

The Czech Republic and Scotland rank similarly in international pupil's performance tests. However, education systems of these countries differ greatly. This research has three main focus areas: 1) general aspects of Scottish education including teaching methods, school and real life connections in teaching, and school leaver's destinations 2) studying Chemistry and teaching at university 3) Chemistry in the senior phase of secondary education and the change of topics and exam paper brought in with the new Curriculum for Excellence.

Comparative analysis of syllabi, exam papers, government publications and OECD reports was used and personal experience from an exchange study programme at a Scottish university and a work placement at a secondary school in England were utilized. The Higher exam paper was translated and Czech secondary students sat the test Furthermore, teacher trainees and Chemistry teachers were asked to evaluate the test.

Results show that Czech students are taught different things and are accustomed to different ways of being tested, ones that are more focused on knowledge and less on critical thinking.

Chemistry education in Scotland is more focused on school and real life connections and newest scientific discoveries. Therefore, Chemistry support notes for the senior phase were analyzed and a compilation of ideas for Czech teachers was created. Education of teachers in Scotland can also inspire us in many ways, especially regarding school placements.

However, adopting methods from abroad needs to be done in careful consideration of various factors that influence the education system. We should also be aware that the main ingredient for a successful education system is trust – in teachers, educational institution and most importantly education itself.