


# Continuing vocational education and training

Detailed analyses

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## 0501 INTRODUCTION TO CONTINUING VOCATIONAL EDUCATION AND TRAINING (INCL. STATISTICS)

Since the 1990s continuing vocational education and training (CVET) has been undergoing major transformation in relation to the shift from central planning to market economy. CVET represents the most important part of adult education.

**Adult education** is usually divided into three basic parts (see for instance National Programme for Development of Education in the Czech Republic, the so called White Paper, *Národní program vzdělávání v České republice – Bílá kniha*, see 060102 under the detailed thematic analysis of the Training of VET Teachers and Trainers):

- education provided within the formal education and training system, leading to a qualification, i.e. formal adult education. It is provided in all types of state and non-state secondary schools (*střední školy*), tertiary professional schools (*vyšší odborné školy – VOŠ*), conservatories (*konzervatoře*) and higher education institutions (*vysoké školy – VŠ*),
- continuing vocational education and training (*další profesní vzdělávání*) that is further structured into
  - statutory training (*normativní vzdělávání*) governed by specific laws or decrees, the training must be undertaken as a precondition for specific professions/activities practicing (see also 0504, last paragraph),
  - training focused on development of knowledge, abilities and approaches that are necessary for job practicing,
  - retraining,
- other education that consists especially of
  - hobby education, including education for seniors, that contributes to personality cultivation and satisfied personal interests in the connection with leisure time activities
  - civic education ensuring socialization forming and civic value orientation.

Adult education is focused on very diversified **target groups** (e.g. employees of companies and other institutions, unemployed and applicants for employment, citizens in general), who differ by educational level, labour market position, profession, age, their motives for learning, etc. Adult education is offered by wide spectrum of public, private, clerical institutions and by independent lecturers and trainers. Subjects taught in educational programmes and courses vary widely and different methods of teaching and learning are used. The **costs of adult education** are covered from various public and private resources, in relation with the type of adult education. Formal education is financed by public funds, public funds together with enterprises' funds covered costs of CVET. Other types of education are financed usually from individual sources of the participants, in some cases courses are co-financed by public funds (state, regional, local), as well.

Results of international surveys show that adult education in the ČR is not developed sufficiently. The **main shortcomings embarrassing the proper development of adult education** are seen especially in the

- absence of legal framework specifying the

- competences and responsibilities of the most important actors - the state, employers, trade unions, professional bodies, regions and communities,
  - rules for financing the main areas of adult education,
  - mechanisms especially for quality assurance, accreditation, certification
- lack of a complex system of state financial and non-financial incentives that should effectively stimulate adult education,
  - absence of institutions and mechanisms supporting systematic development of adult education ensuring proper quality of adult education, up-to-date and complex information on educational possibilities, recognition of the outcomes of continuing education.

These weaknesses of adult education had been identified already in 2001. (Source: White Paper, 2001.) Since then only partial steps have been taken, described in part 050102.

The most extensive part of adult education is CVET and in this frame education provided by employers. There are some enterprises and sectors (financial intermediation, car industry, electricity, transport, etc.) with sophisticated systems for human resources development, however, especially in small enterprises, the provided education is insufficient (see statistics in 0504, table 1).

It is particularly the education of adults in schools that has a long tradition in the ČR and that experienced a major development, primarily in the 2<sup>nd</sup> half of the 1990s. In legislative terms of 2006 this education is part of initial education (see 050101). As the CVET of adults is described in the following chapters, this part will only describe the basic features of the initial education of adults.

### **Adult education leading to a formal qualification (initial adult education)**

Adults can study at schools on a full-time or part-time basis. In secondary education the part-time basis includes “*večerní*” education (afternoon and evening classes several days a week totalling 10-18 lessons a week), “*dálkové*” education (self-study plus some 200-220 consultation hours in one school year), “*distanční*” education (managed self-study with tutor and multimedia support, including e-learning) and “*kombinované*” education (combination of distance learning and physical attendance – so-called “blended learning”) a combination of full-time education and one of the part-time forms). The length of part-time education may exceed the length of full-time programmes by a maximum of one year. Full-time adult education is rare, mainly because it requires regular school attendance which is incompatible with regular employment. The state covers health and social insurance for individuals only up to 26 years of age. Older learners must pay for these themselves. Adults therefore normally opt for part-time programmes. The content of the programmes and the completion requirements are the same in all forms of study. Graduates obtain identical certificates, diplomas and titles within the level of education acquired. The initial education of adults at secondary and tertiary professional schools and conservatories is governed by the Schools Act (*Školský zákon*) – Act no.561/2004. Their education at higher education institutions (*vysoké školy – VŠ*) is subject to the Higher Education Act (*Vysokoškolský zákon*) – Act no.111/1998, as amended.

Part-time initial education of adults is provided both by **public and private institutions**. Except for VOŠ, a larger proportion of adult education is provided by public schools. In 2004, the proportion of adults studying at public VŠ was 84%.. For public secondary vocational schools (*střední odborná učiliště - SOU*), public secondary technical schools (*střední odborné*

školy - SOŠ) and public VOŠ the proportion was 71%, 52% and 47% accordingly. (Source: Statistical Yearbook on Education 2004/05. ÚIV.)

Not all schools which provide full-time programmes also provide part-time education. In 2004 part-time programmes were provided by some 35% of secondary schools, 65% of VŠ and 39% of VOŠ. Compared to full-time programmes, the range of subject areas, where part-time programmes are delivered, is not so wide.

Table 1: The structure of learners in part-time programmes

	1990/91		1995/96		2000/01		2004/05	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	proportion
SOŠ and SOU	50 515	72.9	41 176	68.4	28 757	43.0	35 193	34.0
VOŠ and VŠ	18 813	27.1	19 002	31.6	38 120	57.0	68 300	66.0
Total	69 328	100.0	60 178	100.0	66 877	100.0	103 493	100.0

Source: Statistical Yearbooks on Education 1990/91, 1995/96, 2000/01, 2004/05. ÚIV.

In the period under review there was a decrease in the proportion of adults studying for secondary qualifications (73% vs. 34%) and an increase in the proportion of those studying for tertiary qualifications (27% vs. 66%).

Table 2: Adult participation in education (within the last four weeks before the survey), 2004

<i>According to age</i>						
	15-24	25-34	35-49	50-64	25-64	<b>15-64</b>
Participation in formal education (%)	60,7	4,6	0,7	0,2	1,6	<b>12,9</b>
Participation in non-formal education (%)	7,5	6,3	5,7	2,9	4,9	<b>5,4</b>

<i>According to gender</i>				
age group	25-64		<b>15-64</b>	
	male	female	male	female
Participation in formal education (%)	1,6	1,6	13,0	12,9
Participation in non-formal education (%)	4,6	5,2	4,9	5,9

<i>According to education level (ISCED)*</i>						
age group	25-64			<b>15-64</b>		
	low	medium	high	low	medium	high
Participation in formal education (%)	0,1	1,5	3,6	44,6	6,2	4,7
Participation in non-formal education (%)	0,4	3,8	16,2	4,1	4,2	16,2

Source: Czech statistical office (ČSÚ), VŠPS (Labour Force Survey), 2004; data of other years are not available.

Note: \* Education levels explanation: „low“ = ISCED 0, 1, 2,

„medium” = ISCED 3, 4,  
„high“ = ISCED 5, 6.

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. 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. At VŠ, the continuous evaluation of the quality of education is carried out by the accreditation commission which, based on shortcomings identified, might propose to the MŠMT the restriction, suspension or withdrawal of the accreditation. Apart from continuous external evaluation all schools conduct internal evaluation of their quality. Its results are published in their annual reports.

There are comprehensive opportunities for adults to access to initial education. Apart from the individual benefits, i.e. enhancing and updating qualifications, the efficient use of the material and human resources of schools are ensured, too. Identical study programmes and completion requirements should guarantee comparability among graduates of all forms of study in terms of the theoretical and practical knowledge and skills acquired. 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.

Admission requirements are the same for all forms of study (full-time and part-time) and they are stipulated in the relevant legislation – Schools Act (*Školský zákon*) and Higher Education Act (*Vysokoškolský zákon*). Schools can set additional admission requirements for various levels of education. There is normally an entrance examination to test compliance with the requirements.

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, together with the limited capacity of VŠ, are the main causes of the low success rate of adults applying for admission to higher education. In 2004 only 49% of those undergoing admission proceedings for distance and combined studies at VŠ were successful.

## **050101 National definitions and boundaries**

Until 2006 there was no official, legal definition of continuing education and training. The definition appeared in different documents focused on the education development.

- The Human Resources Development Strategy for the Czech Republic (*Strategie rozvoje lidských zdrojů pro Českou republiku*) ([http://www.nvf.cz/rozvoj\\_lz/dokumenty/strategie2003.pdf](http://www.nvf.cz/rozvoj_lz/dokumenty/strategie2003.pdf)) defines CVET as a “wide

range of educational activities which complement, expand and update school education in line with the practical needs of individuals and the organisations employing them.” (p.25).

- The Long-Term Plan for Education and Development of the Education System in the ČR (*Dlouhodobý záměr vzdělávání a rozvoje vzdělávací soustavy České republiky - DZ*) – the so-called National Programme for Education ([http://www.msmt.cz/files/pdf/JTDlouhodobyzamer05\\_appx.pdf](http://www.msmt.cz/files/pdf/JTDlouhodobyzamer05_appx.pdf)) defines CVET as a “whole range of educational activities following on from initial education and complementing and expanding it in line with the needs of individuals and employers. (p.49).
- The monolingual dictionary Human Resources Strategy and Development (*Strategie a rozvoj lidských zdrojů*) (<http://www.topregion.cz/index.jsp?articleId=1919>) defines CVET as an “educational process focused on the provision of education after achieving a level of school education”. CVET is divided into professional education, civic education and education as part of leisure activities.

According to all these definitions CVET is not part of initial/school education. A similar concept is followed in the law on verification and recognition of the outcomes of continuing education (*Zákon o ověřování a uznávání výsledků dalšího vzdělávání*) – law no. 179/2006. The section of the law containing the definition is effective since May 2006, the other sections will enter into force on 1 August 2007.

- The law on verification and recognition of the outcomes of continuing education (no. 179/2006) defines CVET as “educational activities which do not fall within initial education”, while initial education is defined as education provided by kindergartens (*mateřské školy*), basic schools (*základní školy – ZŠ*), secondary schools (*střední školy*), conservatories (*konzervatoře*), tertiary professional schools (*vyšší odborné školy – VOŠ*) and higher education institutions (*vysoké školy – VŠ*) or their parts.

This means that CVET is defined in institutional terms where the provider is the decisive factor and neither the age of the learner nor the form of education (full-time, part-time) are taken into account. However, the institutional aspect is not always applied – there is another aspect – that of the educational programme. Various short-term courses provided by schools that do not lead to a recognised level of education are also considered to be CVET (see 0502), for instance the ICT courses, foreign language courses, work with wood, etc. The output of this type of education is, in most cases, a certificate of course completion issued by the relevant institution.

One of the CVET strengths is the diversity of educational opportunities. The existing liberal legislation provides for the provision to be expanded further and, consequently, for competition to grow. The main weaknesses include the low rate of the population’s participation in CVET, missing legislation fostering CVET as a system, insufficient financial and non-financial support, the questionable quality of some courses, and the non-existence of a coherent information system about the programmes on offer (see also 050102).

## **050102 Development of adult learning**

The training of specific professions (physicians, teachers, electricians, welders, drivers, etc.) enjoys a long tradition in the ČR. It is governed by the relevant decrees and, in some cases, linked to the career system within the relevant profession (see 0504, paragraph on “The



specific training of employees in various industries and profession”). In the 1990s the market forces prompted the establishment of a number of training organisations the quality of which was not tested by any means. There is no single piece of legislation on continuing education and training, only various CVET components are governed by different laws. For example, the retraining of job seekers is subject to the law no. 435/2004 on employment (*Zákon o zaměstnanosti*), the CVET provided by schools is fostered by the Schools Act (*Školský zákon*), and lifelong learning provided by higher education institutions (*vysoké školy – VŠ*) is regulated by the Higher Education Act (*Vysokoškolský zákon*).

The **priorities of CVET development** are set out in major strategic documents:

- The National Programme for the Development of Education in the Czech Republic – the so-called White Paper (*Národní program vzdělávání v České republice – Bílá kniha*) identifies problems in CVET and formulates recommendations for its improvement (establishment of a legal framework, introduction of a system of financial and non-financial incentives, creation of mechanisms for a systemic development of adult education).
- The Human Resources Development Strategy for the Czech Republic (*Strategie rozvoje lidských zdrojů pro Českou republiku*), adopted by the government in 2003, also sets out the main lines of development and recommendations for CVET (clarification of responsibilities for various components of CVET in legal terms, clarification of the funding rules, introduction of financial and non-financial incentives, introduction of mechanisms for the certification of trainers, programmes and educational institutions, establishment of a network of counselling and information centres and databases of providers).
- The ČR’s National Reform Programme for 2005-2008 (*Národní program reformy ČR 2005-2008*) - in line with the Long-Term Plan for Education and Development of the Education System in the ČR (*Dlouhodobý záměr vzdělávání a rozvoje vzdělávací soustavy České republiky - DZ*) – places emphasis on (a) effective development of lifelong learning accessible for all groups of the population, (b) the links between initial and continuing education, (c) the need for completion of the National Qualifications System (*Národní soustava kvalifikací*), which is considered to be the foundation for enhancing quality, accessibility and recognition of qualifications in the labour market. Moreover, the programme envisages (d) support for the CVET provided by schools, (e) the development of the continuing training of teachers, (f) transferability between various levels of tertiary education (making it accessible at any age), (g) the development of combined and distance studies, (h) the design of multi-media learning aids and (i) the application of e-learning.
- CVET is also the subject of various policy papers on employment and social development. These include National Employment Action Plans (*Národní akční plány zaměstnanosti - NAPZ*), the National Action Plan for Social Inclusion for 2004 – 2006 (*Národní akční plán sociálního začleňování na roky 2004 – 2006*), the National Plan for Preparation for Ageing for 2003 – 2007 (*Národní program přípravy na stárnutí na období 2003 – 2007*), the National Programme for Support for and Integration of Disabled Citizens for 2006-2009 (*Národní program podpory a integrace občanů se zdravotním postižením na období 2006-2009*), the State ICT Policy – e-Česko 2006 (*Státní informační a komunikační politika – e-Česko 2006*).

However, the measures proposed in these documents are only slowly being implemented, and their implementation is often incomplete. A faster development should be ensured, among other things, by the activities of the Government Council for Human Resources Development

(*Rada vlády pro rozvoj lidských zdrojů*) which was set up in 2003 as a standing advisory body to the government with initiating and co-ordinating functions in the area of strategic management of HRD including adult education. Development of continuing education is influenced by the following **legal amendments**.

- In 1998 legislation was enacted (law no. 111/1998 – *Vysokoškolský zákon*) giving VŠ an opportunity to provide so-called lifelong learning programmes. This gave a green light to a further expansion of CVET the quality of which is guaranteed by the quality of university teachers.
- The new Schools Act (law no. 561/2004 – *Školský zákon*) effective from 1 January 2005 makes it possible for adults to acquire a partial qualification by passing a single examination in final examinations at SOU or in the “*maturita*” examination. The individual obtains a certificate of the single examination, which, however, does not constitute a full qualification (level of education). A full qualification can be acquired without prior education in secondary or tertiary professional school based on passing examinations in all subjects for all years, and the final or “*maturita*” examination. It is obvious that the requirements for acquiring a full qualification are set so that, virtually, they cannot be met without a long period of self-study or without undergoing the entire programme (be it full-time or part-time). Moreover, the law makes it possible for those who have secondary education with “*maturita*” to get a second “*maturita*” certificate or a vocational certificate (*výuční list*) based on so-called shortened studies lasting 1 to 1.5 years. Neither of the opportunities is being made use of in view of the short validity of the law (effective from 1 January 2005) and the related lack of preparedness on the part of individuals and schools.
- On 1 August 2007 (see 050101, paragraph 6) key parts of the Act no. 179/2006 on Verification and Recognition of the Outcomes of CVET (*Zákon o ověřování a uznávání výsledků dalšího vzdělávání*) will become effective. The law creates a framework for the recognition of qualifications acquired through non-formal and informal learning. It provides for the acquisition of a certificate of partial qualification(s) and for the requirements for a full qualification. 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 (level of education) upon passing a final examination (at SOU), “*maturita*” (at SOŠ) or “*absolutorium*” (at VOŠ). This is a shift compared to the existing legislation, which requires that examinations should be passed in all subjects for all years (see above). The actual use of the opportunities given by the law will depend on whether certain preconditions are established before the relevant date – i.e. the development of a national qualifications system (full and partial), qualification and evaluation standards, and authorisation of institutions/individuals who will evaluate the professional competence of the applicants. Another question is the extent to which the labour market will respect the certificate of a partial qualification.

Thanks to the Operational Programme – Human Resources Development (*Operační program Rozvoj lidských zdrojů* – OP RLZ) and Joint Regional Operational Programme (*Společný regionální operační program* – SROP), which are co-funded from the European Structural Funds, **public financial support** for the development of the CVET system has been increasing. Projects are being implemented as part of the programmes focusing on:

- enhancing participation of job seekers, job applicants and other persons in retraining (see also 050301);

- promoting the access of various target groups to CVET – this concerns both individuals and companies;
- increasing the involvement of secondary schools and tertiary professional schools in the provision of CVET;
- establishing the necessary conditions for implementation of the law on recognition of CVET outcomes (see above) and for evaluating this process;
- creation of CVET centres (see 5010503, paragraph 2) in regions;
- creation of Environmental Education Centres in regions;
- boosting the supply of CVET programmes provided by schools and private providers and to increase their quality.

### **Role of social partners**

Social partners have only been involved in CVET for a short time. There are three most important institutions: the Confederation of Industry of the Czech Republic (*Svaz průmyslu a dopravy ČR - SPD*), the Economic Chamber of the Czech Republic (*Hospodářská komora ČR*) and the Czech-Moravian Confederation of Trade Unions (*Českomoravská konfederace odborových svazů - ČMKOS*). They are actively involved in the development and evaluation of key documents concerned with CVET. However, their role is limited to a consulting one, as they have no decision-making and executive powers. Collective agreements concluded at the company level and at higher levels are focused especially on wages and other work-related requirements and normally do not contain provisions on the CVET of employees with the exception of collective agreements of large, namely multinational companies. The ČMKOS is making some efforts to amend legal regulation so that both companies and individuals are more stimulated to take part in CVET.

### **Basic skills training**

Individuals who left the education system without basic literacy and numeracy - i.e. they failed to complete all nine years of basic school (*základní škola - ZŠ*) - can complete their basic education by means of courses provided by ZŠ, remedial schools (*zvláštní školy*) and auxiliary schools (*pomocné školy*). The number of participants in these courses is very low and has declined in the last five years. In 2000 there were 1 727 participants, in 2004 only 535. (Source: Statistical Yearbooks on Education 2000/01, 2004/05. ÚIV.) Nonetheless, this opportunity is very important as full basic education is a prerequisite for acquiring a vocational qualification.

Adults acquire ICT literacy in various manners. Courses focusing on these skills are provided by enterprises as part of in-service training, by various commercial institutions and they are also part of retraining. ICT literacy has also been supported, since 2003, by the National Programme for ICT Literacy (*Národní program počítačové gramotnosti - NPPG*) initiated by the Ministry of Informatics (*Ministerstvo informatiky – MI*). Those interested may take part in two-hour courses focusing on specific components of ICT literacy for a symbolic price. (See 0502, paragraph 6). All educational institutions (including libraries) should be connected to the Internet by the end of 2006.

## **050103 Evaluation**

Evaluation of the quality of CVET is not fostered by any legal regulation, there is no national or regional organisation which would carry out such evaluation and nor are there uniform quality standards. There are only isolated evaluation activities.

Evaluation of in-service training of employees is entirely within the purview of the enterprises. According to a survey conducted by the National Observatory of Employment and Training (*Národní observatoř zaměstnanosti a vzdělávání – NOZV*) in 2005, only 65% of companies monitor the quality of the training provided. The outcomes/benefits of the training of employees are assessed by 80% of companies (mostly by the trainees' managers), and in some cases there is evaluation carried out by the trainees themselves.

As part of the accreditation process, retraining is evaluated by the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy - MŠMT*). Employment Services Administration, responsible for the operations of labour offices, monitors the success rate of retraining by analysing the proportion of graduates employed after completing the given course. It is up to labour offices to monitor and evaluate the quality of retraining courses. There are no methodological guidelines to this effect that would be binding for all labour offices.

Quality of statutory training (*normativní vzdělávání*) (see 0501, paragraph 3, and 0504, paragraph 5) is assured by the accreditation issued by the individual ministries. For instance the educational programmes for public administration workers are accredited by the Ministry of Interior (*Ministerstvo vnitra*), the Ministry of Health (*Ministerstvo zdravotnictví*) accredits educational programmes for medical professions performance.

As regards commercial CVET the market is assumed to be the decisive force and it is expected that competition will force providers to ensure their quality if they want to stay in the market. Apart from the above, there are systems for the evaluation of CVET services focusing on:

- evaluation of training providers,
- testing and evaluation of learning outcomes.

This evaluation normally takes the form of certification. The following forms of certification are used in the ČR:

- ISO 9000 – the certificate is awarded by a certification body accredited by the Czech Institute for Accreditation (*Český institut pro akreditaci*) based on the ISO 9000 standard (*ČSN ISO 9001/2000*),
- Q FOR – the certificate is awarded by the DAHA agency based on the evaluation of the response of the clients of training and consultancy organisations. Ten aspects of the training are evaluated. An expert commission reviews the evaluation results for their credibility. A total of 15 institutions have received the certificate so far.
- OCIVD – branch-based certification of adult education providers designed for small providers. The principles and requirements of the certification scheme are based on *ČSN ISO 9001/2000* standard. The process is carried out by the certification department of the Banking Institute / College of Banking (*Bankovní institut vysoká škola, a.s.*).
- Association of Institutions of Adult Education (*Asociace institucí vzdělávání dospělých - AIVD*) functions in co-operation with higher education institutions (*vysoké školy – VŠ*) as the professional guarantee of certification of adult education lecturers and education managers
- Certification of management trainers, lecturers and consultants is carried out by the certification body of the Association of Management Trainers and Consultants (*Asociace trenérů a konzultantů managementu - ATKM*). The certification rules and procedures are in line with the general criteria of European standard *ČSN EN 45 013*.

- IES International Education Society awards certificates to training organisations and programmes based on an evaluation carried out by an expert commission.

Certification may be pursued by training and consultancy organisations, individuals and schools. CVET provided by schools is normally evaluated as part of their self-evaluation and the results are included in annual reports.

## **050104 Planning and forecasting**

There is currently no system for the planning of CVET at national and sectoral levels, nor is there a system for identification of training needs. Forecasting of future skills needs in the labour market is set out in government papers as one of the priorities – e.g. the Human Resources Development Strategy (*Strategie rozvoje lidských zdrojů*), the Long-Term Plan for Education and Development of the Education System in the ČR (*Dlouhodobý záměr vzdělávání a rozvoje vzdělávací soustavy České republiky – DZ*), the National Employment Action Plan (*Národní akční plán zaměstnanosti - NAPZ*), but there are still only isolated activities which are not interlinked and their results do not constitute a regular source of information for those involved. In 2001 a quantitative and qualitative methodology for forecasting skills needs was developed as part of a Leonardo da Vinci project, which has been further elaborated on as part of projects supported by the Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí – MPSV*). A proposal was designed for MPSV in 2003 for the establishment of a permanent system for skills needs forecasting. Based on a systemic approach an environment should be created for regular prognostic work which would be independent of the approval of isolated projects.

The attention paid to these issues has increased since the ČR's accession to the EU. As part of the preparation of documents for the 2007-2013 period MPSV issued terms of reference for eleven studies focused on anticipated changes in employment and qualification requirements in various sectors. The ČR is also involved in the SkillsNet activities.

At regional level regional HRD councils (*regionální rady pro rozvoj lidských zdrojů*) in some regions have initiated the development of studies on future employment in their administrative areas. The existing skills shortages are being identified by labour offices in various regions based on the distribution of vacancies.

At company level mainly the large companies with foreign capital are concerned with the forecasting of skills needs.

## **050105 Alternatives modes of delivery**

CVET providers develop innovative approaches for education to satisfy the individual needs of further education applicants. General alternatives modes of delivery are following:

- reducing the number of participants in individual courses,
- deepening of the course specialization,
- more flexible provision in terms of time (weekends, evenings),
- awareness on education opportunities through individual providers web sites

### **05010501 Open and distance learning**

Distance education (*distanční vzdělávání* – DiV) is defined in the Schools Act (*Školský zákon*) as an independent learning process using primarily or entirely information technologies, which may be combined with individual consultations. In the process of developing DiV system in the ČR European experience is drawn upon as well as experience gained from various international programmes. The DiV system is not envisaged as a centralist system with one managing institution of the “open university” type. Rather, it should be a network of co-operating entities accessible for all those involved in this form of education. 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 HE institutions (*vysoké školy* – VŠ) and other educational establishments. The NCDiV provides information about and co-ordinates the use of modern technologies in education. It also focuses on the training of teachers who did not acquire the relevant skills as part of their initial education.

In 1996 -1999 the ČR was involved in a Phare programme entitled "Multi-country Co-operation in Distance Education". As part of the programme a foundation for a nationwide network of distance education centres was laid. The centres have facilities connected to the Internet and a library with theoretical publications about distance learning techniques and examples of distance learning programmes both in the ČR and abroad. They operate at several VŠ (e.g. the Centre for Distance Education and Guidance at the Brno University of Technology, Centre of Continuing Education at the Technical University of Liberec, Centre for Distance Education at Palacký University in Olomouc, Regional Centre for Lifelong Learning at the University of Mining – Technical University in Ostrava) and offer methodological and technical assistance for authors, tutors, evaluators and organisers involved in DiV. Besides, they organise DiV in practice. In general, the provision of DiV is yet not very extensive in the ČR.

This fact is related to several factors:

- A conservative attitude on the part of providers. Distance learning requires a very different pedagogical approach. So far there are only a few teachers who have the theoretical and practical competencies to implement it.
- A conservative attitude on the part of learners. There is no tradition of this type of education in the ČR. It requires extensive preparation in terms of information and marketing, and support for a change in the thinking of potential participants.
- High costs of preparation – insufficient financial and human resources.

#### **Distance education at secondary and tertiary professional schools:**

Distance education at secondary and tertiary professional levels is fostered by Law 561/2004 (Schools Act), effective from 1 January 2005. Earlier legal regulations provided for so-called “external education”. Schools that wish to transform external education into distance education must re-accredit it 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 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 level (*vyšší odborné školy* – ISCED 5B) has so far only been piloted in some schools.

### **Distance education at higher education institutions:**

According to the database of distance and combined study programmes (for the academic year 2005/06), which is maintained by the National Centre for Distance Education, combined courses predominate. However, some HE institutions also offer one or more distance courses where the participation of the student in direct instruction is minimal or none. The courses are often implemented with the support of e-learning. These are mostly short (1-2 semesters) lifelong courses for students or graduates of HE institutions. They are also open for the general public. The objective of the courses is to complement or update a vocational qualification. Institutions issue certificates of course completion. In single cases it is possible to complete a bachelor or master programme via distance learning. Distance programmes are mostly provided in technical fields and computing, in teacher training, management and language training.

### **05010502 E-learning**

The conditions for the development of e-learning are being set up as part of the State ICT Policy in Education (*Státní informační politika ve vzdělávání* – SIPVZ) for 2001–2006, which aims to ensure and enhance information literacy in schools and to implement ICT in education. The Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* – MŠMT) has the main responsibility for this activity, however, several ministries, i.e. the Ministry of Informatics (*Ministerstvo informatiky* – MI), the Ministry of Culture (*Ministerstvo kultury* – MK) and the Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí* – MPSV) are also involved. The SIPVZ comprises three projects aiming to (a) ensure information literacy on the part of pedagogical staff, (b) provide the relevant teaching programmes and information resources, and (c) equip schools with ICT facilities, workstations, LAN and Internet connection.

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 development of e-learning in the ČR is not being statistically monitored, nor has there been any nationwide survey chartering this area. It is therefore only possible to estimate the extent of e-learning based on an ad-hoc examination of websites. It is obvious that its development is to a large degree linked to the development of distance education. This form of education is most often implemented in higher education where the faculties of informatics or computer centres provide technical assistance to authors of on-line courses – e.g. Czech Technical University (*České vysoké učení technické* – ČVUT), the Institute for Distance Education at the Hradec Králové University (*Institut dalšího vzdělávání Univerzity Hradec Králové*). Some universities have independent centres for computer-assisted learning – e.g. the West-Bohemian University in Plzeň (*Západočeská univerzita Plzeň*), where this centre designs e-learning materials for distance education for the university faculties as well as for external customers, and carries out other related activities.

In order to support e-learning the Czech Efficient Learning Node (CELN) association was set up in 2002. Its members include, above all, schools at all levels and private companies. Various major ICT companies co-operate with the association (e.g. Intel, Microsoft, HP and Český Telecom). CELN supports the use of e-learning in adult education, in schools and in companies.

E-learning is used in in-service training at nearly all of the large companies. In some companies, educational portals are becoming the part of shared information portals.

E-learning courses are provided by various organisations via the Internet, in some cases even for free. These most frequently include language (mainly English) and IT courses, but also courses concerned with work safety, accountancy, management, etc. There is a database of e-learning courses - eLABYRINT ([www.elabyrinth.cz](http://www.elabyrinth.cz)) - which, in the early 2006, contained links to almost 190 courses supplied by 36 providers.

### ***05010503 New learning environments incl. learning organisations***

In recent years various **Internet portals** have been launched providing information about educational opportunities and institutions (e.g. [www.educity.cz](http://www.educity.cz);). Other portals are not specifically focused on CVET, but contain examples of successful CVET projects (e.g. [www.topregion.cz](http://www.topregion.cz)).

**Regional training centres** are under development within the Operational Programme – Human Resources Development (*Operační program Rozvoj lidských zdrojů – OP RLZ*) and Joint Regional Operational Programme (*Společný regionální operační program – SRP*). 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. The European Social Fund (ESF) also supports the creation of environmental education centres (*ekologická vzdělávací centra*) providing courses for environmental activists, members of various non-government organisations and the general public.

The concept of a **learning organisation** is not widely implemented in the ČR. It is usually projects co-funded from national and EU resources that implement the principles of a learning organisation in various companies.

There are activities in the ČR leading to the acquisition of the **Investors in People (IIP)** standard. This scheme was piloted in the late 2004 and the beginning of 2005 when five national advisors were trained and ten organisations received the certificate. As part of the OP RLZ, support will continue to be provided for the introduction of the IIP standard in 2006. Organisations will have an opportunity to get a subsidy up to 80% of the cost of the services package (guidance, input analysis, survey via questionnaires, final evaluation) designed to facilitate the standard acquisition.

### **Educational leave**

Educational leave is only embedded in the legislation concerning academics (teachers) at HE institutions (*vysoké školy – VŠ*). The Higher Education Act (*Vysokoškolský zákon*) stipulates that an academic, at his/her request, may be granted for an educational leave of six months once in seven years, provided that this does not cause serious obstacles to the fulfilment of the VŠ's educational objectives. During the educational leave the academic is entitled to his/her salary. There are no statistics on the use of educational leave.

If an employee studies for a qualification at a secondary school, tertiary professional school or an VŠ, the Labour Code (*Zákoník práce*) does not oblige the employer to grant to the



employee any support in terms of time off and wage/salary. The employer can grant such support if the training is focused on enhancing the individual's qualification in line with the employment contract. The employer may conclude an agreement with the employee which specifies the obligations of the employer and the employee during the training. The employer undertakes to grant the time off work (paid or non-paid) to the employee, and the employee undertakes to remain in the employment at least for a specified period of time (a maximum of five years) – or to cover the training costs – even if he/she terminates the employment before the training is completed. The Labour Code (*Zákoník práce*) determines the content of the agreement; further provisions may be further elaborated on in a collective agreement or in internal regulations.

If the employer is not willing to grant the employee time off work, the employee may study while in employment, but must fulfil his/her training obligations during his/her statutory holidays. It still might constitute a problem that, according to the Labour Code (*Zákoník práce*), the timing of holidays is set by the employer who need not agree on a particular time when the employee is supposed to meet his/her training duties.

#### ***05010504 Flexibilisation and differentiation***

There are no specific measures in the ČR supporting flexibilisation and differentiation of CVET.

## 0502 PUBLICLY PROMOTED CVET FOR ALL

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. An overview of this education is in part 0501. In addition to initial education **schools may also provide continuing education and training** (*další vzdělávání* – DV) and -lifelong learning (*celoživotní vzdělávání* – CV) (see 050101).

As DV in secondary vocational schools (*střední odborná učiliště* – SOU), secondary technical schools (*střední odborné školy* – SOŠ) and in tertiary professional schools (*vyšší odborné školy* – VOŠ) and CV in higher education institutions (*vysoké školy* – VŠ) are provided in the relevant institution's facilities the operations of which are covered from public resources, it may also be included in publicly promoted education, although it is mostly provided for a payment.

- SOU, SOŠ and 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. The courses do not lead to the acquisition of a secondary or tertiary professional qualification (level of education). The certificate of completion of the relevant course is awarded.
- VŠ may provide CV for free or for a payment. They may be studied for professional reasons or just as part of leisure. The programmes do not lead to the acquisition of a tertiary qualification – graduates obtain a certificate of completion of the relevant lifelong learning programme. Detailed requirements are set by internal regulations of each VŠ. In the framework of lifelong learning VŠ may also offer accredited study programmes identical to those offered in a full-time or combined form of study. Some VŠ make it possible for learners of these programmes to transfer to regular programmes and achieve a tertiary qualification. For this purpose VŠ may recognise up to 60% of the credits gained in a lifelong learning programme. Some VŠ also offer educational programmes in the frame of so-called Third Age University (*Universita třetího věku*) which are designed for all, particularly retired persons.

Vocational education and training is supported by **public grant schemes** initiated at national, regional and local levels.

- At national level, schemes promoting computer literacy are currently being supported. In 2003 Ministry of Informatics (*Ministerstvo informatiky* – MI) launched the implementation of National Programme for ICT Literacy (*Národní program počítačové gramotnosti* – NPPG). Its objective is to facilitate the acquisition of basic computer and Internet skills particularly by elderly people and disadvantaged citizens. In 2005 two sub-programmes were designed. One is focused primarily on disabled citizens (“Handicap” – “*Handicap*”), the other one aims to teach citizens how to work with the public administration portal – i.e. to search for information in laws, resolve various life situations with the assistance of the Internet, to communicate with administrative bodies via e-signature and e-filing room, to file tax returns via the Internet, etc. (“Citizen, Civil Servant and Public Administration Portal” – „*Občan, úředník a portál veřejné správy*“). The courses are provided for a subsidised price (the subsidy makes up some 80% of the price and 20% is covered by the participant). According to the MI data most participants are older than 40 years. Course providers are selected based on a bidding process. Emphasis is placed on quality, regional

accessibility of the learning points and availability of the courses in afternoons and evenings throughout the year.

- Support for CVET at regional and local levels depends on the initiative of the relevant regional and local authorities, their financial situation and priorities. Support is usually given to culture and training centres, libraries and museums. The support takes various forms – not only finance, but also non-commercial lease of buildings, rooms or equipment for implementation of training activities.

## **050201 Target groups and provision**

- CVET is not focused on a specific group of the population - it is open for all those interested.
- The content and duration differ widely, ranging from lectures lasting several hours to longer courses or programmes. If they are provided by schools they are normally run by the school teachers. Programme provided by training and culture facilities are usually provided by external trainers for whom this may be a main or subsidiary business activity. Individual lectures are delivered by experts in the relevant areas regardless of their main employment.

In CVET it is not possible to get qualifications that are equal to those awarded in initial education. Adults may only get a recognised qualification within initial (full-time or part-time) adult education (see 0501, paragraph “Initial adult education”), or on the basis of passing the relevant examinations (see 50102, paragraph 8-9).

Graduates of longer courses normally get a certificate of participation in the course. It is usually issued based on attendance or on testing the knowledge and skills acquired. Tests are administered, for example, in language course, but their results serve more as information for the participant on his/her programmes and a criterion for progression to a higher level of training.

## **050202 Providers**

Providers of publicly promoted CVET include:

- secondary technical schools (*střední odborné školy – SOŠ*) and secondary vocational schools (*střední odborná učiliště – SOU*),
- tertiary professional schools (*vyšší odborné školy – VOŠ*),
- higher education institutions (*vysoké školy – VŠ*),
- basic art schools (*základní umělecké školy – ZUŠ*),
- regional culture and training centres (*regionální kulturní a vzdělávací centra*),
- training organisations and consultancies providing courses supported from public programmes or grants.

There are educational institutions in the ČR which specialise in adult education. These include, above all, private training organisations and, in some cases, private VŠ. Their activities are only exceptionally funded from public resources – if they get a grant from national or the EU funds.

## **050203 Access**

Participation in CVET is not conditional on meeting any entry requirements except the payment of the fee (if applicable). In language courses the applicants must normally sit a test in order to place them in courses corresponding to their existing level of language competency.

According to a survey carried out by the National Observatory of Employment and Training (*Národní observatoř zaměstnanosti a vzdělávání – NOZV*) in 2005, the most frequently stated reason for adults' non-participation in CVET is the lack of time (58% of respondents marked this answer out of five), the price (52%) and the fact that they consider their education to be sufficient (34%).

Adults who have children of pre-school age can place them in nurseries or kindergartens (depending on the age of the child) which provide full-time daily care. The fact that a parent is involved in CVET does not constitute a legal entitlement to the child's admission. Even though the network of these facilities (particularly kindergartens administered by local authorities) is quite dense in the ČR, there may be placement problems in some areas due to their insufficient capacity. Some parents may also see a problem in paying for the cost of this care, particularly in private establishments.

## **050204 Quality assurance**

The quality of CVET is guaranteed by the state in the case of accredited courses. Their quality is assessed by the Ministry of Education, Youth and Sports (*Ministerstvo školství mládeže a tělovýchovy – MŠMT*) during accreditation proceedings. If certain shortcomings are discovered, accreditation is not granted. The quality of the actual provision is not evaluated on a continuous basis – it is the subject of re-accreditation (accreditation is only awarded for a limited period of time). Accreditation is mandatory in the case of courses covered from public resources.

Evaluation of the quality of non-accredited courses is the responsibility of the providers and users – there are no quality standards and the quality is not assessed by any particular body or institution. The market is believed to be the decisive force, but as there is only a limited regional market, the quality differs widely and it is not always appropriate.

## 0503 TRAINING FOR UNEMPLOYED PEOPLE AND OTHERS AT RISK OF EXCLUSION IN THE LABOUR MARKET (INCL. STATISTICAL DATA)

Unemployed individuals registered at labour offices and others at risk of exclusion from the labour market are potential candidates for retraining. The responsibility for retraining is borne by the Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí – MPSV*). The provision of retraining is regulated by the law on employment no. 435/2004 and the related decree no. 519/2004 on the retraining of job seekers, job applicants and employees. Labour offices pay special attention to those groups of unemployed people facing difficulties to find a job (mainly school graduates, women re-entering the labour market, the long-term unemployed with low qualifications).

**The retraining of job seekers**, or other individuals, began to develop after 1990, in parallel with the formation of employment services. It is one of the instruments of an active employment policy.

**Data about retraining** are available on the MPSV websites at <http://portal.mpsv.cz/sz/stat>. They are structured according to target groups, age and educational attainment, type of retraining, its length, the length of unemployment prior to retraining and the time required to find employment after retraining.

The number of individuals undergoing retraining was between 12-18 thousand in 1993 – 1998. Since 1999 it has been rapidly increasing and in 2005 the number exceeded 46 thousand. However, in view of the growing number of the unemployed, the proportion of job seekers involved in retraining is only slightly increasing and currently reaches some 9% of registered job seekers.

Table 1: Registered job seekers placed in retraining courses

Year	Job seekers in retraining Total	Average number of job seekers Total	Proportion of job seekers in retraining
1992	17 590	163 253	10.80%
1995	13 454	155 571	8.65%
2000	33 331	469 967	7.09%
2005	46 772	514 310	9.09%

Source: MPSV – Analyses of employment and unemployment  
MPSV – Active employment policy in the ČR 1992 – 1997

MPSV – Statistical Yearbook on the Labour market in the ČR 2000

Retraining courses are not divided into general education courses and VET. Retraining courses are provided as specific (targeted) courses and non-specific courses (see Types of retraining course in 050301). Statistic data includes both type of courses.

Table 2: Distribution of retrained participants according to age

Year	2001		2005	
	Job seekers in retraining		Job seekers in retraining	
Age group	Number	Proportion in %	Number	Proportion in %
15 - 24	15 602	35.8	13 157	28.1
25-34	12 867	29.5	13 084	28.0
35-49	12 136	27.9	14 440	30.9
50 +	2 955	6.8	6 091	13.0

25 +	27 958	64.2	33 615	71.9
15 +	43 560	100.0	46 772	100.0

Source: MPSV – internet <http://portal.mpsv.cz/sz/stat>  
Own calculations

Statistical data show that a larger part of retraining is focused on the younger age groups. Most participants are usually in the age group up to 25 – these, to a large degree, include school graduates on various work placements to get the necessary practical experience. In this group the rate of success (finding employment within 12 months of the completion of retraining) is the highest – nearly 70%, while the average effectiveness of retraining is less than 40%. There is a growing proportion of women in retraining, but their effectiveness is lower (approx. 35%).

Table 3: Distribution of retrained participants according to gender, educational attainment level and target group

	2001		2005	
	Number	Proportion (%)	Number	Proportion (%)
Total	43 560	100.0	46 772	100.0
Females	25 000	57.4	28 042	60.0
education ISCED 0, 1, 2	5 928	13.6	6 068	13.0
education ISCED 3C	14 680	33.7	16 977	36.3
education ISCED 3A, B	20 354	46.7	20 599	44.0
education ISCED 4, 5, 6	2 594	6.0	3 113	6.7
Juveniles without a qualification	610	1.4	372	0.8
School graduates	7 446	17.1	5 310	11.4
Care of a child up to 15, special care	6 960	16.0	7 385	15.8
Organisational changes	4 439	10.2	0	0.0
Disabled individuals	2 555	5.9	3 276	7.0
Socially non-adapted	137	0.3	0	0.0
Special assistance	537	1.2	320	0.7

Source: MPSV – internet <http://portal.mpsv.cz/sz/stat>  
Own calculations

In terms of gender females predominate in retraining. Their proportion was even higher in 2005 as compared to 2001 (57% vs. 60%). The reason is that women are more willing to undergo further education, because the proportion of women and men in the overall number of the unemployed is more or less equal. The proportion of women in overall unemployment in 2004 was 51.2%, and in the mid-2005 it was only 50.9%.

The distribution of participants according to the level of educational attainment did not change in the period under review. The largest group of retrained individuals were possessing secondary qualifications. Their proportion in the overall number of retraining participants was 80% in both years. The proportion of people with tertiary qualifications hovers around a negligible 6%.

Table 4: Distribution of retrained participants according to length of unemployment, 2005

Length of registered unemployment before retraining	Number of participants retrained	Proportion (%)
Up to 3 months	1 614	29.1
3 months up to 6 months	11 479	24.5
6 months up to 9 months	6 742	14.4
9 months up to 12 months	3 985	8.5

12 months up to 24 months	6 266	13.4
Over 24 months	4 686	10.0
Total	46 772	100.0

Source: MPSV – internet <http://portal.mpsv.cz/sz/stat/rek>

Own calculations

Short-term unemployed people whose length of unemployment is up to 6 months predominate in retraining (53.6%) Although special attention is paid to the long-term unemployed, the efforts to ensure their larger participation in retraining have not been very successful.

The data structured by length of unemployment and by age group are not available.

### Support for retraining from the European structural funds

As regards the assistance from the European structural funds the Czech Republic, with the exception of the capital Prague, falls in the Objective 1 category. There are priorities specifically concerned with active employment policy in the Operational Programme Human Resources Development (*Operační program Rozvoj lidských zdrojů – OP RLZ*) and in the Single Programming Document for Objective 3 (*Jednotný programový dokument pro cíl 3 – JPD3*) of the NUTS 2 Prague Region. These priorities in both types of region include measures aimed at increasing the effectiveness of active employment policy (support for retraining, guidance, creation of new jobs and accompanying measures to find and retain employment), and measures focused on increasing the quality of services provided by the staff of employment services and co-operating organisations (support for increasing their skills and knowledge, the development of preventive and pro-active instruments of active employment policy). 32% of the overall financial resources are designated for OP RLZ measures and 16% for the JPD3. As the programmes have only been implemented for a short period, it is not yet possible to evaluate their results.

### 050301 Target groups and provision

Retraining funded by labour offices as part of active employment policy is designed for the following **groups**:

- Job seekers - unemployed citizens registered at labour offices. In this case 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 possibly employers. The registered unemployed do not pay for retraining.
- Employees of companies that undergo restructuring. This retraining is organised by the employer in co-operation with the labour office. In some cases the employer contributes towards the costs.
- Job applicants – people (mostly employed or inactive) who wish to change their job or qualification and who register at the labour office with the aim of finding another job. From 2004 labour offices can cover the retraining of these individuals.

Other persons can take part in retraining organised by labour offices, provided that they pay the course fee and meet entry requirements (if applicable).

Support for retraining is also part of **other national programmes** which are focused on other areas, but contain educational and training activities. Within these programmes the Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí – MPSV*) co-operates with the Ministry of Industry and Trade (*Ministerstvo průmyslu a obchodu – MPO*) and the

Investment and Business Development Agency (*Agentura pro podporu podnikání a investic* – CzechInvest, [www.czechinvest.cz](http://www.czechinvest.cz)). There are incentives for employers to train their employees. The programmes are as follows:

- *Investment Incentives* (law no. 72/2000) - which support investors in the manufacturing and high-tech industries (see 050401, paragraph “Investment Incentives”). They include support for the retraining and training of employees which is only provided in relation to investments implemented in districts with above-the-average rate of unemployment and upon meeting other statutory requirements.
- *Framework Programme for Support for Development of Technology Centres and Strategic Services* (Government Resolution no. 1238/2003) - which supports project introducing progressive technologies and implementing activities with a high value added. The contribution is provided for a partial coverage of the costs of the training of employees for newly created jobs.
- *Programme for Support for New Jobs Creation in Regions most Stricken by Unemployment* (i.e. the rate of unemployment over 14%). The contribution is designed to cover a portion of the training costs of employees for newly created jobs.

Retraining is also supported from the **European Social Fund** resources (see 50102, paragraph 11). The OP RLZ supports, apart from other things, *regional programmes* developed by labour offices which aim to increase the employability of disadvantaged individuals registered at labour offices. In addition to the creation of new jobs for these people the programmes offer an expanded range of retraining courses including those focused on motivation and better understanding of the labour market.

### **Types of retraining courses**

Retraining provided by labour offices is based on Programmes for Active Employment Policy Implementation (*Programy realizace APZ*). These programmes are built on analyses of the national and regional labour markets and their aim is to identify the most suitable instruments for prevention and decreasing unemployment.

Retraining is one of the most frequently used instruments of active employment policy. Over 40% of the unemployed placed in the active employment policy schemes underwent retraining (in 2005 it was 44.5%). Two basic types of retraining have been gradually developed:

- specific (targeted) – i.e. a change of the existing qualification focusing on the acquisition of specific theoretical knowledge and practical skills for a suitable job. It is mostly based on existing or anticipated labour market needs, and often related to a specific job offer and labour market monitoring;
- non-specific – i.e. focusing on enhancing the employability of individuals, particularly secondary and tertiary school graduates, by means of the acquisition of knowledge commonly required by the labour market.

Most people take part in specific retraining (over 50%) – i.e. retraining designed to fulfil skills shortages in the labour market. On the other hand, the proportion of non-specific and complementary retraining courses has been rising. They are particularly designed for school leavers who are not sufficiently prepared for entering the labour market.

### **Retraining outcomes**



Retraining does not lead to the acquisition of the formal education level. Retraining is completed by a final examination. After it is passed with success the graduate gets a **certificate of retraining** (*osvědčení o rekvalifikaci*). The certificate is valid nationwide and its form and shape must be in line with a specimen issued by Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* – MŠMT). The certificate states the working activity on which the retraining was focused, the period of retraining and the number of teaching periods divided according to theory, theory/practice and practice. There are details of how many hours were devoted to individual subjects or thematic areas. The certificate is signed by the chairman of the examination panel and the statutory representative of the training facility.

## **050302 Providers**

Retraining may only be provided by institutions accredited by the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* – MŠMT) (Decree no. 524/2004 on accreditation of facilities to provide retraining of job seekers and job applicants). Based on accreditation these facilities can run retraining courses for designated jobs in line with the relevant curriculum, and issue certificates. Accreditation is granted for three years.

Retraining in health-related occupations is provided by facilities accredited by the Ministry of Health (*Ministerstvo zdravotnictví*) in line with the relevant regulations (law no. 96/2004 on non-medical healthcare occupations). The law also authorises labour offices to set up training and retraining centres.

After accreditation is granted, the accredited facilities and programmes are entered into a single database administered by MŠMT (<http://www.msmt.cz/files/asp/vv/JaR2.asp?strankacis=1>). The database contains information from 1991 onwards, including the name and address of the training provider, the titles of the programmes accredited and the date when the accreditation was granted. By the end of 2005 the database contained 1 235 training facilities with a valid accreditation for 3 733 retraining courses.

### **Structure of providers**

More detailed information about retraining providers and programmes (info that is not contained in the database) has been available in recent years as a result of research conducted for MŠMT. Survey of the Accredited Programmes of MŠMT in 2004 reviewed 239 providers, i.e. cca 20% of the total number of retraining providers.

One of the findings was that 40% of respondents were self-employed individuals, over one third were trading companies, 14% were state organisations, 8% represented various associations (unions, clubs, etc. – including charities), and 4% were school facilities. Smaller establishments predominated (3-5 staff), but, over the last three years, the proportion of organisations employing over 30 trainers/teachers has been increased. Retraining providers run, on average, 3.53 accredited courses.

### **Length and type of courses**

The average length of a course provided by Survey respondents was 216 hours in 2004. After eliminating extremely long and extremely short courses the average length was 125 hours. As compared to the past, the length of courses is decreasing – this is particularly true of those provided by trading companies. Conversely, state institutions and schools facilities offer

courses of an increasing length. Courses also tend to be longer in areas with higher unemployment rates.

Retraining courses are most often focused on trade, management and administration (23%). Most of these are concerned with accounting, taxation, marketing, management, economics and administrative work for secretaries and office managers. 22% of the courses deal with informatics and the use of PC at basic and advanced levels, 13% with personal services – mostly cosmetics and hairdressing, 7% focuses on various technical disciplines, 5% on agriculture, forestry and gardening, 4% on healthcare (massage, therapy and rehabilitation), and 3% on various social sciences concerned with human behaviour .

Retraining courses are available throughout the ČR and their number and range are sufficient.

### **050303 Access**

The law on employment (*Zákon o zaměstnanosti*) and the related decrees on retraining do not provide for a legal entitlement to retraining. The issue of whether or not retraining is appropriate is decided by labour offices in individual situations, or, if special national programmes are concerned (see 050301, paragraph 6), by Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí – MPSV*). The existing situation in the relevant regional labour market is assessed for this purpose and so is the personal suitability of the potential participants, to whom retraining may then be recommended. Admission to retraining is conditional upon meeting entry requirements for the relevant course. These normally include completion of a level of education and a prior qualification.

Retraining takes place based on an agreement between the labour office and the job seeker (or the job applicants). The labour office pays the retraining costs for the participant and can offer him/her a contribution to cover documented costs related to retraining. These mostly include the costs of travel, accommodation and meals if the course is not held in the place where the participant lives. In the case of the retraining of disabled individuals these costs may also be covered for the accompanying person.

The employees' further employability is ensured through retraining measures based on an agreement between the employee and the employer. Based on an agreement with the labour office the retraining and related costs may be reimbursed to the employer, or directly to the retraining provider.

#### **Access of target groups**

The act on employment (*Zákon o zaměstnanosti*) puts special emphasis on the job seeking of:

- a) individuals with health disabilities;
- b) individuals up to 25 years of age;
- c) graduates of higher education institutions (*vysoké školy – VŠ*) within two year of their completion of studies, but only up to 30 years of age;
- d) pregnant and nursing women, and mothers within nine months of childbirth;
- e) individuals looking after a child up to 15 years of age;
- f) individuals older than 50;
- g) individuals registered as job seekers for more than 6 months;
- h) individuals requiring special assistance. This is to mean particularly those individuals who, temporarily, found themselves or live in extraordinarily difficult circumstances, individuals not socially adapted, individuals who have completed a sentence in jail, and individuals from socio-culturally disadvantaged backgrounds.

These individuals may be placed in all types of retraining courses, including courses specifically focusing on motivation and re-socialisation. Moreover, the labour office may develop a so-called **individual action plan** (*individuální akční plán* – IAP) for them in order to increase their employability. Labour offices are obliged to offer an IAP to young people up to 25 and graduates of VŠ up to 30. An IAP is a written agreement concluded between the job seeker and the labour office. It usually includes a training plan adjusted to the personal and professional potential of the individual (balance diagnostics are often used to assess this potential).

In spite of the increased attention paid to disadvantaged groups their participation in retraining is low. Retraining is still too much focused on people who have been unemployed for a short time (see 0503, Table 4), have better qualifications and no disabilities, and who are relatively young. One exception is school graduates, although even in this group “*maturita*” and university degree holders predominate (Source: *Problems Related to the Labour Market and Employment Policy*; Masaryk University, Brno; 2003). (See 0503, Tables 2 and 3).

### **Financial incentives for retraining**

The registered job seekers’ interest in retraining is supported by financial incentives. Financial support in unemployment is higher for the entire period of retraining. If unemployment continues after the retraining is completed, the level of benefits is the same as at the beginning of unemployment. Financial support in retraining totals 60% of the average monthly income, while job seekers not having any retraining get 50% for the first three months of unemployment. For the remaining period, the length of which depends on the individual’s age, the support is 45% of the average monthly income.. A maximum level of unemployment benefits is 2.5 times higher than the minimum subsistence figure, while for those in retraining it is 2.8 times higher. This means that the upper limit for unemployment benefits is more advantageous for those who participate in retraining. However, the incentives to stimulate participation in retraining are poor and insufficient – particularly for individuals with low qualifications.

### **Obstacles to access**

The range of retraining programmes is wide and there are normally no entry requirements that would restrict the retraining process.

However, there is a problem in small supply of vacancies, which limits the room for specific retraining targeted on a specific job in a particular company (see 050301 – Types of retraining courses). Another problem is the low interest in retraining on the part of the unemployed, which even decreases along with the growing age and decreasing level of prior education. The low interest in retraining is related to the unfavourable ratio of wages to welfare benefits – particular in the case of persons with low qualifications. If the potential wage is more or less equal to welfare benefit, people are not willing either to retrain themselves or to accept low paid job.

### **050304 Quality assurance**

The quality of retraining is not fostered by any single legal regulation, nor are there quality standards for this type of training. The responsibility for the training is borne by the provider. Labour offices select retraining facilities based on references and previous experience with them.

To an extent, the quality of retraining is guaranteed by the state. Each facility that provides retraining must be fully accredited by the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy – MŠMT*). Accreditation is issued for 3 years. The application must contain information about the appropriate human, material and technical resources for each programme. The application for accreditation also contains the ways in which the knowledge and skills acquired will be tested so that the graduate may receive a certificate of the retraining completed (*Osvědčení o rekvalifikaci*).

The ways of evaluating the quality of education provided by schools, which often includes adult education and retraining, are presented in part 050204.

## 0504 CVET ON THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNERS

The current situation as regards **the training of employees in enterprises** and other organisations is the result of developments over the last 15 years. On the outset of economic transformation there were several years of stifled training activities in companies as a result of their restructuring and insolvency. The situation gradually began to change in the mid-1990s, mainly in relation to the inflow of foreign capital and new approaches to human resources development that were common in the countries of its origin. It is only the statutory training of workers in certain professions that has a long tradition and that has enjoyed stable development (training prescribed by the relevant legal regulations – see the paragraph on “The specific training of employees in various industries and professions” below).

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.

In the ČR there is no regular monitoring of statistical data on the scope of training in enterprises. The only available data concerning the CVET of employees are delivered by the 2<sup>nd</sup> Continuing Vocational Training Survey (CVTS 2). The scope of the training of employees differs depending on the industry, company size, foreign capital stake, the employees’ level of education, occupation, etc.

Table 1: Training in enterprises in 1999

	Enterprises						Average	
	Small		Medium-sized		Large		ČR	EU-15
	ČR	EU-15	ČR	EU-15	ČR	EU-15		
Enterprises providing training (%)	62	56	84	81	96	96	69	62
Employees taking part in training <sup>*)</sup> (%)	42	43	42	42	53	49	49	47
Average training time (hours)	26	33	24	32	25	30	25	31

*\*) This only includes enterprises providing training*

*Source: European Social Statistics – CVTS 2, EC 2002.*

On average 69% of the companies provided some form of training for their employees in 1999. Among the candidate countries under review the ČR was one of those with the best results. The rate of company training was slightly above the average in all size categories as compared to the EU-15. Moreover, the proportion of employees taking part in training was comparable with the EU average (49% in the ČR as compared to the 47% in the EU-15). On the other hand, the scope of training expressed in the number of hours per participant was lower in the ČR (25 hours as compared to 31 hours). In the ČR shorter training activities tend to predominate. The most common forms of training are conferences, workshops, lectures and seminars.

Table 2: Types of training implemented in enterprises in 1999 (% of enterprises)

	ČR	EU-15
Continuing training in the workplace	49	71

Conferences, workshops, lectures, seminars	84	69
Job rotation	8	30
Learning and quality circles	10	23
Self-study	30	29

Source: Creating an Entrepreneurial Europe. The Activities of the European Union for Small and Medium-sized Enterprises. Brussels, EC, 2002. p. 59

**The specific training of employees in various industries and professions** (including statutory training – see 0501, paragraph 3) is normally organised by the training institutes for the relevant industries (professions). Not only do they provide the training courses, but they also arrange for the development of the relevant methodology and operate as centres for validation of qualifications. Most training institutes were set up for the purpose of providing statutory training required by legislation. The legislation in question includes laws on healthcare (Law no. 95/2004 on the requirements for acquisition of recognition of professional competence to practise the profession of a physician, dentist and pharmacist), schooling (Law no.563/2004 on pedagogical staff), public administration (Law no. 312/2002 on local government administrative staff), maritime transport (Law no. 61/2000 on maritime transport), railway transport (Law no. 266/1994 on railways), and decrees – e.g. on electrical engineering (Decree no. 50/1978 on professional competence in electrical engineering). According to these laws and decrees acquisition of the relevant certificate is conditional either upon completion of professional training or upon the passing of prescribed examinations. It is not possible to practise the relevant profession without a required certificate. The management and operations of training institutes differ. Some of them are directly managed by the relevant ministries, others operate as guidance and training centres providing services on a commercial basis. The scope of the delivered training programmes are not statistically monitored. (For more information on selected training institutes and their brief characteristics please refer to 050403.)

### **050401 Measures to guarantee provision in enterprises**

Training in enterprises is partially regulated by the Labour Code (*Zákoník práce*). It stipulates that the employer is obliged: a) to train the employees to ensure their health and safety at work; b) to ensure that the employees who are graduates (according to the law, as a “graduate” is regarded a person within two years of his/her graduation) of secondary and tertiary schools get an appropriate work experience; c) to provide induction training to those employees who enter employment without a qualification; d) to provide appropriate work instructions to employees who move to a different workplace or job (if needed). The employer is authorized to require additional training for its employees in order to enhance their qualification..

In some sectors and industries the necessary training and other requirements for the practice of some professions are regulated by laws and degrees. The training is normally provided by sectoral training institutes that are set up most frequently by and fall within the purview of the relevant ministries (see 0504, last paragraph). The training may also be delivered by other institutions as long as their programmes are accredited to this effect.

In large companies the training of employees is becoming an important instrument of business development. Foreign owners and managers pursue strategic management of human resources and employ instruments to this effect that are used in trans-national companies. These approaches are also being employed in large private or state-owned Czech companies. There

is a great deal of attention paid to the training of managers and, if there are technology changes, to the training of workers.

### **Programmes supporting training in enterprises**

Training in enterprises is supported by programmes funded from the state budget or co-funded from European structural funds. As part of these programmes either all companies, companies in certain industries or SMEs may apply for funding. The actual content of training activities depends on the needs of the relevant companies (the programmes normally do not specify this). Apart from companies, institutions providing CVET are also supported. It is clear that the support for training in enterprises has increased in 2004-2006 thanks to the opportunity for drawing on European structural funds.

The most remarkable programmes are the followings (The programmes co-funded from the EU structural funds have their title stated in brackets. The other programmes are only funded from national resources):

- Support for the retraining of employees in companies undergoing restructuring. The programme is part of the active employment policy (see 050301, paragraph 3) and the retraining costs are covered by labour offices.
- “Training Centres“ („*Školicí střediska*“). (Operational Programme Industry and Enterprise). Companies may apply for funds for the establishment or refurbishment (or for the necessary equipment) of their own training centre or a regional (sectoral) training centre. Resources are also available for the purchase of educational aids and programmes for the purpose of the training of employees in the relevant centre. Business entities operating in fields set out in the programme annex are eligible to apply, and so are organisations providing training to these business entities. The non-refundable subsidy is between CZK 0.3 million (i.e. approx. EUR 10 000) and CZK 30 million (approx. EUR 1 million), and it may cover the eligible costs up to 46%.
- „PROFESE“. (Operational Programme Human Resources Development). Funds in this programme are designed, above all, for the preparation of training activities (learning texts, materials or aids) and their implementation. Training may be provided internally or by an external organisation. The level of funding for SMEs may amount up to 45% of eligible costs, for large companies it can be up to 35%. The minimum level of support is CZK 80 thousand (EUR 2.6 thousand), the ceiling is CZK 3 million (approx. EUR 0.1 million) . The funding is designed exclusively to support training in special knowledge and skills, hence, language training, general IT skills, presentation skills, project management, negotiation, etc. can not be financed under this programme.

Apart from these programmes, which are exclusively focused on the development of training in enterprises, this type of training is also supported from programmes aiming to support innovation or to create new jobs (where there are also funds for training or retraining). They include the following:

- “Technological Centres and Strategic Services Centres” („*Technologická centra a centra strategických služeb*“). Support is primarily focused on the centres’ operations. It is also possible to get funding for the training and retraining of the staff up to 35% of special training costs and 60% of general training costs – the ceiling is CZK 100 thousand (EUR 3.3 thousand), or CZK 150 thousand (EUR 5 thousand) for one job – depending on the total number of newly created jobs.

- “Investment Incentives” („*Investiční pobídky*“). Investors introducing new or expanding the existing production in the manufacturing industry – worth at least CZK 100-200 million, i.e. EUR 3.3 – 6.7 million (the minimum level of investment depends on the rate of unemployment in the region where the investment is planned. In regions with higher unemployment the minimum level is lower) – are entitled to investment incentives pursuant to the law on investment incentives (no. 72/2000). These incentives include financial support for the retraining or training of employees that may amount up to 35% the training costs in regions with above-the-average rate of unemployment.
- “Programme for Support for New Jobs Creation in Regions Most Stricken by Unemployment”. The programme supports investment projects over CZK 10 million (EUR 0.3 million) implemented in designated regions, and it focuses on industrial production, customer support centres (e.g. call centres) and shared services centres. Apart from funding aimed directly to support job creation, companies may also apply for funds for the retraining and training of their employees up to 35% of the training costs – a maximum of CZK 30 thousand (EUR 1 thousand) - per one employee.
- “Clusters“ (“*Klastry*”). (Operational Programme Industry and Enterprise). The funding is provided for the establishment and development of a cluster which aims to support innovation and increase competitiveness. Its activities may also include the training of employees of various organisations. The level of support is differentiated – in the first year it may total 75% of the eligible costs, in the second year 65% and in the third year 55% of the eligible costs.
- “Human Resources Development Standard” (“*Standard rozvoje lidských zdrojů*”). (Operational Programme Human Resources Development). Companies interested in obtaining the “Investors in People” certificate can apply for financial support to introduce the standard. In the programme companies will get a package of services for a good price – the funding may total 65-80% of the costs of the services provides.

### **Weaknesses and obstacles**

- Lack of a systemic approach in companies: Training in companies is rarely based on the business vision and the related training needs. Preference is given to operational management of human resources and to ad hoc, isolated training activities. Moreover, the training system in companies often lacks links to evaluation of training benefits.
- Financial sources: Concerning the training selection criteria, it is often the price of a course that is the decisive factor (if the company does not have its own trainers).
- Worktime: The large workload on the part of the employees diminishes the room for their professional development.
- Insufficient training providers’ flexibility: In many cases, training organisations are not too willing to adjust their provision to the client’s requirements and prefer the delivery of standard courses.
- Quality of trainers: Frequent problem is the low quality of trainers and their unfamiliarity with the specificities of adult education.
- Lack of participants’ interest: Some participants, for fear of failure, refuse to undergo training, or their attendance is irregular and their activity level is low. It is often connected with low willingness to accept change and to abandon established practices.



## **050402 Measures to support training in SMEs**

Small and medium-sized enterprises (SMEs) are defined as companies employing up to 250 people and their assets/capital not exceeding the CZK equivalent of EUR 43 million, or their turnover/revenues not exceeding the CZK equivalent of EUR 50 million.

The provisions of the Labour Code (*Zákoník práce*) mentioned in 050401 (paragraph 1) must also be observed by SMEs. They may apply for programme funding as all other enterprises (see overview of programmes in 050401) except the one concerned with investment incentives (they cannot meet the investment level requirement).

The training of SMEs' employees is supported by a specific programme entitled "Guidance" (*Poradenství*) which is funded from the state budget and which facilitates the provision of training and guidance services for a good price. Training and guidance services are designed both for beginning entrepreneurs (0-2 years in business) and entrepreneurs who are at a development and growth stage (over 2 years in business).

Clusters are a new concept in the ČR. Their establishment and development have only started. Those interested in establishing a cluster may apply for support within the "Clusters" (*Klustry*) programme (see 050401, paragraph "Clusters").

## **050403 Measures to support training for enterprises in specific economic sectors**

As it has been mentioned in part 050401, there are training centres in most sectors/industries which provide CVET and award the relevant certificates of professional competence. They are normally administered by the relevant ministry which covers part of their costs. Examples are stated below.

The Institute for Local Administration (*Institut pro místní správu*) is an organisation of the Ministry of the Interior and its task, besides methodological co-ordination of the ongoing training of civil servants, is to test special competencies for the execution of public administration in various areas (education, trade and business regulation, taxes and fees, land planning, the environment, etc.). At the same time, it provides a comprehensive range of accredited training programmes for enhancing the qualifications of civil servants in line with the legislation in place. The Institute of State Administration at the Office of the Government (*Institut státní správy při Úřadu vlády*) also focuses on the training of civil servants.

The main task of the Institute for Post-Graduate Education in Healthcare (*Institut postgraduálního vzdělávání ve zdravotnictví*), administered by the Ministry of Health (*Ministerstvo zdravotnictví*), is to run training courses for physicians and specialists, design study plans for the professional education of physicians, to develop the relevant methodologies and control mechanisms and to carry out various research and publication activities related to the provision of preventive and medical care.

The National Institute for Further Education (*Národní institut pro další vzdělávání*), administered by the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy – MŠMT*), is responsible for the continuing training of teachers. It has offices in all regional capitals. The Institute develops and implements training programmes, provides guidance to schools on the management methods, provides information about new developments and approaches in education, analyses the needs for the CVET of pedagogical

staff and evaluates the quality and effectiveness of this training. It is the final beneficiary and the final user of the measure of the Operational Programme Human Resources Development (*Operační program Rozvoj lidských zdrojů – OP RLZ*) which is focused on improving the quality of education and on the development of support systems in education.

The training of teachers is also supported as part of the State ICT Policy in Education (*Státní informační politika ve vzdělávání – SIPVZ*). This training is focused on increasing the level of information literacy among pedagogical staff via ICT modules at various skill-levels.

There are other institutes and training centres in energy, transport, etc. For example, the Institute of the Czech Confederation of Industry (*Institut Svazu průmyslu*) provides training, guidance and consultations for the members of the Czech Confederation of Industry (*Svaz průmyslu a dopravy – SPD*), which is a voluntary association of employers and entrepreneurs in industry and transport. Economic chambers run training courses primarily designed for beginning entrepreneurs and SMEs. There are also Regional Guidance and Information Centres (*Regionální poradenská a informační centra – RPIC*), Business and Innovation Centres (*Podnikatelská a inovační střediska – BIC*) – a network of centres offering guidance, seminars and training courses to SMEs.

As part of the OP RLZ there is support, for example, for the development and implementation of training programmes for individuals working in education, tourism, social services and employment services.

The effectiveness of the national support is not evaluated in a comprehensive manner. There are only records on the number of individuals or institutions supported by various support schemes, and on the commitment of the resources in the different fiscal years. From this perspective the projects are evaluated positively as the demand normally exceeds the level of available funding. As far as the effectiveness and the impact of the operational programmes are concerned the projects are still at the initial stages of implementation (some of them are at the stage of dissemination or evaluation of calls for proposals).

#### **050404 Social partner based schemes to support non-job related training**

There is no information about this activity. Nevertheless, there may be single examples of such courses being implemented at company level.

## 0505 CVET ON THE INITIATIVE OF THE INDIVIDUAL (STATISTICS)

Since there are no statistical data on CVET, as the initiative of the individual, no comprehensive overview can be made from this perspective. Some information is provided by the “Labour Force Survey – Ad hoc Module on Lifelong Learning” implemented in 2003. According to this survey the following main characteristics have been identified (see table 1.):

Table 1: Reasons for participation in the first (the only) lifelong learning course within a year according to age, sex and education (in %)

	Mainly for job related reasons	Mainly for personal or social reasons
<i>According to age</i>		
15-24 years	43.8	56.2
25-34 years	76.9	23.1
35-49 years	85.4	14.6
50-64 years	89.9	10.1
25-64 years	83.7	16.3
Total (15-64 years)	76.3	23.7
<i>According to sex</i>		
males	82.6	17.4
females	69.3	30.7
<i>According to education</i>		
low (ISCED 0, 1, 2)	36.6	63.4
medium (ISCED 3, 4)	82.3	17.7
high (ISCED 5, 6)	74.9	25.1

Source: ČSÚ, Labour Force Survey - Ad hoc Module "Lifelong Learning", 2003, 2<sup>nd</sup> quarter

- Personal or social reasons were behind the participation in lifelong learning of nearly one quarter of the respondents (23.7%), while over three quarters of them participated for job-related reasons (76.3%).
- The proportion of those with job related reasons increases with the age of the respondents. In the 15-24 age group personal or social reasons predominate slightly (56.5%), in the age group over 25 years job related reasons are highly predominant (76.9% - 89,9%).
- There is also a marked difference in terms of sex, i.e. a considerably higher proportion of women (30.7%) had personal or social reasons for attending in training than men (17.4%).
- Large differences also occur among groups in terms of educational attainment. The respondents who achieved only basic education predominantly state personal or social reasons (63.4%), while the groups with secondary and tertiary education mainly mention job reasons (74.9% and 82.3% respectively).

The education of adults as part of leisure is being statistically monitored and the data are published in the Statistical Yearbooks on Education, provided that the education is implemented by institutions that are part of the schools system. These include:

- basic art schools (*základní umělecké školy – ZUŠ*) providing courses in arts (music, dance, fine arts, literature/drama);

- leisure centres (*střediska volného času – SVČ*) providing courses in languages, computer skills, fine arts, music, photography and a range of other areas;
- state language schools (*státní jazykové školy – SJŠ*) providing language education.

All these institutions provide education both for children and adults. Adult participants (i.e. over 18 years old) are monitored separately in the case of ZUŠ and, from 2000, also in the case of SVČ. The participants in courses at SJŠ are monitored regardless of whether their education is part of “post-maturita studies” (“*pomaturní studium*”) or whether it is part of leisure. It is therefore impossible to derive the scope of adult leisure education from the SJŠ related data.

Table 2: Leisure education of adults in basic art schools and leisure centres

	1995	2000	2004
<i>ZUŠ (basic art schools)</i>			
Total	1 663	1 941	2 826
Of which females %	62.1	65.8	61.9
<i>SVČ (leisure centres)</i>			
Total	-	9 243	21 183

Source: Statistical Yearbooks on Education 1995 – 2005. Prague, ÚIV.

As far as the ZUŠ and the SVČ are concerned, the leisure education of adults (table 2.) can be characterised, as follows:

- The rate of participation of adults in leisure education is increasing – particularly as regards the education provided by SVČ. In 2004 the number of participants was over double the figure in 2000.
- The number of participants in courses provided by ZUŠ also increased, but not so dramatically as the range of courses on offer is not so wide. In 2004 the number of adult participants increased nearly by 50% as compared to 2000. Most adults took courses in music (almost 70% in 2004).
- Women participates in leisure education more than men. In 2004 women made up some 62% of all adults at these schools.

Adult education implemented in other facilities such as various culture centres, libraries, museums, observatories, planetariums etc, as well as in commercial training agencies, is not statistically monitored.

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<http://www.a-hra.cz/>

Asociace institucí vzdělávání dospělých [*Association of Institutions of Adult Education*]

<http://www.aivd.cz>

Centrum dalšího vzdělávání na Technické univerzitě Liberec [*Centre of Continuing Education at the Technical University of Liberec*]

<http://www.cdv.tul.cz>

Centrum distančního vzdělávání na Universitě Palackého v Olomouci [*Centre for Distance Education at Palacký University in Olomouc*]

<http://www.cdív.upol.cz/www/index.htm>

Centrum distančního vzdělávání a poradenství na Vysokém učení technickém Brno [*Centre for Distance Education and Guidance at Brno University of Technology*] (at present it is part of the Centre for Education and Guidance)

<http://www.cvp.vutbr.cz/>

Centrum počítačové podpory vzdělávání - Západočeská Univerzita Plzeň [*The Centre for Computer-Based Learning Support – University of West Bohemia in Plzeň*]

<http://www.ucv.zcu.cz/org.php?id=2>

Centrum pro studium vysokého školství [*Centre for Higher Education Studies*]

<http://www.csvs.cz>

Czechinvest - agentura pro podporu podnikání a investic [*Czechinvest – Investment and Business Development Agency*]

<http://www.czechinvest.cz>

Český statistický úřad [*Czech Statistical Office*]

<http://www.czso.cz>



EduCity – vzdělávací server [*Education server*]

<http://www.educity.cz>

e-LABYRINT – databáze e-learningových kurzů [*e-LABYRINT – database of e-learning courses*]

<http://www.elabyrint.cz>

Evropský sociální fond v České republice [*The European Social Fund in the Czech Republic*]

<http://www.esfcr.cz>

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<http://www.aktivnistudium.cz>

Institut dalšího vzdělávání - Universita Hradec Králové [*The Institute for Continuing Education – University in Hradec Králové*]

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Institut postgraduálního vzdělávání ve zdravotnictví [*Institute for Post-Graduate Education in Healthcare*]

<http://www.ipvz.cz/>

Institut pro místní správu Praha [*Institute for Local Administration Prague*]

<http://www.institutpraha.cz>

Institut státní správy při Úřadu vlády [*Institute of State Administration at the Office of the Government*]

[http://wtd.vlada.cz/urad/urad\\_institut.htm](http://wtd.vlada.cz/urad/urad_institut.htm)

Institut Svazu průmyslu [*Institute of the Czech Confederation of Industry*]

<http://www.institut-sp.cz/>

International Education Society

<http://www.ies-info.com>

Ministerstvo informatiky [*Ministry of Informatics*]

<http://www.micr.cz>

Ministerstvo kultury [*Ministry of Culture*]

<http://www.mkcr.cz>

Ministerstvo práce a sociálních věcí [*Ministry of Labour and Social Affairs*]

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Ministerstvo průmyslu a obchodu [*Ministry of Industry and Trade*]

<http://www.mpo.cz>

Ministerstvo školství mládeže a tělovýchovy [*Ministry of Education, Youth and Sports*]

<http://www.msmt.cz>

Národní centrum distančního vzdělávání [*National Centre for Distance Education*] (NCDiV)  
<http://www.csvs.cz/>

Národní institut pro další vzdělávání [*National Institute for Further Education*] (of teachers)  
<http://www.nidv.cz>

Národní ústav odborného vzdělávání [*National Institute of Technical and Vocational Education*]  
<http://www.nuov.cz>

Národní vzdělávací fond [*National Training Fund*]  
<http://www.nvf.cz>

Portál Státní informační politiky ve vzdělávání [*Portal of the State ICT Policy in Education*]  
<http://www.e-gram.cz>

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<http://wtd.vlada.cz/scripts/detail.php?id=7476>

Regionální centrum celoživotního vzdělávání při VŠB-TU Ostrava [*Regional Centre for Lifelong Learning at the University of Mining – Technical University in Ostrava*]  
<http://rccv.vsb.cz/>

Rejstřík škol a školských zařízení na stránkách MŠMT [*Registry of Schools and School Facilities on MŠMT websites*]  
<http://www.msmt.cz/oficreg/vybskolo.asp>

Sdružení CELN [*Czech Efficient Learning Node Assotiation*]  
<http://www.celn.cz>

Strategie a rozvoj lidských zdrojů – výkladový slovník [*Human Resources Strategy and Development – monolingual dictionary*]  
<http://www.topregion.cz/findByFilter.do?sectionId=1820&limit=30&sortField=term&sortFieldType=text&sortFieldOrder=true>

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<http://www.topregion.cz>

Ústav pro informace ve vzdělávání [*Institute for Information on Education*]  
<http://www.uiv.cz>

## List of acronyms

<b>ATKM</b>	Asociace trenérů a konzultantů managementu (Association of Management Trainers and Consultants)
<b>AIVD</b>	Asociace institucí vzdělávání dospělých (Association of Adult Education Providers)
<b>AK</b>	akreditační komise (accreditation commission)
<b>APZ</b>	aktivní politika zaměstnanosti (active employment policy)
<b>BIC</b>	Podnikatelská a inovační střediska (Business and Innovation Centre); English acronym is commonly used.
<b>Cedefop</b>	European Centre for the Development of Vocational Training
<b>CELN</b>	Czech Efficient Learning Node; English acronym is used.
<b>ČR</b>	Czech Republic
<b>CSVŠ</b>	Centrum pro studium vysokého školství (Centre for Higher Education Studies)
<b>CV</b>	celoživotní vzdělávání (life-long learning)
<b>CVET</b>	continuing vocational education and training
<b>CVTS</b>	Continuing Vocational Training Survey
<b>CZK</b>	Czech koruna (Czech currency)
<b>ČMKOS</b>	Českomoravská konfederace odborových svazů (Czech-Moravian Confederation of Trade Unions)
<b>ČSN</b>	Česká technická norma (Czech Technical Standard)
<b>ČSÚ</b>	Český statistický úřad (Czech Statistical Office)
<b>ČŠI</b>	Česká školní inspekce (Czech School Inspectorate)
<b>ČVUT</b>	České vysoké učení technické (Czech Technical University)
<b>DDM</b>	dům dětí a mládeže (children and youth centre)
<b>DiV</b>	distanční vzdělávání (distance education)
<b>DV</b>	další vzdělávání (continuing education and training)
<b>DZ</b>	Dlouhodobý záměr vzdělávání a rozvoje vzdělávací soustavy České republiky (Long-Term Development Plan of Education and the Education System in the CR)
<b>EN</b>	Evropská norma (European standard)
<b>ESF</b>	European Social Fund
<b>EU</b>	European Union
<b>EU – 15</b>	states of European Union before joining new member states in 2004 (15 states)
<b>EU – 25</b>	states of European Union after joining new member states in 2004 (25 states)
<b>GDP</b>	gross domestic product
<b>HE</b>	higher education
<b>HRD</b>	human resources development
<b>IAP</b>	individuální akční plán (individual action plan)
<b>ICT</b>	information and communication technology
<b>IES</b>	International Education Society
<b>IIP</b>	Investors in People (standard); English acronym is used.
<b>ILO</b>	International Labour Organization

<b>ISCED</b>	International Standard Classification of Education
<b>ISO</b>	international standard (International Organisation for Standardization)
<b>JPD3</b>	Jednotný programový dokument pro cíl 3 (Single Programming Document for Objective 3)
<b>MI</b>	Ministerstvo informatiky (Ministry of Informatics)
<b>MK</b>	Ministerstvo kultury (Ministry of Culture)
<b>MMR</b>	Ministerstvo pro místní rozvoj (Ministry for Regional Development)
<b>MPO</b>	Ministerstvo průmyslu a obchodu (Ministry of Industry and Trade)
<b>MPSV</b>	Ministerstvo práce a sociálních věcí (Ministry of Labour and Social Affairs)
<b>MŠMT</b>	Ministerstvo školství, mládeže a tělovýchovy (Ministry of Education, Youth and Sports)
<b>NATO</b>	North-Atlantic Treaty Organisation
<b>NAPZ</b>	Národní akční plán zaměstnanosti (National Employment Action Plan)
<b>NCDiV</b>	Národní centrum distančního vzdělávání (National Centre for Distance Education)
<b>NOZV</b>	Národní observatoř zaměstnanosti a vzdělávání (National Observatory of Employment and Training)
<b>NPPG</b>	Národní program počítačové gramotnosti (National Programme for ICT Literacy)
<b>NUTS</b>	Nomenclature of Territorial Units for Statistics
<b>NVF</b>	Národní vzdělávací fond (National Training Fund)
<b>OP RLZ</b>	Operační program Rozvoj lidských zdrojů (Operational Programme – Human Resources Development)
<b>RPIC</b>	Regionální poradenská a informační centra (Regional Counselling and Information Centres)
<b>SIPVZ</b>	Státní informační politika ve vzdělávání (State ICT Policy in Education)
<b>SOŠ</b>	střední odborné školy (secondary technical schools)
<b>SOU</b>	střední odborná učiliště (secondary vocational schools)
<b>SPD</b>	Svaz průmyslu a dopravy (Czech Confederation of Industry)
<b>ÚIV</b>	Ústav pro informace ve vzdělávání (Institute for Information on Education)
<b>VOŠ</b>	vyšší odborné školy (tertiary professional schools)
<b>VŠ</b>	vysoké školy (higher education institutions)

## List of abbreviations

i.e.	that is (id est)
etc.	and so on (et cetera)
no.	number
vs.	versus (in comparison with)
p.	page
e.g.	for example (exempli gratia)
approx.	approximately