

Czech Republic

Introduction

The Czech tertiary system comes out below efficiency, according to the analysis in St. Aubyn. The analysis of efficiency in the study by St. Aubyn (2009) shows relatively weak quality. To qualify this assessment, it is important to note that the Czech labour market is absorbing tertiary education graduates well. At the same time, graduates are still "rare" in the labour force.

As regards expenditure on tertiary education, public sources of funds are average-low (OECD 2009) and the share of private expenditure on tertiary educational institutions (2006) is low (between 10-20%). Moreover, real expenditure per student is on a downward trend. A main challenge seems to be the adequate financing on a tertiary system in expansion and ensuring quality of education. Coping with the rapid increase in the number of students entering TEIs seems indeed a challenge.

Indicators

Table - Summary of indicators in St. Aubyn (2009)

Scores of efficiency indicators						
	Average ISI citation		Recruiter review		Peer review	
	Score	Rank	Score	Rank	Score	Rank
CZ	2.9	19	1.028254851	16	1.084803004	14
best performer	NL - 5,51	1	IE - 2	1	FI - 2	1
worst performer	RO - 1,63	26	CZ -1.06	16	GR - 1.02	16

Indicators of main determinants of efficiency						
	Funding rules		Staff policy		Evaluation	
	Score	Rank	Score	Rank	Score	Rank
CZ	4.00	16	10.00	1	6.60	7
best performer	PT - 7,8	1	CZ, DK, NL, AT, SK, SE,	1	HU - 8,3	1
worst performer	SK - 2,9	18	FR - 1,8	18	GR - 2,3	19

Descriptive indicators							
	Academic staff	Students	Graduates	Publications	Students	Graduates	Graduates
			per capita		per academic staff	per student	per student
CZ	1.5	29.9	5.1	0.3	20.3	3.5	17.0
EU27	1.9	33.7	7.1	0.6	17.8	3.7	19.8

PISA		
	Score 2000*	Rank
CZ	500	9
best performer	FI - 540	1
worst performer	RO - 410	18

The staff policy indicator is excellent (maximal value together with Austria, Denmark, the Netherlands, Slovakia, Sweden, UK – and US) and the score for evaluation is rather high, but the score for funding rules is below average. The weight of graduates in the funding rule is still low.

There is a high autonomy to set wages. However, it may not be fully effective if institutions cannot pay higher wages to attract excellent teachers and researchers, for example.

The loss of talent is seen as a threat. In the Czech Republic, it seems partly due to institutional features, as the academic career is rather closed: the so-called "*habilitation procedure*" is "a lifetime achievement".

The tertiary education system is expanding from a relatively low base and the graduates per capita are still low. There are an average number of graduates per academic staff, but low graduates per student. Students take a long time to graduate or many do not conclude graduation.

There are "study-related" fees (covering exam registration etc.) rather than tuition fees. An interesting incentive is a fee for studying longer than the standard length + 1 year. Overall study-related fees account for 1% of total income of tertiary education institutions.

Scientific production is comparatively weaker. The academic staff is very small and its average productivity is average-low. The research system is fragmented as research is performed by three types of institutions: (i) higher education institutions, (ii) research institutes of the Academy of Sciences and (iii) other institutions, which operate under different legislation.

It is worth mentioning the high degree of endogamy (studies and academic career tends to take place in the same institution), although this is very common in small countries.

Direct funding from industry is not attractive in its design.

Policy developments

Public TEIs call for reform of funding and governance, in line with findings in the literature (Aghion, et al. 2008). The Czech Republic is in the middle of a reform process: following a White Paper on Education published in January 2009, two new laws on tertiary education and financial support for students are to be adopted. A reform of research was approved in 2008 and is being implemented.

The employability of graduates is one of the priorities. There are opportunities, in particular the high returns to investment in tertiary education, a still low percentage of graduates in the labour market, strong labour market demand for graduates and very low unemployment rate.