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1 General context – framework for the knowledge society

1.1 Political and socio-economic context

The Czech Republic (*Česká republika* - ČR) came into being in 1993, as a result of a split of the Czech and Slovak Federative Republic. The ČR is a parliamentary republic and the head of the country is the president. In 2004 the ČR became a member of the European Union. It is a member of the North-Atlantic Treaty Organisation (NATO). As regards its administrative system, the ČR has since 2000 been divided into fourteen administrative units called regions *(kraje)* (NUTS 3). They are governed by regional authorities: Regional Assembly *(Zastupitelstvo kraje)* is elected by citizens and has a decision making power. Regional Council *(Rada kraje)* is elected by the Assembly and has an executive power. It is headed by regional governor (*hejtman*).

1.2 Population and demographics

The Czech Republic (*Česká republika* - ČR) covers an area of 78 900 km^2 and the population was 10.5 million in 2008. Following the change of social system in 1989, there was a steep decline in the birth rate, which since the mid-1990s has hovered at a minimum level in European as well as global terms. In recent years the number of births has been growing slightly, but the birth rate remains far below the reproduction rate (the number of births per one woman of child-bearing age was 1.5 in 2008. There are long-term positive trends as regards life expectancy (in 2007, life expectancy for men was 73.7 and for women 79.9). The low number of births has resulted in a natural population decline, which was only partially set off by migration till 2003. As late as 2003, after nine years, an overall increase in population occurred, thanks to raising immigration figures as well as since 2006 thanks to a slight natural increase of population (in 2007 the total population increase was about 0.91%, in 2008 – 0.83 %).

Table 1 - Total population

	2002	2005	2009
EU-27	491 023 535 (b)	495 090 294	499 673 325(s)
EU-25	461 603 958 (b)	465 845 885	470 574 546(s)
ČR	10 220 577	10 287 189	10 474 607(s)

Note: b=Break in series s=Eurostat estimate, Source of Data: Eurostat, Last Update: 18.02.2009, Date of extraction: 26 Feb 2009

In terms of long-term development trends, the Eurostat demographic prognosis (EUROPOP 2008 - convergence scenario) envisages a change in the population structure showing a relative fall in the younger age groups. The result will be an ageing population accompanied by grave social and economic implications. Population ageing is evident in the age index (the ratio of population aged 65+ to 0-14-year-olds), which is expected to rise from 109 in 2010 to 179 in 2030. At the same time, the burden on the economically active population expressed by the old-age dependency ratio (see Table 2) is expected to rise from 22 in 2010 to 36 in 2030. By 2040 the old-age dependency ratio in the ČR will be lower than in EU-27. This will be caused, above all, by strong population groups of the 1970s that will be still at an economically active age by 2040. After 2040, when most of them will have reached retirement age, the Czech population will begin to age far more quickly than the EU-27 on average.

The demographic projection by Eurostat as regards the old-age dependency ratio is very similar to the national projection of the Czech Statistical Office (ČSÚ) – the high-level version.

Table 2 - Projected old-age dependency ratio %

	2010	2015	2020	2025	2030	2035	2040	2045	2050	2055	2060
EU-27	25,9	28,3	31,1	34,2	38,0	42,1	45,4	48,0	50,4	52,5	53,5
ČR	21,8	26,5	31,1	33,8	35,7	37,8	42,7	50,2	54,8	58,8	61,4

Note: This indicator is defined as the projected number of persons aged 65 and over expressed as a percentage of the projected number of persons aged between 15 and 64. If we take the EU 27 countries, we will see that in 2010 the proportion will be 1 to 4, meaning 1 retired against four employed/active population; whereas in 2060, the proportion will be 2 to 2, meaning 2 retired against 2 employed/active population.

Source: Eurostat; Date of data extraction: 10/03/2009

Population ageing will have consequences to education and training systems. The role of adult education and training will increase considerably. On the other hand, due to demographic decline, schools (especially basic and secondary schools) will face the problem of low numbers of young students. This process already started and secondary VET schools are supported by national and regional authorities and by European structural funds to develop their capacity for adult education.

Table 3: Population and its projection by age groups

Age group	Population (000s)					Population structure (%)				
	2007	2010	2015	2020	2025	2007	2010	2015	2020	2025
0 – 24	2 825,7	2 760,8	2 633,4	2 517,8	2 505,3	27,5	26,6	25,1	23,9	23,8
25 – 59	5 979,0	6 033,4	5 986,4	5 893,4	5 721,8	58,1	58,0	57,0	55,9	54,4
60 +	1 482,4	1 599,9	1 876,8	2 132,2	2 288,4	14,4	15,4	17,9	20,2	21,8
Total	**10 287 ,2**	**10 394,1**	**10 496,5**	**10 543,4**	**10 515,5**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**

Note: 1st January population. Source: 2007 – ČSÚ: Age Distribution of the Population 2007 (4003-08); 2010-2025 Eurostat projection - EUROPOP 2008 - convergence scenario, date of extraction 16/4/02009.

Although the proportion of young people in the population is decreasing over the long term, in the medium term there will be a strong population surge of children whose parents were born during the 1970s population boom. The high birth rate concentrated within a few years'period is, among other things, the result of postponement of the decision to have children until a later age. This population surge will, for a certain period of time, place increased demands on the capacity of primary as well as secondary education.

Table 4: Projection of school-age population by age groups

age	2008	2010	2012	2014	2016	2018	2020	2022	2024	2026	2028	2030
0-5	609,6	**635,8**	**644,0**	**627,1**	612,2	595,9	579,1	561,4	541,9	521,0	500,9	484,9
6-14	867,2	830,6	849,5	894,0	**931,6**	**957,3**	**969,2**	**957,8**	928,4	903,1	876,7	849,1
15-19	644,8	613,2	542,5	482,4	460,4	467,4	483,6	513,3	**547,7**	**557,8**	**543,2**	530,8
20-24	691,1	681,2	672,9	654,5	601,0	533,2	485,9	482,9	491,9	515,8	**552,4**	**573,9**
0-24	**2812,6**	**2760,8**	**2708,9**	**2658,1**	**2605,2**	**2553,8**	**2517,8**	**2515,3**	**2510,0**	**2497,8**	**2473,1**	**2438,6**

Source: Eurostat projection - EUROPOP 2008 - convergence scenario, date of extraction 16/4/02009 – 1st January population.

1.3 Economy and labour market indicators

The structure of the Czech economy changed considerably after 1989. The proportion of agriculture and industry has decreased and, conversely, the proportion of services has grown. However, as compared to the EU-27, the Czech Republic (*Česká republika* - ČR) still shows lasting structural disproportions. The proportion of industry and construction in terms of gross value added and employment is significantly higher in the ČR than in the EU-27. Moreover, the proportion of wholesale and transport in the ČR is slightly higher, which is directly linked to the high proportion of industry. On the other hand, the figures for the business service sector are considerably lower in the ČR. The large proportion of industry has a long tradition in the ČR dating back to the end of the 19th century. The communist regime strongly supported the development of heavy industry in particular. Following transition to the market economy the Czech Republic became the target of extensive foreign investment – particularly in the automotive industry and electrical engineering. Foreign investors experienced a combination of a high level of technical education on the part of the labour force and low labour costs. However, some components of the competitive advantage – the low labour costs in particular – have been gradually eliminated and the ČR faces an outflow of less skills-intensive industrial production further east.

Table 5: Employment by economic activity, age 15+, male and female, NACE rev.1.1 - 2008 q2

Classification of economic activities - NACE Rev.1.1		EU-27		ČR	
		Persons (000s)	Proportions	Persons (000s)	Proportions
primary sector and utilities	A_B_C_E	11 508,8	5,2%	299,3	6,0%
manufacturing	D	34 500,5	15,5%	1 432,0	28,6%
construction	F	16 225,2	7,3%	464,5	9,3%
distribution and transport	G_H_I	49 200,5	22,2%	1 182,9	23,6%
business and other services	J_K_O_P_Q	38 025,2	17,1%	684,1	13,7%
no marketed services	L_M_N	47 045,7	21,2%	940,1	18,8%
TOTAL		221 873,1	100,0%	5 003,3	100,0%

Source: Eurostat, Extracted on 12.3.2009

The rate of employment in the Czech Republic is still higher than in the EU-27, but it has been declining, with slight oscillations, since 1989. Since the 2nd half of the 1990s this decline has been combined with increasing unemployment and a growing number of economically inactive people (the rate of economic participation of the population aged 15-64 decreased from 71.7% in 1998 to 69.9% in 2007). Compared to the EU-27 the ČR shows a larger difference between the rate of employment of men and women, and this difference has been hovering at a stable level. The main reason is the lower retirement age for women and a long period of maternity and parental leave in comparison with other EU countries.

In terms of EU-27 comparison the ČR has a very low rate of employment among people with low skills (ISCED 0-2). The largest differences can be seen in the 15-24 age group where the rate of employment is considerably affected by a high rate of participation in upper-secondary education in the ČR. However, as regards people with lower levels of educational attainment, they show a significantly lower rate of employment even in older age groups. There are very few people in the ČR who only have low qualifications and they are at the margin of the labour market. They are unable to compete successfully for jobs that require higher qualifications and they often lack motivation to work due to low pay levels in low-skilled employment.

Table 6 - Employment rates by age groups and highest level of education attained (%)

		2002				2005				2007			
		15-64	15-24	25-49	50-64	15-64	15-24	25-49	50-64	15-64	15-24	25-49	50-64
EU-27	total	62.4	36.7(i)	77.3(i)	50.2(i)	63.6	36.1	78.1	53.3	65.4	37.4	80	55.6
	0_2	47.4	25.7(i)	65.9(i)	40.5(i)	47.5	24.7	66.2	42.5	48.6	25.3	67.5	44.2
	3_4	68.0	47.8(i)	79.1(i)	54.3(i)	68.4	47.1	79.4	56.8	70.3	48.9	81.4	59.2
	5_6	82.6	61.7(i)	88.2(i)	71.8(i)	82.7	60.5	88	73.6	83.9	62	89	74.9
	N/A	44.0	15.3(i)	73.4(i)	37.9(i)	11.8	4.6	73.7	5	13.9	5.1	74.6	6.6
ČR	total	65.5	32.4	82.8	57.1	64.8	27.5	81.9	58.3	66.1	28.5	83.2	59.4
	0_2	26.0	4.7	60.8	32.3	21.8	3.4	51.8	32.8	24.2	4.4	55.5	38.1
	3_4	73.1	55.2	84.1	59.9	71.8	48	83.4	60.5	72.6	49.2	84.6	60.5
	5_6	86.3	62.4	90.1	81.2	84.6	52.1	88.8	79	84.0	48.9	87.7	79.4

Note: i- See explanatory text, isced 0_2; 3_4; 5_6 refer to the ISCED levels of education, 15_24; 25_49; 50_64 refer to the age groupings. Source: Eurostat, Date of extraction: 17 Mar 09 (and 16 Apr 09 for 15-64), Last update: 04 Nov 08 (and 25 Mar 09 for 15-64).

The unemployment figures fluctuation in Czech Republic in the transformation period differed considerably from that in other countries in transition because of delay in restructuring of the Czech economy. The rate of unemployment in the ČR started to grow considerably only as late as 1997 (until then it was around 4%). Unemployment reached the highest level (according to the ILO definition) in 2000 (8.7%). Although after 1999 the economy entered a growth stage, the more favourable economic situation did not result in a major decline in unemployment. In this period enterprises restructured their employment and increased labour productivity. After 2005 the dynamics of the economic growth, which was 6% in the years 2005-2007, begin to affect the rate of unemployment which dropped to 5,4% in 2007. Due to the economic crisis the GDP growth dropped to 3.2% in 2008 and, at the beginning of 2009, enterprises laid off a large number of employees causing unemployment to surge. The redundancies largely affected lower skilled jobs in the industry – e.g. workers on assembly lines. A majority of those laid off were foreign workers, but Czech employees were also severely affected.

Table 7 - Unemployment rates by age groups and highest level of education attained (%)

	Isced level	2002				2005				2007			
		15-64	15-24	25-49	50-64	15-64	15-24	25-49	50-64	15-64	15-24	25-49	50-64
EU-27	total	9.0	17.8(i)	8.2(i)	6.6(i)	9.0	18.5	8	6.7	7.2	15.4	6.4	5.5
	0_2	11.5	19.8(i)	11.3(i)	7.4(i)	12.2	21.7	11.6	7.8	10.9	19.9	10.3	6.9
	3_4	9.5	17.5(i)	8.4(i)	7.5(i)	9.3	17.2	8.2	7.6	7.0	13.3	6.1	5.8
	5_6	4.7	12.5(i)	4.5(i)	3.5(i)	5.0	14.1	4.7	3.8	4.0	11.3	3.7	3.2
	N/A	7.6	14(i)	7.1(i)	6.7(i)	11.5	27.5	:	:	9.4	20.1	:	:
ČR	total	7.1	15.4	6.4	5.1	8.0	19.2	7	6.4	5.4	10.7	4.8	5
	0_2	20.6	40.6	20.3	13.5	27.0	48	29.4	16.9	20.4	31.2	23	14.1
	3_4	6.4	13	5.8	4.4	7.2	16.4	6.4	5.8	4.7	8.6	4.3	4.4
	5_6	1.8	8.7	1.5	1.9	2.3	16.2 (u)	1.8	2.3	1.7	8.8 (u)	1.5	1.7(u)

Note: (u) - Unreliable or uncertain data, (i) - see explanatory text, isced 0_2; 3_4; 5_6 refer to the ISCED levels of education, 15_24; 25_49; 50_64 refer to the age groupings, Date of extraction: 10 Mar 09 (16 Apr for 15-64), Last update: 04 Nov 08, Source of information: Eurostat

The differences in the rate of unemployment between men and women are greater in the ČR compared to the EU-27. Similarly to the EU-27, it is young and low-skilled people who are most at risk of becoming unemployed, although the economic growth in recent years has caused a decrease in unemployment even in these groups. As compared to the EU-27 unemployment

figures are lower in the ČR on the whole. However, the rate of unemployment is very high among people with low levels of education in the 15-24 age group. The drop-out rate in the ČR is lower in the ČR than in the EU-27, but the labour market position of the people who leave the education system before getting a qualification is far worse in the ČR.

Total public expenditure on education as a proportion of GDP decreased in the ČR from 4.6% in 1995 to 4.0% in 2000. Since 2000 there has been a slight increase in this proportion which reached 4.5% in 2003 and decrease into 4.25% in 2005. Although public expenditure per one pupil/student has been growing steadily, the level (in PPS) is still substantially lower than in the EU-25 or EU-27 (Source: EUROSTAT, Structural indicators 17.4.2009).

Expenditure on secondary and post-secondary education as a proportion of GDP in the ČR in 2005 was comparable with that in the EU-25. However, as the proportion of the population entering secondary education was considerably higher in the ČR compared to the EU-25, expenditure per student was overall lower. **Expenditure on technical and vocational secondary education** only accounted for 43% of total expenditure on secondary education. This is caused by the fact that ISCED 2 is part of basic education in the ČR and nearly the entire provision at this level falls within general education. At the level of upper-secondary and post-secondary education (ISCED 3-4) most of the expenditure is targeted at technical and vocational education (over 75% - Source: ÚIV).

Table 8 - Total public expenditure on education, at secondary level of education, by programme orientation, 2005

	ISC 234 Total			ISC 234 GEN			ISC 234_PVVOC		
	in million EUR PPS	as % of GDP	as % of total public expenditure	in million EUR PPS	as % of GDP	as % of total public expenditure	in million EUR PPS	as % of GDP	as % of total public expenditure
EU25	247 426,0	2,3	:	:	:	:	:	:	:
CZ	3 912,8	2,2	5,0	2 220,9	1,3	2,8	1 691,9	1,0	2,1

Note: ISC 234 - secondary and post-secondary non-tertiary levels of education, GEN - general orientation programmes, PVVOC - pre-vocational and vocational orientation programmes, : - not availbale. Source: Eurostat.

1.4 Educational attainment of population

The educational attainment of the Czech population (aged 25-64) shows a considerably lower proportion both of basic ISCED levels and tertiary education. On the other hand, there is a very high proportion of the population with secondary education (ISCED 3). The low share of those with tertiary qualifications is attributed mainly to the still insufficient provision of tertiary education, particularly short study programmes at ISCED 5B level and bachelor programmes at ISCED 5A level. Another reason is a considerable emphasis placed on secondary technical and vocational education that, in the past, often constituted a sufficient qualification for jobs that were performed by people with tertiary qualifications in most old member countries.

Table 9: Educational attainment of population aged 25-64 years (%)

	2002				2005				2007			
	ISCED 0-2	ISCED 3-4	ISCED 5-6	TOTAL	ISCED 0-2	ISCED 3-4	ISCED 5-6	TOTAL	ISCED 0-2	ISCED 3-4	ISCED 5-6	TOTAL
CZ	12,2	76,0	11,8	100,0	10,1	76,9	13,1	100,0	9,5	76,8	13,7	100,0
EU25	34,6	45,0	20,4	100,0	30,9	46,1	23,0	100,0	29,5	46,4	24,1	100,0
EU27	34,2	45,8	19,9	100,0	30,7	46,9	22,5	100,0	29,2	47,2	23,6	100,0

Source: Eurostat (table lfsa_pgaed, date of extraction 20.4.09, Last update 25.3.2009)

Compared to the EU-25 (EU-27 respectively), the Czech Republic (*Česká republika* - ČR) scores very well as regards the early school leaving rate. The proportion of the population aged 18-24 with basic or lower education who no longer participate in either initial or continuing education is more than twice as low as in the EU-25 (EU-27 respectively).

Table 10 - Early school leavers: Percentage of the population aged 18-24 with at most lower secondary education and not in further education or training[1]

	2002	2003	2004	2005	2006	2007
EU-27	17,1	16,6	15,9	15,5	15,2	14,8
EU-25	16,6	16,1	15,4	15,1	15	14,5
ČR	5,5	6 (b)	6,1	6,4	5,5	:

Note: (b) Break in series, (:) Not available Early school leavers refers to persons aged 18 to 24 in the following two conditions: the highest level of education or training attained is ISCED 0, 1, 2 or 3c short and respondents declared not having received any education or training in the four weeks preceding the survey (numerator). The denominator consists of the total population of the same age group, excluding no answers to the questions "highest level of education or training attained" and "participation to education and training". Both the numerators and the denominators come from the EU Labour Force Survey.
Source of Data: Eurostat; EU Labour Force Survey; Date of extraction: 29 May 2008

Most of the population in the ČR achieve at least upper-secondary education – it is more than 90% of the population aged 20-24. However, a relatively large portion of the adult population (41% of the population aged 25-64 in 2008) have qualifications at ISCED 3C level – i.e. vocational education without *maturita* that does not allow for a direct entry into tertiary education. The interest in these programmes has been decreasing in recent years in favour of ISCED 3A programmes. Only 24% of the population aged 20-24 had a 3C qualification in 2008. Approximately the same proportion of men and women aged 20-24 acquire at least secondary education, although there is a larger proportion of women who have ISCED 3A qualifications as compared to men.

Table 11 - Youth education attainment level - Percentage of the population aged 20 to 24 having completed at least upper secondary education

	2002			2005			2007		
	Total	Females	Males	Total	Females	Males	Total	Females	Males
EU-27	76,7	79,3	74	77,5	80,2	74,9	78,1	80,8	75,5
ČR	92,2	92	92,4	91,2	91,1	91,3	91,8	92,4	91,3

Source of information: Eurostat, Date of extraction: 27 Feb 09, Last update: 14 Nov 08

In recent years the ČR has seen a robust increase in the number of tertiary education graduates. This has been caused, above all, by the introduction of a two-degree system of tertiary studies and the overall increase in the capacity of tertiary education institutions, particularly at Bachelor level. The number of upper secondary school graduates has been decreasing in recent years due to demographic changes. The number of graduates of technical and vocational education decreases somewhat more quickly compared to general programmes. The decrease in the number of graduates is caused by demographic changes and not by a declining rate of participation in upper secondary education. Participation at this level of education in the ČR is very high and it is constantly increasing. *Gymnázia* (secondary general programmes) have the highest level of prestige among secondary schools and the graduates have the highest chances of admission to tertiary education institutions. The absolute number of study places at *gymnázia* remains roughly the same, and the demographic decline is therefore reflected primarily in the number of graduates of technical and vocational education. The number of graduates at ISCED 4 level remains at about the same level. This is very positive, one of the reasons being the fact that, within ISCED 3, there

is a growing proportion of ISCED 3A graduates at the expense of ISCED 3C for which ISCED 4 is designed in the first place. This means that there is an increasing number of graduates who complete secondary education with a qualification that enables continuation of studies at tertiary level.

Table 12 - Graduates in ISCED 3-6 by field of education and sex

Country	Sex	2002			2004			2006		
		isced3 vpv	isced4 vpv	Isced 5_6	isced3 vpv	isced4 vpv	Isced 5_6	isced3 vpv	isced4 vpv	Isced 5_6
EU-27s	T	2 293 348	379 912	3 165 155	2 366 669	421 341	3 595 504	2 853 434	428 945	3 846 498
	M	1 244 986	171 634	1 335 544	1 263 141	195 713	1 482 590	1 545 275	199 261	1 573 072
	F	1 063 240	208 279	1 829 612	1 103 528	225 628	2 112 914	1 308 159	229 685	2 273 425
ČR	T	95 255	22 175	43 664	92 674	20 009	54 341	93 992	20 885	69 312
	M	50 114	10 594	18 984	49 746	12 055	22 814	49 921	10 577	29 869
	F	45 141	11 581	24 680	42 928	7 954	31 527	44 071	10 308	39 443

Note: s - Eurostat estimate, vpv - vocational and pre-vocational, T – total, M – males, F – females. Source of information: Eurostat, Date of extraction: 9 Mar 09. National statistics state lower numbers of graduates at ISCED 4 level. The reason may be a different classification of some educational programmes.

The proportion of adults participating in education in the Czech population has been, over the long term, below the EU-27 average. Unfortunately, there is no clear positive trend in this respect. The ČR lags behind the European average in terms of participation in both formal and non-formal education. Women have a higher rate of participation than men, which is true of the EU-27 as well as the ČR.

Table 13 - Life-long learning (adult participation in education and training) - Percentage of the population aged 25-64 participating in education and training over the four weeks prior to the survey

	2002			2005			2007		
	total	females	males	total	females	Males	total	females	males
EU-27	7,2	7,8	6,6	9,8	10,5	9	9,5	10,3	8,6
ČR	5,6	5,4	5,8	5,6	5,9	5,2	5,7	5,9	5,5

Source of information: Eurostat, Date of extraction: 27 Feb 09, Last update: 14 Nov 08

There are no comprehensive statistics in the ČR on participation in VET mobility programmes. What is available, for example, are statistical data on the number of students sent abroad as part of the ERASMUS programme, which is one of the most widely used programmes for foreign mobility of tertiary education students. However, the overall level of VET mobility is higher than what the table states (there are other students in other mobility programmes).

Table 14 - Participation in ERASMUS mobility program (outgoing students)

School year	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Number of outgoing students	879	1249	2001	2533	3002	3589	4178	4725	5079
Per 1000 students of HEIs	4,7	6,3	9,6	11,4	13,6	14,7	15,8	16,3	16,0

Source: NAEP (http://www.naep.cz/index.php?a=view-project-folder&project_folder_id=60&view_type_code=document& - 16.4.09) a UIV: Vývojová ročenka školství 2002/03-2006/7 a 1995/06- 2004/05

1.5 Definitions

general education (*všeobecné vzdělávání*); general education is provided by secondary general schools (*gymnázia*) and consists of arts and humanities, social sciences, mathematics, natural and physical sciences and computer studies; it is necessary to note that in the Czech Republic, general education forms part of educational programmes in vocational and technical education as well
Definition in Annex I is not relevant to the Czech Republic

pre-vocational education (*předprofesní vzdělávání*); it doesn't exist in the education system of the Czech Republic

vocational education (*odborné vzdělávání*); education which aims to equip people with knowledge, skills and competences that can be used on the labour market (distinction between vocational education and technical education is drawn by length of courses)
Definition in Annex I (vocational and technical education) is not suitable because in Europe, the term vocational education and training (VET) is prevailingly used

technical education (*odborné vzdělávání*); education which aims to equip people with knowledge, skills and competences that can be used both on the labour market and in tertiary education (distinction between vocational education and technical education is drawn by length of courses)
Definition in Annex I (vocational and technical education) is not suitable because in Europe, the term vocational education and training (VET) is prevailingly used

tertiary education (*terciární vzdělávání*); umbrella term for education provided by tertiary technical schools (*vyšší odborné školy*) and higher education institutions (*vysoké školy, univerzity*)

higher education (*vysokoškolské vzdělávání*); higher education is provided by universities and other higher education institutions

further education (*další vzdělávání*); usually short-term targeted education typically provided following initial vocational education, and aimed at supplementing, improving or updating knowledge, skills and/or competences acquired during previous education

post-secondary non-tertiary education (*postsekundární neterciární vzdělávání*); these programmes straddle the boundary between upper secondary and tertiary education, they serve to broaden the knowledge of upper secondary education graduates and are designed to prepare students for studies at the first stage of tertiary education or for direct labour market entry, they do not lead to a tertiary qualification

training (*výcvik*); short-term, usually practical preparation for an activity

initial vocational education and training (*počáteční odborné vzdělávání*); general and vocational education carried out in the initial education system, usually before entering working life

continuing vocational education and training (*další odborné vzdělávání*); education or training after initial education or entry into working life, aimed at helping individuals to: improve or update their knowledge and/or skills; acquire new skills for a career move or retraining; continue their personal or professional development (a part of lifelong learning)

school-based programmes (*programy školního vzdělávání*); the programmes are provided by schools and composed of framework educational programmes (*rámcové vzdělávací programy*) and school educational programmes (*školní vzdělávací programy*)

alternance training (*alternační profesní příprava*); it doesn't exist in the education system of the Czech Republic

apprenticeship (*učňovství*); it doesn't exist in the education system of the Czech Republic

curriculum (*kurikulum*); broader term for educational programme incorporating goals, content, methods (including assessment) of education and educational material, as well as arrangements for teacher education

qualification (*kvalifikace*); an official record (certificate, diploma) of achievement which recognises successful completion of vocational education and satisfactory performance in an examination; the requirements for an individual to enter or progress within an occupation
Definition in Annex I is too narrow

skills (*dovednosti*); the knowledge and experience needed to perform a specific task or job
Distinction between definitions of skills and competences in Annex I is confusing

competences (*kompetence, způsobilosti*); ability to apply knowledge, know-how and skills in an habitual or changing situation.
Distinction between definitions of skills and competences in Annex I is confusing

2 Policy development – objectives, frameworks, mechanisms, priorities

2.1 Objectives and priorities of national policy development areas of VET

2.1.1 National LLL strategy

National LLL Strategy was approved by the government in June 2007. The document addresses both initial and continuing education. It contains, especially the present state analysis (including SWOT analysis) and sets out main strategic aims for lifelong learning development: recognition/permeability (including recognition non-formal and informal outcomes) equal access, functional literacy, matching educational opportunities to labour market needs, stimulation of education demands, education quality assurance and development of information and counselling services. The strategy also involves links of the proposed aims with priorities of operational programmes of the Czech Republic for the period 2007- 2013.

Currently (2009), the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* – MŠMT) together with other ministries, institutions and social partners work on the implementation of the Strategy. It should be completed by 2015.

The implementation plan works out the priorities of the strategy into specific measures:

Priority	Summary of main measures planned
A. For upper secondary education:	
Support for curricular reform with an emphasis on increasing pupils' functional literacy levels	- Support for introducing innovated programmes and methods, improving the teaching of key competencies; - Proposing and testing a system for evaluation of the effectiveness of education leading to the development of key competencies; - Implementation of the standard for the teaching profession with regard to the capacities necessary to facilitate the development of pupils' key competencies
Decreasing inequality in access to education	- Projects aimed at preventing drop-outs and supporting young people in returning to the educational process; - Developing various mechanisms for financial and material support for gifted and/or disadvantaged individuals
Support for transferability between educational programmes and links to continuing education	- Developing regional centres for vocational training in specific fields that will integrate various training programmes (with different levels of difficulty) with various schemes including continuing training programmes, and that will cooperate with employers; - Developing a modular structure of training programmes
Facilitating transfer between school and employment	- Finalising the National Qualifications Framework (see chapter 2.2 and Box in chapter 5.2.2), that should serve as a means of communication between the education sector and social partners. The qualification standards contained in the framework should be used to develop the content of the final examination as part of programmes leading to a vocational certificate; - Increasing the scope of work placements (work experience) in secondary technical and vocational education; - Systematic development of individualised career counselling.
B. For tertiary education: **These objectives will be pursued, above all, as part of tertiary education reform that is under preparation (see chapter 2.1.2).**	
Development of the provision of practice-oriented Bachelor	- Introduction of short professional programme with a large proportion of practice; - Seeking ways of motivating employers who offer work placements;

programmes and support for cooperation with employers	- A higher level of involvement of employers in the management of higher education institutions, in the development of study programmes as part of both initial and continuing education and the National Qualifications Framework for tertiary education
Support for modes of education allowing adults to study while working and performing family duties	- Support for the provision of distance and combined courses, and for further development of distance learning centres (see chapter 5.1.2); - Use of public libraries to facilitate access to high-speed internet for the general public
Overcoming barriers adults face in access to tertiary professional and higher education	- A law on student financial support will be prepared so as to expand the range of opportunities of financing studies at tertiary level; - Support for tertiary education scholarships, support for mobility and assessing the possibility of introducing company scholarships
Increasing the quality of higher education institutions	- Support for implementation of systems for internal evaluation and a higher level of involvement of students, graduates and employers in the evaluation process; - Strengthening the role of the continuing education of HE teachers that should be reflected in the law on tertiary education that is under development (see chapter 2.1.2).
Enhancing transferability within tertiary education (particularly cooperation between tertiary professional schools and HE institutions (*vysoké školy* – VŠ)	- Gradual development of the National Qualifications Framework (NQF) for tertiary education; - Analysing the possibilities of tertiary education institutions' recognising knowledge and skills acquired outside the education system
C. For CVET:	
Increasing involvement in continuing education, support for increased investment in CVET	- Analysis of distribution of financial resources spent on CVET, - Proposal for a system supporting participation of the population in continuing education including financial mechanisms both for individuals (e.g. tax incentives, direct financial support or co-funding schemes) and for employers (tax allowances); - Interlinking retraining (see chapter 5.3) with the NQF (see chapter 2.2 and Box in chapter 5.2.2), enhancing the quality and focus of retraining and increasing employees' motivation for participation (increasing benefits during retraining).
Support for recognition of various educational paths leading to a qualification	- Gradual implementation of the NQF and finalisation of the National Occupations Framework, support for the work of sector councils (see chapter 7); - Information campaign about recognition opportunities.
Establishing conditions for matching educational provision with labour market needs	- establishment of conditions for a systematic tracking of the current and future demand for occupations and qualifications at the labour market (development of expertise, methodologies…); - improving the system of collecting and processing information about CVET (a proposed system of indicators for systematic monitoring).
Developing CVET provision in line with the needs of clients and ensuring its accessibility	- developing terms of reference for an organisation that would promote innovation in CVET from the perspectives of research and development, methodology and evaluation; - development of methodology for the education of disadvantaged groups, support for their education (e.g. grant schemes); - proposal for a systemic solution that would allow for coverage of additional costs associated with accompanying services (e.g. care for dependent family members, assistance services, etc.);

	- support for the development of key competencies in adults in the area of ICT and foreign languages (financial and organisational support, involvement of the media, libraries, popularisation of CVET in these areas) and non-formal and civic education.
Increasing the standards of staff training in companies	- establishing and developing a databank of good practice examples; - support for the development of counselling and introduction of HRD systems, support for business networking in order to ensure staff training; - strengthening cooperation between labour offices, employers and enterprises.
Increasing the quality of continuing education and training	- developing standards for individuals working in CVET (particularly lecturers in adult education); - pilot testing of the mechanisms for supporting educational institutions by means of a self-evaluation/evaluation system; - development of qualification and evaluation standards as the basic criterion for evaluating the outcomes of continuing education and training.
Development of an information and counselling system	- enhancing the quality of the information and counselling system operated by employment services; - improving the methodology for counselling services designed for adult clients including the training of the guidance practitioners; - expanding the capacity of counselling services, interconnecting their components including various information systems, ensuring accessibility of the services for all.

2.1.2 Policy development in the main VET policy areas

Governance and Funding

A considerable part of discussions on organization and governance of the education system is determined by an extremely fast demographic drop (after the year of 2000) and the resulting need to reduce the number of schools. So far, the current problems are mostly solved by merging schools and sometimes by closing schools. In this context, regional networking of schools is also encouraged. The capacity gained as a result may be used to provide continuing vocational education and, possibly, to validate and certify the results of non-formal and informal learning (see chapter 5).

In 2008, the White Paper of Tertiary Education was adopted. It is the major strategic document that envisages tertiary education reform. The priorities of the reform are, among other things, the following:

- innovation of tertiary education structure focused on a higher differentiation according to educational aims; besides predominantly professional oriented schools with bachelor's degree programmes, some institutions should shape their profile to become typical research faculties or institutes focusing on high-quality research and doctoral degree study programmes;
- the reform of funding system aimed at arising schools´ interest in high quality teaching, meeting employers´ expectation and gaining good results in research and development;
- strengthening the role and position of tertiary education institutions'management and increasing the effectiveness of their governance.

Further work should result in the preparation of the new Tertiary Education Act.

The Lifelong Learning Strategy (see chapter 2.1.1), the implementation of which began in 2009, envisages a major change in the area of CVET governance. This change consists in a gradual establishment of a set of financial mechanisms supporting CVET, and basic mechanisms facilitating cooperation between key stakeholders including implementation of a system for forecasting labour market needs and its links to the education sector.

Guidance and counselling

Integrated information and counselling system in education is being developed. The aim is to expand the school based services by integrating the present pedagogical-psychological counselling and career, guidance services. Counselling standards have already been adopted for the purpose of quality assurance. A system for the provision of information about the situation of school leavers in the labour market is being developed to serve the needs of career guidance (see chapter 8).

Teacher and trainer training

In 2009 public debate was launched with the objective to develop a professional standard for the teaching profession. The standard should serve as a support for the self-evaluation, evaluation, career development and remuneration of teachers. Moreover, it should provide terms of reference for the content of their both initial and continuing education.

Curriculum reform and innovative approaches to teaching and assessment

Curricular reform. This is primarily based on a shift from memorising facts to the development of key competencies, such as work with information and information technologies, foreign language and communication skills and others, and on contacts between schools and the labour market. This trend is reflected in a two-level development of curricula, where national curricula *(rámcové vzdělávací programy)* will be binding nationwide for a specific level and field of education, school-based curricula *(školní vzdělávací programy)* will allow schools to shape their distinct profiles, and to meet the needs of students and regional labour markets (see chapter 4.3). In 2007, national curricula for the first set of IVET programmes has been finalised and given to the public discussion.

Ensuring quality, monitoring and evaluation of educational outcomes. The relatively extensive autonomy of schools will be ensured by a systematic external and internal evaluation of educational outcomes. A coherent system of monitoring and evaluation of schools will be developed with the use of external evaluation and the introduction of a system for quality care based on self-evaluation and student assessment.

Beside this, a reform of completion of upper secondary education is under development. Final examinations in vocational programmes ISCED 3C will be enhanced by rendering all their parts more objective (this concerns the written, oral and particularly the practical part of final exam, in which social partners should cooperate extensively). Reforming the *maturita* examination (ISCED 3A) will mean the introduction of a two-part examination, consisting of a nation-wide part and a profiling/vocational part. A national wide part of the examination will be centrally administered and evaluated in three general subjects: Czech language, foreign language and optional subject (one of the following subjects may be selected: mathematics, the essentials of human sciences, the essentials of science and technology, the essentials of IT). The profiling/vocational part of the *maturita* will be set by individual schools, which will also be responsible for its implementation and evaluation.

Skills needs strategy

In recent years efforts have been stepped up to establish a coherent system for identification of the existing and prediction of future skills needs, and to ensure its links to the systems of initial and continuing education and counselling services. The system does not work yet, but some of its parts have been already created. The development of new qualifications and work profiles that is based in particular on **current** demands of the world of labour has been worked on for 10 years now through so-called field groups permanently supported by the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* – MŠMT) (see chapter 7.2). Currently, the methods used to develop new qualifications are changing. So-called sector councils (see chapters 7.1 and 7.2) comprising of representatives of employers are being gradually established. In the future, sector councils should gradually update and verify current job descriptions and participate in developing and creating new qualification standards.

Besides this, **future** skill needs of the labour market are being defined, based on several methodological approaches developed and applied by different institutions as part of projects contracted mostly by the Ministry of Labour and Social Affairs and the Ministry of Education, Youth and Sports. As part of the Labour Market Institute project a systemic solution has been proposed for the forecasting of skills needs on the basis of a combination of quantitative and qualitative approaches. This proposal is followed upon by the Lifelong Learning Strategy that envisages establishment of systematic institutional cooperation as the first step and, from 2010, gradual implementation of a system for regular forecasting that would provide regular outputs.

Validation of non-formal and informal learning.

A law on validation and recognition of the outcomes of CVET (Zákon o ověřování a uznávání výsledků dalšího vzdělávání) has been adopted in 2006 and its major provisions became effective on 1 August 2007. The law creates a framework for the recognition of qualifications acquired through non-formal and informal learning. The law will make it possible to acquire a generally recognised certificate of a specific professional competence level regardless of how it was acquired. A list of full or partial qualifications which can be validated and recognised along with the relevant evaluation standards will be part of the National Qualification Framework (*Národní soustava kvalifikací*) which is under development. (For details see chapter 2.2 and Box in chapter 5.2.2).

2.1.3 Current debates

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The objective is to develop an integrative education system which takes account of children with special learning needs, socially disadvantaged children and gifted children. Mainstream schools are beginning to co-operate closely with special schools which are gradually being transformed into methodological centres. Measures and schemes are being implemented to support the education of Roma and immigrants and to eliminate pathological disorders.

Increasing the professional standards and social position of teachers

The objective is to increase the quality of teachers, to prevent the ageing of pedagogical staff and to support their involvement in reform processes in schools. One important step was the adoption of the law on pedagogical staff (see chapter 3.3) which links the continuing training of teachers to a career system. Work on a professional standard is under way defining the competencies for the practice of the teaching profession and the ways of their acquisition. Teacher training schemes are being implemented in relation to the introduction of curricular reform and support for innovation in teaching.

The development of CVET as part of lifelong learning

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2.2 The latest developments in the field of European tools

Implementation of a National Qualifications Framework (NQF)

The National Qualifications Framework (NQF) has been evolved in the Czech Republic since 2005. A transparent system is being created, which will provide comprehensible information about various types of qualifications to employers, schools and those interested in education. The NQF will include only those qualifications that are demanded in the labour market. All qualifications are described by means of qualification and evaluation standards. A new method of certification of previous learning has been developed due to the existence of these standards and also due to the Act on Verifying and Recognising the Results of Continuing Education. At the end of 2007, processes for authorizing people to validate partial competencies started working in practice. The entire NQF system started to be fulfilled in real life.

The common denominator for a number of processes or activities carried out in the Czech Republic, such as NQF and ECVET, and the key element of their concept is the focus on target competencies and corresponding learning outcomes.

The main NQF authority is the Ministry of Education, Youth and Sports. In July 2008 **Co-ordination Centre of NQF** was established by the National Institute of Technical and Vocational Education (NUOV). NQF cooperates with so-called **sector councils**, which are composed of relevant employer representatives of the given sector (guilds, syndicates, associations, large corporations).

In the NQF the **quality assurance mechanism** is set by the evaluation standards. Attained skills are evaluated and validated by standard methods; the assignment of the standardized parts of examinations takes into account the requirements defined in evaluation standards. (For further details see Box in chapter 5.2.2.)

Transferring and accumulating of the learning outcomes

The NQF in the Czech Republic is structured as follows:

NQF level	*Education level pursuant to the School Act*	*Education category in Compliance with Classification of Fundamental Fields of Study*	EQF level
Z	Elementary education	*C*	1
1	Secondary education	*D*	2
2	Secondary education with an apprenticeship certificate	*E*	3
3		*H*	4
4	Secondary education with *maturita*	*K, L, M*	5
5	Tertiary technical education	*N*	6
6	Bachelor's education	*R*	
7	Master's education	*T*	7
8	Doctoral education	*V*	8

In case of vocational and educational mobility the individual situation of learning outcomes is assessed by vocational and technical schools.

A sample of educational modules leading to partial qualifications was only tested in pilot projects. The initial study to the problem of credit transfer was also processed.

Implementation of a unit-based credit system

In 2008 NUOV made the analysis and the study to the implementation of ECVET in the Czech Republic. It includes 12 proposed actions, which have been proposed by the implementing team and submitted to a group of approx. 50 external experts with a request for assessment. One action is Allocation of Credit Points to Partial Qualifications in NQF. It means how to ascertain, describe and test a simple mechanism that will utilize the National Qualifications Framework and its infrastructure. Next action is Assignment of Credit Points To a Combination of Knowledge, Skills and Competences in NQF.

The experts questioned for the analysis tend to believe that ECVET should apply to all forms of education and learning in accordance with the European lifelong learning strategy.

Geographical Mobility in VET

In VET mobility, schools and students use mainly Leonardo da Vinci program for abroad practices. The records of Europass Mobility in the Czech republic encompass also Youth Voluntary Service and Erasmus Mobility, but still the number rises every year. In 2008 it was issued 2340 Europass Mobility documents[1]. The proof of international experience is the final benefit of these documents helping the holders to their labour market success.

[1] National Europass centre Czech Republic Statistics, 2008

2.3 Possible projections of the financial crisis on VET policies

2.3.1 The foreseen consequences of the crisis on VET

Possible impact on IVET:

- We do not expect the crisis to have financial impact on IVET, as most schools at upper secondary level are public schools. There are also resources available for private schools, because if they are included in the school register, 90% of their funding comes from public budgets.
- The ČR does not have an apprenticeship scheme. This is why the worsened situation of companies will not have any major effect on training programmes leading to ISCED 3C qualifications either.
- Long-term processes such as demographic development, the ongoing reforms in education and other developments are likely to have a more robust impact on IVET than the current economic downturn.

Possible impact on CVET:

- Initial signs show enterprises seeking to rationalise their investment in the training of employees as part of their austerity measures. This entails a more extensive use of internal lecturers at the expense of courses delivered by external providers. Courses in soft skills make way for specialist courses. Large companies that run human resources development schemes continue their implementation, although in a more economical manner. Small enterprises scale down their staff development more extensively. More specific data cannot be provided as there is no system of monitoring the supply of, and demand for, continuing training in the ČR.
- Institutions providing adult education seek to respond to the fall in demand by cutting prices and widening the range of courses on offer in order to enlarge the group of potential customers. In this situation small training providers cannot withstand the competition, which results in large providers strengthening their position and a market recovery.
- Public employment services try to compensate for a possible decrease in interest in training on the part of companies by means of active employment policy measures that companies can utilise. In addition to this, new instruments to support training in enterprises were introduced earlier this year (see chapter 2.3.2). These tools for supporting staff development in companies – be they funded from resources earmarked for active employment policy or the ESF – should be sufficient to ensure good standards of continuing training in enterprises. The only problem in this context is a certain delay in the launch of the relevant operational programmes funded from the ESF caused by administrative problems.
- The lay-offs in companies that cut down on production concern primarily low-skilled labour whose retraining is the responsibility of labour offices.
- The bad outlook on the labour market makes the prospects of various sectors and industries uncertain. This makes it difficult to take decisions on a proper targeting of retraining towards promising fields and jobs. Labour offices and guidance institutions therefore display a growing interest in information about future labour market trends and the future demand for skills.
- There are also opinions that the crisis may, in the long term, stimulate demand for education and training that will be driven by efforts to achieve employability and job security.

2.3.2 The measures already taken or envisaged to be taken as response to the crisis

Both the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* – MŠMT) and the Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí* – MPSV) are making efforts to ensure a sufficient amount of financial resources both for IVET and CVET. According to the Ministry of Finance the overall cuts of state budget for 2010 will affect all areas, however the MŠMT has expressed the intention of maintaining or even increasing the current level of financial resources that the state earmarks towards education. The MPSV has prepared emergency measures beyond the framework of the ordinary active employment policy that take the form of projects funded from the ESF.

a) The "Get into Training" project

The measure is designed for employers who, due to the economic recession, have had or will have to scale down manufacturing in their operations and reduce the number of employees. As part of the project employers can obtain financial resources to implement training courses for those employees who are threatened by the implications of organisational changes in companies due to the crisis. The employees will get a chance of participating in continuing training, improving their specialist knowledge, skills and competencies in so-called general education (i.e. education that provides skills that are transferable to a larger degree to other companies or business areas). Employers will obtain room for a more effective addressing of the HR situation in their companies during the crisis.

The level of public support depends on company size and the target group of employees, while account is taken of employees with physical and other disadvantages. The first stage of the project will last until the mid-2011. (Source: MPSV website www.mpsv.cz).

b) The "Training is a Chance" project

The measure is implemented via grant schemes where companies present projects and apply for resources. Employers can obtain financial resources to implement training courses for their employees, to develop training programmes including the training of internal lecturers and instructors, to introduce HR development and management schemes in companies and other similar activities.

The level of public support depends on company size and the target group of employees, while account is taken of employees with physical and other disadvantages. Considerable preference is given to general education – i.e. education aimed at improving transferable skills (languages, ICT, etc.) – as compared to company-specific training. The objective is to boost the employability and mobility of the workforce. (Source: MPSV website www.mpsv.cz).

3 Legislative and institutional framework – provision of learning opportunities

3.1 Legislative framework for IVET

Initial vocational education and training (IVET) up to the level of tertiary professional schools is governed by **the law on pre-school, basic, secondary, tertiary professional and other education – School Act** (*Zákon o předškolním, základním, středním, vyšším odborném a jiném vzdělávání –"Školský zákon"*). Since 1 January 2005 a new School Act has come into effect. It stipulates the conditions under which education takes place in schools and school facilities, defines the rights of individuals and legal entities in education, and establishes the responsibilities of bodies executing state administration and self-administration in education. At the same time ministerial decrees and other regulations entered into force elaborating on the stipulations in the law in more detail.

Higher education institutions (*vysoké školy* – VŠ) are governed by the **Act on higher education institutions** (*Zákon o vysokých školách*). The law regulates the establishment, governance and funding of public, private and state higher education institutions. It also lays down the basic framework for the nature of the educational provision, accreditation of study programmes, the academic staff and the actual implementation of studies.

In the course of 2009 work is underway on drafting a new bill on tertiary education that should replace the existing Higher Education Act and provide a new definition of tertiary professional education. As a result there should be a single legislative framework for the tertiary education sector.

The administrative framework of IVET was also considerably affected by the **act on the establishment of higher-level administrative units (regions)** (*Zákon o vytvoření vyšších územních samosprávných celků*) which came into effect on 1 January 2000. This law has delegated some key responsibilities in the IVET area to regional bodies (see chapter 3.2).

As of 1 January 2005 an **act on pedagogical staff** (*Zákon o pedagogických pracovnících*) entered into force which stipulated a new definition of the position of pedagogical staff and lay down requirements for the performance of their occupation, their continuing training and career system.

In the Czech Republic **collective agreements** do not play a major role in IVET. There are contracts on the content, scope and conditions of practical training concluded between schools and employers. Their content - particularly the place of training, the time schedule and the remuneration of pupils - is regulated by the School Act and Decree of the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* – MŠMT) (no.13/2005). The contracts differ from industry to industry, particularly as regards the level of involvement of social partners and the attractiveness of the services and cooperation they offer to schools.

3.2 Institutional framework: IVET

National Level

The main body responsible for IVET at the national level is the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* – MŠMT). The key responsibilities of the MŠMT currently include:

- development of national education strategy including reform processes and priorities

- development of national policy, primarily in the form of the Long-term plan for the development of education and the education system, and provision of methodology for and coordination of long-term plans for the development of education in regions;
- development of curricular policy and care for the quality of education on the basis of the objectives and content of education, set as part of an approved system of vocational education fields and approved national curricula *(rámcové vzdělávací programy)*; operation of a system for monitoring and evaluation of student and school performance;
- coordination of public administration and funding in the area of education, including communication with social partners at national level; issuing decrees regulating educational conditions in schools; initiation of developmental and innovative schemes, etc.

Regional Level

At regional level **self-governing bodies – regional assembly and regional council** *(zastupitelstvo kraje, rada kraje)* are set up. The **regional assembly**, which has decision-making powers, is obliged to form a commission for education and employment, which has its say on e.g. the number and the structure of the schools and their educational provision, the quality of schools, the funding of education in the regions, etc. The **regional council** (9-11 members) is elected by the assembly and holds executive powers. It forms expert commissions in various areas that have an advisory function. One of the commissions is normally concerned with young people and education. Regional self-governing bodies are directly responsible for establishing and closing down VET schools and school facilities. Established schools must be approved by the MŠMT and ranged into the school register for being eligible for funding from public sources. Regional bodies administer the schools and cover their capital and operational costs. They appoint directors of the schools under their responsibility based on appointment procedures and upon ministerial approval.

A regional body of state administration is a **regional authority** (*krajský úřad*). One of its departments deals with education, youth and sports. The authority is responsible for the execution of state administration in the region, and its main tasks in the area of education include, above all, the development of a regional long-term plan for the development of education and the education system, and a report about the situation in education in the region. Moreover, the regional authority allocates resources from the state budget to schools to cover pedagogical staffs´ wages and direct educational costs, and checks upon their use.

A consultative function at regional level has Education Commission and Regional Council for Human Resource Development.

Local Level

As schools' autonomy has been extended, school **directors** hold significant powers. They are responsible for preparation and implementation of school curricula based on approved national framework curricula, for the quality of pedagogical work and human resources policy, for educational management and efficient use of financial resources. A **school council** as a consultative body is established at schools. Its members include representatives of the school founding body, pedagogical staff and parents (possibly pupils of age).

3.3 Legislative framework for CVET

There is no comprehensive legislation regulating continuing vocational education and training (CVET). There are single regulations (acts or decrees) covering its parts or regulations fostering other areas, but touches upon various aspects of CVET. Three types of regulations may be distinguished:

- **Laws covering initial education and training** which lay down the ways in which, at every level, schools may provide adult education;
- **Regulations concerning labour and employment**: the Labour Code, the act on employment and the binding decree on retraining of job seekers and employees; the act on investment incentives and changes to other acts and government regulation on material support for the creation of new jobs and the retraining of employees;
- **Other laws and decrees** (e.g. the act on pedagogical staff; the act on technical standards and the act on state expert supervision; the act on the conditions concerning the acquisition and recognition of professional and specialised competencies to perform the occupation of physician, dentist and pharmacist; the act on trades, etc.).

A step forward represents a **law on the validation and recognition of the outcomes of CVET** (*Zákon o ověřování a uznávání výsledků dalšího vzdělávání)* which has been adopted in 2006 (its major provisions became effective on 1 August 2007). The law creates a legislative framework for the recognition of qualifications acquired through non-formal and informal learning. At the same time, work has been launched on the establishment of necessary institutional conditions for the law to be effective. This includes, above all, the development of a National Qualifications Framework (a list of national qualifications including qualification and evaluation standards), the setting up a network of institutions authorised to validate the qualifications and issue the relevant certificates, etc. (See also chapter 5.)

Collective agreements exist at corporate level and also at higher levels. They may become binding for an entire sector. However, they do not play a major role in continuing education. Only some one third of collective agreements contain provisions stipulating the rights of employees to professional development beyond the statutory framework, and these provisions are mostly written in general terms. Only a negligible proportion of agreements mention specific programmes (less than 2%).

3.4 Institutional framework: CVET

National level

As regards CVET, the responsibility is fragmentised and borne by various ministries. The education of adults provided by secondary schools and tertiary professional schools is under the responsibility of the **Ministry of Education, Youth and Sports** (*Ministerstvo školství, mládeže a tělovýchovy* - MŠMT). Adult education provided by higher education institutions – i.e. distance and lifelong learning including the "Third Age University" - fall within the competence of higher education institutions (*vysoké školy* – VŠ). In 2005 MŠMT assumed overall responsibility for the acquisition of qualifications in the system of continuing education and training, including their testing and recognition.

The responsibility for retraining is borne by the **Ministry of Labour and Social Affairs** (*Ministerstvo práce a sociálních věcí* - MPSV) which determines the conditions under which training organisations providing retraining courses operate (must be accredited by the MŠMT). Retraining is organised by **labour offices** which determine the types and nature of the courses depending on the needs and requirements of regional labour markets, or potential employers.

The systems of statutory training (*normativní vzdělávání*) (see chapter 5.2.2) administered by ministries are subject to the law, regulations and decrees of the relevant ministries (e.g. the Ministry of Health responsible for training of health staff, Ministry of Interior Affaires responsible for public administration staff training, MŠMT responsible for pedagogical staff training). The

situation is similar as regard the training of specific occupations provided by organisations with nationwide operations (e.g. in energy). The regulations are binding for all employers.

The provision of **training services on a commercial basis** is not governed by any regulatory body. One exception is institutions which want to have the right to award certificates of CVET with nationwide validity (they ask the relevant ministerial body for accreditation), and institutions providing language education (they ask the MŠMT for accreditation).

Regional level

At regional level, there are regional councils for Human Resources Development. They have consultative, initiation and co co-ordination functions in the area of strategic management of human resources including CVET development.

Local level

Based on the law on validation and recognition of the outcomes of CVET, institutions as well as individuals may apply for authorisation to carry out examinations in line with this law (see Box in chapter 5.2.2.). As a result, a network of so-called „authorised persons“ is gradually being developed, and it will be also listed in the National Qualifications Framework.

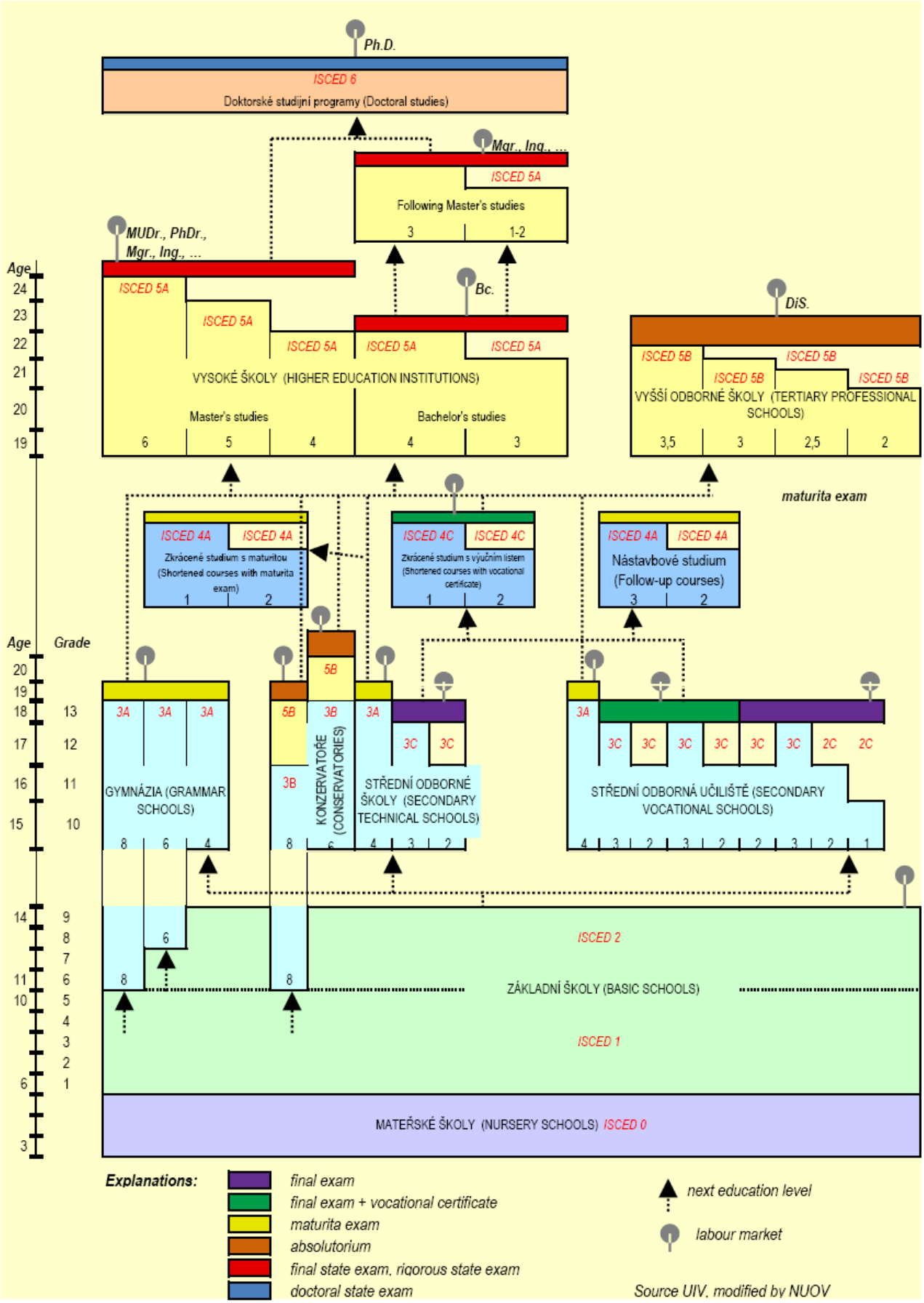
4 Initial vocational education and training

4.1 Background to the initial vocational education and training system and diagram of the education and training system

The education system of the Czech Republic (*Česká republika* – ČR) comprises nursery schools, basic schools, secondary schools, conservatoires, language schools entitled to administer state language examinations and tertiary professional schools – all these institutions are codified by the School Act (*Školský zákon*). The act also covers institutions providing basic training in arts (as part of leisure activities) – basic arts schools. The education system also includes school facilities serving educational and other purposes that are subject to the School Act, or possibly the act on institutional and protective educational care. The highest level of education within the education system is represented by higher education institutions, which are subject to the act on higher education institutions.

Schools providing VET at secondary and tertiary levels (ISCED 2–5) can be distinguished by the level of education and the nature of the education provided. There are secondary schools (gymnasia, secondary technical schools and secondary vocational schools), conservatoires, tertiary professional schools and higher education institutions. VET schools of all types (except conservatoires) and at all levels train specialists for all sectors of the economy.

Education system of the ČR



Secondary schools

Secondary schools provide mostly upper secondary education (ISCED 3) – of vocational or general character. Secondary schools are attended after the completion of compulsory education (after successful admission procedure which part is an entrance examination) mostly by students aged 15-19. Secondary schools have two tasks: to prepare students for performing various occupations in the national economy, administration, culture, arts and other areas, and to prepare them for further studies at a higher level. After 1990 private and church schools were established.

Upon successful completion of a programme at secondary level, the following qualifications are acquired: secondary education with a vocational certificate *(výuční list)*, secondary education with *maturita*, or secondary education (without a vocational certificate and *maturita*). The *maturita* examination at all types of school opens up the opportunity to apply for tertiary education.

There are the following types of secondary school:

a) *gymnázium* is secondary general school and its name is in line with Central European tradition. It provides general secondary education completed by a *maturita* examination (ISCED 3A), and prepares students primarily for higher education. The studies may last four years (upper secondary), six or eight years (lower and upper secondary).

b) secondary technical school (*střední odborná škola* – SOŠ) provides secondary technical education in four-year programmes completed by a *maturita* examination (ISCED 3A), which entitles graduates to apply for higher education and to perform mid-level technical, business and other similar jobs. As a response to general education at *gymnázium*, ***lyceum*** programmes were developed at the secondary technical schools (*střední odborné školy* – SOŠ) besides usual vocational programmes. The proportion of general education in *lyceum* programmes accounts for approximately 70 % of the curricula. They include technology, business, natural sciences and teacher training. Graduates are prepared for studies at higher education institutions in similar disciplines.

c) secondary vocational school (*střední odborné učiliště* – SOU) provides a vocational qualification in two- and three-year programmes, entitling those who acquire it to perform manual work and similar occupations (ISCED 3C). Secondary vocational schools also provide a small number of four-year programmes completed by *maturita* (ISCED 3A), providing a qualification to perform demanding manual work and technical occupations and opening up the path to higher education. Secondary vocational schools may also provide one- and two-year programmes (ISCED 2C) for pupils who completed compulsory education but failed to complete all nine years of basic school, for young people with special learning needs, and pupils who completed special (*zvláštní*) or auxiliary (*pomocné*) schools.

Conservatoires *(konzervatoře)*

Education at conservatoires aims to develop the knowledge, skills and other capacities acquired in basic and basic arts schools, to provide general education and prepare students for the performance of demanding artistic activities in the field of music, dance, singing and drama.

Studies at conservatoires are either completed by *maturita* (secondary education – ISCED 3B), or by *absolutorium* (tertiary professional education – ISCED 5B).

Tertiary professional school *(vyšší odborné školy* – VOŠ*)*

Tertiary professional school (the first were set up in 1995) prepare students for a qualified performance of demanding professional tasks. They provide tertiary professional education (ISCED 5B) completed by *absolutorium* to secondary school leavers with a *maturita* certificate.

Higher education institutions *(vysoké školy* – VŠ*)*

VŠ provide education in three types of programme: *bachelor* (ISCED 5A), *master* (ISCED 5A) and *doctoral* (following on from *master* programmes – ISCED 6). Until the end of 1998 all existing VŠ had university status. Since 1999 there has been an opportunity for establishing VŠ of a non-university type.

Quality assurance mechanisms

Evaluation of schools and assurance of the quality of education are carried out both by means of (i) self-evaluation, and (ii) external evaluation. In addition to this, each newly established school is evaluated by the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* – MŠMT). The MŠMT then takes a decision on its inclusion into the school register (only schools entered in the register are entitled to receive public financial resources).

(i) External evaluation

External evaluation authority is the **Czech School Inspectorate (*Česká školní inspekce* – ČŠI)**. The results of a school may also be evaluated by its **founding body**. The ČŠI is an administrative body with a nationwide scope of operations. It identifies and evaluates the situation, implementation and outcomes of education provided by schools, their compliance with school-based curricula and the appropriate relationship between framework and school-based curricula. The ČŠI also monitors and evaluates the efficiency of the education system. It makes sure that legal regulations are being observed and that public resources are spent in an efficient manner. It examines suggestions, complaints and petitions which fall within its remit.

(ii) Self-evaluation of schools

Self-evaluation of schools has been embedded in the legislation since[2]. Its results form a basis for the development of an annual report about the school's activities, and also serve as background material (among other things) for external evaluation by the ČŠI.

Quality assurance of vocational training

The quality of vocational training (including work placements or practical training in companies) is assured by the school. The content of vocational training is set out in the relevant curricula. Evaluation of the quality of vocational training is carried out in co-operation with the company where it takes place, and by the ČŠI as part of its inspection activities. There is one teacher in each school responsible for the content, implementation and evaluation of the quality of vocational training. The teacher is regularly in contact with the workplaces where practical training takes place and together with the practical training teachers / practical subject teachers and practical training instructors asses the quality of vocational training.

In 2007 the MŠMT established the National Network for Support of the Quality Assurance in VET. The network provides information and advisory services for all stakeholders involved and

[2] The obligation for schools to carry out self-evaluation is stipulated in § 12 of Law no. 561/2004 Coll. on pre-school, basic, secondary, tertiary professional and other education (the School Act), as amended. Further details are set out in § 8 and § 9 of Decree no. 15/2005 Coll. that lays down the requisites in relation to strategic (long-term) plans, annual reports and self-evaluation of schools.

initiates informatory and methodical activities aimed at VET quality assurance. It has no decision making powers.

Promoting participation in IVET

In 2008 the MŠMT adopted an action plan to support vocational education and training. Its implementation should lead to an expansion and strengthening of mechanisms that increase participation in VET. The plan contains, above all, the following strategic steps: enhancing transferability within the VET system, improving career counselling and the provision of information to the general public, and facilitating cooperation between schools and employers in terms of the content, funding and implementation of VET including providing incentives for this cooperation.

At regional level, support for participation depends, to a large degree, on the policies pursued by the relevant regional authority. In recent years (mainly 2008-2009) regional media campaigns have been stepped up to support vocational, technical and comprehensive vocational education. Most of these campaigns are initiated by regional administrative bodies in cooperation with or with the support of social partners, particularly employers. They take the form of outdoor advertising, web portals, articles in the press, distribution of printed materials in schools, various events, education fairs, open days, etc. Some regional authorities provide scholarships for students in fields that are normally in low demand. This strategy has proven quite successful.

Employers also opt for information campaigns in order to increase interest in their business. They attend schools during open days and inform potential candidates about employment opportunities in the given field. There are also more extensive media projects such as the web-based campaign "Cars are Fun" (*Auta nás baví*) run by employers in the automotive industry. In some cases companies offer scholarships and may also conclude contracts on VET support that set out the obligations of the company and the pupil.

Some secondary schools and higher education institutions carry out media campaigns that coincide with the application period (outdoor ads being the most frequent tool) in order to attract prospective students.

4.2 IVET at lower secondary level

Secondary vocational schools may provide one-to-two-year programmes at **ISCED 2C** level for students with mental disabilities of various severity, vocational training programmes for students who completed compulsory education but failed to complete all nine years of basic school, and programmes preparing special school leavers for the performance of simple tasks as part of manual occupations. Practical training takes place in the relevant companies (outside school). At the end of these programmes students take final examinations and obtain a certificate of a final examination.

Secondary vocational schools also offer programmes preparing students for the performance of auxiliary tasks in services or manufacturing. Those who complete them (mostly people with rather severe mental disabilities) only obtain a certificate of the completion of basic education.

Most IVET programmes at **ISCED 2C** level are also offered by **practical schools**. Practical school (*praktická škola*) does not provide vocational qualifications, but develops and strengthens manual skills and working habits and prepares for the performance of simple auxiliary tasks in production or services. The main objective of this training is to achieve the highest possible degree of socialisation of disadvantaged pupils in order to facilitate their integration into the work

process, depending on their interests, capacities and competencies. Recently (in relation to the development of new, modern technologies) simple tasks have either been disappearing or decreasing in number, which reduces employment opportunities for graduates of these programmes. The length of this program is one or two years.

Vocational education and training at lower secondary level (ISCED 2C) is implemented in line with an **approved curriculum**. The lengths and demands of the curricula are differentiated taking account of the pupils' disadvantage and prior education. Most subjects are practically oriented on „real life" needs (housework, cooking, gardening etc.). Students enter these programmes after completion of compulsory schooling. The typical age of students is therefore 15-17 years.

Education is normally provided by special pedagogues who use specific teaching methods (re-educational, compensatory, rehabilitation). A lower number of pupils facilitates an individual approach. There are boarding facilities which perform the rehabilitation function and where pupils take part in joint out-of-school activities.

Those who complete the programmes acquire a **certificate of a final examination** or just a certificate of completion, and achieve secondary education (without having a vocational certificate or *maturita* certificate). The **final examination** consists of a practical part and an examination in vocational subjects. Those who only receive a certificate of completion (without having taken the final examination) mostly find jobs in so-called sheltered workshops. For foreseen impact of NQF see chapter 2.2.

Table 15a - Students in lower secondary education by programme orientation: general, pre-vocational, vocational 2006

	Total isced2	isced2gen	%	isced2pv	%	isced2voc	%
European Union (27 countries)	22892085	22329149	0,98	297528	0,01	265408	0,01
Czech Republic	488666	485114	0,99	3552	0,01	:	:

: - information not available
gen - general; pv - pre-vocational; voc - vocational
Source of information: Eurostat. Date of extraction: 26 Feb 09. Last update: 04 Jul 08

Table 15b - Students in lower secondary education by programme orientation (national data)

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
ISCED 2 general	508 100	500 544	493 162	485 114	456 968	431 478	402 151
ISCED 2C prevocational and vocational	2 205	2 180	2 216	3 552	2 002	1 502	1 511
ISCED 2 - total	510 305	502 724	495 378	488 666	458 970	432 980	403 662
prevocational - %	0,4%	0,4%	0,4%	0,7%	0,4%	0,3%	0,4%

Source: UOE Questionnaires, ÚIV
Till 2005/06 also the pupils of the last grade of practical level of auxiliary schools are included. These were cancelled by the new School Act.

An overwhelming majority of pupils in lower secondary education (99.6 %) attend general education programmes. These are pupils of basic schools and six- and eight-year *gymnázia* who implement compulsory education. There is a negligible proportion of pre-vocational programmes. These programmes are primarily designed for pupils with intellectual disabilities who have completed nine-year compulsory education (up to 15 years of age).

Between 2002/03 and 2008/09 the overall number of pupils in lower secondary education (ISCED 2) dropped by 21%. This decline is the result of unfavourable demographic developments. There

was a corresponding fall in the number of pupils in general programmes. The larger decrease (in percentage terms) in the number of pupils in pre-vocational programmes was caused not only by a reduced size of the relevant age cohort, but also by legislative changes – until 2006-07 these programmes also included the practical level of *pomocná škola* (auxiliary school). The auxiliary school was abolished by the School Act.

4.3 IVET at upper secondary level (school-based and alternance)

Secondary vocational education in the Czech Republic (*Česká republika* - ČR) has a tradition of over a hundred years. VET was always focused on the development of the capacity to apply technical knowledge and skills in practice. The proportion of general education was gradually expanded, and the theoretical aspect of various subjects was studied more profoundly. Schools providing vocational and technical education used to have a very narrow specialisation stemming from their historical development. Some schools have maintained this very narrow specialisation and train students from several regions or even from the entire country. However, a considerable number of schools provide more types of education both in terms of levels and disciplines.

Extensive **curricular reform** is currently under way, consisting in the development and ensuing application of newly designed **national curricula** (*rámcové vzdělávací programy* - RVP) (stressing key competencies) for various branches of education, which were implemented along with the new School Act entering into force (2005). Following on from the national curricula there are **school-based curricula** *(školní vzdělavací programy* - ŠVP*)* designed by schools. The objective of this two-level development of curricula is to allow for a more flexible shaping of graduate profiles in line with regional needs, the development of the relevant field and the interests and capacities of students. In parallel with the curricula, professional requirements are being drafted as part of the "Integrated System of Typical Working Positions", which will define the requirements for the performance of various occupations, and should also ensure comparability with the relevant requirements in the European Union.

Vocational and technical programmes at upper secondary level are provided by the following types of school:

- secondary technical schools
- secondary vocational schools
- conservatoires

Secondary technical schools (*střední odborné školy* - SOŠ) may be public, private or church owned. Education at public schools is provided for free, while private and denominational schools may collect tuition fees. Students admitted to the first year must have completed compulsory education (15-year-olds). The educational provision at secondary technical schools is in compliance with curricular documents approved by the Ministry of Education, Youth and Sports (MŠMT). However, school directors can adjust these documents. The study plan may be changed in line with regulations in place – normally up to 10% of the overall number of teaching periods. Subject syllabi may be modified to the extent of up to 30% of the teaching periods allocated to each subject (the adjustment is due to new technologies, modernisation of the field, regional conditions and the requirements of social partners). Schools may also develop their own curricula, but their application is subject to approval by the MŠMT. Study plans include general subjects (Czech language and literature, a foreign language, mathematics, natural sciences, civic education, history and physical education), and vocational subjects, depending on the relevant programme. Vocational subjects include practical exercises, laboratory work, etc. The study plans at SOŠ also include work placements in companies and other institutions. The length of these placements depends on the nature of the programme. The proportions of general and vocational subjects vary

depending on the fields of study and years. The ratio is around 45:55 in favour of vocational subjects. Work placements (on average 6-8 weeks altogether), during which students experience the feel of a real workplace, facilitate contacts between the students and employers.

Classic teaching methods still prevail. Methodological approaches taking account of different student aptitudes are increasingly being employed, the pedagogical aspect of teaching is being strengthened and so is the proportion of independent students work. The teaching takes place in classrooms, or in special rooms and laboratories.

SOŠs carry out both continuous and final assessment of students. The *maturita* examination in four-year programmes at SOŠ consists of Czech language and literature, an optional subject and vocational subjects. The examination in vocational subjects is composed of a theoretical and practical part. Upon successful passing of *maturita* students are awarded a *maturita* certificate.

Secondary vocational schools (*střední odborné učiliště* - SOU) prepare students (in line with the legislation in place) for vocational tasks corresponding to the relevant programmes. The involvement of companies in vocational training occurs primarily at school level. In order to improve their curricula, schools cooperate with labour offices, enterprises, professional associations and chambers of commerce. However, as a result of the legislative conditions, the involvement of corporate sphere in the funding of vocational training at SOU is very weak. A typical feature of vocational training at this level is the high number of students who are not trained for the work in a specific company or organisation.

Students who are admitted to the first years must have completed compulsory education (15-year-olds). This vocational training (two years or mostly three years) results in the acquisition of a secondary vocational qualification. It is completed with a final examination and the student gets a vocational certificate (*výuční list*). The final examination does not allow for entering tertiary education. Graduates of two- or three-year programmes leave directly for the labour market. They may continue studying on the condition that they undergo a two-year follow-up programme and pass *maturita* examination. In addition to this, SOU may train students "in programmes designed for the performance of certain more demanding manual occupations and some tasks of an operational and technical nature". In this case the studies take four years and are completed with *maturita*, which opens up the possibility of studying at a higher education institution or a tertiary professional school.

Most SOUs provide both theoretical education and practical training. There are also SOUs that only provide theory, and, conversely, there might be independent centres of practical training and practical training units, mostly in companies.

SOU may be public, private and church. Education in public SOUs is provided for free, whereas private and church schools may collect tuition fees. An average size of a SOU is 255 full-time students. The study plans include general subjects (the same as at SOUs), vocational subjects the selection of which depends on the nature of the programme, and practical training. The proportions of general and vocational subjects and practical training vary depending on the programme and year. In three-year programmes, which are the most common, general subjects are allocated 30-35% of the instruction time, vocational subjects get 20-30% of the time and practical training 35-45%. In four-year programmes the ratio is about 40:30:30. In follow-up courses for graduates of three-year vocational programmes at SOU, the study plans only include general subjects and vocational theory. The ratio is about 45:55. Traditional teaching methods also prevail at SOU. Theoretical instruction takes place in classrooms; for the teaching of foreign languages students may be divided into groups. In practical training students are divided into 6-17 member groups. Practical training takes place mostly at specially designed training facilities or workshops. In view of the nature of the programmes, practical training may also be held in laboratories or specially equipped classrooms.

As at SOUs, continuous assessment is applied and the final assessment takes the form of a *maturita* examination (in four-year programmes). The final examination in three-year programmes is a vocational examination where the students demonstrate their preparedness for the performance of the relevant tasks and occupations. It consists of a practical examination in vocational subjects and a theoretical examination in vocational subjects. Upon a successful passing of the final examination students get a final examination record and a vocational certificate.

Conservatoires are a specific type of secondary school with a different regime. Students with music, dance and drama talents take an aptitude test as part of the admission proceedings.

Applicants who complete the 9th year of basic school are admitted to six-year music and drama programmes. The eight-year dance programme is designed for those who complete the 6th year of basic school, and in the lower years implement their compulsory schooling.

Six- and eight-year programmes are normally completed by an *absolutorium*. The graduates get a certificate of *absolutorium* and a diploma. Conservatoire graduates have the title "specialist with a diploma" (*diplomovaný specialista*, abbreviated as "DiS." – behind the name). The graduates achieve tertiary qualification (ISCED 5B). Students at conservatoires may also take a non-compulsory *maturita* examination during their studies – at the earliest after four years in music and drama programmes, and after eight years in dance.

For foreseen impact of NQF see chapter 2.2.

Table 16a - Students in upper secondary education by programme orientation 2006

	Total isced3	isced3gen	%	isced3pv	%	isced3voc	%
European Union (27 countries)	22205390	10723395	0,48	1185480	0,05	10296515	0,46
European Union (25 countries)	20782183	10183168	0,49	1185480	0,06	9413535	0,45
Czech Republic	489958	101491	0,21	391	0,00	388076	0,79

gen - general; pv - pre-vocational; voc - vocational
Source of information: Eurostat. Date of extraction: 26 Feb 09. Last update: 04 Jul 08

Table 16b - Students in upper secondary education by programme orientation (national data)

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
ISCED 3							
general	101 327	101 098	111 724	101 491	121 320	120 660	127 545
vocational	378 862	390 847	381 322	388 467	369 199	362 602	349 613
ISCED 3 - total	480 189	491 945	493 046	489 958	490 519	483 262	477 158
general - %	21,1%	20,6%	22,7%	20,7%	24,7%	25,0%	26,7%

Source: UOE Questionnaires, ÚIV

The number of pupils in upper secondary education dropped by 1% in the 2002/03-2008/09 period. This is a relatively minor decline in view of the unfavourable demographic trend. The fact that the development of the number of pupils does not copy the declining demographic curve is caused, above all, by a declining proportion of pupils in shorter programmes (secondary education and secondary education with a vocational certificate), and by an increasing number of pupils in secondary programmes with *maturita* that are longer and last four years. This means that the average length of upper secondary education is increasing.

Most pupils at upper secondary level attend vocational programmes (73 % of pupils). These are both ISCED 3C programmes that are primarily designed for entering the labour market, and ISCED 3A programmes that allow for continuation of studies at tertiary level both in ISCED 5B and 5A type programmes. The proportion of pupils in vocational programmes decreased by 8% in the 2002/03-2008/09 period.

At present there are 27% of pupils attending general education at upper secondary level. There has been an increase by 5 percentage points since 2002/2003. This increase is caused primarily by a growing number of schools that introduce *lyceum*-type programmes and a rising number of pupils in these programmes.

4.4 Apprenticeship training

"Apprenticeship training" as specified in a definition used in the European Union does not exist in the Czech Republic.

4.5 Other youth programmes and alternative pathways

Shortened courses. Secondary schools can provide shortened one-to-two-year full-time programmes leading to a vocational certificate (*výuční list*) (for applicants who have already passed *maturita* or applicants who have acquired secondary education with a vocational certificate in a different field), or to a *maturita* certificate (for applicants who have already passed *maturita* in a different field).

Recognition of non-formal learning outcomes. The Act No.179/2006 Coll. on verification and recognition of continuing education results which came into effect on 1.8.2007 enabled formal recognition to partial qualifications which, if accumulated, could lead to the acquisition of a certificate recognized in formal education. For details see chapter 5.2.2.

Programmes for pupils with special educational needs. After completion of basic education pupils with special educational needs can study at secondary schools. All secondary schools – secondary vocational schools, grammar schools (*gymnázia*), secondary technical schools, and also training centres and practical schools, can be set up specifically for pupils with special educational needs depending on the type of disability: for pupils with hearing or sight impediments and other physical disabilities. It is also possible to establish a conservatoire for pupils with sight disorders.

Education at these schools is provided in line with educational programmes (curricula) for the relevant fields of education. The curricula are modified to meet the pupils' special learning needs. Adjustments include implementation of special subjects (e.g. the sign language) and the relevant pedagogical care – for example speech therapy, communication skills, spatial orientation and independent movement for people with sight impediments, social skills, etc.

Special education combines special pedagogical approaches with modified methods used in mainstream schooling. Special pedagogical approaches aim at strengthening the personal development of the pupils and at acquiring specific skills and competencies that the pupils need for a successful integration into society and employment. The secondary and tertiary professional education of pupils with physical disabilities may be extended by two years. For more details on ISCED 2C programs see chapter 4.2.

There are no tertiary professional schools set up specifically for people with disabilities.

Waldorf schools. Alternative IVET schools in the ČR also include Waldorf schools. They use official educational programmes that are modified to serve their specific purpose. Their number is very low.

Young people may also acquire vocational skills outside the system of formal education in schools. This education involves, above all, **post-*maturita* language courses** and **retraining programmes.** There are no statistics for monitoring youth participation in these programmes.

Post-*maturita* language courses. Students who have completed secondary school with *maturita* and have not been admitted to studies at tertiary level can undergo post-*maturita* language courses offered by language schools. Recent graduates of secondary schools do not lose their entitlement to student social allowances – i.e. their social and health insurance continues to be paid by the state, and they still enjoy various student discounts. Full-time post-*maturita* courses **last one year** and students pay tuition fees. Language schools must have their courses accredited by the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* – MŠMT). Upon completion of the courses the student gets a **certificate of completion**, or may even take one of the examinations leading to nationally or internationally recognised certificates.

Retraining programmes. Individuals who have left the education system and become unemployed can undergo retraining. Retraining programmes constitute one of the measures of an active employment policy and are organised by the relevant labour offices. Young people up to 20 form one of the groups that, as the law requires, receive increased attention from labour offices. The objective of retraining is to acquire a new, or enhance existing, qualifications. (For more details see chapter 5.3). Retraining courses prove to be a relatively successful means of facilitating entry to the labour market for unemployed school leavers.

For foreseen impact of NQF see chapter 2.2.

4.6 Vocational education and training at post-secondary (non-tertiary) level

At present, the only form of vocational education at post-secondary level is the so-called **follow-up studies** (ISCED 4A). This type of education may be taken by pupils who have acquired a vocational certificate (*výuční list*) (ISCED 3C). Follow-up courses in the relevant field can be organised by secondary schools which provide *maturita* courses in the same field. Follow-up programmes take two years and are completed by a *maturita* examination. The numbers of graduates of vocational programmes who are interested in completing their education via follow-up courses tend to grow. In the academic year 2006/07, about 31% of the total number of graduates of three-year vocational courses entered in follow-up courses.

Follow-up courses are organised both by secondary vocational schools (provided they deliver programmes completed by *maturita* in the relevant field of study), and by secondary technical schools. They may be entered either immediately after completion of the previous programme, or after a period of work experience. This segment of the education system provides a second chance and significantly enhances the passage through the system. Instead of a four-year course with *maturita* a number of pupils opt for a three-year programme leading to a vocational certificate that is followed by a two-year follow-up course. After completion of these five years graduates acquire both a vocational certificate and a *maturita* certificate.

Table 17a - Participation rates in post secondary non tertiary education, 2006

	isced4	isced4gen	%	isced4vpv	%
European Union (27 countries)	:	:	:	:	:
Czech Republic	79977	27772	0,35	52205	0,65

gen - general; vpv - vocational and pre-vocational
: - information not available
Source of information: Eurostat. Date of extraction: 9 Mar 09. Last update: 04 Jul 08

Table 17b Students in postsecondary non-tertiary education by programme orientation (national data)

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
ISCED 4							
general	20 201	26 483	27 756	27 772	30 346	30 263	30 683
vocational	53 428	59 353	56 578	52 205	50 274	55 325	50 736
ISCED 4 - total	73 629	85 836	84 334	79 977	80 620	85 588	81 419
vocational - %	72,6%	69,1%	67,1%	65,3%	62,4%	64,6%	62,3%

Source: UOE Questionnaires, ÚIV

The number of pupils in post-secondary non-tertiary education fluctuated in the 2002/03-2008/09 period. This was caused by the variety of programmes on offer at this level of education. This education includes follow-up programmes (two-year studies for graduates of ISCED 3C programmes leading to a *maturita* examination), "second" programmes leading to a vocational certificate, continuing education programmes at higher education institutions designed for graduates of secondary schools, and post-*maturita* language courses at language schools that are authorised to perform state language examinations.

Throughout the period under review a majority of pupils at post-secondary non-tertiary level attended vocational programmes (62-73 % of pupils).

4.7 Vocational education and training at tertiary level

Tertiary professional education

Since the school year 1995/1996, **tertiary professional schools** (*vyšší odborné školy* - VOŠ) have been operating in this sector, providing education at ISCED 5B level. Most of them were established at secondary technical schools and, together with them, form one legal entity. Some of them are private and church. Only about one quarter of VOŠs operate on their own. Some of them have recently acquired the status of higher education institutions of a non-university type. The objective of VOŠs is to offer students the opportunity of obtaining a vocational qualification for the performance of demanding professional activities, or of enhancing the qualification they have already achieved.

VOŠ provide study programmes lasting 3 to 3.5 years. The longest programmes include practical training in the form of a work placement over three months long. VOŠs, including public ones, may collect tuition fees.

Applicants must have completed upper secondary education with *maturita* (normally 19 and older). The school director may decide whether an entrance examination should be part of admission proceedings, and what its content should be.

Theoretical instruction takes place in classrooms set up with regard to specialisations, while practical training is implemented in groups established to take account of the situation in the workplace. The programmes may be studied full-time or part-time.

The curricula are designed by individual schools. However, they must be approved by the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* - MŠMT) based on a recommendation issued by the Accreditation Commission for tertiary professional education. The ratio between general, general vocational and specific vocational subjects is roughly 20:40:40. The number of teaching periods per week in full-time programmes ranges from 26 to 33 compulsory and compulsory/optional subjects. Practical training in a specific field constitutes an important component of this type of study. It may last up to one year during which

students work on a paper or project which is then evaluated jointly by the school and the relevant company or institution. The teaching methods are similar to those applied in higher education. The instruction consists of lectures and seminars, practicals, laboratory exercises and work placements.

The assessment of learning outcomes and marking are fostered by assessment regulations designed by each school, which must be in line with the relevant legislation and approved by the MŠMT. The assessment regulations provide for a marking scale (mostly four grades), and assessment methods. It is also stipulated in the regulations which of these methods will be applied to particular subjects. The school also regulates the organisational details concerning examination retakes, including the deadlines for fulfilling school duties due for one term or academic year. The studies are completed by *absolutorium*. *Absolutorium* is a vocational examination consisting of an examination in the theory of vocational subjects, a foreign language, a graduate thesis and its defence. The composition and number of vocational subjects in which the exam is taken are determined by the relevant curricula. The defence of the graduate thesis may include a test of practical skills. Upon a successful passing of *absolutorium*, the student of the VOŠ attains tertiary professional education and the title of *diplomovaný specialista* (specialist with a diploma, abbreviated as DiS. and stated behind the name).

Graduates from tertiary professional schools find employment in various fields and are required to master qualified activities of an advanced nature. They may further enhance their qualification by studying at higher education institutions on the same conditions as apply to secondary school leavers who hold a *maturita* certificate.

The amendment to the Higher Education Act of 2004 provided for an easier transfer from tertiary professional schools to HE institutions (*vysoké školy* – VŠ). Higher education institutions may set different admission requirements for graduates of accredited tertiary professional programmes or their parts.

Higher education

Higher education institutions (*vysoké školy* – VŠ) are of a university and non-university type.

Non-university higher education institutions provide predominantly Bachelor programmes, Master programmes to a lesser degree and no Doctoral programmes. These are mostly smaller private institutions.

University-type institutions predominate in tertiary education. They provide all 3 types of study programme – Bachelor, Master and Doctoral. Moreover, they provide both general and vocational education as well as lifelong learning programmes.

Bachelor study programmes are designed to prepare students for the performance of an occupation and for further studies in a Master study programme. They last 3-4 years (ISCED 5A). **Master study programmes** focus on the acquisition of theoretical knowledge in line with modern science, research and development, on mastering its practical application, and on nurturing creative activities. In arts disciplines it is focused on demanding artistic training and the development of talents. Master study programmes follow on from Bachelor programmes. The standard length is 1-3 years (ISCED 5A). If the nature of the study programme so requires, accreditation may be awarded to a Master programme which dos not follow from a Bachelor programme. In this case it lasts 4-6 years. **Doctoral study programme** may follow only after the completion of a Master programme. These programmes focus on research and independent creative activities concerned with research and development, or on independent theoretical or creative work in arts. The standard length is 3 years (ISCED 6).

A minimum requirement for admission to a VŠ is the completion of secondary education with *maturita*, or *absolutorium* in the case of conservatoires. (Arts disciplines at VŠs may constitute an

exception in this respect. However, the subsequent passing of a *maturita* examination is a condition for the award of a university degree). Admission to Master studies following on from a Bachelor programme is conditional upon due completion of the Bachelor programme. Admission to Doctoral programmes is conditional upon due completion of a Master programme.

Pursuant to the act on higher education institutions, the education of Czech nationals at public VŠ is free of charge, except for some special fees (related to admission proceedings, extending the standard length of studies, etc.). Foreign students who come to study at Czech VŠ based on international agreements are subject to the same conditions as Czech students.

A study programme is designed and submitted for accreditation by the VŠ, or by an institution that seeks to deliver it in co-operation with the VŠ. The Accreditation Commission is set up by the government. The study programme is defined in terms of its type (Bachelor, Master, Doctoral), and the form of study (full-time, distance or a combination of the two). Bachelor and Master programmes are based on two major methods of instruction – lectures and practicals. Doctoral study programmes are implemented in line with an individual study plan under the guidance of a supervisor.

The studies in Bachelor programmes are completed by a state final examination and the defence of a Bachelor thesis. The studies in Master programmes are completed by a state final examination and the defence of a Master thesis. After obtaining the degree of Master, a so-called "rigorous" (*rigorózní*) examination may be taken, which also involves the defence of a thesis. The studies in Doctoral programmes are completed by a state doctoral examination and the defence of a dissertation. Upon successful passing of the examination the degree of Doctor (Ph.D.) is awarded.

Table 18a - Participation rates in HE by programme orientation - 2006

	Total isced5_6	isced5a	%	isced5b	%	isced6	%
European Union (27 countries)	:	:	:	:	:	:	:
Czech Republic	337405	283484	0,84	31879	0,09	22646	0,07

: - information not available
Source of information: Eurostat. Date of extraction: 9 Mar 09. Last update: 04 Jul 08

Table 18b Students in tertiary education by programme orientation (national data)

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
ISCED 5A	236 456	262 530	279 207	283 484	308 376	331 594	354 553
ISCED 5B	29 453	33 046	32 193	31 879	31 247	32 376	31 402
ISCED 6	21 092	23 282	24 907	22 646	23 654	24 131	24 611
ISCED 5, 6 - total	287 001	318 858	336 307	337 405	362 630	388 101	410 566
% ISCED 5A	82,4%	82,3%	83,0%	84,0%	85,0%	85,4%	86,4%
% ISCED 5B	10,3%	10,4%	9,6%	9,4%	8,6%	8,3%	7,6%
% ISCED 6	7,3%	7,3%	7,4%	6,7%	6,5%	6,2%	6,0%

Source: UOE Questionnaires, ÚIV

Since 1989 there has been a robust expansion in the number of students throughout the entire period. The largest increase (in percentage as well as absolute terms) in the 2002/3-2008/09 period occurred at ISCED 5A level where the number of students increased by 50% (118 thousand),

while the number of ISCED 5B students rose by 7% (2 thousand). The number of doctoral students (ISCED 6) went up by 170 (3 thousand students).

The main reason behind the increased student figures in tertiary education is a greater openness of higher education institutions and a growing number of study places combined with a massive conversion to BaMa structure (i.e. structure that is in line with the Bologna process).

5 Continuing vocational education and training for adults

5.1 Formal education

5.1.1 General background (administrative structure and financing)

Formal education, i.e. **education in schools which leads to the acquisition of the relevant educational level** (completed by the relevant exams and certificates), does not make a distinction between initial and continuing education. Adults can take part in formal education of any type and at any level. They are subject to the same rules as those applying to pupils and students in initial education.

Legislation: Formal education is governed by the School Act covering basic (ISCED 0-2), secondary (ISCED 3 and 4) and tertiary professional education (ISCED 5B), and by the Higher Education Act that covers higher education institutions (ISCED 5-6). The laws define admission procedures for the various levels of education, possibilities of recognising prior education, ways of completion of studies and their certification, study organisation, etc.

The new law on validation and recognition of the outcomes of continuing education (*Zákon o ověřování a uznávání výsledků dalšího vzdělávání*), which entered into force on 1 August 2007, provides for acquisition of a level of education (qualification) without the need to regularly attend the relevant educational programme at school. Adults can acquire secondary or tertiary ISCED 5B qualification by means of acquiring all partial qualifications confirming the professional competence for carrying out all working activities within a profession, and by means of passing the final examination (ISCED 3C), *maturita* (ISCED 3A) or *absolutorium* (ISCED 5B). (For more details – see chapter 5.2.)

Administrative structure: The formal education of adults provided by schools is under the responsibility of the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* - MŠMT). (For more details – see chapter 3.)

Financing: Formal education at public schools is provided for free with one exception of tertiary professional schools where a very low tuition may be required. Financing of study at private schools depends on the level of education. Private schools providing formal education at ISCED 3 – 5B level can require tuition which covers only part of study costs (the main part of education costs of private schools at this level is covered by the public budgets based on per capita formula). Study at private higher education institutions is fully financed by students. (For more details – see chapter 9)

The main objectives for the adult formal education are summarized in the Lifelong Learning Strategy adopted in 2007 (for more details see chapter 2.1.1). Especially following general aims can be identified as concerning education of adults:

- fostering access opportunities for adults, support for the development of alternative forms of education, which will provide adult individuals with an opportunity for studying in parallel with full economic, social and family activities (e.g. distance education), promote pedagogical staff to learn methods of adult teaching
- diversification of educational offer and its better matching to the needs of employers
- ensuring that qualifications acquired in initial vocational education system correspond to the National Qualifications Framework and enable obtaining formal qualification based on the non-formal or informal learning.

Correspondence between the formal qualification and the labour market: Following completion of formal education adults get the same certificates as young people when they finish IVET. The certificates acquired within the formal education system only serve employers as a guideline indicating the level of education and vocational competencies. It is up to the employer to assess whether the applicant's qualification is appropriate. However, there are certain exceptions, mainly as regards specific professional competencies (e.g. handling poisons), trades (regulated trades), and regulated professions (architects, physicians, lawyers). In these areas the qualification requirements are stipulated in legislation and the occupation cannot be performed unless they are fulfilled.

The alternative forms bringing learning closer to learners

Distance education (*distanční vzdělávání* – DiV) is developing rapidly especially at HE institutions (*vysoké školy* – VŠ) with e-learning as its main method. It is not a centralist system with one managing institution, rather, it is a network of co-operating entities accessible for all those involved in this form of education. (See also chapter 5.1.2).

Since 2003 the creation of Continuing Education Regional Centres (CERCs) has been started. The idea is to link several IVET schools that teach different vocations and/or provide different level of education and are able to coordinate the education offer and to use the free capacity for continuing education. Their facilities and focus are in line with the needs of the relevant regions – in most cases there is a co-operation among major regional CVET players including employers. Nevertheless, in 2003-2005 only two CERCs were created. Since 2005, several other CERCs have been created as part of the UNIV project (recognition of results of non-formal education and informal learning in the networks of schools providing adult education) which is co-financed from the European Social Fund. Their future development is envisaged within the UNIV II project (2009-2015). (For further details see Box in chapter 5.2.2.)

5.1.2 Major characteristics of formal CVET

Formal education for both young and adults is regulated by the same legislation. Thus, **levels of qualification, curricula, quality assurance and assessment does not differ for adult and youth students** (see chapter 4). There are some drawbacks in that traditional teaching methods (lectures, "frontal" approach to communicating knowledge) still predominate in schools, work and life experience of the adult population is not reflected, and the specificities of adult education are not always acknowledged.

The entrance examination where the knowledge gained in prior education is mechanically tested, frequently poses an obstacle to adults' access to education, particularly at the higher level. Adults often do not remember the subject matter, as they have not used it in their personal and working lives. These are the main causes of the low success rate of adults applying for admission to higher education. In 2007 only 64 % of those undergoing admission proceedings for distance and combined studies at VŠ were successful.

Providers of formal education for adults are both public and private schools. Adults can study at following schools:

- **Secondary vocational schools** (*střední odborná učiliště* - SOU), **secondary technical schools** (*střední odborné školy* – SOŠ) on a "*denní*" (full-time) or part-time basis. Part-time study includes: "*Večerní*" education (afternoon and evening classes several days per week totalling 10-18 lessons per week), "*dálkové*" education (self-study plus some 200-220 consultation hours in one school year), "*distanční*" education (also self-study mainly

or entirely via IT and possibly consultation hours), and "*kombinované*" education (a combination of full-time education and one of the part-time forms).

The content of the studies and completion requirements are identical in all forms of study, and graduates get the same certificates of the education acquired. Access is open for all applicants who have completed compulsory education and fulfilled the admission requirements.

- At **tertiary professional schools** (*vyšší odborné školy* – VOŠ) adults can get tertiary qualifications. Adults may choose between full-time and part-time. The content of the studies and completion requirements are identical in all forms of study and graduates get the same certificates of the education acquired and the title DiS. (specialist with a diploma). Access is open for all applicants who have completed secondary education with *maturita* and fulfilled the admission requirements.
- Studies at **higher education institutions** (*vysoké školy* – VŠ). There are three forms of study: "*prezenční*" (full-time on-site), "*distanční*" (distance) and "*kombinované*" (combined). The content of the studies and completion requirements are identical in all forms of study and graduates get the same certificates and the same academic titles. Access is open for all applicants who have completed secondary education with *maturita* and fulfilled the admission requirements.
- Studies at **conservatoires** - Adults study under the same conditions as other pupils. Their previous education in general subjects can be recognised and they can study either on a regular (full-time and daily attendance) or combined basis.

Adults may study in all forms of study, but adult learners mostly opt for part-time courses which may be combined with employment. Full-time education is rare. Since not every school (SOU, SOŠ, VOŠ and VŠ) is possessing with the necessary facilities and range of programmes in addition to the regular/full-time studies, the availability of part-time programmes is limited.

The educational programmes for adults are of the same length as the programmes that are attended by young people (in the case of distance studies they are one year longer). Since 2005 there has been the possibility of studying so-called "shortened programmes" at secondary technical and secondary vocational schools. They are very suitable for adults. These programmes are designed for those who have already completed secondary education and intend to acquire a qualification in a different field, or they have secondary general education and intend to get a vocational qualification. Candidates with *maturita* may get a vocational certificate or another *maturita* in a different field. Candidates who only have a vocational certificate (without *maturita*) can get a vocational certificate in a different field. The regular full-time programme takes 1-2 years. Part-time programmes including the distance mode of study may be longer by one year at the most. However, the number of applicants has so far been very low (in the order of hundreds).

Quality assurance mechanisms

The quality of all forms of education is guaranteed by the state – i.e. the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* – MŠMT), as all programmes must be accredited by the Ministry (see chapter 4). The quality of programmes provided by VOŠ and VŠ is evaluated by accreditation commissions (*akreditační komise* – AK).

Continuous external evaluation of quality of education provided by secondary schools and VOŠ is carried out by the Czech School Inspectorate (*Česká školní inspekce* - ČŠI), which is an administrative body with nationwide operations. However, ČŠI has not dealt with the quality of part-time education so far, nor has it conducted its comprehensive analysis. The Inspectorate only

focuses on full-time education and relies on the quality of part-time programmes being at the same level.

Distance learning

Distance learning (DiV) at higher education level is developing rapidly by individual universities. In 1995 the National Centre for Distance Education (*Národní centrum distančního vzdělávání* - NCDiV) was set up as part of the Centre for Higher Education Studies (*Centrum pro studium vysokého školství* - CSVŠ). It supports the development of DiV at VŠ and other educational establishments.

Distance education **at secondary and tertiary professional levels** is fostered by Law 561/2004 (School Act), effective from 1 January 2005. All distance education must be accredited in compliance with the new requirements. The short period for which the law has been in force and the necessity of accreditation of the educational programmes are the main reasons why distance learning is not yet so widespread at this level.

At secondary level (ISCED 3) it is possible to undergo distance education in three-to-five-year programmes and acquire a vocational qualification or a *maturita* certificate. Most programmes focus on business, economics/administration and technical disciplines (construction, electrical engineering…). These programmes are open for all applicants who meet the entry requirements set by the relevant school.

Distance education at tertiary professional level (VOŠ – ISCED 5B) has so far only been piloted in some schools.

Measures fostering formal CVT

Support for participation of adults in formal CVET is very weak in the Czech Republic, although strategic plans (e.g. the LLL Strategy) set out support for CVET as one of the main priority in the upcoming years. The existing measures include:

- The introduction of so-called "shortened programmes" in 2005 was intended to facilitate access to secondary VET for adults (see above).
- Training leave: According to the Labour code (updated in 2007), the employee is entitled to paid leave for formal learning (i.e. learning leading to higher level of qualification), but only in case that the employer consider this in compliance with his needs. This in fact means that it depends fully on employer´s approval. As the employer has to fund employee's wage compensation and is not allowed to count these costs into his overall business costs, the measure is not motivating and is used very seldom.
- Improving the guidance system and enhancing access to information
- The law on recognition of the outcomes of continuing education has opened up a path towards acquisition of a formal qualification on the basis of several partial examinations testing the knowledge and skills acquired through non-formal and/or informal learning, and a final examination that is part of a formal programme in the relevant field. For more information – see also chapters 3.3 and 5.2.2.

No new measures in formal education were introduced/envisaged as a consequence of the financial crisis. For more information see chapter 2.3.

Table 19 - Participation in formal education by educational attainment and working status, 2005 [%]

	isced0_2				isced3				isced5_6			
	population	employed	unemployed	inactive	population	employed	unemployed	inactive	population	employed	unemployed	inactive
European Union (25 countries)	1,4	1,3	2	1,6	5,2	3,8	7	10,3	8,5	7,3	15,1	14,3
Czech Republic	0,1	0,3	:	:	1,1	0,8	0,9	2,3	4,3	3,2	6.8(u)	12,5

: - Information not available

u - Unreliable or uncertain data

Source of information: Eurostat, Date of extraction: 9 Mar 09 , Last update: 09 Nov 05

Note: The economically inactive population comprises all persons who were neither "employed" nor "unemployed" during the short reference period used to measure "current activity". This population is split into four groups: (i) Attendant at educational institutions; (ii) Retired; (iii) Engaged in family duties; (iv) Other economically inactive.

As Table 19 illustrates, the rate of participation of adults in formal education in schools is very low in the ČR. In 2003 the rate was two to ten times lower (for various levels of education) as compared to the EU average. Although adults can study programmes at any level of education for free, in reality there are numerous barriers to formal studies, which are very demanding in terms of time. These barriers include (a) certain rigidity of the labour market in that it offers a low proportion of part-time jobs allowing for harmonisation of time consuming studies and work obligations, (b) low willingness on the part of employers to provide training leave- the reason is that they cannot deduct the costs related to the training of an employee from the tax base and must cover them from their own profit. This is why the rate of participation of employed adults in formal education is far lower as compared to that of inactive people who are not tied down by work duties.

On the other hand, inactive people may face financial barriers as formal studies are long in most cases and mean a considerable loss of income. Moreover, people older than 26 who are not employed must cover their social and health insurance. The system of scholarships is underdeveloped. Even so, at the level of tertiary education the rate of participation of inactive adults in the ČR is relatively high and close to the EU average. These are likely to be young adults who were not admitted to studies earlier due to a limited number of study places and who have been accepted as a result of repeated attempts.

The rate of participation in education for people with basic qualifications (ISCED 0-2) is nearly zero. Apart from other things, this is related to the fact that these people account for a low proportion of the population (only 9.5% of the 25-64-year-olds in 2007). It may be assumed that many of them do not intend to continue formal education and prefer non-formal learning.

The participation of unemployed individuals in formal education is also very low. The main reason is that labour offices, which are responsible for the training of the unemployed, only organise short courses. This training only has a non-formal nature. It is not common for unemployed people to go back to school in order to acquire a more advanced level of education.

In recent years participation in continuing formal education has increased for all groups of the population. The fastest increase occurred in tertiary education, which is related to the expanding range of study opportunities at this level. It may also be related to the trend of “loosening” tertiary studies – i.e. studying in stages, interrupting studies and postponing study completion until a later age.

5.2 Non-formal education

5.2.1 General background (administrative structure and financing)

Non-formal education is understood to mean any education that doesn't lead to the acquisition of a formal educational level.

Legislation: Non-formal education as such is not defined, nor is it regulated by any legislation. The law only regulates certain types of non-formal education (see chapter 5.2.2). Since 2007 there has been legislation in place that makes it possible to have one's knowledge and skills validated and recognised regardless of the way in which they have been acquired (in practice this concerns primarily the outcomes of non-formal learning). Upon meeting the relevant conditions a formal certificate may be awarded (see the law on validation and recognition of the results of CVET –chapters 3.3 and 5.2.2).

Administrative structure and financing: There is no coherent system of administrative structure and financing of non-formal education either at national or sectoral level. Nevertheless, attention paid to the financing has increased since the ČR's accession to the EU. Employers, schools and other institutions providing non-formal courses can apply for support in the framework of several grant schemes or programmes (including those financed from EU funds). Support at regional and local levels depends on the initiative of the relevant regional and local authorities, their financial situation and priorities. (For details please see chapter 9.2).

The alternative forms bringing learning closer to learners

Distance education and e-learning are increasingly common modes of implementing non-formal education – they are used particularly by higher education institutions (VŠ) and private training providers. E-learning is also often used by large companies to implement staff development schemes. Nevertheless, the development of e-learning in the ČR is not being statistically monitored, nor has there been any nationwide survey chartering this area.

The Library Development Policy for 2004-2010 (*Koncepce rozvoje knihoven na léta* 2004 – 2010) by means of supplying public libraries with computers and Internet access also contributes to the development of e-learning. This creates equal access to information resources and networks for all citizens, and supports their lifelong learning initiatives.

The availability of continuing education has been enhanced in recent years as a result of the establishment of Continuing Education Regional Centres (see chapter 5.1.1). These are clusters of schools and other educational institutions that operate in regions and expand the range of non-formal education course on offer.

The Lifelong Learning Strategy

The adoption of the Lifelong Learning Strategy in 2007 was a major step towards the development of continuing education, and so was its Implementation Plan that was adopted in 2008. The plan sets out implementation measures for 2009-2015 that focus on the following priority areas as regards continuing education and training (fore more details see chapter 2.1.1):

- Encouraging individuals and employers to enhance their participation and investment in continuing education (proposing and introducing financial instruments stimulating participation in education in general, including specific measures for disadvantaged groups of the population; proposing incentives for employers to increase investment in the continuing training of employees)
- Recognising various educational paths leading to a qualification (finalising the system for recognition of the results of non-formal and informal learning: development of qualification and evaluation standards, authorisation of persons who will be responsible for

validating professional competencies, recognition and transfer of credits, information campaign)

- Developing conditions for matching educational provision with labour market needs (forecasting skills; interconnecting key partners; analyses and monitoring of the development of the supply of and demand for continuing education)
- Developing the provision of continuing education in line with clients' needs (development of methodology and innovation in continuing education; support for courses focusing on disadvantaged groups; ensuring accessibility of courses on offer; development of key competencies on the part of adults and civic education
- Increasing the standards of staff training and development (particularly in small and medium-sized enterprises)
- Assuring the quality of continuing education (development of a system for certification of trainers, accreditation of training programmes; methodology for self-evaluation of educational institutions)
- Developing an information and counselling system for participants in continuing education (expanding and interconnecting information systems about the provision of CVET; assuring the quality of counselling services, developing a methodology for working with adult clients, ensuring accessibility of counselling services)

The Implementation Plan will be co-funded from structural funds, particularly the European Social Fund.

5.2.2 Major characteristics of non-formal CVET

Non-formal CVET is **provided by**:

- commercial training providers or independent consultants and lecturers
- organisations providing training for their employees: companies' own training facilities, training facilities of public administration bodies, etc.;
- social partners: sectoral/industry training institutes, trade unions
- schools: secondary schools (*střední školy* – SŠ), tertiary professional schools (*vyšší odborné školy* – VOŠ) and higher education institutions (*vysoké školy* – VŠ); schools may also provide training or re-training on a commercial basis
- other institutions that are part of school system: basic art schools (*základní umělecké školy* – ZUŠ), state language schools (*státní jazykové školy* – SJŠ), leisure centres (*střediska volného času* – SVČ);
- public institutions such as regional and local culture and training centres, libraries, museums,
- non-profit organisations: foundations, churches, political parties.

The status of non-formal education. Non-formal education as such does not have any special status in terms of legislation. The legislation only defines the following types of non-formal education:

(i) Statutory training (*normativní vzdělávání*): For some professions and industries specific CVET is required by legal regulations. These professions cannot be practiced without the relevant formal certificate and the training has to be re-undertaken in certain intervals. It is so called statutory training and concerns various professions in public administration, healthcare, maritime transport, railway transport, electrical engineering, etc. The training is normally provided by sectoral/industry institutes which are set up and run by the relevant ministries.

(ii) Training in enterprises defined as an obligation in the Labour Code (*Zákoník práce*) (262/2006). The employer is obliged to:

- train employees to ensure their health and safety at work;
- ensure appropriate practical experience for employees – graduates of secondary schools (SŠ) and higher education institutions (VŠ) (graduates are individuals within two years of completion of education);
- provide introductory training for all employees who enter into employment without a qualification;
- provide initial training for an employee who has transferred to a new workplace or is supposed to do a different type of work (if needed).

(iii) Training provided by the institutions that are part of the school system (see below)

Main characteristics of the training provision:

A. **Opportunities for individual training**. The objective of this education is to satisfy demand for professional development on the part of individuals – both generated by professional concerns or personal interest.

- Demand driven courses offered by commercial training providers or consultancies. Usually there are no entry requirements except for the payment of the course fee. Graduates get a certification of course completion which is issued based on attendance or upon passing an examination or test. The length of the courses is not monitored centrally. It may range from several hours to several months.
- Courses and programmes offered by public institutions such as regional and local culture and training centres, libraries, museums, etc., or by church establishment. The range of courses is very wide and also duration varies. This education is accessible for all those interested in the relevant subject area who, at the same time, can meet certain requirements (in terms of time, finance, etc.).
- Specialist courses, courses in various subjects or subject areas, and post-*maturita* specialisation courses focused on acquiring additional general and vocational knowledge and skills necessary for the practice of a profession. These courses may be offered by secondary schools and tertiary professional schools for a payment. They are normally run by the school teachers. Access is open for all applicants who meet the entry requirements (if applicable). A certificate is awarded upon successful completion of a course.
- So-called lifelong learning programmes focusing on a profession or being part of leisure activities. These programmes may be provided by higher education institutions for free or for a payment. They vary in length – normally they take several months to several years. Graduates get a certificate. Detailed terms of the provision of lifelong learning programmes are set by internal regulations of each VŠ (including entry requirements – if applicable). The programmes are run by members of the academic staff (university teachers).
- Most universities run "Third Age University" schemes whereby they provide education to seniors. The schemes get financial support from the state. Therefore only a small fee is required for the studies. These courses are taught by university teachers. They are in great demand and have high standards. They normally last one or two semesters and focus on various areas. Most of the courses deal with social sciences and IT.

- Courses offered by other institutions that are part of the schools system (basic art schools, state language schools, leisure centres). Their range is wide and they are provided for a payment. Access is open for all applicants who pay the relevant course fee:
  - Basic art schools (*základní umělecké školy* – ZUŠ) provide leisure courses in arts (music, dance, fine arts, literature/drama). The studies are divided into years and levels. Children and young people form the main target group, although adults may also take part. Courses for adults last at most 4 years. Applicants for studies must pass a test of aptitudes.
  - State language schools (*státní jazykové školy* – SJŠ) providing language education. In addition to post-*maturita* courses (see chapter 4.5) these schools may provide various language courses for the general public. The entry requirements and the length of the course are determined by the school. SJŠ also organise state language examinations leading to nationally recognized certificates.
  - Leisure centres (*střediska volného času* – SVČ) providing courses in languages, computer skills, fine arts, music, photography and a range of other areas. The nature of the courses and their length are set by the centres and normally there are no entry requirements. Children and young people form the key target group, although SVČ may also provide continuing education courses for teachers and the general public.

B. **Training in enterprises**

The obligations of **companies** in relation to the training of employees are regulated by the law no. 262/2006 - Labour Code (*Zákoník práce*). Most of the training in companies is provided by external training organisations and consultancies. To a lesser degree training courses are delivered by companies' own training facilities. In recent years there has been a tendency to place these facilities on an independent footing outside the company structure. A very small part of training in companies is provided by secondary or tertiary schools. The certificates acquired via company training are only valid within the particular company. The scope, content and form of the continuing training of employees depend on the enterprises' human resources development policies.

It is exclusively up to the companies which human resources policy they choose to apply. The state supports training in enterprises via programmes funded from the state budget or co-funded from European structural funds. The application procedure is open for either all companies, companies in a particular industry or SMEs.

The specific statutory training of workers in various sectors/industries is normally provided by the relevant institutes which not only provide the courses, but also develop the relevant methodologies and operate as centres for verification of qualifications. The institutes differ in terms of management and operations. Some are directly managed by the relevant ministries, others are organisations providing training and guidance services on a commercial basis. Examples of institutes directly run by ministries include the Institute of Post-Graduate Education in Healthcare, which is managed by the Ministry of Health, or the National Institute for Continuing Education, which provides teachers training and is administered by the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* – MŠMT).

Non-formal distance learning programmes

There are two main types of non-formal distance learning programmes **at VŠ** and in both cases the education is provided for a payment:

a) So-called lifelong learning courses. The objective of the courses is to complement or update a vocational or professional qualification. Most of the participants are specialists who already have a

qualification in the given field. These are normally short courses (most often 1 semester) in technical fields and computing, management, and work and safety. Institutions issue certificates of course completion. Combined courses (see chapter 5.1.2) predominate, but there are also many fully distant or e-learning courses where the participation of the student in direct instruction is minimal or none.

b) Teacher training courses, so-called complementary education studies that make it possible for graduates of higher education programmes other than those focused on teaching to obtain a teaching qualification. These courses normally last 1-2 years and their graduates get a certificate and a nationally recognised qualification that entitles them to teach in their field at a particular level of education (school) or to provide other educational services (educational guidance, etc. (see also chapter 6).

Distance non-formal education **at secondary schools and tertiary professional schools** (ISCED 3 and ISCED 5B) is not well developed, nor is it monitored statistically. Schools at these levels are primarily concerned with the development of formal educational programmes (see chapter 5.1.2).

Mechanisms of validation of non-formal and informal learning

The law on validation and recognition of the outcomes of continuing education (*Zákon o ověřování a uznávání výsledků dalšího vzdělávání*), which entered into force on 1 August 2007, makes it possible for adults to acquire:

- a certificate of a partial qualification/qualifications based on passing the relevant examination,
- the relevant level of education (qualification) – secondary or tertiary ISCED 5B – by means of acquiring all partial qualifications confirming the professional competence for carrying out all working activities within a profession, and by means of passing the final examination, *maturita* or *absolutorium* (for details see Box).

Box: System projects on accreditation of non-formal and informal learning

Project National Qualifications Framework – NQF (*Národní soustava kvalifikací* – NSK)

This system project is being implemented in two periods – NQF I (2005-2008) and NQF II (2009 -2011). Its objective is to develop (a) qualification standards and (b) standards for validation of continuing education results. The NQF will therefore constitute a key instrument for validation and recognition of competencies via examinations. The following concepts are defined:

- **partial qualifications -** verification of the partial competencies achieved will be done by means of contrasting the competencies demonstrated with the relevant evaluation standard. This validation of the outcomes of non-formal and informal learning should be done by a so-called "authorised person" (individual or organisation) appointed by an authorising body (relevant ministry). Authorised persons must meet formal and professional requirements relevant within the discipline for which the authorisation is awarded. The validation of partial qualification should be done by means of an examination for which anyone who has the necessary skills to pass it may apply. The examination should be performed at the presence of the "authorised person", and it may be oral, written or practical, while its content should be in line with the job requirements. The acquisition and demonstration of professional skills is then confirmed by a certificate that corresponds to the relevant partial qualification. A list of the skills acquired should also be part of the certificate. These certificates acquired as a recognised outcome of non-formal or informal learning should be recognised both in the system of initial education and in the labour market.
- **full qualification** (level of education) - it may only be verified and awarded by schools included in the school registry. If an individual has acquired partial qualifications confirming his/her professional competence to perform all tasks within a particular occupation, he/she may acquire the relevant full qualification upon passing a final examination at secondary vocational school (SOU), *maturita* examination at secondary technical school (SOŠ) or *absolutorium* at conservatories (*konzervatoře).* This is a shift as compared to the existing legislation which requires that examinations be passed in all subjects for all years.

A definition of qualifications (partial and full), qualification standards, evaluation standards and a list of authorised persons will be contained in the NQF. By means of the standards the NQF defines the content of each qualification and describes the ways in which it is possible to test the relevant competencies. The structure and content of each qualification are the result of a consensus where representatives of employers grouped in sector councils play a key role (see chapter 7.1). During project implementation the links between the framework and other national and European systems will be tracked. Control mechanisms to be applied within the network of authorised persons will be proposed and a further development of the NQF information system and its promotion will be ensured.

As part of NQF I a register of nationally recognised qualifications at ISCED 3C level (a vocational certificate) was established. NFQ II will expand the coverage by adding ISCED 3A (*maturita*) and possibly more advanced qualifications.

Project UNIV

The first stage of the project (Recognition of the results of informal learning and non-formal education by networks of schools providing the education service for adults – UNIV I, 2005-2008) was focused on two partial goals: (a) to encourage secondary schools and tertiary professional schools in providing continuing education; (b) to extend the range of continuing education on offer by means of procedures enabling recognition of results of informal learning and non-formal education - i.e. any type of previous learning. Schools involved in the project created networks covering six regions of the country.
The second stage of the project (Support for recognition processes – UNIV II system, 2008-2012) focuses on pilot testing of assessment standards developed as part of the NQF II project (see above). The standards will be tested in schools in cooperation with social partners. Schools will also gradually implement procedures for validation and recognition of qualifications. Pedagogical staff and other individuals interested will be acquainted with these mechanisms and, in this way, they will be prepared for the possibility of becoming a so-called authorised person entitled to validate the skills of applicants for acquisition of a partial qualification. The project will also involve a media campaign aimed at providing information about these opportunities to the general public.

Table 20 - Participation in non formal education/training by educational attainment and working status, 2005 [%]

	isced0_2				isced3_4				isced5_6			
	population	employed	unemployed	inactive	population	employed	unemployed	inactive	population	employed	unemployed	inactive
European Union (25 countries)	6,5	9	7,6	2,8	16,4	18,9	14,8	6,7	30,9	33,7	22,7	13
Czech Republic	3,9	7,5	2,2	0,7	12,1	15	6,8	1,9	27,2	30	14	8,6

: - Information not available
u - Unreliable or uncertain data

Source of information: Eurostat | Date of extraction: 9 Mar 09 | Last update: 09 Nov 05

Note: The economically inactive population comprises all persons who were neither "employed" nor "unemployed" during the short reference period used to measure "current activity". This population is split into four groups:
- Attendant at educational institutions;
- Retired;
- Engaged in family duties;
- Other economically inactive.
Source: Eurostat, 1999, Guidelines and table programme for the Community programme of population and housing censuses in 2001, Vol. 1: Guidelines, Office for Official Publications of the European Communities, Luxembourg.

The rate of participation in non-formal education on the part of adults in the ČR is lower than the EU average, but the difference is not so significant as with formal education. This does not mean that non-formal education receives more support in the ČR. It is more likely a consequence of the generally accepted culture that is not so much in favour of adults returning to the formal education system. The barriers to participation of adults in non-formal education are therefore relatively smaller as compared to the obstacles hindering their participation in formal education in schools (see chapter 5.1.2).

The largest gap between the ČR and the EU average is seen in the group of inactive people with basic education (ISCED 0-2) where the ČR shows four times lower rate of participation. The proportion of people with this level of education is very small or even negligible in the ČR, and it may be assumed that the inactive subgroup will consist mainly of people who are socially excluded, have a low level of motivation and a low level of knowledge and who lack social skills that are necessary to get engaged in education. Limited financial resources also play a very important role among these people, as they are unable to finance the courses.

The rate of participation is twice as low as the EU average for inactive people with secondary qualifications in the ČR (ISCED 3-4), and for the unemployed at all levels of educational attainment except higher education graduates. The reason is, again, low motivation to study that, in the case of the unemployed, is combined with insufficiently stimulating labour market policies. Unemployed people with these levels of educational attainment do not see participation in a retraining course as a way of increasing their chances of finding an appropriate job or a job with higher income as compared to unemployment benefits. Moreover, this group often includes people over 50 and/or the long-term unemployed. The range of retraining courses that these people can undertake is narrower (for example, general retraining courses designed primarily for graduates to acquire working habits and competencies are not suitable for them), and they also show a generally low level of motivation to undertake any education.

There is a relatively good situation as regards employees in all categories according to educational attainment. Their rate of participation in non-formal education is only slightly lower than the EU average. The reason is that a bulk of non-formal education is linked to employers' requirements or is directly implemented by them. Training directly related to professional development as part of a particular job generates specific stimuli for the relevant individual that are either associated with retaining employment or a career progression (or higher pay). These conclusions are also supported by the result of CVTS III (Eurostat, 2005) that suggest that the proportion of enterprises providing training for their employees has increased significantly in recent years in the Czech Republic.

5.3 Measures to help job-seekers and people vulnerable to exclusion from the labour market

CVET opportunities available to unemployed people and others at risk of exclusion from the labour market are provided both by labour offices via retraining, and also by the Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí* – MPSV) via various projects designed specifically for disadvantaged groups.

I. The provision of **retraining** is fostered by the law no. 435/2004 – Act on Employment (*Zákon o zaměstnanosti*) and the related Decree no. 519/2004 on retraining. There is no legal entitlement to retraining. Participation in retraining is recommended to individuals registered at labour offices by the offices' staff. Retraining is implemented based on an agreement between the labour office and the job seeker or the job applicant. The following individuals may take part in retraining:

- Job seekers (unemployed) registered at labour offices,
- People at risk of becoming redundant – employees of companies undergoing restructuring,
- Job applicants (people who wish to change their job and who register at the labour office with the aim of finding a new job),
- Other applicants (woman on maternity leave, woman in household, other inactive persons).

The placement of individuals in retraining courses is based on active employment policy schemes for the relevant year that are developed by labour offices and that take account of the situation at the relevant regional labour market. When developing the schemes regional labour offices must respect (i) general rules laid down by the Employment Act, (ii) the amount of resources allocated to them for the year by the Ministry of Labour and Social Affairs, (iii) national guidelines of the Ministry of Labour that follow from the overall labour market situation and that identify the groups on which labour offices should preferentially focus their active policies (i.e. including retraining).

Labour offices normally develop targeted projects for specific groups of people who are entered in their registry in the largest number (e.g. the disabled, people over 50, women after maternity and parental leave, the long-term unemployed, people with combined disadvantages, the juveniles, etc.). After initial courses that are the same for the entire target group the content and scope of retraining is tailor-made for individuals depending on their qualification, capacities, experience, professional interests and health condition on the one hand, and the labour market situation and the structure of job vacancies in the region on the other hand.

There is no provision as to the length of retraining courses. Their duration normally ranges from several weeks to several months depending on the subject and the initial level of knowledge of the participants. Retraining is completed by a final examination and graduates obtain a nationally valid certificate of retraining. Retraining can only be provided by entities accredited by the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* – MŠMT).

The accreditation is subject to decree no. 524/2004 on accreditation of establishments. Any education/training provider may apply for accreditation (schools, private or public education/training providers).

Individual action plans (IAPs)

Labour offices use so-called individual action plans when working with clients in order to increase their employability. The development of IAPs is regulated by the Act on Employment. IAP contains, above all, procedures and a time schedule for implementation of various steps leading to enhanced employability. It sets out the rights and obligations of job seekers and the labour office in relation to entering employment (e.g. forms of training, introductory training, skills enhancement, courses). The job seeker's qualification is considered and so are his/her capacities. These are identified during an initial interview with a guidance practitioner. A job seeker who is interested in having an IAP is obliged to co-operate in its development and to adhere to its terms. If these terms are not observed, the job seeker is signed off the register of job seekers (i.e. he/she loses entitlement to unemployment benefits). The development of an IAP is obligatory for a job seeker who has been registered as unemployed for more than 5 consecutive months.

The retraining of employees

Retraining may also take place at the initiative of an employer with the aim of ensuring that the employees continue their employment. It is based on an agreement signed between the employer and the relevant employee. The retraining of employees may also be implemented on the basis of an agreement between the employer and a labour office. In this case the labour office may cover the costs of retraining and other related costs for the employer or for the organisation that provides the retraining courses for the employees.

Support for the retraining of employees concerns mainly those who

- are at risk of losing a job due to manufacturing, technological, organisational and structural changes,
- are at risk of losing a job and their employer agrees to pay a certain portion of the costs of retraining that is necessary for them to switch to a new or different job,
- have been admitted to employment on the condition that they undergo retraining for a new or different suitable job,
- need to upgrade their qualification or to obtain new experience and skills via retraining in order to retain their job,
- are interested, in line with the employer's plans, to enhance their expertise in order to retain their job.

The retraining of employees takes place during working hours and employees are entitled to a wage reimbursement amounting to their average earnings. Retraining is carried out outside working hours only if this is necessary for organisational reasons.

II. The MPSV projects "Training is a Chance" (*Školení je šance*) and "Get into Training" (*Vzdělávejte se*)

From March 2009 employers can apply for participation in two new projects prepared by the MPSV as part of the measures to alleviate the impact of the economic downturn. The projects are funded from the ESF. The grant scheme **"Training is a Chance"** as well as individual projects within the **"Get into Training"** scheme offers opportunities of obtaining financial resources both for staff training and for covering labour costs during the staff's participation in the training. The level of support depends on the type of training (general/specific), on company size and also on

terms of public support. These projects are part of the government's anti-crisis package (see also chapter 2.3.2).

Table 21 - Participation rate of unemployed in education and training, 2007

	Formal and non-formal education	Formal education	Non-formal education
Bulgaria	7,1	1,3	6,3
Germany (including ex-GDR from 1991)	29,3	5,6	25,9
Estonia	17,3	1,4	16,3
Greece	13,2	2	11,3
Spain	25	6,4	20,7
France	28.6 (p)	2.2 (p)	26.8 (p)
Italy	16,9	8	13,6
Cyprus	31,1	4,4	26,7
Latvia	16,3	-	16,3
Lithuania	16,7	2,1	14,6
Hungary	5,5	1,1	4,5
Austria	41,4	5,8	37,5
Poland	13,9	6,2	8,8
Slovakia	15.7 (p)	4.6 (p)	12.1 (p)
Finland	34,7	5,7	31,3
Sweden	58,6	20	47,4
United Kingdom	33,5	14,7	23,8
Norway	45,8	15,8	33

p - Provisional value

Source of information – Eurostat. Date of extraction: 27 Feb 09. Last update: 10 Nov 08
Note: For the rest of the EU countries no data are available

The source of the data is the international Adult Education Survey. Its results for the ČR will be released on 30 June 2009. There is no other comparable survey in the ČR, therefore no comments can be provided before this date.

6 Training VET teachers and trainers

6.1 Types of teacher and trainer occupations in VET

6.1.1 Teaching and training occupations in VET

The pedagogical staff in educational institutions that provide formal education (i.e. mainly schools) are almost exclusively teachers. Nearly all lecturers, trainers and other facilitators of learning work in institutions providing continuing education. Instructors form a special category (IVET trainers). They run the training of pupils in companies that have agreements with schools on the provision of practical training.

Basic segmentation of educators in VET

main types of educators	Czech Equivalent	provider of VET	roles in the VET system
IVET teachers	*učitelé odborných předmětů,* *učitelé odborného výcviku,* *učitelé odborné praxe*	VET schools (ISCED 3, 4, 5)	• curriculum development • teaching, training • methodical activities • assessment • consulting • administration • operative activities • partnership and involving into public life • self-development
IVET trainers	*Instruktoři*	schools in cooperation with companies (ISCED 3)	• teaching, training • methodical activities • assessment • administration
Higher education teachers	*vysokoškolští učitelé*	higher education institutions	• curriculum development • teaching, training • methodical activities • assessment • consulting • conceptual activities • administration • operative activities • partnership and involving into public life • self-development • research activities
CVET trainers: • trainers • lecturers • coaches • mentors • facilitators • supervisors	• *lektoři,* • *trenéři,* • *koučové,* • *mentoři,* • *facilitátoři,* • *supervizoři*	companies, training institutions or individual trainers (private and public)	• curriculum development • teaching, training • methodical activities • assessment • consulting • conseptual activities • administration • operative activities • partnership and involving into public life

			• self-development
CVET teachers – teachers at institutions for the further education of pedagogical staff	*učitelé v zařízení pro další vzdělávání pedagogických pracovníků*	institutions for the further education of pedagogical staff	• curriculum development • teaching, training • methodical activities • assessment • consulting • conceptual activities • administration • operative activities • self-development • participation on the development of teachers profession

Differences between teachers and trainers

Teachers	trainers
segment: IVET (schools)	segment: CVET (educational institutions, enterprises)
high rate of legislative regulations	low rate of legislative regulations
high qualification requirements for the performance of profession (see 6.2.2)	low qualification requirements for the performance of profession (see 6.3.2)

Attractiveness of the teacher and trainer professions

The profession of an IVET teacher is attractive, above all, for individuals who have high qualifications in a particular field and also in education, and who enjoy the diversity that work with young people offers. On the other hand, this occupation is also attractive for those who are qualified but face difficulties achieving success in their field – for example due to health-related problems or lack of entrepreneurial skills. There are two factors that reduce the attractiveness of the teaching profession in general: below-average pay levels and a high degree of stress.

The profession of a higher education teacher is considered to be a prestigious one. The level of remuneration is average and this decreases the attractiveness of this work.

The CVET trainer profession is generally viewed as attractive. A high status of this occupation is influenced by the status of the target group – i.e. adults. There is a predominating view that those who educate adults as part of their professional development must be highly qualified and recognised experts. This high prestige is reflected in an above-average pay level.

6.1.2 Responsible bodies

The initial education of IVET teachers is the responsibility of the state – i.e. the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* – MŠMT). The continuing training of IVET teachers falls within the purview of the MŠMT and regional self-administration bodies. The responsibility for the education of higher education teachers rests with their employers – i.e. HE institutions (*vysoké školy* – VŠ). The education of CVET trainers is solely the responsibility of their employers (training organisations) or themselves. There is an exception of several adult education programmes accredited by the state the graduates of which are prepared, apart from other things, for training activities.

The state grants accreditation to higher education programmes at Bachelor and Master level at the recommendation of the so-called Accreditation Commission of the ČR. Accreditation for educational programmes (other than Bachelor and Master) that lead to a teaching qualification is awarded by the state at the recommendation of the so-called Accreditation Commission for the Continuing Training of Pedagogical Staff. There is no framework curriculum for the initial education of IVET teachers, and the development of the curricula is the full responsibility of VŠs as part their academic freedoms. There is no state or regional body responsible for the quality of the curricula for the education of CVET trainers. The curriculum falls within the purview of the relevant educational institution.

The quality of both the initial and continuing education of IVET teachers is formally the responsibility of the MŠMT. In practice, however, there is no quality control taking place. There is no state or regional body responsible for the quality of the education of CVET trainers.

There is no official professional organisation representing teachers. There are various associations that bring together organisations employing IVET teachers and CVET trainers. However, these institutions do not have a general mandate to evaluate the quality of teachers' and trainers' work, nor can they represent their interests.

6.1.3 Recent reforms to VET teacher/trainer training

In 2006 the Law on validation and recognition of the results of prior learning was passed. It provides a legislative basis for the definition of qualifications in the ČR. Since then there have been increasingly stronger calls for introducing a professional standard for IVET teachers and CVET trainers. These standards are expected to constitute a foundation for the development of curricula for the education of IVET teachers and CVET trainers in the future. Moreover, they should make it possible to evaluate the level of competencies within the process of acquisition of qualifications in formal education as well as within the process of recognition of the outcomes of prior learning. The ongoing debate also concerns proposals for introducing a career system for teachers that would be linked to remuneration. As regards the development of qualifications for CVET trainers the Association of Adult Education Institutions (*Asociace institucí vzdělávání dospělých* – AIVD) has been carrying out systematic work in this field. However, no state body has assumed patronage and responsibility over these activities.

Over the last 5 years an extensive database concerned with the IVET teacher and CVET trainer professions has been developed on the basis of research and various educational projects. The database may become a foundation for systematic changes concerning teachers' and trainers' qualifications. However, decision-makers have so far maintained a liberal system.

6.2 Types of teachers and trainers in IVET

6.2.1 Types of teachers, trainers and training facilitators in IVET

Types of Teachers in IVET

subcategories	Czech equivalent	place of teaching/training
teacher of vocational subjects at secondary school	*učitel odborných předmětů střední školy*	secondary technical schools (*střední odborné školy* – SOŠ); secondary vocational schools (*střední odborná učiliště* – SOU)
teacher of practicum	*učitel praktického vyučování*	secondary technical schools (SOŠ)
teacher of vocational	*učitel odborného*	secondary vocational schools (SOU)

training	*výcviku*	
teacher of artistic subjects at secondary technical school and conservatory	*učitel uměleckých odborných předmětů ve střední odborné škole a konzervatoři*	secondary technical schools (SOŠ) and conservatories
teacher of vocational subjects at tertiary professional school	*učitel odborných předmětů na vyšší odborné škole*	tertiary professional schools (*vyšší odborné školy* – VOŠ)
teacher of practicum and vocational training at tertiary professional school	*učitel praktického vyučování a odborné praxe na vyšší odborné škole*	tertiary professional schools (VOŠ)
Teacher of religion	*učitel náboženství*	can be at all types of schools

6.2.2 Pre-service and in-service training of IVET teachers and trainers

Teaching qualification for all types of IVET teachers consists of two components: vocational and pedagogical. Teachers should gain both of these components within the framework of their pre-service training.

There are two **models of initial teacher/trainer training**:

- integrative
- consecutive

The **integrative model** is characterising initial training of teachers of general subjects. In this model all components of teacher training – i.e. vocational subjects, pedagogical-psychological disciplines and practical training proceed at the same time integrated into one study programme. At the end of the studies students take final examinations on the subjects they will teach as well as on the related didactical, pedagogical and psychological disciplines. In this way they meet the requirements for vocational and pedagogical competencies. Trainee teachers, trained within the integrative model take **accredited Master study programmes at higher education institutions**. The curricula are developed by individual faculties. Each study programme is subject to accreditation awarded by the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* - MŠMT). Integrative model is gaining ground exceptionally in IVET of teachers.

The consecutive model prevails in initial training of teachers of vocational subjects. The student is first trained to become an expert in the chosen field. Therefore the choice of subject matter and teaching methods correspond to this objective. After passing the relevant state examinations, the student achieves the qualification of graduate in mechanical or chemical engineering, economics, agriculture, etc. If he/she opts for the teaching profession, the additional requirements for the so-called "pedagogical competence" must be fulfilled. This competence is achieved through **pedagogical studies** which may run either in parallel with undergraduate training in the specialised disciplines, or after completion of undergraduate studies.

With the exception of parallel studies, pedagogical studies are not provided on a full-time basis. Students mostly work as teachers of vocational subjects during their studies. Some VET schools where the students in pedagogical programmes work provide resources to cover part of the studies.

Pre-service training for teachers of vocational subjects

These teachers are trained mainly within the framework of the consecutive model; they are rarely trained within the framework of the integrative model.

Pre-service training for teachers of practicum and teachers of vocational training

These teachers are trained only within the framework of the consecutive model.

Pre-service training for teachers of vocational subjects at tertiary technical schools

A teacher of vocational subjects teaching at VOŠ shall acquire teacher´s qualifications through higher education by completing an accredited master's degree programme in a field appropriate to the nature of the general subject or vocational subject to be taught.

Pre-service training for teachers of practicum and vocational training at tertiary technical schools

A teacher of practicum and vocational training shall acquire teacher´s qualifications through: higher education or tertiary professional education or secondary education accomplished by a school-leaving examination by completing an accredited study programme in a field appropriate to the nature of the subjects to be taught in practicum.

Prerequisities

A person satisfying the following prerequisites may be a teacher (School Act). Such a person:

- shall have teacher´s qualification
- shall be without a criminal record;
- shall be in good health; and
- shall prove his/her knowledge of the Czech language.

There is no formal profession standard for IVET teachers and no qualification standard as well. There is no specific regulation on the requirements for the pre-service training for IVET teachers. The curriculum of pre-service training is developed by each higher institution responsible for their implementation. The quality of the curricula is one of the major parts of the evaluation implemented by the Accreditation Commission. The accreditation is provided by the MŠMT.

In-service training for IVET teachers

The Act No. 563/2004 on pedagogical staff (*Zákon o pedagogických pracovnících*) states:

- Pedagogical staff shall have the duty of further education for renewing, strengthening, and supplementing their qualifications.
- Pedagogical staff may participate in further education increasing their qualifications.
- A head teacher shall organise further education of pedagogical staff in accordance with a plan of further education.

Further education of pedagogical staff shall be held

a) at higher education institutions, at institutions of further education of pedagogical workers and at other facilities the basis of accreditation granted by the MŠMT;
b) by self-education;
c) by the further education of medical staff under a special legal regulation in the case of teachers of medical subjects.

Continuing training programmes and courses aim at knowledge updating, the broadening and deepening of professional competence of teachers. There are only few programmes for VET teachers in comparison with the number of programmes for teachers of general education subjects. Apart from educational institutions, companies may also be involved in the training of teachers (particularly continuing training).

IVET trainers

category	Czech equivalent	work place	character of education
IVET instructor	*instruktor pro žáky středního odborného učiliště* (SOU)	companies and organisations	work experience

Practical training of students at secondary vocational schools takes place in companies under the leadership of so-called instructors (IVET trainers).They are employees of the companies providing the training. Usually there is a contract between the school, the company and the IVET trainer. Information about remuneration for their work with students are not collected. Recruiting of IVET trainers is carried out in companies and based on cooperation of school and companies. IVET trainer – instructor is not a special profession, it is only a professional role.

There is no qualification standard for an IVET instructor. The qualification level which is necessary for performing the role of IVET instructor is not defined. There is no formal system of pre-service training for IVET instructor. Some schools provide short pedagogical courses for their IVET instructor.

There is no pre-defined level of teaching qualification necessary to become a IVET instructor. The IVET instructor can be a person who has vocational qualification.

No institutions assess, award or accredit formal qualifications for IVET instructor. Assessment has no formal framework.

Most schools provide quality monitoring of their IVET instructors by chosen IVET teachers at these schools. These activities are not documented.

In-service training for IVET trainers

The continuing vocational training of IVET instructors is compulsory within the company in which they are employed and for the qualification which they need for the job but not for trainer's activities. As far as their training activities are concerned, continuing vocational education is optional.

6.3 Types of teachers and trainers in CVET

6.3.1 Types of teachers, trainers and training facilitators in CVET

CVET teachers

The term „teacher"is not used in the CVET context, it is used (nearly always) in connection with pedagogical work within the framework of schools and school facilities (IVET context).

But there is an exception: Within the framework of further education of pedagogical staff there exists a small group of CVET teachers – the exact name of this occupation (according to law) is „teacher at institutions for the further education of pedagogical staff".

CVET trainers

subcategories (non-formal categorisation – these categories are not at legislation)	**Czech equivalent**	**place of teaching/training**
trainer – entrepreneur (self-employed persons)	*lektor – podnikatel (osoby výdělečně činné)*	all contexts of non-formal learning, marginally at schools[1]
trainer – employee	*lektor – zaměstnanec*	
manger and expert	*lektor – manažer, specialista*	
trainer – volunteer	*lektor – dobrovolník*	

- trainers - entrepreneurs are self-employed people working on the basis of a trade licence;
- trainers – employees: their working activity is mostly oriented towards the teaching and training of educational institution and company staff;
- managers and experts who perform teaching as a part of their professional activities or as an auxiliary activity;
- trainers – volunteers from non-profit organisations performing useful public activities based on a voluntary principle.

In addition to the above mentioned classifications it is possible to note further trainer classifications according to roles: trainer, mentor, coach, tutor, supervisor, facilitator etc.

The trainer's job is regulated by the Trade Act (*Obchodní zákoník*). Trainer's job is regarded as a so-called non-regulated profession which does not require to prove vocational or other competences.

6.3.2 Pre-service and in-service training of CVET teachers and trainers

Pre-service training for CVET trainers and other learning facilitators

There is no formal profession standard for CVET trainer and no qualification standard as well. There is no specific regulation on the requirements for the pre-service training for CVET trainers. Within this opened legislative space a few of pre-service training models work:

- master´s degree programmes including trainer´s qualification,
- bachelor´s programmes including trainer´s qualification,
- study courses for trainers at higher education institutions,
- courses focused on trainer´s skills at CVET institutions.

There is no a pre-defined level of qualifications necessary to become a trainer in CVET. Particular CVET training institutions define their own admission requirements. These requirements are probably different – this information is not collected.

There is only one formal requirement for people, who want to be VET trainers - self-employed persons: trade certificate. But this certificate is unrelated to qualification or educational attainment.

There is no formal profession standard for CVET trainer and no qualification standard as well. That is why particular CVET training institutions define their own curriculum.

The qualification of trainers is not defined precisely but a higher educational qualification and practical experience in public administration and adult education are usually required. The requirements for trainers in public administration are defined and checked by the Ministry of Interior.

When selecting a trainer, first of all his or her professional competence i.e. ability to train people and communicate with them is assessed. The certification of trainers for a certain specific purpose is being

gradually developed. The standard for the qualification of trainers is used especially in foreign language teaching where the examination of trainers must correspond to the international certificates (e.g. examination in English or German). Another example is the Association of Institutions for Adult Education (*Asociace institucí vzdělávání dospělých* - AIVD) which organises courses for trainers leading to a certificate.

In-service training for CVET trainers

In-service, continuing training and development for CVET trainers runs within the framework of educational market. It is not regulated or centrally organised. It depends on the activities of individual trainers. Some CVET institutions have one´s own HRD strategy supported by subbudget and provide training for their trainers.

On the educational market there are lot of training courses and development opportunities for trainers.

7 Matching VET provision with labour market needs

7.1 Systems and mechanisms for the anticipation of skill needs (in sectors, occupations, education level)

Institutional framework

The Czech Republic (*Česká republika* - ČR) lacks a coherent system for forecasting skill needs. However, for a number of years various initiatives have been developed, especially at research level, that aim at creating a solid methods and individual tools for early identification of skill needs. They still take the form of single projects that was not inter-related, and their results did not serve as a regular source of information. Projects are contracted mostly by the Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí* – MPSV) and the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* – MŠMT)**.**

Currently, there are only few institutions with a longer forecasting history which are able to tackle skill needs forecasting tasks in a longer time horizon (for 5 years and more). The National Training Fund – National Observatory of Employment and Training (*Národní vzdělávací fond – Národní observatoř zaměstnanosti a vzdělávání*, NVF-NOZV), Cerge-EI and the Research Institute of Labour and Social Affairs (*Výzkumný ústav práce a sociálních věcí* – VÚPSV) belong to the most experienced in it. Their long-term cooperation in carrying out forecasts and developing methodologies constitutes a good foundation for the necessary forecasting system.

In addition to this there are projects of various other institutions that are not directly concerned with forecasting skills needs but that carry out certain partial activities in this area. The National Institute for Technical and Vocational Education (*Národní ústav odborného vzdělávání* – NÚOV) developed an Information System on the Situation of Graduates in the Labour Market (ISA) available at http://www.infoabsolvent.cz. The ISA has variants at regional level for the Moravia-Silesia region and the Liberec region. The Education Policy Centre (*Středisko vzdělávací politiky* – SVP) of the Faculty of Education at Charles University carried out an analysis of the development of qualification requirements in the Czech labour market to be used as part of ISA. One part of the analysis is concerned with predictions of the development of the structure of jobs and qualification requirements in the ČR until 2015/16.

There are also partial activities at regional level focusing on examining employers' needs and short-term outlooks of regional market developments. These analyses and predictions of future development only exceptionally concern longer periods of development in relation to regional strategies.

One important source of information to be used in forecasting in the ČR is international cooperation as part of the SkillsNet network organised by Cedefop and focused on forecasting skills needs in which Czech experts are involved. What is also important is cooperation in developing Europe-wide projections of skills needs.

The need to interconnect the isolated activities and to establish a systematic approach to forecasting skills needs has appeared at the top of the agenda of the relevant ministries as late as recent years. The matching of educational provision with labour market needs and forecasting skills needs were defined among the priorities in the Lifelong Learning Strategy adopted by the government in 2007 (see chapter 2.1.1) In the follow-up Implementation Plan of LLL Strategy that the government adopted in 2008 the responsibility for the system of forecasting skills needs and providing for the main inputs (projections and sectoral studies) has been given to the MPSV.

The MŠMT is responsible for taking over, processing and using this information in the area of education. Cooperation with other ministries is also envisaged.

In the course of 2009-2011 a system should be set up that, apart from developing forecasts and sectoral studies, should foster the development of forecasting methodologies and instruments. Moreover, the system should provide for the relevant sources of data, the development of expertise and rules of institutional cooperation, combination of the outcomes of forecasting done using various methodological approaches, dissemination and use of forecasting outputs, arrangements for continuous funding, sustainability of forecasting work, etc. It should allow for bringing together all relevant actors in the forecasting process on a systematic basis.

The core of the system should consists of an organisation or a cluster of organisations that are capable of carrying out key forecasting activities in a comprehensive manner (projections, sectoral studies, analyses, development of forecasting methodologies and instruments), and of guaranteeing the quality of the outcomes. One important part of these activities consists in processing the outcomes so that they are comprehensible and in disseminating them to the users. It is advisable that the operations of this organisation (cluster) be regulated by representatives of the key users of the outputs (key ministries, social partners).

The most important institutional links within a forecasting system include those related to acquisition of input data and cooperation in developing projections and sectoral studies and validating their results. The main partners in these activities include the MPSV, the MŠMT, the Ministry of Finance and other ministries, the Czech Confederation of Industry, research institutions focusing on employment and education issues, sector councils, employers (or employer associations), the Czech Statistical Office (*Český statistický úřad* – ČSÚ) and the Institute for Information on Education (*Ústav pro informace ve vzdělávání* – ÚIV). There are also specific links and relations that will be made use of in the process of developing sectoral studies. These are mainly links to independent experts, external consultants, foreign specialists and consultancies that have the required knowledge in the relevant sectors.

Forecasting will gradually expand to cover regional level as well. Regions differ in terms of being "mature" for getting engaged in the development of these activities. We may expect that regions with more extensive experience in relation to analyses and skill needs surveys will make efforts to set up organisations dealing with forecasting work. Their establishment should be based on the initiative of the relevant experts with support from regional bodies and institutions. These organisations will cooperate both mutually and with a national forecasting organisation in exchanging information, elaborating on national projections and bringing them over to regional level, etc.

At present both the MPSV and the MŠMT are preparing further projects to be co-funded from the European Social Fund that will allow for finalisation of the institutional system for forecasting skills needs and for continuing forecasting activities that are already underway.

Mechanisms

There are two main **methodological approaches** applied for forecasting tasks in the Czech Republic. The quantitative one is represented by the **mathematical forecasting model** ROA-CERGE that is being applied and developed in cooperation with the NVF-NOZV, VÚPSV and CERGE-EI. The model measures, at the national level, the friction on the labour market between demand for, and supply of, skilled labour for defined education groups in the next five years. Model forecasts the demand and supply side of the labour market separately for 27 educational and 30 occupational clusters, matches them and indicates future shortages and surpluses at the labour market. The main outcomes of the model are: expansion demand, replacement demand, substitution demand, Shift-share analysis, labour market indicators (IFLM - Indicator of Future

Labour Market Prospects, IFRP - Indicator of Future Recruitment Problems) and Coefficient of Attractiveness of Fields of Study. All the projections are at the moment for national level only but extensions to regional level are planned in near future.

Another developed way of forecasting is regular **sectoral studies** of skill needs for next five years at least defined by NACE or ISCO. These studies are qualitative and will thus allow drawing conclusions and making adjustments in education programmes to adapt them to future demands of the labour market. They make it possible to capture the development of new occupations and principal changes in the existing ones. This type of studies is at the initial stage. There were only three studies elaborated. These studies are carried out by the NVF-NOZV in cooperation with experts in the relevant field. The results of sectoral studies are interconnected with the outputs of the ROA-Cerge quantitative model in order to get a quantitative/qualitative view of the development of occupations and qualification requirements. There are plans to conduct at least two sectoral studies per year and gradually to feed them in the information databank. The resulting information is presented to the general public in a coherent and comprehensible manner at www.czechfutureskills.eu.

Information System about the Situation of Graduates in the Labour Market (ISA) provides up-to-date information about the factors that affect employment opportunities for school leavers (economic development, demographic changes, the development of education system, unemployment of graduates, etc.). The forecast of the development of the structure of jobs and qualification requirements in the ČR until 2017 that was developed to be used as part of ISA (http://www.infoabsolvent.cz) is based on an international comparison of the development of factors affecting employment and occupational/qualification structure, and on studying skills needs forecasts carried out by foreign research organisations.

Role of employers

There is no formal process of involving employers in the forecasting of skills needs. One of the ways of obtaining employers' opinions on the development of professional requirements is to ensure their representation on the so-called **sector councils**. These councils are modelled on the British system and since 2007 a total of 20 have been established. Their work is still at the initial stage. They are concerned with describing the existing qualification requirements for various occupations for the National Occupations Framework and the National Qualifications Framework. The councils do not yet have methodological instruments and the capacity to carry out long-term forecasting.

The views of major employers concerning changes in occupational requirements are made use of in the process of developing **sectoral studies** as one of the sources of expert information contributing to a comprehensive mapping of the current state of affairs and expected changes in the relevant sectors. Synergy and mutual exchange of information between sector councils and developers of sectoral studies are envisaged as part of the development of a systemic approach to forecasting skills needs.

Employers are also asked to provide their views as part of **ad hoc surveys and surveys dealing with skills needs and the expected occupational requirements.** These surveys are suitable for identifying the needs in the immediate future (at most 1-2 years). They normally have a regional focus and they are not carried out regularly. They have not proven to be appropriate for predicting long-term trends.

Examples of recent sectoral studies

Sectoral studies are worked out for the period of 5-15 years (depending on a sector). Studies are carried out on national level. They involve the scenarios of future development trends of the sector and the impact on the human resources and qualification needs. The results of studies are focused

on recommendations to address expected mismatch between the supply of and demand for professions and skills. Information about the results of sectoral studies and about future requirements for key occupations in these sectors are presented to the general public at www.czechfutureskills.eu.

Up to now, three following sectoral studies were carried out:

- **Future skill needs in energy utility sector (NACE 40) in 2007-2011** (elaborated in 2006, updated in 2008)
- **Future skill needs in ICT services (IT professionals in all economy sectors) in 2008-2020** (elaborated in 2008)
- **Future skill needs in electronics and electro engineering industry (NACE 30-33) in 2008-2020** (elaborated in 2008)

The last two studies were elaborated for the regional level:

- **Employment and the labour market in ICT services and evaluation of their development potential in selected regions of the ČR**
- **Employment and the labour market in electronics and electro engineering industry (NACE 30 – 33) and evaluation of their development potential in selected regions of the ČR**

The results of the study "Future skill needs in energy utility sector" were used in the expert report "Framework for long-term energy strategy for the Czech Republic" (This report was commissioned by the Czech government and elaborated by the Ad hoc Independent Expert Group leaded by the president of Czech Academy of Sciences).

7.2 Practices to match VET provision with skill needs

The existing needs of the labour market are reflected in the content of qualification standards. In line with the law on recognition of the result of continuing education[3] standards for **partial and full qualifications** are being developed (in cooperation with representatives of employers and other relevant partners). Upon meeting the requirements of all statutory approval processes these standards will become part of the National Qualifications Framework.

The process whereby labour market needs find their way into the content of the qualification standards (particularly as regard partial qualifications) is gradually developing. At the beginning (2005-2006) qualification standards were developed by designated experts and then assessed and approved by other experts who had been recommended by national employer organisations. At the following stage the proposals were assessed by so called sector councils set up as part of projects guaranteed by the MŠMT and the MPSV. The new national project The Development and Implementation of the National Qualifications Framework (NQF II, 2009-2015 – see also Box in chapter 5.2.2) builds on the assumption that employers will also develop standards for partial qualifications via the sector councils.

There is a common database of knowledge, skills and competencies being developed in relation to requirements identified by the world of labour (description of occupations and jobs). The content of the database affects the design of qualifications and constitutes a common foundation for the National Occupations Framework and the National Qualifications Framework. It is being developed along with the gradual creation of the two frameworks where employers play the main role (via experts who are members of sector councils).

[3] Act no. 179/2006 Coll, on validation and recognition of the results of continuing education and on changes to other laws.

Labour market requirements described in the qualification standards for full qualifications play a key role in the development of curricula for initial (vocational) education. These requirements are the starting point for formulating the objectives and content of the vocational component of **framework educational programmes**. The School Act[4] stipulates that framework programmes be developed for all fields of education at secondary level. Based on these framework curricula, secondary schools design their own school educational programmes. This mechanism ensures that the current labour market requirements are reflected in all initial education programmes. At national level qualification requirements are taken account of in framework educational programmes. At local level there are mechanisms developed by schools as part of designing their school educational programmes.

Continuing (vocational) education programmes respond directly to requirements set at national level for various occupations and jobs in the National Occupations Framework or requirements set by approved standards in the National Qualifications Framework. Training programmes (modules) may also respond to requirements identified by continuing education providers at regional or local levels. However, in this case there is normally no opportunity to get a nationally valid certificate in line with the law on recognition of the results of continuing education.

The establishment of direct mechanisms for translating labour market requirements into teacher training programmes will be made possible upon completion of the National Qualifications Framework. Attention is currently focused, above all, on programmes concerned with the continuing education of pedagogical staff that are designed to support the use of new tools and approaches:

- in the Czech environment these are the National Qualifications Framework, the National Occupations Framework, framework educational programmes, and the system for recognition of the results of non-formal education and informal learning,
- in the European context it is particularly the European Qualifications Framework and the European Credit System for Vocational Education and Training that is under development.

The MŠMT is drawing up a comprehensive document entitled Vision for the Continuing Training of Pedagogical Staff until 2015.

Programmes concerned with the continuing education of pedagogical staff are normally developed as part of specialised projects that provide, among other things, detailed information about the ways in which teachers are intended to be trained (the appropriateness of these ways constitutes one of the criteria for approving the projects). One example of such a project (already completed) is the Continuing Training of Pedagogical Staff at Vocational Schools to Support Preparation and Implementation of School Educational Programmes. This project was funded from the ESF and the ČR's budget.

The range of methods used as part of formal recognition of learning outcomes is yet rather poor and, in essence, covers school-based approaches. It should be expanded by means of adding other approaches that should gradually be tested and evaluated, and their implementation should be considered. Gradual implementation of Common European Principles as well as measures to strengthen the quality and comparability of processes are of key importance.

Pilot testing carried out as part of a completed systemic project of the MŠMT (UNIV- recognition of the outcomes of non-formal education and informal learning in networks of schools providing educational services for adults – see Box in Chapter 5.2.2) has proven that the quality of the process of validation and recognition of learning (i.e. also the credibility of the results) depends, among other things, on the quality of the work of **guides** and **evaluators**. A guide is a specialist who effectively guides the candidate through the evaluation process – i.e. guides them, motivates

[4] Act no. 561/2004 Coll. on preschool, basic, secondary, tertiary professional and other education (School Act)

them but does make decisions for them. An evaluator is a specialist who assesses the overall result achieved by the candidate and decides whether or not they will be awarded the required certificate.

The long-term objective is to ensure that the training of evaluators meets the relevant standard and that the training courses for evaluators are accredited.

The relevant partners – particularly representatives of employers – are involved in all processes ranging from the setting of qualification requirements for occupations and describing qualifications (including definition of new qualifications) to the development and implementation of training programmes dealing with the evaluation process and recognition of the outcomes of education and learning.

In this context various activities are being monitored and promoted that are concerned with the development and strengthening of cooperation with social partners – be it permanent and institutionalised cooperation (sector councils for qualifications and field groups for curricula) or ad hoc cooperation prompted by the need to ensure the quality of implementation of various tasks as part of important projects.

Sector councils constitute a new type of partnership at national level that enters, above all, in the process of defining occupations and qualifications.

The idea has been derived from a successful British project entitled "Sector Skills Councils". In the Czech conditions the idea began to materialise as part of the systemic project of the MŠMT focused on the development of the National Qualifications Framework. The basic concept was further elaborated in order to achieve a new level of activities in qualitative terms. As part of this approach sector councils are understood to mean groups of representatives of major employers, umbrella professional organisations and distinguished experts in human resources in the relevant sector or industry.

At the end of 2008 there were 20 fully established and functional sector councils whose activities covered nearly 50% of existing occupations. In the same period conditions were established for sector councils to cover up to 100% of the existing occupations in the upcoming years.

Field groups have been working, based on a statute approved by the MŠMT, for over ten years. They were set up based on the need to support the development of such programmes the content and objectives of which would be in line with labour market requirements. The relevant partners in the field groups are involved in the process of developing new educational programmes (framework educational programmes) mainly at national and sector level.

The current structure also includes a so-called **policy group** consisting of nominated representatives of social partners that are important at national level (employers' organisations, trade unions, ministries, associations…) and representatives of regional education authorities. The work of this group has, for example, lead to a decision on the part of the MŠMT to set up the National Network for Support of the Quality Assurance in VET in the Czech Republic (see also chapter 4.1).

The sectoral level is represented by 25 field groups consisting of experts in education, labour market and occupational issues. In terms of focus, field groups cover the entire range of employment opportunities for graduates of secondary technical and vocational education. Their main task at the moment is to support the development of framework educational programmes.

The Czech Republic does not yet have a system for regular development of sectoral studies. Besides the sectoral studies listed in chapter 7.1., partial studies were carried out at two stages (in 2000 and in 2005) as part of the project concerned with the field groups and supported by the MŠMT. Sectoral studies should eventually become one of the sources of information for the development of occupational standards.

The legislation of the Czech Republic provides for the development of three types of standard, which is fully in line with the European concept of lifelong learning:

Occupational standards	Education/training standards	Assessment standards
In the form of so-called **qualification standards** pursuant to Act no. 179/2006 Coll.	In the form of so-called **framework educational programmes** as curricular standards pursuant to Act no. 561/2004 Coll.	In the form of so-called **assessment standards** pursuant to Act no. 179/2006 Coll. and Act no. 561/2004 Coll.

Based on input studies sector councils prepare description of occupations that have the nature of "occupational standards". These then constitute a starting point for the development of qualification standards.

Educational, or more precisely "curricular" standards in the form of framework educational programmes reflect the content of qualification standards (particularly in the vocational/qualification component).

Sector councils are involved in the development of "occupational standards", while field groups support the development of curricular standards.

8 Guidance and counselling for learning, career and employment

8.1 Strategy and provision

At present, most career counselling services are provided within two parallel systems. The first falls within the responsibility of the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* - MŠMT), the other one is administered by the Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí* - MPSV). Both systems share one objective – the provision of services facilitating optimal solutions to career-related issues (the choice of an optimal professional orientation, educational pathway and career, and the related specific situations in the personal lives of individuals). In the last few years, harmonisation and integration trends in providing counselling services have been gaining ground.

Career counselling services provided at schools and school counselling facilities, which are the **responsibility of the MŠMT,** are primarily focused on solutions to problems children and young people face during their studies and in the process of choosing or changing their educational paths.

The MPSV (Employment Services Administration) **system of counselling services** is aimed at resolving problems related to the transfer from school to employment, and at supporting job seakers and job applicants to find a job and to increase their employability through retraining.

In addition to these two systems there is a number of **other providers** of counselling services, particularly private providers, employers' associations and counselling organisations which fall under the responsibility of the Ministry of Industry and Trade, and other bodies.

The **National Resource Centre for Vocational Guidance** (*Národní informační středisko pro poradenství* - NISP)**,** which is part of the Europe-wide network Euroguidance within the Leonardo da Vinci programme, plays an important part in this respect. One of the main objectives of the NISP is to support a European dimension to cooperation in the area of counselling. It also promotes cooperation between various national counselling systems.

The Centre for the Promotion of Vocational Guidance Services operating at the National Training Fund (NVF) deals with monitoring the development of counselling and guidance services which are within the purview of the MPSV and the development of services in continuing VET.

In 2004 the MŠMT developed a proposal for a **national policy** for the development of career counselling. The policy sees the role of career counselling in the context of lifelong learning and considers it to be an important instrument in relation to the human resources development strategy and the prevention of unemployment. The policy sets out strategic goals and ways of implementing them – e.g. enhancing the efficiency and the scope of career services, providing for horizontal (between ministries and between central and regional levels) and vertical (all clients are guaranteed access to all parts of the system) links within the system of career counselling. Other objectives include the development of career counselling at school level, establishing links between education and counselling at schools, implementation of an information system about employment of school leavers, etc. Some objectives are being implemented with the support of the European Social Fund.

The role of career counselling is also mentioned in the Lifelong Learning Strategy for the ČR and in the plan for its implementation that was adopted in 2008 (see chapter 2.1.1). The plan proposes measures that concern, above all, the development of a system for career counselling in initial education in the context of curricular reform, and the development of a system for the continuing education of pedagogical staff in the area of career counselling.

The work on strategic documents draws on experience gained during contact visits of social partners from EU countries, the results of various polls and surveys among teachers as part of the systemic projects VIP Kariéra and UNIV, and conclusions of discussions held at the National Counselling Forum.

The system project VIP Kariéra represents a significant initiative targeted towards high-quality career and pedagogical psychological counselling services within initial education, but also in the framework of lifelong learning. This project is funded both by the European Social Fund and the state budget of the ČR. Its implementers are the Institute of Pedagogical-Psychological Counselling and National Institute for Technical and Vocational Education (NÚOV). The main objectives of the project is to establish and support counselling offices at schools aiming at facilitating counselling services of psychologists and special teachers for pupils and teachers. Since 2007 it has been possible to consult the Information System on "the Labour Market Success of Graduates" (www.infoabsolvent.cz) collect information which is important for career decision making (pupils, students and adults) and the success of graduates on the labour market. An important component of this project is continuing education of teachers and educationalists in the form of e-learning and full time education. The task of another **MŠMT system project the Recognition of Non-formal and Informal Learning Results (UNIV)** was to facilitate career guidance and counselling for adults. This project is also co-funded by the European Social Fund and the state budget of the ČR and it is implemented by NÚOV. The objectives of the centres of lifelong career counselling are to support adults when deciding on their further education. A total of 66 career advisors have been trained at 66 schools in the ČR as part of the UNIV project.

The MŠMT counselling system

The following bodies are part of the current career services system of the MŠMT: ministerial bodies, schools and school counselling facilities.

The MŠMT bodies are mainly responsible for issues related to policy, methodology and coordination as regards the development of the education system – i.e. also for career counselling. The **Institute of Pedagogical-Psychological Counselling** (IPPP) plays a major role in this respect. Its main tasks include coordination of career services in schools, and attending to the quality and efficiency of their provision. The Institute also provides specific training focused on counselling services and the development and introduction of new methods of diagnostics in the area of psychology, special pedagogy and pedagogy. The **National Institute for Technical and Vocational Education** (NÚOV) focuses, apart from the development VET policies and strategies for their implementation, on research, methodology and information related to career counselling, and supports the teaching of subjects dealing with labour market issues. One unit of the NÚOV is the **Centre for Career Counselling** which provides information about programmes offered by secondary VET schools and tertiary professional schools. The NÚOV also pursues the development of an integrated information system (ISA) concerning the situation and eligibility of school leavers in the labour market and provides information to various users.

Educational counsellors are coordinators of counselling services in **schools**. All basic and secondary schools are obliged by law to establish the position of educational counsellor. The counsellors also work as teachers. The teaching load of teachers-counsellors is decreased in line with the number of students at the school. They are subject to methodological guidance by the relevant pedagogical-psychological guidance centre, and address, in cooperation with other teachers, the school director, parents and specialised counselling facilities, the issues related to education and professional orientation of the students. Each school also employs a **school methodologist** concerned with the prevention of socio-pathological disorders, and there might also be **school psychologists** and **special pedagogues**.

From the academic year 2000/2001 the curricula for secondary schools has included **subject matter concerned with an introduction to the world of work.** It comprises a set of thematic areas designed to develop personal capacities as regards the understanding of labour market issues and flexibility. The thematic areas will be taught coupled with the provision of career services at schools. However, there are limitations as regards the teaching of this subject, as teachers lack appropriate training. This is why a methodological instruction for teachers and methodology for teaching the introduction to the world of work have been developed. The labour market topics are incorporated into the newly developed national curricula (*rámcové vzdělávací programy*) for secondary VET which will be gradually introduced in the form of a cross-sectional theme – Man and the World of Work.

From the academic year 2000/2001 lower secondary education has involved **subject "career path selection".** The objective is to prepare pupils for transfer from compulsory education to upper secondary schools and to the labour market. The subject is focused on developing the skills that improve employability and help the pupils understand various items of important career-related information. The thematic area "Man and the World of Work" is an integral part of the national curricula *(rámcové vzdělávací programy*) for lower secondary education.

Counselling services provided by schools are linked to the activities of **school counselling facilities** - i.e. pedagogical-psychological guidance centres, centres for special pedagogy, educational care centres and information centres for young people.

Pedagogical-psychological guidance centres are located in all districts and provide services aiming at solving study-related, psychological and behavioural problems of pupils and students. Their main activity is work with children, pupils and their parents – both individually, and in groups. Career services provided by these centres are derived from a pedagogical-psychological diagnosis of the pupil's capacities, personal qualities, interests and other personal characteristics.

Centres for special pedagogy provide counselling to children and young people with sight, hearing, physical, mental or combined disabilities, and with communication disorders.

Educational care centres provide career services as part of preventive care for children and young people who show or are at risk of developing behavioural and social development disorders.

Information centres for youth collect exhaustive information about educational opportunities for all age categories. They are grouped in an association of information and counselling centres for young people.

The MPSV counselling system

The provision of career services within the responsibility of the MPSV began to develop systematically as late as the early 1990s when labour offices were set up. The body superior to labour offices is the MPSV's Employment Services Administration. Labour offices provide counselling services to citizens that are related to job seeking and job brokering, career choice or change, vocational training, retraining and industrial relations. A total of 77 labour offices were established (in each former district town), and 182 branches – i.e. 259 contact points for clients.

Counselling at labour offices (*úřady práce* - ÚP) may be distinguished as follows:

- **basic** – pervading all activities of the ÚP where there is a contact between the client and the staff;
- **professional** – provided mostly by information and counselling centres of ÚPs. This concerns counselling related to career selection or change;
- **specific** – designed to assess the degree to which a career is suitable for an individual in terms of his/her capacities, needs, aspirations and overall orientation including social

background and health condition. It is provided by professional counsellors, psychologists and a network of organisations dealing with diagnostics.

There is **Information and counselling centre** at each ÚP and its main task is to provide assistance as regards career choice by young people and adults. There is a wide range of information materials and media available for this purpose – mainly used on a "self-service" basis (descriptions of occupations and leaflets on educational provision). There are also software products (particularly career choice programmes and programmes presenting educational courses available), and videotapes (films on occupations and vocational fields). Each centre employs a career counsellor who is ready to attend to clients' needs.

In 2000 there was established a principal network bringing together **centres for "balance diagnostics"** operating at those labour offices which had been providing psychological services within specialised counselling. As personnel numbers at ÚPs are limited, the provision of "balance diagnostics" services has been expanded by means of the setting up of external centres (there are 25 of them at the moment). They have been authorised by the MPSV and are obliged to observe a uniform methodology for employment services and comply with a Quality Charter.

Following the Czech Republic's accession to the EU, the **EURES information and counselling network** also launched its operations at ÚPs. It provides services to citizens who are interested in seeking employment in EU member countries. The EURES counsellors provide individual counselling and tailor-made services.

8.2 Target groups and modes of delivery

Services for young people

The current state of affairs is the result of a gradual development of the counselling system operated by schools, the main long-term priority of which was prevention and elimination of educational and study-related problems in children and young people. Only over the last two years has emphasis also been placed on career issues. The most frequent methods of career counselling at basic and secondary schools include individual and group counselling. In addition to this pupils may attend various educational fairs, open door days at schools, job brokering events, etc. There are **additional sources of information** available either at schools or at specialised counselling centres.

Target group	Professional care priorities
Basic school pupils	- comprehensive diagnostics of learning disorders and educational problems, - individual and group interviews designed to establish professional orientation followed by individual consultations, - socio-metric examinations of groups of schoolmates, - prevention of socio-pathological disorders and drop-outs, - in justified cases actions are taken following the establishment of a diagnosis (mostly individual psychotherapy)
Secondary VET school and tertiary professional school students	- testing study-related aptitudes and assistance in study and professional orientation, prevention of drop-outs, - prevention of socio-pathological disorders

Students in higher education	- pedagogical-psychological services, educational and career counselling

Services for adults

The provision of counselling services to adults falls primarily within the responsibility of the Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí* - MPSV). Counselling services for adults are not provided within the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* - MŠMT). There are exceptions such as counselling centres operated by some **MŠMT's organisations** (Centre for Career Counselling at the National Institute of Technical and Vocational Education; Customer and Information Centre at the Institute for Information on Education, Centre for Higher Education Studies) – these also provide information about continuing education opportunities. At present the MŠMT, as one of the institutions responsible for the implementation of state ICT policy in education and lifelong learning, pursues the task of developing a system covering general, relevant and reliable information about educational activities for young people and adults. Support for the development of this system is one of the policy priorities of the Ministry.

Within the responsibility of the MPSV services to adult clients as well as young people are provided by **labour offices** – particularly by their job brokering, counselling and retraining departments, **information and counselling centres**, job clubs, and, since recently, "**balance diagnostics" centres**. As regards the employment policy of the MPSV, the main target group of these centres is job seekers. Another category includes people who seek alternative employment (they have a job but want to change it for various reasons or are at risk of redundancy). One important category is school leavers (within two years of successful completion of school at any level). Attention is also paid to the categories of citizens who have limited access to education for some reason (e.g. the disabled, ethnic minorities, citizens at pre-retirement age, etc.).
Adults may also use a number of information sources on the Internet. There are systems developed with state support, such as the DAT database of continuing education (www.dat.cz), the Integrated System of Typical Working Positions (*Integrovaný systém typových pozic* – ISTP) (containing comprehensive information about occupations and related requirements, including a possible analysis of the client's suitability – www.istp.cz), the Registry of schools (www.uiv.cz; www.nuov.cz), and others. There are also commercial systems available. Counselling services focusing mostly on adults are also provided by private consultancies (e.g. recruitment agencies).

There also non-profit organisations dealing, among other things, with counselling services for migrants – e.g. META (Association for Opportunities of Young Migrants – www.meta-os.cz, Centre for Integration of Foreigners – www.cicpraha.org, Counselling Centre for Refugees - www.migrace.com etc.

8.3 Guidance and counselling personnel

The category of employees in the area of career services

Schools at ISCED 2 and ISCED 3 level	educational counsellors school psychologists teachers of careers and labour market related subjects
Pedagogical-psychological guidance centres **Centres for special pedagogy**	psychologists special pedagogues
Information and counselling centres at HE institutions (*vysoké školy* – VŠ)	professional counsellors
Labour offices (job brokering and counselling departments)	job brokers professional counsellors
Information and counselling centres	professional counsellors
Centres for "balance diagnostics"	psychologists professional counsellors
Recruitment agencies, regional information and counselling centres and others	usually private entities with a varying structure and personnel

Basic qualification requirements for the performance of professional activities of counsellors – MŠMT guidance system

- **Educational counsellor** – also works as a teacher. A master degree is complemented by post-graduate qualification studies focused on educational counselling. A requirement has recently arisen that educational counsellors should also undertake training in career counselling (many have already done so) to meet the demands associated with the career choice process.
- **School psychologist** – a four-semester post-graduate study (there are suggestions to make this programme part of undergraduate education). Psychological counselling may only be provided by an individual with a degree in psychology or in the combination of psychology and pedagogy. Independent diagnostic and therapeutic work may only be performed by an individual with at least one year of experience in counselling.
- **Psychologist** – a master degree at teacher training or philosophical faculties in accredited study programmes.
- **Special pedagogue** - a master degree at teacher training faculties in the relevant specialisation. Independent diagnostic and therapeutic work may only be performed by an individual with at least one year of experience in counselling at school.
- **Teacher of career path selection / introduction to the world of work** – is a teacher with a qualification in other subjects. Studies with this focus have not yet been included in the undergraduate training of teachers-to-be. Special courses are organised and methodological instruments developed to support the teaching of these subjects.

There are various seminars organised as part of the **continuing education of the above mentioned professionals**, focusing on various topics. They are organised by the Institute for Pedagogical-Psychological Guidance, pedagogical-psychological guidance centres, labour offices, pedagogical centres, etc. One of the objectives set out in the draft of the National Policy for the

Development of Career Counselling is that of developing professional standards for educational-career counsellors, and of testing a new approach to their training in pregradual and lifelong learning programmes.

Basic qualification requirements for the performance of professional activities of counsellors - MPSV guidance system

The system for the training of counsellors at labour offices has a modular structure and consists of three levels:

- **introductory** - acquisition of common competencies (basic socio-psychological training, a legal minimum, basic awareness of employment services issues);
- **functional** - acquisition of the knowledge and skills necessary for the performance of counselling;
- **specialisation** - acquisition of the knowledge and skills facilitating further professional development and improvement of the quality of the services provided.

9 Financing: Investment in human resources

9.1 Funding for initial vocational education and training

Public VET schools at secondary level (ISCED 3C, 3A) and tertiary professional level (ISCED 5B)

The system of funding IVET is derived from the system of state administration and self-administration in education. There are also differences depending on whether the institution is private or public. In 2001, as a result of decentralisation of public administration and the strengthening of regional and local self-administration, the responsibility for founding secondary vocational schools (ISCED 3C)(*střední odborná učiliště* – SOU), secondary technical schools (ISCED 3A) (*střední odborné školy* – SOŠ) and tertiary professional schools (ISCED 5B) (*vyšší odborné školy* – VOŠ) was delegated to regions (regional authorities). Regions administer approximately 80% of SOU and SOŠ and some 65% of VOŠ. The system of funding IVET has been stable since 2003.

The responsibility for funding is shared between the founding body and the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* – MŠMT) (see Chart of financial flows in secondary VET, Chart of financial flows in tertiary professional schools). The funding of secondary VET schools and tertiary professional schools is governed by the School Act (*Školský zákon*).

Pursuant to the School Act **the revenues of a school legal entity** are structured as follows:

- financial resources from the state budget;
- financial resources from the budgets of regional and local administration;
- revenues from main and complementary activities;
- financial resources received from the founding body;
- fees for education and school services;
- revenues from property owned by the school legal entity;
- donations and inheritance.

The expenditure of **public schools** set up by regions is covered from the state budget via the budget of the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* - MŠMT) and from the relevant regional budget. The resources from the **state budget** designates for covering the direct non-investment expenditure, i.e:

- wages and salaries (including social security and health insurance contributions, and a contribution for state employment policy),
- other non-investment expenditure (teaching tools, textbooks, the continuing training of teachers and trainers).

Resources from **regional budgets** are allocated to schools for operational and capital costs. If a municipality is the school's founding body, operational and capital costs are covered from the municipal budget. In line with its priorities and financial situation, a municipality may contribute resources for any costs incurred by schools in its administrative area. As regards schools set up by a ministry, the costs of teaching and operation and capital costs are covered by the ministry's budget.

The funding from public budgets to which schools are entitled is based on so-called "normatives" (normative rates). **National normative rates** are set by the MŠMT as a level of costs related to

education and school services per one pupil/student and calendar year. The "normative" level per one student depends on the type of school (SOU, SOŠ, VOŠ), and on the relevant field of education. Resources are provided according to the actual number of pupils/students up to a permitted number set by the MŠMT. Financial resources are provided in the form of a subsidy to a regional budget (on a special account).

Regions set so-called **regional normative rates** by means of which they distribute the overall amount of resources received from the state budget to individual schools in the relevant region. The regional normative rates are set taking account, above all, of

- the regional long-term plan for of education and development of education system;
- national curricula (*rámcové vzdělávací programy*);
- the scope of teaching;
- the number of pupils in classrooms.

The region must follow a methodology developed by the MŠMT. The levels of national as well as regional normative rates are made public.

Schools may also receive resources from the state budget for **development programmes**. The content and the aim of these programmes is announced by the MŠMT for the given budgetary year. Some programmes can last for several years. In addition to this, some individual subsidies may be determined during the process of budget approval in the Parliament. They are usually aimed at capital investments.

Private resources constitute a very limited source of the funding of public secondary VET schools. These are resources earned by the school from renting its property, from the provision of services for a payment and from complementary business activities. These activities may only be carried out provided that the main function of the school is not disrupted. Schools may also accept donations from individuals and enterprises. Private resources from **individuals** are mainly used to purchase textbooks and teaching tools which are not provided for free.

Private VET schools at secondary level (ISCED 3C, 3A) and tertiary professional level (ISCED 5B)

The state budget also provides financial resources for the activities of private schools and schools set up by registered churches or religious societies which are included in the schools register. The resources are provided on the basis of a contract between the school and the relevant regional authority. The contract specifies the activities for which the subsidy is provided – in general non-capital costs related to education are covered. The subsidy is set as a percentage of the "normative" per one pupil/student for a comparable programme and form of study provided within public education. The school may ask the region to increase the subsidy subject to the fulfilment of specific conditions. These are stipulated in the act on the provision of subsidies to private schools: good results from evaluation conducted by the Czech School Inspectorate (*Česká školní inspekce* – ČŠI), use the entire profit to pay for education, etc. The percentage of the normative and the level of the subsidy are illustrated in the Table 22. The proportions have been valid since 2000/2001.

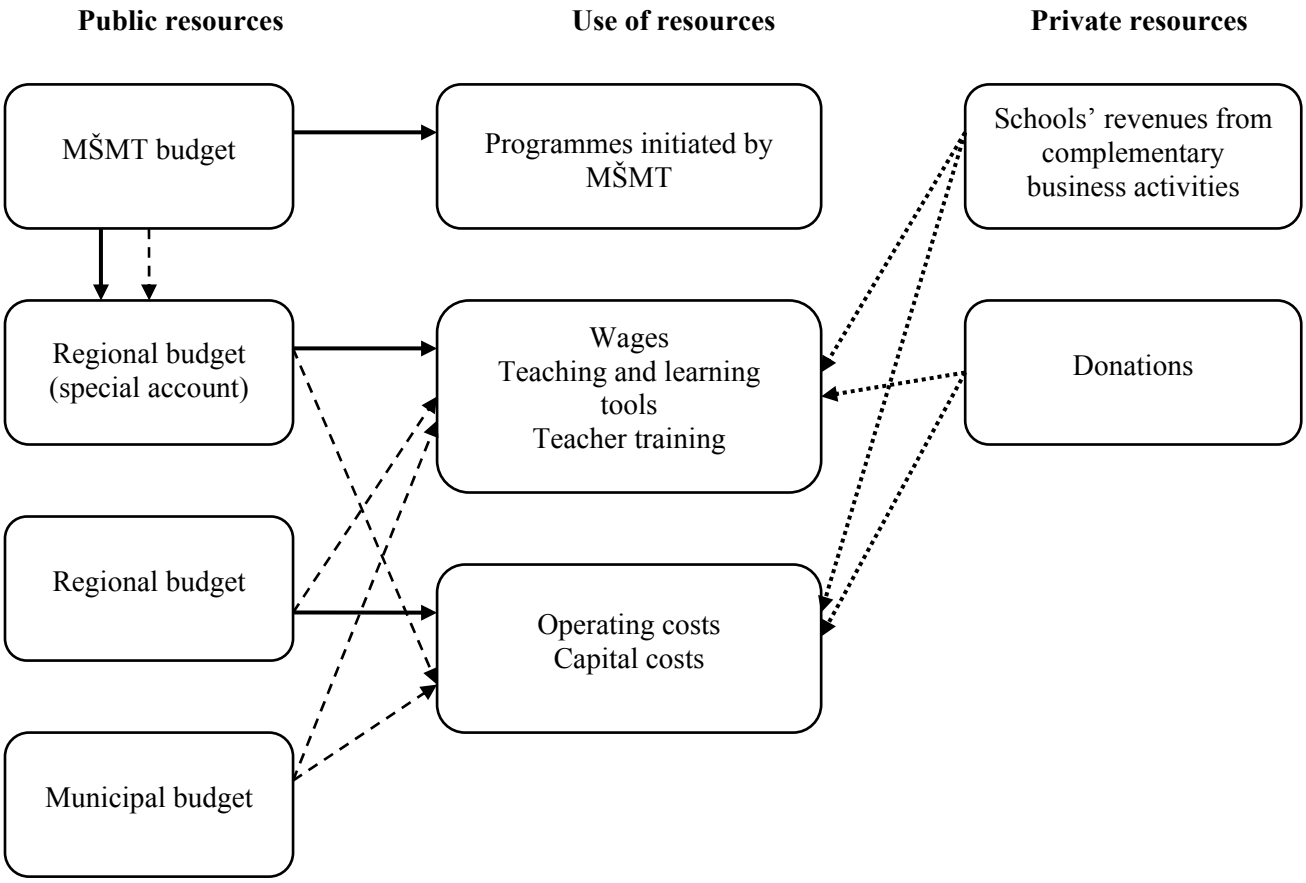
Table 22 - The funding of private schools from the state budget

Type of school	% of the normative	increased % of the normative
SOU (ISCED 3C)	80	100
SOŠ (ISCED 3A) **and VOŠ** (ISCED 5B)	60	90

Source: The act on the provision of subsidies to private schools, pre-school and school facilities.

One partial source of the funding of private secondary VET schools, and also public VOŠ, is the fees these institutions collect for the provision of education or school services. The rules governing the level of the **fees** and a maximum fee for public VOŠ are set out in a MŠMT regulation (the maximum fees differ for individual fields of tertiary professional education, but generally they are very low, from 2,500 CZK to 5,000 CZK, i.e. cca 93 EUR to 186 EUR, per year). The level of tuition fees collected by private schools is fully at their discretion.

A chart of financial flows in initial secondary vocational education and training [1)]



mandatory transfers from public sources

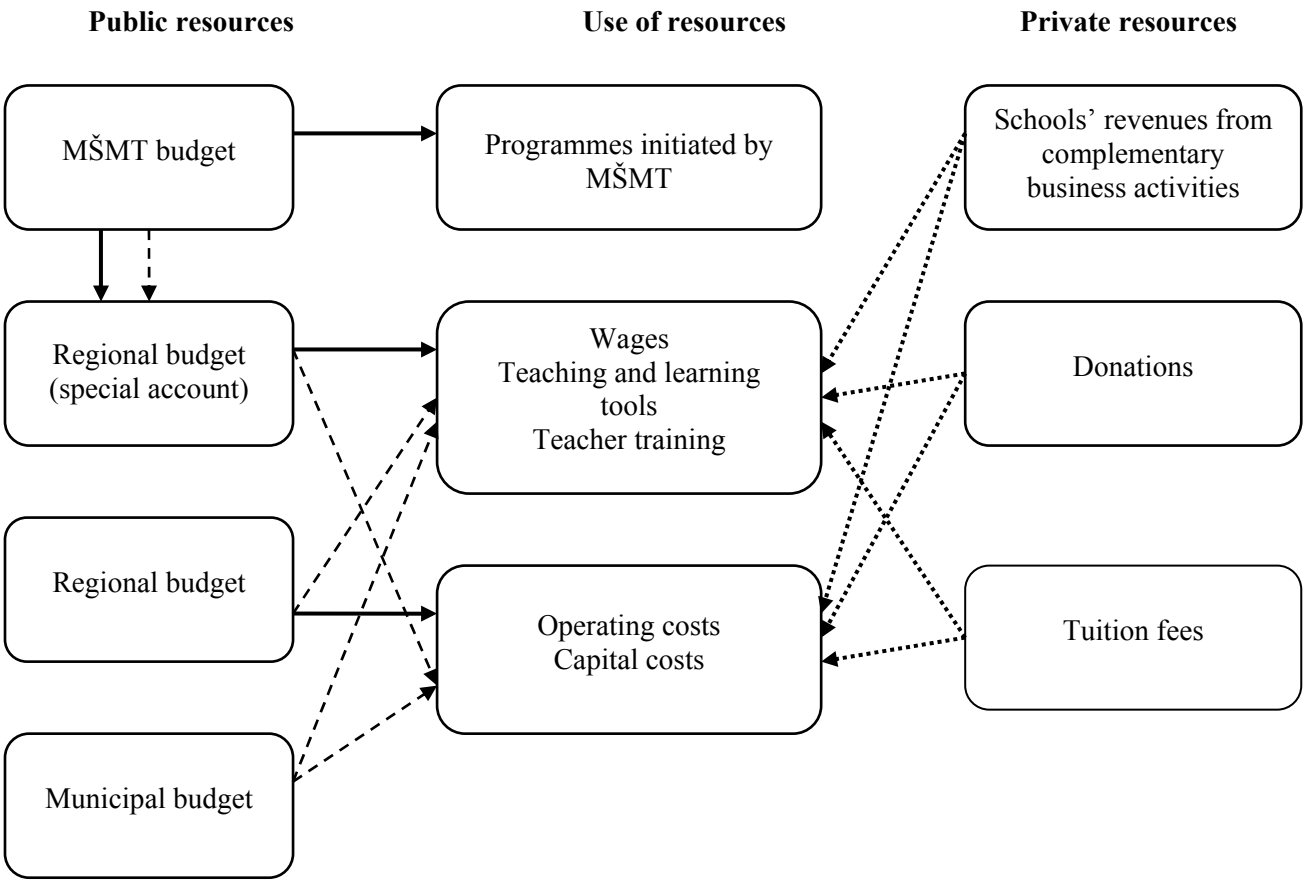
voluntary transfers from public sources

transfers of private resources

MŠMT Ministerstvo školství, mládeže a tělovýchovy (Ministry of Education, Youth and Sports)

1) The chart concerns schools whose founding body is the region – i.e. 76 % of all secondary vocational and technical schools

A chart of financial flows in tertiary education – tertiary professional schools (VOŠ)



MŠMT Ministersto školství mládeže a tělovýchovy (Ministry of Education, Youth and Sports)

Public higher education institutions

The funding of higher education institutions (*vysoké školy* – VŠ) (see Chart of financial flows in higher education institutions) is regulated by the act no. 111/1998 on higher education institutions (*Vysokoškolský zákon*). Based on this law former state VŠ have acquired the status of public VŠ. State-owned assets necessary for teaching, research and public activities carried out by VŠ have been transferred into their ownership. A management board, which must be established at each public higher education institution, sees to the efficient use of these assets. On 1 January 2006 an amendment to the law on higher education institutions became effective. Among other things it provides for a change in the system of funding of VŠ: they can make profit and transfer part (5%) of the financial resources dedicated to the research and development projects to the following financial year.

The funding of higher education institutions *(vysoké školy* – VŠ) is governed by the act on higher education institutions (*Vysokoškolský zákon*). The revenues of **public VŠ** primarily consist of:

- contribution from the state budget;
- subsidies from the state budget;
- study-related fees;
- income from property;
- other revenues from the state budget, state funds and municipal budgets;
- revenues from complementary activities;
- donations and inheritance.

Each public VŠ is entitled to a contribution. This contribution is used to cover the costs related to the implementation of accredited study programmes and lifelong learning programmes, the costs associated with research, scientific, developmental, artistic and other creative activities (this activity must follow from accredited study programmes and lifelong learning programmes), and the costs of institutional development. The level of the contribution is derived from the long-term plan of the VŠ, the MŠMT's long-term plan for the development of higher education institutions, the type and financial demands of accredited study programmes and lifelong learning programmes, the number of students, the achievements in educational and creative activities and their demands.

Apart from the contribution, VŠ is entitled to a subsidy for development of higher education institution. It could cover students´ accommodation and meals, social scholarships etc. The level of the subsidy is derived from the long-term plan of the VŠ, the MŠMT's long-term plan for the development of higher education institutions.

The rules concerning the provision of contributions to public VŠ, which cover the calculation formula, as well as the level of contributions provided to individual VŠ are published in the MŠMT' Bulletin and on the Ministry's websites. Investment costs are financed by state budget through the Programme of property reproduction.

A public VŠ may collect study-related fees. Their level is derived from a "basic fee" (The basic fee is set at a level of 5% of total non-capital expenditure per one student which was provided to VŠ by the MŠMT in the previous year), which is set by the MŠMT for each academic year. The basic fee for the academic year started in 2009 is 2941 CZK (cca EUR 109). Fees may be collected for:

- participation in admission proceedings at 20% of the basic fee;
- exceeding the standard length of studies by more than one year at the level of at least 25% of the basic fee for each started month of the extended period;
- taking another bachelor or master programme, if the student has already completed one study programme – a maximum up to the basic fee level;
- studying in a foreign language.

The level of fees is announced publicly by the VŠ before the deadline for filing applications for studies. The fees (with the exception of the fee listed under the last point constitute an income to the scholarship fund. The rector may exempt some fees (fees related to exceeding the standard length of study, taking another study programme and studying in a foreign language), or defer their due dates taking into consideration the student's performance and social situation.

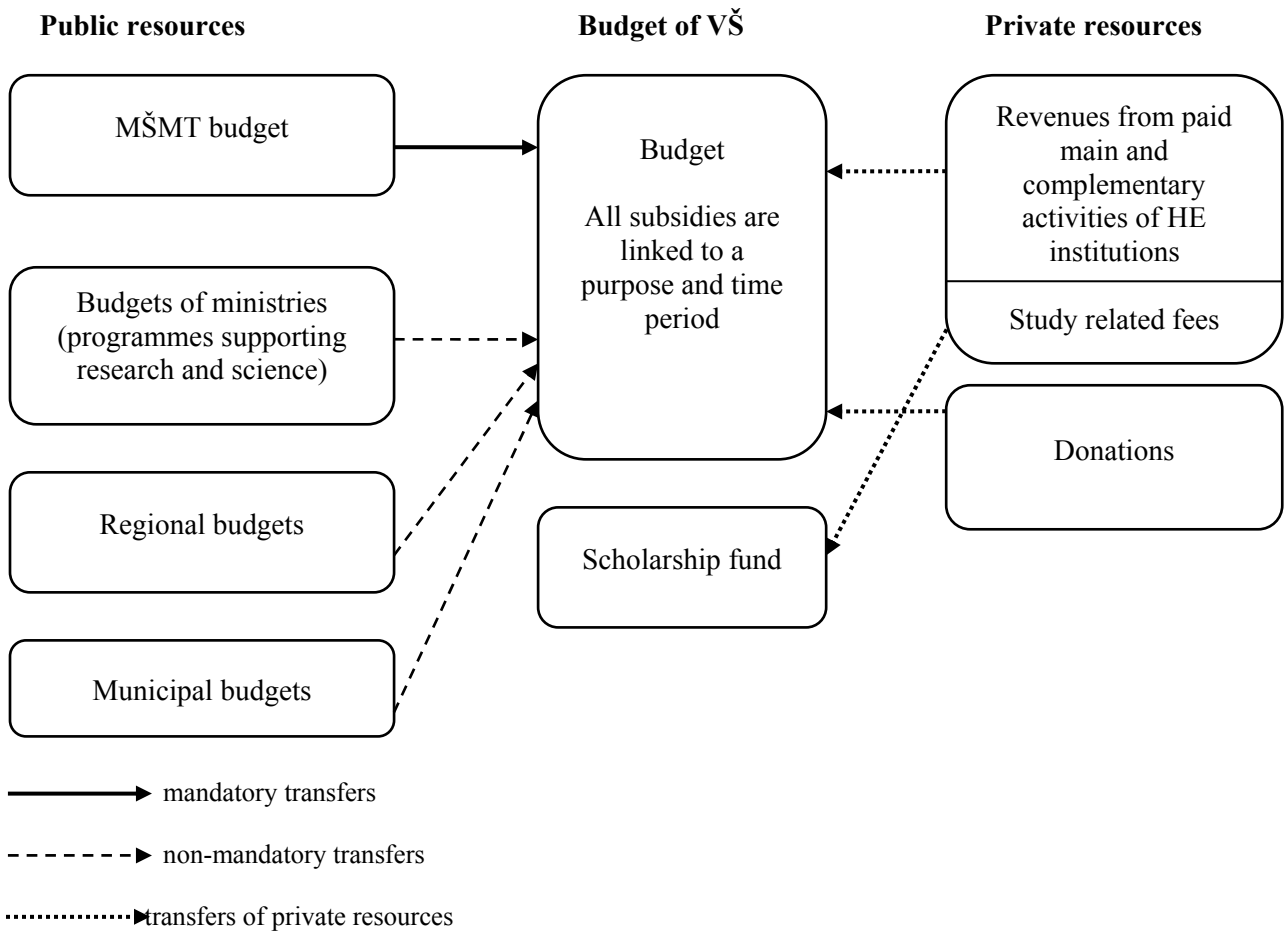
As part of its complementary activities VŠ may perform paid activities which follow from its educational and creative activities, or ensure a more efficient use of human resources and property. These complementary activities cannot endanger the quality, scope and availability of the main activities. Since 2006, VŠ can make profit.

Private higher education institutions (VŠ)

Tuition fees are the source of revenues for private VŠ. If a private VŠ has the status of a public benefit organisation (Act no. 248/1995 on public benefit organisations and on changes to other acts), it may receive a subsidy from the MŠMT. The subsidy must be used to fund the teaching of accredited study programmes and lifelong learning programmes and to support creative activities associated with these programmes. The individual private higher education institution can apply also for the subsidy for accommodation and social scholarship

In line with the act on higher educations, private VŠ must assure, by their own means, financial resources for the implementation of the activities for which they have received authorisation. Study-related fees are set by the institution in line with its internal regulations. The MŠMT may provide a subsidy to private VŠ for the implementation of accredited study programmes and lifelong learning programmes, and for creative activities following from these. The subsidy is provided in compliance with the MŠMT's Rules for the provision of subsidies to private VŠ. There is no legal entitlement to the subsidies and their level is calculated in line with the aforementioned Rules.

A chart of financial flows in tertiary education – public HE institutions (VŠ)



MŠMT Ministersto školství mládeže a tělovýchovy (Ministry of Education, Youth and Sports)

The proportion of resources provided by institutions responsible for the funding of IVET in the total expenditure on VET

The overall expenditure on IVET is not monitored regularly. It is mainly data about private expenditure that are missing. The revenues of schools from complementary business activities are not accounted for either, but they are assumed to constitute a negligible proportion of the overall amount of resources.

Public resources spent on higher education (subsidies from the state and local budget for educational activities, accommodation and meals for students, research and development, capital spending) accounted for some 80% of the overall annual budget of VŠ. Revenues from the institutions' own activities (student services, accommodation fees, payments for student and staff meals, donations, renting, revenues from sales of own products, sales of property, fees for various training courses, symposia, etc.) account for around 20% of the higher education institutions´ budget. Based on the data available it is impossible to distinguish between resources related to initial and continuing education provided by VŠ.

In the Czech Republic there are no collective funds for IVET.

Changes occurring

After EU accession in 2004, education system development can be supported from European Social Fund. As part of the support for initial education large, systemic, central projects are being implemented at national level, as well as grant-funded (tendered) projects promoting individual schools, municipalities and non-profit organisations. The measures in the programming period 2007-2013 aim mainly at:

- the improvement of the quality of education, especially the key competences of graduates;
- the innovation in tertiary education, especially enhancing the flexibility and creativity of graduates;
- development of modern, high-quality and efficient life-long learning, especially the development of initial, tertiary and continuing education.

Within the frame of the **higher education** reform the changes in the funding system are discussed too. The aim is to introduce a performance oriented funding system for the public higher education institutions (*vysoké školy* – VŠ) encouraging the effective use of the resources; to diversify the funding mechanism; and to stimulate fundraising from the private sector and by commercialising the R&D results. The integral part of the proposed changes is especially:

- introduction of contract funding – the certain fund will be quarrantee to higher education institution for five years;
- investment funds will be incorporated into the normative

9.2 Funding for continuing vocational education and training, and adult learning

9.2.1 Funding for publicly provided CVET

The education of adults in schools (public and private) leading to the acquisition of a qualification (level of education) is, in legal terms, considered to be not continuing, but initial education (this part-time education is subject to the same regulations as those in place for initial education).

Besides initial education schools may also provide so-called continuing education and training (*další vzdělávání* - DV) and so-called lifelong learning (*celoživotní vzdělávání* - CV). DV and CV can be included in publicly promoted education, because they are provided in relevant institution's facilities funded from public resources. They are provided by the following public schools:

- Secondary vocational schools (ISCED 3C) (střední odborná učiliště - SOU), secondary technical schools (ISCED 3A) (střední odborné školy - SOŠ) and tertiary professional schools (vyšší odborné školy - VOŠ) may provide specialist courses, courses in various subjects or subject areas, and post-maturita specialisation courses aimed at delivering general and vocational knowledge and skills necessary for a particular occupation. The courses may be provided for a payment.
- Higher education institutions may provide, as part of their educational activities, lifelong learning programmes (focusing on professional development or taken as a leisure activity) either for a fee or for free. The detailed terms are set out in the institution's internal regulations.

9.2.2 Funding for CVT in enterprises

Staff training is financed mainly by employers. There is no systemic state support for investment in human resources in companies. The resources spent on employees training are accounted for as company costs. There are no legal regulations stipulating the level of expenditure for this purpose. One exception is the obligatory training of the staff performing specific occupations which the employer is obliged to arrange for.

Employers can receive some public incentives through the programmes operated by state and funded from the state budget or from the European Structural Funds. The co-funding principle is applied. In this way private investment is involved in human resources development and, also, its focus is influenced. Depending on the programme focus, grants within these schemes are available either for all enterprises, for companies in specific industries, or for small and medium-sized companies. The actual subject of training activities depends on the needs of the individual companies and it is not specified in most of the programmes.

Upon meeting certain conditions the employer may obtain a certain amount of public resources through:

- Active employment policy schemes - a contribution for retraining designed for the relevant employees to retain them in the company.
- The investment incentives (Act no. 72/2000 as amended) – a contribution for the employees training and retraining (35% of the training and retraining costs). Since July 2, 2007 only investors in districts with the unemployment rate exceeding 50% of the average unemployment rate can apply for these incentives. (Before this date the support was relevant for investors in district with unemployment rate higher than national average.)
- Framing programme for promoting the development of technologic centres and strategic services – subsidies could be provided for training and retraining employees in new created jobs in the firms (30-45% of training and retraining costs). The basic condition for receiving the subsidy is that investment will reach 10 mil CZK at least (i.e.370,370 EUR) and 20-100 new jobs will be created. The number of created jobs differs depending on the type of the centre (centre for software development – 20 new jobs, centre for customer support – 100 new jobs).
- Various programmes co-funded by the European Structural Funds (The Operational Programmes for the period 2007-2013: Human Resources and Employment – subsidies for development of training and retraining courses and employees training and retraining, Enterprise and Innovation – subsidies for construction and reconstruction of training centres or rooms and their equipment, Operational Programme Prague – Adaptability –

development, introducing and performing the systems of continuing education in companies).

- In the context of the economic crisis the Ministry of Labour and Social Affairs has initiated two new projects co-funded from the ESF (see chapter 2.3) Within the project Get into Training companies can obtain financial resources for implementation of general training courses and for wages of employees participating in training. The compensation of wages can reach up to treble of minimal wage. The public incentives are provided either under the regime "de minimis" or in compliance with ES decree no. 800/2008. The maximum amount of the public incentives depends on the type of companies.

Table 23 - Public incentives in the project Get into Training

Employees	Public incentives
more than 250	60%
50-249	70%
less than 50	80%

Note: The wage compensation is not included in this percentage.

If the training is provided to disadvantaged employees the public incentives is enhanced by 10 p.p. in companies with more than 50 employees.

- The project Training is a Chance is focused on improving the general or vocational knowledge and skills of both employees and employers. As part of the project employers can get financial resources to design and implement training courses for their employees, to train in-house lecturers and trainers, to implement human resources management and development schemes and to carry out other similar activities. The wage compensation of trained employees can reach 100% in some cases. The public incentives are provided either under the regime "de minimis" or in compliance with ES decree no. 800/2008. The maximum amount of the public incentives depends on the type of companies.

Table 24 - Public incentives in the project Training is a Chance

Employees	Specific Education and Training	General Education
more than 250	25%	60%
50-249	35%	70%
less then 50	45%	80%

Note: The wage compensation is not included in this percentage.

If the training is provided to disadvantaged employees the public incentives is enhanced by 10 p.p. in companies with more than 50 employees.

The total cost of CVT courses as % of total labour costs illustrates the importance attributed to staff development policies by companies. In the ČR the average ratio was 1.9% both in 1999 and in 2005. Only large companies showed the stable proportion of training costs in total labour costs;, small and medium sized companies devoted to courses relatively more funds in 2005 than in 1999. While in 1999 the value of this indicator in the ČR was bellow EU average, in 2005 it was already above the EU average, because the EU average rapidly worsened.

The general tendency is, that the enterprises with more employees spend relatively more funds for employees training than the smaller enterprises. There are several factors that cause small companies to lag behind. The most important ones include their financial situation that is normally worse than that of larger companies, more difficulties in fitting in for an absent worker, and generally smaller attention paid to staff development. This is associated with the fact that small companies normally cannot employ a human resources specialist. Small companies must therefore rely more on informal learning,

collegiality and non-formal relations at the workplace that have a positive impact in terms of enhancing the knowledge and skills of individual employees. Moreover, these companies also rely on the employees' identifying themselves with the enterprise, which can result in self-education efforts in their free time.

Table 25 - Total cost of CVT courses as % of total labour cost (all enterprises) (2005 vs. 1999)

			Size class (number of employees)					
	Total (%)		10 to 49 (%)		50 to 249 (%)		250 or more (%)	
geo	**CVTS3**	**CVTS2**	**CVTS3**	**CVTS2**	**CVTS3**	**CVTS2**	**CVTS3**	**CVTS2**
eu27	1,6	:	1,1	:	1,4	:	1,9	:
eu25	1,6	2,3	1,1	1,5	1,4	2,4	1,9	2,5
cz	1,9	1,9	1,2	1,1	1,8	1,6	2,3	2,3

Source: Eurostat; 2nd and 3rd continuing vocational training survey in enterprises (CVTS2 and CVTS 3)

Note: Total costs: direct costs, labour costs of participants and balance of contributions to national or regional training funds and receipts from national or other funding arrangements

Cyprus, Malta, Slovakia and Iceland were not covered by CVTS2; Iceland was not covered by CVTS 3 either.

9.3 Funding for training for unemployed people and other groups excluded from the labour market

The retraining of job seekers is funded exclusively from the budget of the Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí* – MPSV*)*. The financial resources are distributed to individual labour offices (*úřady práce* – ÚP*)* via the Employment Services Administration of the MPSV. The amounts are derived from calculations of the costs of various active employment policy measures developed by ÚP. ÚP cover course fees, but may also contribute to other retraining-related costs. Full or partial coverage of travel and accommodation expenses and meals depends on the financial resources available to the relevant ÚP.

Table 26 - Expenditure on retraining in 1993-2007

Year	Expenditure on retraining (1993=100%)	Proportion of retraining costs in total AEP costs (%)	Proportion of AEP costs in GDP (%)
1993	100.0	9.8	0.07
1994	140.9	14.4	0.06
1995	135.7	15.8	0.05
1996	125.4	16.6	0.04
1997	117.4	16.6	0.03
1998	189.4	16.3	0.05
1999	287.4	8.8	0.14
2000	437.1	10.2	0.17
2001	521.9	9.4	0.19
2002	558.9	10.6	0.15
2003	592.6	12.4	0.15
2004	655.2	12.2	0.14
2005	556.5	10.1	0.13
2006	487.1	6.7	0.16
2007	367.1	4.7	0.16

Source, http://portal.mpsv.cz/sz/stat/vydaje/spz_souhrnny_prehled_2007.xls, CSU: Statistical Yearbooks, own calculations

The expenditure on retraining represents only a miner part of total expenditure on active labour market policy financed by the state budget. Resources for training unemployed people are also drawn from the ESF to cover quantitative and qualitative expansion or retraining provided by ÚP. These resources in the period 2006-2013 are used to co-fund various activities in line with the relevant measures of the Operational Programme – Human Resources and Employment and Operational Programme Prague – Adaptability.

9.4 General funding arrangements and mechanisms

- **sectoral training funds**

  In the Czech Republic sectoral training funds do not exist.

- **tax incentives**

  Tax incentives do not play any important role in the Czech Republic. Only two small incentives are included in the Czech legislation. (a) Costs for employees training are deemed as a part of overall business costs for taxation purposes. (b) Individuals can deduct the costs for exams according to law on validation and recognition of CVET from their tax base.

- **learning accounts and vouchers**

  Learning accounts and vouchers are not currently used in the Czech Republic. In 2007/08 enterprises with up to 250 employees carried out pilot testing of vouchers as a means of supporting human resources development. The project was co-funded from the ESF and 3 regions were involved. Each region defined the content of the training and the level of support that ranged from 50 to 80% of the costs of a training course, or it was set as a fixed amount (e.g. for language courses). Both the MPSV and the enterprises and educational institutions involved evaluated the project as being very successful. The project involved 111 enterprises, 53 educational institutions and a total of 565 employees were trained. The most desired courses were focused on ICT, technical and craft skills and foreign languages.

  Within the Operational Programme Education for Competitiveness (2007-2013) a project Promotion of individual training of citizens is prepared. The vouchers will be used for training in language, ICT and entrepreneurship skills.

- **saving schemes and loans**

  In the Czech Republic the system of saving schemes and loans promoted by the state does not exist. In the frame of tertiary education reform the system of student loans is now discussed.

  The students can receive “social scholarships” if the income of their family does not exceed some amount of money per one family member. About 7% of tertiary students obtain this type of scholarships.

  Some commercial banks offer a product “Saving for Education”. This product is designed for young people and their parents; the interest rate is a bit higher than the current commercial rate. The saving account has to last three years at least and the minimal amount is stipulated. If the savings are used for the other purpose than education some fee has to be paid.

10 National VET statistics – allocation of programmes

10.1 Classification of national VET programmes

10.1.1 Main criteria for classification of programmes within the Czech education system according to ISCED97

Formal education

The education system in the Czech Republic is governed by the School Act (Act no. 561/2004 Coll.). The fields of study in which formal education programmes may be delivered are listed in Government Regulation no. 689/2004 Coll. on the system of fields of study in basic, secondary and tertiary professional education. All data about technical and vocational education designed to be included in international statistics are presented using the ISCED97 classification. The main criteria for classifying VET programmes into ISCED97 categories are the length and content of the programme and the graduate profile.

Classification of educational attainment

Data on educational attainment obtained as part of surveys of the Czech Statistical Office (ČSÚ) are in line with ISCED97, which is used as a national classification as regards statistics on qualifications achieved. When placing respondents in various ISCED97 categories, the "highest" programme completed is taken into account – its length, content and, most importantly, the certificate obtained.

Non-formal education

VET programmes as part of non-formal education are provided by educational institutions within the education system, and also by other institutions. These programmes are not covered by standard statistical data.

10.1.2 VET programmes in the Czech education system

At the level of basic schooling there are only general education programmes in the Czech Republic.

According to the School Act, the **programmes provided by secondary schools** are categorised as secondary education programmes, secondary education programmes leading to a vocational certificate, secondary education programmes with *maturita*, follow-up courses and shortened programmes with a vocational certificate and *maturita*. These programmes are at levels 2, 3 and 4 of ISCED 97.

Secondary education programmes for pupils with special educational needs implemented in *practical schools* provide pupils with basic skills. Pupils are not trained to perform any specialised jobs, there is no certificate awarded upon completion and the graduates only receive a final report. These programmes are categorised as ISCED 2C. Other secondary education programmes also last one to two years, but the graduates achieve a qualification that enables them to perform specialised jobs and the education is completed by a final examination. These programmes fall in the ISCED 3C category.

Another type of vocational-oriented programme at secondary level is a **secondary programme leading to a vocational certificate**. Pupils acquire knowledge and skills that qualify them for performing skilled manual jobs and crafts and skilled jobs in trade and services. There length of

the programme is three years and it is completed by award of a vocational certificate (*výuční list*). These programmes fall in the ISCED 3C category.

Secondary technical and vocational programmes that qualify for entry into tertiary education are **secondary programmes with *maturita* examination.** The programmes last four years and the pupils acquire knowledge and skills necessary for an independent work as part of technical/business jobs and middle management positions in various technical, social, business and other fields. These programmes are placed in ISCED 3A category. Secondary schools also offer **follow-up courses.** These are designed for graduates of three-year secondary programmes with a vocational certificate. In terms of the ISCED97 classification these programmes are at 4A level.

Graduates of programmes at ISCED 3 level who intend to acquire a vocational qualification can take a **shortened programme leading to a vocational certificate or *maturita*.** In view of the fact that these graduates already have one ISCED 3 qualification, these programmes are categorised as ISCED 4. The system of technical and vocational education also includes **retraining courses** implemented as part of secondary education leading to a vocational certificate. These programmes fall in the ISCED 4C category.

The **system of tertiary education** in the Czech Republic consists of programmes provided by conservatoires (ISCED 5B), tertiary professional schools (ISCED 5B) and higher education institutions (ISCED 5A and 6).

Programmes delivered by **tertiary professional schools** are more practice-oriented as compared to higher education programmes, and they are normally designed for graduates of 3A or 4A programmes.

An overwhelming majority of **higher education institutions** (*vysoké školy* – VŠ) provide programmes corresponding to the BaMa structure. Only some programmes are still the "long Master" type. These include, above all, medicine and veterinary medicine and some humanities. All Bachelor, Master and follow-up Master programmes at higher education institutions fall in the ISCED 5A category. The system of technical and vocational education also includes some doctoral study programmes provided by VŠ. They are categorised as ISCED 6.

Apart from standard programmes VŠ also deliver continuing education. Classification of these programmes depends mainly on the participants' qualification at the point of entry, the length of the programme and the qualification awarded upon completion.

Level	**ISCED Level**	**Programme**	**Minimum length**	**Maxi-mum length**	**Average length**	**Typical entry age**	**Qualifica-tion achieved**
Lower secondary	2C	Practical school	1 year	2 years		15 years	1, 2
Upper secondary	3C	Secondary education	1 year	2 years	1.9 let	15 years	2A, 2C
Upper secondary	3C	Secondary education with a vocational certificate	2 years	3 years	2.9 let	15 years	2A, 2C
Upper secondary	3A	Secondary education with *maturita*	4 years	4 years	4 years	15 years	2A
Post secondary	4C	Shortened secondary education with a vocational certificate	1 year	1 year	1 year	19 years	3A
Post secondary	4C	Retraining courses as part of secondary education with a	1 year	1 year	1 year	19 years	3

		vocational certificate					
Post secondary	4A	Follow-up courses	2 years	2 years	2 years	18 years	3C
Post secondary	4A	Shortened secondary education with *maturita*	1 year	1 year	1 year	19 years	3A
Tertiary	5B	Conservatoires: six-year programmes	6 years	6 years	6 years	15 years	2A
Tertiary	5B	Conservatoires: eight-year dance programmes	8 years	8 years	8 years	11 years	1
Tertiary	5B	Tertiary professional education	3 years	3.5 years	2,8 years	19 years	3A
Tertiary	5A	Bachelor study programmes	3 years	4 years	3.2 years	19 years	3A
Tertiary	5A	Follow-up Master programmes	1 year	3 years	2 years	22 years	5A in Bachelor study programmes
Tertiary	5A	Master programmes	4 years	6 years	5.5 years	19 years	3A
Tertiary	6	Doctoral programmes	3 years	4 years	2 roky	24 years	5A in Master and follow-up Master programmes

Note: As for the education of pupils and students with special educational needs, the standard length of education in all programmes may be extended by 1-2 years. With the exception of practical schools all programmes are delivered not only in the regular full-time/on-site mode, but also in various part-time arrangements including distance schemes.

10.2 Fields of education and training

Fields of study in the Czech education system

The system of fields of study in the Czech Republic at secondary, post-secondary non-tertiary and tertiary professional level is governed by Government Resolution no. 689/2004 Coll. on the system of fields of study in basic, secondary and tertiary professional education. In higher education the main classification is the Basic Classification of Fields of Education from which codes for fields of study and study programmes at higher education institutions are derived.

The classification of the Czech Republic in the area of educational statistics does not fully correspond to the ISCED97 classification of fields of study. Converters are therefore used when data about students by fields of study are presented to international organisations. As regards reporting on the highest level of educational attainment, the ISCED97 classification has been used since 2008 as a national classification.

Lower secondary education

There are only general fields in lower secondary education at basic schools (ISCED 2A). Education in the ISCED 2C category is also only general, and it is implemented at basic special schools and in the form of general-vocational training that falls within General Programmes in the ISCED97 classification.

Upper secondary education

In upper secondary education the distribution of pupils by field of study varies considerably depending on whether the programmes are of ISCED 3C or ISCED 3A category.

Nearly all pupils in **ISCED 3C programmes** receive vocational education. In terms of national classification, most pupils attend technical fields (52%). Another broader group of fields of study with a large proportion of pupils at this level covers social sciences and services (39 % of pupils).

At ISCED 3A level – i.e. where graduates are qualified to enter tertiary education – the ratio of pupils in general programmes to those in vocational programmes is 35 to 65. Vocational education at ISCED 3A is most frequently provided in social sciences and services (30 % of pupils). The second largest group of fields of study covers technical disciplines (24% of pupils). Other, smaller groups include healthcare (4%) and agriculture, forestry and veterinary (3%). Pupils also attend arts programmes (2%) and science (1 % of pupils).

As part of post-secondary non-tertiary education pupils may attend both general programmes (one-year post-*maturita* studies of foreign languages at language schools authorised to carry out state language examinations), and vocational programmes at secondary schools. They may also attend continuing education courses (as for these, there is no system of fields of study and they are therefore not included in this overview). In terms of the distribution of pupils, the ratio of general to vocational programmes is 1 to 9. Vocational studies are most frequently implemented in social sciences and services (68 % of pupils), and technical disciplines account for the second largest group at this level (21 % of pupils). There are less than 1% of pupils in agriculture, forestry and veterinary fields and in science.

In tertiary education at 5B level (i.e. conservatoires and tertiary professional schools) all students attend vocational programmes. The largest group of fields of study covers social sciences and services (58 % of students), the second largest group includes health-related fields with 20% of students, and this is followed by technical disciplines (11% of students).

Higher education institutions provide **tertiary education at ISCED 5A and 6 levels.** The largest number of Bachelor and Master degree students (5A) study business and economics (26 % of students), technical fields (22 % of students), humanities and social sciences (16 %) and education, teacher training and social care (14 %). The fields of study in doctoral programmes are the same, only the order is different. The most numerous group of students study technical disciplines followed by science, humanities and social sciences, and medicine, healthcare and pharmacy.

Distribution of pupils and students by groups of fields of study according to the national classification of fields of study

	ISCED 2	ISCED 3C	ISCED 3A, 3B	ISCED 4	ISCED 5B
1 SCIENCE	**-**	**-**	**x**	**-**	**x**
11 Mathematics	-	-	-	-	-
12 Geology	-	-	-	-	-
13 Geography	-	-	-	-	-
14 Chemistry	-	-	-	-	-
15 Biology	-	-	-	-	-
16 Ecology and environmental protection	-	-	x	-	x
17 Physics	-	-	-	-	-
18 Computing	-	-	x	x	-
2, 3 TECHNOLOGY	**-**	**x**	**x**	**x**	**x**
21 Mining, metallurgy, metal casting	-	x	x	x	-
23 Mechanical engineering	-	x	x	x	x
26 Electrical engineering, telecommunications and computing	-	x	x	x	x
28 Chemical engineering, chemistry of silicates	-	x	x	x	x
29 Food industry, food chemistry	-	x	x	x	x
31 Textile manufacturing and clothing	-	x	x	x	x
32 Leather and footwear manufacturing, plastics	-	x	x	-	-
33 Wood processing, musical instruments manufacturing	-	x	x	x	x
34 Polygraphics, paper and film processing	-	x	x	x	-
35 Architecture	-	-	-	-	-
36 Construction, geodesy, cartography	-	x	x	x	x
37 Transport and communications	-	x	x	x	x
39 Special, interdisciplinary fields	-	-	x	x	x
4 AGRICULTURE, FORESTRY, VETERINARY SCIENCE	**-**	**x**	**x**	**x**	**x**
41 Agriculture and forestry	-	x	x	x	x
43 Veterinary, veterinary prevention	-	-	x	-	-
5 HEALTHCARE, MEDICAL AND PHARMACEUTICAL SCIENCES	**-**	**x**	**x**	**-**	**x**
51 Medical sciences	-	-	-	-	-
52 Pharmaceutical sciences	-	-	-	-	-
53 Healthcare	-	x	x	-	x
6, 7 SOCIAL SCIENCES AND SERVICES	**x**	**x**	**x**	**x**	**x**
61 Philosophy, theology	-	-	-	-	x
62 Economics	-	-	-	-	-
63 Economics, administration	-	x	x	x	x
64 Entrepreneurship	-	-	x	x	x
65 Gastronomy, hotels and restaurants, tourism	-	x	x	x	x
66 Trade	-	x	x	x	x
67 Social sciences	-	-	-	-	-

68 Law	-	-	x	x	x
69 Personal and operational services	-	x	x	x	-
71 History	-	-	-	-	-
72 Journalism, librarianship, informatics	-	-	x	-	x
73 Philology	-	-	-	-	-
74 Physical culture, education and sport	-	-	-	-	-
75 Education, teacher training, social care	-	-	x	x	x
77 Psychology	-	-	-	-	-
78 General-vocational training	x	x	x	-	-
79 General training	x	-	x	-	-
8 CULTURE AND ARTS	**-**	**x**	**x**	**x**	**x**
81 Arts theory and history	-	-	-	-	-
82 Arts and applied arts	-	x	x	x	x
9 MILITARY SCIENCE	**-**	**-**	**-**	**-**	**x**
91 Military theory	-	-	-	-	x
95 Military healthcare	-	-	-	-	-

Distribution of pupils and students by fields of study according to ISCED classification

		ISCED 2	ISCED 3C	ISCED 3A, 3B	ISCED 4	ISCED 5B
0	General Programmes	x	x	x	x	-
1	Education	-	-	x	-	x
2	Humanities and Arts	-	x	x	x	x
3	Social Sciences, Business And Law	-	x	x	x	x
4	Science, Mathematics and Computing	-	x	x	x	x
5	Engineering, Manufacturing and Construction	-	x	x	x	x
6	Agriculture, and veterinary	-	x	x	x	x
7	Health and Welfare	-	x	x	x	x
8	Services	-	x	x	x	x

Distribution of higher education students by groups of fields of study according to the national classification and ISCED classification of fields of study

	ISCED 5A	ISCED 6
Science	x	x
Technology	x	x
Agriculture, forestry and veterinary sciences	x	x
Healthcare, medical and pharmaceutical sciences	x	x
Humanities and social sciences	x	x
Business and economics	x	x
Law	x	x
Education, teacher training and social care	x	x
Culture and arts	x	x
Military science	x	x

ISCED97			
0	**General Programmes**	-	-
1	**Education**	x	x
2	**Humanities and Arts**	x	x
3	**Social Sciences, Business And Law**	x	x
4	**Science, Mathematics and Computing**	x	x
5	**Engineering, Manufacturing and Construction**	x	x
6	**Agriculture, and veterinary**	x	x
7	**Health and Welfare**	x	x
8	**Services**	x	x

10.3 Links between national qualifications and international qualifications or classifications

The basic legislative framework for the development of the National Qualifications Framework is provided by Law no. 179/2006 Coll. on validation and recognition of the outcomes of continuing education and changes to other laws. This law defines the National Qualifications Framework (§ 6) as a publicly accessible register of all full and partial qualifications identified, validated and recognised in the Czech Republic. The task of developing the National Qualifications Framework has been assigned to the National Institute for Technical and Vocational Education in Prague that is currently working on this assignment.

The draft of the NQF is based on the European Qualifications Framework and, at the same time, takes account of the levels of education laid down in the School Act (Act no. 561/2004 Coll.), and of the categories of education in line with the Basic Classification of Fields of Education. As there is a converter of national educational programmes to ensure compatibility with ISCED97, it will be possible to identify the correlation between the NQF and ISCED97 in the future.

The eight reference levels in the EQF correspond to the proposed nine levels of NQF (see the table). The difference in the number of categories is the result of the need to respect, at national level, the legal regulations in place and the structure of the education system.

NQF level	Level of education / type of higher education (defined by the School Act)	Code of educational attainment category according to Basic Classification of Fields of Study	EQF level	ISCED97 category
Z	Basic education	C	1	ISCED 2
1	Secondary education	D	2	ISCED 2C
2	Secondary education with a vocational certificate	E	3	ISCED 3C
3		H	4	
4	Secondary education with *maturita*	K, L, M	5	ISCED 3A, 4A
5	Tertiary professional education	N	6	ISCED 5B
6	Higher education – Bachelor level	R		ISCED 5A
7	Higher education – Master level	T	7	
8	Higher education – Doctoral level	V	8	ISCED 6

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List of acronyms

AEP	active employment policy
AIVD	Asociace institucí vzdělávání dospělých (Association of Adult Education Providers)
AK	akreditační komise (accreditation commission)
BaMa	Bachelor-Master
Cedefop	European Centre for the Development of Vocational Training
CERC	Continuing Education Regional Centres
CERGE-EI	Center for Economic Research and Graduate Education – Economics Institute
CSVŠ	Centrum pro studium vysokého školství (Centre for Higher Education Studies)
CV	celoživotní vzdělávání (life-long learning – special learning course provided by higher education institutions)
CVET	continuing vocational education and training
CVT	continuing vocational training
CVTS	Continuing Vocational Training Survey
CZK	Czech crown (Czech currency)
ČMKOS	Českomoravská konfederace odborových svazů (Czech-Moravian Confederation of Trade Unions)
ČR	Czech Republic
ČSÚ	Český statistický úřad (Czech Statistical Office)
ČŠI	Česká školní inspekce (Czech School Inspectorate)
DiV	distanční vzdělávání (distance education)
DPV	další profesní vzdělávání (continuing professional education)
DV	další vzdělávání (continuing education and training)
ECVET	European Credit Transfer in Vocational Education and Training
EQF	European Qualifications Framework
ESF	European Social Fund
EU	European Union
EU-15	European Union before joining new member states in 2004 (15 states)
EU-25	European Union after joining new member states in 2004 (25 states)
EU-27	European Union after joining Romania and Bulgaria in 2007 (27 states)
GDP	gross domestic product
HE	higher education
HR	human resources
HRD	human resources development
IAP	Individual Action Plan
ICT	information and communication technology
IFLM	Indicator of Future Labour Market Prospects
IFRP	Indicator of Future Recruitment Problems
ILO	International Labour Organization
IPPP	Institut pedagogicko-psychologického poradenství (Institute of Pedagogical-Psychological Counselling)
ISA	Informační systém o uplatnění absolventů škol na trhu práce (Information system

	on the situation of school leavers in the labour market)
ISCED	International Standard Classification of Education
ISCO	International Standard Classification of Occupations
ISTP	Integrovaný systém typových pozic (Integrated System of Typical Working Positions)
IT	information technology
IVET	initial vocational education and training
LLL	life-long learning
MPO	Ministerstvo průmyslu a obchodu (Ministry of Industry and Trade)
MPSV	Ministerstvo práce a sociálních věcí (Ministry of Labour and Social Affairs)
MŠMT	Ministerstvo školství, mládeže a tělovýchovy - (Ministry of Education, Youth and Sports)
NACE	Statistical Classification of Economic Activities
NAEP	Národní agentura pro evropské vzdělávací programy (National Agency for European Educational Programmes)
NATO	North-Atlantic Treaty Organisation
NCDiV	Národní centrum distančního vzdělávání (National Centre for Distance Education)
NISP	Národní informační středisko pro poradenství (National Resource Centre for Vocational Guidance)
NOZV	Národní observatoř zaměstnanosti a vzdělávání (National Observatory of Employment and Training)
NQF	National qualification framework (Národní soustava kvalifikací)
NSK	Národní soustava kvalifikací (National Qualifications Framework)
NÚOV	Národní ústav odborného vzdělávání (National Institute of Technical and Vocational Education)
NUTS	Nomenclature of Territorial Units for Statistics
NVF	Národní vzdělávací fond (National Training Fund)
OP RLZ	Operační program Rozvoj lidských zdrojů (Operational Programme – Human Resources Development)
PPS	purchasing power standard
RHSD	Rada hospodářské a sociální dohody (Regional Council for Social and Economic Agreement)
RISA	Regional Information System on the Situation of School Leavers in the Labour Market
RVP	Rámcové vzdělávací programy (national curricula)
SJŠ	státní jazykové školy (state language schools)
SME	small and medium-sized enterprises
SOŠ	střední odborné školy (secondary technical schools)
SOU	střední odborná učiliště (secondary vocational schools)
SSZ	Správa služeb zaměstnanosti (Employment Services Administration)
SŠ	střední školy (secondary schools – i.e. secondary vocational schools, secondary technical schools and *gymnázia*)
SVČ	střediska volného času (leisure centres)
SVP	Středisko vzdělávací politiky (Education Policy Centre)
ŠVP	Školní vzdělávací programy (school curricula)
ÚIV	Ústav pro informace ve vzdělávání (Institute for Information on Education)

UNIV	Project Recognition of results of non-formal education and informal learning in the networks of schools providing adult education
UOE	UNESCO-OECD-Eurostat statistics on education
ÚP	úřady práce (labour offices)
VET	vocational education and training
VOŠ	vyšší odborné školy (tertiary professional schools)
VŠ	vysoké školy (higher education institutions)
VÚPSV	Výzkumný ústav práce a sociálních věcí (Research Institute of Labour and Social Affairs)
ZUŠ	základní umělecké školy (basic art schools)

Annex I – International definitions (provided by Cedefop)

Term: **General education**

Education which is mainly designed to lead participants to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing participants for further (additional) education at the same or a higher level. Successful completion of these programmes may or may not provide the participants with a labour-market relevant qualification at this level. These programmes are typically school-based. Programmes with a general orientation and not focusing on a particular specialization should be classified in this category.

Source: United Nations Educational, Scientific and Cultural Organization (UNESCO), "International Standard Classification of Education - ISCED 1997", Paris, November 1997

Term: **Pre-vocational or pre-technical education**

Education which is mainly designed to introduce participants to the world of work and to prepare them for entry into vocational or technical education programmes. Successful completion of such programmes does not yet lead to a labour-market relevant vocational or technical qualification. For a programme to be considered as pre-vocational or pre-technical education, at least 25 per cent of its content has to be vocational or technical.

Source: ISCED 1997

Term: **Vocational and technical education**

Education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation or trade or class of occupations or trades. Successful completion of such programmes leads to a labour-market relevant vocational qualification recognized by the competent authorities in the country in which it is obtained (e.g. Ministry of Education, employers' associations, etc.).

Source: United Nations Educational, Scientific and Cultural Organization (UNESCO), "International Standard Classification of Education - ISCED 1997", Paris, November 1997

Term: **Tertiary or Higher Education**

Term: **Post-secondary non-tertiary education**

Programmes that lie between the upper-secondary and tertiary levels of education from an international point of view, even though they might clearly be considered as upper-secondary or tertiary programmes in a national context. They are often not significantly more advanced than programmes at ISCED 3 (upper secondary) but they serve to broaden the knowledge of participants who have already completed a programme at level 3. The students are usually older than those at level 3. ISCED 4 programmes typically last between six months and two years.

Source: ISCED 1997

Term: **Initial Vocational Education and Training (IVET)**

Initial vocational education and training (IVET) is defined as training undertaken typically after full-time compulsory education (although it may start before) to promote the acquisition of the necessary knowledge, skills and competences for entry to an occupation or group of occupations. It can be undertaken purely within a school-based and/or work-based environment. It includes apprenticeship training.

Source: Glossary of the EknowVET database

Term: **Continuing Vocational Education and Training (CVET)**

Def. 1:

Continuing vocational education and training (CVET) can be broadly defined as professional or vocational development through education and training undertaken typically after one has completed initial vocational education and training (IVET). It can be provided and undertaken at the initiative of public authorities, social partners, sectors, enterprises, individuals as well as a range of voluntary and community organisations. It also includes learning on-the-job not synonyms, much of which can be classified as non-formal or informal learning. It may lead to certification.

Continuing vocational education and training (CVET) thus relates to the further professional, vocational or personal development of people. It can take place in a societal, industrial sector and/or in a specific organisational or company context.

Source: Glossary of the EknowVET database

Def. 2:

Education or training after initial education and training – or after entry into working life aimed at helping individuals to:

- improve or update their knowledge and/or skills;
- acquire new skills for a career move or retraining;
- continue their personal or professional development

Source: Terminology of vocational training policy, Cedefop

Term: **School-based programmes**

In school-based programmes instruction takes place (either partly or exclusively) in educational institutions. These include special training centres for vocational education run by public or private authorities or enterprise-based special training centres if these qualify as educational institutions. These programmes can have an on-the-job training component, i.e. a component of some practical experience at the workplace.

Source: UOE data collection on education systems, Volume 1, Manual, Concepts, definitions and classifications

Term: **Alternance training**

Education or training alternating periods in a school or training centre and in the workplace. The alternance scheme can take place on a weekly, monthly or yearly basis depending on the country. Participants are not contractually linked to the employer where they do their practice, nor do they generally receive remuneration (unlike apprentices).

Source: Terminology of vocational training policy, Cedefop.

Term: **Apprenticeship**

Systematic, long-term training alternating periods in a school or training centre and at the workplace; the apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation.

Source: Terminology of vocational training policy, Cedefop.

(Please note this definition is not prepared specifically for the context of statistical data collection. Further definitions exist at Eurostat, but no single standard definition has been agreed).

Term: **Qualification**
A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

Source: EQF, 2006

Term: **Skills**

The ability to apply knowledge and use know-how to complete tasks and solve problems. In the European Qualifications Framework, skills are described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Source: EQF, 2006

Term: **Competence**
The proven ability to use knowledge, skills and personal, social and/ or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

Source: EQF, 2006