

objektivních kritérií administrátorů vědy, a také jaký je rozdíl mezi mužským a ženským úspěchem, zda úspěch zahrnuje či má zahrnovat i osobní život. Autorka zde stojí na pozicích kritičky „formalistního přístupu k hodnocení vědecké práce“ (s. 91) a excelenci ve vědecké práci vidí jako maskulinní kvalitu, která upírá ženám „epistemickou autoritu“ (s. 94). Souvisí to s „ideálem nepřerušené lineární progresivní dráhy“ (s. 94), kterému ženy těžko mohou dostat. Linková uzavírá tezi, že věda má prospívat společnosti jako celku, s čímž nelze souhlasit. Problém ovšem je, proč tomu tak není.

Dagmar Lorenz-Meyer rozebírá výsledky svého výzkumu problematiky rodu v přírodovědném akademickém ústavu. Poukazuje na zastřenou diskriminaci a zkreslující stylizaci ženského rodu vůbec a ve vědě zvláště. Její zjištění lze shrnout jejími vlastními slovy: věda je šitá na míru ideální mužské životní dráze (s. 107). Kapitola vyznívá jako výzva k politické diskusi o rodové rovnosti ve vědě. Myslím, že taková skutečně politická diskuse by mohla mít úspěch jen tehdy, kdy-

by zahrnovala i rodovou rovnost ve veřejném životě, politice a profesionálním působení vůbec.

Závěrečný shrnující text je opět z pera Terezy Stöckelové, která si opět především všímá „artikulace a figurace“ rodu/genderu a nesouhlasí s nahlížením na přírodní vědy jako na normu všeho výzkumu. S tím nelze než souhlasit. Autorka uzavírá tím, že vyzývá k radikálnější reformě vědy než je současná, protože ta nezahrnuje např. otázku rovnosti rodu. I ve vědě jako jinde jde o smysluplnost, udržitelnost a spravedlnost. Recenzovaná kniha nenechá trpělivého a hloubavého čtenáře na pokoji. Věřme, že nebude předčasně odložena mocnými a dovolí jim přehodnotit stupeň jejich arogance. Těm na okraji, pokud překonají cenovou bariéru a vůbec se k ní dostanou, by mohla být stimulem k hledání odpovědí na otázky o vlastní marginalizaci a o možnostech změnit status quo.

*Petr Skalník*

*Jan Kohoutek (ed.):*

**IMPLEMENTATION OF STANDARDS AND GUIDELINES  
FOR QUALITY ASSURANCE IN HIGHER EDUCATION  
OF CENTRAL AND EAST-EUROPEAN COUNTRIES –  
AGENDA AHEAD.**

Bucharest, UNESCO – CEPES 2009, 323 s. ISBN 92-9069-189-1.

The recent publication “Implementation of Standards and Guidelines for Quality Assurance in Higher Education of Central and East-European Countries – Agenda Ahead”, edited by Jan Kohoutek, provides a thorough overview of developments in quality assurance in Central and Eastern Europe with a special take on the implementation of the European Standards and Guidelines. The fall of Communism meant a departure from prior models of higher education (which included a complex mix of ideology, bureaucracy and party politics), an increase in demand for higher education (partly addressed by a burgeoning private offer) and the convergence towards Western European models initiated by the Bologna agreements.

This publication is of significance for anyone interested in better understanding developments in today's European quality assurance practices. The book comes at a time

of intense reforms in higher education worldwide and in Europe in particular. In the Budapest/Vienna Declaration of March 2010, the ministers of 47 countries participating in the Bologna Process launched the European Higher Education Area envisaged over 10 years ago. The Declaration (echoing the 2009 Leuven/Louvain-la-Neuve Communiqué) called for continued efforts in quality assurance and the implementation of the European Standards and Guidelines. The book's aim is to broaden our insight into quality assurance policy changes in Central East-European countries. It is thus a timely publication for scholars and practitioners interested in quality assurance, especially in Central and East-European countries.

The book includes 11 chapters authored by a total of 9 contributors. The first three chapters provide the theoretic-

cal backdrop against which the following set of case studies must be read. The five following chapters describe the implementation of the European Standards and Guidelines in as many Central East-European countries (Latvia, Hungary, Poland, Slovakia, and the Czech Republic), while chapters 9 and 10 describe the implementation of European Standards and Guidelines at the University of West Bohemia in Pilsen as well as this university's involvement in European quality projects for institutional improvement. As a conclusion, the book provides some generalisations.

To help the reader make the best of the case studies presented in the text and make meaningful comparisons, Perellon's framework for cross national study is used. This framework includes five variables of the quality assurance policy domain (objectives, control, areas, procedures and uses) within two key dimensions (policy beliefs and policy instruments).

The policy implementation process (with reference to the implementation of European Standards and Guidelines in the select countries) is explained in an innovative yet interesting way. While some preference for the incremental approach to policy development in Quality Assurance vis-à-vis the rational-planning approach is apparent, the presence of both ambiguity and trust in developments in Central and East-European Quality Assurance practices are explained as passing from the initial symbolic implementation (post-1989) to political implementation, administrative implementation and experimental implementation. This interesting approach is based on Matland's contingency concept. It appears adept to explaining sweeping reforms that took place in the wake of the 1989 changes in many fields, including Quality Assurance and, in particular, the implementation of European Standards and Guidelines.

It is suggested that accountability (vs. improvement) was the dominant approach in Central and Eastern Europe. At the same time the book highlights (for example through the institutional case of the University of West Bohemia in Pilsen) that improvement orientation was in fact possible. The authors propose that accountability is increasingly replacing trust in the so-called "accountability triangle" (state-market-academe). The countries covered in this book are mapped in this triangle, which gives food for thought on shifts in focus in this particular area of the continent but should inspire similar reflections about other systems.

Although it does not have the pretence of presenting us with absolute truths (instead it purports to glance into a complex and diverse policy domain with the goal of understanding developments so far as well as clarifying the agendas ahead), the book's main contention is that in the wake of last century's changes former Communist countries in Central and Eastern Europe adopted (and adapted) the United States' accreditation model to ensure higher education was made accountable towards its stakeholders. The European Standards and Guidelines remain the starting point of this book. The analyses are primarily based on national policy frameworks. For each country there is a description of European Standards and Guidelines with the strengths and weaknesses of the system as referred to the European Standards and Guidelines. While the research is comprehensive, it does presume readers' confidence with the European Standards and Guidelines. Different authors cover systemic or institutional strengths and weaknesses, addressing those standards that are of interest for their particular case.

In general, the real added value of this publication is its ability to fill the gap in the field with respect to our knowledge of developments in Central and Eastern Europe vis-à-vis Western Europe. Attention to the former was long overdue and might have been overshadowed by the breadth of the changes undergone in virtually every policy domain after 1989. The latest comprehensive publication on the topic by Schwartz and Westerheijden dates back to 2004 and covers Central and East-European countries to a more limited extent. Moreover, it must be stressed that Kohoutek's book prompts comparisons both between east and west and amongst the Central and East-European countries themselves. The book, therefore, achieves its goals.

The book is well structured, clear and logical. Given that it is a multi-authored text, the styles differ from one chapter to another but this does not hamper its clarity or usefulness. The text includes few charts (mainly in the concluding chapter), which are helpful in giving a summative snapshot of the arguments presented. Overall, this is a useful, well-written and enjoyable piece of work. This publication should definitively be on the shelf of anyone interested in Quality Assurance developments in Europe.

*Leon Cremonini*