Table of Contents

Introduction	7
PART I.	
Chapter 1	
Educational Policy as Scientific Discipline	13
1. Definition of Educational Policy	13
2. Content of Educational Policy	16
3. Structure of Educational Policy	
3.1 Levels of Educational Policy	19
3.2 Systems Model of Educational Policy	21
4. Conclusion	25
5. Bibliography	
Chapter 2	
Approaches to Analysis and Making of Educational Policy	29
1. Introduction	
2. Values and Interests in Educational Policy	
3. Functions of the System of Education	32
4. Criteria in Education Policy Analysis	35
5. Conclusion	39
6. Bibliography	39
Chapter 3	
Actors of Educational Policy	41
1. Interests and Roles in Educational Policy	41
2. Elected Politicians	
3. Educational Administration	
4. Teachers and their Organisations	
5. Parents and their Associations	48
6. Students	
7. Churches	52
8. Employers	53
9. Experts	53
10. Conclusion	54
11. Bibliography	54

PART II.

Chapte	
	ent Issues in Tertiary Education in the Czech Republic 57
	Tertiary Education in the Czech Republic
2.	The General Goals of University Education
3.	Determining Current Problems
4.	Czech Educational Institutions and the Fulfilment of Goals 61
	4.1 Satisfying Labour Market Demands 61
	4.2 Increasing Social Mobility
	4.3 The Spread of Democratic Principles 63
5.	The Challenges after 1989
	5.1 Changing the Management of Higher Education Institutions 65
	5.2 A Change of Curricula
	5.3 Research and Development at Universities 66
	5.4 The Private Sector
6.	Other Problem Areas
7.	Conclusion
8.	Bibliography
Chapte	er 5
	er Education Management and Funding
-	Higher Education Management
1,	1.1 History
	1.2 Models of University Management
	1.3 University Management in the Czech Republic
2	Higher Education Funding
	2.1 Introduction
	2.2 The Basic Factors of Higher Education Funding
	2.3 Formula Funding
	2.4 Higher Education Funding in the Czech Republic 84
3.	Bibliography
Chapte	er 6 egic Management in Higher Education
	The Reasons for Formulating Strategy in Higher Education 89
1.	1.1 General Reasons
	1.2 Specific and Targeted Reasons
2	A Hierarchy of Strategic Documents Affecting Higher Education 92
2.	A Frierarchy of Strategic Documents Affecting Frigher Education 92

3. Formulating Strategies in Higher Education	. 94
3.1 The Strategy Team	. 94
3.2 Evaluating the Implementation of Previous Strategy	
Documents	. 95
3.3 Defining the Mission, Vision, Credo, and Shared Values	
of a Higher Education Institution	. 95
3.4 Defining the Strategic Goals	
3.5 Conducting SWOT Analysis	
3.6 Analysis of the External Environment	
3.7 Framework of Projects for Implementing the Strategy	
3.8 Economic Evaluation	
4. The Targets of Strategic Changes in Higher Education	
5. The Implementation of Strategies within the Environment	
of the Institution	. 99
5.1 The Long-term Strategies of the Faculties	
5.2 Projects	
	101
Chapter 7	
Quality and Higher Education	
1. Historical Development	102
The Quality of Higher Education in Key Documents	
of the Bologna Process	
3. Basic Concepts of Quality in Higher Education	
4. The Uses and Potential Risks of Quality Assessment	109
Accreditation and Internal and External Evaluation	
	111
6. Quality Evaluation in the Czech Republic	
7. Conclusion	114
8. Bibliography	115
PART III.	
Chapter 8	
Educational Policy Studies in the Czech Republic	119
	119
2. Goals and Methodology	120
3. A Review of Educational Policy Studies in the Czech Republic	121
	123
5 Conclusion	128

Chapter 9

Educa	ational Policy Studiesin Select	ed	C	en	tra	al	ar	ıd	E	as	te	rr	1			
Europ	ean Countries and in the Uni	ted	K	in	ıgı	do	m	,	4	,	,	,				130
1.	Introduction											,		+	,	130
2.	Goals and Methodology									,						131
3.	The Slovak Republic															132
4.	Hungary															134
5.	Poland															135
6.	Estonia, Latvia, and Lithuania															136
7.	The United Kingdom				,											139
8	Conclusion															142