



# TERTIARY EDUCATION REFORM

## Position of the Czech Rectors Conference

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# Our Tertiary Education System

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- During last two decades TE system in the Czech republic responded to major problems inherited from the previous era, developing:
  - institutional autonomy
  - academic self-governance
  - Humboldtian model
  - opening private TE sector



# Strengths of the Czech TE

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- Standardized accreditation process
- Active role in Bologna process
- Connection between TE and R&D
- Favorable regional coverage of TE
- University self-governance and autonomy

# Legislation & Documents

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- **Act 111/1998** „on HEI“
- **Act 130/2002** „on the Support of R&D from Public Funds
- **OECD Thematic Review on TE** „Country Note Czech Republic 2006“ + „Country Background Report“
- **White Paper on Tertiary Education**, January 2009
- **Act 110/2009** „on the Support of R&D&I from Public Funds“



# White Paper on Tertiary Education

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1. Tertiary education
2. Structure of the system
3. Research and development
4. Cooperation with business sector
5. Governance and self-administration
6. Funding
7. Equity
8. Prerequisites for the success of TE reform at lower levels of education system

... 184 paragraphs !

# 1. TERTIARY EDUCATION

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- Transfer to HEI's the **responsibility and competence for selecting structure and internal governance** of their economic management, human resources and quality controls including content and form of education activities.
  - Involve external actors in the management of HEI commensurate to their type; increase the quality of feedback and support of managerial elements of governance, such as strengthening accountability and efficiency
- Require a **standardized evaluation of teaching quality** by students and by means of objective indicators as a fundamental basis for evaluating quality of institution for the purpose of financing and accreditation.

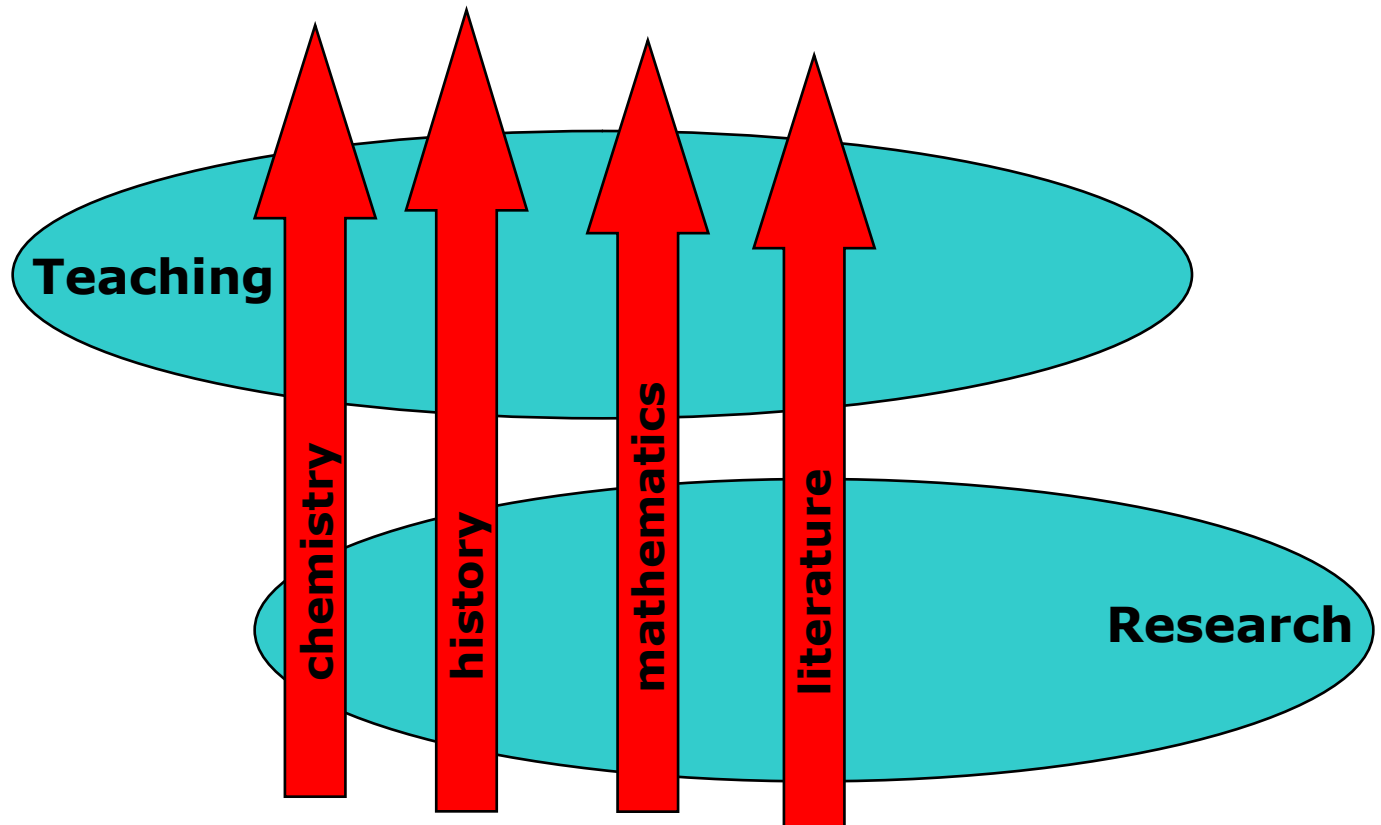
# Research universities as an example

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- With elaborate and complex internal structure, research universities resembles modern corporation on the surface.
- Operationally, however, are very different at the faculty level. **Faculty** organize themselves into national (or even international) **Communities** based on methodologies and subject matters of their disciplines.
- The university does not define standards of excellence; the **Faculty Communities** do.

# Faculty Communities control teaching & research quality

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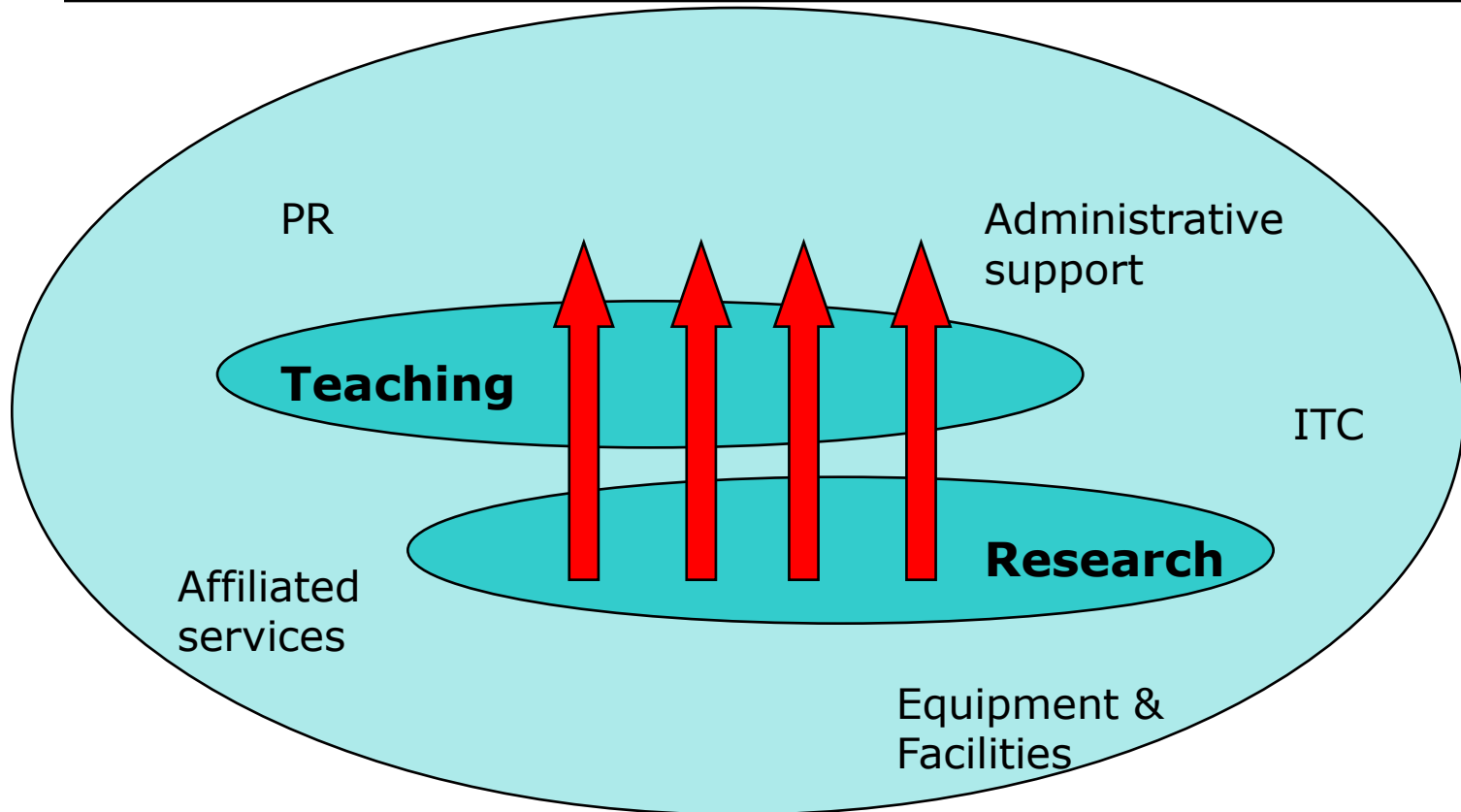


Quality of Faculty Communities strongly depends on the rigor of standards they apply to those who would become permanent members



# Administrative shell

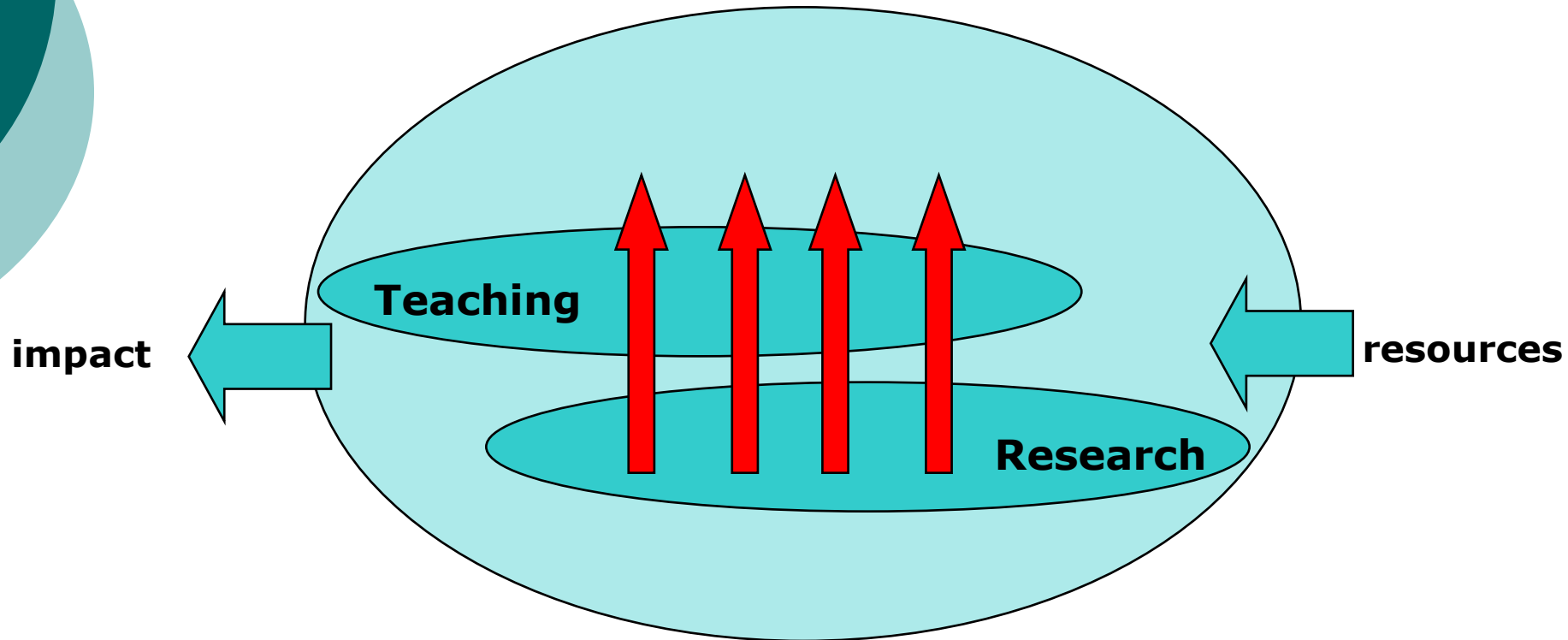
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The Shell does not directly control the content or quality of academic work which is primarily managed and supervised by the faculty.

# “The Shell” positions the university, and manages resources

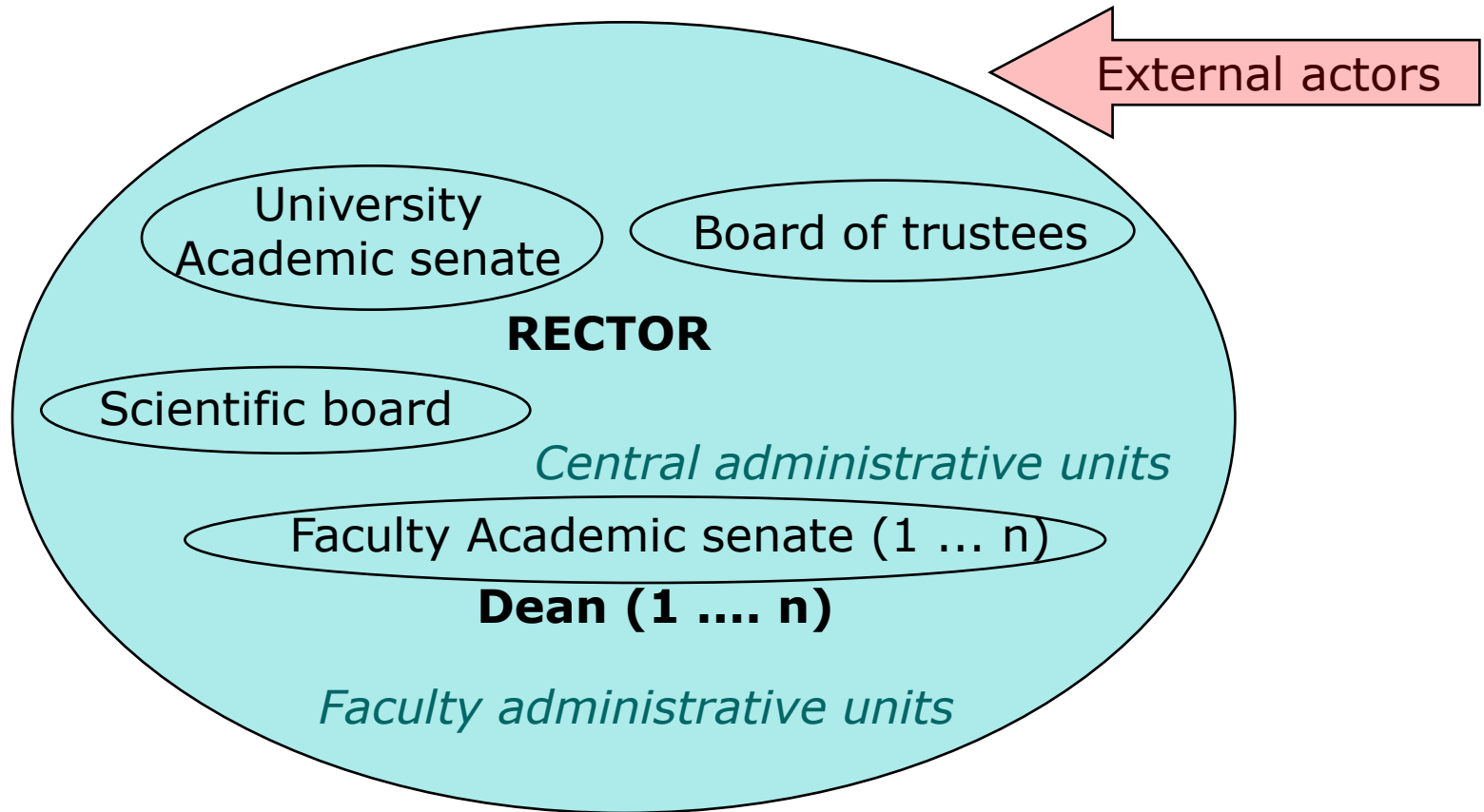
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Everything the **Faculty Communities** seek in pursuit of quality requires support (libraries, labs, computers, buildings,..). All of these elements need resources. **Universities are accountable to the provider.**

# Structure of The Shell

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## 2. STRUCTURE OF THE SYSTEM

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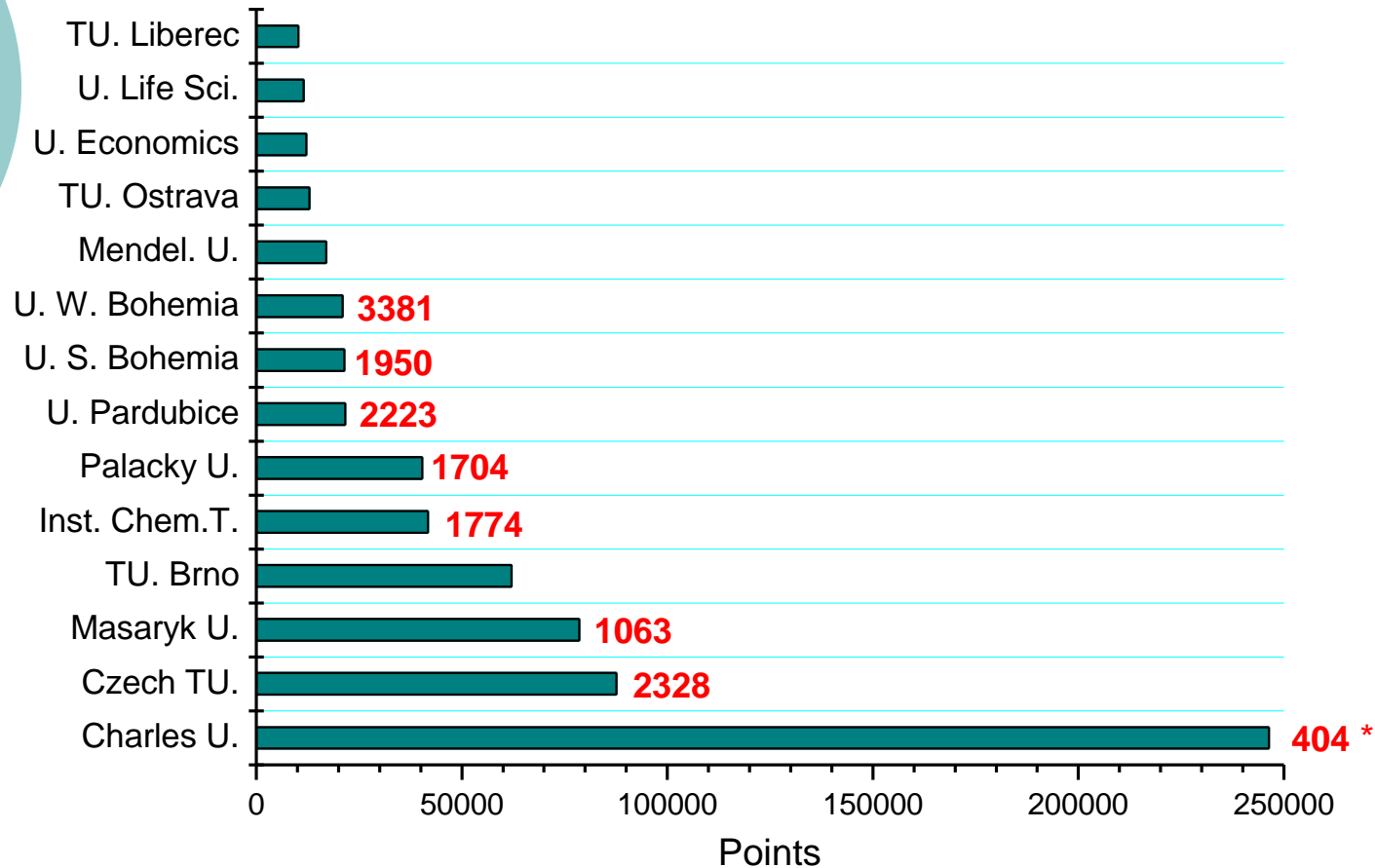
- Evaluation procedures for the internal accreditation at HEI.
- Strengthen the Accreditation Commission and shifts its objective to granting of accreditation to institutions.
- Establish a structure of required parameters for accreditation and financing that would lead to the differentiation in the internal organization of larger HEI, as well as to the external diversification of the whole system at national level.
- Fully incorporate short-cycle programmes pursued by post-secondary schools into a single system of TE (legislation, accreditation, financing)

# 3. RESEARCH & DEVELOPMENT

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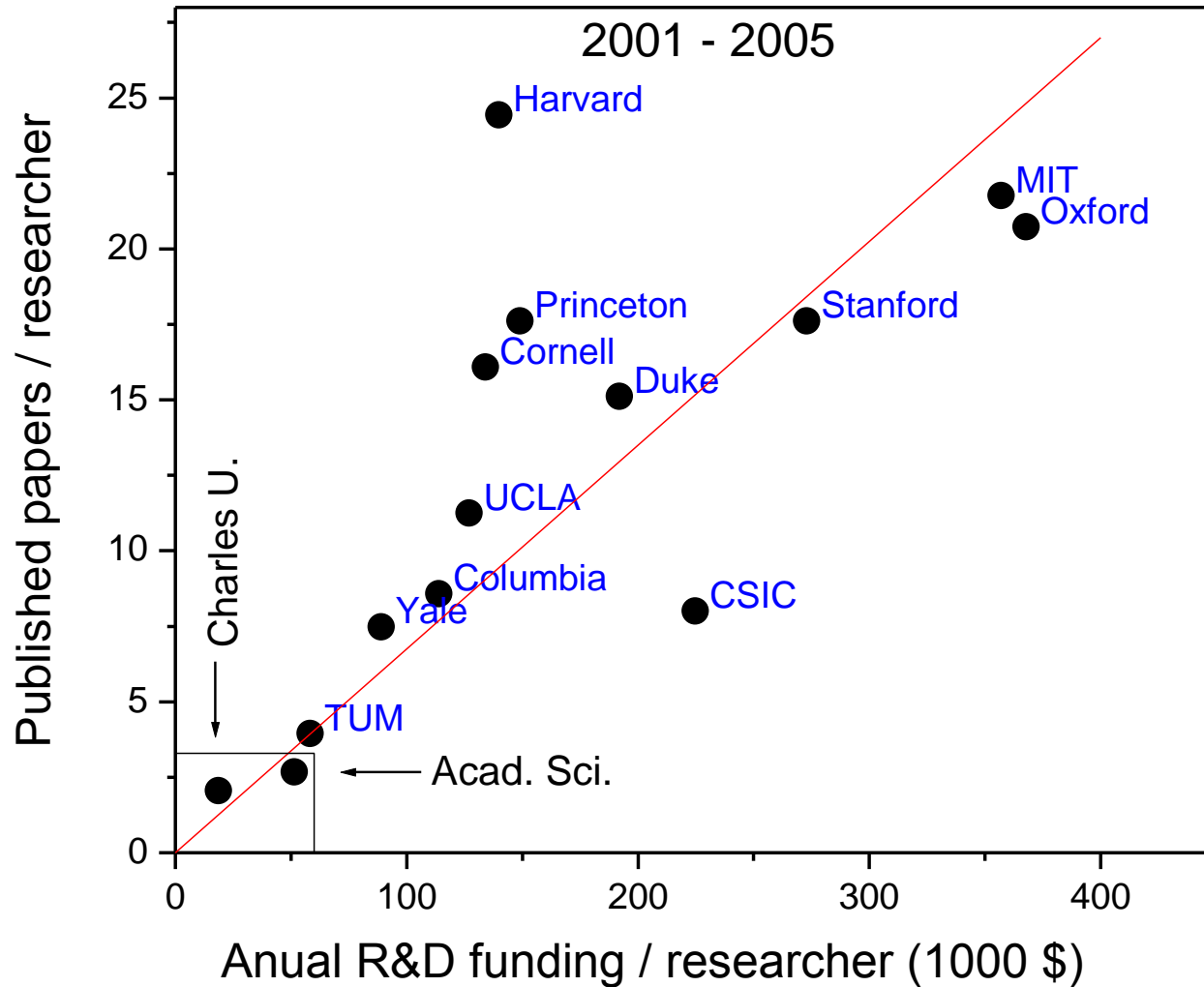
- Modify management and self-governance system of HEIs, increasing their autonomy, including conditions for the establishment of functional equivalents to Public research institutions within HEI
- Introduce rules of institutional and targeted financing that will support individual HEI and their units autonomously pursuing their ambitions, and which will effectively apply international standards of excellence.
- Embed systemic instruments that supports interconnections of institution pursuing R&D&I and HEI into an overall system of financing.
- Transform the rules for accrediting doctoral programmes (according to production of given institution in R&D&I).
- Reform of the qualification and career system: Academic titles should be interpreted as an internal issue of HEI

# R&D performance evaluation



\* World ranking (Essential Science Indicators, Thomson-Reuters, 1997-2007)

# Research output



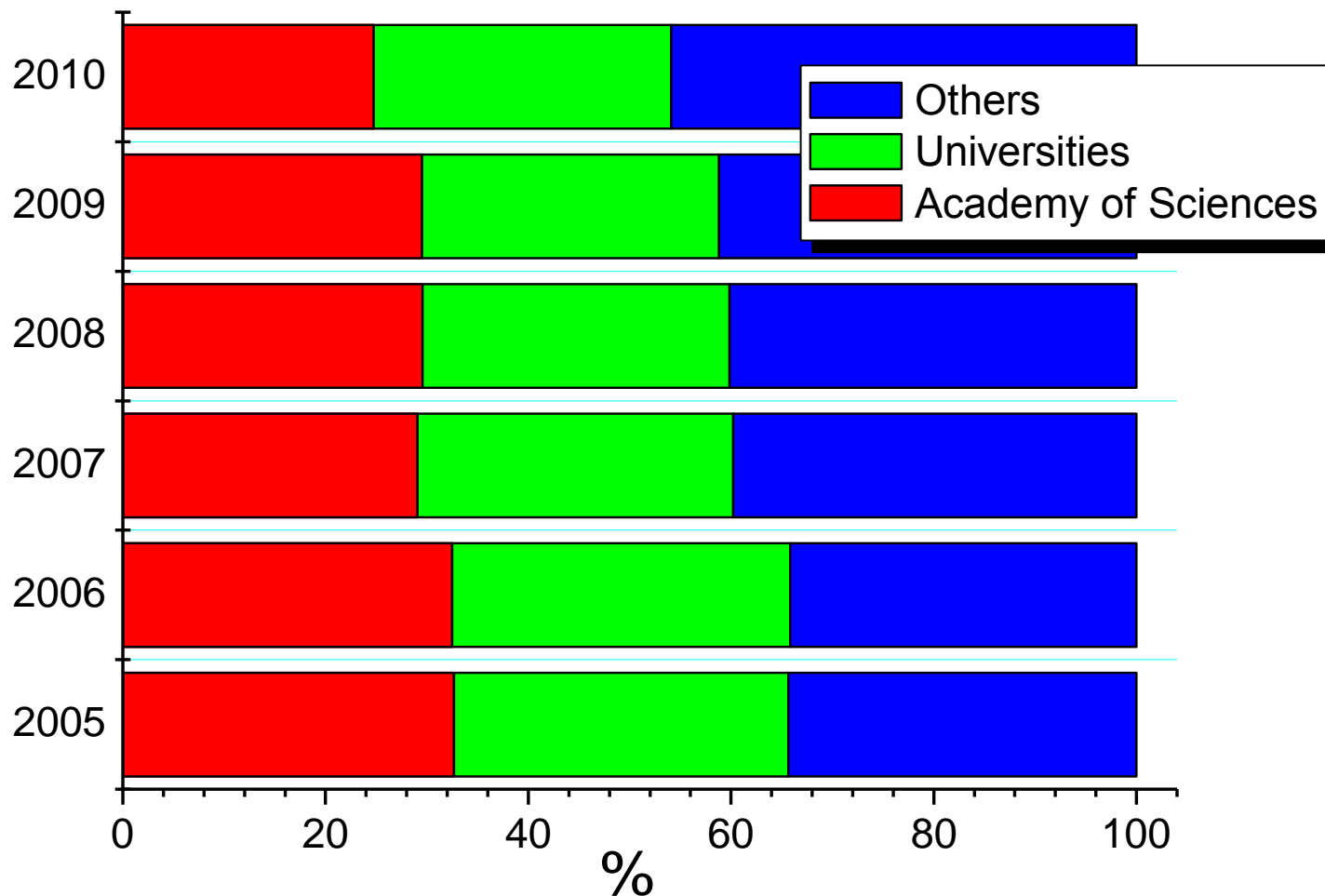
## 4. COOPERATION WITH BUSINESS SECTOR

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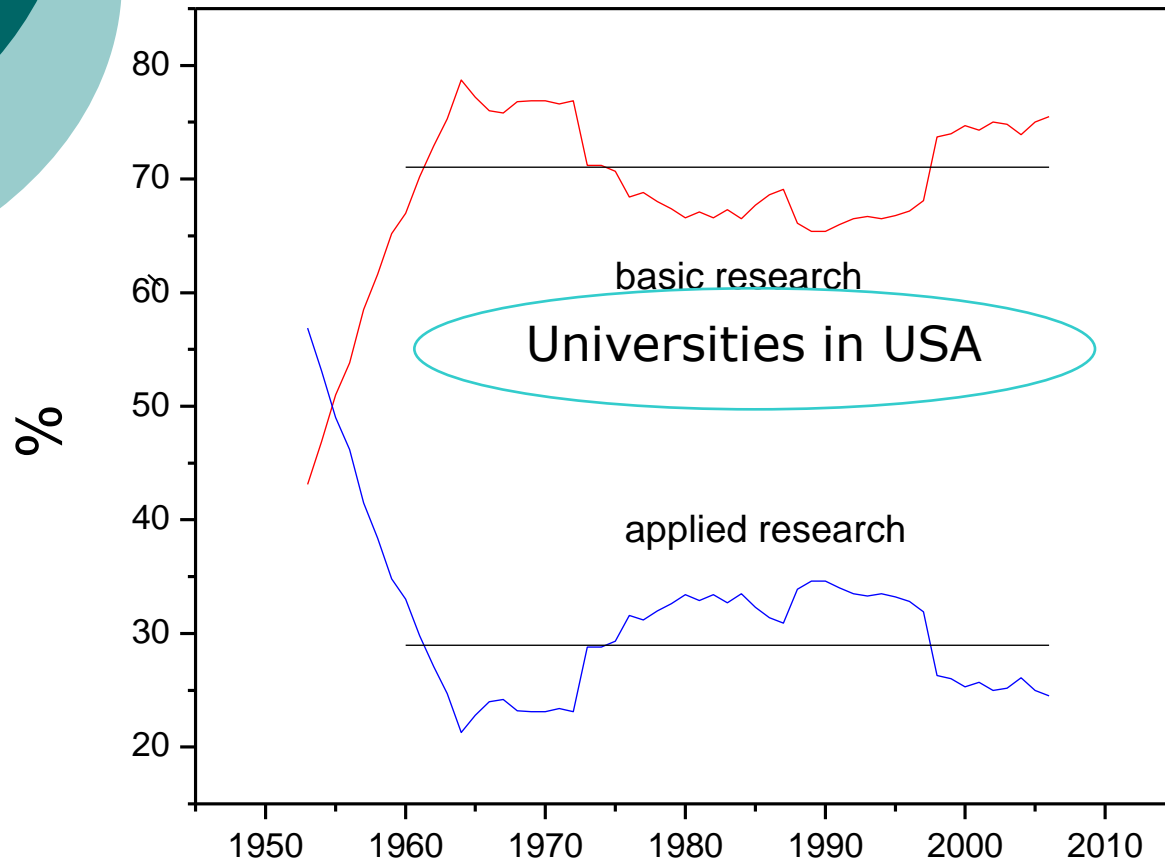
- The new concept of financing HEI and R&D institution must lead to diversification of sources so that it facilitates the establishment of centres of TE that would be stable in terms of financial and human resources and that will focus on applied basic research as well as the direct transfer of knowledge.
- Direct incentives for companies to cooperate with public R&D sector should be introduced in the form of so-called “innovation-vouchers” that have worked well in the Netherlands.
- The existing proposal of MoF to modify the tax system concerning indirect support for the services of the public R&D sector should be implemented



# Research sectors in Czech Republic supported from public resources



# Proportion of basic research expenditures in R&D resources



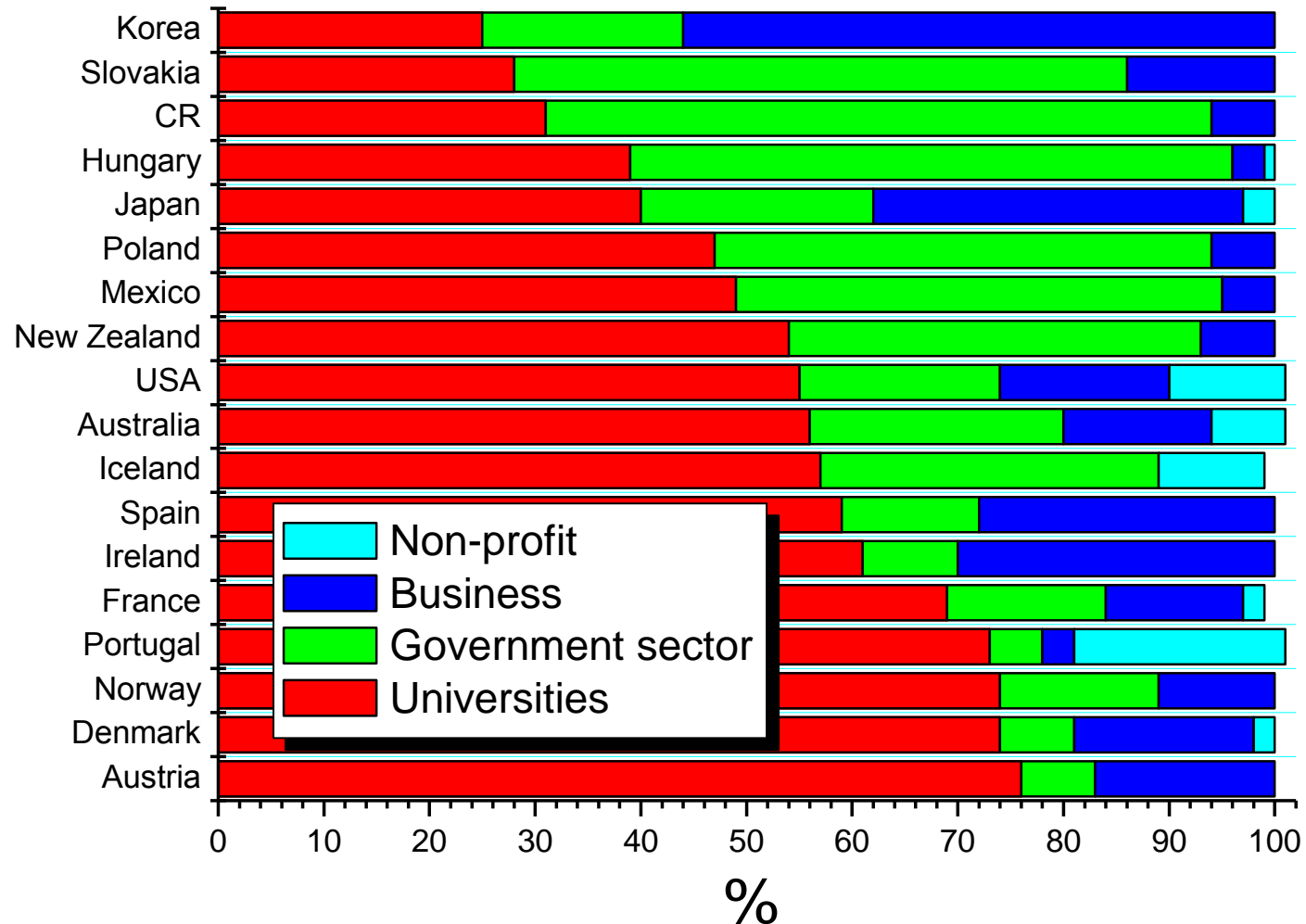
## OECD countries:

**Universities: 64 %**

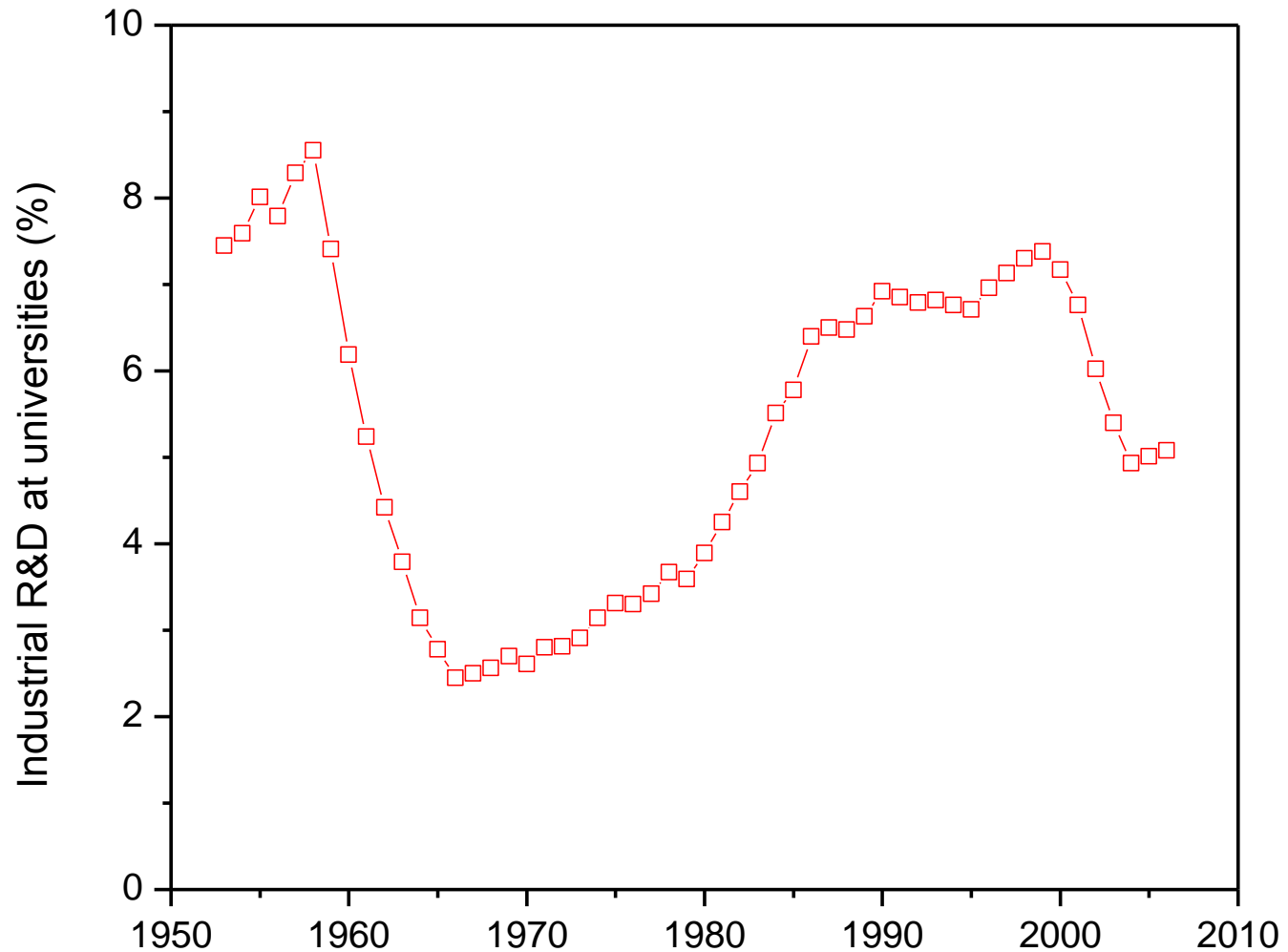
**Government sector: 29 %**

**Business: 5 %**

# Basic research in OECD countries



# Industrial R&D funding at universities in USA



## 5. GOVERNANCE AND SELF-ADMINISTRATION

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- Enact legislation stipulating general rules for management and self-administration of HEI, and to provide each institution the discretion to choose a specific model of management in line with its mission.
- After the new law is designed, considerable attention should be paid to the preparation of and selection of members of board of trustees. They should then approve new statutes of HEI.
- Establish of Council of Tertiary Education (CTE), which should reduce the fear of political influence on the TE sector. The legal position of CTE should be similar to that of the Accreditation commission.

# 6. FUNDING

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- It is possible -immediately and without legislative changes- to implement the formula funding system more robustly and consistently.
- As a next step, it will be necessary to create a legislative environment for introducing basic study grants, a general system of educational loans, a system of means tested scholarships and education savings.
- It is advisable to introduce study grants at once for all existing forms of study and simultaneously abolish indirect student support.
- It is recommended to introduce a system of **deferred tuitions fees** mainly as a source of price signals and as an instrument boosting HEI's commitment to ensuring long-term career success of graduates

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# 7. EQUITY

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- Inequalities in chances of achieving TE cannot be effectively reduced unless TE reform is coordinated with reform in basic and secondary education.
- Social barriers at the transition between secondary and tertiary education that are not primarily economic cannot be reduced unless there is major diversification of the system.
- Inequalities could also be reduced if the transparency of the admission process at HEI was improved, and if basic admission criteria were made as universal as possible (a greater emphasis on study aptitude).
- Economic barriers can only be effectively reduced by better targeting financial aid at student themselves (transforming all forms of indirect support into direct support).

## 8. PREREQUISITES FOR THE SUCCESS OF TE-REFORM AT LOWER LEVELS OF EDU. SYSTEM

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- TE cannot be improved unless there are changes at lower levels of education.
- In 2207, **77 %** of upper secondary schools graduates applied for admission of TE institutions.



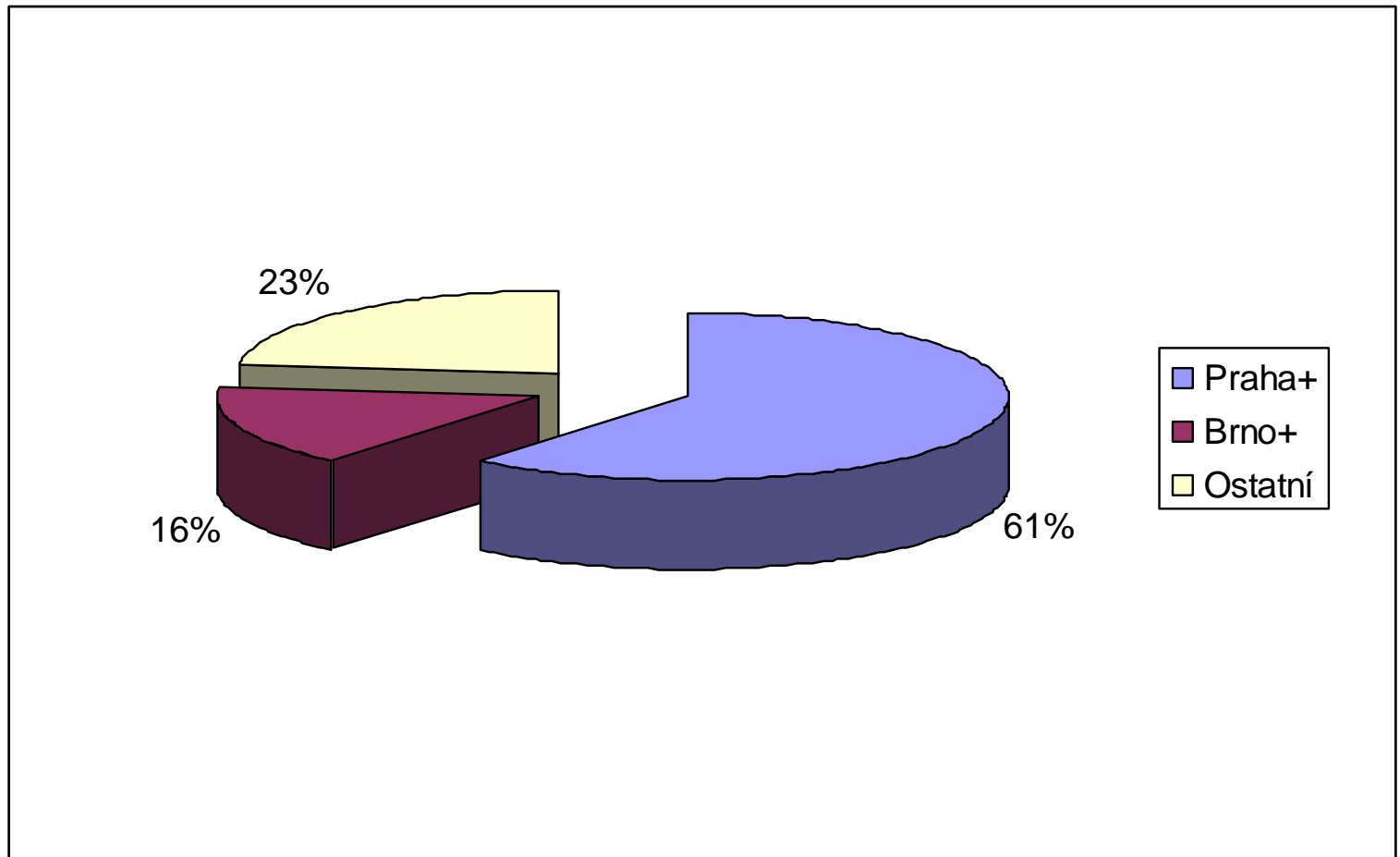


# Regional aspects

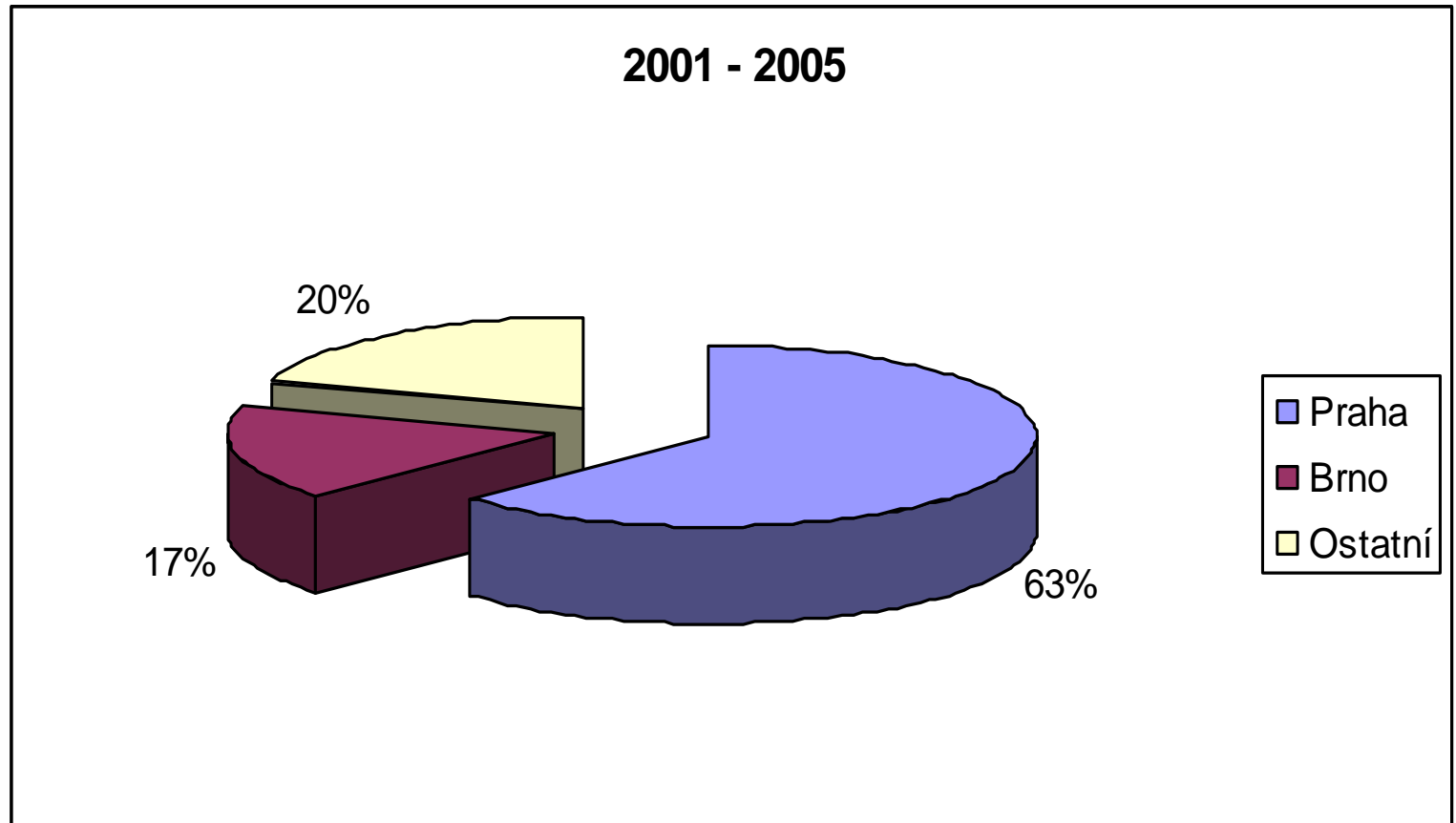
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- Actual situation
- Expected changes in near future
- Targeting of R&D funds

# Regional distribution of R&D funding

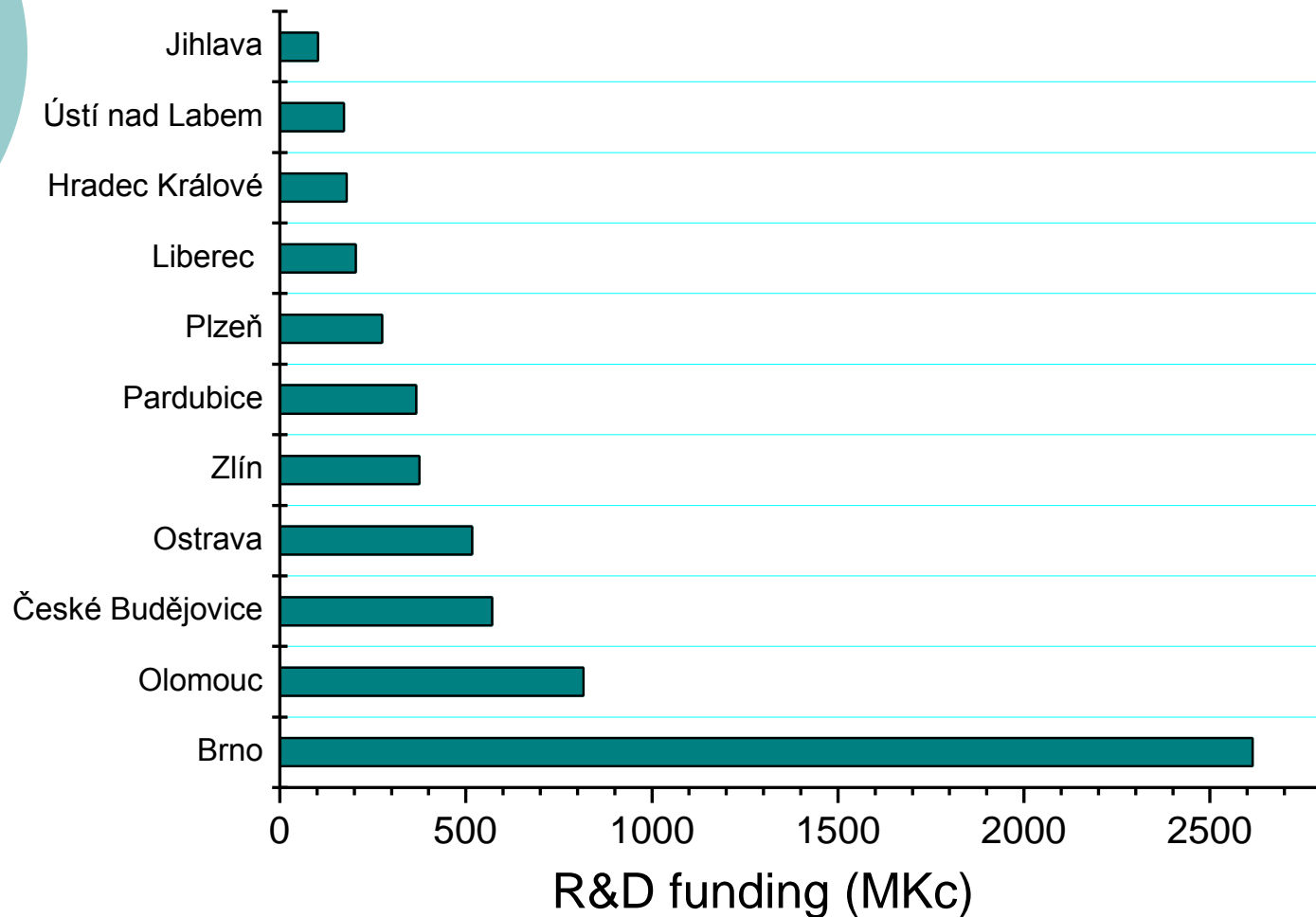


# Published papers

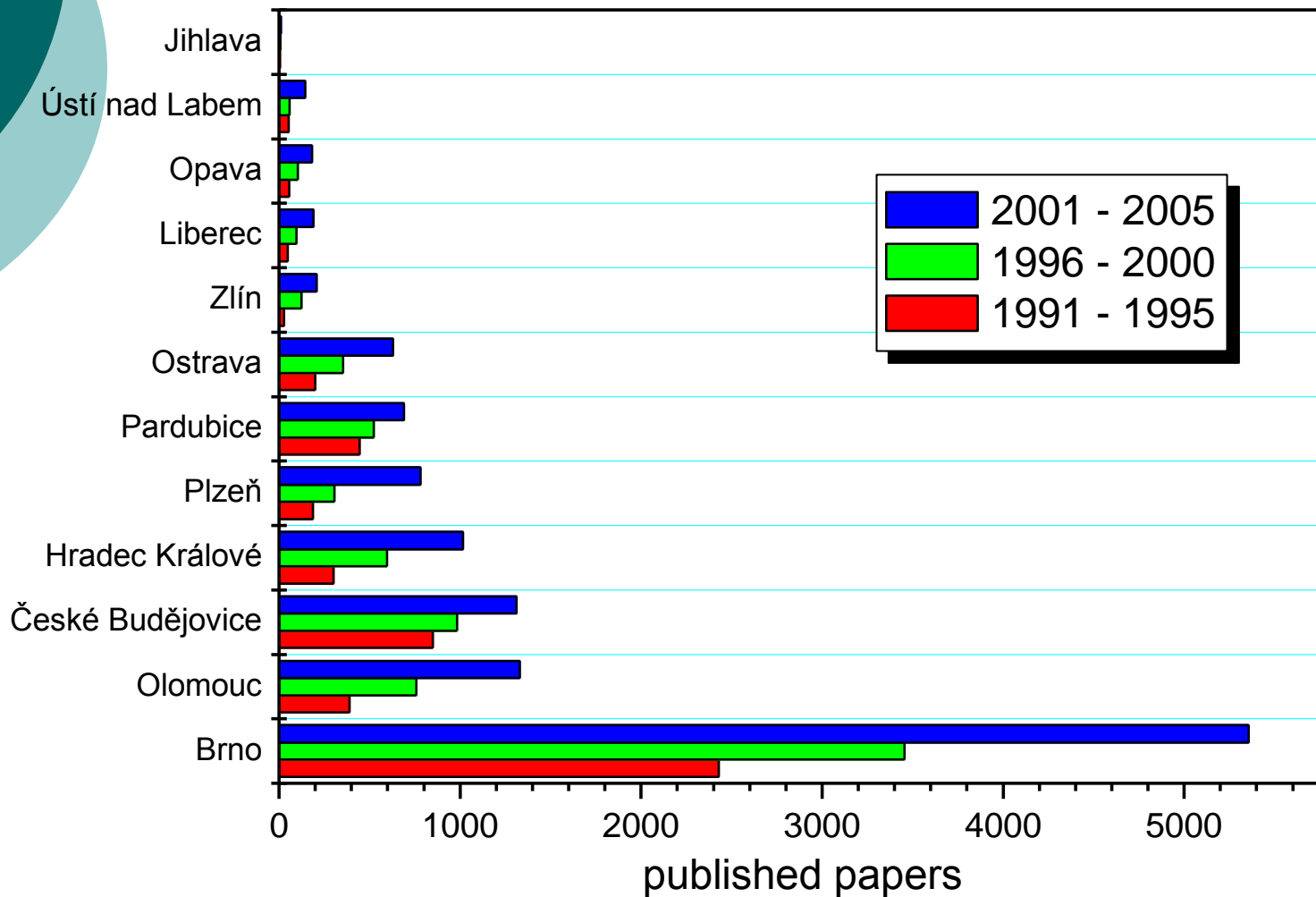


# R&D funding in regions

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# Publication outputs in regions






# OPERATIONAL PROGRAM

## R & D for Innovation

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This program could be relevant for for a wide range of institutions and their org. units within prioritized field of research:

- support for excellence in basic & appl. research connected with training of R&D staff
- applied research at the level of regional R&D centers
- collaboration with industry
- targeted funding



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...For seeing the Universities are the Fountains of Civill, and Morall Doctrine, from whence the Preachers, and the Gentry, drawing such water as they find, use to sprinkle the same upon the People, there ought certainly to be great care taken, to have it pure, both from the Venime of Heathen Politicians, and from the Incantation of Deceiving Spirits ...

Thomas Hobbes, LEVIATHAN (1651)



# Czech Rectors Conference

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