

## Summary

In the Thesis the author engages in contemporary education which has significantly changed in the last decade. Since the system evolves ceaselessly, he only displays a certain part of its evolution. The author, who is a French Language and Literature student at the Faculty of Education of Charles University, seeks to outline contemporary French educational system on the basis of its juxtaposition with Czech system.

In the first chapter he concerns the International Standard Classification of Education ISCED (the French abbreviation is CITE) as a common basis for the systems' comparison. He justifies its use and describes its purpose. He also mentions its history, structure, and uses it in the following chapters as a foundation for definition of individual educational degrees.

In the subsequent chapters he focuses on particular schooling stages proceeding from nursery schools to higher secondary education. To maintain a coherent structure of the study, he describes similar criteria and aspects for each of the schooling degrees, such as structure, organisation, students' admission criteria, their certification, evaluation and the content of education.

As far as structure is concerned, he focuses on children's age established for each stage and mainly on its organisation. In the part dealing with admission criteria he mentions conditions which have to be fulfilled in order to enter a stage and to advance to a higher stage. He also describes the manner and the basis on which students are evaluated and what exam, eventually certificate, terminates the studies. The comparison of particular aspects is partly implemented into each chapter and partly in the last subhead of the given topic.

At the beginning of Compulsory Schooling chapter terminological discrepancies, which occur both in the translation from French to Czech and from Czech to French, are analysed. Author also explains the absence of necessary terms and defines a unified nomenclature which enables better orientation in the given field.

The Teachers' Training chapter is oriented similarly as the previous chapters. It compares the method of organization of studies. It introduces the institution which allows getting qualification necessary for pedagogic profession. It also informs about minimal demands for the profession in different schooling stages.

In the final chapter the author introduces Curricular reform of both school systems. He also proceeds introduction of the reform and its effect. It's important contribution is changed content of education and method of acquiring knowledge and skills which are necessary for successful life.

According to European Referential Frame both already mentioned countries implement Key Competences which are clarified in this chapter as well. The author also analyses enhanced school autonomy which is possible mainly thanks to School Educational Programmes which are created by teachers at every school.