

The present thesis identifies the common trends in curricular policy in compulsory education at the end of the 20th and the beginning of the 21st century. It presents the conceptual foundations of curricular policy in the Czech Republic after 1989 and evaluates its development. It analyzes the key curricular documents (e.g. the Framework Education Programme for Basic Education) and compares their progressive aspects. Three case studies are the core of the present thesis. They analyze the curricular policy in compulsory education in the United Kingdom of Great Britain and Northern Ireland, Sweden and Poland. They focus on the recent developments in national curricular policies, the National Curriculum and the systems of assessment. The thesis also presents debates on curriculum changes at international level and introduces the theoretical concepts of the UNESCO, OECD and EU in the field of educational aims and content. The final part of the thesis analyzes the common trends in the National Curriculum developments and their influences on curricular reform in the Czech Republic.