

NATIONAL REPORT - CZECH REPUBLIC

Introduction – Basic information on the Czech higher education system

At the present time (June 2003, 57 higher education institutions belong to the Czech higher education system. There are 24 public institutions, 4 state higher education institutions, and 29 private higher education institutions.

The Czech higher education system is based on a study programme. All study programmes have to be accredited. The higher education institutions could be of university or non-university type. The only difference is that the non-university type higher education institutions cannot provide doctoral study programmes. Both types provide bachelor and master study programmes, the university type institutions also doctoral study programmes.

The public, the 3 military higher education institutions and the Police Academy are university-type institutions. All private higher education institutions (mostly quite new) are non-university type institutions. The activities of the state schools are partially regulated by the legislation of the appropriate Ministry, the Ministry of Defence and the Ministry of the Interior. Private higher education institutions are a new phenomenon in the Czech higher education system. Their establishment was enabled by the Act No. 111/1998 Coll. (Higher Education Act). At present time (June 2003) there are 29 private higher education institutions in the Czech Republic.

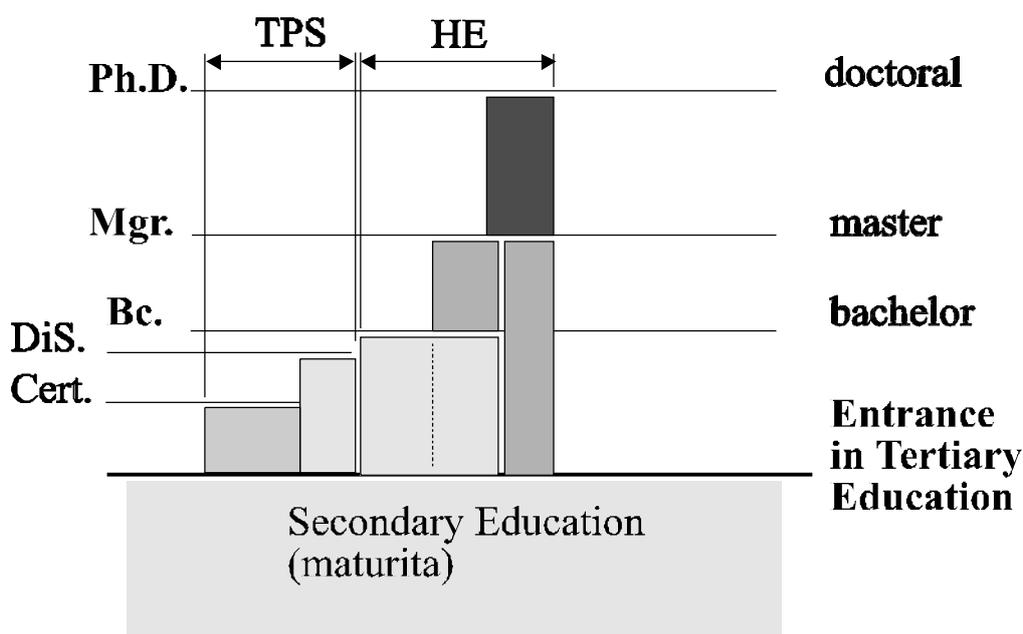
There are approximately 245 000 higher education students. There are more than 230 000 students studying at 24 public HEIs, about 8 000 students studying at 29 private non-university type HEIs with and 4 state HEIs (military and police institutions) have about 5 500 students.

The development in the structure of higher education institutions

Charles University, Palacký University in Olomouc, and Masaryk University in Brno are traditional multi-field higher education institutions of university type, with a combination of humanities, natural sciences, theology and medicine. There are also seven further multi-field university-type institutions in the Czech Republic, with a combination of social sciences, natural sciences and technical or agricultural sciences.

Type of higher education institution	1999	2003
Universities (multi-field)	9	10
Technical universities (multi-field)	4	5
Technical universities (specialised)	1	1
Veterinary universities	1	1
Universities of economics	1	1
Agriculture and forestry universities	2	2
Universities of education	1	-
Universities of the arts	4	4
Public Higher Education institutions – total	23	24
State higher education institutions	4	4
Private higher education institutions	9	29
TOTAL	36	57

The term "higher education" as used in the Prague Communiqué corresponds in the Czech context to the **whole tertiary sector**¹. As can be seen from the picture, the Czech tertiary sector evolves alongside that of the higher education institutions also that of the tertiary professional schools. They provide tertiary professional programmes, a more practically oriented type of education, lasting mostly three years. These programmes lead to the Diploma in different subjects, e.g. in economics, in social sciences, etc. This diploma is not academically equivalent to the bachelor degree. There are also examples that both a diploma from a tertiary professional school and a bachelor degree diploma at a higher education institution are recognised as the same professional qualifications. There is an intention that the future tertiary professional schools will not provide only three year programmes but also shorter professional courses lasting only one or two years.



- TPS – tertiary professional studies
- HE – higher education
- Cert. – certificate
- DiS. – diploma specialist – "diplomovany specialista"
- Bc. – bachelor – "bakalar"
- Mgr. – master – "magistr"
- Ph.D. – doctor – "doktor"

¹ The term "tertiary education" is often not understood identically in different countries of the EU or the OECD. In the Czech Republic it has not been used officially before and only recently it was agreed that "Tertiary education is the education for which the students qualify upon the successful completion of secondary education with the leaving exam called "Maturita". It involves higher education in institutions of university and non-university types, tertiary professional school studies and other types of study recognised by the state (where the necessary condition for meeting the admission requirements is the "Maturita" exam)."

Implementation of the principles of the Bologna Follow – up Process in the Czech Republic

The legal conditions for implementing the principles of the Bologna Declaration have been established by Act No. 111/1998 Coll. (Higher Education Act) and its Amendment No. 147/2001. Their implementation has become an important part of the strategy of Ministry as well as of respective higher education institutions, concretely expressed in the *long-term strategy plan of particular HEI and the long-term strategy of the Ministry and their annual updating*. It is also a part of the *National Programme of Education in the Czech Republic (White Paper)* approved by the Government in 2000 and the *Strategic Development of the Tertiary Education* issued by the Ministry of Education for the period 2000-2005 (2010).

1) Adoption of a system of easily readable and comparable degrees, also through the implementation of the Diploma Supplement

The above mention legislation creates a legal framework which identifies clearly, in correspondence with the Bologna scheme, three higher education levels - three types of study programmes - **bachelor, master, doctoral**;

A bachelor study programme lasts three to four years and leads to the degree of "bakalar". A master study programme follows from a bachelor study programme. The standard length of master study programme is a minimum of one and a maximum of three years. The graduates are awarded a degree of "magistr" or in technical, agricultural and economic fields the degree of "inzenyr".

In parallel there are still traditional long master study programmes. Where the nature of the study programme so requires the master study programme does not follow from a bachelor one. In this case the standard length of the studies ranges from a minimum of four to a maximum of six years (for illustration: teacher training 4-5 years, medicine 6 years, dentistry 5-6 years, veterinary medicine 5 years, pharmacy 5 years).

Admission to a bachelor and a long traditional master programme is conditioned by completion of secondary education with a "maturita" examination, an applicant for a consequent master study programme is required to have completed studies in a bachelor study programme.

A doctoral study programme has a standard length of three years. A necessary condition for admission to a doctoral study programme is completion of studies in a master study programme. It is not possible to enter the doctoral studies after the bachelor degree programme. We do not plan a possibility of a "long" doctoral study programme (5 years) starting after bachelor degree as it might be possible under the "Bologna scheme". We believe that there could be different paths however the three outcome levels should be clear and the same (1st cycle- in our system bachelor, 2nd cycle- in our system master, 3rd cycle- in our system doctoral)

Diploma Supplement

The Diploma Supplement is listed among the documents on studies in a study programme and documents certifying graduation in a study programme in the Act no.111/1998. The Act states that the Diploma Supplement will be issued to every graduate on request.

2) Adoption of a system essentially based on two main cycles

As stated in the previous section the Czech higher education system is based on three cycles – bachelor, master, doctoral. As described above a master study programme (1-3) follows a Bachelor study programme (3-4). Where the nature requires so, a master study programme need not follow a bachelor study programme. In this case the standard length is 4-6. A Doctoral study programme follows any master (thus the complete model is 3-4 + 1-3 + 3).

Since 2000, the Transformation and Development Programme has been established to support the development of the Bachelor degree studies and the restructuring of the traditional higher education courses into two stages (bachelor and master). The two tier system of studies was implemented without larger problems in social sciences, artistic fields and some natural sciences.

At present in technological fields at most institutions there are in parallel both systems. The traditional master study programmes run in parallel with the new structure. It is expected that most of the students will study in the structured study programmes. However, for a small number of students who should be more theoretically oriented and need strong theoretical background from the very beginning, it seems more efficient to follow traditional master study programmes. The institutions enable transferability between the two cycle study and the parallel traditional long master study programme.

In the field of medicine and law the study programmes are not structured and implementation of the two tier system seem to be problematic.

In some disciplines e.g. teacher training and psychology a discussion concerning the best way of the structure of studies is under way.

At present (July 2003) there are 1740 study programmes accredited in total. The structure of the accredited study programmes is as follows:

Bachelor study programmes	570
Master study programmes	370
Traditional master study programmes	370
Doctoral study programmes	430

3) Establishment of a system of credits

The European Credit Transfer System (ECTS) is generally accepted. Even if there is no legal provision obliging the institutions to use ECTS, all higher education institutions have ECTS or ECTS - compatible credit systems. But there is still a question to what extent is the potential of the ECTS system used by different institutions.

The ECTS system was established at most higher education institutions, namely public university type higher education institutions, as an instrument for the projects of international

mobility, namely within the SOCRATES-ERASMUS programme. The "international transfer of credits" was thus relatively widely accepted, even if there are still some problems with recognition. The "national transfer of credits" is also obvious between higher education institutions/ faculties/ higher education study programmes of similar type. However, problems occur if there should be a transfer of credits from different type of institutions/ faculties/ study programmes. Transfer (i.e. recognition of part of gained credits) is also more than exceptional between a tertiary professional school and a higher education institution even if the field is similar.

Next to the transfer there is also the accumulation function of the ECTS. Many higher education institutions have already used ECTS in this direction in last years. Such a system enables the students a possibility to modify their study plans within given limits but closer to their individual interests. The number of institutions, namely university-type HEIs, which use the accumulative function to enable their students more flexible paths within a respective study programme has been growing. Namely the technical universities try to increase attractiveness of their studies in this way. The study programmes of non-university type higher education institutions are given more strictly and leave only limited space to their students to adapt the study plans.

The use of ECTS in the lifelong learning provisions is at the very beginning, rather in the stadium of discussions and looking for examples of good practice.

As in other countries, also in the Czech Republic there was a national team established (a national co-ordinator and 2 national consultants for ECTS and Diploma Supplement). The team was nominated by the Council of Higher Education Institutions and starts its work since the academic year 2003/04. Its main task is consultation activity at national as well as international level. The members of the team participate in the EUA/ EC working group for ECTS and Diploma Supplement. At national level the team has already started co-operation with the representations of higher education institutions (i.e. the Czech Rectors Conference and the Council of Higher education Institutions), Ministry of Education, ENIC/NARIC Centre and SOCRATES National Agency, namely via ERASMUS Expert Committee. It will also try to establish links to the Czech Accreditation Commission. This is a very important issue as, at present, Accreditation Commission neither does monitor and nor takes into account whether and how the study programmes delivered for accreditation use the ECTS. It also does not take into consideration the use of the Diploma Supplement. (More about the Czech Accreditation Commission is stated under item 5).

The national team has opened a web-site "ECTS/DS Help-Line" (see <http://www.fit.vutbr.cz/ECTS>) where all the important documents prepared by the European Commission, European University Association and Czech bodies are available (including a recommended format of Diploma Supplement).

In the frame of this team work, the higher education institutions have gained a new source of regular information on the higher education development in Europe. They have also been informed about the "ECTS Label" and "Diploma Supplement Label" projects. Some institutions have already started or plan participation in the Diploma Supplement Label project, however, the ECTS label might be more problematic.

The contemporary conditions for gaining ECTS Label can be in a relatively easy way fulfilled by small institutions or newly established institutions which e.g. offer only bachelor degree study programmes. However, for traditional universities providing all types of study programmes, it might be a problem. Even more disputable is the situation in doctoral study programmes. How to measure with credits and equal to certain work load the creative research activity which is the core of this type of study programmes. The ECTS Label should contribute to a certain quality label of the respective institution. But only in case we will compare what is comparable. The doctoral level needs more discussion at European level and possible implementation of ECTS in doctoral study programmes should follow not precede this discussion.

4) Promotion of mobility by overcoming obstacles

About 3-4% of Czech students study for at least a period/semester abroad and the foreign students (including the Slovak ones) create about 3% of the student body at Czech universities. (If we want to implement the Sorbonne and Bologna Declarations and enable each student to spend at least one semester abroad, the rate of outgoing students should be about 12-13% instead of 3%). In this case the funding is also a limitation.

Promotion of international mobility is a priority of national strategic development. There have been developed several schemes that enable a support of student as well as teacher international mobility, namely outgoing. Most of the academic mobility is realised via international programmes (e.g. ERASMUS or CEEPUS) or on the basis of direct bilateral co-operation organised by the individual higher education institutions.

Programmes of the European Union

The most important programme is SOCRATES II, namely its sub-programme ERASMUS, in some cases also GRUNDTVIG, MINERVA, or COMENIUS complement the offer of activities. For both the HEIs and the Ministry of Education, SOCRATES has become an important element in the strategic planning.

Erasmus programme contributes to improvement of quality of higher education and strengthens its European dimension. Next to encouraging transnational co-operation projects between higher education institutions, fostering the European mobility of students and teachers it also contributes to transparency and academic recognition of qualifications and studies and better knowledge of foreign institutions and systems of higher education. Today, all the public higher education institutions in the Czech Republic are actively involved in the programme, and some of the newly established private higher education institutions are also beginning to participate.

Since 1997 the following numbers of students and teachers took the advantage of the programme

	98/99	99/00	00/01	01/02
Outgoing students	879	1 249	2 001	2 533
Months	4 130	5 980	10 481	14 231
Outgoing teachers	366	408	636	782
Weeks	531	729	800	890
Incoming students	290	509	635	800

In the academic year 2002/03 the planned number of outgoing students is 3 318(18 551 months), the planned number of incoming students is 2 726. The number of outgoing teachers is supposed to reach 1 446 (approx. 2 487 weeks). During the academic year 2003/2004 the total number of Czech students that have participated in the Erasmus programme will exceed 10 000.

The rapid growth, namely between the years 1998/1999 – 1999/2000 (42% in student and 11% in teacher mobility), and 1999/2000 – 2000/2001 (was 60% in student and 56% in teacher mobility) respectively, was caused by introduction of the national co-funding scheme, developed by the Ministry of Education, Youth and Sports in 2000.

For illustration:

	EU funding	National funding
2000	2 136 086 EUR	1 691 692 EUR (52 443 000 CZK)
2001	2 205 865 EUR	5 107 000 EUR (158 319 757 CZK)
2002	2 271 664 EUR	5 728 300 EUR (176 500 000 CZK)

There is 10% increase in the funds for co-financing the student and teacher mobility from the state budget in 2003.

Another EU programme is LEONARDO da VINCI. Since the beginning of the programme (i.e.1996-2002) more than 4000 Czech participants took advantage from the LEONARDO da VINCI practical placements, 10-11% were higher education students.

Regional co-operation

CEEPUS - Central European Exchange Programme for University Studies is a programme aimed at multilateral co-operation in the Central European Region. It is intended for higher education students, postgraduate students and teachers. It is possible to join the programme within the network of higher education institutions or individually (as a "Free mover"). Emphasis is placed on activities within the framework of networks. In the years 1999 – 2002 about 900 Czech students and 250 teachers visited universities in the member states. Similar numbers of foreign students and teachers visited Czech higher education institutions. The CEEPUS also enables mobility between Balkan countries and programme member states under a special scheme of Thematic Networks.

Another successful programmes is Aktion, a bilateral programme, which supports co-operation in higher education and research between Austria and the Czech Republic and the newly established Visegrad Scholarship Programme. The later one was created for the purpose of facilitating academic exchanges by providing financial support for students who are citizens of the Czech republic, Hungary, Poland, Slovakia (V4 countries) and for foreign citizens to study in the V4 countries.

Bilateral co-operation of Czech Higher Education Institutions

Higher education institutions in the Czech Republic have a number of agreements on direct collaboration with higher education institutions abroad. The largest number of agreements have been signed by Charles University in Prague, the Czech Technical University in Prague, and Masaryk University in Brno. The largest number of agreements is with universities in Germany, the United States, Poland, France, Slovakia, Austria and Great Britain. Ministry of

Education has been supporting the direct co-operation of higher education institutions in the framework of Transformation and Development Programme established for student mobility. Through this programme a higher education institution can equip the outgoing students with a grant

Students studying abroad on their own

The number of these students is also growing. These students study on their own expenses according to their individual arrangements. However they have the status as if they studied at a higher education institution in our country and have the same rights and advantages concerning social benefits (e.g. health insurance, tax deductibility).

Removing obstacles to student mobility among others means fair recognition of the study period abroad. Our strategy concerning recognition is based on the implementation of the Council of Europe/UNESCO Lisbon Recognition Convention. The Czech Republic ratified the Convention in February 2000. Since then, seminars and workshops have been organised with HEIs representatives to implement the basic principle - the study periods/ completed studies should be assessed as a whole. The assessment should be based on students' study load, expressed by the gained credits and the quality of the respective institution. The mobility programmes, especially ERASMUS, with its ECTS, curriculum development projects as well as the ENIC/NARIC Network are an excellent tools.

5) The quality assurance system and European co-operation in the field of quality assurance

The quality assurance system in the Czech Republic includes self evaluation, external evaluation, peer review and accreditation (based on previous evaluation).

The Higher Education Act determines that any higher education institution has to regularly provide its internal quality assessment and to specify details of the process in its internal regulations.

External evaluation and / or peer review is performed by the Accreditation Commission and its working committees or the institutions apply for some international evaluation.

Accreditation is awarded by the Ministry of Education on the basis of positive opinion of the Accreditation Commission.

The Accreditation Commission is an independent expert body composed of 21 members - academic and professional – including foreign experts, appointed by the Government. The proposal is submitted by the Minister on the basis of references from the representation of Czech higher education institutions, the Council for Research and Development and the Academy of Sciences and negotiation with these bodies.

Any higher education study programme (provided by a public, state or private institution) has to be accredited. The accreditation is awarded by the Ministry of Education only if the expert opinion of the Accreditation Commission is positive. A positive expert opinion of the Accreditation Commission is also necessary in the case of the state licence enabling the establishment of private higher education institutions.

The appointment of docents (associate professors) and professors is only possible on the basis of awarded accreditation as well.

The Accreditation Commission is also concerned with the overall quality of higher education. Since 1992, the Accreditation Commission has conducted a peer review and a comparative evaluation of faculties in related fields of study and it is expected that it will continue this activity.

European co-operation in the field of quality assurance

Since May 2001 the Accreditation Commission of the Czech Republic is a member of ENQA (European Network for Quality Assurance in Higher Education). Participation in ENQA (at present there are only 4 countries which are not members of European Union represented) is very important. In the Prague Communiqué: *"Ministers called upon the universities and other higher education institutions, national agencies and the European Network of Quality Assurance in Higher Education (ENQA), in co-operation with corresponding bodies from countries which are not members of ENQA, to collaborate in establishing a common framework of reference and to disseminate best practice"*. That is why The national agencies should use this platform to learn more about different national systems and to contribute to the mutual trust and recognition of national accreditation, certification or comparable procedures. This means that a decision issued by the respective body in one country will be acceptable to the other countries. ENQA should play the significant role by means of the recommendations based on its experience and to co-ordinate periodic cross-reviews of particular accreditation/certification bodies.

The Czech Republic belongs to the founders of the Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEEN). The representatives of Quality Assurance Committees and Agencies from Central and Eastern European Countries met in Budapest in November 2000 to establish a Regional Sub-network of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE). Since this date the regional co-operation has been developing. After two years CEEN became an independent network, officially established in October 2002 in Vienna, It enables even deeper discussion and knowledge about the quality assurance in the region.

The Czech Accreditation Commission is also a member of the International Network of Quality Assurance Agency in Higher Education (INQAAHE).

6) Promotion of the European dimensions in higher education

The European dimension in the national higher education system is promoted via the above mentioned mobility schemes.

Next to it, in Prague, ministers agreed that special attention should be paid to so called **"joint degrees study programmes"**, i.e. study programmes prepared in co-operation of an international higher education network and leading to a recognised joint degree.

This type of study programmes can be found in the Czech Republic as well. Some Czech institutions have created common study programmes with foreign partners. There is a complete information at the moment but we can only state some examples - e.g.

a) under the CEEPUS programme a Joint Central European PhD programme has been developed in adapted physical activities. The programme is recognised in all participating

countries, covering most of CEEPUS countries. The institutions share the resources and students visit different courses in different countries according to where the specialisation is on highest level.

- b) The NISA University. There is a common 3-year bachelor study programme of three higher education institutions: Czech Technical University of Liberec, University of Wroclaw and the FH Zittau. The students spend one academic year in every country. The language of instruction is English, one foreign language of the region is included in the study programme. The first graduates will be in academic year 2003/04.
- c) There are common programmes with some French institutions namely in economy and law in which a student can also obtain a diploma from the French institution. (At master level)

etc.

These degrees are built on direct co-operation between the institutions involved. The institutions have to meet the requirements given by the Act No.: 111/1998. The participating institutions have to be recognised in their home countries. Consequently joint degrees should be fully recognised by all the partner institutions in both/all countries. They will be automatically recognised in the Czech Republic.

7) Lifelong learning

The 1998 Higher Education Act states that higher education institutions may provide **lifelong learning** programmes within the framework of their educational activity, either free of charge, or in return for payment. Lifelong learning may be either vocationally oriented or follow personal interests. The detailed conditions to which it is subject are stipulated in internal regulations of a respective higher education institution, which must be provided in advance to all prospective participants.

Higher education institutions issue certificates to all those who graduate from lifelong learning programmes. Those who receive lifelong learning forms of provision are not students under the 1998 Act, which means that they cannot be awarded any academic degree and that they do not have the same rights and advantages concerning social benefits (e.g. health insurance, tax deductibility) as students studying in academic study programmes.

However, Amendment No. 147/2001 to the Act enables lifelong learning programmes to be provided in accredited study programmes. If those who graduate from lifelong learning programmes of this kind become students under the Act, a higher education institution may recognise up to 60 % of the credits they have already obtained as a result of such provision. Since 2000, the Ministry of Education, Youth and Sports has offered Transformation and Development Programmes in support of lifelong learning.

To increase flexible learning paths and wider availability of higher education for adult learners the 1998 Act enables next to traditional daily (full-time) studies, also distance studies, or a combination of these. The form of studies is part of the accreditation. More than 50% of study programmes enable combined or distant form of studies.

8) Higher education institutions and students

In the Prague Communiqué the ministers stressed that *”students are full members of the higher education community”* and that *”the involvement .of students as competent, active and constructive partners in the establishment and shaping of a European Higher Education Area is needed and welcomed”*. They further affirmed that *”students should participate in and influence the organisation and content of education at universities and other higher education institutions. Ministers also reaffirmed the need, recalled by students, to take account of the social dimension in the Bologna process. ...”*

Good precondition for student participation is given by the Act No. 111/1998 Coll. on Higher Education Institutions and its amendment included in the Act No. 147/2001 Coll. Students rights and duties are clearly expressed and balanced, and bases for high level of institutional power to influence the every day life of institutions are established. A good example is the student participation in Academic Senate, a body which represents autonomy of academic communities within each institution and/or faculty. Among others it approves the budget of the higher education institution presented by the Rector and supervises the deployment of financial means, approves internal regulations of the institution and its parts, conditions of admission to studies, resolves upon proposals for nominating or dismissing the Rector; approves long-term goals in the area of the main activities of the higher education institution and their annual updates etc. According to the law at least 1/3, maximum 1/2 must of the members must be students (at some institutions one of the vice-presidents is a student).

There is the Students Chamber of the Council of Higher Education Institutions (SK RVS). Via this national student representation students become part of the common representative bodies together with the academic staff . Such an example is the Representative Commission, an advisory body to the Ministry and forum to negotiate all important decisions with the Ministry. It concerns e.g. budget allocation. (There are representatives of rectors, academics, bursaries, students and Ministry, incl. the vice-minister for higher education and research).

The SK RVS has been an active member of the ESIB – the National Unions of Students in Europe since 2001. A representative of the SK RVS was a member of the ESIB Committee on Prague in 2001 and also currently the SK RVS is represented in elected positions within the ESIB. The SK RVS has been promoting the creation of a network of national student unions in Visegrad countries (Czech Republic, Hungary, Slovakia, Poland) that should facilitate the development of common student view on higher education issues in these EU accessing States. The SK RVS has also been working together with Baltic national student organisations and it is providing its partners with advice, especially on legislation and social issues, from time to time. Traditionally exceptional relations are being kept between the SK RVS and Slovakian student representation, institutionally framed by a Joint Committee thereof. With the support of the rectors in the Czech Republic and Slovakia the two national student organisations have launched a project of a student exchange programme between these two countries.

Students participate at the evaluation activities within higher education institutions, but also at preparation of and research for important national documents:

- * Act No.111/1998 Col. and its Amendment No.147/2001 Coll.;
- * The National Programme of Education Development in CR - ”White Book”;
- * The Statute of Council of HEIs;
- * Guidelines for admitting foreign students to HEIs in CR;

* Requirements for Ph.D studies;

The equality and equal rights of students could not only be understood via simple participation of students in the above mentioned activities or via relatively high number of students representatives in Academic Senates. It is also and namely a question of competency of student representatives and preparedness of the others – academics and institution management - for acceptance of their ideas and suggestions. At the institutions neither the teachers nor the students are fully prepared for the partnership and co-operation. In the Czech Republic the relation between a teacher and a student is hierarchical – thus efforts for changes obstacle this hierarchy and consequent non-understanding of teachers as well as low preparedness of the students. This development needs some time and should start already at lower stages of the educational system (basic and secondary schools).

Some of the students themselves felt that there is certain need for appropriate "professionalisation" of student representatives. There is low knowledge of the system as well as relatively small ability to formulate and defend the opinion. This is why a group of students have created ACSA (Academic Centre for Student Activities). Its main task is to prepare student representatives for their future work in higher education institution management. The Centre organises conferences and workshops where also teachers and university management are invited creating thus platform for discussion and co-operation. (e.g. there was a conference devoted to study programmes including student participation in evaluation, a workshop to higher education legislation, the Centre visits the individual institutions and try to monitor the situation at the spot etc.). The centre has been working independently, supported by the Brno University of Technology. The Ministry has been supporting the activities of ACSA financially as well.

9) Promoting the attractiveness of the European Higher Education Area

We think that the development which follows the principles of common European Higher Education Area as described above, further improvement and working on improvement of some weaker points as described in previous chapters are the right contribution to the attractiveness of the national higher education system and consequently to the European Higher Education Area as a whole.

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