

Abstract

This thesis is a comparative study, which compares two selected countries, Finland and the Czech Republic in the organization of basic education. The benchmark of equity has been chosen as a comparative criterion. This criterion was further divided into single indicators. The key indicator in this respect was the selectivity of educational systems. For this reason, the thesis presents especially the form and the extent of differentiation of students by each level of basic education in both chosen countries and try to find the number of children who are educated in them.

The results of comparative analysis showed that five educational programs with different degree of quality exist in the Czech Republic, while there are only two types of schools in Finland. Finland has used the differentiation of pupils in schools, even in classes in much smaller scale in comparison with the Czech Republic. In Finland, there are no classes with extended teaching of some subjects. The next difference between selected countries is about the age when the students start to be selected. The students are not differentiated before 16-years in Finland. On the other hand, students of the Czech Republic are divided in various educational programs after completion of primary school, that means in 11-years. Only 4 % of students are educated outside the main stream of education system in Finland. In the Czech Republic, this proportion is 18 % of students of all children in schools. Basic education in the Czech Republic is highly selective in comparison with Finland. There is also greater dependence not only on the results of pupils family background, but also on the social index of the school. For these reasons it can also be described as less fair in comparison with Finland.