If a new school building has been built and therefore the whole process completed, Astron (2004) says: *“It is important to celebrate the completion of the school project with some formal ceremony. This should not be arranged immediately after the school has taken occupation of the new or refurbished building, as it will take some time for the staff and pupils to settle in and to optimise their use of the new accommodation. Equally, the event should not be left so late as to miss capturing the initial enthusiasm and anticipation which is associated with taking ownership of a new facility.”* (Astron, 2004, p. 16)

In my opinion, when a project is successfully completed, teachers might experience a mixture of feelings. First of all, the teacher might breathe a big sigh of relief that this hard and

exhausting process is finally over. On the other hand, after several minutes the teacher will have realised that something pleasant and hugely awarding has just been achieved.

5 USEFUL PHRASES FOR GRANT WRITING

There are a lot of books which have been published to help teachers and other grant applicants with writing proposals for intended grant projects. Those grant projects, which can only be realised with financial help from government or European Union institutions, have to be written according to the specific requirements. Failure to follow the guidelines may result in the application being rejected. In such cases, it would mean extra hours in front of the computer in order to have the application successfully rewritten. This chapter is structured to provide an overview of appropriate language which is used for description of intended projects. Furthermore, useful phrases which can increase the possibility of the project being funded are mentioned.

5.1 LANGUAGE

There are different methods which can be used to achieve the mastery of language and grammatical correctness. Although Prechystal (2008) mentions that language preparation is vital, especially for people who are going to seek a grant in the field they are not fully familiar with, and points out that if a word search is completed before the beginning of the writing process, then it is likely to decrease time which will later be spent on writing the proposal itself. (Prechystal, 2008, p. 10) To demonstrate this point, Henson (2012) writes: *“All workers can do a better job if they have the right tools. Essential tools for grant writers include a grant – writing vocabulary and a loaded toolbox.”* (Henson, 2012, p. 22) Karsh and Fox (2006), on the other hand, believe that it is sufficient enough just to buy a grammar book, dictionary and thesaurus. And usage of this kind of help throughout the process of writing the proposal is suggested. On top of that, these books can be kept and reused later whenever needed. (Karsh & Fox, 2006, p. 116)

Koch (2009) says that when writing a proposal every word is important. It is compared to a conversation with a celebrity whose attention is required by many other people. If words chosen are not concise, yet interesting, the attention will be moved to a different person who is eager to impress this celebrity. And the same description applies to proposals. (Koch, 2009, p. 121)

Active and passive voice are two general forms of language which are used in written documents. Browning (2004) recommends the usage of passive voice as much as possible and points out that it is highly preferable in following cases. Firstly, the performer is unknown, irrelevant or obvious. Secondly, the performer is less important than the action. And finally, the recipient is the main topic. (Browning, 2004, p. 40) Karsh and Fox (2006), on the other hand, argue that if the active voice is used when writing grant proposals, the sense of honesty and clarity is created. A speech of politicians is used as an example with comparison of sentences like "*Mistakes have been made.*" and "*I made a mistake.*" The later one, active voice is seen as a direct way of expressing what the person is trying to say. And therefore, it is later more appealing to the reader of the proposal. (Karsh & Fox, 2006, p. 117)

5.2 PHRASES AND WRITING SUGGESTIONS

The usage of correct terminology and development of a clear writing style are two very important skills which may prove to have a key role when hundreds of applications are assessed within a short period of time.

Koch (2002) is convinced that a lot of time, which is needed for preparation of the project, can be saved at the beginning of the whole process of grant writing. As many organisations who apply for grants on a regular basis may have already created a list of standardised language. And it is pointed out that this list of standardised language may be used

as a recommended source of inspiration for writing another effective grant application. (Koch, 2002, p. 139)

Levenson (2002) suggests using data as an ideal tool to demonstrate facts clearly and directly. It is mentioned that some grant writers make a mistake of writing a long, elaborate description about the problems of the target group without actually providing measurable evidence of the problem. (Levenson, 2002, p. 68) Henson (2002), on the other hand, believes that desire to help somebody, who really needs some kind of financial assistance for the realisation of the intended project, will be created by writing long and passionate sentences. (Henson, 2002, p. 13)

However, Gajda and Tulikangas (2005) present a completely different possibility how to strengthen a chance of gaining a much needed grant. It is suggested that establishing a personal connection to someone who represents the funding source can have a positive result when the final decision about the grant award is ultimately made. (Gajda & Tulinkangas, p. 32) Browning (2004), on the other hand, is convinced that creating an alphabetical order of grant writing tips may assist to retain focus in attempt to write the best possible proposal. Rather than relying on help from somebody else which may not happen. (Browning, 2004, p. 109)

PRACTICAL PART

1 INTRODUCTION

I believe that grant projects have become a common part of everyday life of many primary and secondary school teachers. And the number of such projects being undertaken and completed may become even more frequent in order to gain financial support for schools in the future.

For the practical part of my diploma thesis, I have chosen to examine the situation in my local elementary school, which I used to attend between 1992 and 2001, in Stity. In particular, I am focusing on the school gym. This school gym was an important part of my every school day when I was a pupil. Although it has been over a decade since the last day I ran around in that gym with my classmates, the outside appearance of the building, as well as the inside facilities and equipment, have not change much ever since.

The practical part of this diploma thesis is structured to provide information which can be later used when the funds will be available and therefore the intended project will be likely accomplished. Firstly, the current school gym and the model gym are described. Secondly, interviews with the town mayor and school principal are included. Finally, prevailing opinion on this topic was expressed by Stity inhabitants with the usage of questionnaires.

2 GYM DESCRIPTION

This chapter of the diploma thesis is divided into several subchapters which can help clarify to the readers the necessity for a grant project of this kind in Stity. On top of that, it explains the aims which will be emphasised when the proposal is being prepared and written in the future. First of all, the current gym is described. Secondly, the same school facility which was chosen as a model gym is described. Thirdly, comparison of those two buildings, as well as possible advantages and disadvantages, are included. Finally, positive impact of the new school gym is emphasised.

2.1 DESCRIPTION OF THE CURRENT GYM

2.1.1 SOURCE OF INFORMATION

In April 2013, I visited the elementary school in Stity. First of all, I spoke to Mrs. Eliska Knapkovka who is the deputy principal of the school. The main purpose of this dialogue was to gain information about the history of the current school gym and its equipment. Then, I spoke with Mr. Pavel Dvoracek who is the principal of Stity elementary school. Potential realisation of the grant project was discussed. Further information and his view on this topic is provided in chapter three.

2.1.2 GENERAL FACTS

In 1926, the first school in Stity was built. Two buildings were constructed simultaneously, in order to enable education of pupils from the local area. Since then, Masarykova elementary school has been an important part of the public interests in Stity. (Vogel,2013) The main building which has two floors was used for lessons of Czech language, mathematics, geography, etc. The other school building was determined for the purposes of physical education of pupils.

Since then, the number of children who attend the school has risen significantly. (Knapkova, 2013) The most famous pupils are Miroslav Verner who is a highly regarded Egyptologist and Josef Brincil who represented Czechoslovakia in cross-country skiing. Josef Kocourek, a recognised writer, was a teacher in this school between years 1929 and 1931. (ZS Stity official website) In 1994, another three-storey building was constructed in order to deal with the growing number of pupils. However, the school gym has not changed at all. Therefore, it has become unsuitable for the lessons of Physical Education. (Knapkova, 2013)

2.2 DESCRIPTION OF THE MODEL GYM

I chose a school gym in Velka Bystrice as a model gym for the practical part of my diploma thesis. The main reason for this is that the building has a design, and qualities which could be used and copied when a project will be suggested for a new gym in Stity. On top of that, there are several similarities between the towns of Velka Bystrice and Stity. First of all, both these towns are located in Olomouc district. Secondly, the number of pupils, who attend these two local schools, is almost identical, and the schools share the same appellation. Thirdly, both local schools are attended by pupils from neighbouring villages. Last but not least, Velka Bystrice has got a population of nearly three thousand inhabitants. (Pazdera, 2013) In comparison, there live approximately two thousand and five hundred people in Stity. (Vogel, 2013)

2.2.1 SOURCE OF INFORMATION

In March 2013, a meeting was arranged to enable me gain accurate information about the size, facilities and equipment of the school gym. First of all, I spoke Mr. Jaroslav Plihal, the principal of Velka Bystrice elementary school, who also provided me with key information on the amounts of money which were spent during the realisation of individual phases of the grant project. For further information, I was advised to visit Mr. Marek Pazdera, the mayor of Velka

Bystrice, in his office at the town hall. Mr. Pazdera provided me with a copy of an investment intent which was prepared by Mr. Schneider, who was a local project architect. The project was later completed by the construction company Vces.

2.2.2 GENERAL FACTS

Masarykova elementary school in Velka Bystrice is composed of three buildings which are used for purposes of pupil education. The oldest building was built in the nineteenth century and the other one in the thirties of last century. A school canteen and a school gym are also parts of the school compound. (Plihal, 2013)

In the school year 2005 – 2006, four hundred and forty five pupils had been attending the elementary school in Velka Bystrice. (Plihal, 2013) And according to a chart with the demographical development, the number of pupils would remain approximately the same for the school years in the near future. (Schneider, 2006)

The total cost of the new gym was 25.9 million Czech crowns. (Schneider, 2006) It was completed in 9 months. The construction work began in April 2006 and the new building was completed in December of the same year. (Plihal, 2013) The realisation of the project was divided into two phases. In the first phase, the new building was constructed. Then, a corridor, which linked the new school gym to an existing school building, was built. These activities were completed in seven months. The amount of 21.7 million Czech crowns was spent on realisation of this phase of the grant project. (Schneider, 2006)

The grant project was financed from the following sources. 15.9 million Czech crowns was allocated from the state budget. The town of Velka Bystrice provided 2.2 million Czech crowns from their own resources. The neighbouring village of Mrsklesy donated 5 million Czech

crowns. This village is very affluent because it has got a disposal site located in its land register. (Pazdera, 2013)

In the second phase, the changing rooms and bathrooms, which are located on the second floor, were finished in two months. There are four changing rooms with a bathroom attached to each one. (Plihal, 2013) The remaining sum of 4.2 million Czech crowns was fully used during the completion of the grant project. (Schneider, 2006)

I was informed that there had been several unsuccessful attempts to raise funds for building a new school gym. Finally, the town succeeded when a member of parliament had a possibility to promote a project which would be beneficial for the local community in the district in which the individual was born. (Pazdera, 2013)

2.3 COMPARISON OF THOSE BUILDINGS

Masarykova elementary school in Velka Bystrice had not had a school gym for over 100 years. And the new school building, which is used by pupils mainly during the lessons of Physical Education, was built at the place known as a school ground. (Pazdera, 2013) On the other hand, Masarykova elementary school in Stity is equipped with an old-fashion school gym which was built at the same time as the original school building, in 1926 (Knapkova, 2013) Therefore, if the intended grant project was to be realised at the same location, an amount of 3 million Czech crowns would have to be used on surface working and other constructional preparation which would include a demolition of the current gym in order to have a sufficient ground for a new building. (Vogel, 2013)

The school gym in Velka Bystrice has got several changing rooms and bathrooms which can be used by pupils before and after each lesson of Physical Education. Outside the gym, there is a spacious car park for visitors. This is an essential part of the school compound, especially

when school sports tournaments are organised and many parents arrive to support their children during their sport efforts. (Plihal, 2013) On the other hand, the school gym in Stity lacks a parking area and any facilities for restoring body hygiene of pupils. On top of that, there is just one changing room which is used by all the pupils. Firstly, girls change into their sport clothes, then boys do the same. And pupils have to strictly obey this procedure in order to prepare for the lesson in time. (Knapkova, 2013)

Most noticeably, there is an immense difference in the size of these two school gyms. The pupils in Stity have only one hundred and sixty square metres available for their sports activities. The gym is ten metres wide and sixteen metres long. (Knapkova, 2013) In comparison to one thousand, three hundred and fifty square metres of space which can be enjoyed pupils in Velka Bystrice during their lessons of Physical Education. The gym has got twenty-seven metres in width and fifty metres in length. (Plihal, 2013)

When the gym equipment is compared, there is not a big difference between these two schools. Both schools are well equipped with floorball sticks, mats and some other sports equipment which can be utilised during the lessons of Physical Education. There is also a sufficiency of balls for football, basketball and other team sports. New equipment is usually bought during the summer holiday from own financial sources of the schools. (Plihal and Knapkova, 2013)

2.4 BENEFITS THE NEW GYM WOULD BRING

Vogel (2013) emphasised that there would be a number of advantages, had a new school gym been built in Stity. First of all, teachers and pupils of the elementary school would finally gain appropriate environment for the lessons of Physical Education. Secondly, several sports teams which represent the town of Stity in various competitions would benefit from the new premises. It is believed that members of football, floorball and table tennis teams would attend

training sessions on a regular basis. Therefore, the level of performances and results would improve significantly. (Vogel, 2013)

Furthermore, Knapkova (2013) mentioned that if children had new facilities, it could increase their interest in sports activities and healthy lifestyle in general. On top of that, usage of free time of children in this way could be used as a possible prevention of pathologies such as smoking cigarettes, drinking alcohol and gambling. Unfortunately, occurrence of the aforementioned phenomenon had risen among pupils who had been attending the local school. (Knapkova, 2013)

Vogel (2013) suggested that annual sports tournaments could be organized and he believed that many inhabitants would appreciate the opportunity to participate in indoor sports activities.

In Velka Bystrice, a lot of sports clubs as well as local companies had been using the school gym on a regular basis. (Pazdera, 2013) I was informed that the neighbouring village of Mrsklesy had a reservation for time from 4 till 6 p.m., and that sports enthusiasts from this village could come and enjoy some kind of sport activity for free. Employees of the local company Ferona came for two hours every Wednesday. Members of Velka Bystrice women's volleyball team and the majority of Drozdin floorball team came for a training session every Thursday. (Plihal, 2013) The local handball club had been very successful in past years, in particular youth teams which had won several district tournaments, and he believed that the fact that the matches had finally been played in front of the home crowd had helped to win those trophies. (Pazdera, 2013)

On the other hand, it was emphasised by both leaders from Velka Bystrice that there were also several disadvantages. First of all, the operating costs were quite high. In the previous school year 2011 – 2012, it was a sum of 310,000 Czech crowns, which had been needed for

securing the operation of this building. On top of that, approximately another one hundred thousand Czech crowns had been spent on the operation of the building during the evenings when youth teams of various sports teams had their training sessions. (Pazdera, 2013) Secondly, the school caretaker, as a person who was responsible for guarding premises of the school, spent many more hours at work because he had the duty to lock the gym after evening activities of the public sports groups. (Plihal, 2013)

3 INTERVIEWS

The main aim of this chapter is to provide readers with answers which were gathered by me during two separate interviews which were structured to explore primary interests of leading representatives in Stity. On top of that, the interview was focused on finding possible financial resources for potential realisation of the grant project in the future. Firstly, I examined an opinion of Mr. Jiri Vogel who is the current mayor of Stity. Then, the same set of questions was answered by Mr. Pavel Dvoracek who is the principal of Stity elementary school. These interviews took place in April 2013 at the town hall of Stity and in the office of the school principal respectively. The time and date were arranged in advance, however, the respondents did not have the opportunity to prepare their answers beforehand. Furthermore, a part which is focused on comparison and analysis of gained information is also included.

3.1 PURPOSE OF THE INTERVIEWS

As I had found out in my research when writing my bachelor project, lessons of Physical Education were voted as the most favourable school subject by both, boys and girls, in each group category. (Dolezel, 2011, p. 10) However, a majority of male pupils see building a new modern and spacious school gym as the only possible solution because they think that the current school gym is too small and old-fashioned. (Dolezel, 2011, p. 16)

In order to improve the school environment, by creating a vision which is later transformed to a grant project, it is vital that teachers have support from people who are responsible for financial security of the school. In the case of the elementary school in Stity, there are two main men who decide about the amount of money which will be available for the next school year. It is the mayor as a representative for distribution of state financial sources, and then the principal of the local school. This is the reason why I was interested in their opinions and points of view on this topic.

3.2 INTERVIEW WITH THE MAYOR OF ŠTÍTY

Question number one: What do you think about the condition of the current school gym?

“This building was built in 1926, together with the main school building. At the moment, it is a totally unsatisfactory situation as the building is inadequate for the requirements of modern lessons of Physical Education. On top of that, there are not separate changing rooms for boys and girls.”

Question number two: Do you think that the local elementary school needs a new school gym?

“Definitely. I believe that every school with such a high number of pupils deserves much better facilities for the lessons of Physical Education than the ones our pupils are forced to use at the moment. Frankly speaking, I think that the current school gym is one of the worst in our Sumperk district. If not the worst.”

Question number three: Do you think that finding needed financial sources for this grant project is achievable in the near future?

“It is vital to gain money for realisation of this project. In fact, it is the main goal for our political party in the forthcoming four-year period after the autumn election. I believe that it is an achievable task. Provided that the members of our party are selected to the municipal government of Stity”

Question number four: What amount can the town of Stity provide from their own financial sources?

“The town of Stity do not have enough financial sources for realisation of such an ambitious project. However, if the elementary school succeeded in the attempt to gain a grant from the Ministry of education, youth and sports or anywhere else. Then, I am convinced that

members of the municipal government of Stity would be willing to provide town financial sources in order to enable the co-financing of this project.”

Question number five: Have you ever tried to raise funds for the construction of a new school gym from the town resources?

“No, I have never tried to do it. And to be honest, I do not believe that it is a realistic task. And there is one basic reason for this. The town of Stity has not been in the ideal financial situation as some projects, such as the construction of sewage disposal plant, had to be completed in order to meet the requirements of the European Union. Therefore, several loans had to be taken and most of these loans are still due to be paid in coming years.”

Question number six: Are you planning to prepare a grant project for improvement of this school facility?

“A project does already exist. Estimated price of the project is 15 million Czech crowns. As I have said before, even though a lot of people would love to have a new school gym, the town of Stity cannot afford to realize such a big project on its own. Simply, there is not enough money available.”

Question number seven: Would there be enough financial sources to secure payments of operating costs of the new gym?

“Yes. The town of Stity is responsible to redistribute money which was provided from the state budget. And one of the main duties is to ensure operation of the elementary school for a forthcoming school year. Even if the operating costs increase, there would not be any problems with this issue.”

Question number eight: Which locality do you consider as the most suitable for potential construction of the new gym?

“Definitely, it is the location where the current school gym stands. A modernisation of the old gym may occur as a less financially demanding possibility. And some members of the municipal government are keen to enforce this option. However, I would surely vote for a completely new building”

3.3 INTERVIEW WITH THE SCHOOL PRINCIPAL

Question number one: What do you think about the condition of the current school gym?

“In my opinion, It functions just as a shelter from the rain more than anything else. It is unsuitable for most ball sports because it does not have the size which is needed for such activities. The floor consists of parquet blocks which have to be continuously replaced. So we have to spend money which could be used somewhere else.”

Question number two: Do you think that the local elementary school needs a new school gym?

“Obviously, we would embrace a new gym. The main utilization would be for ball sports which is the main content of lessons for Physical Education in our school. Unfortunately, pupils can fully enjoy these games just if the weather is favourable. In such cases, the teachers are recommended to go with pupils to an outside football pitch which is within a walk able distance away from our school.”

Question number three: Do you think that finding needed financial sources for this grant project is achievable in the near future?

“Frankly speaking, I do not think that it is realistic to gain money for this project. The main reason is that, at the moment, there are not any grant calls from the Ministry of education,

youth and sports which would suit this kind of project. Therefore, there are no suitable possibilities for gaining grants for our school, which could provide the main source of money for such an extensive building action.”

Question number four: What amount can the town of Stity provide from their own financial sources?

“When we consider any grant projects, a standard proportion of co-financing is somewhere between fifteen and twenty percent of the requested amount. So this would be the amount which we would be demanding from the municipal government. And I believe that such amount, which is needed for the realisation of the grant project, would be available.”

Question number five: Have you ever tried to raise funds for the construction of a new school gym from the town resources?

“No, I have never tried to do this in Stity. When I was the principal of a secondary school in Lanskröun, we needed money to repair the roof of the school gym. So I participated in writing an improvement proposal for this grant project. We were fortunate enough to raise funds for this action.”

Question number six: Are you planning to prepare a grant project for improvement of this school facility?

“We have been looking for grant calls which could suit our project. If an opportunity presented itself, we would surely consider it. The key role would have the town of Stity and the attitude of the municipal government. However, I am not sure whether the town of Stity would be willing to co-finance this project”

Question number seven: Would there be enough financial sources to secure payments of operating costs of the new gym?

“I believe that the town of Stity would have financial sources to pay for the operating cost during a school year. Of course, it could be partly financed by afternoon and evening private rentals of the gym. Especially during the summer, autumn and Christmas school holidays. But I do not think that it would raise enough money to cover the whole amount.”

Question number eight: Which locality do you consider as the most suitable for potential construction of the new gym?

“The new building for lessons of Physical Education should definitely be located next to the school itself. Premises of our school are large enough for this option. So teachers would have a short and easy access to the school gym. Most importantly, it is the best option for safety of those children who attend our school.”

3.4 ANALYSIS OF GAINED ANSWERS

Overall, both men agreed that the current gym was unsuitable for the lessons of Physical Education. They were convinced that the condition of the gym had become alarming and it may reach the point in the near future when the pupils would not be able to use it.

Noticeably they both mentioned that finding financial sources for building a new school gym was seen as a top priority. However, there was a visible difference in their enthusiasm for realisation of the project. The mayor of Stity seemed very optimistic, determined to sacrifice time and effort so the solution would be found as soon as possible, the school principal, on the other hand, was quite pessimistic, more hesitant to comment on any time reference and believed that the school had to wait for the right opportunity for gaining a grant.

When the operating costs were discussed, both men were confident that any amount, which would be needed and necessary to ensure this, would be available. On top of that, the school principal emphasised that some extra money could be gained from private rentals of the new school gym.

The same opinion on the location for reconstruction of the new gym was also shared by these two public leaders. They believed that if a new gym was built, the current location would be the most suitable place to do so. The same opinion was expressed by people who participated in the survey as the majority of respondents chose this option. (Exact figures can be found in appendix 2)

4 QUESTIONNAIRES

In this chapter, results of a survey are provided. In April 2013, questionnaires were placed at the Tourist Information Centre which is located on the ground floor of Stity town hall. For two weeks the employee of the office, Ms. Stana Smrckova, asked people to express their opinion on this topic. If somebody was interested, she provided that person with a questionnaire for my survey. In the end, 110 people filled-in the questionnaire which were then returned to me. The questionnaires were anonymous and were composed of twelve questions which were related to the topic of the new school gym in Stity. On top of that, there were two general questions which provided me with information on the age, gender and occupation of respondents. Exact figures are given in appendix 2. A few examples of completed questionnaires are enclosed in appendix 1.

4.1 PURPOSE OF THE SURVEY

I was interested to explore the opinion of Stity inhabitants on this topic for several reasons. First of all, if the inhabitants felt that there was the need for this grant project as it would have to be co-financed with the help of town financial sources. Secondly, if they believed that such grant project could be realised in the near future. Finally, if the new school gym would have any positive effect on the pupils and the youth.

4.2 ANALYSIS OF THE RETURNED QUESTIONNAIRES

At the beginning, two general questions were included in the questionnaire:

Which gender are you? Proposed answers were: a. male (age 15 - 30), b. male (age 30 and older), c. female (age 15 - 30), d. female (age 30 and older)

The majority of the returned questionnaires was filled in by men. I received thirty-four completed questionnaires from men who were younger than thirty years of age. Another forty-seven questionnaires from men who were thirty years old and over. Only nine young women were interested in this topic. Just over twice as many women who were thirty years old and over decided to provide their answers for my survey.

What is your occupation? Proposed answers were: a. entrepreneur, b. employee, c. pupil / student, d. senior citizen

This question was included to find out whom inhabitants were interested in filling in a questionnaire. The reason for this was that people with different occupations were able to create different social backgrounds for their children, and therefore provide them with various level of financial sources which could be spent on personal sports equipment. On top of that, there would be a different amount of sport activity for a particular group of inhabitants.

There were fifteen entrepreneurs who had attended and decided to participate in the survey. Twenty-nine employees of local businesses expressed their view on this topic, most of them were employed in the local company called Klein & Blazek which specialised in components for the car industry, especially the famous brands such as Skoda and Volkswagen. (Smrckova, 2013) The total number of thirty-five pupils and students, who attended the local elementary school and secondary schools in close towns of Zabreh and Sumperk respectively, provided their answers. Although there had been a vast number of pupils who had visited the Tourist Information Centre in order to browse the internet on public computers, the questionnaires were offered only to those who were fifteen years old and over. (Smrckova, 2013) Thirty-one pensioners were willing to fill in the questionnaire when asked.

4.2.1 QUESTION NUMBER ONE

Do you live and work in the town of Stity? Proposed answers were: a. Yes, I do live and work in Stity., b. No, I live in: (please, name a different town or village), c. No, I work in: (please, name a different town or village)

This question was included to see what number of potential public users of the school gym were interested in this topic. It came as no surprise to learn that four fifths of respondents lived as well as earned a living in the town of Stity. Another ten respondents lived in the town of Stity, however, they commuted from Stity to the district town of Sumperk every day in order to reach their employment location. Twelve people who filled in the questionnaire lived and worked in a different location. Three of those respondents were from the neighbouring village of Brezna, four respondents were from Zabreh and another five visitors travelled to Stity from Sumperk. Those visitors aimed to gain information about the summer centre for freestyle skiing which is the main tourist attraction of the town of Stity. It was built in June 2002 and it is operated by Ales Valenta who won a gold medal at the Winter Olympics in Salt Lake City earlier in the same year. (Smrckova, 2013)

4.2.2 QUESTION NUMBER TWO

Do you attend or follow sport events in the town of Stity? Proposed answers were: a. Yes, I do., b. No, I do not.

This question was included to find out what proportion of sport enthusiasts there were in the town. Because I believe that it is an important factor when a certain amount of money would be required from the municipal government of Stity. Frankly speaking, a supportive attitude from the local community can be one of the key elements in order to complete a realisation of the potential school grant project in the near future.

Ninety of the people surveyed either had been attending most of the sport events which had taken place in Stity, or at least had been following the results of those events in the local paper and newsletter “*Stitecky list*”. On the other hand, there was a minority of respondents who answered that they were not interested in sport and did not actively participate with their attendance in any occasions which had been organised at the football ground and on the tennis courts. Those are the only two sport clubs which represent the town of Stity in league competitions at the moment. (Vogel, 2013)

4.2.3 QUESTION NUMBER TREE

Do you do any sports actively? Proposed answers were: a. Yes, I do. (please, name which one), b. No, I do not any sport.

This question was included to find out how many sporty people there were in the town. This fact could be later used for analysis of potential utilisation of the school gym by private groups. The more sports groups which regularly attend the school gym during the afternoons and evenings there was, the more funds the school would be able to raise. This money could be spent on purchase of the new equipment for pupils and other users of the school gym.

There were sixty-five respondents who did some kind of sports activity regularly. Football and ice hockey were mentioned as the most popular sports. Tennis and table tennis were also favourite sport activities. Several respondents preferred floorball and beach volleyball to other more popular team sports. Running was another sports activity which was done by people every evening in order to maintain their level of fitness, surprisingly, only three respondents wrote this option. On the other hand, forty-five respondents were either restricted by their age or did not have a need for any physical activity.

4.2.4 QUESTION NUMBER FOUR

Are your children members of a sports club? Proposed answers were: a. yes (please, name which one), b. no, c. I have no children.

This question was aimed to find out whether children have some other sport activity apart from the one during the lessons of Physical Education in school. That was the reason why I was interested if the children of respondents, who would often be the pupils of the local elementary school, were members of a sports club. Had they retained the interest in sport in their future lives, there would be a new generation of private users of the school gym. This fact would definitely increase the utilisation of the new school building. Therefore, if some financial sources were available, it would be easier to justify the necessity for this grant project during the regular month session of the municipal government.

There were thirty respondents whose children were members of a sports club. It came as no surprise to learn that football was the most popular team sport among children. The respondents revealed that eighteen children were members of the local football club. There were six children of the respondents who were Stity tennis club members. Another six children had been attending the training sessions of table tennis. Unfortunately, there is not any team which participates in a league competition in this sport. (Vogel, 2013)

On the other hand, forty-three respondents revealed that their children were not members of any sport club. And just over one third of people, who participated in the survey, did not have any children.

4.2.5 QUESTION NUMBER FIVE

Are you satisfied with the current school gym? Proposed answers were: a. Yes, I am., b. No, I am not. (please, give a reason or reasons), c. I am not able to judge it.

There were eighteen respondents who thought that the current school gym did not need any improvements and were willing to accept the current state of it. Seven tenths of all respondents believed that the situation and condition of this school facility needed to be improved. Forty-one from those respondents said that the current school gym was too small to cope with the amount of pupils who were present during the lessons of Physical Education. The other thirty-two participants in the survey wrote that the gym was old-fashioned and created a negative image of the school. Four respondents pointed out that there was not any fitness centre. Fifteen of the people surveyed decided to chose the option that they did not have enough information to judge the condition of the school gym objectively.

4.2.6 QUESTION NUMBER SIX

Do you think that the town of Stity needs a new school gym? (consider the size of the town and number of pupils) Proposed answers were: a. yes, b. no, c. I do not know

I know from my own personal experience that some schools in Sumperk district, which are smaller in size and number of pupils, have better facilities available than those which are used by pupils of Stity elementary school. This question was included to see what the view is of inhabitants on the realisation of this potential grant project.

Just over half of the respondents were convinced that there was need for a new school gym in our town. On the other hand, twenty-nine people answered that it would be inappropriate to its size and number of pupils who attend the local elementary school if a new school gym was built in the town of Stity. Another twenty-three respondents were not able to decide whether it was necessary to realise such a grant project in the town of Stity or if the current school gym was sufficient to meet children's educational needs.

4.2.7 QUESTION NUMBER SEVEN

Do you think that it is realistic to raise funds for building a new school gym in the near future? Proposed answers were: a. yes, b. probably yes, c. probably no, d. no

This question was included to see whether there was any optimism about possible realisation of this potential grant project or the inhabitants did not give this idea much chance. Just over half of the respondents were rather optimistic. Twenty-six inhabitants who filled in the questionnaire were fully convinced that money would be available for realisation of this grant project. Another thirty-two respondents believed that it would be possible to raise funds for building a new school gym in the near future. On the other hand, twenty-one people who participated in the survey did not think that it was feasible to complete this grant project any time soon. The rest of the respondents totally ruled out this possibility and pointed out that the current school gym would be unchanged for many years. Such opinion was expressed by thirty-one respondents.

4.2.8 QUESTION NUMBER EIGHT

Which locality do you consider as the most suitable for the potential construction of the new gym? Proposed answers were: a. the same place as the current school gym, b. please, write a suggested location

This question was included to see if the inhabitants of the town of Stity could imagine having a school gym at a different location. The current school gym, which has been there for seventy-eight years, is located next to the main school building and those two school buildings are interconnected by a short corridor.

However, a vast majority of the respondents wrote that a new school gym should be built at the same place where the current school gym was located. This fact means that ninety-two

people who were surveyed believed that the current school gym would have to be scheduled for demolition in order to create room for realisation of the potential grant project.

On the other hand, fourteen people suggested a location next to the football ground as the most suitable option for construction of a new school gym. The main argument was that the pupils of the local elementary school would have facilities for outdoor as well as indoor sport activities next to each other. Four respondents wrote that a location known as playground would be the best possibility. I believe that many pupils, who attend the local elementary school, might have welcomed this option as they live in the blocks of flats which surround this location. However, the area for construction of the new building would be very limited and the size of the new school gym would not differ much from the current building. Therefore, it could be seen as an injudicious investment by municipal government. On top of that, wastefulness of financial sources, which the town of Stity have available could be suggested by some inhabitants.

4.2.9 QUESTION NUMBER NINE

Do the local pupils deserve a new school gym? Proposed answers were: a. yes, b. no, c. I do not know

This question was included to examine what attitude people, the inhabitants of Stity, have towards the current generation of pupils and young people. Although this may seem inappropriate to the topic, it was interesting to see the reaction of respondents to this question. Despite all the negative comments about the behaviour of pupils from the local elementary school that had been discussed in the town of Stity, the result of the survey was quite positive.

Sixty-four respondents believed that pupils deserved better facilities for the lessons of Physical Education. On the other hand, thirty-six people who participated in the survey answered that children were too spoiled and misbehaved often in public places. Therefore, they did not

recommended spending money on this school building, because pupils would not show respect and appreciation for such a new facility. Ten respondents were not able to provide their answer and did not express any opinion on this topic.

4.2.10 QUESTION NUMBER TEN

Is it possible to educate very talented pupils in the current school gym? Proposed answers were: yes, it is., b. no, it is not., c. I am not able to judge it.

This question was included to find out what the inhabitants of the town of Stity thought about the condition of the current school gym and if they believed that the gym was suitable to meet educational needs of children. Answers to this question were almost even. Forty-one respondents emphasised that the current state of the school gym would not have any negative impact on the progress of pupils sport talent. On the other hand, thirty-seven people believed that it was difficult to work with talented pupils during the lessons of Physical Education. And they pointed out that it would be almost impossible to transform the talented pupils into top-class sportsmen and sportswomen. Thirty-two respondents did not provide their answer to this question.

4.2.11 QUESTION NUMBER ELEVEN

Do you agree with the following statement? The school gym is there to be used by sport clubs and public groups. Proposed answers were: a. yes, b. no, c. I do not know

This question was included to examine if the inhabitants of the town of Stity would agree with usage of the gym for other purposes other than just for school use, because money from rental of the school gym could become an important part of the school income.

A vast majority of respondents believed that if a new school gym was built, sports clubs as well as other sports groups should have access to this facility. The total number of ninety-four people chose this option in the survey. On the other hand, nine respondents decided that the school gym should be used by pupils during the lessons of Physical Education only. Seven people were not able to provide either positive or negative answer to this question.

4.12.12 QUESTION NUMBER TWELVE

Do you think that the new sport possibilities would decrease misbehaviour among pupils and young inhabitants? Proposed answers were: a. yes, b. no, c. I do not know.

This question was included to see if people who participated in the survey believed that sport could have any educational effect on children and the youth of the town. Sixty-two respondents replied that new sport possibilities which would probably occur with the construction of the new school gym could improve social behaviour of pupils who attended the local elementary school. On the other hand, forty-two people did not think that more involvement in sports activities could make any fundamental change to behaviour of children and youth who lived in the town of Stity. The remaining six respondents did not provide any answer to this question.

4.3 SUMMARY OF THE SURVEY

Overall, the inhabitants of the town of Stity who participated in the survey shared several common opinions. Those opinions could be mainly heard during informal social intercourses if some town businesses were visited during the Friday evenings.

First of all, sport and quality sport facilities are priorities to many people in the town as there is not any other weekend cultural programme for the inhabitants. Secondly, the majority of the inhabitants are dissatisfied and frustrated with the condition the current school gym is in.

However, there is a general belief that the situation will not change in the near future as it is impossible to raise funds for the construction of a new school gym. The pupils, especially those who are very talented in sports, would enormously benefit from this new school facility. Finally, if such facility is built, it should be available for the whole community of the town to use it.

5 CONCLUSION

Despite all the efforts made by the government in recent years, some teachers still might have a feeling that there will never be enough money in public schools. Hopefully, after reading this diploma thesis, more and more teachers will consider writing grant projects in the future and it will be seen as an effective possibility to raise funds for schools.

And if the first, second or third application is rejected, teachers will have strength to try again and again. I believe that when a human being shows enthusiasm for his or her work and combines it with the knowledge and skills, the person will be sooner or later rewarded for the effort and commitment which have been invested in something. Therefore, hard work is fundamental to success. And then, anything, even what may seem as a dream at the moment, can be achieved.

Just as Dr. Abdul Kalam, the 11th president of India, describes it in his autobiography called *“Wings of Fire”*. He (2011) used the following words to express his belief: *“Dream is not that which you see while sleeping it is something that does not let you sleep.”* (Abdul Kalam, 2011)

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APPENDIX 1 – EXAMPLES OF COMPLETED QUESTIONNAIRES

Dotazník

Výsledky průzkumu budou použity pouze pro moji diplomovou práci. Děkuji za vyplnění.

Pohlaví: a. muž (věk 15 – 30) b. muž (31 +) c. žena (15 – 30) d. žena (30 +)

Zaměstnání: a. podnikatel b. zaměstnanec c. student/žák d. důchodce

1. Žijete a pracujete ve Štitech?

a. ano b. ne (uved'te prosím jiné město) žiju / pracuju v

2. Sledujete aktivně či pasivně sportovní dění v našem městě? a. ano b. ne

3. Provozujete aktivně nějaký sport? a. ano (uved'te prosím druh) *Tennis*..... b. ne

4. Provozují vaše děti nějaký sport za oddíl? a. ano (druh) b. ne c. nemám děti

5. Jste spokojený/spokojená se současnou školní tělocvičnou?

a. ano b. ne (uved'te prosím důvod) *Zastaralá*..... c. nemohu posoudit

6. Myslíte si, že město naší velikosti potřebuje novou školní tělocvičnu?

a. ano b. ne c. nevím

7. Myslíte si, že je reálné sehnat v budoucnosti peníze na výstavbu nové tělocvičny?

a. ano b. možná ano c. spíše ne d. ne

8. Jakou lokalitu považuje za nejvhodnější pro případnou výstavbu nové tělocvičny?

a. na místě stávající tělocvičny b.

9. Zaslouží si místní žáci moderní školní tělocvičnu? a. ano b. ne c. nevím

10. Je možné vychovávat kvalitní sportovce ve stávající tělocvičně?

a. ano b. ne c. nevím, nedokážu to posoudit

11. Souhlasíte s využitím školní tělocvičny veřejností a sportovními oddíly?

a. ano b. ne c. nevím

12. Zlepšily by nové sportovní možnosti chování žáků? a. ano b. ne c. nevím

Dotazník

Výsledky průzkumu budou použity pouze pro moji diplomovou práci. Děkuji za vyplnění.

Pohlaví: a. muž (věk 15 – 30) b. muž (31 +) c. žena (15 – 30) d. žena (30 +)

Zaměstnání: a. podnikatel b. zaměstnanec c. student/žák d. důchodce

1. Žijete a pracujete ve Štítech?

a. ano b. ne (uveďte prosím jiné město) žiju / pracuju v

2. Sledujete aktivně či pasivně sportovní dění v našem městě? a. ano b. ne

3. Provozujete aktivně nějaký sport? a. ano (uveďte prosím druh) .fotbal!..... b. ne

4. Provozují vaše děti nějaký sport za oddíl? a. ano (druh) .fotbal!..... b. ne c. nemám děti

5. Jste spokojený/spokojená se současnou školní tělocvičnou?

a. ano b. ne (uveďte prosím důvod) ..ne!..... c. nemohu posoudit

6. Myslíte si, že město naší velikosti potřebuje novou školní tělocvičnu?

a. ano b. ne c. nevím

7. Myslíte si, že je reálné sehnat v budoucnosti peníze na výstavbu nové tělocvičny?

a. ano b. možná ano c. spíše ne d. ne

8. Jakou lokalitu považuje za nejvhodnější pro případnou výstavbu nové tělocvičny?

a. na místě stávající tělocvičny b.

9. Zaslouží si místní žáci moderní školní tělocvičnu? a. ano b. ne c. nevím

10. Je možné vychovávat kvalitní sportovce ve stávající tělocvičně?

a. ano b. ne c. nevím, nedokážu to posoudit

11. Souhlasíte s využitím školní tělocvičny veřejností a sportovními oddíly?

a. ano b. ne c. nevím

12. Zlepšily by nové sportovní možnosti chování žáků? a. ano b. ne c. nevím

Dotazník

Výsledky průzkumu budou použity pouze pro moji diplomovou práci. Děkuji za vyplnění.

Pohlaví: a. muž (věk 15 – 30) b. muž (31 +) c. žena (15 – 30) d. žena (30 +)

Zaměstnání: a. podnikatel b. zaměstnanec c. student/žák d. důchodce

1. Žijete a pracujete ve Štítech?

a. ano b. ne (uveďte prosím jiné město) žiju / pracuju v

2. Sledujete aktivně či pasivně sportovní dění v našem městě? a. ano b. ne

3. Provozujete aktivně nějaký sport? a. ano (uveďte prosím druh) *Hokej*..... b. ne

4. Provozují vaše děti nějaký sport za oddíl? a. ano (druh) *školní tenis* b. ne c. nemám děti

5. Jste spokojený/spokojená se současnou školní tělocvičnou?

a. ano b. ne (uveďte prosím důvod) *nevíš*..... c. nemohu posoudit

6. Myslíte si, že město naší velikosti potřebuje novou školní tělocvičnu?

a. ano b. ne c. nevím

7. Myslíte si, že je reálné sehnat v budoucnosti peníze na výstavbu nové tělocvičny?

a. ano b. možná ano c. spíše ne d. ne

8. Jakou lokalitu považuje za nejvhodnější pro případnou výstavbu nové tělocvičny?

a. na místě stávající tělocvičny b.

9. Zaslouží si místní žáci moderní školní tělocvičnu? a. ano b. ne c. nevím

10. Je možné vychovávat kvalitní sportovce ve stávající tělocvičně?

a. ano b. ne c. nevím, nedokážu to posoudit

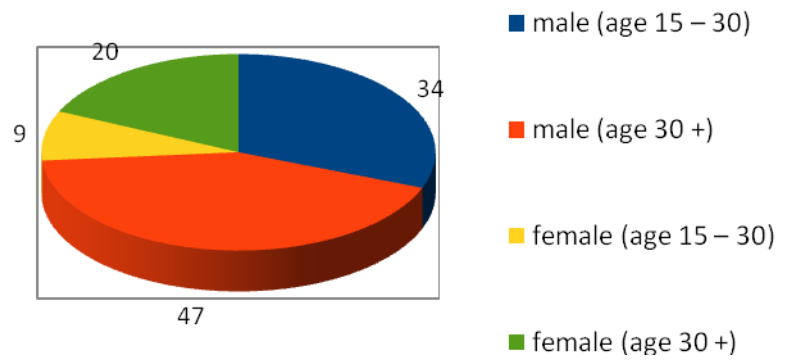
11. Souhlasíte s využitím školní tělocvičny veřejností a sportovními oddíly?

a. ano b. ne c. nevím

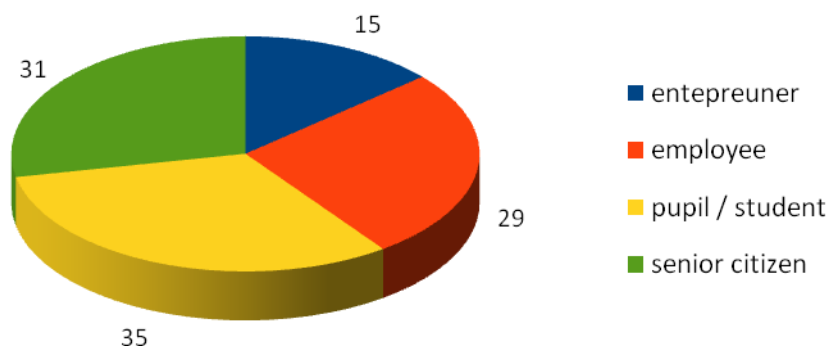
12. Zlepšily by nové sportovní možnosti chování žáků? a. ano b. ne c. nevím

APPENDIX 2 - GRAPHS

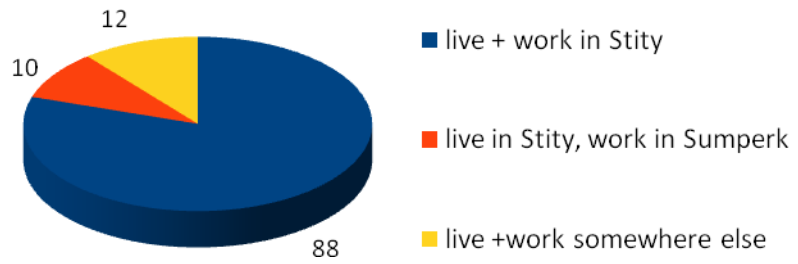
GQ1: Which gender are you?



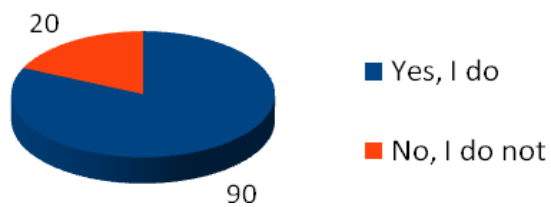
GQ2: What is your occupation?



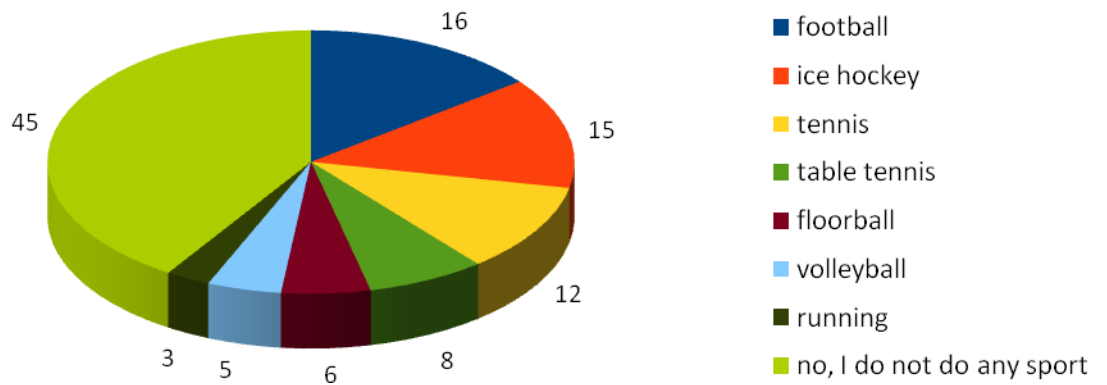
Q1: Do you live and work in the town of Stity?



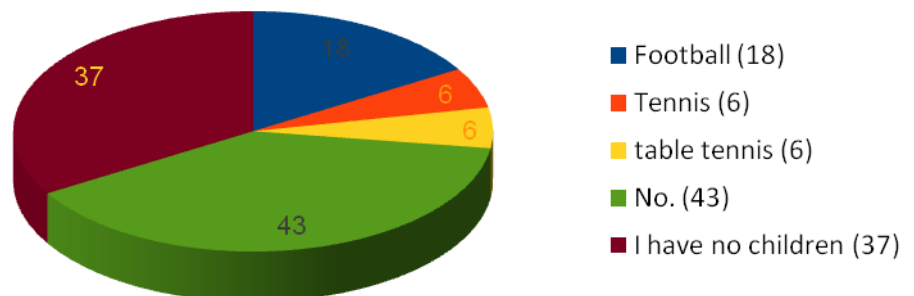
Q2:Do you attend or follow sport events in the town of Stity?



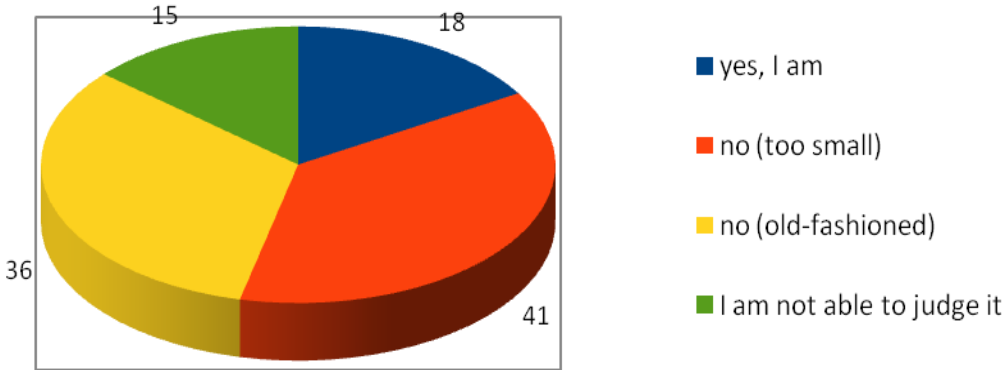
Q3: Do you do any sports actively?



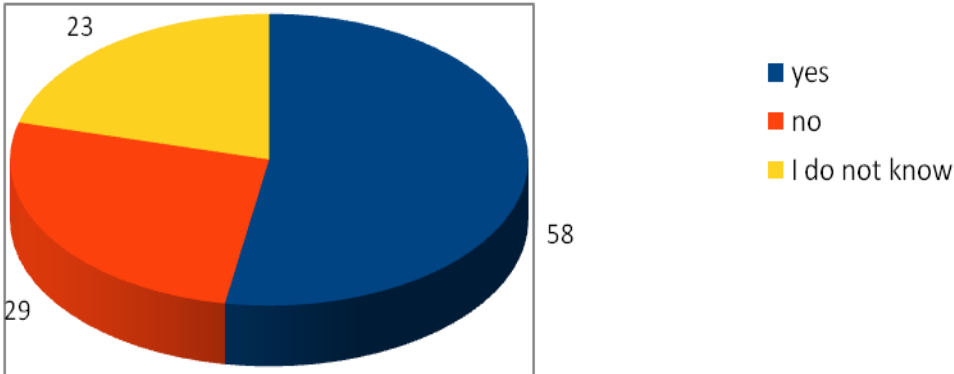
Q4: Are your children members of a sport club?



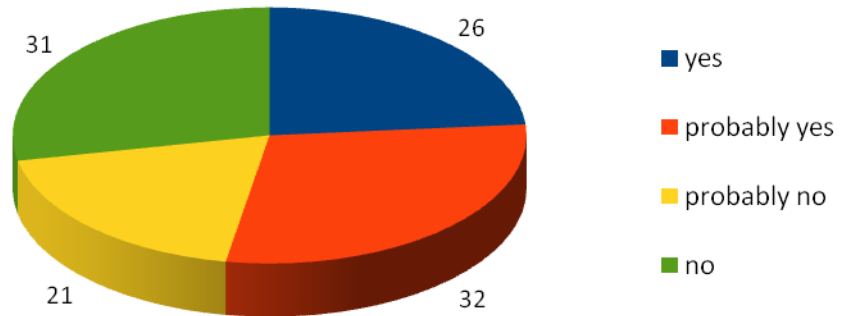
Q5: Are you satisfied with the current school gym?



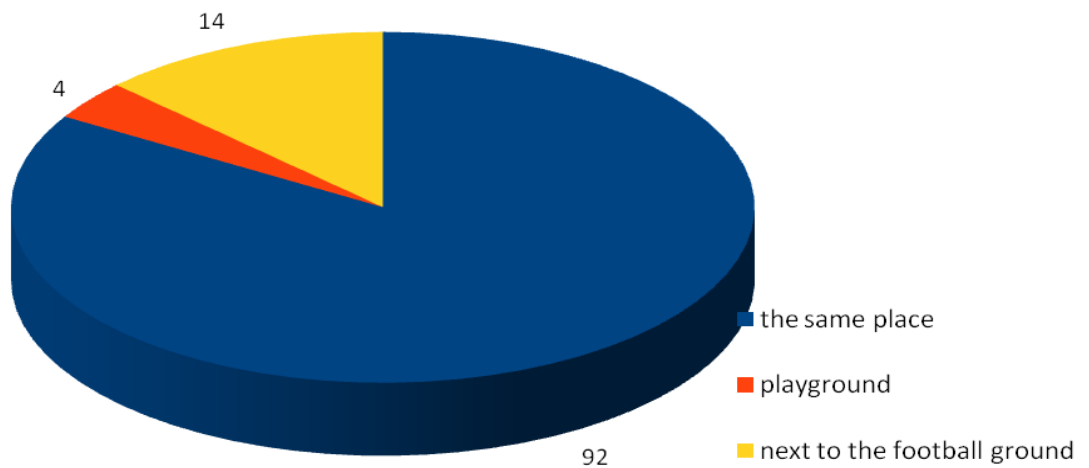
Q6: Do you think that the town of Stity need a new school gym?



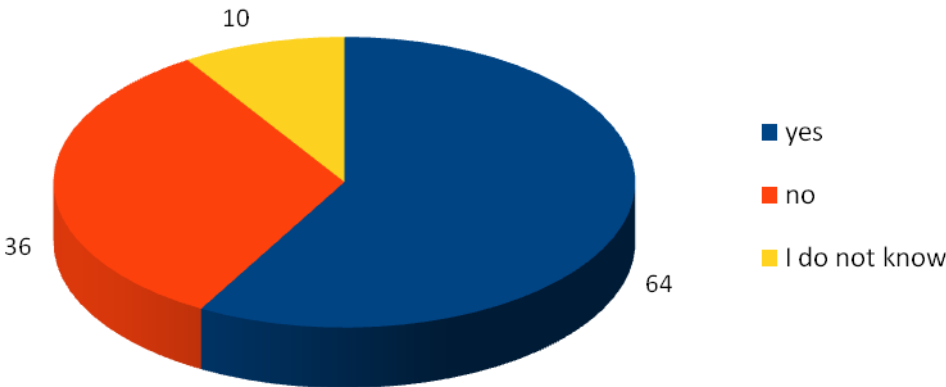
Q7: Do you think that it is realistic to raise funds for building a new school gym in the near future?



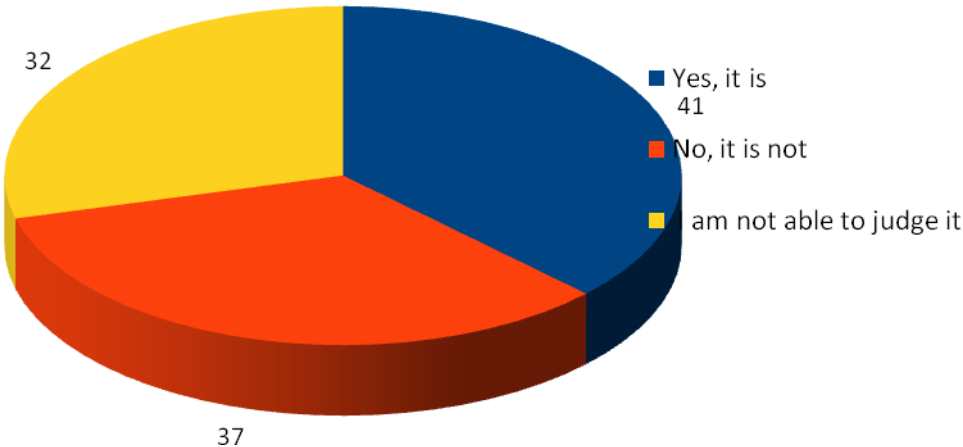
Q8: Which locality do you consider as the most suitable for potential construction of the new gym?



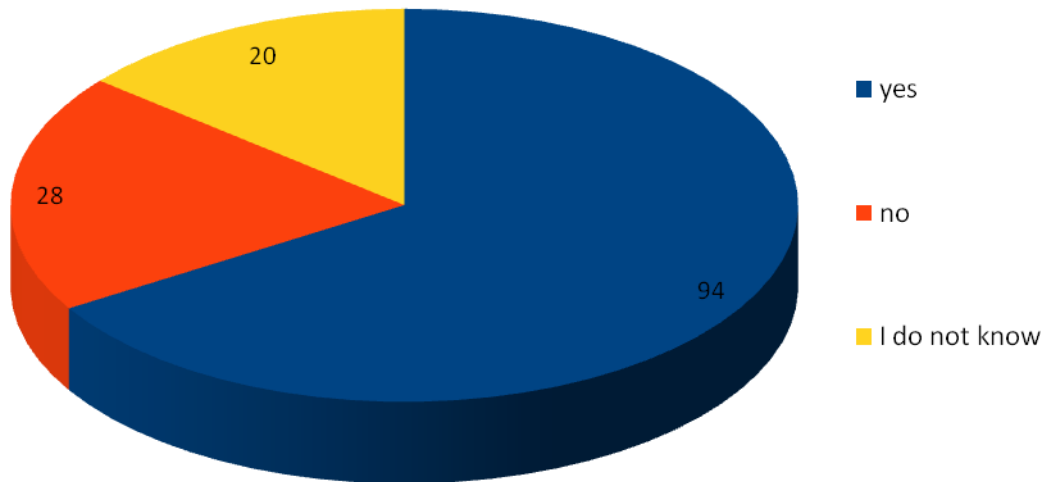
Q9: Do the local pupils deserve a new school gym?



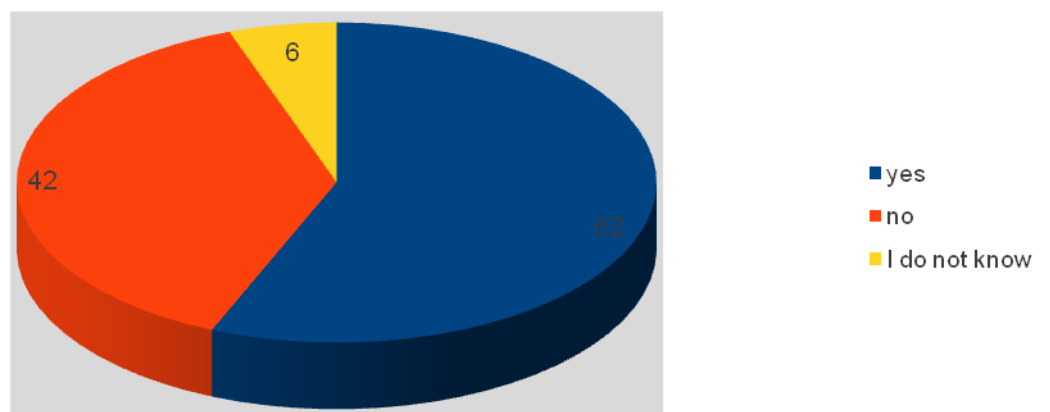
Q10: Is it possible to educate very talented pupils in the current school gym?



Q11: statement: The school gym is there to be used by sport clubs and public groups.



Q12: Do you think that the new sport possibilities would decrease misbehaviour among pupils and young inhabitants?



ANNOTATION

Jméno a příjmení:	Lukáš Doležel
Katedra nebo ústav:	Katedra anglického jazyka
Vedoucí práce:	Simon Gill, M.A.
Rok obhajoby:	2014

Název práce:	Škola a grantové projekty
Název v angličtině:	School and grant projects
Anotace práce:	Práce se zabývá grantovými projekty ve školství. Obsahuje přehled míst, kde je možné získat finanční prostředky. Jednotlivé fáze projektu a vhodný styl pro psaní jsou také rozebrány. Praktická část je založena na výzkumu, který byl proveden.
Klíčová slova:	škola, grantové projekty, získat finanční prostředky, žáci, obyvatelé
Anotace v angličtině:	This diploma thesis examines the topic of grant projects in schools. First of all, grant opportunities are mentioned in the theoretical part. Then, individual phases of grant projects are described. Finally, recommendations on appropriate writing style are included. The practical is based on a survey which was aimed to examine the opinion of inhabitants in the town of

	Stity and their view on this potential grant project.
Klíčová slova v angličtině:	School, grant project, raise funds, pupils, inhabitants
Přílohy vázané v práci:	1 – dotazníky, 2 - grafy
Rozsah práce:	88 stran
Jazyk práce:	Anglický