



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Czech Republic

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Czech Republic

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Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

Demographic turn the 2012-2016 period caused that the number of representatives of the relevant age group experienced a steep decline. The Ministry introduced a policy which aimed to bring the number of students into line with the demographic development and the labour market needs. Mainly:

- it seeks to ensure that the proportion of first-time enrolments in tertiary education as a whole will remain roughly up to two thirds of the relevant age cohort by 2015;
- next intention was to ensure that the proportion of graduates of Bachelor study programmes in the Czech tertiary system who continue studying follow-up Master programmes would not exceed 50%. This proportion at individual HEIs and in various fields of education should vary significantly, depending on the institutional profiles and on the nature of the study programmes delivered; the number went down, however, this intention has not been fulfilled yet.
- it changed the parameters of financing public higher education institutions so that the weight of the input parameters (student numbers) should gradually diminish in favour of output and qualitative parameters.

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
 Higher education institutions other than universities

I.2.1. Please specify

The law distinguishes between Universities and other Higher Education Institutions. Universities can offer programmes of all three cycles, leading to bachelor, master, and doctoral degrees. The HEIs of non-university type offer mainly programmes leading to the bachelor's degree, but may offer some master's programmes also. However, these HEIs cannot offer doctoral programmes. Although there are university and non-university HEIs, the Czech Republic does not run a binary system in the sense that there is a distinction between professional and academic degree programmes.

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
- Higher education institutions are either public or private In the Czech Republic there are three types of HEIs: public, state and private.
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!) university and non-university types of HEIs
- None of the above

I.3.1. What is the number of institutions in the categories identified?

public: 26
private: 44
state: 2

universities: 29
non-universities: 43

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "95.8"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "0.5"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "3.7"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration ""

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "93.7"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "0"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "6.3"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration ""

I.6.1. Please specify

L7. Please note that short cycle programmes are treated in a separate section below.

L8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

No

L9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

L9.1. In which study fields do these study programmes exist?

L9.2. What is the typical duration of these degree programmes outside the Bologna model?

L9.3. What percentage of first cycle students is enrolled in these programmes?

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS ""

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "1.7"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "96.6"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration "1.7"

L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

There are Master degree programmes lasting 2.5 or 3 standard years, i.e. 150 ECTS or 180 ECTS credits.

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS ""

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "3.4"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "93.2"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration "3.4"

L11.1. Please specify

There are Master degree programmes lasting 2.5 or 3 standard years, i.e. 150 ECTS or 180 ECTS credits

L12. Do integrated/long programmes leading to a second cycle degree exist?

Yes

L12.1. Is the duration of the above programmes calculated in...

years / semesters

L12.2. What is the typical duration of these degree programmes?

According to the Czech law all degree programmes (Bachelor, Master, doctoral) are expressed in standard years, all Bachelor and Master degree programmes are also expressed in ECTS credits (1 standard year = 60 ECTS credits).

The typical duration is 5 years, i.e. 300 ECTS credits. General medicine is 6 standard years, 360 ECTS credits.

L12.3. In which study fields do these study programmes exist?

Law and jurisprudence
general medicine
dentistry
veterinary medicine
translation and interpretation
some languages
teacher training for primary schools
some teacher training programmes
some mathematical specialisations
some arts
some theology

L12.4. What percentage of first cycle students is enrolled in these programmes?

These programmes are not considered as first cycle. They lead to the second cycle degree (Master degree). Among all students studying in the first and second cycle the percentage is as follows:

Bachelor degree students

no of students: 232 000

percentage of total Bachelor and Master (incl. long): 64%

Subsequent Master degree students

no of students: 93 000

percentage of total Bachelor and Master (incl. long): 26%

long Master degree

no of students: 35 000

percentage of total Bachelor and Master (incl. long): 10%

Total number of students (Bachelor, Master subsequent + long) 360 000 (100%)

I.13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

Yes

I.13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

See above: There are Master degree programmes lasting 2.5 or 3 standard years, i.e. 150 ECTS or 180 ECTS credits.

I.13.2. What percentage of second cycle students is enrolled in these programmes?

3.4% see above

I.13.3. In which study fields do these study programmes exist?

specialisation in pedagogy
economy and health management
economic policy and management
applied natural sciences
applied arts
applied electro technology
mechanical engineering
media and communication studies
some specialisation in psychology

I.14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes

I.14.1. What is the minimum duration of the Bachelor & Master together?

4 years

I.15. Comments

I.16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

I.16.1. Please provide a source for this information.

Act no. 111/1998 (amended and consolidated) on higher education institutions and on amendments and supplements to some other acts (The Higher Education Act);
See <http://www.msmt.cz/areas-of-work/tertiary-education/the-higher-education-act>
or <http://www.msmt.cz/vzdelavani/vysoke-skolstvi/legislativni-norma-a-souvisejici-informace>

I.17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

76-99%
In 2007-2009 it was 90%, since then the percentage is slightly dropping, in 2012 and 2013 it is 81%.

I.17.1. Please provide a source for this information.

Education Policy Centre of the Faculty of Education of Charles University

I.18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

I.18.1. All students...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

I.18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

(The Higher Education Act, §49) stipulates:

(1) Higher education institutions and faculties are free to specify additional conditions for admission to studies that relate to specific knowledge, abilities, talent or results achieved at secondary schools, tertiary professional schools or higher education institutions.
Admission to a Master's degree programme following a Bachelor's degree programme may also be conditional upon the similarity of both programmes or the number of credits acquired in certain types of courses during studies.

...

(3) Higher education institutions and faculties are free to specify different admission conditions for applicants who have already completed a degree programme or part of a programme or for applicants who are currently enrolled in another degree programme at a higher education institution in the Czech Republic or abroad or who have completed an educational programme or its part at a tertiary professional school or who are studying an accredited educational programme at a tertiary professional school in the Czech Republic or abroad.

I.18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

I.18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

See above

I.18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer

...must complete additional courses Yes No In some cases No answer

...must have work experience Yes No In some cases No answer

...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

see above

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

...must sit an entrance exam Yes No In some cases No answer

...must complete additional courses Yes No In some cases No answer

...must have work experience Yes No In some cases No answer

...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

see above

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100%

L19.1. Please provide a source for this information.

Act no. 111/1998 (amended and consolidated) on higher education institutions and on amendments and supplements to some other acts (The Higher Education Act);
See <http://www.msmt.cz/areas-of-work/tertiary-education/the-higher-education-act>
or <http://www.msmt.cz/vzdelavani/vysoke-skolstvi/legislativni-norma-a-souvisici-informace>

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

14.0000000000

L20.1. Please provide a source for this information.

Education Policy Centre of the Faculty of Education of Charles University

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

L21.1. Please specify the criteria

L21.2. What percentage of third cycle students enter without a second cycle qualification?

Please choose

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

L23. Do higher education steering documents mention doctoral education/training?

Yes

L23.1. Please provide a reference to the relevant steering document(s):

The Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2011-2015 - see:
<http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a-p.19>

1.7 Human resources for research, development and innovation

Objective: Providing for high quality human resources for research, development and innovation in 2011-2015

The Ministry shall:

- initiate programmes to support researchers (particularly graduates of Doctoral study programmes and young researchers) to study abroad and then return to the CR (so-called "return grant");
- develop a system of post-doctoral posts (fellowships) filled by means of open competition.
- implement, from 2012, a programme aimed at enhancing the quality of human resources for research, experimental development and innovation entitled "Return" (Návrat);
- support long-term visits and integration of top-level foreign students and academic staff.

Recommendations for higher education institutions:

- to develop an internal system of incentives and a support scheme for post-doctoral posts filled by means of open competition.

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "100"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

No

L25.1. What are the main features of these schools and how many doctoral schools are there?

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

Please choose

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "3 or 4"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "5 to 6"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

No

L30. Comments

Some higher education institutions use ECTS credits.

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

No, part of post-secondary education, but not part of higher education

L34. Comments

There are no short cycle HE programmes in the CR. Therefore the answers to the previous two questions were only ticked to be allowed to continue in the questionnaire. In this sense they do not make any sense. The questionnaire does not take into account the possibility that short cycle HE programmes do not exist in the HE system!! The answers as ticked above could apply to the professional tertiary education. However, these programmes cannot be considered short cycle HE programmes (they last 3 years), they are part of the tertiary education system.

L35. Do your steering documents mention the concept of student-centred learning?

L35.1. How do steering documents in your country define student-centred learning in higher education?

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- Independent learning 0 1 2 3 4 5 No answer
- Learning in small groups 0 1 2 3 4 5 No answer
- Training in teaching for staff 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes 0 1 2 3 4 5 No answer
- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer
- Student/staff ratio 0 1 2 3 4 5 No answer
- Student evaluation of teaching 0 1 2 3 4 5 No answer
- Other 0 1 2 3 4 5 No answer

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- Independent learning 0 1 2 3 4 5 No answer
- Learning in small groups 0 1 2 3 4 5 No answer
- Training in teaching for staff 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes 0 1 2 3 4 5 No answer
- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer
- Student/staff ratio 0 1 2 3 4 5 No answer
- Student evaluation of teaching 0 1 2 3 4 5 No answer

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

L36. Comments

The steering documents do not mention the concept of student-centred learning (SCL) explicitly; neither there is clear strategy of implementation of SCL. However, there are many features and tools of SCL implemented at the institutions' level – such as students' participation within the evaluation process, freedom of choice in some parts of the curricula, freedom of choice of teachers and thesis topic. There is no official definition of SCL.

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

- Percentage of higher education institutions 100% 76-99% 51-75% 1-50% 0% No answer
- Percentage of programmes 100% 76-99% 51-75% 1-50% 0% No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Other

L39.1. Please specify

The situation differs at HEIs. At some institutions there is combination of student workload and teacher-student contact hours; at some institutions there is combination of LOs and student workload and teaching hours

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Other

L40.1. Please specify

Similar to the previous comment. The situation can be different even within one big university.

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

No

Usually a credit corresponds to 25-30 hours of student work

L41.1. What is the number of hours per credit?

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

Yes, in some (5-49%) programmes

It is only estimation. The system of learning outcomes linked to credits is not widely used by Czech higher education institutions. It can reasonably be expected for those institutions, which have received the ECTS Label.

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through advisory measures (guidelines, recommendations etc)

L43.1. Does your country take specific support measures on the national level?

There was the individual nation project (Q-RAM) which has developed

1) Recommendation for Education Policy: How to Introduce, Promote and Utilise the National Qualifications Framework

2) Recommendation for School Management: Tertiary Education Institutions and the Implementation of the National Qualifications Framework

3) Recommendation for Teachers: How to Write Learning Outcomes for Fields of Study and Courses

See: <http://qram.reformy-msmt.cz/soubory-ke-stazeni/publikace/>

The Accreditation Commission also recommends to use the LOs for the profile of a graduate which is part of the accreditation standards.

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

No

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes, for all academic staff Yes, for some academic staff No No answer

Voluntary Yes, for all academic staff Yes, for some academic staff No No answer

L45.1. Please indicate the approximate percentage that participate

L45.2. Please specify for which members of academic staff training programmes are offered

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes ▼

L46.1. Please explain how, and provide a reference to further information

According to The decree of the Ministry of Education, Youth and Sports of 10 February 1999 on the content of applications for the accreditation of study programmes as amended by the decree

312/2011 Coll.; the LOs should be used to describe the profile of a graduate which is part of the accreditation documentation submitted: the graduate profile for the field of study should contain

1) a definition of the outcomes in the form of general, professional and specific knowledge and skills,

2) the characteristics of occupations for which the graduate is to be trained, other prospects for the graduate, and the characteristics of employers where the graduate will be able to apply the education he has acquired".

See:

http://www.akreditacnikomise.cz/attachments/235_EN_42_decree_%20study_programme_accreditation.pdf

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs

- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for all graduates of these programmes

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

usually bilingual - Czech and English

L53. The Diploma Supplement is issued...

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

The Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2011-2015; see <http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvoje-a; Chapter>

2. Openness

2.1 Internationalisation

2.1.1 Internationalisation in education

Objective: Implementing the Bologna process in the Czech Republic so that Czech higher education institutions become full members of the European Higher Education Area and enhance their competitiveness in the international arena

Recommendations for HEIs

"...to develop the supply of study programmes (particularly those at Master and Doctoral levels) accredited and delivered in foreign languages, and of joint/double/multiple degrees"; (p. 20)

The Higher Education Act, §47a:

"(1) Studies in Bachelor's, Master's and doctoral degree programmes may also be carried out in cooperation with foreign higher education institutions that offer degree programmes with related contents.

(2) The conditions for cooperation are specified in an agreement between the higher education institutions involved, pursuant to subsection 47a (1) and pursuant to the provisions of the Act.

(3) Graduates of studies in degree programmes offered in cooperation with foreign higher education institutions are awarded academic titles pursuant to Czech legislation and in addition, according to the circumstances, academic titles of the foreign higher education institutions pursuant to current legislation in the relevant country."

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer
- Participate in joint programmes 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer
- ...from a joint programme >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "19"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "74"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "7"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

L60.1. Please explain briefly and mention/link to the source of this information

technical sciences
economic sciences
veterinary and agricultural sciences
social sciences and humanities
pedagogical sciences
natural sciences
applied physical activities

L61. Comments**L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.**

6: The NQF has been adopted in legislation or in other high level policy fora

The National Qualification Framework for Tertiary Education was formally approved by the Minister of Education, Youth and Sports on 27 October 2010. The national descriptors are published in Nantl J., Čemíkovešký, P. Národní kvalifikační rámec terciárního vzdělávání, díl I. Národní deskriptory [National Qualification Framework,, Volume I, National Descriptors]. 2010 [pdf] Available at: <http://qram.reformy-msmt.cz/soubory-ke-stazeni/publikace/>.

L62.1. Please provide the date when the step was completed.

10-27-2010

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Yes

L62.3. Please provide the link to the website:

national project Q-RAM: <http://qram.reformy-msmt.cz/>

The publications (Methodology, national QF descriptors and descriptors for wider fields of study are available at <http://qram.reformy-msmt.cz/soubory-ke-stazeni/publikace/>.

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent

L64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

L64.1. Please provide a reference to official documents

The Czech Republic referenced its education and qualifications systems to the EQF.

The National Referencing Report of the Czech Republic (2013) is available at <http://www.nuv.cz/vzdelavani-a-eu/evropsky-ramec-kvalifikaci-eqf/prirazovaci-zprava-cr/>;

the results of the referencing process are available at

<http://www.nuv.cz/vzdelavani-a-eu/evropsky-ramec-kvalifikaci-eqf/prirazovaci-proces/>;

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

No: there are no short-cycle qualifications in our system

L65.1. Please provide a reference to official documents**L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?**

Other (please specify)

The public HEIs, which provide similar study programme, make the final decision on recognition of full foreign higher education study (qualification). For continuation of higher education study the part of study from abroad is recognised by concrete higher education institution (public, private or state), where the student will study. The applicant may appeal against the decision to higher education institution which issued the decision on the recognition. If this institution doesn't change its decision the application is sent to the Ministry of Education for the final decision.

The Ministry of Education issues directly the confirmation on the equivalence of diplomas in those cases where the Czech Republic is bound by an international treaty with a country in which the higher education institution is established and recognized and the Ministry is authorized by this treaty to grant such recognition (it concerns Hungary, Poland or Slovenia, Germany and Slovakia).

The ENIC/NARIC is the advisory body, usually for problematic cases.

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Other (please specify)

The area of recognition of professional qualifications for the purposes of practicing a profession had not been regulated in the Czech Republic until 1st May 2004. In particular, the need for thorough regulation of the principles for the free movement of persons in accordance with the requirements of the European Union with the aim of free claims to the labour market of the European Union led to the acceptance of Act No. 18/2004 Coll., On the Recognition of Professional Qualification and Other Eligibility of Citizens of Member States of the European Union and Some Citizens of Other States and on the Amendment of Certain Acts (Act on Recognition of Professional Qualifications), which took effect on the day of the Czech Republic's accession to the European Union.

The issues of mutual recognition of professional qualifications for the purposes of practicing a profession affect cca 360 professions and professional activities in the Czech Republic, in whose case legislation regulates the conditions for entry to these professions and professional activities ('their commencement') and the conditions for their practice. These are the so-called regulated professions and regulated professional activities. The recognition bodies for regulated professions provide recognition of regulated professions.

In case of non-regulated professions the procedure is the same as in case of recognition for academic purposes. The decision is made by public HEIs or by the Ministry in the cases stated above.

The ENIC/NARIC has the advisory function.

I.68. Which of the following statements is specified in national legislation?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Applicant's right to fair assessment of qualification | Holders of foreign qualification have an access to an assessment to their qualification |
| <input checked="" type="checkbox"/> Recognition of qualification provided that no substantive differences can be proven | The qualification is recognised if no substantial differences may be proved. |
| <input checked="" type="checkbox"/> Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority | If the qualification is not recognised, the competent authority demonstrates substantial differences. |
| <input checked="" type="checkbox"/> Where recognition is not granted or is granted only partly, the applicant has the right to appeal | Applicant has the right to appeal against the decision of competent authority. |
| <input type="checkbox"/> None of the above | |

I.68.1. Please provide a reference to the relevant legislation

Administrative Procedure Code (Správní řád)
Higher Education Act
Lisbon Recognition Convention
ENIC/NARIC seminars

I.68.2. What measures exist to ensure that these legal statements are implemented in practice?

The relevant procedure and legal instruments themselves. The relevant procedure and legal instruments are on the programme of the seminars on recognition for competent recognition authorities, provided by Czech ENIC/NARIC.

I.69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

Qualifications from some countries are considered in the same way as the qualification in the national context

I.69.1. Please specify

The qualifications from countries where the agreement on the mutual recognition exists (the countries bounded by a multilateral or bilateral agreement on the recognition) are considered in the same way as the qualification in the national context.

The qualification issued in a country where the agreement on the mutual recognition doesn't exist has to undergo the procedure for recognition.

I.70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

Qualifications from some countries are considered in the same way as the qualification in the national context

I.70.1. Please specify

The qualifications from countries where the agreement on the mutual recognition exists (the countries bounded by a multilateral or bilateral agreement on the recognition) are considered in the same way as the qualification in the national context.

The qualification issued in a country where the agreement on the mutual recognition doesn't exist has to undergo the procedure for recognition.

I.71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

Qualifications from some countries are considered in the same way as the qualification in the national context

I.71.1. Please specify

The qualifications from countries where the agreement on the mutual recognition exists (the countries bounded by a multilateral or bilateral agreement on the recognition) are considered in the same way as the qualification in the national context.

The qualification issued in a country where the agreement on the mutual recognition doesn't exist has to undergo the procedure for recognition.

I.72. Do higher education institutions typically:

Other

I.72.1. Please explain

In the Czech Republic there is the combination of both approaches mentioned in this question. The recognition is made at central level (HEI) with the advice/standpoints of faculties and staff teaching in the particular programmes and also with the recommendation of the Czech ENIC/NARIC.

I.72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

I.73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Higher Education Act
Administrative Procedure Code (Správní řád)
Lisbon Recognition Convention
Bilateral and Multilateral Agreements on Recognition
The seminars provided by ENIC/NARIC

I.74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

II.1.1. Please specify

II.2. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

II.3.1. Please specify the normal impact of an external review

In the case of non-accredited study programmes, it is impossible to admit any applicants, hold lectures, examinations or award academic degrees (Act No. 111/1998 on higher education institutions). The public money for teaching activities in public higher education sector is allocated on the basis of performance formula in which the number of students plays the significant role. It means that the accreditation of a study programme has the impact on the institutional funding.

This is not true for private higher education institutions which are not funded from the state budget. The funding sources of private HEIs come mostly (in many cases exclusively) from tuition fees paid by students. The accreditation of study programmes is the urgent need to admit students and thus it has the indirect but important impact on funding.

II.4. Does the agency cover:

All higher education institutions

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

Programmes

The Accreditation Commission has two main roles:

- 1) External evaluation for the purpose of accreditation: External evaluation made for the purpose of accreditation focuses not only on programmes, but also on procedures for academic habilitation and appointment of professors.
- 2) External evaluation made for the purpose of improvement (formative evaluation approach of the Czech single independent Accreditation Commission). It can cover institutions (for example faculties operated in similar study and research area) or study programmes (for example doctoral study programmes at all HEIs and their faculties)

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Yes ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publicly available

The expert standpoint of the Accreditation Commission (positive as well as negative) decisive for granting accreditation by the Ministry of Education, Youth and Sports is public through the official minutes from the Accreditation Commission's meetings.

The results of evaluation made for the improvement purposes (see above) should be published in accordance with the obligation set by the Act No. 111/1998 on higher education institutions §84.

The Accreditation Commission elaborates the annual reports on its activities which are available on its website

(http://www.akreditacnikomise.cz/attachments/article/465/EN_Annual%20Report%20of%20the%20ACCR_2012.pdf). The reports inform about all activities of the Accreditation Commission including the integrated statistical data.

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|-----------------------------|--------------------------------------|-------------------------------------|--|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

- Student progression, drop-out and completion** Yes No In some cases No answer
- Employability** Yes No In some cases No answer
- Internal Quality Assurance / Management system** Yes No In some cases No answer
- Recognition policy and practice** Yes No In some cases No answer

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

The Accreditation Commission provides the applicants for accreditation, extension and expansion of accreditation of Bachelor, Master and Doctoral study programmes with the recommended forms of applications complemented with explanatory notes (<http://www.akreditacnikomise.cz/en/terms-of-application.html>).

The Accreditation Commission develops and uses the standards (http://www.akreditacnikomise.cz/attachments/article/83/EN_Standards%20for%20study%20programmes_12_2013.pdf) which characterise the general minimum requirements for processing the applications for granting, expanding and extending accreditation of study programmes and their fields of study. Besides these general standards Accreditation Commission can specify other criteria for the particular groups of fields of study.

The standards include: content of the application, contents of studies; information and technical resources, scientific, research, development and other innovative activities; guarantor of study programme; academic staff. Further, the standards include the detailed specification of requirements for all levels of study programmes, requirements related distance and combined (combination of full time and distance) mode of studies; requirements for realisation a study programme in foreign language; determination of study programme duration and conditions of recognition of courses taken by tertiary professional schools.

Accreditation Commission emphasises the need to support a study programme with the sufficiently qualified academic staff and it sets the percentage of professors and/or assistant professors (docents) that should participate on teaching on bachelor and master levels.

The issues indicated in the column "In some special cases" are used (in different extent corresponding the mission of an institution or/and study programme) in evaluation processes taken for the purpose of the improvement (formative evaluation) and rather rarely (exceptionally) in evaluation processes leading to the expert standpoint needed for accreditation.

II.8.3. Additional comments

Recognition policy and practice only in the case of recognition of studies at tertiary professional schools (see also above)

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

Yes, all institutions are able to choose, but there are differences in the way the evaluation outcomes are treated compared to a/the national quality assurance agency

II.9.1. Please explain the differences

All institutions are able to choose Quality Assurance Agency from outside of the Czech Republic (for example evaluation by the IEP of the EUA) but the outcomes of such evaluation are not taken into consideration in the evaluation process leading to the expert standpoint of the Czech Accreditation Commission made for the purpose of awarding the accreditation. The evaluation outcomes of another chosen agency can be treated (as a complementary view) in the case of formative evaluation for the purpose of improvement.

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA))

No special conditions are applied for cross border review.

II.10.1. How many higher education institutions have used this opportunity?

The EUA external evaluation has been chosen quite frequently (even if the price might be a barrier for some of HEIs); in some cases professional evaluation is chosen (for example in economic studies, or in veterinary medical studies).

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA)).

II.11.2. Please specify

The Accreditation Commission set the principles (http://www.akreditacnikomise.cz/attachments/article/52/CZ_joint_degrees.pdf) that should be kept in the case of international joint and double degree programmes. The basic principles are:

The part of the study programme in question accomplished by the Czech HEI should perform the obligation set by the Accreditation Commission (standards);

The part of the study programme accomplished by the foreign HEI should be accredited by the responsible body (foreign accreditation agency or the state) of the collaborating foreign country.

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
- Yes, for an application to EQAR
- Yes, for the purpose of ENQA membership
- Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
- No

II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the preparation of self evaluation reports** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify**II.16. Is there a formal requirement that international peers/experts are involved?**

- In governance structures of national QA agencies?** YES, it is compulsory YES, it is advised NO In some cases No answer
- As full members in external review teams** YES, it is compulsory YES, it is advised NO In some cases No answer
- As observers in external review teams** YES, it is compulsory YES, it is advised NO In some cases No answer
- In the decision making process for external reviews** YES, it is compulsory YES, it is advised NO In some cases No answer
- In follow-up procedures** YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify**II.17. Is there a formal requirement that academic staff are involved**

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify**II.18. Is there a formal requirement that employers are involved**

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify**II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?**

Yes

II.20.1. Please specify these requirements and the relevant source

A higher education institution is obliged to perform regular internal evaluation and to make the results of this evaluation public (the Act No. 111/1998 on higher education institutions, Section 21, Other Duties of Public Higher Education Institutions, Section 42, Other Duties of Private Higher Education Institutions)

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

Each HEI is obliged to perform regular internal evaluation of its activities (see above) and to make its results public. The details related description (strategy) of the internal evaluation process is left on internal regulations of a higher education institution.

II.21.1. Please specify**II.22. Are there formal requirements for students to be involved in internal quality assurance systems?**

In some cases

II.22.1. Please specify

Students are involved in most cases. Each HEI is free to decide about its internal evaluation process/processes. Majority of HEIs uses some kind of students' evaluation of teaching and/or academic staff performance (in most cases questionnaires distributed in various ways are the main tools of evaluation). The questionnaires' forms, the way of their distribution, the way of elaboration of their results, the exploitation of evaluation results etc. are diversified among HEIs and in some cases also within particular HEIs (different students' evaluation at individual faculties)

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
- No
- In some cases

II.23.1. Please specify**II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?****II.24.1. Please specify****II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?**

75 - 99%

Each HEI is obliged to elaborate its Long-term strategy plan and to update it annually (public document) which includes (in most cases) also a kind of strategy of internal quality evaluation. The strategy is supported by the internal regulations (mostly the Statute of the institution, obligatory document from the Act No. 111/1998 on higher education institutions) which prescribe in detail the internal evaluation procedure.

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

75 - 99%

II.26.1. Please describe what kind of arrangements are in place.

Each study programme should be accredited (in principle regularly as the accreditation is awarded for the certain time set by the Act No. 111/1998 on higher education institutions). The application for accreditation/re-accreditation is discussed by the Academic Senate and approved by the Scientific Council of a public higher education institution, i.e. internal approval, monitoring and review is in place. It might be different in the case of private HEIs which can establish different management bodies instead of the Academic Senate and the Scientific Council even if mostly with the similar rights and responsibilities as in the case of public HEIs. This is the reason the internal approval, monitoring and review of an application for accreditation might be different from public HEIs but in principle these arrangements are in place as well.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

100%
The Act No. 111/1998 on higher education institutions requires that each HEI should maintain the list of all accredited study programmes including their type, form of lecturing, and the standard length of study. It is obligatory to make the list of study programmes public (through the official table, which is usually established in electronic way)

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

100%
It is not fully relevant question - there is no matching answer possible. All HEIs are required to publish the results of internal evaluations but it is left fully on their consideration about the details of such information, including the possible critical/negative results. It is necessary to note that no survey would help in this matter as HEIs are owners of these results and they might not like to publish its full/original version.

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

No

II.29.1. Please explain

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through general policy statements but no concrete measures have been put in place
According to the Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2011-2015 (further "Strategic Plan 2011-2015"), the main policy-steering document for the Czech HE (see: <http://www.msmt.cz/file/12261>; Head II, Sections 1.5, 2.4 and 2.5)

III.1.1. Please indicate these measures in the form of bullet points:

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

The HE in the Czech Republic faced a steep quantitative growth in the previous decade. In the current Strategic Plan for years 2011-2015 it is explicitly stated that the Ministry shall "seek to ensure that the proportion of first-time enrolments in tertiary education as a whole will remain roughly up to two thirds of the relevant age cohort by 2015" and "seek to ensure that the proportion of graduates of Bachelor study programmes in the Czech tertiary system who continue studying follow-up Master programmes will not exceed 50%." (see: <http://www.msmt.cz/file/12261>; Head II, Sections 1.1).

According to the National Reform Programme of the Czech Republic national objective in higher education is "to reach the share of 32 % of population in the age 30-34 with completed tertiary education".

Source:

Národní program reformy České republiky 2013. Úřad vlády České republiky. (2013 National Reform Programme of the Czech Republic)

http://ec.europa.eu/europe2020/pdf/nd/nrp2013_czech_cs.pdf

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

Adults/mature students: Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group: Objective set and period covered

Students from lower socio-economic background/lower socio-economic group: Policy document (reference and link)

Male/female (gender groups): Objective set and period covered

Male/female (gender groups): Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify): Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas): Objective set and period covered

Students living in specific geographical areas (e.g. rural areas): Policy document (reference and link)

Migrants: Objective set and period covered

Migrants: Policy document (reference and link)

Migrants' children: Objective set and period covered

Migrants' children: Policy document (reference and link)

Other groups: Objective set and period covered

Other groups: Policy document (reference and link)

III.2.4. Comments

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

III.3.1. Please provide a short description of the mechanisms in place:

According to § 88 of the Higher Education Act, HE institutions maintain Register of Students (in Czech „matrika studentů“). The register of students is used to keep records on students and serves for budgetary and statistical purposes. Following data about students are collected: the first name, surname, identity number, marital status and place of permanent residence of the student; in the case of foreigners also the date of birth, sex, place of residence in

the Czech Republic and citizenship; and data concerning the date of their enrolment in studies; previous education; the degree programme, field of study and mode of study; enrolment in the next academic year or block of studies; state examinations passed and academic degrees awarded; interruption of studies; closure of studies.).

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	0 ▼
Disability:During HE studies	1 ▼
Disability:At graduation	0 ▼
Disability:After graduation	0 ▼
Labour market status prior to the entry to HE:At entry to HE	0 ▼
Labour market status prior to the entry to HE:During HE studies	0 ▼
Labour market status prior to the entry to HE:At graduation	0 ▼
Labour market status prior to the entry to HE:After graduation	0 ▼
Age:At entry to HE	1 ▼
Age:During HE studies	1 ▼
Age:At graduation	1 ▼
Age:After graduation	0 ▼
Type and level of qualification achieved prior to entry to HE:At entry to HE	1 ▼
Type and level of qualification achieved prior to entry to HE:During HE studies	0 ▼
Type and level of qualification achieved prior to entry to HE:At graduation	0 ▼
Type and level of qualification achieved prior to entry to HE:After graduation	0 ▼
Socio-economic background:At entry to HE	0 ▼
Socio-economic background:During HE studies	0 ▼
Socio-economic background:At graduation	0 ▼
Socio-economic background:After graduation	0 ▼
Gender:At entry to HE	1 ▼
Gender:During HE studies	1 ▼
Gender:At graduation	1 ▼
Gender:After graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	0 ▼
Religion:At entry to HE	0 ▼
Religion:During HE studies	0 ▼
Religion:At graduation	0 ▼
Religion:After graduation	0 ▼
Migrant status (migrants or migrants' children):At entry to HE	0 ▼
Migrant status (migrants or migrants' children):During HE studies	0 ▼
Migrant status (migrants or migrants' children):At graduation	0 ▼
Migrant status (migrants or migrants' children):After graduation	0 ▼
Other characteristics:At entry to HE	1 ▼
Other characteristics:During HE studies	1 ▼
Other characteristics:At graduation	1 ▼
Other characteristics:After graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):At entry to HE	0 ▼
Not applicable (no systematic monitoring at the given stage):During HE studies	0 ▼
Not applicable (no systematic monitoring at the given stage):At graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):After graduation	0 ▼

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

Other criteria – other data in the Register are marital status, citizenship and previous studies at the Czech HEIs (see § 88 of the Higher Education Act).

III.4.3. Comments

Level of disability – it is not a part of the Register of Students; HEIs can get state support for education of disabled thus they provide data to the ministry on a voluntary basis (if they can reach to the support).

Labour market status – monitored by the voluntary survey “REFLEX” operated by the Educational Policy Centre of Charles

University in Prague. However, it is a sample survey. It is primarily focused on the situation of graduates in the labour market (level of employment, wage). On the other hand, Ministry of Labour and Social Affairs has an evidence of unemployed graduates.

Age and Gender – obligatory data for the Register of Students.

Qualification – HEIs just verifies if the applicant fulfils the obligatory criteria for application (sec § 48 of the Higher Education Act).

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
Ministry/governmental body:At entry to HE	<input type="text" value="0"/>
Ministry/governmental body:During HE studies	<input type="text" value="0"/>
Ministry/governmental body:At graduation	<input type="text" value="0"/>
Ministry/governmental body:After graduation	<input type="text" value="1"/>
Independent bodies/agencies:At entry to HE	<input type="text" value="0"/>
Independent bodies/agencies:During HE studies	<input type="text" value="0"/>
Independent bodies/agencies:At graduation	<input type="text" value="0"/>
Independent bodies/agencies:After graduation	<input type="text" value="1"/>
Other:At entry to HE	<input type="text" value="0"/>
Other:During HE studies	<input type="text" value="0"/>
Other:At graduation	<input type="text" value="0"/>
Other:After graduation	<input type="text" value="0"/>
No systematic monitoring:At entry to HE	<input type="text" value="0"/>
No systematic monitoring:During HE studies	<input type="text" value="0"/>
No systematic monitoring:At graduation	<input type="text" value="0"/>
No systematic monitoring:After graduation	<input type="text" value="0"/>

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

HEIs put data into national register of HE students, Ministry of Education, Youth and Sports aggregates the data.

III.5.3. Comments

HEIs should provide data from the Register of Students to the Ministry of Education, Youth and Sports which is its administrator. The independent body is REFLEX sample survey which is mentioned further in the questionnaire.

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

...collect data on certain student characteristics	<input type="radio"/>	No legal restrictions apply to...	<input checked="" type="radio"/>	Some legal restrictions apply to...	<input type="radio"/>	No answer
...publish data on certain student characteristics	<input type="radio"/>	No legal restrictions apply to...	<input checked="" type="radio"/>	Some legal restrictions apply to...	<input type="radio"/>	No answer

III.6.1. Please specify which data cannot be collected or published and why.

Data collected are specified above. However, it is not possible to publish individual data as this is restricted by the Individual Data Protection Act No 101/2000 Coll. Nevertheless, it is possible to publish aggregated data.

There is also the list of so called "sensitive data". Sensitive data are specifically allocated in the legislation because they are provided increased protection and are subject to a stricter regime than other personal information. Their number is finite. They can be processed only under certain conditions given by the law.

A "sensitive" is used for data, which report on national, racial or ethnic origin, political opinions, trade union membership, religious or philosophical beliefs, criminal convictions, health and sexual life of persons and their genetic data; sensitive indication is also biometric data, which allow direct identification or authentication of a person.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

Information is shown for each individual higher education institution

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

Data are published by the statistical department of the Ministry of Education, Youth and Sports. <http://www.msmt.cz/statistika-skolstvi>

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

A new Act on Higher Education Institutions (the Higher Education Act) was passed in 1998. It brought an important change in the establishment structure of HEIs. It became possible to establish private institutions. The number of students at private HEIs has rapidly grown during the last ten years.

Number of students

In agreement with a gradual convergence to a three-cycle structure, the number of students in the majority of the study programmes - Bachelor's programmes, Master's programmes and non-structured Master's programmes - has been changing.

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- | | |
|--|-----|
| a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities | 0 ▼ |
| a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities | 0 ▼ |
| a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities | 0 ▼ |
| a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities | 0 ▼ |
| a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities | 0 ▼ |
| a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities | 0 ▼ |
| a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities | 0 ▼ |
| a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities | 0 ▼ |
| no guaranteed right to higher education:Universities | 1 ▼ |
| no guaranteed right to higher education:HEIs other than universities | 1 ▼ |

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

The basic principles governing the provision of education are contained in the Charter of Fundamental Rights and Freedoms (hereafter Charter), which is a part of the Constitution. The Charter refers to education in several articles that are of general character and define its fundamental characteristics regarding the rights and legitimate interests of citizens. Article 33 says: Everybody is entitled to education. Citizens have the right to free education at a basic school (základní škola) and an upper secondary school (střední škola), and, depending on individual ability and the means available to society, also at a higher education institution (vysoká škola). All those who successfully finish secondary education with the school leaving examination (maturitní zkouška) become qualified candidates to apply and to be considered for admission to a university or a higher education institution (in the sense of the definition used in the Lisbon Recognition Convention). According to the Section 6 of the Higher Education Act No 111/98 Coll. the autonomy of public higher education institutions encompasses among others the following: determination of the number of applicants to be admitted to studies, the conditions for admission to studies and decision-making during the admission procedures.

III.10. Please explain on what basis higher education institutions most commonly select students:

- | | |
|---|-----|
| Level of achievement in standard entry requirements:Universities | 0 ▼ |
| Level of achievement in standard entry requirements:HEIs other than universities | 0 ▼ |
| Entry examinations for all programmes:Universities | 0 ▼ |
| Entry examinations for all programmes:HEIs other than universities | 0 ▼ |
| Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities | 0 ▼ |
| Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities | 0 ▼ |
| Other:Universities | 1 ▼ |
| Other:HEIs other than universities | 1 ▼ |

III.10.1. Please specify which other criteria apply:

Completed secondary education with a school-leaving examination (maturitní zkouška) is the basic prerequisite for entry into Bachelor's and non-structured Master's programmes. Detailed admission requirements are set by a relevant higher education institution and often include an entrance examination. Successful completion of a Bachelor's degree programme is the condition for admission to a Master's degree programme following on from a Bachelor's degree programme. The Standards of the Accreditation Commission point out that admission to a Master's degree programme following on from a Bachelor's degree programme should be open to all graduates of Bachelor's programmes of the same or a related field. Admission may be subject only to the applicants' meeting of the predefined requirements. For admission to a doctoral degree programme an applicant must have gained a Master's degree. An institution can set a maximum number of students to be admitted. Detailed admission requirements are set by a relevant higher education institution. Higher education institutions and faculties are free to specify additional conditions for admission to studies that relate to specific knowledge, abilities, talent or previous results achieved. Generally, the number of accepted students at public HEIs is limited by the amount of allocated financial resources.

III.10.2. Comments

III.1.1. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "Secondary education completed with a school-leaving examination (maturitní zkouška)"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "Entry without completing secondary education with a school leaving examination (maturitní zkouška) certificate or with a"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 ""

III.12. The different routes are opening access to...

- {III_11_SQ001} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ002} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ003} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ004} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ005} all HEIs /HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

Route 2 can be used only in the case of extraordinarily talented applicants in study programmes in the field of arts. It concerns only a very small number of applicants (from 92 428 applicants to less than 10 in 2012).

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route 100

{III_11_SQ001}:Official data based on central level monitoring, including surveys

{III_11_SQ001}:Estimates

{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ002}:% of students entering HE through this access route

{III_11_SQ002}:Official data based on central level monitoring, including surveys

{III_11_SQ002}:Estimates

{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ003}:% of students entering HE through this access route

{III_11_SQ003}:Official data based on central level monitoring, including surveys

{III_11_SQ003}:Estimates

{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ004}:% of students entering HE through this access route

{III_11_SQ004}:Official data based on central level monitoring, including surveys

{III_11_SQ004}:Estimates

{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ005}:% of students entering HE through this access route

{III_11_SQ005}:Official data based on central level monitoring, including surveys

{III_11_SQ005}:Estimates

{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)

III.13.1. Please indicate the source of the official data:

III.13.2. Comments

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

III.15. Comments

However, general objectives connected to this topic are included in the Strategic Plan. The Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher

Education Institutions for 2011–2015 has one of the priority areas devoted to progressive modes and methods of education with the objective to diversify the modes of study and educational methods in close connection among others also to the needs of the target group of students (e.g. age characteristics). In this aspect the Ministry shall support e.g. project-oriented education, e-learning, blended learning that should, among other things serve the needs of specific target groups of students (already employed adult learners, individuals with physical or social disadvantages). For these developments higher education institutions can gain support within Institutional Development Programme (Institucionální program pro veřejné vysoké školy).

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

All types of upper secondary schools (střední školy) may organise post-secondary education, which provides a follow-up study (nástavbové studium) completed with the school-leaving examination (maturitní zkouška). The precondition for an applicant to be admitted to the follow-up studies is completion of secondary education leading to an apprenticeship certificate in a 3 years course in a day form of education (the continuity of the courses has been set by a Government regulation). In the school year 2012/2013 3238 students completed the study in the day form of education and 3425 in other forms of education.

Source: Database of the Ministry of Education, Youth and Sports (<http://www.msmt.cz/vzdelavani/skolstvi-v-cr/statistika-skolstvi/vykonova-data-o-skolach-a-skolskych-zarizenich-2003-04-2013>).

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

III.19. Please choose the statement that best applies to your country-specific situation:

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

In the Czech Republic under exceptional circumstances, particularly talented higher education candidates who do not hold an upper secondary school leaving certificate (maturitní zkouška) can be granted access to higher education. However, they cannot be awarded a higher education degree if they do not complete their upper secondary studies. (see also: The European Higher Education Area in 2012: Bologna Process Implementation Report, page 84).

(See route 2 of the part Access routes to higher education).

The admission to a HEI is stipulated by the Higher Education Act No 111/98 Coll, Section 48.

One of the aims of the Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2011–2015 is to find a systemic solution to resolve the issues connected to the recognition of prior learning including the non-formal education.

The Strategic Plan sets a recommendation for higher education institutions to establish conditions for recognition of prior education, including non-formal education, and for adjusting the academic curriculum according to actual educational needs in individual cases.

The Ministry should seek to establish a systemic solution to the recognition of prior learning, including non-formal education, within the framework of accredited study programmes.

However, the common practice is such that it is not usual for the HEI to recognise prior non-formal learning.

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

Yes

III.23.1. Please specify how this objective is defined:

These objectives are defined only generally in the sense that their aim is to reduce the failure rate in the study.

"Recommendation:

- to provide, or to arrange for the provision of guidance services to applicants, participants in lifelong learning and staff of higher education institutions – guidance on study-related matters, career guidance, psychological and social counselling, etc. – in order to attract potential applicants, decrease the rate of study failure and assist in enhancing the employability of graduates on the labour market."

III.23.2. Please also provide the full reference(s) to all relevant document(s).

The Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and their Creative Activities of Higher Education Institutions for 2011–2015 (Strategic Plan 2011–2015). Ministry of Education 2010. <http://www.msmt.cz/file/12261>

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

No

III.24.1. Please describe the targets:

III.24.2. Please also provide the full reference(s) to all relevant document(s).

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

No, the aim is to improve completion rates for all students

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

Yes

III.26.1. Please describe the measures:

There are no specific measures at central level, but HEI often offer various courses such as those for the revision of subject matter from secondary school, especially mathematics, consultations, etc.

III.26.2. Please also provide the full reference(s) to all relevant document(s):

Long-term Plans of individual HEIs

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

According to the Section 58 of the Act on Higher Education Institutions No. 111/1998, Coll. students who exceed a regular length of study by at least one year have to pay fees. There is an age limit 26 years of age up to which the students have to the rights to some benefits. This age limit is connected with the age of unprovided child (set by the Act on State Social Support No 117/1995, Coll.). This is probably also connected with the standard length of study of HE programmes prolonged by one year (Act on Higher Education No. 111/1998, Coll., section 58 and 59) so as the students would not postpone their entry in the labour market.

III.27.2. Please also provide the full reference(s) to all relevant document(s):

Act on Higher Education Institutions No. 111/1998, Coll.,
Act on State Social Support No 117/1995, Coll

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

III.28.2. Please also provide the full reference(s) to all relevant document(s):

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s).

III.30. Comments

Completion / drop-out rates are not part of the funding mechanisms at the moment but there are ongoing discussions whether it should be included and how to ensure high quality, broad access and high graduation rates simultaneously.

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

Annual reports of individual HEIs.

III.31.2. Comments

Since 2001 separate data are collected regularly. It is possible to use them also for calculation of completion rates. Thus completion rates are measured but not "systematically". Usually they are calculated for Eurostat (ad hoc modules on tertiary education) but normally they are not used for policy makers' decisions. However, every HEI is obliged to publish annual report on its activities. Included should also be data on study failure (aggregated data for the whole institution).

Source of information: Statistical Department of the Ministry of Education, Youth and Sports

III.32. In your country, are completion rates calculated for underrepresented groups of students?

No

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	65.6
Completion rate of 1st cycle programmes, most recent available year:Year	cohort 2006, completion rate till 2013
Completion rate of 1st cycle programmes, most recent available year:not	

	available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	68.6	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year		cohort 2001, completion rate till 2013
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available		
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	87.1	
Completion rate of 2nd cycle programmes, most recent available year:Year		cohort 2006, completion rate till 2013
Completion rate of 2nd cycle programmes, most recent available year:not available		
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	86.5	
Completion rate of 2nd cycle programmes 5 years earlier:Year		cohort 2001, completion rate till 2013
Completion rate of 2nd cycle programmes 5 years earlier:not available		
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	62.7	
Completion rate of programmes not divided into two cycles, most recent available year:Year		cohort 2006, completion rate till 2013
Completion rate of programmes not divided into two cycles, most recent available year:not available		
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	61.8	
Completion rate of programmes not divided into two cycles 5 years earlier :Year		cohort 2001, completion rate till 2013
Completion rate of programmes not divided into two cycles 5 years earlier :not available		

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of each year

Since 2001 separate data are collected regularly. It is possible to use them also as background data for calculation of drop-out rates. Drop-out rates are thus measured but we cannot say "systematically". Usually they are calculated for Eurostat (ad hoc modules on tertiary education) but normally they are not used for policy makers' decisions.

However, the definition that the "drop-outs" refer to "student who start but do not continue or finish a study programme" is not suitable for the situation in the Czech Republic. Students in the Czech Republic can start two or more programmes at HEIs and after e.g. one year choose only one of them. According to definition mentioned for the purpose of this study those students should be counted as "drop-outs" (and in case they started three or more programmes they should be counted twice or more!). This definition is not suitable for our calculations.

The best definition of "drop-outs" in higher education refers to "student who started to study in higher education but did not finish or did not continue in any study programme at the same level for three consecutive years". This definition is used for percentage of "drop-outs" below.

For the "drop-outs" after 1st year of the first-cycle programmes following definition is used: "student who start to study in higher education in the year T and did not finish or did not continue in any study programme at the same level in the year T+1".

However, every HEI is obliged to publish annual report on its activities. Included should also be data on study failure (aggregated data for the whole institution).

Source of information: Statistical Department of the Ministry of Education, Youth and Sports

III.35.1. Please also provide the full reference(s) to relevant document(s):

Annual Reports of individual HEIs.

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

No

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

They are counted as "drop-outs" from the programme in which they enrolled

But those students are not counted as "drop-outs" from the higher education. If they finish their new programme they are included in the "first-enrolled-programme cohort" for calculation of completion rates (true cohort method).

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

Yes

III.38.1. Please specify by which organisation and how frequently:

Only aggregated data in Annual Reports of the HEIs.

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

Annual Reports of individual HEIs.

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring 20.6

Drop-out in first year of 1st cycle programmes, most recent available year:Year	cohort 2012, drop-out rate 2013
Drop-out in first year of 1st cycle programmes, most recent available year:not available	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	14.1
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	cohort 2007, drop-out rate 2008
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	30.6
Drop-out in 1st cycle programmes, most recent available year:Year	cohort 2006, drop-out rate 2013
Drop-out in 1st cycle programmes, most recent available year:not available	
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	29.9
Drop-out in 1st cycle programmes 5 years earlier:Year	cohort 2001, drop-out rate 2013
Drop-out in 1st cycle programmes 5 years earlier:not available	
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	12.0
Drop-out in 2nd cycle programmes, most recent available year:Year	cohort 2006, drop-out rate 2013
Drop-out in 2nd cycle programmes, most recent available year:not available	
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	13.1
Drop-out in 2nd cycle programmes 5 years earlier:Year	cohort 2001, drop-out rate 2013
Drop-out in 2nd cycle programmes 5 years earlier:not available	
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	31.5
Drop-out in programmes not divided into two cycles, most recent available year:Year	cohort 2006, drop-out rate 2013
Drop-out in programmes not divided into two cycles, most recent available year:not available	
Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	37.9
Drop-out in programmes not divided into two cycles 5 years earlier :Year	cohort 2001, drop-out rate 2013
Drop-out in programmes not divided into two cycles 5 years earlier :not available	

III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
 - Career guidance services
 - Psychological counselling services
 - Other
 - No services
- Guidance service for students with disabilities

III.42.1. Please specify

Guidance service for students with disabilities

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge
- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee
- by other service providers:free of charge
- by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

Section 21 of the Act on Higher Education Institutions (the Higher Education Act) No. 111/1998 Coll. states under point 1d) that a public higher education institution is obliged "to provide applicants, students and other persons with information and advisory services relating to studies as well as to professional opportunities for graduates of degree programmes".

III.44.3. Comments

At upper secondary schools student may obtain advice from internal school educational counsellor. Staff of all university study departments is providing information about the university study offer. At most universities a career and study guidance service is available that provides information and basic guidance free of charge. Students under 18 years of age can ask for study and interest diagnostic at Pedagogical and psychological counselling centre (pedagogicko-psychologická poradna) with a small administrative fee. Older can use some fee-paying external services.

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

No. But at HEIs there is usually special guidance service for students with disabilities.

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

Yes

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses "policy documents"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

Every HEI has the right to decide whether it would introduce such measures. The practice at majority of higher education institutions and even faculties proves that they help newly admitted students e.g. by organising introductory courses (e.g. in the form of a preparatory week) and/or guidance services.

In part 2.4 of The Strategic Plan – The accessibility of higher education – there is the following recommendation for HEI

- to develop preparatory courses for applicants for studies.
- In part 2.5 Guidance services at higher education institutions the HEIs are advised to
- to provide, or to arrange for the provision of guidance services to applicants, participants in lifelong learning and staff of higher education institutions – guidance on study-related matters, career guidance, psychological and social counselling, etc. - in order to attract potential applicants, decrease the rate of study failure and assist in enhancing the employability of graduates on the labour market.

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

III.47.2. Please also provide the full reference(s) to relevant document(s):

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

Yes

III.48.1. Please provide the details on such services here:

At HEIs there is usually special guidance service for students with disabilities (at central level and/or faculty level).

III.48.2. Please also provide the full reference(s) to relevant document(s):

Annual Reports of individual HEIs.

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▼

IV.2. Which home students at public higher education institutions have to pay fees?

1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount see the comments
1st cycle:Minimum amount 500 CZK
1st cycle:Maximum amount not stated
2nd cycle:Most common amount see the comments
2nd cycle:Minimum amount 500 CZK
2nd cycle:Maximum amount not stated

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

1) Administrative cost for application for studies (all students); 2) when the duration of studies exceeds the standard length of the degree programme more than one year; 3) students who study in second or further degree programme at the level they have already graduated from; 4) study in a foreign language (only exceptional for domestic students)

IV.5. Concerning fees, are international students treated differently in your country from home students?

No ▼

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount
1st cycle international students:Minimum amount
1st cycle international students:Maximum amount
2nd cycle international students:Most common amount
2nd cycle international students:Minimum amount
2nd cycle international students:Maximum amount

IV.7. Who defines the fee amounts?

1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

According to the Higher Education Act the limits for all types of fee are derived from s.c. "base" (it is announced by the Ministry as 5% of the average amount allotted to one student from total non-capital expenditures provided by the Ministry; for the year 2013/14 the base is 2 666 CZK).

1)Administrative cost for application for studies (admission fee), maximum amount is 20% of the base. Pay all students, approx. amount is 500 CZK.

2)To students who exceed the standard length of the degree programme more than one year HEI prescribes the fee for each semester in the minimum amount of 1.5 x base. The maximum is not stated, in

praxis the amount copies the state contribution to one student in the given field of study (e.g. 15 000 CZK in humanities, 25 000 - 30 000 CZK in sciences and medicine). From serious reasons this fee can be reduced or forgiven.

3) To students who study in second or further degree programme HEI prescribes the fee in the maximum amount of the base. The minimum is not stated, some HEIs prescribe no fee.

4) Study in a foreign language: HEI can prescribe the fee, no limits are stated. The amount differs in individual HEIs and in fields of study. E.g. in medicine a dentistry the annual fee can be 300 000 CZK and more, in other fields it is 50 000 - 200 000 CZK. Domestic students pay this fee only exceptionally. If international students study in the Czech language they pay no fee.

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

The system of student support is a combination of

- 1) grants or scholarships for students (provided by HEIs),
- 2) tax benefits for parents and students,
- 3) financial support of parents.

Ad 1) Grants or scholarships may be awarded

- a) for outstanding study results;
- b) for outstanding scholarly, research, development and innovative, artistic or other creative results contributing to the enhancement of knowledge;
- c) for the support of research, development and innovative activities;
- d) in the case of a student's difficult social conditions;
- e) in other special cases as the grants for accommodation (for students who live in other region than the seat of the HEI) and for the students coming from families with low income.

Ad 2) The parents receive the tax benefit if their child is in the age up to 26 and study at a HEI. The amount of the tax benefit is approx. 12 500 CZK per year. Students up to 26 years (PhD students up to 28) can receive tax benefits of 4 500 per a year.

Ad 3) The parents with low income and with a child in the age up to 26 years studying at a HEI receive 700 CZK per month.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

Students studying abroad can use all types of financial support.

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants: First cycle approx. 40

% of students receiving grants: Second cycle approx. 40

IV.14. Can students use grants/scholarships for studying abroad?

All grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

No

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship: Grant 1

Citizenship: Grant 2

Citizenship: Grant 3

Citizenship: Grant 4

Residency: Grant 1

Residency: Grant 2

Residency: Grant 3

Residency: Grant 4

Recognised HEIs/programmes only: Grant 1

Recognised HEIs/programmes only: Grant 2

Recognised HEIs/programmes only: Grant 3

Recognised HEIs/programmes only: Grant 4

Course load (e.g. full-time): Grant 1

Course load (e.g. full-time): Grant 2

Course load (e.g. full-time): Grant 3

Course load (e.g. full-time): Grant 4

Only certain countries: Grant 1

Only certain countries: Grant 2

Only certain countries: Grant 3

Only certain countries: Grant 4

Only certain study programmes (e.g. where mobility is mandatory): Grant 1

Only certain study programmes (e.g. where mobility is mandatory): Grant 2

Only certain study programmes (e.g. where mobility is mandatory): Grant 3

Only certain study programmes (e.g. where mobility is mandatory): Grant 4

Equivalency condition: Grant 1

- Equivalency condition:Grant 2
- Equivalency condition:Grant 3
- Equivalency condition:Grant 4
- Programme not available in the national system:Grant 1
- Programme not available in the national system:Grant 2
- Programme not available in the national system:Grant 3
- Programme not available in the national system:Grant 4
- Other:Grant 1
- Other:Grant 2
- Other:Grant 3
- Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

IV.19. Can students use loans for studying abroad?

Please choose

IV.20. Are there any additional requirements for using the loan abroad?

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

- Citizenship:Loan 1
- Citizenship:Loan 2
- Citizenship:Loan 3
- Citizenship:Loan 4
- Residency:Loan 1
- Residency:Loan 2
- Residency:Loan 3
- Residency:Loan 4
- Recognised HEIs/programmes only:Loan 1
- Recognised HEIs/programmes only:Loan 2
- Recognised HEIs/programmes only:Loan 3
- Recognised HEIs/programmes only:Loan 4
- Course load (e.g. full-time):Loan 1
- Course load (e.g. full-time):Loan 2
- Course load (e.g. full-time):Loan 3
- Course load (e.g. full-time):Loan 4
- Only certain countries:Loan 1
- Only certain countries:Loan 2
- Only certain countries:Loan 3
- Only certain countries:Loan 4
- Only certain study programmes (e.g. where mobility is mandatory):Loan 1
- Only certain study programmes (e.g. where mobility is mandatory):Loan 2
- Only certain study programmes (e.g. where mobility is mandatory):Loan 3
- Only certain study programmes (e.g. where mobility is mandatory):Loan 4
- Equivalency condition:Loan 1
- Equivalency condition:Loan 2
- Equivalency condition:Loan 3
- Equivalency condition:Loan 4
- Programme not available in the national system:Loan 1
- Programme not available in the national system:Loan 2
- Programme not available in the national system:Loan 3
- Programme not available in the national system:Loan 4

Other:Loan 1

Other:Loan 2

Other:Loan 3

Other:Loan 4

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)

1st cycle credit mobility:Travel costs

1st cycle credit mobility:Living cost difference

1st cycle credit mobility:Language courses

1st cycle credit mobility:Other

2nd cycle credit mobility:Study costs/ fees abroad (host institution)

2nd cycle credit mobility:Travel costs

2nd cycle credit mobility:Living cost difference

2nd cycle credit mobility:Language courses

2nd cycle credit mobility:Other

1st cycle degree mobility:Study costs/ fees abroad (host institution)

1st cycle degree mobility:Travel costs

1st cycle degree mobility:Living cost difference

1st cycle degree mobility:Language courses

1st cycle degree mobility:Other

2nd cycle degree mobility:Study costs/ fees abroad (host institution)

2nd cycle degree mobility:Travel costs

2nd cycle degree mobility:Living cost difference

2nd cycle degree mobility:Language courses

2nd cycle degree mobility:Other

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)

1st cycle credit mobility:Travel costs

1st cycle credit mobility:Living cost difference

1st cycle credit mobility:Language courses

1st cycle credit mobility:Other

2nd cycle credit mobility:Study costs/ fees abroad (host institution)

2nd cycle credit mobility:Travel costs

2nd cycle credit mobility:Living cost difference

2nd cycle credit mobility:Language courses

2nd cycle credit mobility:Other

1st cycle degree mobility:Study costs/ fees abroad (host institution)

1st cycle degree mobility:Travel costs

1st cycle degree mobility:Living cost difference

1st cycle degree mobility:Language courses

1st cycle degree mobility:Other

2nd cycle degree mobility:Study costs/ fees abroad (host institution)

2nd cycle degree mobility:Travel costs

2nd cycle degree mobility:Living cost difference

2nd cycle degree mobility:Language courses

2nd cycle degree mobility:Other

IV.26.1. Please specify which other additional public loans are available for studying abroad:

There are no special loans for the study abroad

IV.27. Additional comments

Students' mobility is mostly supported from the programme ERASMUS (with the national contribution). Besides, the HEIs can award the grants from their „mobility fund“. According to the institutional plans of the HEIs (if considered their priority) there is also support from the Programmes of Institutional development annually provided by the Ministry.

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

Course load (e.g. full time):Grant/loan 1

Course load (e.g. full time):Grant/loan 2

Course load (e.g. full time):Grant/loan 3

Course load (e.g. full time):Grant/loan 4

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

Higher Education Act No. 111/1998 Coll. (in the current version), section 91.

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Student

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

HEIs receive the subsidy from the Ministry similarly as for the 1st and 2nd cycle students. All candidates preparing a PhD qualification in full-time study are during the standard time of study (3 or 4 years) entitled to scholarship (approx. 8 000 CZK per month on average).

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

Third cycle candidate are not required to pay fees

IV.35. Additional comments on doctoral education

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

The Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2011-2015 (Strategic Plan 2011-2015) indicate (among others):

1.6 Responsibility for the employability of graduates

Objective: Increasing higher education institutions' responsibility for the employability of their graduates

The Ministry shall:

- arrange for evaluation of data concerning the employability of higher education graduates;
- use the employability of graduates as a criterion for the evaluation and funding of higher education institutions;
- prepare a programme for supporting the recruitment of higher education graduates in areas related to applied research, experimental development and introduction of innovation, or in knowledge-intensive fields;
- seek to ensure that Bachelor degree holders are placed in appropriate pay categories of state institutions, and to initiate a meeting with the Ministry of Labour and Social Affairs on this topic;
- seek to ensure that higher education in Bachelor study programmes is perceived by the labour market as comprehensive education, and that graduates of such programmes are seen as competent specialists in the given areas;
- support actions to ensure that the requirements laid down in legal regulations concerning the practice of regulated activities or jobs in the public sector are, in addition to formal qualifications, described by means of learning outcomes as much as possible;
- take steps to enhance the quality of educational activities at faculties of education with a view to improving the training of their graduates in the teaching profession.

Recommendations for higher education institutions:

- to innovate study programmes with regard to the future needs of society and the employability of graduates;
- to establish and reinforce links with the prospective employers of graduates;
- to support, in addition to specialist knowledge and skills, the development of general competencies of students;
- to enhance the quality of educational activities at faculties of education in line with the efforts of the Ministry.

... or ...

2.2 Cooperation with business

Objective: Higher education institutions as centres of the most advanced level of learning, research and development must open up more to cooperation with business

The Ministry shall:

- support a higher degree of responsible involvement of external stakeholders in the management of higher education institutions;
- promote cooperation between higher education institutions and representatives of business in the implementation and evaluation of educational activities;
- develop and carry out pilot testing of a methodology for using the results of research and development at higher education institutions as part of the EFTRANS national individual project;
- support activities concerned with ensuring protection of intellectual property at higher education institutions;
- promote the development of entrepreneurship skills at HE institutions;
- establish close and regular cooperation with key providers of targeted support (designated for a specific purpose), e.g. with the Technology Agency of the Czech Republic;
- support, within available resources, the development of education in fields that are vital in terms of the future needs of the country.

Recommendations for higher education institutions:

- to support participation in the operations of science and technology parks, to build technology transfer centres and business incubators;
- to design study programmes/fields of study with regard to employers' needs;
- to invite business experts to take part in instruction, the development of study programmes, the work of higher education institutional bodies, the drafting of strategic plans of HE institutions (including in research and development);
- to support internships/work placements of students and staff of HE institutions in businesses;
- to develop career guidance, to cooperate with businesses in the area of graduate employment;
- to create conditions for spin-off from the academic community.

Governmental document National Reform Programme of the Czech Republic (2011) states that:

"In line with the latest trends in other countries, in higher education institutions quality assessment emphasis will also be placed on the employability of their graduates and prospects of their graduates as a key indicator of the relevance of the education provided. Similarly, higher education institutions will be evaluated based on their success in obtaining resources from the private sector for their future development and activities in research and development. The role in the transmission of the results of their activities for the benefit of society as a whole will be taken into account. These indicators will also be used in the further development of rules for the financing of higher education from the national budget.

The central government policy no longer aims to increase number of students in higher education institutions, but their quality and relevance, thus linking them to the development needs of the whole of society, its economy and job market. Therefore, it is impossible to encourage further increases in the number of students in disciplines and institutions whose graduates do not find corresponding employment. Essential information for the course does not comprise only monitoring of the current situation in the labour market, but also systematic and regular assessments of future skill requirements and trends in the reproduction of the higher education workforce. It is also necessary to prevent the real risk that some important economic sectors/industries/branches will find themselves without an adequately qualified workforce."

The Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and their Creative Activities of Higher Education Institutions for 2011-2015 (<http://www.msmt.cz/file/12261>). Ministry of Education 2010.

Investing into European Competitiveness: Contribution of the Czech Republic to Europe 2020 Strategy. National Reform Programme of the Czech Republic 2011 (see http://www.vlada.cz/assets/cvropske-zalezitosti/dokumenty/National-Reform-Programme-of-the-Czech-Republic-2011_1.pdf).

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

No

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

In 2013 a ten-year projection of the number of jobs by skills requirements and of the number of work-force by the level and field of education attained was prepared for the first time. The projection covers 25 sectors (NACE classification) and about a hundred occupations (ISCO classification) in the entire economics of the Czech Republic.

The methodology of the projection is based on and inspired by a European (DG Employment and CEDEFOP) projects Future Skill Need in Europe (2006-2008); Forecasting skill supply and demand in Europe (2009-2012); Mid-term skills supply and demand forecast (2013-2016).

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

No

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

V.3. In your country, are employers involved in higher education planning and management?

Yes

V.3.1. How are they involved?

- | | | | | |
|--|---|--|--|---------------------------------|
| Curriculum development in higher education | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

V.3.2. Please provide the details and the source of evidence here.

Representatives of employers and industry are commonly members of Boards of Trustees (Directors) of HEIs. According to the Higher Education Act No. 111/1998, Coll, "members of the Board of Trustees of a public higher education institution are appointed and dismissed by the Minister upon discussion with the Rector with the view of associating representatives of public life, municipality as well as state administration." (Article 14, <http://aplikace.msmt.cz/vysokeskolylcgislativa/highereduact.htm>).

See the composition of some of the large HEIs, such as Charles University (<http://www.cuni.cz/UKENG-103.html>), Masaryk University (http://www.muni.cz/general/board_of_trustees?lang=en) or University of Economics (http://www.vse.cz/obecne/slozeni_rady.php).

At some HEIs employers and professionals are involved in other activities on the level of HEI, such as teaching or curriculum design, but there are no formal criteria for that and no data collected. It also depends on the particular field of study.

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

General guidelines and recommendations are included in the Strategic Plan 2011-2015. Additional to this, both centralised and decentralised projects can be funded from specific sources, namely Operational Program Education for Competitiveness (see http://www.msmt.cz/file/19467_1_1/) that covers also IPNs related to this area (<http://www.msmt.cz/strukturalni-fondy/ipn-pro-oblast-terciamihovzdelavani-vyzkumu-a-vyvoje>).

The Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and their Creative Activities of Higher Education Institutions for 2011-2015 (Strategic Plan 2011-2015). Ministry of Education 2010. (<http://www.msmt.cz/file/12261>)

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

such programmes could be developed under the above mentioned projects. The evidence is not available.

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

In general, HEIs are highly autonomous in setting the content of their courses. HE legislation does not set any specific rules for work placements and practical training. Although, in case of regulated

professions (namely those falling under Directive 2005/36/EC), some programmes might be influenced by other legislature. Furthermore, in case of e.g. programmes of initial teacher training; these include obligatory practical internships even though it is not set by the law.

HEIs are recommended to develop a system supporting work placements for students to improve the employability of graduates and increase the relevance of tertiary education (see: <http://www.msmt.cz/file/12261>; Head II, Section 1.5).

reference(s) to relevant document(s):

Act No. 111/1998 Coll. (Higher Education Act), Section 79.

Decree No. 42/1999 Coll. (on the content of applications for the accreditation of study programmes), Section 4.

The Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2011-2015 available at: <http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvoje-a>

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
2nd cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
1st and 2nd cycle combined 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

V.4.2.1. Please provide the source information here.

Graduate Survey REFLEX 2010.

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

Yes

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

The level of unemployment (employability) of graduates has been taken into account when allocating funds to HEIs and when capping the number of students to be enrolled and funded by the state. For the last principles and rules see

Zásady a pravidla financování veřejných vysokých škol pro rok 2014 [The principles and rules of financing public higher education institutions in 2014] Available at:

<http://www.msmt.cz/vzdelavani/vysoke-skolstvi/pravidla-pro-poskytovani-prispevku-a-dotaci-verejnym-vysokym-1>

Furthermore:

Rozpis rozpočtu vysokých škol na rok 2014. MŠMT. [The Budget Plan 2014] available at <http://www.msmt.cz/vzdelavani/vysoke-skolstvi/rozpis-rozpoctu-vysokych-skol-na-rok-2014>

In English:

From Incremental Funding to Quality & Performance Indicators (PRESENTATION) available at <http://www.strediskovzdelavacipolitiky.info/download/JK%20-%20From%20Incremental%20Funding%20to%20Quality%20&%20Performance%20Indicators%20%28presentation%29.pdf>

From Incremental Funding to Quality & Performance Indicators (PAPER) available at <http://www.strediskovzdelavacipolitiky.info/download/JK%20-%20From%20Incremental%20Funding%20to%20Quality%20&%20Performance%20Indicators%20%28paper%29.pdf>

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 Yes, within a different funding mechanism (please specify)
 No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

The budget that HEIs receive directly from the state is composed of many items. About 80 % of the overall budget from the state is so called normative part. About 75 % of the normative part of the budget are allocated by a funding formula based on the number of students enrolled; about 25 % of the normative part of the budget are allocated by the so-called qualitative indicators, one of them being the level of unemployment (employability) of graduates. See above.

The actual calculation of employability rate for each HEI as part of the funding formula is quite complicated, taking into account:

- absolute number of graduates in the previous academic year,
- proportion of unemployed graduates (i.e. graduates not in education nor employment actively seeking a job, registered at the labour office),
- regional differences in employment rates by the permanent residence of graduates,
- coefficient of flat-rates for funding in the field of studies (i.e. how much money the HEI have received for educating the graduate in the field),
- the cycle of studies (and in case of PhD. students as well the length of studies),
- the unemployment rates in three previous years.

See: "Pravidla pro poskytování příspěvku a dotaci VVŠ," available at <http://www.msmt.cz/file/26979> (in Czech)

For further references see the previous commentary.

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

Yes

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

No

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes ▼

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

Tracer studies at the national level were introduced into the Czech Republic by participating in a European project CHEERS carried out in the second half of the nineties. The country participated also in another European project REFLEX carried out in 2005-2007. Since then two national REFLEX surveys have followed, the survey REFLEX 2010 and the survey REFLEX 2013. The graduates are addressed within five years after their graduation (2008-2012 in REFLEX 2013) by using their so-called graduation addresses possessed by their HEIs. Although the participation of HEIs in the survey is voluntary, it has been steadily increasing. In 2013 there are participating 21 public HEIs (out of 26), 1 state HEI (out of 2) and 16 private HEIs (out of 35 those that produced some graduates in the period 2008-2012). About 30 thousand of filled-out questionnaires are expected to be returned. The programme REFLEX is funded by the Ministry of Education, and carried out by the Education Policy Centre at Charles University in Prague that conducted also both 2006 and 2010 surveys.

The REFLEX 2010 results were widely presented including international conferences or Czech daily press media. The main outcomes of the project are available on the web REFLEX 2010 (<http://www.strediskovzdelavacipolitiky.info/default.asp?page=svp&KID=85>) REFLEX 2013 (<http://www.strediskovzdelavacipolitiky.info/default.asp?page=svp&KID=95>) and reports (<http://www.strediskovzdelavacipolitiky.info/default.asp?page=reflex13MZ>).

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

No ▼

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Data entry: (VI_Lifelong_learning)

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

No ▼

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

Lifelong learning is usually understood as different types of courses and programmes which may be professionally oriented, interest based programmes, University of the 3rd Age for senior citizens. These courses are also very different in their duration – it can be several semesters, it can be several days. The courses are finalised by a certificate (not a diploma) issued by the respective HEI.

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

ACT NO. 111/1998 Coll.(AMENDED AND CONSOLIDATED) ON HIGHER EDUCATION INSTITUTIONS AND ON AMENDMENTS AND SUPPLEMENTS TO SOME OTHER ACTS (The Higher Education Act); Section 60 "(1) Higher education institutions may provide – either free of charge, or subject to payment – lifelong learning programmes within the framework of their educational activities. Lifelong learning may be either profession-oriented or interest-oriented....." (3) Participants in lifelong learning are not considered students under the provisions of the Higher Education Act.

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Non-formal courses open to all (e.g. languages)

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Preparatory courses for HE entrance examinations

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Professionally-oriented upgrading of already achieved qualifications

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Tailor-made provision for industry

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

VI.3.2. Please specify which forms and provide % of HE institutions involved.

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No ▼

VL4.1. Please explain these restrictions.

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "100"

VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

HEIs may use public funds to finance lifelong learning; however lifelong learning programmes are usually funded by the learners themselves. It may be also funded by the employers. There is no central evidence of lifelong learning funding, the share cannot be stated. The exception is "University of the Third Age" (for senior citizens). The Ministry provides annually the basic funding to HEIs which is 0.1% of the funding for educational activities (22 million CZK).

VL5.2. If you have any further comments regarding this section, please provide them here:

VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VL6.1. Please provide a short description of specific policy measures that exist in your country.

Higher Education Act No 111/98, Coll.

The Higher Education Act stipulates that there are three modes of study: on-site, distance or a combination of these (combined studies). All these three forms have equal validity; students have the same rights and benefits. However, for some of the benefits there is an age limit of 26 years.

On line: <http://www.msmt.cz/vzdelavani/uplne-zmeni-zakona-c-111-1998-sb-o-vysokych-skolach-text-se-zpracovany-ni-novelami?lang=1> (In Czech only)

The Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2011-2015 (part 1.5) has one of the priority areas devoted to progressive modes and methods of education with the objective to diversify the modes of study and educational methods in close connection among others also to the needs of the target group of students (e.g. age characteristics). In this aspect the Ministry shall support e.g. project-oriented education, e-learning, blended learning that should, among other things serve the needs of specific target groups of students (already employed adult learners, individuals with physical or social disadvantages). For these developments higher education institutions can gain support within Institutional Developmental Plans.

Higher Education No 111/98, Coll.

The Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2011-2015. On line: <http://www.msmt.cz/file/12261>

VL7. Which of the statements on student statuses best describes the situation in your country?

There is only one status for all students (i.e. the status of student) without any further distinctions

VL7.1. Please explain what student statuses exist in your country and how you define them.

VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

No, such possibility does not exist in our HE system

The alternative forms of studies are represented by the combined and distance mode of studies. All students, regardless their mode of studies, have the same status. There are no part-time studies in the CR. See above.

There are no part time studies in the Czech Republic. According to the Higher Education Act there is the same standard duration of a degree programme in all modes of studies. However, the absence of a formal part-time status does not necessarily mean that HEI do not ensure flexible provision. (for more see The European Higher Education Area in 2012, Bologna Process Implementation Report, p. 137).

For transition to the next semester, the HEI sets the minimum and standard number of credits. A student can set the pace by choosing a minimal number of credits (within the minimum set by the HEI). However, a student must complete his/her study in a standard length of study prolonged at maximum by one year. He/she must pay after this set period. Every HEI sets a maximum duration of studies, i.e. the limits after which the student is expelled.

VL7.3. Please indicate which fees apply to students studying part-time.

VL7.4. Please indicate which fees apply to de facto part-time students.

VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?

No ▼

VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

VL9.1. If you have any further comments regarding this section, please provide them here:

VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes

The legislation enables recognition of prior learning – formal, informal, non-formal for all applicants who qualify for a higher education institution (i.e. pass full secondary education at EQF level 4 and finish by the school leaving examination (maturitní zkouška)). The existing law - the Act No. 179 of 30 March 2006 on Verification and Recognition of Further Education Results and on the Amendment to Some Other Acts - the Act on the Recognition of Further Education Results does not exclude higher education institutions, however, it concentrates on qualifications mainly up to the EQF level 3 and 4. The established system also corresponds much better with VET. There is no system at national level for higher education institution. In practice there are not many cases known at the level of HE dealing with recognition of prior learning (even formal). The recognition procedure must be included in the HEI internal regulations. Furthermore, it is not possible to pass the key subjects without examination. The students must sit the final state examination and often also defence a thesis.

VL10.1. Please choose the statement that best applies to your country-specific situation.

HE institutions can autonomously decide whether they will provide relevant procedures

According to the Act on Higher Education Institutions (the Higher Education Act) it is possible. However, every step taken must be properly justified and included in the internal regulation of the HEI. Most HEI do not have it in their regulations.

See previous question.

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)

Generally, the number of credits is not officially specified.

In practice the HEI do not usually take non-formal education into account. If they do the students are still obliged to sit the final state examination. For more information see above.

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

The Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2011-2015 (Strategic Plan 2011-2015) Online: <http://www.msmt.cz/file/12261>

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

No

VL10.4.1. Please specify these requirements.

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

There are no official data and it is impossible to provide estimates

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

There are no official data and it is impossible to provide estimates

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

No ▼

VL11.1. Please specify what they are.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▼

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

The Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2011-2015 (<http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vdecke-vyzkumne-vyvoje-a>) and its annual updates (<http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodobc-zamery-a-jejich-aktualizace-rozvoje-programy>).

aims and objectives:

The Strategic Plan 2011-2015

Chapter 2.1 Internationalisation

2.1.1 Internationalisation in education

Objective: Implementing the Bologna process in the Czech Republic so that Czech higher education institutions become full members of the European Higher Education Area and enhance their competitiveness in the international arena

2.1.2 International cooperation of higher education institutions in the area of research, development and innovation

Objective: Establishing conditions for higher education institutions' intensive involvement in international cooperation in research, development and innovation

measures and instruments:

2.1 Internationalisation

2.1.1 Internationalisation in education

Objective: Implementing the Bologna process in the Czech Republic

The Ministry shall:

- provide for the participation of the Czech Republic in programmes of the EU and other organisations that are concerned with international cooperation in tertiary education (Lifelong Learning Programme, Erasmus Mundus, Aktion, CEEPUS etc.);
- support programmes focusing on the mobility of students and staff of higher education institutions;
- seek to ensure financial advantages for higher education institutions that will obtain the Diploma Supplement Label and the ECTS Label;
- seek to establish suitable conditions for the permanent employment of foreign experts in academia (this concerns, inter alia, the international comparability of the system of academic posts);
- promote Czech higher education abroad (in cooperation with the Centre for International Cooperation) – via the www.studyin.cz website, participation at international fairs, publication of promotional information materials.

Recommendations for higher education institutions:

- to focus on correct implementation and the maximum use of the ECTS credit system based on learning outcomes, free-of-charge issuance of the Diploma Supplement to all graduates in Czech and English (or, at the student's request, in another widely used European language). The award by the European Commission of the Diploma Supplement Label and the ECTS Label constitutes acknowledgement of good practice;
- student mobility should become a regular component of studies (e.g. the so-called mobility window as a part of study programmes), the objective of which to make it possible for all those interested to undergo at least part of their studies at a foreign institution;
- long-term mobility should be part of career progression for academic staff, and mobility should also be a commonplace for other (administrative) staff at higher education institutions;
- to increase the number of students undergoing study visits and work placements abroad;
- to maintain data on outgoing and incoming students in the student registry in a consistent manner;
- to support student mobility by means of providing scholarships covered from HE institutions' own resources;
- to provide appropriate and consistent recognition of studies undertaken abroad (for short-term study visits abroad this should be done automatically in line with the learning agreement); to address this matter in the HE institutions' internal regulations;
- to increase the number of foreign students at Czech higher education institutions by means of: enlarging the scope of study programmes delivered in foreign languages, promoting education at Czech higher education institutions abroad (web-based information, presentations at international educational fairs, cooperation with embassies), developing HE institutions' strategies of international cooperation and preparing conditions for the studies of foreign students (study programmes in foreign languages, facilities and equipment, language skills of staff in higher education, accommodation, leisure activities, etc.), and by means of foreign experts working at Czech higher education institutions;
- to develop study programmes (particularly those at Master and Doctoral levels) accredited and delivered in foreign languages, and of joint/double/multiple degrees;
- to participate in European Community programmes – the Life Long Learning Programme, programmes involving cooperation between the EU and other parts of the world (Erasmus Mundus, Tempus, EU-USA, EU-Canada, EU-Australia, EU-Korea etc.);
- to establish conditions for developing a genuinely international environment where English (or another language) is the common language of communication – not only instruction (this applies to HE institutions focusing on intensive cooperation with foreign HE institutions).

Instruments:

European Community programmes;

Development programmes;

ECOP: support area 2.2;

Own resources of higher education institutions.

2.1.2 International cooperation of higher education institutions in the area of research, development and innovation

Objective: Establishing conditions for higher education institutions' intensive involvement in international cooperation in research, development and innovation

The Ministry shall:

- continue running programmes of multilateral cooperation and developing bilateral agreements on cooperation with countries both within and outside the EU;
- provide support for participation in programmes of international cooperation in research and development;
- seek to ensure financial benefit for higher education institutions that succeed in bidding for international research projects;
- pursue simplification of the administration of project applications with expected impact in the form of an increased active involvement of HE institutions in programmes of international cooperation;
- implement, from 2011-2012, the "ERC CZ" programme for research, experimental development and innovation to support basic and applied research (so-called frontier research). Financial support will be provided for projects that have received a positive rating as part of the ERC scheme at European level but for which funding was not made available.

Recommendations for higher education institutions:

- to support two-way international mobility of researchers at higher education institutions;
- to create conditions for possible implementation of ERC projects within the ERC CZ programme at a higher education institution as a "host institution".

Instruments:

ECOP: support area 2.3, support area 4.2 – national individual projects: International Audit of RDI, EFTRANS;

Financial resources for the ERC CZ programme will be provided from the expenditure of the Ministry earmarked for international cooperation in research and development.

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

No ▼

7.3.1. Please provide a reference and link to the document (if available, also in English):

7.3.2. Has the impact of the strategy been assessed?

Please choose.. ▼

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

1-25%

7.3.3.1. Please provide a source for this information:

There are only few HEIs which have their Strategy of Internationalisation - e.g. Masaryk University. At majority this strategy is part of Long term strategic plans. Some of the HEIs evaluate their strategic objective in Internationalisation. E.g. see the web site of Charles University (in Czech only): <http://www.cuni.cz/UK-4058.html>. The websites of HEIs are available at <http://www.msmt.cz/ministerstvo/odkazy/vysoke-skoly>. As far as the private HEIs the situation differs substantially.

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

76-99%

7.3.4.1. Please provide a source for this information:

See above

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility

Credit mobility:Incoming mobility

Degree mobility:Outgoing
mobility

Degree mobility:Incoming mobility

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No ▼

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

Yes ▼

7.4.2.1. Please specify:

See above the Strategic plan for Development 2011-2015 <http://www.msmt.cz/vzdelavani/vysoke-skolstvi/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvoje-a>; pp.19-22.

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes ▼

7.5.1. Please specify:

There is a budgetary item: Indicator D - International Cooperation (it comprises roughly 2% of the budget for educational activities); <http://www.msmt.cz/vzdelavani/vysoke-skolstvi/rozpis-rozpoctu-vysokych-skol-na-rok-2014>.

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes ▼

7.6.1. Please name and describe them:

Internationalisation is included as an indicator in the part of the budget for educational activities which is subscribed to HEIs according to their quality.

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No ▼

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required and would be very unusual

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

Yes ▼

7.9.1. How many campuses do your higher education institutions have abroad?

2.0000000000

7.9.2. In which countries do they have these campuses?

Slovakia

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

No

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) ""

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) ""

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

No

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only

- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
 - Asia
- China specifically
- India specifically
 - Middle East
 - North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
 - Recognition
 - Language
 - Curriculum/Study organisation
 - Legal issues
 - Motivating and informing students
 - Personal and family life
- bureaucracy

7.13.1.1. Please specify:

High costs for the learners from third countries connected with:
 legalization and verification of educational documents, their translation into Czech, English
 journey to the representative offices (embassies,) to participate in an interview; the execution of visa;

Problems with recognition of prior learning (mainly upper secondary);
 Difficulties with bureaucracy, e.g. visa, insurance, accommodation.

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

- Specific study cycles Yes No No answer
- Specific fields of studies Yes No No answer
- Credit mobility Yes No No answer
- Degree mobility Yes No No answer

7.14.1. Please specify:

Problems with recognition of prior learning (mainly complete secondary education from some countries); Sometimes outgoing students face problems after returning from a study stay with the recognition of subjects studied abroad. Sometimes they are taken as optional and student still have to complete mandatory subjects. This leads to prolongation of their study .

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

The Government approved the Strategy for providing government scholarships to students from developing countries for the period 2013–2018 which replaced the previous system; its legal force ended in the academic year 2012/2013.
Ad hoc meetings of the participating authorities which lead to the approval of guidelines, recommendations, regulations etc.

7.16. Has your country monitored the effects of these measures/programmes?

Yes ▼

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) "Ministry of Foreign Affairs "

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) "every three years"

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) "the new Strategy approved for 2013-2018; results are not available yet"

7.17. Comments:

Ministry of Foreign Affairs monitors the new Strategy mentioned above.
The progress of the above programme is monitored, potential problems are solved in the form of supplement or modifications approved at the ministerial levels.
Evaluation by an external subject is suggested after three years.

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes ▼

7.18.1. Please provide a link to the website:

www.dzs.cz

All programmes:
<http://www.dzs.cz/cz/programy-dzs/>

Academic Information Agency:
<http://www.zahranici-stipendium.cz/scripts/detail.asp?id=156;>

The National Agency for European Educational Programmes (NAEP) <http://www.naep.cz/?language=en&>;

7.18.2. Is the website linked to Bologna website?

No ▼

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information on the EHEA, with links to other national systems and European programmes

7.19.1. Please provide a link to such information:

All programmes:
<http://www.dzs.cz/cz/programy-dzs/>

Academic Information Agency:
<http://www.zahranici-stipendium.cz/scripts/detail.asp?id=156;>

The National Agency for European Educational Programmes (NAEP) <http://www.naep.cz/?language=en&>;

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

No ▼

7.20.1. Do students have to pay additional fees?

Yes ▼

7.20.2. Are there any other differences? Please specify:

No. The Act on higher education institutions is valid equally for Czech and foreign language of instructions - for degree programmes taught in foreign languages students have to pay fees, in programmes taught in Czech they do not pay unless they exceed the standard duration more than one year.

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

7.25.1. Please specify and provide reference:

In the Czech Republic, the Ministry of Education, Youth and Sports has included mobility of academic staff of higher education institutions as a priority in its Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2011-2015, which envisages programmes to support staff mobility as well as the establishment of suitable conditions for the permanent employment of foreign experts. The Strategic Plan also contains recommendations to higher education institutions: they are advised to support two-way international mobility of researchers; for academic staff, long-term mobility should form part of career progression; for other (administrative) staff, mobility should become also obvious where applicable.

The Strategy for Lifelong Learning in the Czech Republic refers to academic staff mobility as a means to develop quality in teaching and research.

In the context of the National Policy of Research, Development and Innovation of the Czech Republic, enabling academic staff to do research at major European and world workplaces is seen as a contribution to the provision of quality human resources for R&D. (From Eurydice Overview, Staff Mobility in Higher Education, National Policies and Programmes - EACEA, 2013)

Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2011-2015, See the website of the Ministry of Education, Youth and Sports: <http://www.msmt.cz/arcas-of-work/tertiary-education/the-strategic-plan-for-higher-education-institutions-2011>.

7.26. Are there any national mobility programmes for higher education staff?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

In the Czech Republic, academic staff mobility is usually included in the institutional development programmes announced annually by the Ministry of Education, Youth and Sports. These programmes enable to HEIs elaborate their strategic annual plan which often includes in grants for specific mobility projects. There are also possibilities within the main providers of grants being the Czech Science Foundation (GACR), the Technology Agency of the Czech Republic and individual ministries. (Source: Eurydice Overview, Staff Mobility in Higher Education, National Policies and Programmes - EACEA, 2013)

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.1.1. Please specify any targets that exist:

Only general targets in the Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2011-2015; See the website of the Ministry of Education, Youth and Sports: <http://www.msmt.cz/areas-of-work/tertiary-education/the-strategic-plan-for-higher-education-institutions-2011>.

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Teaching staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.2.1. Please specify any targets that exist:

Only general targets in the Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2011-2015; See the website of the Ministry of Education, Youth and Sports: <http://www.msmt.cz/areas-of-work/tertiary-education/the-strategic-plan-for-higher-education-institutions-2011>.

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance**

counsellors Yes No No answer

Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

7.29. Are there any mechanisms to reward staff who participate in mobility?

Career development advantages Yes No No answer

Financial benefits Yes No No answer

Non-financial benefits Yes No No answer

Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

Some HEIs include the staff mobility into career developments; at some institutions it is considered obvious part of the academic career.

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "8"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "6"

7.31.1.1. Additional comments:

There is no survey dealing with the obstacles of staff mobility. The above ranking is only an estimation.

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "8"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "6"

7.31.2.1. Additional comments:

There is no survey dealing with the obstacles of staff mobility. The above ranking is only an estimation.

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

For funding there are some possibilities in international mobility and research grant schemes; programmes of institutional developments of HEIs and their strategic annual plans enable some funding if required by the HEI. There are also schemes under the EU structural funds (e.g. for postdocs)

7.33. Has your country monitored the effects of these measures/programmes?

Yes ▾

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) "Higher education institutions"

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) "annually"

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) "see the annual reports at <http://www.msmt.cz/ministerstvo/odkazy/vysoke-skoly>"

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration:

Some information for staff mobility can also be found at the Centre for International Cooperation

All programmes:

<http://www.dzs.cz/cz/programy-dzs/>

Academic Information Agency:

<http://www.zahranici-stipendium.cz/scripts/detail.asp?id=156>;

The National Agency for European Educational Programmes (NAEP) <http://www.naep.cz/?language=en&>;