

This thesis evaluates various forms used by upper secondary general schools („gymnázium“ in Czech) to implement geology to in their school curricula and how these schools use the freedom afforded by the Framework educational program.

Educational programs of 180 schools were studied. Most schools do not use the possibility of creating a separate subject Geology and include the geological themes to another subject, mostly Geography and Biology in the second place. Many schools also divided them into several science subjects.

Only nine schools concentrated the geological curriculum to create a separate subject Geology.

Very little attention has been paid to geological fieldworks and geological excursions.