

The bachelor thesis "Strategies of Educational Policies. A Comparison of the Finnish and Czech System", in its theoretical part, initially views the problem of education from three paradigms (the Enlightenment's conception, neo-liberalism conception and the conception of culture reproduction). Subsequently, it puts education in historical context (education as a temple, as a social lift and as an insurance company) and demonstrates consequences of democratization and massification on education. Furthermore, on the background of transformation from early-simple modern society to later (reflexive) modernity, the thesis discusses how the role of education has changed. It shows the role of education in the current information or knowledge society. The empirical part, at first, shows how the OECD reacts on the changed role of education. What are the main principles, goals and strategies of this organization regarding education? What do educational policies of particular OECD countries have in common, what are their common features in national practices? The thesis then examines in detail how in the light of common practices of the OECD Finland and the Czech Republic appear and how both these countries react on the changed role of education and recommendations of the OECD. The thesis points out common and different historical aspects first. Then it shows strong and weak features of both systems. It compares the Czech system with the Finnish one, which represents the "educational champion".