

Abstract

Shortly after the end of communist regime, four Czech high schools opened French classes. These so-called bilingual sections could have been founded thanks to resumption of Czech-French relation after they were silent for more than 50 years. Support of this special school programme reflected the intensity of bilateral cooperation in the field of culture and education. However, in the present day it can be observed that bilingual French sections do not receive same amount of support and interest. In addition, their condition is not equivalent to state of their founding. This bachelor thesis focuses on the evolution of these sections and aims to analyse, which are the crucial changes from the beginning 1990 to this day that made an impact on them. The introductory of this paper presents the historical context. First chapter is dedicated to transformation that took place in France. In particular it focuses on new approach to cultural diplomacy, that caused decline in interest for Czech Republic, and revaluation of amount of investment that goes to bilateral educational cooperation. Second chapter works with transformations that occurred in Czech Republic on several levels. First it refers to the change in society regarding French language but also French education system. Subsequently it describes the difference in opinion inside the bilingual section and finally it presents the problem of specificity of French education inside the norms of Czech school system especially concerning final exams.