

Barriers to participation in continuing education: The Czech Republic case



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NOET provides information, carries out research, collects data including field surveys, and analyses development trends in the labour market and education in the following main areas:



- ✓ analyses of mutual **links between LM and education** (especially access to education, role of education in increasing employability);
- ✓ analyses of the **HRD** as a resource and result of **competitiveness** of the economy (quality of HR, HR in knowledge and technology intensive industries);
- ✓ development of methodology and provision of **forecasting of labour market qualification needs** at the national, sectoral and regional levels;

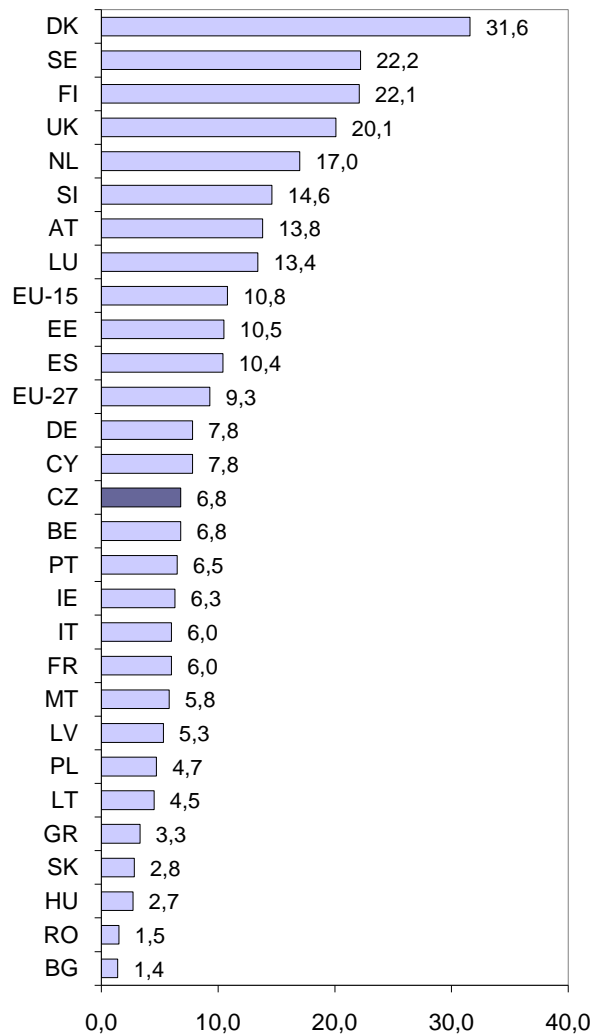
NOET **co-operates** closely with national ministries, EC, OECD, Cedefop (European Centre for the Development of Vocational Training) and other partner institutions. It takes part in the **expert European networks**: ReferNet (national co-ordinator) and SkillsNet (international network for co-operation in forecasting skills needs).

Structure of presentation

- **Participation in continuing education in the CR**
- **Framework for continuing education in the CR**
- **Financing of continuing education**
- **Survey on barriers to participation – methodology**
- **Reasons for not participating**
- **Factor analysis approach**
- **What are the main barriers for different social groups**
- **Conclusions**



Participation in continuing education in the CR



Changes in participation rate (% , percentage points)

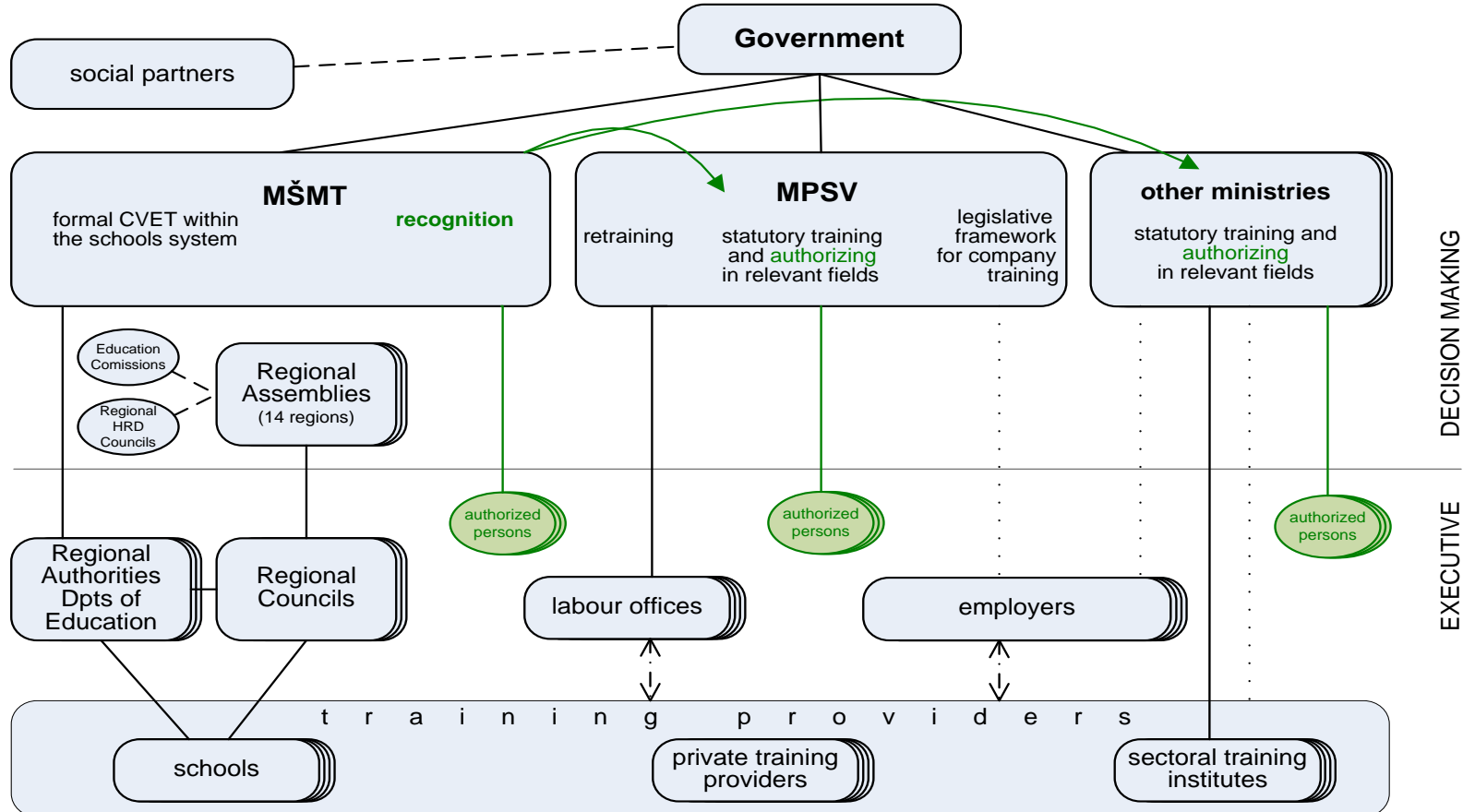
	2003	2009	2009-2003
EU-27	8,5	9,3	0,8
EU-15	9,8	10,8	1,0
CZ	5,1	6,8	1,7
DE	6,0	7,8	1,8
HU	4,5	2,7	-1,8
GR	2,6	3,3	0,7
ES	4,7	10,4	5,7
DK	24,2	31,6	7,4
SE	31,8	22,2	-9,6

Source: EUROSTAT (2003, 2009), table lfsi_edu_a, own calculations

- **Almost 9% of adult population in EU-27 is participating**
- **Large differences between old and new MS but exceptions (SI, GR)**
- **CZ – only 6.8% (but not far from Germany)**
- **The Lisbon goal 12.5% for EU-27 by 2010 will not be reached, new goal 15% in 2020 (ET 2020)**
- **The case of Denmark and Spain – a fast increase is possible**

Institutional framework for continuing education

ORGANIGRAM OF CVET INSTITUTIONAL SYSTEM



— direct relationship

- - - non-direct relationship (based on setting legislative rules to follow)

- - - consultative role

< - - > contracts

→ system of CVET outcomes recognition

Legislative framework for continuing education

- **No comprehensive legislation regulating continuing vocational education and training (CVET)**
 - **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 - Legislation is quite strict as concerning safety, introductory or statutory training only. In other cases, the provision of training depends fully on employer decision → system of financial incentives is necessary**
 - **Other laws and regulation ((e.g. the Act on pedagogical staff; the Act on technical standards and the Act on state expert supervision etc.)**

- **A step forward represents an Act on the validation and recognition of the outcomes of CVET The law creates a legislative framework for the recognition of qualifications acquired through non-formal and informal learning.**

Financing of continuing education

Support for companies

- **No special fund** aiming at supporting companies in financing training
- **Tax incentives** are very weak (companies may only include training costs into the total business costs)
- **Grant subsidies** co-financed from the state budget or from ESF play a positive role (companies developed very well their ability to use the funds)
- **Response to crisis** – subsidy schemes Get into training (for companies who have to scale down their operations - company does not have work for employees, employees at risk of losing their job) and Training is a chance (focused on improving the general or vocational knowledge and skills of both employees and employers)

HOWEVER:

- There are many grant programmes – different rules
- To apply for a grant is complicated, additional administration costs are needed; evaluation is not very comprehensive
- Grants are provided for the limited period only → companies could not plan their training activities for a long time period

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Financing of continuing education

Support for individuals

➤ Retraining

- job seekers in retraining are entitled to higher benefits (60% of average income);
- the costs for retraining are covered by the labour office on the basis of agreement between job seeker and labour office
- retraining in companies is also possible for employees at risk (agreement between company and labour office)
- ESF Funds are used for retraining activities (OP Human Resources and Employment)

➤ Training leave – "qualification upgrading"

- in case of study to reach higher or new qualification level/degree the employer can grant the employee training leave, during which the employee is entitled to the wage compensation payed by the employer if the employer considers the study being in compliance with his needs.
- Since 2009 the wage compensation enabled to count into the overall business costs

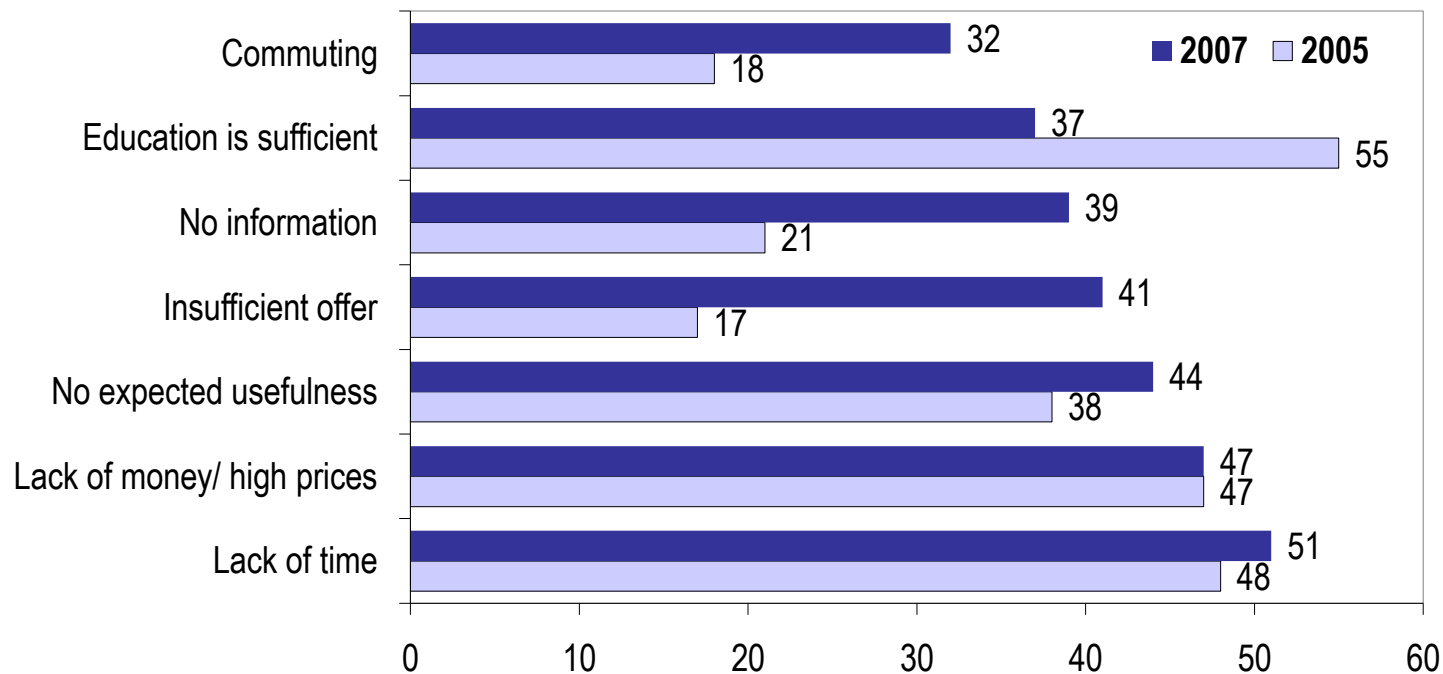
➤ Tax deductions – only costs for validation exams may be deducted from the tax

Survey on barriers - methodology

- 2 surveys (2005, 2007)
- Participation in continuing education in the last 12 months, barriers and possibilities of their removal

	2005	2007
Target group	Population of the CR aged 25-64	Population of the CR aged 25-64
Sample size	2987	2000
Sample method	Quote sample Gender Age Level of education Size of place of living NUTS2	Quote sample: Gender Age Level of education Economical activity NUTS3
Method of questioning	Face-to-face Part of omnibus survey	Face-to-face Separate survey
Realization	CVVM	Universitas

Reasons for not participating in education



- **Attitude barriers are decreasing – more people find continuing education necessary**
- **Supply barriers grow – but it could be only reflection of new demand**

Factor analysis

Factor analysis:

- to reveal links between barriers (barriers occurring simultaneously)
- to identify the nature of barriers in relation to various social groups

	Factor 1	Factor 2	Faktor 3
Did not find information	0,709	0,260	0,104
Relevant supply missing	0,982	0,170	0,081
Lack of time	0,146	0,486	0,121
Does not have money for paying the course	0,112	0,793	0,055
Problems with commuting	0,182	0,587	0,021
The participation will bring no use	0,060	0,168	0,365
Their qualification is sufficient	0,074	-0,069	0,994

Note: Generalized least squares method with Varimax rotation and Kaiser normalization was used for the extraction of factors. The table shows correlation coefficients between the factor and each barrier.

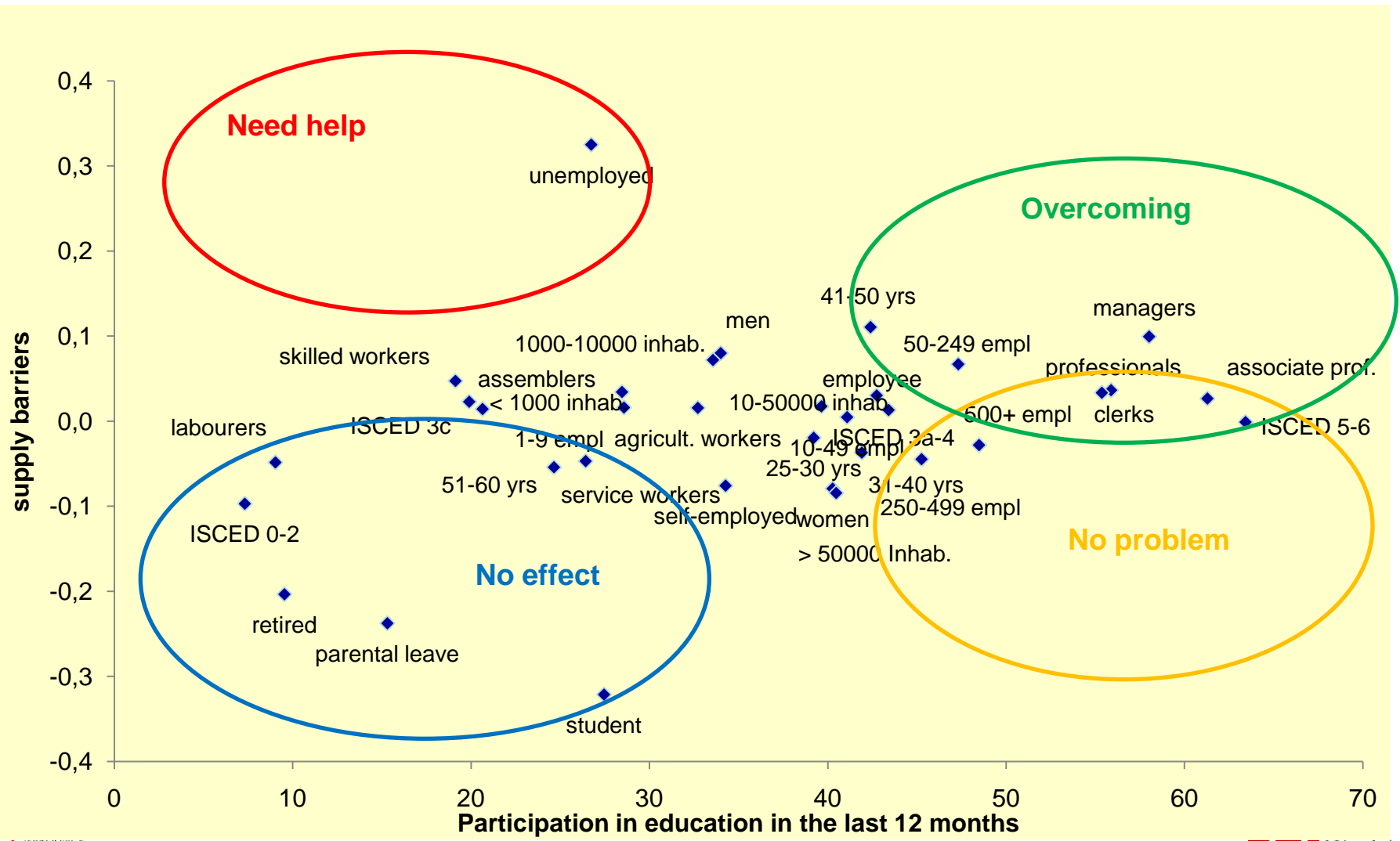
FACTOR 1 „Supply barriers“ – miss relevant supply of education or did not find information about them. Willingness to education but cannot find the tools.

FACTOR 2 „External (actual) barriers“ here is strongly represented lack of time, (care for family, work reasons) or money or other problems.

FACTOR 3 „Attitude barriers“ – see no need for education

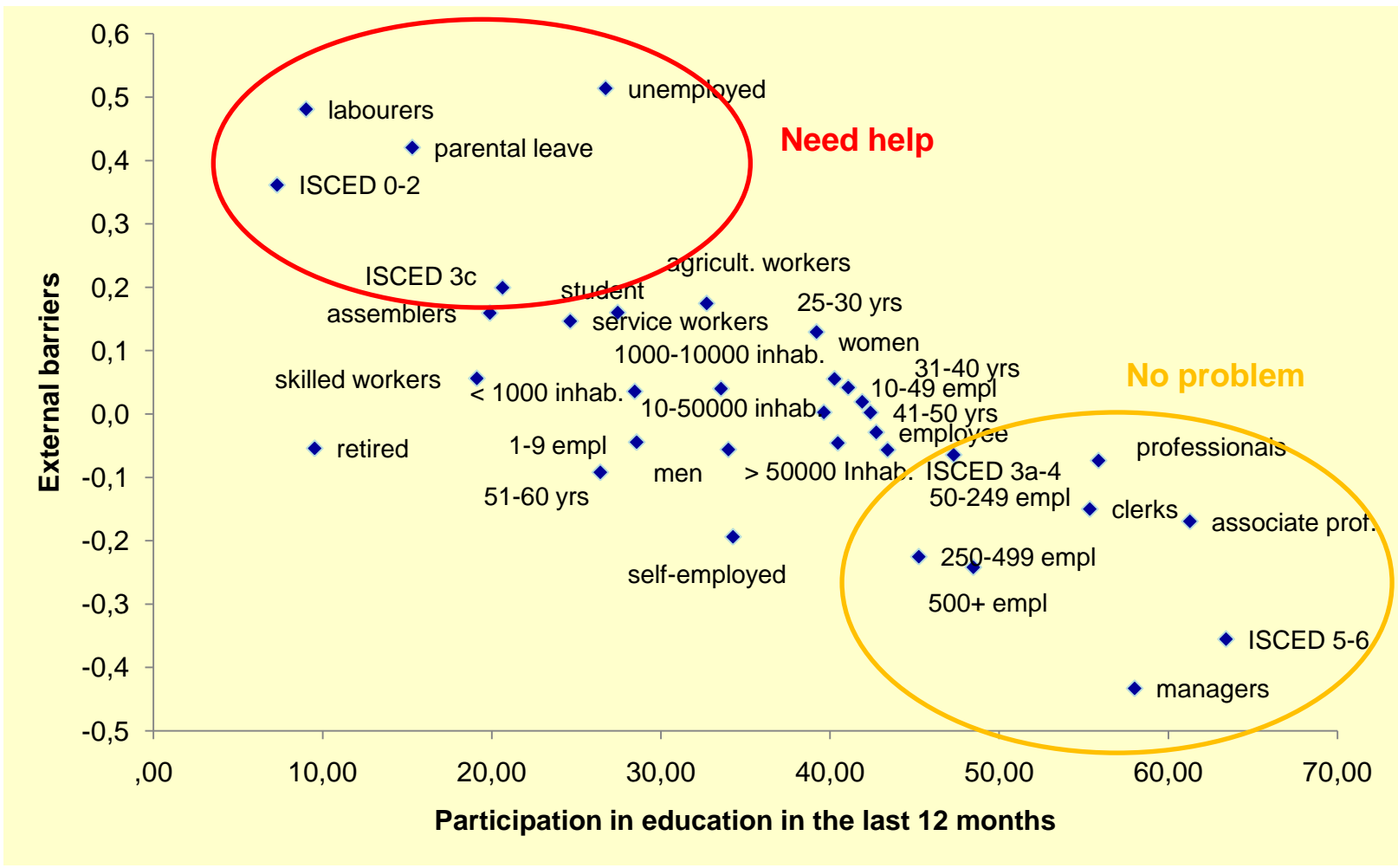
Supply barriers

Did not find information	0,709
Relevant supply missing	0,982



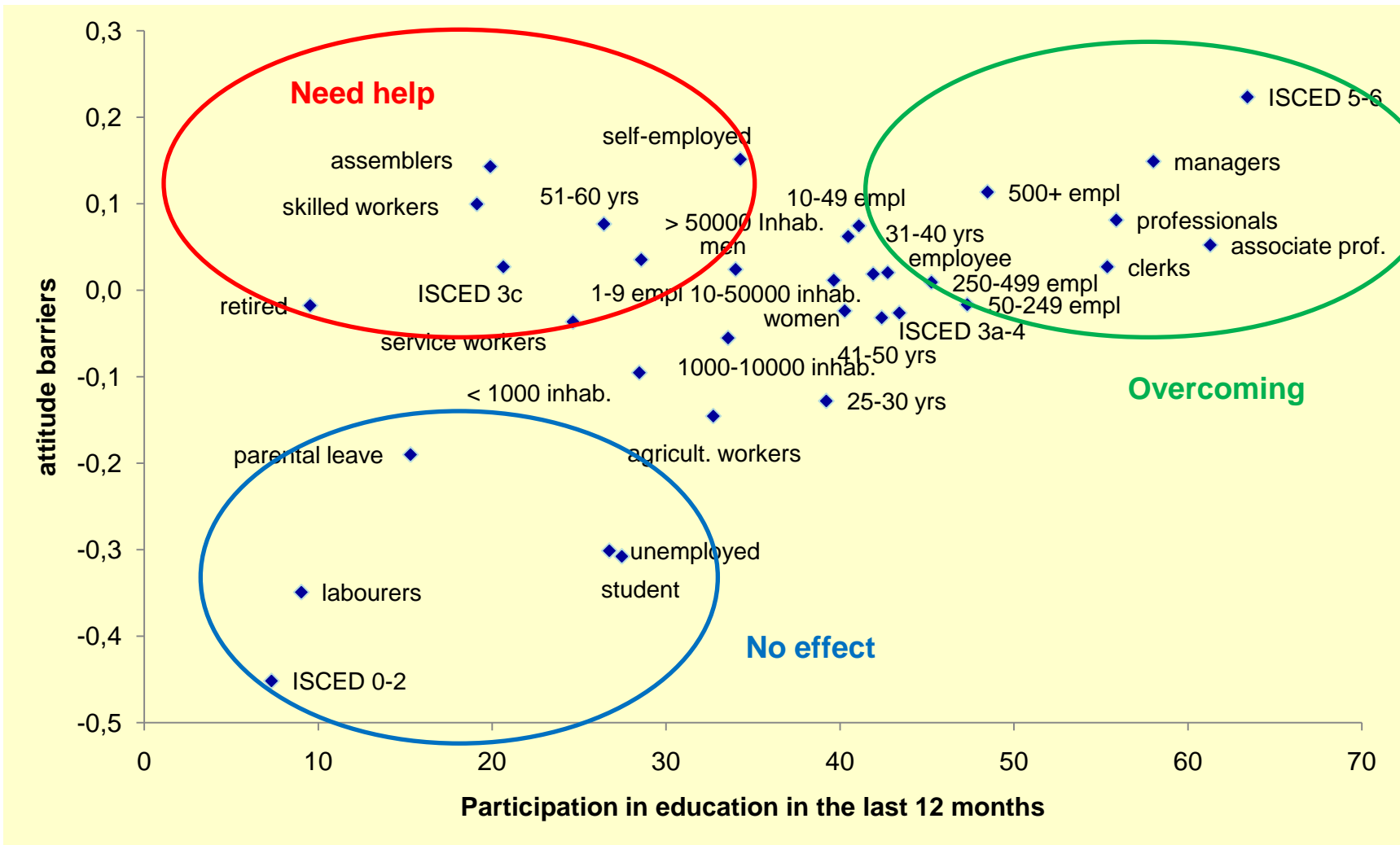
13 External barriers

Lack of time	0,486
Does not have money	0,793
Problems with commuting	0,587



Attitude barriers

No use	0,365
Qualification is sufficient	0,994



Groups with low participation

Group	Most important barriers	Preferred tools for overcoming them
Unemployed	<ul style="list-style-type: none"> •Lack of money •Lack of information 	<ul style="list-style-type: none"> • Free courses • Transport contribution • Better availability of education opportunities
Low-qualified	<ul style="list-style-type: none"> •Lack of money •See no use of education •Dissatisfaction with form and content 	<ul style="list-style-type: none"> • Possibility of take-off for education • Paid leave for education • Tailor-made courses
People on parental leave	<ul style="list-style-type: none"> •Lack of money •Lack of information •Commuting problems 	<ul style="list-style-type: none"> • Household services • E-learning • Better arrangement of learning opportunities in the Internet • Guidance and counselling services
People aged 50+	<ul style="list-style-type: none"> •See no use of education •Their education is sufficient 	<ul style="list-style-type: none"> •Tailor-made courses
Self employed	<ul style="list-style-type: none"> •Lack of time •See no use of education •Their education is sufficient 	<ul style="list-style-type: none"> • Tailor-made courses • E-learning • Better arrangement of learning opportunities in the Internet

Conclusions

- The situation in the CR is characterised by low participation in continuing education which is a danger not only for disadvantaged groups but also for large groups people with medium qualification and income
- Different combination of factors is typical for individual social groups – policy measures must respect specificities if they are to be effective
- Factor analysis identified 3 groups of barriers that people are facing:
 - supply, - external, - attitude.
- The factor analysis in combination with participation characteristics helps to reveal the right policy measures tailor-made for individual social groups
- Special measures for social groups they need help; some support for people that try to overcome barriers (the results could be probably the most effective ones); activation measures for people that have given-up (large group of people)



17 LLL Strategy till 2015 - Solutions?

Increasing participation in CVET through supporting investment in CVET :
a) individuals (e.g. tax incentives, direct financial support or co-funding schemes, vouchers) and b) employers (tax allowances); c) increasing job seekers' motivation for participation in retraining (benefits during retraining).

Recognition of various educational paths to qualification - Implementation of the NQF (role of Sector councils); Interlinking retraining with the NQF; Developing institutional framework for validation of CVET results; Information campaign.

Information support for matching educational provision with labour market needs – a) provision and dissemination of information on the current and future demand for occupations and qualifications at the LM (expertise, methodologies, information provision); b) Improving the system of CVET monitoring (collecting and processing information, definition of relevant indicators).

Developing CVET provision in line with the client needs and ensuring its accessibility – **a)** Develop an expertise centre for teaching methods innovations; **b)** Development of methodology for disadvantaged groups training, support for their training including coverage of additional costs (e.g. care for dependent family members, assistance services, etc.); **c)** Support for the development of adults key competencies especially ICT, foreign languages and civic education (financial and organisational support, involvement of the media, libraries).

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18 LLL Strategy till 2015 - Solutions?

Increasing the standards of staff training in companies - Developing a databank of good practice examples; Support for the development of HRD systems in companies, support for employers networking in order to ensure staff training; Strengthening cooperation between labour offices and employers.

Increasing the quality of CVET – a) Developing standards for lecturers and trainers; b) Pilot testing of a self-evaluation system supporting CVET providers; c) Development of qualification and evaluation standards as the basic criterion for assessing the CVET outcomes.

Development of an information and counselling system – a) Enhancing the quality of services operated by labour offices; b) Expanding the capacity of services for adults in schools including the counselling methodology development and counsellors training; c) Interconnecting of individual parts of counselling system including various information sources; Ensuring accessibility for all.

WHAT IS THE REALITY:

- some measures started but their finalisation is endangered
- implementation of any tax incentives is not possible because of budgetary constrains

WE HOPE THE SITUATION WILL IMPROVE

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THANK YOU FOR YOUR ATTENTION

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