

Univerzita Hradec Králové
Pedagogická fakulta
Katedra anglického jazyka a literatury

Porovnání českého a britského školského systému

Bakalářská práce

Autor: Eva Schmidová
Studijní program: B7507 Specializace v pedagogice
Studijní obor: Anglický jazyk se zaměřením na vzdělávání
Společenské vědy se zaměřením na vzdělávání
Vedoucí práce: Mgr. Pavla Machová, M.A.,Ph.D.

University of Hradec Králové
Faculty of Education
Department of English Language and Literature

Comparing the Czech and British Systems of Education

Bachelor Thesis

Autor: Eva Schmidová
Studijní program: B7507 Specializace v pedagogice
Studijní obor: Anglický jazyk se zaměřením na vzdělávání
Společenské vědy se zaměřením na vzdělávání
Vedoucí práce: Mgr. Pavla Machová, M.A., Ph.D.



Zadání bakalářské práce

Autor:	Eva Schmidová
Studium:	P131301
Studijní program:	B7507 Specializace v pedagogice
Studijní obor:	Anglický jazyk se zaměřením na vzdělávání, Společenské vědy se zaměřením na vzdělávání
Název bakalářské práce:	Porovnání českého a britského školského systému
Název bakalářské práce AJ:	Comparing the Czech and British Systems of Education

Cíl, metody, literatura, předpoklady:

Bakalářská práce se zaměří na porovnání dvou školských systémů - britského a českého. V praktické části pak na základě drobného výzkumného šetření (např. dotazníku, pozorování apod.) budou uvedeny některé z konkrétních rozdílů či podobností týkajících se těchto dvou školských systémů. Práce bude psána v angličtině.

Průcha J.: Pedagogická encyklopedie, Portál 2009 Průcha, J.: Pedagogický slovník, Portál 2013
Bray, M., Adamson B., Mason, M. Comparative Education Research, Comparative Education Research Centre 2007
Education Act 2005 McQueen, H.: Roles, Rights, and Responsibilities in UK Education, PALGRAVE MACMILLAN 2014
Průcha, J.: Vzdělávání a školství ve světě, Portál 2012
Veteška, J., Tureckiová, M.: Kompetence ve vzdělávání, Grada 2008
Knotová, D.: Školní poradenství, Grada 2014
Hájková V., Strnadová, I.: Inkluzivní vzdělávání, Grada 2010
Moree, D.: Učitelé na vlnách transformace, Karolinum 2013
Valenta, M.: Přístupy ke vzdělávání cizinců v České republice, UPOL 2003

Anotace:

Bakalářská práce se zaměřuje na porovnání dvou školských systémů - britského a českého. V praktické části jsou pak na základě drobného výzkumného šetření (např. dotazníku, pozorování apod.) uvedeny některé z konkrétních rozdílů či podobností týkajících se těchto dvou školských systémů. Práce je psána v angličtině.

Garantující pracoviště:	Katedra anglického jazyka a literatury a oddělení francouzského jazyka, Pedagogická fakulta
Vedoucí práce:	Mgr. Pavla Machová, M.A., Ph.D.
Oponent:	Mgr. Michal Pištora
Datum zadání závěrečné práce:	27.11.2014

Prohlášení

Prohlašuji, že jsem tuto bakalářskou práci vypracovala samostatně a uvedla jsem všechny použité prameny a literaturu.

V Hradci Králové dne

.....

Prohlášení

Prohlašuji, že bakalářská práce je uložena v souladu s rektorským výnosem č. 1/2013 (Řád pro nakládání se školními a některými jinými autorskými díly na UHK).

V Hradci Králové dne

.....

Poděkování

Tímto bych ráda poděkovala vedoucí práce, paní doktorce Pavle Machové, za odborné rady, cenné připomínky, za čas, který mi věnovala, a především za její trpělivost při vedení této práce. Dále bych chtěla poděkovat respondentům, kteří si našli čas k vyplnění dotazníků. V neposlední řadě děkuji své rodině, která mě po celou dobu podporovala.

Anotace

SCHMIDOVÁ, Eva. *Porovnání českého a britského školského systému*. Hradec Králové: Pedagogická fakulta Univerzity Hradec Králové, 2016. 58 s. Bakalářská práce.

Tato bakalářská práce se věnuje vzdělávacím systémům v České republice a ve Velké Británii. V první části je popsána věda, komparativní pedagogika, která se zabývá právě srovnáváním vzdělávacích systémů. Další část se věnuje popisu jednotlivých vzdělávacích systémů v těchto dvou vybraných zemích. Nejdříve je uveden historický rámec, pak následuje popis důležitých institucí a dokumentů.

Za touto částí jsou pak uvedeny a popsány jednotlivé fáze vzdělávání (předškolní, povinné, vyšší střední a terciární vzdělávání). Konec této práce je pak věnován odpovědím, které byly získány na základě dotazníku. Hlavním cílem této práce je podat přehledný popis struktury organizace a fungování školství v komparovaných zemích s případným zmíněním rozdílností, či stejností týkajících se těchto dvou systémů. Práce je psána anglicky.

Klíčová slova: vzdělávací systém, Spojené království Velké Británie a Severního Irsku, Česká republika, komparace, školy

Annotation

SCHMIDOVÁ, Eva. *Comparing the Czech and British Systems of Education*. Hradec Králové: Pedagogická fakulta Univerzity Hradec Králové, 2016. 58 p. Bachelor Thesis.

This bachelor thesis deals with the education systems in the Czech Republic and in Great Britain. The first part is dedicated to the description of a science called comparative education, which covers the comparing of education systems. Next part concerns the description of individual education systems in both chosen countries. At first, historical framework is mentioned, then, the description of important intuitions and documents follows.

After this section, individual stages of education (pre-primary, basic, upper secondary and tertiary education) are introduced. The end of this bachelor thesis is dedicated to answers acquired through a questionnaire. The main aim of this thesis is to give a clear description about the structure concerning the organization and functioning of education in both compared countries, with a possible mentioning of differences or similarities concerning these two systems. The bachelor thesis is written in English.

Keywords: education system, United Kingdom of Great Britain and Northern Ireland, Czech Republic, comparison, schools

Contents

Introduction	11
1. Comparative Education	13
2. Education Systems	16
2.1. General Overview	16
2.1.1. Czech Republic	16
2.1.2. UK	16
2.2. History	17
2.2.1. Czech Republic	17
2.2.2. UK	18
2.3. Important documents	19
2.3.1. Czech Republic	19
2.3.2. UK	20
2.4. Funding	21
2.4.1. Czech Republic	21
2.4.2. UK	22
2.5. State administration (Important authorities)	23
2.5.1. Czech Republic	23
2.5.2. UK	24
3. Stages of Education	26
3.1. Pre-primary Education	26
3.1.1. Czech Republic	26
3.1.2. UK	27
3.2. Compulsory Education	28
3.2.1. Czech Republic	28
3.2.2. UK	30
3.3. Upper Secondary Education (Post Obligatory)	33

3.3.1. Czech Republic	33
3.3.2. UK	34
3.4. Tertiary Education	36
3.4.1. Czech Republic	36
3.4.2. UK	37
4. Questionnaire	40
4.1. Findings	50
Conclusion	52
Bibliography	53
List of Tables	58
List of Graphs	58
Appendices	I
Appendix A – Questionnaire	I
Appendix B – Detailed ISCED Levels	IV
Appendix C – Structure of the Czech Education System	VI
Appendix D – Structure of the UK Education System	VII

Introduction

Nelson Mandela once said: *“Education is the most powerful weapon which you can use to change the World.”* (Mandela, 2016 [online]) From this quote it is obvious that education is one of the most important tools which help us to live a better life and to create better future, both for us and for the next generations. In all countries education differs with regard to its content and in the functioning of each educational system (Průcha, 2006, p. 16). Nowadays, the human race could not exist without proper education.

The educational system is not a rigid system which would stay the same for centuries, but it is a living body that keeps changing and developing just as humankind does. Defined not only by its regulations, laws, curriculums and other documents, the educational system is shaped mainly by people and the era, which both have an essential influence on its structure.

And as people change, so does the education system. Therefore, it is essential and important to track the changes which are happening and compare them with changes in other countries in order to be inspired by them or to avoid them in case they are wrong and not beneficial.

One of the main reasons why I have chosen to compare the Czech and British education systems is that I think every future teacher who is going to teach English, either in schools or through private lessons, should have general knowledge about the organization and functioning of the British education system. And since we are citizens of the Czech Republic, every educated person should know the basic aspects concerning Czech education. Furthermore, the comparison of the education systems is one of the school-leaving exam topics in English, so it is essential for a future teacher to know a lot about individual education systems in order to have a general overview which will help him or her to get a deeper insight into the complex system such as education.

Another reason why I have chosen this topic is probably an interest in finding out how the Czech school system compares with that of the United Kingdom, which is one of the members of G8 and, generally, one of the most developed countries in the whole world. I wanted to know whether there are huge differences between our small country and the UK or whether the quality of education is similar in many aspects. I have chosen the United Kingdom of Great Britain and Northern Ireland for the comparison also because, as the Czech Republic, it is a member of the European Union and, therefore, seemed more suitable than, for example, the United States of America.

The first part of the thesis is about comparative education which is a pedagogical field that analyses and gathers information about two or more educational systems. The second chapter describes both educational systems compared from a general point of view, historical context, important documents, funding, and state administration. The following section focuses on the structure of each stage of education, where stages of pre-primary, compulsory, upper secondary, and tertiary education are mentioned. A questionnaire and its results are provided in the last chapter that has a more practical basis than the previous parts of the thesis.

The aim of this bachelor thesis is to give general information about the UK and the Czech education systems. The overview should help the reader better understand the differences and similarities, and thus help him or her get a better understanding of how both systems work and how they are structured. Included in the paper are the results from a brief questionnaire of Czech and English students which provide additional information such as the students' opinion and a closer observation of some of the aspects concerning these two school systems.

There are a lot of internet references in this thesis so a word entry, year and [online] are mentioned in brackets for a better orientation in the text. A reader can find the whole citation in the Bibliography. For instance, information like (Strategie, 2015 [online]) is used in the text. The whole citation in the Bibliography looks like this - Strategie. *Strategie vzdělávací politiky České republiky* [online]. 2016 [quot. 2016-06-18]. Available from: <http://www.vzdelavani2020.cz/narodni-program-vzdelavani-cr-bila-kniha.html>

1. Comparative Education

Every nation is unique. It is distinguished by its culture, religion, ethnicity and is also variously shaped in terms of its history. The same can be said of education, which is also diverse and influenced by many factors whether historical, social or demographic. That is why it is so important to gather and compare particular knowledge concerning education in each country as a source of inspiration or as a means of avoiding someone else's mistakes. Since the main aim of this thesis is to compare two education systems (the Czech and UK education systems), it is therefore appropriate to introduce an academic field called the international comparative education in this chapter.

Comparative education belongs among the fundamental pedagogical disciplines. Its origins can be traced back to ancient times. For instance, in his work *Cyropaedia*, Greek philosopher Xenophon of Athens described the education in a Persian community and he formulated some comparisons with the education of boys in Sparta at that time (Průcha, 1999, p. 22). Interest in this scientific discipline has flourished since that time.

The Renaissance and voyages overseas contributed considerably to this field. As the Europeans began to discover more and more places, they brought back many valuable things from these locations. Besides tangible things, they also brought priceless knowledge regarding the field of education. However, it was not until the 19th century that it became an academic and empirical field of study. Frenchman Marc-Antoine Julien de Paris is considered to be the founder of this field. He published *Esquisse et vues préliminaires d'un ouvrage sur l'éducation comparée*, where he describes the main principles of this field, which are used even today (Průcha, 2006, p. 29).

Comparative education flourished considerably in the 20th century, just as other academic fields, primarily due to modern technologies that enable better comparison and processing of data from empirical research. In the 20th century, international institutions, journals and societies also began to be established, and more authors began to publish various studies dedicated to this field.

Every author and theorist defines comparative education differently. There is a vast number of various definitions. In his book Průcha introduces Brickman's most accurate definition: "*Comparative education is an analysis of educational systems and issues in two or more countries, specifically in terms of their historical, socioeconomic, political, cultural, religious and other important factors. Comparative education is an interdisciplinary field of*

research that draws on sociology and economics of educational processes, on knowledge of their historical development and current education policy” (Průcha, 2006, p. 35).

Comparative education is becoming more and more popular since the findings from this academic field are used not only in education, but also in sociology, economy, psychology and other disciplines. Today, many foreign universities offer the opportunity of receiving a degree in this field. Different universities include individual institutes, departments and research groups which deal with the comparison of education systems. Nowadays, there are also many independent institutes and scientific societies. For instance, some of the most famous are the WCCES (World Council of Comparative Education Societies), CESE (Comparative Education Society in Europe) or EURYDICE (Information Network on Education in Europe).

The comparison of educational systems is dealt with at international meetings and conferences. For example, the 59th annual Conference of the Comparative and International Education Society was held in Washington, DC on 8-13 March 2015 (CIES, 2015 [online]). The field of comparative education is also supported by many projects under the auspices of UNESCO. And since comparative education is regarded as one of the pedagogical disciplines, it is possible to find out about comparisons from various publications concerning this topic, such as *Comparative Education*, *Comparative Education Review* or *European Journal of Education* (Průcha, 2006, p. 44).

Education indicators are regarded as the most reliable sources regarding educational systems in European and other countries. These indicators are quantitative indicators which reflect the characteristics, functioning and products of educational systems (Průcha, 2006, p. 48). The OECD (Organisation for Economic Co-operation and Development) is one of the institutes which publish these types of indicators. Other sources regarding comparisons are, for instance, *Key Data on Education in Europe* which are published by the European Commission, or project IEA (International Association for Evaluation of Educational Achievements). It *“is an independent, international cooperative of national research institutions and governmental research agencies. It conducts large-scale comparative studies of educational achievement and other aspects of education”* (IEA, 2016 [online]).

When comparing, some misunderstandings, which might be caused by a different meaning of individual expressions in each country, can occur. An expression can differ from country to country so it is necessary to use pedagogical dictionaries, of which many are on the market. For the purpose of better understanding and classification, the ISCED (*The International Standard Classification of Education*) was created under the auspices of

UNESCO. It includes a classification of levels of education so that they can be compared equally among countries. Currently the version ISCED 2011 is used when doing research; it replaced the former version ISCED 97. A simplified version of the individual levels can be seen in the attached chart. The more detailed description of this issue can be found in the Appendix B.

Pre-primary education covers the ISCED 0. The ISCED 1 (Primary) and 2 (Lower secondary) can be linked to compulsory education in both countries. Upper secondary is in the category the ISCED 3 and it is post-obligatory education (except for England). Tertiary education is connected to the ISCED 6, 7 and 8. The ISCED 5 (short cycle tertiary) can be found only in the UK.

Table 1: ISCED Levels (1997 X 2011)

ISCED levels	
ISCED 1997	ISCED 2011
0 Pre-primary (designed for children aged 3 years and above)	0 Early childhood education 01 Early childhood educational development (designed for children aged under 3 years) 02 Pre-primary (designed for children aged 3 years and above)
1 Primary (or 1st stage of basic education)	1 Primary
2 Lower secondary (or 2nd stage of basic education)	2 Lower secondary
3 Upper secondary	3 Upper secondary
4 Post-secondary non-tertiary	4 Post-secondary non-tertiary
5 First stage of tertiary	5 Short cycle tertiary 6 Bachelor's or equivalent level 7 Master's or equivalent level
6 Second stage of tertiary	8 Doctoral or equivalent level

(ISCED Levels, 2016 [online])

2. Education Systems

This chapter gives a brief overview of the history, important documents, funding, and state administration of both education systems. In each subchapter, the Czech system is mentioned first and followed by the British one (where the abbreviation UK is used).

2.1. General Overview

2.1.1. Czech Republic

The Czech Republic, with its capital city of Prague, is a parliamentary republic located in Central Europe. Its history can be traced back to the ancient times, but it was officially established as a self-governing state in 1993 after the break-up of former Czechoslovakia. The country has approximately 10.5 million inhabitants and its official and teaching language is Czech. As a member of many international organizations (EU, UN, NATO, OECD, etc.), the Czech Republic ranks among economically developed countries.

2.1.2. UK

The United Kingdom of Great Britain and Northern Ireland is unlike the Czech Republic an island country. Its political system is also different since it is a constitutional monarchy with a sovereign (currently Queen Elisabeth II.). However, the political power is in the hands of the government, which is headed by the prime minister. Collectively they are accountable for their actions to the UK parliament. These two countries also differ in the number of inhabitants, where Great Britain is six times larger than the Czech Republic.

Composed of four parts, the UK has officially existed since 1801 when Ireland joined the Union of Scotland and England (Morgan, 2009, p. 652). Like the Czech Republic, it is a member of various international organizations, such as the EU, UN, NATO, or OECD. But apart from that, it is also the head of the Commonwealth of Nations, which is *“a bloc of 53 states, which are either symbolically or really loyal to the British crown”* (Ottova encyklopedie A-Ž, 2004, p. 938).

It is necessary to take into account that the UK is composed of 4 historical countries (England, Scotland, Wales, and Northern Ireland). Every unit has devolved administration, which has also influence on the structure and functioning of education that is not fully unified and can vary in every part of the country. As a result, it is not possible to cover all of the nuances and various aspects related to these 4 units in this bachelor thesis. For instance, in

some parts only one country has been chosen to illustrate some of the aspects related to a discussed issue, or only some cases are mentioned.

2.2. History

2.2.1. Czech Republic

The education system has gone through many changes throughout its history. Some changes were positive and beneficial and then there were those which did not have a positive effect and which moved education a few steps back. Compulsory school attendance was introduced in 1774 by the Austrian sovereign, Maria Theresa, who contributed to the establishment of the *Studijní dvorská komise* (the Study Court Committee - a rudiment of today's Ministry of Education), besides other things (Vrabcová, 2008, p. 11). Education in the Czech Republic has a long-lasting tradition since the first university was founded by the king Charles IV as early as 1348.

Another important turning point was the time during the National Revival. In this period, there were considerable changes since the longing for the renewal of Czech as a teaching language was tightly connected to education. Many patriotic teachers strived for the implementation of Czech which was supposed to replace the widespread German language. This era was subsequently followed by “another period of darkness”, with repeated Germanization and national repression of Bach's absolutism, and Czech as a teaching language was not introduced until 1866 (Vrabcová, 2008, p. 28).

Czech education experienced another boom during the period of the First Republic. The Czech Republic belonged among the most developed countries in the whole world and this was reflected in the educational system. The formation of “experimental schools” is quite typical for this period. “Experimental schools” excelled in new educational processes, innovative approaches and in different concepts of education in general (Vrabcová, 2008, p. 48). However, all this came to an end with the occupation and World War II, during which educational development stagnated. After student demonstrations and Jan Opletal's funeral, all universities were closed down (UK, 2014, [online]). Universities began to function again after the end of the war. However, they did not function freely for long.

In 1948, the communist coup occurred and the newly established regime penetrated all spheres. Its official Marxist-Leninist ideology left its mark on the shape of the whole school

system. Education did not obtain a new impulse and shape until the fall of the regime (1989) and subsequent break-up of Czechoslovakia.

2.2.2. UK

Education in the United Kingdom as well as in the Czech Republic has gone through a complicated development and through many changes which cannot all be mentioned in this paper. That is why only some of the events which had essential influence on the form of the British education are introduced.

The first reference to educational institutions can be traced back to the times when this area was occupied by the Romans. But with the departure of the Romans, their culture and education left as well. So when in 597 Saint Augustine arrived in England, there were no schools. Besides the spreading of the faith, he devoted his time to establishing schools and churches (Gillard, 2011 [online]).

For many centuries, education was under the influence of the Church, which had the main monopoly over the area of education. As for the first university (Oxford University), it was founded a century before Charles University in 1249. A few decades later, the other well-known and prestigious university in Cambridge was established (1284). *“Later more independent schools began to open, for 'ruling class boys' who paid fees“* (Gillard, 2011 [online]). Later, these schools developed into public schools, which are institutions that have been operating in the UK until now. For instance, Winchester and Eton belong among the first ones established there.

Most changes in education took place during the 19th and 20th century (at a time when various Acts concerning education were issued). The speed with which the society was developing was also reflected in education. However, despite this fact, compulsory countrywide school attendance was introduced much later than it had been in the Czech Republic. It was not until the end of the 19th century. But its form, as we know it today, was established in 1972, when the age limit was raised to 16 years.

Until 1988, the only mandatory part of any school curriculum was religious education. However, this was changed in the aforementioned year when the Conservatives came up with the compulsory national curriculum, which applies to all pupils and students from state schools and which consists of 3 parts: English, Mathematics and Science.

2.3. Important documents

2.3.1. Czech Republic

One of the most important documents concerning the education in the Czech Republic can be found under the **Act No. 561/2004 Coll.**, on Pre-school, Elementary, Secondary, Higher and Other Education, the new education act, which came into force on 1st January 2005. The act has 18 sections and deals with different alternatives of education in the Czech Republic. The act defines the main aspects, such as what is education, or student rights and obligations as well. Furthermore, it contains definitions regarding various levels of education and funding of schools or it concerns various offences (MSMT, 2005, [online]).

Various regulations of The Ministry of Education, Youth and Sport influence the Czech school system as well. The functioning of universities in the Czech Republic is determined by the **Act No. 111/1998 Coll.**, where budgets of public universities are defined or requirements for acceptance to these universities are mentioned.

The Framework Education Programme (referred to in Czech as *Rámcový vzdělávací program* or *RVP*) is a project which was ratified in August 2004. Having been implemented step-by-step in a few waves, this two-stage programme is nowadays in force in the whole country. It defines specific goals, forms, length and compulsory content of Czech education. With regard to pre-primary, primary and secondary education, the programme also places high emphasis on key competencies and needs of children with special educational needs.

The Framework Education Programme is divided into educational areas, whereby each area corresponds with one or more subjects. Each school creates its own educational programme referred to as a School Education Programme (referred to in Czech as *školní vzdělávací program* or *ŠVP*), on which lessons at schools are based. The School Education Programme has to correspond with the Framework Education Programme, which serves as an education guideline. Both programmes are updated according to social changes and students' needs.

The National Education Development Programme, otherwise also known as the White Paper, is another project connected to the Czech school system. Published under the auspices of the Ministry of Education, Youth and Sport in 2001, this programme defines governmental goals and strategies regarding the development of education in the Czech Republic. The above-mentioned strategies reflect society-wide interests. The White Paper is an open programme, which means that it should be analysed regularly and revised according

to changes in society. 1. *Basis and prerequisites of the development of the educational system* 2. *Pre-primary, primary and secondary education* 3. *Tertiary education* and 4. *Education of adults* are 4 main parts in this programme (Strategie, 2015 [online]).

2.3.2. UK

There are many regulations and acts that govern the operation of the UK education system. The problem is that each part of the country has slightly different legislation and that is why regulations and acts can often vary. Some acts apply to the whole country (UK Public General Acts), but the rest is usually connected only to some parts of the country, e.g. Acts of the Scottish Parliament. In this section, only some acts, which serve to illustrate the diversity, are listed.

The first one that should be mentioned here is the **Childcare Act 2006**, which covers the area of pre-primary education. For instance, general and specific duties of local authorities concerning pre-primary education or the issue of childminders are mentioned there (Childcare Act 2006, 2006 [online]). In 2016, the new Childcare Act was introduced. It amends free childcare secured by The Secretary of State for children of working parents. It was increased from the original 15 hours to 30 hours in 38 weeks per year there (Childcare Act 2016, 2016 [online]).

Another important document is the **Education Act 2011**. It belongs to the UK Public General Acts, so it applies largely to the whole UK; however, there are sections which cover only England or Wales. It consists the following ten parts: *Early years provision*, *Discipline*, *School workplace*, *Qualifications and the Curriculum*, *Educational institutions: other provisions*, *Academies*, *Post-16 education and training*, *Direct payments*, *Student finance*, and *General*. Scotland and Northern Ireland have their own education acts.

Ježková *et al.* mention the Education Reform Act from 1988, which applies to England and Wales. It introduced the **National Curriculum** for all pupils and students aged 5 to 16, who attend state schools (Ježková, 2009, p. 76). The National Curriculum ensures that all students from state schools receive the same skills and knowledge. It lists subjects that should be taught and outputs which students should achieve in individual subjects. Furthermore, it includes and describes individual Key stages. The National Curriculum could be compared to Czech RVPs and ŠVPs since the Curriculum for primary education contains key skills and thinking skills which are similar to the Czech key competences (Kocourková, 2011, p. 17 [online]). Private (public) schools do not have to follow this curriculum. Scotland

and Northern Ireland have their own curricula. The Scottish one is called the **Curriculum for Excellence**, and Northern Ireland has the **Northern Ireland Curriculum**.

The area of Higher Education is also regulated by several acts. One of the most important is the **Futher and Higher Education Act 1992** “*that took Further Education institution from local authority*” and the **Higher Education Act 2004** “*that introduced changes in the system of financing of students – variable tuition fees*” (Ježková, 2009, p. 78). Scotland has its own **Futher and Higher Education (Scotland) Act 2005**.

A person can see that there is quite a big difference between the Czech legislation and the British one. In the Czech Republic, there is only one Education Act which covers pre-primary, basic, upper secondary, and further education and then there is Act No. 111/1998 Coll which covers university education. On the other hand, the UK has a plenty of acts that covers various aspects of education and issues associated with education.

The UK also issues White papers which are related to the field of education. For example, **The Importance of Teaching** was introduced under the auspices of the Department of Education. Prospective strategies, new approaches to the future, and also the changes concerning reforms, which are going to be implemented, are described in this document. **Education Excellence Everywhere** is another White paper. It is a relatively new document published in 2016. The title itself suggests the aim of this paper. One of the main points, which are discussed there, is that all state-funded schools should become academies, which means that local authorities will no longer be authorized to maintain schools.

2.4. Funding

2.4.1. Czech Republic

Funding of regional school systems is currently based on the number of students attending individual schools. Each region receives a sum of money, which must be then divided among kindergartens and various school levels of each regional school system. However, this method is no longer suitable since education in every region costs differently. In addition, the number and types of schools differ and so do the salaries for school staff in each region. Therefore, the government has been talking about a reform in this matter.

Public universities receive funding based on the decisions of the Ministry of Education, which obtains funds from the state budget. With regard to state universities, the situation is different since these schools receive funding from ministries which are their

founders (such as the Ministry of Defence and the Ministry of the Interior). On the other hand, there are also plenty of private institutions in the field of education. Private and religious schools are funded by the state through different grants for which they can apply. Another source of their incomes comes from tuition fees, profits from their own activities or from various gifts (Kotrlová, 2015, p. 24-25 [online]).

Education in the Czech Republic is part of the public sector and thus free of charge. Students do not pay any tuition unless they attend private schools. All expenses concerning their studies are paid by the state. Measures were implemented to prevent misuse of this system. For example, if a student from a university exceeds the maximum length of his or her studies (the length is defined by law) he or she must pay for the exceeding amount of time.

2.4.2. UK

“UK Government funding for the all three devolved administrations’ budgets (Wales, Scotland and Northern Ireland) is determined within spending reviews alongside departments of the United Kingdom and in accordance with the policies set out in the Statement of Funding Policy. Funds are allocated as a block grant and devolved administrations are free to determine how these block grants are allocated in their own budget“ (Funding, 2016 [online]).

Education in England is then financed through the central government. The majority of state institutions in this area are funded from public sources, which means by relevant ministries which are responsible for the particular areas. However, part of the finances comes from private sources. The actual allocation of money is the responsibility of local authorities, which allocated it as necessary.

With regard to higher education, every UK country decides about its funding on their own. The following institutions serve this purpose: Higher Education Funding Council for England, Scottish Funding Council, Higher Education Funding Council for Wales and the Department for Employment and Learning in Northern Ireland (Financing, 2016 [online]). A huge amount of finances in the public sector comes from tuition fees; schools also receive money for science and research through various grants (Funding, 2016 [online]). Other part of income comes, for instance, from donations and investments. International students who do not come from the countries of the European Union are also involved hugely in the funding of Higher Education since their tuition fees are usually higher compared to the tuition fees for UK students and students from the EU.

During their studies, students can apply for student loans through which they are able to pay for their studies. They start to repay the loan later when they have a job and are gainfully employed. Highly talented students can get a scholarship which can be either provided by the government or, for instance, by various organizations, foundations, and companies. In Scotland, a different system is implemented. If a Scot decides that he wants to study in Scotland, he does not have to pay any tuition fees. But if he wants to study somewhere else in the UK, requirements for the chosen area apply to him. So it means that the Scottish higher education could be compared to the Czech one since, as it has been already mentioned, Czech students do not have to pay for their studies at public universities either.

Schools operating in the private sector are funded from non-state sources, tuition fees, by various foundations or churches.

2.5.State administration (Important authorities)

2.5.1. Czech Republic

The administration of the Czech educational system is characterised by a high degree of decentralization. Individual authorities have a significant amount of autonomy where the powers are given by the ministry to regions, local administrations and individual educational facilities. The whole education system falls under the administration of the **Ministry of Education, Youth and Sport**. The main task of the ministry is to determine the educational policy, strategies for educational development and the creation of legislative norms. Lifelong education, scientific policy, research and development including cooperation in this field, science degrees, issues concerning children and the young, and physical education lie within the ministry's authority (Eurydice, 2008, p. 35 [online]).

The ministry's activities also involve universities. Based on the decisions made by the Accreditation Commission, the ministry endorses relevant study programmes or deals with the distribution of funds from the state budget and subsequently controls its proper use. But on the other hand, universities have been left with a great amount of autonomy. The Ministry sponsors many institutes, centres or institutions. Among most important are the National Institute of Technical and Vocational Education (NUOV), the National Institute of Further Education, the Centre for Evaluation of Educational Achievement (CERMAT) and many others.

The Czech School Inspectorate is also under the control of the ministry. This organization has a long tradition and history spanning many centuries. The first controlling institution (in Czech *Dvorská studijní komise*) was established in what is now the Czech Republic in the second half of the 18th century, specifically in 1759. Its main function was to manage and control the then Austro-Hungarian education system (Eurydice, 2008, p. 35 [online]). Nowadays, its main function mostly involves evaluation and inspection. It comprises 14 school inspectorates corresponding to regions and publishes an annual report with information about the situation and development of the Czech educational system.

2.5.2. UK

Decentralization, which means autonomy of each organization and institution, is quite typical of the UK. There is even greater autonomy in this area than in the Czech Republic. And throughout history, it has been increasing and individual authorities have been gaining more and more powers. This whole process is called devolution. *„Devolution in the UK created a national Parliament in Scotland, a national Assembly in Wales and a national Assembly in Northern Ireland. This process transferred, and continues to transfer, varying levels of power from the UK Parliament to the UK's nations - but kept authority over the devolved institutions in the UK Parliament itself“* (Parliament, 2016 [online]). And the area of education belongs to one of the most devolved powers.

There are plenty of institutions which deal with education but the most important ones are the departments of each national government. In England, it is the **Department of Education** (DfE), until 2010 known as the Department for Children, Schools and Families. It can be compared to the Czech Ministry of Education because it also covers pre-primary, primary education, and education of people who are under the age of 19. The sphere of science, further and higher education is then in the competence of the **Department for Business, Innovation and Skills** (BIS). And it is the **Welsh Government's Department for Education and Skills** (DfES) which forms basic strategies and directions in Welsh educational policy (Wales, 2016 [online]).

The **Cabinet Secretary for Education and Skills** and individual **Directorates** (e.g. the Scottish Government Learning and Justice Directorates) are important in the functioning of the Scottish education system. And in Northern Ireland, it is the **Northern Ireland Education Department** (DE), which influences pre-primary, primary and secondary education and the **Department for Employment and Learning** (DEL), which covers the

sphere of further and higher education (Ireland, 2016 [online]). However, local authorities have a lot of power themselves. For instance, they are responsible for providing a sufficient number of places for pupils in schools in their jurisdiction.

There are also plenty of controlling institutions in the UK. For example, the English **Ofsted** (the Office for Standards in Education, Children's Services and Skills), which is a non-ministerial department that “*inspects and regulates services that care for children and young people, and services providing education and skills for learners of all ages* (Ofsted, 2016 [online]).“ The evaluation of the quality of education in Wales is in the hands of **Estyn**. **Education Scotland**, Scottish Executive Agency of the Scottish government, is similar to Ofsted and Estyn. And the last one is **The Education and Training Inspectorate**, which secures services concerning school inspections in Northern Ireland.

The Universities and Colleges Admissions Service (UCAS) is a government agency through which students can submit their university applications. It also runs many different portals and databases that gather information concerning universities and colleges. Another institution, which is active in higher education, is **SEEC**. It takes care of the credit system called Credit Accumulation and Transfer Schemes (CATs), which is used by many institutions.

3. Stages of Education

Pre-primary, compulsory, upper secondary and tertiary education in both countries is mentioned in this chapter. The structures of both education systems can be found in the Appendix C and D.

3.1.Pre-primary Education

3.1.1. Czech Republic

Pre-primary education (ISCED 0), which mainly takes place in pre-schools, is an optional part of education. Predominantly intended for children aged 3 to 6, pre-schools may in some cases be attended by children who are older than 6 years old. This involves children who are given the one-year postponement of the compulsory school attendance.

Individual classes are formed either on the basis of age (4, 5 and 6 years old) or children are grouped heterogeneously. Pre-schools operate year-round, but their operation may be limited during July and August. This stage of education helps to balance developmental differences among children before they start attending primary schools, and it also helps to create some basic habits with regard to learning. Last but not least, it provides a social contact with children of the same age.

In the Czech Republic, there are schools which are public or private. Their level of quality differs considerably. After the regime change in 1989, there was a huge boom in this area. Since that time, it has been possible to establish private pre-schools, which are becoming more popular every day. However in most cases, parents need to pay relatively high monthly tuition fees.

Pre-primary education is free of charge only in the last year before the start of basic education. A child has the right to attend a pre-school and municipalities are obliged to enable these children to attend these facilities. Except for the last year of pre-school, parents have to pay a tuition fee, which is determined by the head of each pre-school. However, this is limited by regulations concerning pre-primary education. According to the statistics provided by Eurydice, the average amount of tuition in public schools established by municipalities, is CZK 352. The average monthly tuition fee for private pre-schools (a figure from 2014/15) amounts to CZK 4 198 (Czech, 2016 [online]).

There has been a growing problem concerning the capacity in pre-schools in the Czech Republic in the past few years. One of the possible solutions for this situation is referred to as

“**child groups**”. Child groups were officially enacted in 2014. They are an alternative to pre-schools and they can be attended by children aged 1 to 7. Child groups are easier to operate because of lower demands placed on its operators. For instance, hygiene requirements are not as strict as they are in connection with pre-schools and employees do not need to have teacher training. This option has a lot of critics who claim that it is an institution that babysits children for working parents rather than an educational institution (Dětské skupiny, 2016 [online]). Currently, 71 child groups are registered (MPSV, 2016 [online]).

3.1.2. UK

What the Czech Republic and the UK have in common is that the attendance in pre-primary educational institutions is not compulsory. But despite this fact, nurseries and other institutions are fairly popular. It is also probably influenced by the fact that maternity leave in Great Britain is shorter compared to our country. Small children have the option of staying home, or they can choose among various preschool facilities, with the variety of choices being certainly bigger and more diverse there.

All children aged 3 to 4 in England have the right to 15 hours of free nursery education. All children should have this opportunity for 38 weeks per year (Education, 2012 [online]). Parents must pay for the remaining hours, or they can apply for state contributions. They can choose between a various number of institutions, such as state nursery schools, nursery classes and reception classes within primary schools. Furthermore, they can choose nurseries from the private sector or childminders (Education, 2012 [online]).

A childminder is a person who gets money for taking care of other people’s children in their own houses for a period longer than 2 hours. In many cases, childminders are parents themselves. Applicants for these positions must be registered with the appropriate authorities. For instance, it is the Ofsted in England. Parents whose children have not reached the required age for the attendance in nurseries can send their children to crèches or playgroups, which are established by private initiatives. Another service which is, unlike in the Czech Republic, used is a foreign au-pair. Education in other parts of the country works similarly, however, certain nuances are obvious there.

Another interesting thing, which is not common in the Czech Republic, is a reception class (typical for England and Wales). It is the first year of full-time education for children aged 4 and 5 at a primary school which is not compulsory. This should help the child familiarize himself or herself with school environment and school work ease the following

transfer into compulsory education. Children learn the basics of reading, writing, Maths etc. Another aspect, which is different in the UK compared to the Czech Republic, is that there is no postponement of school attendance in the UK. There is always the effort to put a child into school at the age of 5. He or she is then given special care.

“In recent years, an emphasis is put on a closer link to compulsory education,” which leads to an increasing value being given to pre-primary education (Ježková, 2009, p. 50). Certain standards that relate to learning, development, and care for children younger than 5 years were set. Early Years Foundation Stage (EYFS) sets the standards for England, and they are binding for all the institutions providing pre-primary education, including childminders (EYFS, 2016 [online]). Scotland and Wales have their own standards.

It is The Early Years Framework for Scotland, and for The Foundation Phase Wales which *“has 7 areas of learning which are delivered through practical activities and active learning experiences both indoors and outdoors. The areas of learning are: personal and social development, well-being and cultural diversity, language, literacy and communication skills, mathematical development, Welsh language development, knowledge and understanding of the world, physical development, creative development* (Foundation, 2015 [online]).“ The other standards have slightly different areas.

3.2. Compulsory Education

3.2.1. Czech Republic

Pre-primary education is followed by basic education, which involves children aged 6 to 15. There is a nine-year compulsory school attendance in the Czech Republic. According to the ISCED, basic education covers primary education (ISCED 1) and lower secondary education (ISCED 2A). Basic education takes place in several types of school institutions. Studies at public schools are free of charge.

The majority of children start their basic education in the following school year (at the beginning of September) after reaching their sixth birthday. Studies in **elementary schools** are divided into two cycles. The first part lasts for 5 years and pupils are usually taught by one teacher (with the exception of subjects such as languages, PE or the Arts). After finishing this first cycle of studies, pupils can continue in their studies at an elementary school attending the 4 year-long second cycle to which they are transferred automatically. Subjects at this level are taught by more teachers according to their teaching qualifications.

Or after finishing the fifth grade or the seventh grade at an elementary school, it is possible to apply to eight-year or six-year schools called in Czech gymnasiums where it is necessary to pass entrance exams. The advantage of these types of schools is that students can continue their studies uninterrupted until the end of secondary education. According to Eurydice, less than 13% of students finish their compulsory education at **gymnasiums** (Czech, 2016 [online]). Attending an eight-year **dance conservatory** is another option, but applicants also need to pass talent entrance exams. **Special schools** or **remedial schools** were established for children who are in some way disabled. Lately, special schools are supposed to be shut down and the children from these schools are going to be included in “normal” schools. As mentioned above, teaching at these types of institutions, which provide primary and lower secondary education, follows relevant Framework Education Programmes that are specially designed for each type of school.

A teacher, who wants to teach, must have a university degree that entitles him or her to teach. Children’s progress is evaluated. The evaluation can be either in the form of a marking scale (in the Czech Republic the scale ranges from 1 to 5, whereby 5 is the worst mark meaning failure), in the form of a verbal evaluation or it is possible to combine these two types of grading. Throughout the school year, the grades are recorded in pupil’s books. Schools are obliged to maintain class registers for the purpose of inspection by the School Inspectorate and for general information about each class.

At the end of each term, a pupil receives a school report, which evaluates his or her performance. If a person receives the grade 5 at the end of a school year, he or she must retake an exam that will decide whether he or she is promoted to the next grade or whether he or she fails. A person can fail only once at each level of an elementary school. When finishing basic education, children do not need to pass any exams or tests. They receive the school report from the ninth grade (or from the corresponding grade of a gymnasium or a dance conservatory) which serves as the certificate of finishing basic education.

Pupils are divided into individual classes based on their age, however, it is possible that children of various age attend the same class at the first level of a basic education. This type of class structure is known as a small-class (author’s translation from Czech *malotřídní*) school and it is more common in small villages, where there are not enough children of the same age to make up one class. As for the number of elementary schools and the number of pupils, Eurydice asserts “*in the school year 2014/15 the registry of schools and school institutions lists 4 106 elementary schools attended by 854 thousand pupils and the average size of a school was 208 pupils*” (Organisation, 2016 [online]). Lately, there has been a

growing number of alternative schools such as the Waldorfor Montessori schools. The teaching at these schools is more dynamic which provides better possibilities and furthers the interests of each child.

The aims of basic education are defined in the school act: “*Basic education enables children to acquire the necessary learning strategies and thereby become motivated for lifelong learning, in order to learn to think creatively and solve adequate problems, to communicate effectively and to cooperate, to protect their physical and mental health, values and the environment, to be considerate and tolerant towards other people, different cultural and spiritual values, to recognize their skills and abilities and real possibilities, and to apply these together with learned knowledge and skills when deciding on their life path and their professional career*” (Zákon, 2004 [online]). Specific aims are then created at each school individually.

3.2.2. UK

The compulsory school attendance in Britain starts one year earlier than in the Czech Republic at the age of 5 (except for Northern Ireland, where it begins after reaching the age of 4). A lot of children attend reception classes before the beginning of compulsory education. Children finish compulsory education at the age of 16. In England, this limit was raised to the age of 18. As in the Czech Republic, it includes two stages – primary (ISCED 1) and lower secondary (ISCED 2). The division and the age of students (pupils) attending specific types of schools can differ in each historical country of the UK. However, the fact that every child has the right to free full-time education at a state school applies to all parts. If parents want, they can pay for studies at a school in the private sector.

Primary education in England is usually divided into 2 key stages. *Key stage 1* (sometimes referred to as an infant school) concerns children from the age of 5 to the age of 7, that is Year 1 and Year 2. In this period, children learn mainly reading, writing and basic Maths. This stage falls under *Foundation Phase* in Wales. *Key stage 2* (junior school) is for children from the age of 8 to 11 and it covers Year 3 and 6 (Ježková, 2009, p. 51-52).

Usually, there is no division between infant school and junior school in Scotland and Wales. Children at the age of 11 transfer to secondary education; conditions in Scotland are different, it is when they are 12 years old. There is another option in England. Children “*can make the transition via middle schools catering for various age ranges between 8 and 14*” (Education, 2012 [online]).

Pupils are divided into different Years according to their age. However, it is possible to find aged mixed education at some smaller schools, mainly at the period of Year 3 and 4. The organisation of a school year is different in every part of the UK. Generally, we can say that a school year starts in September (in Northern Ireland mid September) and is divided into 3 terms – “*autumn term, spring term and summer term each of which is divided into two half-terms separated by a half-term holiday*“ (Primary, 2016 [online]). Individual holidays can also vary. But what is similar in Northern Ireland as well as the Czech Republic is that the summer holidays have the same length (July and August). On the other hand, the UK differs, for instance, in terms of the length of the school day which usually starts at 9 a.m., which is one hour later than the usual time in our country. So it also means that it ends later in the afternoon.

To ensure that a person can work as a teacher in the UK, he or she must go through teacher training. There are three possible ways how to achieve this. The first one is through undergraduate teacher training, the second one is postgraduate training and the last one is employment-based teacher training (Kelly, 2009 [online]). Regarding the number of primary schools, figures concerning England or Wales are known. There are, for instance, 16,884 primary schools in England and 1,435 primary schools in Wales (figures from 2011) (Garner, 2011 [online]).

Student assessment during primary education differs according to every British country. For instance, pupils in England are assessed at the end of each Key Stage. These tests are called **SATs** (Standard Assessment Tests). Students are tested in reading, writing, mathematics and science in Year 2. At the end of Key Stage 2, tested areas include English, Mathematics and Science. Moreover, in Year 1 children must go through a **Phonics Screening Check**.

Otherwise, grading as we know it from the Czech Republic does not exist in the UK. Parents attend regular parent meetings, where they are given information about their child's progress and they are also informed via a written report at the end of each term. This report contains the level achieved in every subject, which is in accordance with the criteria of the national curriculum (Garnsworthy, 2015 [online]). Repeating a school year is also not common there. Children are promoted to the next grade automatically and if there are any problems, an effort is made to resolve them with additional help.

Lower secondary education follows primary education. It concerns children aged 11 (in Scotland 12) – 16. This stage of education corresponds to English *Key Stage 3* and *Key Stage 4*. We could say that it is a sort of parallel to the second stage of Czech primary

schooling. Ježková *et al.* mention that from the point of long-term development, three types of secondary schools (called the **Tripartite System**) have existed in this area. The schools are grammar schools, secondary modern schools and junior technical schools. Nowadays, most regions have only one united model called comprehensive schools which unite all three preceding types and which accept children of all abilities (Ježková, 2009, p. 57).

However, Irish (meaning Northern Ireland) grammar schools providing general education still exist. When a child wants to be admitted to these institutions, he or she must pass an exam called **11+**. This exam is still valid for those places where the Bi- or Tri-Partite System is still functional (Ježková, 2009, p. 58). In some parts, academies still exist. They are state-funded schools financed directly by the ministry. This clearly shows that the division is again quite complicated and, moreover, various school institutions have different names. For instance, high schools are common in Scotland but in other parts this name is not usually used.

At the end of this stage, students are again assessed using a series of exams. **GCSEs** (General Certificate of Secondary Education) are used in England, Northern Ireland and Wales. Students are usually tested from 8 to 10 subjects, which must contain Maths and English. They are evaluated on an eight-point scale (from A*-G). *“Candidates who fail to reach the minimum standard for grade G are recorded as ‘U’ for ‘unclassified’ and do not receive a certificate”* (Assesment, 2016 [online]). The system of assessment is completely different in Scotland. Students at the age of 16 are tested and they receive **National Qualifications** (NQ). NQs replaced former Standard grades. In both cases, students can either continue in their studies, or they can enter the labour market.

Children in the UK can choose between schools maintained by local authorities, which are state schools financed by the government. They can attend private schools where it is necessary to pay for education. These are, for instance, preparatory schools, which provide primary education and prepare students for UK public schools.

Public Schools (typical for England and Wales), sometimes also called independent schools, are institutions providing secondary education to students aged 11 or 13 to 18. They are usually very prestigious and expensive. Some of the most well-known are Eton College, Rugby School, and Winchester College. Public schools are usually also boarding schools where students both live and study. Some boarding schools are intended only for boys or girls. However, co-educational (co-ed) boarding schools for both genders exist as well. According to the British Council, there are *“2,600 independent schools in the UK, educating around*

625,000 children and teenagers (6.5% of the total number of school pupils in the UK)“ (Education, 2015 [online]).

Another thing which differs from the Czech Republic is the use of school uniforms which is typical for the UK. Each school decides about its uniforms. However, it must bear in mind that uniforms cannot discriminate based on gender, sexual orientation, disability, race or belief (Uniform, 2015 [online]). In case that a student or pupil does not wear a uniform several times, he or she can even be expelled.

3.3. Upper Secondary Education (Post Obligatory)

3.3.1. Czech Republic

This category of education generally corresponds to ISCED 3. This type is optional but despite this fact a large majority of citizens attend institutions of secondary education. The condition for admission to this stage of education is the successful finishing of basic education and passing of entrance requirements of the school to which the person is applying. As in the previous stage, students are evaluated at the end of each term as they receive a school report. Contents of each type of school is defined in individual RVPs. Differing in their structure, length of attendance and way of finishing, there are more school institutions that offer secondary education in the Czech Republic. **Gymnasium** is one of them.

Gymnasiums offer its students a complete general education, which finishes with the school-leaving exam. They usually serve as training for further studies at universities or tertiary professional schools. It is possible to attend the previously mentioned eight-year or six-year gymnasiums (which partially fall under basic education) or four-year gymnasiums, which follow basic education.

Another type of school included in this section is the **secondary technical school**. The duration of studies is the same as in the case of gymnasiums and amounts to four years. After finishing, students receive full secondary vocational education, which ends with the school-leaving exam in Czech called **Maturita**. In 2008, there was a change in the Education Act with regard to the school-leaving exam, which had gone through a reform. Currently, the new school-leaving exam consists of the school part, which is in the competence of each school and of the state part, which is guaranteed by the state and is the same for everyone (Maturita, 2016 [online]). In the state part the Czech language is compulsory and then students can choose either Mathematics or a foreign language. Mathematics exam is in the form of a

written test but in the case of languages (both Czech and foreign) a person must complete a didactic test, a written work and an oral exam. The school-leaving certificate is then a condition for admission to a university or a tertiary professional school.

A student can receive secondary education also by studying at a **conservatory**, which provides education in the field of music, dance, singing, musical dramatic art and piano tuning (Eurydice, 2008, p. 123). Studies at a conservatory, just as multi-year gymnasiums, partly involve basic education. **Secondary vocational schools** are also a part of secondary education. They offer apprentice programmes that usually last for three years and at the end a student takes an exam, based on which he or she receives an apprenticeship certificate. Students from these schools usually do not continue in their studies and enter the labour market. However, those who want to continue their education can attend two-year follow-up study, which ends with school-leaving exam (MV, 2016 [online]).

As in the case of basic education, the purpose of secondary education can be found in the Education Act: *“Secondary education develops knowledge, skills, abilities, attitudes and values obtained through basic education, which is important for the personal development of an individual. It provides students with general education that has a broader content or with technical education combined with general education, and it reinforces their value. Further, secondary education creates preconditions for a full personal and civic life, for gaining independent acquisition of information and lifelong learning, for the continuation of subsequent education and training for a job or a working activity”* (Zákon, 2004 [online]).

3.3.2. UK

This stage does not belong to compulsory education (except for England). Generally, it can be categorised under ISCED 3 and usually takes two years (from the age of 16 to 18). Those students who in the previous stage chose further education have plenty of options that include various types of schools and different institutional alternatives of further education. Students can continue their studies in a secondary school which provides this form of study or they can transfer to another secondary school. They also have the option of choosing among various types of colleges. Students are accepted based on their GCSE results. The exception may be private schools (also known as public or independent schools) which can require entrance exams.

There are several ways how to complete this stage of education. Students who wish to continue their studies at universities take examinations called **A Level** (General Certificate of

Education in Advanced Level), which are somewhat comparable to the Czech Maturita Exam, with the difference being that the nation-wide exams in the UK are only in the written form. This exam is required for admission to university since some schools may require their applicants to take advanced level examinations in specific subjects (Ježková, 2009, p. 60). Students usually choose three or four subjects, from which they are tested. Education leading to this certificate may be gained at more schools; one of them is, for example, Sixth Form College.

At some schools, this type of examination is being gradually replaced by newer exams. One of them is called **Pre-U** (from Pre-University), and it was developed in Cambridge. It is an alternative to A Level and again suitable for those who want to study at universities (Ježková, 2009, p. 124). **International Baccalaureate Diploma** or **BTEC** (Business and Technology Education Council) school leaving qualifications are other alternatives in this field.

The above-mentioned exams and qualifications are rather academic in nature and for those who want to continue with their studies. But in the UK, there are plenty of schools offering different courses which provide qualifications that are more practical. These are various technical schools and colleges (**Further Education Colleges**), which offer a number of courses leading to vocational qualifications. In England, Northern Ireland, and Wales, they are called **National Vocational Qualifications** (NVQs); **Scottish Vocational Qualifications** (SVQ) are received in Scotland. NVQ is divided into 5 levels and is not limited by age.

As mentioned at the beginning of this part, the system in England works a little bit differently. Students are obliged to educate themselves until they are 18 years old, and they can “*stay in full-time education, eg. at a college, start an apprenticeship or traineeship, work or volunteer (for 20 hours or more a week) while in part-time education or training*” (Age, 2016 [online]). An apprenticeship involves learning a craft. In reality, individuals work for their employer, they receive money for their work and also study theoretical aspects. A traineeship works similarly but it is not so demanding, and therefore it is intended for weaker students (Garnsworthy, 2015 [online]).

As in the previous stage of education, Scotland has a different system of education and assessment as well. Scottish students continue with their studies and they pass school-leaving certificate exams called **Highers** or optional Advanced Highers. Passing the Higher is the requirement for being accepted to university.

At the end of this section, it should be noted that this part is, compared to the Czech school system, much more complex.

3.4. Tertiary Education

3.4.1. Czech Republic

This category of education follows secondary education and takes place either at tertiary professional schools (partly at conservatories) or at universities. In order to progress to tertiary education, it is necessary to successfully complete the school-leaving exam and to fulfil the requirements of an entrance examination whose form is decided by each tertiary institution.

According to the ISCED scale, tertiary education is divided into the ISCED 6, 7 and 8. The ISCED 6 and 7 involves universities, namely bachelor programmes and master programmes. This stage is more theory-based and designed to “*provide sufficient qualification for entry to higher scientific-research study programmes and to professions with high qualification requirements*” (Koucký, 2011, p. 18). The ISCED 8 involves doctoral studies offered by tertiary institutions similar to universities (Koucký, 2011, p. 18).

Tertiary professional schools are relatively young institutions. Students have been attending them since 1995, when they replaced the postsecondary studies and were implemented into the education system through an amendment of the Education Act. Students deepen their knowledge from a secondary school and increase their qualification. Practical training for a future job is also part of the studies (MV, 2016 [online]). Students usually attend these schools for three years and then they have to pass a school-leaving examination referred to in Czech as “*absolutorium*”, which comprises an exam from chosen subjects, a practical exam and it is also obligatory to write and defend a paper. After finishing, students receive a degree referred to as *Dis.* which means a certified specialist and it is mentioned after a surname. Students can continue in studying at university but they do not have any advantages and they have to pass all the entrance requirements as other students do.

Unlike tertiary professional schools, **universities** have a long tradition lasting for many centuries. The oldest university in the Czech Republic, Charles University, has been educating its students for more than 650 years. There are universities which are public, state and private. Studying in Czech at public and state universities is free of charge, at private schools students must pay tuition that is set by each university individually.

Public universities can be divided into university and non-university types; they differ in that the university types “*besides educational activities, must also perform activities in the*

field of research, science and development” (Životní podmínky, 2015, [online]). Universities offer on-campus or distance learning or a combination of both forms of studies, and potential applicants can choose from bachelor’s, master’s and doctoral programmes (this type is offered only at institutions of the university type). After successfully defending their bachelor thesis and passing state exams, students obtain a bachelor’s degree abbreviated in Czech as Bc., which is presented before a person’s name.

Students of master’s programmes have to defend their dissertation and, of course, pass state exams, and then they obtain degrees such as Mgr., Ing. (technical and economic study branches), MuDr, etc. These degrees are also always placed before a person’s name. Master’s programmes can last either for two years following bachelor studies or they can be continuous five-year programmes (six years in the case of medicine). Afterwards, graduates can continue and pass a PhD oral exam, part of which includes a defence of a PhD thesis in order to become PhD.

The head of a university is the rector. A university is usually divided into faculties, where each faculty has its dean, and faculties can be further divided into departments. An academic year is split into a winter and summer semester. An exam period begins after the end of each semester. *“The success rate at universities is controlled by scoring or by the amount of credits. Grades are registered in the study record”* usually in an electronic format (Eurydice, 2008, p. 174).

University education can be provided only by those institutions which have accredited educational programmes. This lies within the competence of the ministry which needs the consent from the Czech Accreditation Commission. This institution *“takes care of the quality of higher education and carries out comprehensive evaluation of the teaching and scientific, research, development and innovative work, artistic or other creative activities of higher education institutions”*, and it comprises 21 members named by the government (Mosazná, 2015 [online]).

3.4.2. UK

As mentioned above, tertiary education follows upper secondary education, and it is usually for students who are at least 18 years old. In the United Kingdom of Great Britain and Northern Ireland, this stage of education is called Higher Education and it is again provided by several institutions, mainly universities and colleges. It covers also the ISCED 6, 7 and 8 and, furthermore, the ISCED 5, which is connected to a stage called short cycle tertiary

education. *“In all four parts of the United Kingdom, higher education institutions are autonomous self-governing bodies which offer degrees by virtue of their own degree awarding powers or the degree awarding powers of another institution”* (UK, 2016 [online]). It is therefore obvious that this part is not supervised by the government and the state does not control university and college syllabi. According to statistics provided by the British Council, in 2012-13, 2.3 million of students studied at institutions of higher education (Higher, 2016, p. 3 [online]).

Unlike tertiary education in the Czech Republic, the structure in the UK is more complicated and contains various degree programs, which can be studied. On that account, only a simplified structure of higher education is described here. In general, higher education can be divided into two levels, **undergraduate level** and **postgraduate level**. Undergraduate level follows the completion of higher-secondary education.

The most common degree which can be obtained at this level is a bachelor's degree. A person can become a bachelor after three years of studies (in Scotland after 4). **Bachelor's degrees** awarded in the UK include, for instance, Bachelor of Arts (BA), Bachelor of Education (BEd) or Bachelor of Science (BSc), which is not the case in the Czech Republic. These degrees can be awarded either with honours or without honours (referred to as an “ordinary” or “pass” degree), which is given to students who instead of 360 credits have at least 300. Another insignificant difference is that titles are usually placed after a person's name, not before it. Nowadays, some universities and colleges at this stage offer an undergraduate master's degree programme lasting four years.

However, there are qualifications in the UK, which carry less weight than the bachelor's degree and are usually awarded after two years of studies and in some cases even after one year. They are suitable for those who are working and need more flexibility. A **foundation degree**, which was introduced quite recently (2001), is one of them. It is a vocational qualification which allows an individual to obtain a degree Fd, which is followed either by a letter A, standing for Arts; or by Sc meaning Science. Other vocational qualifications include, for instance, Diploma of Higher Education (DipHe) or Higher National Diploma (HND).

The undergraduate level is followed by the postgraduate level. This level includes **master's degree programs** which usually take from one to two years. It can be either in the form of normal learning or in the form of research, which is conducted under the supervision of a university teacher (the combination of both is also possible) (Ježková, 1996, p. 95). At the end, a person is awarded a degree called Master, which is again followed by the

abbreviation of a studied field. The most common master's degrees are MA, (Master of Arts), MBA (Master of Business Administration), MSc (Master of Science), MArch (Master of Architecture) and MEd (Master of Education).

The study of medicine or veterinary medicine takes longer, which is also the case in our country. It is possible that, for historical reasons, the graduates of these programs are awarded the titles of Bachelor of Veterinary Medicine or Bachelor of Surgery, however, these degrees fall under postgraduate education. As in the case of undergraduate education, postgraduate diplomas and qualifications exist.

The most advanced type of degree programs are **doctoral programs**. These usually last from three or four to seven years, and students are no longer given credits. The most common doctoral degree is PhD (Doctor of Philosophy), which is also awarded in the Czech Republic. It is awarded for *“for the creation and interpretation of new knowledge, or application of existing knowledge in a new way, at the forefront of an academic discipline (e.g. in arts, social sciences, business, humanities or science subjects) (England, 2016 [online]).”*

The head of a college or a university is a chancellor or vice-chancellor. Some schools can have both posts. He or she *“is responsible to the Board of Trustees for the organisation and conduct of the business of the University (London, 2016 [online]).”* Other important bodies are the senate which holds the academic power and the council which is the governing body. A university in the UK is often divided into colleges that focus on specific fields of study. Colleges are governed by universities, but at the same time they are self-governing institutions. However, the division into faculties can be also seen.

This stage of education also contains the **Open University**, which offers distance learning. It is one of the largest providers of tertiary education in the whole world since people from every country can study online there. Studies involve individual modules, and it is even possible to be awarded a doctorate at this university. The Open University is also well-known for its research.

Individual degrees are not awarded nationwide in the UK but *“the power to award degrees is regulated by law and the national authorities only recognise institutions (known as recognised bodies) which have been granted degree-awarding powers by a royal charter or by Act of Parliament (Higher, 2016, p. 4 [online]).”* British as well as Czech students, receive credits. For each degree, a person must receive a specific number of credits.

4. Questionnaire

This chapter provides the practical part of this thesis, and it is based on data obtained from the questionnaire, which was distributed in both countries compared. The questionnaire was aimed at a group consisting of people attending upper-secondary education. A random sample of 50 respondents, regardless of gender, was selected in both countries. The questionnaire consists of 12 multiple choice questions, and its English version is attached as Appendix A. The questionnaire was distributed using social media. A trustworthy English person known to the author of the thesis was approached and asked to share a link to the questionnaire in the UK.

The first six questions focus more on upper secondary education and on conditions concerning particular schools attended by the respondents. The other section focuses more generally on some aspects connected to the chosen topic. Since this is a random and anonymous selection, there is a chance that some of the data from this brief survey may be distorted. The author is aware that it cannot serve as a base for valuable conclusions. Therefore, the aim of this chapter is to complement the theoretical part and illustrate the respondents' opinions.

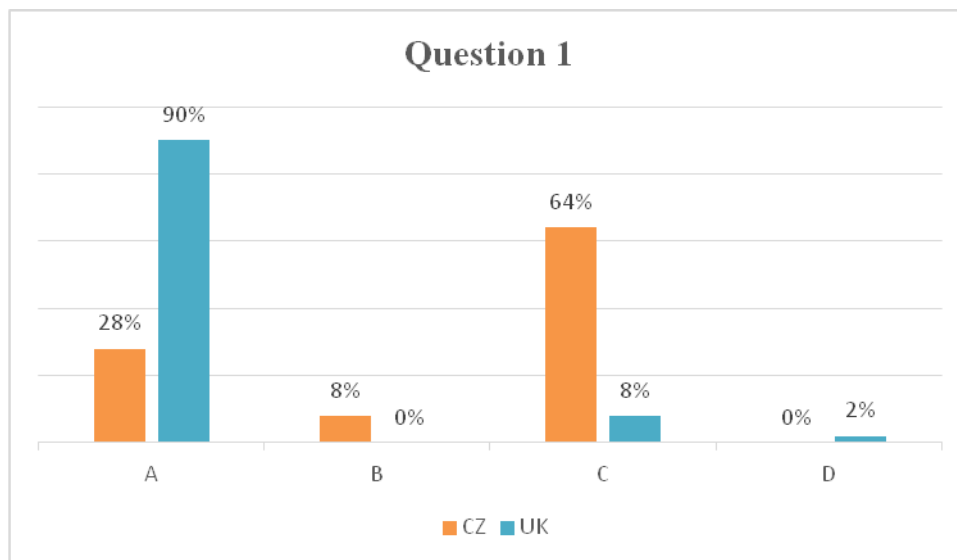
Each question in the questionnaire is in the form of a headline. It is followed by individual answers and a figure is given representing how often the option was selected. . For the purpose of better arrangement, the data were converted into percentages, and they are depicted in graphs, which help the reader gain a better understanding. The graphs depict the answers of Czech respondents in orange and the abbreviation CZ is used. A blue colour covers the UK part.

Question 1 - *What is the most common way of testing in your school?*

This question has been asked because in each country the way of testing differs. For instance, during their Maturita Exams, Czech students must pass written tests first, and only then can they continue with oral examinations. On the other hand, the UK GCE A Levels consist of written tests only. Also, testing during normal lessons is different in both countries.

The option that the most common way of testing used is a written test was chosen by 28% of the Czech respondents. The number in the UK was significantly higher (90%), and it points to the fact that students' knowledge in this country is predominantly evaluated through this method. The second option, oral examination, was circled by 64% of the Czech students,

and it was the most frequent answer on the Czech side. By contrast, only 8% was the figure connected to Great Britain. Nobody from the Czech students liked the last answer, which suggested that students are not tested at all. And also only insignificant amount of people from the UK decided to choose this option (2%).

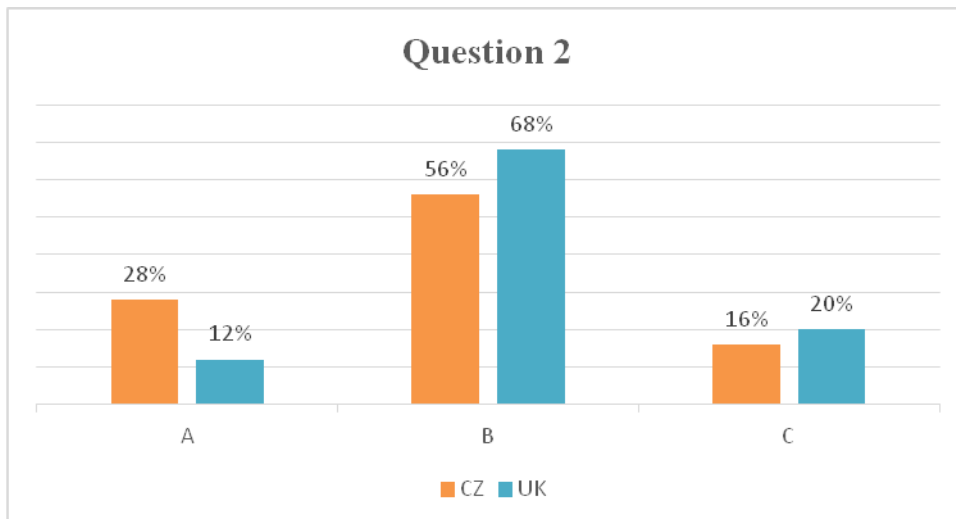


Graph 1: Question 1

Question 2 - *In general, do you think that students are being adequately prepared for final exams (Czech Maturita Exam, UK GCE A Levels)?*

The Czech Maturita Exam and GCE A Levels can somehow be compared because both exams are necessary in order for someone to advance to tertiary education. Study and individual preparation for these exams are vastly different. Students in the UK choose the subjects in which they are going to take their “finals”, and they decide about this at the beginning of this education stage. So this means that they usually study only 3 or 4 chosen subjects. On the other hand, Czech students must attend many various classes (lessons). They do not just focus on the subjects in which they are taking their final exams. However, they can often attend different seminars that should help them in this matter.

The first option, i.e. that they are not prepared at all, was picked by 28% of the Czechs and 12% of the British. Regarding the Czech conditions, it was more than one quarter of the students, which is quite a surprising figure. Apparently, the answer B (yes, but the situation could be better) was the favourite option in both countries. The last option, which was connected to a sufficient preparation, satisfied 16% of the Czechs. And it was 20% in the UK.

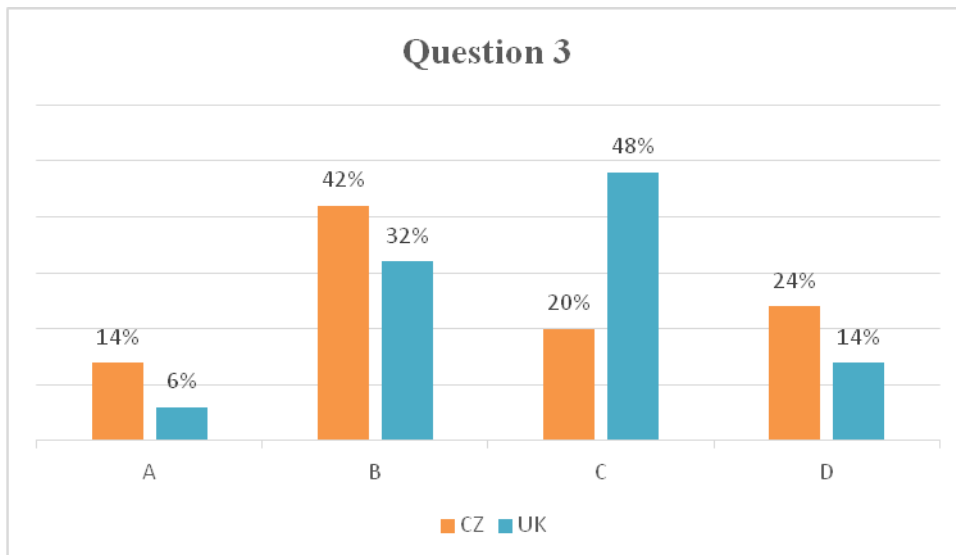


Graph 2: Question 2

Question 3 - *Are you planning to continue in your studies after finishing your finals?*

As part of various surveys, there are often data included concerning, for example, how many students finished each level of education or how many students continue further in their education and other data. The Czech Ministry of Education, Youth and Sport mentions a figure from 2011 in its brochure when there were 392,429 students in the area of higher education (Gergelová, 2012, p. 6). The HESA (Higher Education Statistics Agency), an institution providing information about UK universities and colleges belonging to Higher Education, provides a number of 2,266,075 students (2014/15) (Headline statistics, 2015 [online]). This finding leads to the question regarding the number of students who are planning to study at universities or other tertiary education institutions.

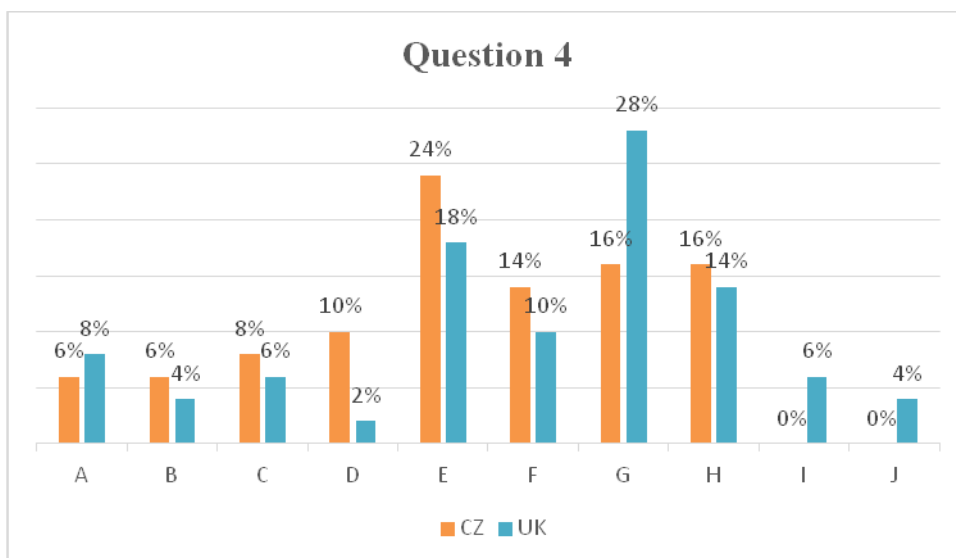
The first option was chosen by 14% and 6% of the respondents, i.e. that they have already applied for tertiary education. Most of the Czech respondents (42%) chose probably yes, which was the second option. The figure concerning the UK was 10% lower. The most common UK answer was the third one, which was associated with a negative response. By contrast, this option was not so frequent in the Czech Republic. It was picked by 20% of the students. The option that the respondents have not thought about it yet was chosen by 24% and 14% of the respondents from both countries. It is quite obvious from this question that the majority of the Czechs questioned would like to continue with their studies, and almost half of the British students would like to start working.



Graph 3: Question 3

Question 4 - *If you should rate the quality of education at your school, choose from 1 to 10 . (1 = absolutely terrible, 10 = absolutely great)*

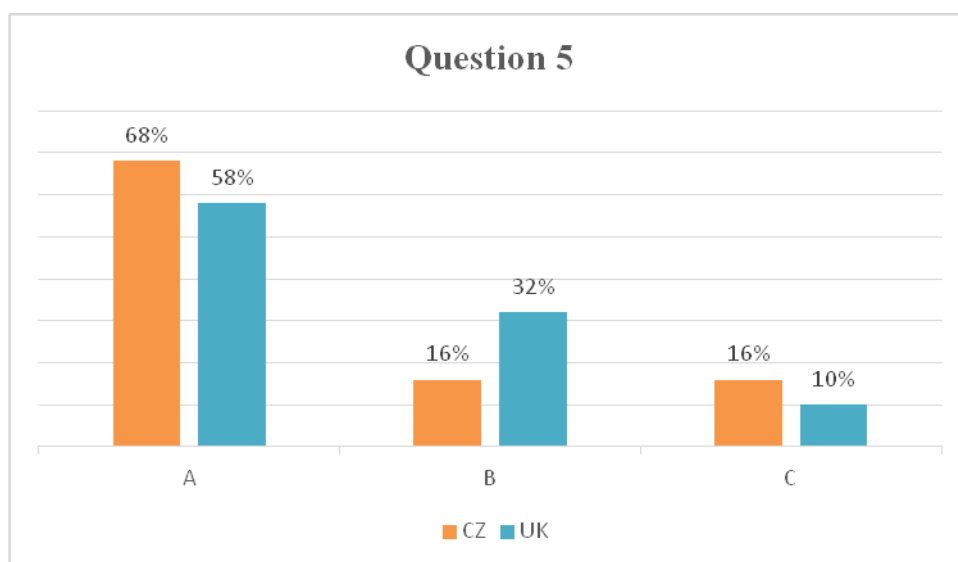
This question serves to illustrate how the respondents are satisfied with the quality of education in specific institutions of upper-secondary education. The most common Czech rating was 5, which can be regarded as average. Individuals in the UK were much more satisfied since the common rating was 7, and in general, they chose more positive options than the Czech students did.



Graph 4: Question 4

Question 5 - *Do you use interactive boards in your classes?*

Together with the development of technologies, new gadgets and equipment, such as tablets or interactive boards, are used in education. That is why the question connected to interactive boards, which are becoming more and more popular, has been included. The responses show that interactive boards are not used or have not been installed at some schools since 84% of the Czech students selected either that they use classroom projectors only or that they do not use anything like that. In the UK, the situation was quite similar with a 68% total. The remaining number of UK respondents (32%) chose the option that they use interactive boards all the time. The Czechs use them less according to their answers.



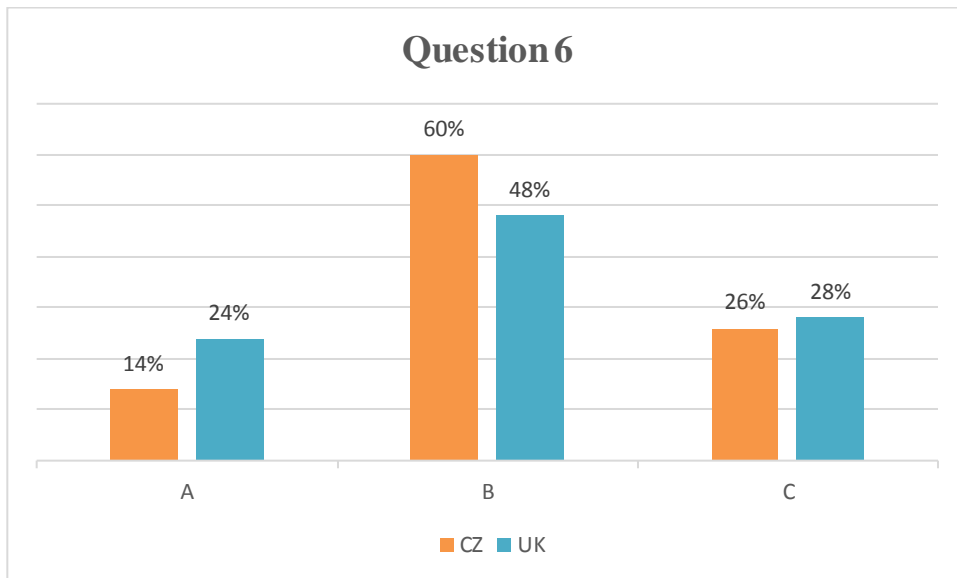
Graph 5: Question 5

Question 6 - *Do the teachers at your school have the abilities to do their job properly?*

The quality of education depends largely on people, mostly teachers. Students often decide about going to university and their future career according to their lessons with teachers and how interesting these lessons are. And this is the teacher's job. So it is appropriate to ask a question concerning teachers' abilities.

The most frequent answer in both countries was the second one, i.e. most teachers do not have the abilities and should therefore be fired. The Czech respondents were even more dissatisfied with their teachers than the UK ones since 60% of them chose this options (it was 48% in the UK). In general, this fact is quite unsettling and serious. Only 14% of the Czech

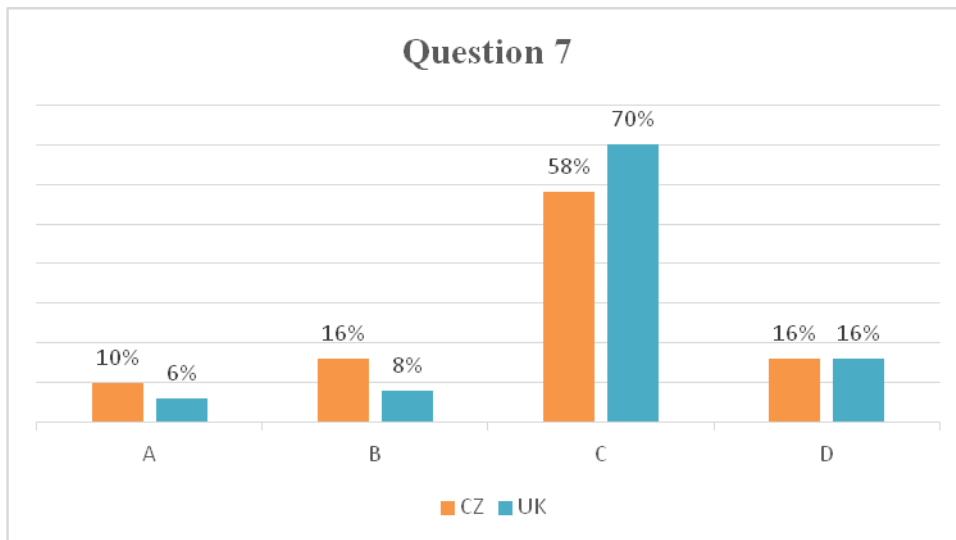
and 24% of the UK students think that most teachers have the proper abilities. The rest selected the option that half of the teachers have the abilities.



Graph 6: Question 6

Question 7 - *When is the proper time to start a school day?*

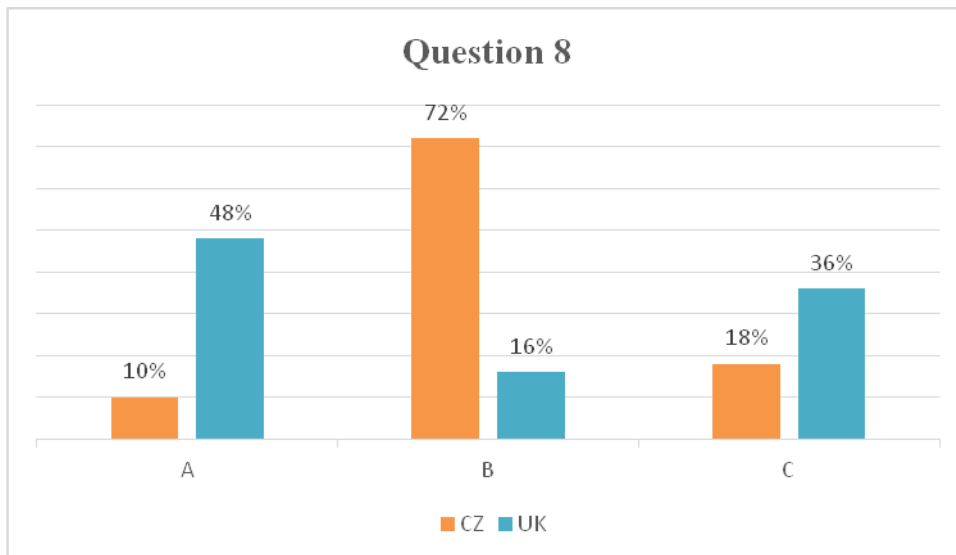
In both countries, students start their school day at different times (mainly in compulsory education). Typically for the Czech Republic it is usually 8 a.m., which is one hour earlier than in the UK. Therefore, this question was asked in order to find out whether students are satisfied with the time or whether they would change it. More than 50% of the Czechs selected the option 9 a.m. It is the time when most of the UK pupils start their school day. The same option was chosen by 70% of the UK respondents. So it is apparent that they are more satisfied with the time they start their school day. The time when Czech pupils start was chosen only by 16% of the Czechs and 8% of the British. The percentages for answers A (earlier than 8 a.m.) and D (later than 9 a.m.) can be seen in the following graph.



Graph 7: Question 7

Question 8 - *Do you think that the private sector of education is of a better quality than the state one?*

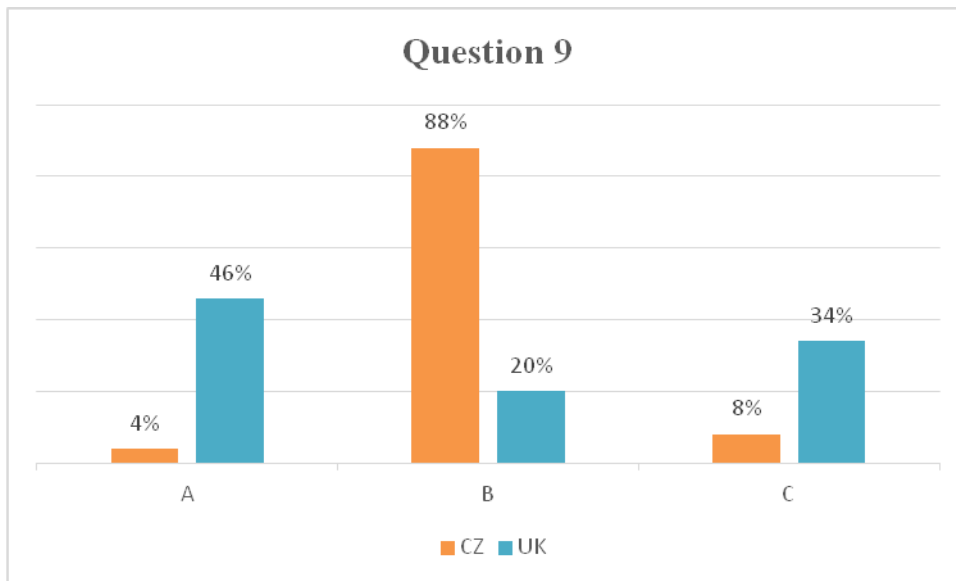
The tradition of private education is definitely longer in the UK than in the Czech Republic. The private sector began to flourish in the Czech Republic after 1989; on the other hand, the first public (private) schools in the UK appeared as early as the end of the 6th century. Britain is famous for its prestigious schools where tuition fees are often really high. The respondents were asked the question whether these schools are of a better quality. The most frequent option chosen by Czech students (72%) was that state schools are better; on the contrary, only 16% of the UK students selected this option. The first option (i.e. private sector is better) was chosen by 10% of the Czechs and 48% of the British. The remaining percentages of the respondents illustrate that it depends on each school individually. It is apparent from this sample that the Czech private sector of education is not as good as the UK one.



Graph 8: Question 8

Question 9 - *Have you ever experienced the presence of a “teaching assistant” in your class?*

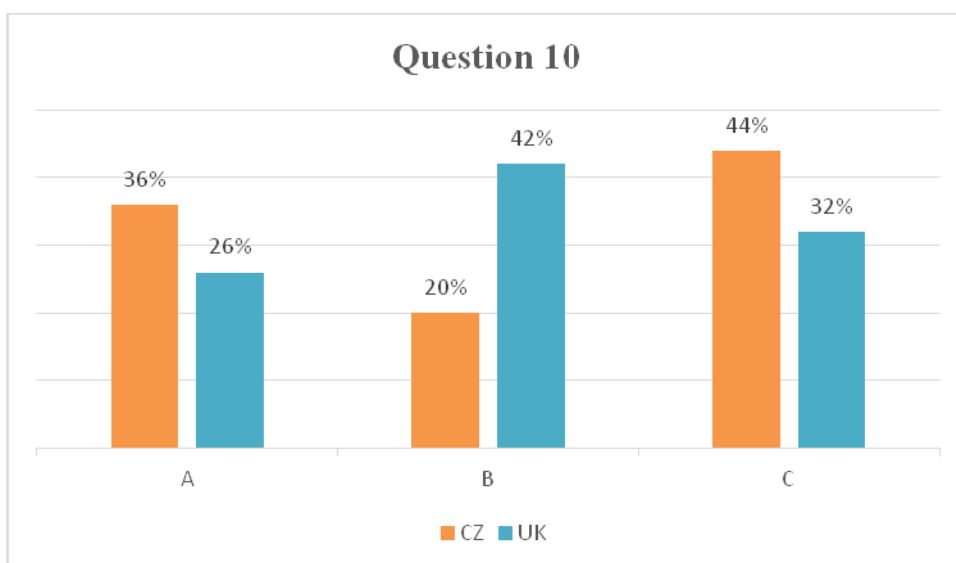
The reason for asking this question is the fact that nowadays the topic of inclusion is discussed quite often in the Czech Republic. And if this idea is put into practice, teaching assistants will be needed at every school. There were significant differences between the answers of both countries since the most common answer in the UK was the first one (i.e. teaching assistants are common). It was picked by 48% of the UK respondents. By contrast, the Czechs rarely chose this option since they mostly selected the answer never. In the UK, the selection of this option was lower because only 20% of the students agreed with it. The third option that they have experienced it but it was only a rare situation was chosen by 8% and 34% of the individuals from both countries.



Graph 9: Question 9

Question 10 - *What is your opinion on school uniforms?*

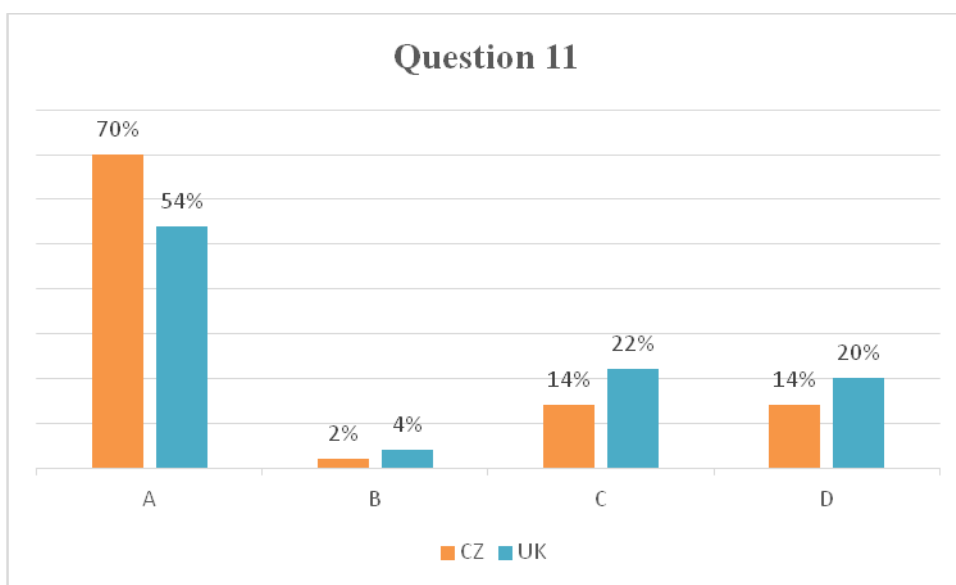
Wearing a school uniform is another difference between these two countries. A topic that is highly discussed and often various essays are written about it. So it was interesting to find out what students in both countries thought about it since uniforms are common in the UK. A total of 36% of the Czechs and 26% of the British liked it since it eliminates social differences. A total of 20% and 42% of students chose the negative answer. The remaining number of students chose the third option (i.e. they do not mind wearing them).



Graph 10: Question 10

Question 11 - *In general, are there more male or female teachers in your country?*

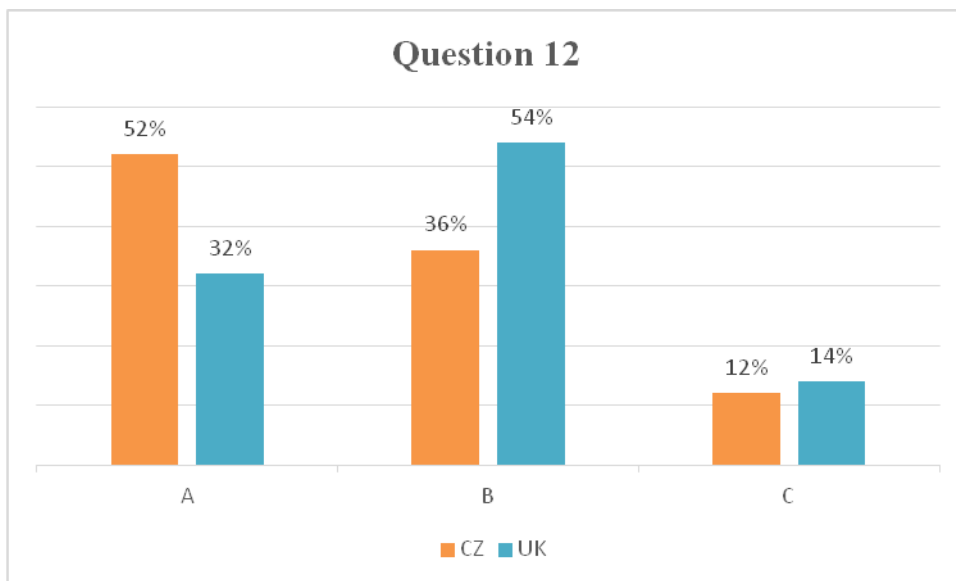
Gender studies are becoming more and more popular so it was necessary to ask the question regarding the number of male and female teachers. In both countries, respondents in most cases chose the option of female teachers (70% and 54%). On the other hand, the least selected answer was male teachers (2% and 4%). In total, 36% of the respondents from both countries thought that it depends on the level of education. The rest of the respondents then chose the option that the number of both genders is similar.



Graph 11: Question 11

Question 12 - *Should students pay for their studies at university (or college)?*

Another significant difference is connected to higher education. As it has been mentioned above, higher education in the UK is not free and students must pay for it. By contrast, Czech students do not have to pay any tuition fees. The answers showed that over half of the Czechs think that education should be free at every level. In the UK, 32% of the respondents selected this option. The second and third answers, which could be put into one category that the respondents think higher education should not be free, was chosen by 48% of the Czechs and 65% of the British. As far as the Czech Republic is concerned, it is obvious that the situation is fifty-fifty so it means that half of the respondents would like to pay for their studies. On the other hand, 32% of the UK students would like to attend universities without having to pay for them.



Graph 12: Question 12

4.1. Findings

Based on the results from the questionnaire, it was found out that the most common testing method differs in both countries. Knowledge in the Czech Republic is evaluated in both ways (written tests and oral examinations), while students from the UK are usually tested only with the help of written tests.

The opinion on a preparation for final exams was rather positive than negative in both countries. So the students from both countries are prepared somehow, however, a lot of them answered that the situation could be better. Considering the general quality of education and opinions on it, the students from the UK are more satisfied than the students from the Czech Republic. This situation may be connected to the everlasting dissatisfaction of the Czech nation and their pessimism.

However, it is apparent that a lot of aspects could be improved in both countries. For instance, the use of interactive boards is one of them since most of the respondents answered that they do not use interactive boards. Another interesting finding was made in the field of teachers' abilities. Students from both countries chose quite often the option that teachers should be even fired since they are not good at teaching. This alarming situation should be taken into account and some measures should be made to change this unlucky situation. One option could be, for example, different further trainings or courses that would help to improve teachers' abilities.

The questionnaire also showed that the Czechs are in general dissatisfied with the time when they start their school day and they would want to change it. The UK respondents were quite satisfied since they start one hour later than the Czechs. Another apparent difference is in the area of private schools. The majority of the Czechs think that the state sector of education is of a better quality. This aspect may emerge from the fact that private education in the Czech Republic does not have such a long tradition as private education in the UK with its elite world-wide known private (public) schools. So this fact was probably reflected in the answers.

Because of the intended inclusion in the Czech Republic, it is obvious from the answers that teaching assistants are not in schools and it is necessary to do something about this problem since without a proper number of teaching assistants, the inclusion will have a rather harmful effect on the whole education than the positive one. The question connected to gender confirmed the author's presumption that there are more women than men in schools. The last question in the questionnaire showed that more than half of the Czech students want to pay for their studies at universities.

Conclusion

During the writing of this thesis, it became apparent that plenty of published materials concerning the education systems compared were outdated since the field of education is changing quite fast, and individual books cannot usually cover all the changes that are happening. Therefore, it was necessary to use internet sources where updated information can be found.

However, despite the use of the internet, it was sometimes difficult to understand the whole issue. This was mainly the problem of the UK education system since the whole country consists of 4 historical countries with separate and diverse education systems.

Both systems are similar in some aspects and different in other aspects. It cannot be said that one education system is better since pros and cons can always be found. So it all depends on the reader and his or her own opinion on this issue. Furthermore, both countries lie in Europe and belong to developed countries so the differences are not as significant and huge as they would be when comparing, for instance, a developed country and a developing African country.

Paying for higher education belongs among the biggest differences that should be mentioned here. Other aspects are, for example, the different age when children start and finish their compulsory education, or different structure of individual stages of education. Noticeable differences are also in the field of assessment, grading and testing. Last but not least, (not) wearing a uniform is an issue that also differs in both countries compared.

On the other hand, these two countries also have a lot in common. Firstly, the stage of pre-primary education is not compulsory. Secondly, the area of compulsory education and upper secondary education is free for all without distinction of race, sex, religion etc. and everyone should have this right. Another aspect which is similar is, for example, that upper secondary education is usually finished with an exam.

Bibliography

Age. *Government UK* [online]. 2016 [quot. 2016-06-19]. Available from:
<https://www.gov.uk/know-when-you-can-leave-school>

Assesment. *Eurydice* [online]. 2016 [quot. 2016-06-19]. Available from:
https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/United-Kingdom-England:Assessment_in_General_Lower_Secondary_Education#General_Certificate_of_Secondary_Education_.28GCSE.29

CIES. *CIES 2015* [online]. 2015 [quot. 2016-06-18]. Available from: <http://cies2015.org/>

Childcare Act 2006. *Legislation.gov.uk* [online]. 2006 [quot. 2016-06-18]. Available from:
<http://www.legislation.gov.uk/>

Childcare Act 2016. *Legislation.gov.uk* [online]. 2006 [quot. 2016-06-18]. Available from:
<http://www.legislation.gov.uk/>

Czech. *EURYDICE* [online]. 2016 [quot. 2016-06-19]. Available from:
https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/%C4%8Cesk%C3%A1-republika:Financov%C3%A1n%C3%AD_p%C5%99ed%C5%A1koln%C3%ADho_a_%C5%A1koln%C3%ADho_vzd%C4%9Bl%C3%A1v%C3%A1n%C3%AD#Poplatky_ve_ve.C5.99ejn.C3.A9m_.C5.A1kolstv.C3.AD

Dětské skupiny. *Dětské skupiny* [online]. 2016 [quot. 2016-06-19]. Available from:
<http://www.detske-skupiny.cz/>

Education Act 2011. *Legislation.gov.uk* [online]. 2011 [quot. 2016-06-18]. Available from:
<http://www.legislation.gov.uk/>

Education. *British Council* [online]. 2016 [quot. 2016-06-19]. Available from:
<http://www.educationuk.org/global/articles/16-and-under-education-path/>

Education. *Government UK* [online]. 2012 [quot. 2016-06-19]. Available from:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219167/v01-2012ukes.pdf

England. *Eurydice* [online]. 2016 [quot. 2016-06-19]. Available from:
https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/United-Kingdom-England:Third_Cycle_%28PhD%29_Programmes

EURYDICE. *Organisation of the education system in the Czech Republic* [online]. 2008, 385 p. [quot. 2016-06-19]. Available from:

http://www.msmt.cz/uploads/adult_education/CZ_EN.pdf

EYFS. *Government UK* [online]. 2016 [quot. 2016-06-19]. Available from:

<https://www.gov.uk/early-years-foundation-stage>

Financing. *University at Buffalo* [online]. 2016 [quot. 2016-06-19]. Available from:

http://gse.buffalo.edu/org/inthigheredfinance/files/Country_Profiles/Europe/United_Kingdom.pdf

Foundation. *Welsh government* [online]. 2015 [quot. 2016-06-19]. Available from:

<http://gov.wales/topics/educationandskills/earlyyearshome/foundation-phase/?lang=en>

Funding. *EURYDICE* [online]. 2016 [quot. 2016-06-19]. Available from:

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/United-Kingdom-Northern-Ireland:Funding_in_Education

GARNER, Richard. Experts: UK has too many types of school. *Independent* [online]. 2011

[quot. 2016-06-19]. Available from z: <http://www.telegraph.co.uk/education/4126562/Top-10-ways-to-get-into-teaching.html>

GARNSWORTHY, Jana. Povinná školní docházka (16-18 let): Sixth Form, College,

Apprenticeship. *Velká Británie* [online]. 2015 [quot. 2016-06-19]. Available from:

<https://www.velka-britanie.co.uk/povinna-skolni-dochazka-sixth-form-college-apprenticeships-16-18-let/>

GARNSWORTHY, Jana. Povinná školní docházka: Primary Schools. *Velká Británie* [online].

2015 [quot. 2016-06-19]. Available from:

<http://www.telegraph.co.uk/education/4126562/Top-10-ways-to-get-into-teaching.html>

GERGELOVÁ ŠTEIGROVÁ, Leona (ed.). *The education system in the Czech Republic*. 2nd

ed. Prague: Ministry of Education, Youth and Sports, 2012, 35 p. ISBN 978-80-87601-12-9.

GILLARD, Derek. *Education in England: a brief history* [online]. 2011 [quot. 2016-06-18].

Available from: <http://www.educationengland.org.uk/history/chapter01.html>

Headline statistics. *Higher Education Statistic Agency* [online]. 2015 [quot. 2016-06-19]. Available: <https://www.hesa.ac.uk/>

Higher. *British Council* [online]. 2016 [quot. 2016-06-19]. Available from: https://www.britishcouncil.in/sites/default/files/higher_education_system_of_uk.pdf

IEA. *The International Association for the Evaluation of Educational Achievement* [online]. 2016 [quot. 2016-06-18]. Available from: <http://www.iea.nl/>

Ireland. *EURYDICE* [online]. 2016 [quot. 2016-06-19]. Available from: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/United-Kingdom-Northern-Ireland:Organisation_and_Governance

ISCED Levels [online]. ISCED, 2016 [quot. 2016-06-19]. Available from: http://images.slideplayer.com/23/6651926/slides/slide_11.jpg

JEŽKOVÁ, Věra, Dominik DVOŘÁK a Christopher CHAPMAN. *Školní vzdělávání ve Velké Británii*. V Praze: Karolinum, 2010, 230 p. ISBN 978-80-246-1784-8.

JEŽKOVÁ, Věra. *Vzdělávací systémy v zahraničí*. Praha: Karolinum, 1996, 141 p. ISBN 80-718-4078-5.

KELLY, Tamsin. Top 10 ways to get into teaching. *The Telegraph* [online]. 2009 [quot. 2016-06-19]. Available: <http://www.telegraph.co.uk/education/4126562/Top-10-ways-to-get-into-teaching.html>

KOCOURKOVÁ, Šárka a Markéta PASTOROVÁ. *Pojetí klíčových kompetencí v kurikulech vybraných zemí* [online]. Praha: Výzkumný ústav pedagogický, 2011, 95 p. [quot. 2016-06-18]. ISBN 978-80-87000-71-7. Available from: http://www.vuppraha.cz/wp-content/uploads/2011/03/Pojeti_klicovych_kompetenci_v_kurikulech_vybranych_zemi__web.pdf

KOTRLOVÁ, Kristýna. *Financování soukromých vysokých škol v ČR* [online]. Olomouc, 2015 [quot. 2016-06-19]. Available from: <http://docplayer.cz/787705-Financovani-soukromych-vysokych-skol-v-cr-financing-of-czech-private-university-colleges.html>

KOUCKÝ, Jan a Aleš BARTUŠEK. *Demografický vývoj a projekce výkonů vysokých škol*. Praha: Univerzita Karlova, Pedagogická fakulta, Středisko vzdělávací politiky, 2011, 65 p. ISBN 978-80-7290-524-9.

London. *University of London* [online]. 2016 [quot. 2016-06-19]. Available from: <http://www.london.ac.uk/structure.html>

MANDELA, Nelson. *Quotations* [online]. 2016 [quot. 2016-06-18]. Available from: <http://www.un.org/en/globalissues/briefingpapers/efa/quotes.shtml>

Maturita. *Nová maturita* [online]. 2016 [quot. 2016-06-19]. Available from: <http://www.novamaturita.cz/model-nove-maturity-1404033580.html>

MOSAZNÁ, Dana. *Akreditační komise* [online]. 2015 [quot. 2016-06-19]. Available from: <https://www.akreditacnikomise.cz/cs/>

MPSV. *Ministerstvo práce a sociálních věcí* [online]. 2016 [quot. 2016-06-19]. Available from: <http://www.mpsv.cz/cs/20302>

MSMT. *Zákon č. 561* [online]. 2005 [quot. 2016-06-18]. Available from: <http://www.msmt.cz/dokumenty/novy-skolsky-zakon?lang=1>

MV. *Ministerstvo vnitra* [online]. 2016 [quot. 2016-06-19]. Available from: <http://docplayer.cz/1117764-Vzdelavaci-system-v-ceske-republice.html>

Ofsted. *Ofsted* [online]. 2016 [quot. 2016-06-19]. Available from: <https://www.gov.uk/government/organisations/ofsted>

Organisation. *EURYDICE* [online]. 2016 [quot. 2016-06-19]. Available from: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/%C4%8Cesk%C3%A1-republika:Organizace_z%C3%A1kladn%C3%ADho_vzd%C4%9B1%C3%A1v%C3%A1n%C3%AD#V.C4.9Bkov.C3.A9_.C3.BArovn.C4.9B_a_d.C4.9Blen.C3.AD_.C5.BE.C3.A1k.C5.AF_do_skupin

Parliament. *Devolved Parliaments and Assemblies* [online]. 2016 [quot. 2016-06-19]. Available from: <http://www.parliament.uk/about/how/role/devolved/>

Primary. *Eurydice* [online]. 2016 [quot. 2016-06-19]. Available from: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/United-Kingdom-England:Organisation_of_Primary_Education

Scotland. *EURYDICE* [online]. 2016 [quot. 2016-06-19]. Available from: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/United-Kingdom-Scotland:Funding_in_Education

Strategie. *Strategie vzdělávací politiky České republiky* [online]. 2016 [quot. 2016-06-18]. Available from: <http://www.vzdelavani2020.cz/narodni-program-vzdelavani-cr-bilakniha.html>

UK. *Eurydice* [online]. 2016 [quot. 2016-06-19]. Available from: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/United-Kingdom-England:Higher_Education

UK. *Univerzita Karlova* [online]. 2014 [quot. 2016-06-18]. Available from: <http://www.cuni.cz/UK-374.html>

Uniform. *Government UK* [online]. 2015 [quot. 2016-06-19]. Available from: <https://www.gov.uk/school-uniform>

Wales. *EURYDICE* [online]. 2016 [quot. 2016-06-19]. Available from: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/United-Kingdom-Wales:Organisation_and_Governance

Zákon. *Zákony pro lidi* [online]. 2004 [quot. 2016-06-19]. Available from: <http://www.zakonyprolidi.cz/cs/2004-561#cast3%20hlava%20II,%20%A7%2044>

Životní podmínky. *EURES* [online]. 2015 [quot. 2016-06-19]. Available from: <https://ec.europa.eu/eures/main.jsp?catId=8793&acro=living&lang=cs&parentId=7806&countryId=CZ&living=>

List of Tables

Table 1: ISCED Levels (1997 X 2011)	15
---	----

List of Graphs

Graph 1: Question 1	41
Graph 2: Question 2	42
Graph 3: Question 3	43
Graph 4: Question 4	43
Graph 5: Question 5	44
Graph 6: Question 6	45
Graph 7: Question 7	46
Graph 8: Question 8	47
Graph 9: Question 9	48
Graph 10: Question 10	48
Graph 11: Question 11	49
Graph 12: Question 12	50

Appendices

Appendix A – Questionnaire

1. *What is the most common way of testing in your school?*
 - a. Written test
 - b. Oral exam
 - c. Combination of both
 - d. We are not tested at all.
2. *In general, do you think that students are being adequately prepared for final exams (Czech Maturita Exam, UK GCE A Levels)?*
 - a. No, we are not prepared at all.
 - b. Yes, but the situation could be better.
 - c. Yes, the preparation is sufficient.
3. *Are you planning to continue in your studies after finishing your finals?*
 - a. Yes, I have already applied for post-secondary (tertiary) education.
 - b. Probably yes.
 - c. No, I would like to start working.
 - d. I have to admit that I haven't thought about it yet (I haven't decided).
4. *If you should rate the quality of education at your school, choose from 1 to 10. (1 = absolutely terrible, 10 = absolutely great)*
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5
 - f. 6
 - g. 7
 - h. 8
 - i. 9
 - j. 10

- 5. Do you use interactive boards in your classes?**
- No, there are only classroom projectors in our school.
 - Yes, we use them sometimes.
 - No, we don't even have projectors.
- 6. Do the teachers at your school have the abilities to do their job properly?**
- Yes, most of them do.
 - No, almost every teacher should be fired.
 - Half of them do.
- 7. When is the proper time to start a school day?**
- Earlier than 8 AM
 - At 8 AM
 - At 9 AM
 - Later than 9 AM
- 8. Do you think that the private sector of education is of a better quality than the state one?**
- Yes, definitely, every aspect of it.
 - No, state schools are better.
 - It depends on each school individually.
- 9. Have you ever experienced the presence of a "teaching assistant" in your class?**
- Yes, they are quite common in our country.
 - Never.
 - Yes, but it was a rare situation.
- 10. What is your opinion on school uniforms?**
- I like them, they eliminate social differences.
 - I don't like them.
 - I don't care that I have to wear a school uniform /I wouldn't care if I had to wear a school uniform.
- 11. In general, are there more male or female teachers in your country?**
- Female teachers
 - Male teachers
 - It depends on the level of education.
 - The number of male and female teachers is similar.
- 12. Should students pay for their studies at university (or college)?**

- a. No, education should be free at all levels.
- b. Yes, but a scholarship or other financial help should be provided to those who cannot afford it.
- c. Yes, because it helps to prevent students from abusing the system.

Appendix B – Detailed ISCED Levels

Table 20. Detailed correspondence between ISCED 2011 and ISCED 1997, levels 0 to 4

ISCED 2011				
Level label	Level	Category	Sub-category	Notes on sub-categories
Early childhood educational development	0	01	010	Education programmes targeting children under 3 years old
Pre-primary education		02	020	
Primary education	1	10	100	
Lower secondary education	2	24 General	241	Insufficient for level completion or partial level completion, without direct access to upper secondary education
			242	Partial level completion, without direct access to upper secondary education
			243	Level completion, without direct access to upper secondary education
			244	Level completion, with direct access to upper secondary education
		25 Vocational	251	Insufficient for level completion or partial level completion, without direct access to upper secondary education
			252	Partial level completion, without direct access to upper secondary education
			253	Level completion, without direct access to upper secondary education
			254	Level completion, with direct access to upper secondary education
Upper secondary education	3	34 General	341	Insufficient for level completion or partial level completion, without direct access to tertiary education
			342	Partial level completion, without direct access to tertiary education
			343	Level completion, without direct access to first tertiary programmes (but may give direct access to post-secondary non-tertiary education) ¹
			344	Level completion, with direct access to first tertiary programmes (may also give direct access to post-secondary non-tertiary education) ¹
		35 Vocational	351	Insufficient for level completion or partial level completion, without direct access to tertiary education
			352	Partial level completion, without direct access to tertiary education
			353	Level completion, without direct access to first tertiary programmes (but may give direct access to post-secondary non-tertiary education) ¹
			354	Level completion, with direct access to first tertiary programmes (may also give direct access to post-secondary non-tertiary education) ¹
Post-secondary non-tertiary education	4	44 General	441	Insufficient for level completion, without direct access to tertiary education ²
			443	Level completion, without direct access to first tertiary programmes ²
			444	Level completion, with direct access to first tertiary programmes ²
		45 Vocational	451	Insufficient for level completion, without direct access to tertiary education ²
			453	Level completion, without direct access to first tertiary programmes ²
			454	Level completion, with direct access to first tertiary programmes ²

1. May include programmes previously classified at ISCED level 4 if they are equivalent to ISCED level 3 programmes.
2. Except programmes previously classified at ISCED level 4 if they are equivalent to ISCED level 3 programmes.

Source: UNESCO INSTITUTE FOR STATISTICS. *International standard classification of education: ISCED 2011* [online]. Montreal, Quebec: UNESCO Institute for Statistics, 2012 [cit. 2016-06-19]. ISBN 978-929-1891-238. Dostupné z: <http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf>

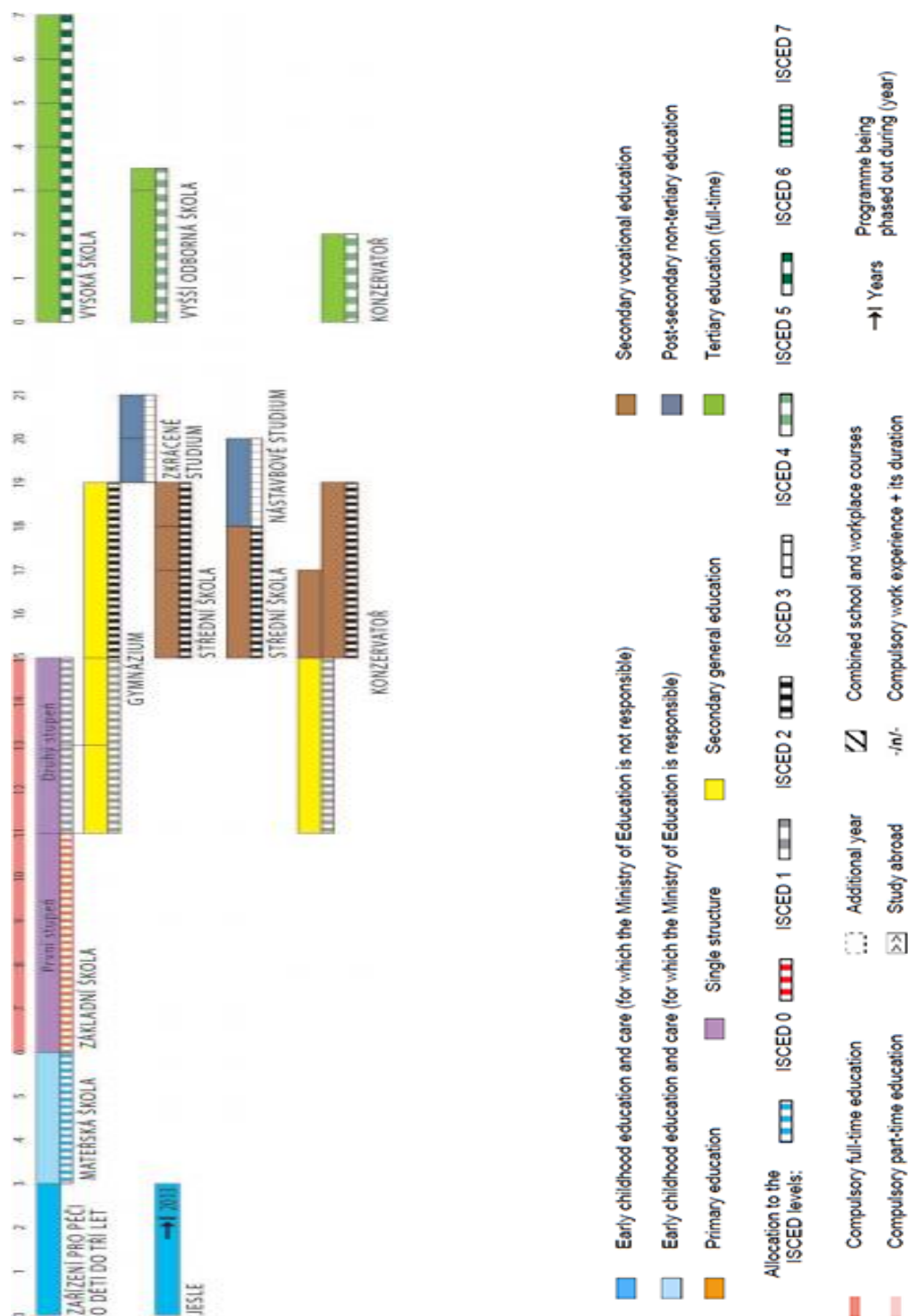
Table 21. Detailed correspondence between ISCED 2011 and ISCED 1997, tertiary levels

ISCED 2011					
Level label	Level	Category	Sub-category	Notes on (sub-)categories	Notes
Short-cycle tertiary education	5	54 General	541	Insufficient for level completion	
			544	Sufficient for level completion	
		55 Vocational	551	Insufficient for level completion	
			554	Sufficient for level completion	
Bachelor's or equivalent level	6	66 ¹ Orientation unspecified	661	Insufficient for level completion	
			665	First degree (3-4 years)	
			666	Long first degree (more than 4 years) (Bachelor's or equivalent programme)	
			667	Second or further degree (following a Bachelor's or equivalent programme)	If equivalent to programmes already classified in level 6
Master's or equivalent level	7	76 ¹ Orientation unspecified	761	Insufficient for level completion	
			766	Long first degree (at least 5 years) (Master's or equivalent programme)	Unless equivalent to programmes already classified in level 6, then 666
			767	Second or further degree (following a Bachelor's or equivalent programme)	
			768	Second or further degree (following a Master's or equivalent programme)	
Doctor or equivalent level	8	86 ¹ Orientation unspecified	861	Insufficient for level completion	
			864	Sufficient for level completion	Programmes that lead directly to a doctoral degree only

1. The correspondences (or concordances) for academic and professional programmes at ISCED levels 6, 7 and 8 are identical to those for programmes where orientation is unspecified.

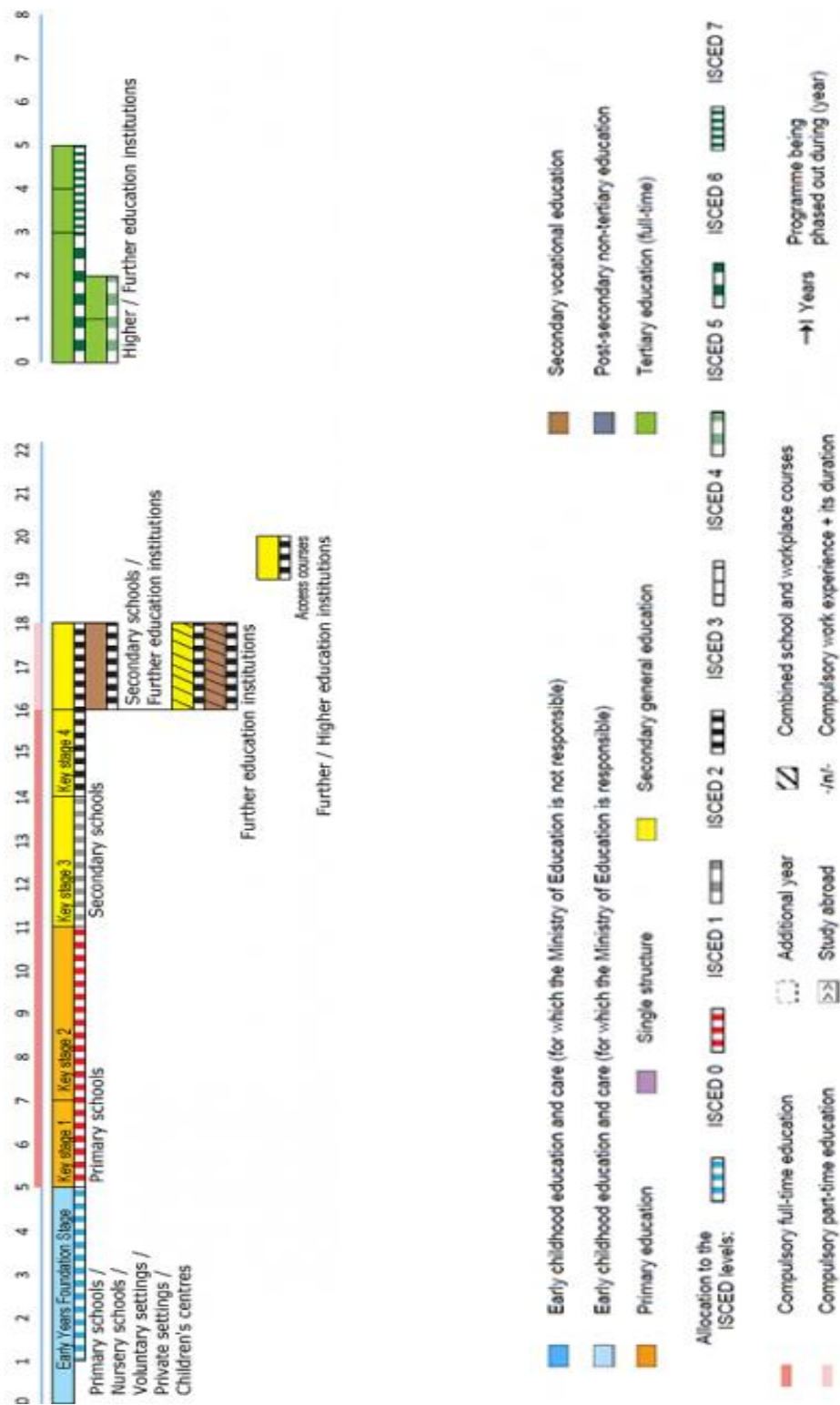
Source: UNESCO INSTITUTE FOR STATISTICS. *International standard classification of education: ISCED 2011* [online]. Montreal, Quebec: UNESCO Institute for Statistics, 2012 [quot. 2016-06-19]. ISBN 978-929-1891-238. Available from: <http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf>

Appendix C – Structure of the Czech Education System



Source: Structure of the national education system. *Eurydice* [online]. 2016 [quot. 2016-06-19]. Available from: <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Czech-Republic:Overview>

Appendix D – Structure of the UK Education System



Source: En Key. *Eurydice* [online]. 2016 [quot.2016-06-19]. Available from: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/File:EN_key_2016.png