

# Czech Republic

## VET in Europe - Country Report

2011

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**Abstract:**

This is an overview of the VET system in Czech Republic. Information is presented according to the following themes:

1. General context - framework for the knowledge society
2. Modernizing VET to support LLL, internationalization and mobility
3. VET to support recovery from the crisis
4. Historical background, legislative and institutional framework
5. Initial vocational education and training
6. Continuing vocational education and training
7. Training VET teachers and trainers
8. Matching VET provision (skills) with labour market needs (jobs)
9. Lifelong guidance for lifelong learning and sustainable employment
10. Financing - investment in human resources
11. Authors, sources, bibliography, acronyms and abbreviations

This overview has been prepared in 2011 and its reference year is 2010. Similar overviews of previous years can be viewed at:

<http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx>

More detailed thematic information on the VET systems of the EU can also be found at:

<http://www.cedefop.europa.eu/EN/Information-services/detailed-thematic-analyses.aspx>

**Keywords:**

vocational education and training (VET) systems; initial vocational training; continuing vocational training; lifelong learning; VET policy development; financial crisis and VET policies; VET legislative and institutional frameworks; validation of non-formal and informal education; teachers and trainers; anticipation of skill needs; vocational guidance and counselling; VET financing mechanisms; allocation of national VET programmes; national and international qualification systems.

**Geographic term:**

Czech Republic

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## 1. GENERAL CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

### 1.1 POLITICAL AND SOCIO-ECONOMIC CONTEXT

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

### 1.2 POPULATION AND DEMOGRAPHICS

The Czech Republic (*Česká republika* - ČR) covers an area of 78 900 km<sup>2</sup> and the population is 10.5 million in 2010. Following the change of social system in 1989, there was a steep decline in the birth rate, which since the mid-1990s has hovered at a minimum level in European as well as global terms. Since 2000 the number of births was growing slightly with the peak in 2008, in the last two years the birth rate started to decline again. In spite of this temporary peak the birth rate remained far below the level which would reproduce the total population (the number of births per one woman of child-bearing age was 1.49 in 2010). There are long-term positive trends as regards life expectancy (in 2010, life expectancy for men was 74.4 and for women 80.6). The low number of births has resulted in a natural population decline, which was only partially set off by migration till 2003. As late as 2003, after nine years, an overall increase in population occurred, thanks to raising immigration figures as well as since 2006 thanks to a slight and temporal natural increase of population. In 2007 the total population increase was about 0.91%, in 2010 it was again only 0.25 because the natural increase stopped growing and also the immigration dropped down as a result of the global economic crisis.<sup>1</sup>

	2003	2006	2009	2010
EU-27	486,647,831	493,226,936	499,723,520(p)	501,105,661(p)
ČR	10,203,269	10,251,079	10,467,542	10,506,813

Note: p=provisional, Source: Eurostat (table tps00001), Date of extraction: 19 May 2011.

In terms of long-term development trends, the Eurostat demographic prognosis (EUROPOP 2010 - convergence scenario) envisages a change in the population structure showing a relative fall in the younger age groups. The result will be an ageing population accompanied by grave social and economic implications. The burden on the economically active population expressed by the old-age dependency ratio (see Table 2) is expected to rise from 22 in 2010 to 36 in 2030. It means that while there will be 22 people over 65 to 100 people aged 15-64 in 2010, in 2040 there will be 42 of them. By 2040 the old-age dependency ratio in the ČR will be lower than in the EU-27.

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<sup>1</sup> Source: CZSO, *Population and vital statistics*.

This will be caused, above all, by strong population groups of the 1970s when strong political and financial support for families with young babies caused cummulation of births. These cohorts will be still at an economically active age by 2040. After that most of them will reach retirement age and the Czech population will begin to age far more quickly than the EU-27 on average.

	2010	2015	2020	2030	2040	2050	2060
<b>EU-27</b>	25.9	28.26	31.05	38.04	45.36	50.42	53.47
<b>ČR</b>	21.83	26.49	31.07	35.71	42.71	54.81	61.4

*Note: Population aged 65+ divided by population aged 15-64 (projections). Source: Eurostat EUROPOP2008 - Convergence scenario, national level (proj\_08c) - table tsdde511; Date of extraction: 19 May 2011; last update: 16.05.2011*

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

AGE GROUP	POPULATION (000s)					POPULATION STRUCTURE (%)				
	2009	2010	2015	2020	2025	2009	2010	2015	2020	2025
<b>0 - 24</b>	2,824.8	2,811.1	2,748.1	2,694.5	2,739.8	27.0	26.8	25.7	24.9	25.2
<b>25 -64</b>	6,086.6	6,096.8	6,071.5	5,998.3	5,844.3	58.1	58.0	56.8	55.5	53.8
<b>65 +</b>	1,556.2	1,598.9	1,871.4	2,123.3	2,279.3	14.9	15.2	17.5	19.6	21.0
<b>TOTAL</b>	10,467.5	10,506.8	10,691.0	10,816.1	10,863.5	100.0	100.0	100.0	100.0	100.0

*Note: 1st January population. Source: 2009 - ČSÚ: Age Distribution of the Population 2009 (4003-10); 2010-2025 Eurostat projection - EUROPOP 2010 - convergence scenario, date of extraction 12/7/2011.*

Although the proportion of young people in the population is decreasing over the long term, in the medium term there is a strong population surge of children whose parents were born during the 1970s population boom. The high birth rate concentrated within a few years' period is, among other things, the result of postponement of the decision to have children until a later age. This population surge will, for a certain period of time, place increased demands on the capacity of primary education around year 2020 as well as secondary education around 2030.

AGE	2010	2015	2020	2025	2030	2035	2040
<b>0-4</b>	564.5	576.0	537.9	495.0	456.9	456.7	485.1
<b>5-14</b>	929.8	1,050.0	1,164.1	1,136.5	1,054.6	973.6	936.8
<b>15-19</b>	616.0	468.8	486.4	588.0	599.0	560.2	518.2

20-24	700.7	653.3	506.1	520.3	620.3	630.9	594.3
0-24	2,811.1	2,748.1	2,694.5	2,739.8	2,730.7	2,621.4	2,534.4

Source: Eurostat projection - EUROPOP 2010 - convergence scenario, date of extraction 12/7/2011 - 1st January population.

### 1.3 ECONOMY AND LABOUR MARKET INDICATORS

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

TABLE 5: EMPLOYMENT PERSONS AGED 15+ BY ECONOMIC SECTOR OF ACTIVITY (NACE REV. 2) IN THOUSANDS AND AS % OF TOTAL EMPLOYMENT, 2010

GEO	PRIMARY SECTOR AND UTILITIES		MANUFACTURING		CONSTRUCTION		DISTRIBUTION AND TRANSPORT		BUSINESS AND OTHER SERVICES		NON MARKETED SERVICES	
	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%
EU-27	15,175.8	7.0	33,992.7	15.7	16,573.2	7.7	57,099.0	26.4	38,733.1	17.9	53,694.1	24.8
CZ	306.1	6.3	1,235.9	25.3	464.9	9.5	1,249.1	25.6	664.1	13.6	964.8	19.7

Source: Eurostat (Labour Force Survey, table *lfsa\_egan2*); extracted on: 19-05-2011; last update: 12-05-2011

The rate of employment is still a little higher than in the EU-27 (65 % in the ČR compared to 64.2 % in EU-27 in 2010), but it has been declining, with slight oscillations, since 1989. Since the 2<sup>nd</sup> half of the 1990s this decline has been combined with increasing unemployment and a growing number of economically inactive people, mainly in young cohorts due to their increasing participation in education (especially in tertiary education). On the other hand, the employment rate of the 50 - 64 age group is slightly increasing as a consequence of gradual postponement of retirement age. Compared to the EU-27 the ČR shows a larger difference between the rate of employment of men and women, and this difference has been hovering at a stable level. The main reason is the lower retirement age for women and a long period of maternity and parental leave in comparison with other EU countries.

In terms of EU-27 comparison the ČR has a very low rate of employment among people with low skills (ISCED 0-2). The largest differences can be seen in the 15-24 age group, where the rate of employment is considerably affected by a high rate of participation in upper-secondary education in the ČR.



However, as regards people with lower levels of educational attainment, they show a significantly lower rate of employment even in older age groups. There are very few people in the ČR who only have low qualifications and they are at the margin of the labour market. They are unable to compete successfully for jobs that require higher qualifications and they often lack motivation to work due to low pay levels in low-skilled employment.

		2003			2006			2010		
		15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
<b>EU-27</b>	0-2	25.1(i)	66.1(i)	41.9 (i)	24.8	66.9	43.5	21.5	62.8	43.1
	3-4	47.2 (i)	79.1 (i)	54.9 (i)	48.1	80.5	57.9	45.0	79.7	59.6
	5-6	62.0 (i)	88.0 (i)	72.4 (i)	60.5	88.5	74.2	57.1	87.4	74.5
	No a.	14.9 (i)	72.6 (i)	39.1 (i)	5.1	76.0	5.6	5.2	72.8	62.2
	Total	36.0 (i)	77.4 (i)	51.5 (i)	36.6	79.1	54.4	34.1	78.1	56.7
<b>ČR</b>	0-2	3.3	57.6	33.5	3.8	53.8	36.5	3.9	51.9	36.3
	3-4	52.8	83.4	60.1	47.9	83.7	60.4	42.6	83.2	58.7
	5-6	54.8	89.7	79.2	51.1	88.2	78.0	36.3	84.7	79.5
	No a.	:	:	:	:	:	:	:	100.0	:
	Total	29.8	82.1	57.3	27.7	82.4	58.8	25.2	81.8	58.4

Source: Eurostat (Labour Force Survey, table *lfsa\_ergaed*); extracted on 19-05-2011; last update: 12-05-2011. No A.: no answer.

The unemployment figures fluctuation in ČR in the transformation period differed considerably from that in other countries in transition because of delay in restructuring of the Czech economy. The rate of unemployment in the ČR started to grow considerably only as late as 1997 (until then it was around 4%). Although after 1999 the economy entered a growth stage, the more favourable economic situation did not result in a major decline in unemployment. In this period enterprises restructured their employment and increased labour productivity. After 2005 the dynamics of the economic growth, which was 6 % in the years 2005-2007, begin to affect the rate of unemployment which dropped to 4.4 % in 2008. Due to the economic crisis the GDP growth dropped to -4.1% in 2009 and, since the beginning of 2009, enterprises laid off a large number of employees. The redundancies largely affected lower skilled jobs in the industry - e.g. workers on assembly lines. The positive GDP growth in 2010 (2.3 %) did not lower the unemployment rate which was 7.3 % in 2010 (Source: CZSO - Macroeconomic indicators).

	ISCED LEVEL	2003			2006			2010		
		15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU-27	0-2	20.2 (i)	11.6 (i)	7.2 (i)	21.2	11.2	7.5	27.4	16.3	10.2
	3-4	17.7 (i)	8.4 (i)	7.7 (i)	15.4	7.3	6.9	18.1	8.2	6.7
	5-6	12.0 (i)	4.8 (i)	3.7 (i)	13.4	4.3	3.6	16.2	5.3	3.6
	No a.	13.9 (i)	7.8 (i)	7.4 (i)	20.1	:	:	:	8.2	:
	Total	18.0 (i)	8.3 (i)	6.6 (i)	17.2	7.3	6.3	20.8	8.9	6.9
ČR	0-2	48.7	22.5	13.8	43.5	28.2	14.5	43.3	28.1	15.7
	3-4	13.9	6.3	5.5	14.9	5.6	5.4	15.7	6.1	6.5
	5-6	13.2	2.1	1.4	13.6 (u)	2.0	2.7	15.1 (u)	2.7	2.0
	No a.	:	:	:	:	:	:	:	:	:
	Total	16.8	6.8	5.9	17.5	6.3	6.0	18.3	6.4	6.5

Source: Eurostat (LFS, table lfsa\_urgaed); extracted on: 19-05-2011; last update: 12-05-2011.

The differences in the rate of unemployment between men and women are greater in the ČR compared to the EU-27. This can be influenced by the fact of long parental leave of women after which their employability is problematic. Similarly to the EU-27, it is young and low-skilled people who are most at risk of becoming unemployed. The economic growth in past years and the demographic situation caused a decrease in unemployment even in these groups but in the economic crisis young people with low education were of the most influenced groups. As compared to the EU-27 unemployment figures are lower in the ČR on the whole. However, the rate of unemployment is very high among people with low levels of education in the 15-24 age group. The drop-out rate in the ČR is lower than in the EU-27, but the labour market position of the people who leave the education system before getting a qualification is far worse in the ČR.

**Total public expenditure on education** varied during the period 2000-2006 between 4 and 4.6 GDP and it was all the time in average 0.75 percentage point lower than in the EU-27. The expenditure on educational institutions per one pupil/student were growing in 2000-2006 and then between 2006-2008 remained almost stable, but the level (in PPS) is still about one third lower than in the EU-27<sup>2</sup>. The end of growth of expenses on education before reaching the EU-27 average is a negative phenomenon which could threaten the ČR competitiveness in future.

**Expenditure on secondary and post-secondary education** as a proportion of GDP in the ČR grew since 2001 and in 2006 it was comparable with that in the EU-27. However, as the proportion of the population entering secondary education was considerably higher in the ČR compared to the EU-27, expenditure per student was overall lower. In 2007 and 2008 there was again a drop in these expenditures. **Expenditure on technical and vocational secondary education** only accounted less than half of total expenditure on secondary education.

<sup>2</sup> Source: Eurostat, table educ\_figdp, 13.7.2011.

This is caused by the fact that ISCED 2 is part of the basic education in the ČR and nearly the entire provision at this level falls within general education. At the level of upper-secondary and post-secondary education (ISCED 3-4) most of the expenditure is targeted at technical and vocational education (over 75%).<sup>3</sup>

GEO	2002	2003	2004	2005	2006	2007	2008
EU27	2.32 (s)	2.35 (s)	2.29 (s)	2.25 (s)	2.23 (s)	2.20 (s)	:
CZ	2.23	2.33	2.26	2.23	2.22	2.03	2.00

Source: Eurostat (UOE, table educ\_figdp); extracted on: 19-05-2011; last update: 12-04-2011  
s - Eurostat estimate

#### 1.4 EDUCATIONAL ATTAINMENT OF POPULATION

The educational attainment of the Czech population (aged 25-64) shows a considerably lower proportion both of basic ISCED levels and tertiary education. On the other hand, there is a very high proportion of the population with upper secondary education (ISCED 3). The low share of those with tertiary qualifications is attributed mainly to a considerable emphasis placed on technical and vocational education at upper secondary level that, in the past, often constituted a sufficient qualification for jobs that were performed by people with tertiary qualifications in most old member countries. However the situation changes in the younger age groups as seen further.

	2003				2006				2010			
	ISCED 0-2	ISCED 3-4	ISCED 5-6	TOTAL	ISCED 0-2	ISCED 3-4	ISCED 5-6	TOTAL	ISCED 0-2	ISCED 3-4	ISCED 5-6	TOTAL
CZ	11.6	76.5	11.9	100.0	9.7	76.8	13.5	100.0	8.1	75.2	16.8	100.0
EU-27	33.3	45.8	20.9	100.0	30.1	47.0	23.0	100.0	27.3	46.8	25.9	100.0

Source: Eurostat, table lfsa\_pgaed, date of extraction 12.7.11

Compared to the EU-27, the Czech Republic (*Česká republika* - ČR) scores very well as regards the early school leaving rate. The proportion of the population aged 18-24 with basic or lower education who no longer participate in either initial or continuing education is more than twice as low as in the EU-27 (5.4 %).

<sup>3</sup> Source: ÚIV - Statistical Yearbook on Education, own calculations.

	2002	2003	2004	2005	2006	2007	2008	2009
<b>EU-27</b>	17.0	16.6 (b)	16.1	15.8	15.5	15.1	14.9	14.4
<b>CZ</b>	5.7	6.5 (b)	6.3	6.2	5.1	5.2	5.6	5.4

Source of data Eurostat (LFS, table *lfsi\_edu\_a*); extracted: 19-05-2011; last update 01-04-2011

Most of the population in the ČR achieve at least upper-secondary education - it is more than 92 % of the population aged 20-24. However, a relatively large portion of the adult population (40% of the population aged 25-64 in 2010) have qualifications at ISCED 3C level - i.e. vocational education without *maturita* that does not allow for a direct entry into tertiary education. The interest in these programmes has been decreasing in recent years in favour of ISCED 3A programmes. Only 22% of the population aged 20-24 had a 3C qualification in 2010. Approximately the same proportion of men and women aged 20-24 acquire at least secondary education, although there is a larger proportion of women who have ISCED 3A qualifications as compared to men. Compared to the EU-25 (EU-27 respectively), the ČR scores very well as regards the early school leaving rate. The proportion of the population aged 18-24 with basic or lower education who no longer participate in either initial or continuing education is more than twice as low as in the EU-25 (EU-27 respectively).

	2002			2005			2009		
	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
<b>EU-27</b>	76.7	79.3	74.0	77.5	80.2	74.8	78.6	81.4	75.9
<b>ČR</b>	92.2	92.0	92.4	91.2	91.1	91.3	91.9	92.3	91.6

Source: Eurostat (LFS, table *lfsi\_edu\_a*); extracted: 19-05-2011; last update: 01-04-2011.

The number of upper secondary school graduates has been decreasing in recent years. The decrease in the number of graduates is caused by demographic changes and not by a declining rate of participation in upper secondary education. Participation at this level of education in the ČR is very high and stable (see table 11). The number of graduates of technical and vocational education decreases somewhat more quickly compared to general programmes. *Gymnázia* (secondary general programmes) have the highest level of prestige among secondary schools and the graduates have the highest chances of admission to tertiary education institutions. The absolute number of study places at *gymnázia* remains roughly the same, and the demographic decline is therefore reflected primarily in the number of graduates of technical and vocational education. The number of graduates at ISCED 4 level remains at about the same level. This is very positive, one of the reasons being the fact that, within ISCED 3, there is a growing proportion of ISCED 3A graduates at the expense of ISCED 3C for which ISCED 4 is designed in the first place. This means that there is an increasing number of graduates who complete secondary education with a qualification that enables continuation of studies at tertiary level.

TABLE 12A - GRADUATES AT ISCED LEVEL 3 AND 4 BY LEVEL OF EDUCATION, PROGRAMME ORIENTATION AND SEX (NUMBERS)													
COUNTRY	SEX	2007						2009					
		3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC
EU-27 <sup>s</sup>	T	2,393,291	:	2,595,569	49,493	:	424,537	2,319,746	:	2,480,373	:	:	394,682
	M	1,022,202	:	1,400,317	23,958	:	194,372	995,733	:	1,344,532	:	:	188,195
	F	1,371,089	:	1,195,251	25,535	:	230,165	1,324,013	:	1,135,842	:	:	206,487
ČR	T	27,369	588	88,243	10,965	:	20,419	29,397	544	80,348	17,702	:	18,381
	M	10,893	241	46,826	4,336	:	10,092	11,687	205	42,537	8,298	:	9,768
	F	16,476	347	41,417	6,629	:	10,327	17,710	339	37,811	9,404	:	8,613

Source: Eurostat (UOE Data collection, table educ\_grad2); extracted: 19-05-2011; last update: 29-04-2011. \*Available total - calculated by Cedefop; S= sex; T= total; M=males; F=females; GEN=general; PV=pre-vocational; VOC=vocational

In recent years the ČR has seen a robust increase in the number of tertiary education graduates. In 2009 the total number of graduates was more than two times higher compared to 2000. This has been caused, above all, by the introduction of a two-degree system of tertiary studies and the overall increase in the capacity of tertiary education institutions. In 2007 the growth of first degrees slowed down while the growth of second degrees continued to be very fast. Most of the graduates in old long-term first degrees programmes had already finished their study and majority of graduates in 2009 participated already in two-degree programmes. A high share of Bachelor graduates (more than 70 %) continues to Master-programmes after reaching the Bachelor degree. It is partly caused by the fact that the division of some old long-term programmes to two-degree programmes was only formal and the Bachelor degree does not provide consistent skills profile for the labour market.

TABLE 12B - GRADUATES IN ISCED LEVEL 5 AND LEVEL 6 BY LEVEL OF EDUCATION, PROGRAMME DESTINATION, 1 <sup>ST</sup> /2 <sup>ND</sup> STAGE AND SEX (NUMBERS)														
YEAR	COUNTRY	SEX	2007						2009					
			5A FD	5A SD	5B FQ	5B SQ	6	5+6	5A FD	5A SD	5B FQ	5B SQ	6	5+6
EU-27 <sup>s</sup>	T	2,348,435	916,150	691,661	10,355	109,512	4,076,113	2,465,221	915,360	706,581	10,850	100,723	4,198,735	
	M	971,270	357,768	280,571	2,703	59,335	1,671,647	1,020,740	365,808	278,346	2,568	54,413	1,721,875	
	F	1,377,165	558,382	411,090	7,652	50,177	2,404,466	1,444,481	549,552	428,235	8,282	46,310	2,476,860	
ČR	T	51,419	15,966	6,674	1,249	2,272	77,580	57,548	28,544	5,939	1,785	2,391	96,207	
	M	22,494	6,697	2,008	668	1,430	33,297	22,824	11,931	1,432	721	1,480	38,388	
	F	28,925	9,269	4,666	581	842	44,283	34,724	16,613	4,507	1,064	911	57,819	

Source: Eurostat (UOE Data collection, table educ\_grad4); extracted: 19-05-2011; last update: 29-04-2011. \*Available total; S= sex; M=males; F=females; T= total; 5A1= 5a all first degrees; 5A2=5a second degree; 5B1= 5b first qualification; 5B2= 5b second qualification, 6=level 6, 5-6= level 5-6

The proportion of adults participating in education in the Czech population has been, over the long term, below the EU-27 average. Unfortunately, there is no clear positive trend in this respect. The ČR lags behind the European average in terms of participation in both formal and non-formal education. Women have a higher rate of participation than men, which is true of the EU-27 as well as the ČR, although the differences in the ČR are not so high. The lower overall participation in adult education in the ČR is caused mostly by lower participation of inactive and unemployed people. The participation of employed people is above the EU average.<sup>4</sup> Most of the adult training is initiated by employers; the investments of individuals in their own education are much lower.

	2002			2005			2009		
	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
EU-27	7.2	7.8	6.6	9.8	10.5	9.0	9.3 (p)	10.2 (p)	8.5 (p)
ČR	5.6	5.4	5.8	5.6	5.9	5.2	6.8	7.0	6.5

Source: Eurostat (LFS, table lfsi\_edu\_); extracted on: 19-05-2011; last update: 01-04-2011. (p) - provisional value

## 1.5 DEFINITIONS

### ALTERNANCE TRAINING (ALTERNAČNÍ PROFESNÍ PŘÍPRAVA)

It doesn't exist in the education system of the the Czech Republic (Česká republika - ČR) ČR.

### APPRENTICESHIP (UČŇOVSTVÍ)

It doesn't exist in the education system of the ČR.

### FORMAL LEARNING (FORMÁLNÍ VZDĚLÁVÁNÍ)

Learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.

In the ČR, it is usually used formal "education" instead of formal "learning".

### INITIAL EDUCATION AND TRAINING (POČÁTEČNÍ VZDĚLÁVÁNÍ)

This term is rarely used in the ČR and if so it is used without "training" because "vzdělávání" means both general and vocational education.

<sup>4</sup> Source: CES VŠEM, NOZV NVF: *The Competitiveness of the Czech Republic 2008-2009*. Linde, Praha 2010, p. 361.

## INITIAL VOCATIONAL EDUCATION AND TRAINING (IVET) (POČÁTEČNÍ ODBORNÉ VZDĚLÁVÁNÍ A PŘÍPRAVA)

Initial vocational education and training (IVET) is defined as training undertaken typically after full-time compulsory education (although it may start before) to promote the acquisition of the necessary knowledge, skills and competences for entry to an occupation or group of occupations. It can be undertaken purely within a school-based and/or work-based environment. It includes apprenticeship training. (The last sentence does not apply to the Czech education system.)

## LOWER SECONDARY EDUCATION (ISCED 2) (DRUHÝ STUPEŇ ZÁKLADNÍHO VZDĚLÁVÁNÍ)

In the ČR, this level is called “second stage of (9-year) basic education”.

## PRE-VOCATIONAL OR PRE-TECHNICAL EDUCATION (PŘEDPROFESNÍ VZDĚLÁVÁNÍ)

It doesn't exist in the education system of the ČR.

## PROFESSION (REGULOVANÉ POVOLÁNÍ)

Professional activity or group of professional activities, access to which, the pursuit of which, or one of the modes of pursuit of which is subject, directly or indirectly, by virtue of legislative, regulatory or administrative provisions to the possession of specific professional qualifications.

To distinguish it from “*povolání*” (occupation) it is better to use the term “*regulované povolání*” (regulated profession).

## SCHOOL-BASED PROGRAMMES (PROGRAMY ŠKOLNÍHO VZDĚLÁVÁNÍ)

Programmes in which instruction takes place (either partly or exclusively) in educational institutions. The programmes are provided by schools and composed of national curricula - framework educational programmes (*rámcové vzdělávací programy*) and school-based curricula - school educational programmes (*školní vzdělávací programy*).

## UPPER SECONDARY EDUCATION (ISCED 3) (VYŠŠÍ SEKUNDÁRNÍ VZDĚLÁVÁNÍ)

Final stage of secondary education that normally begins at the end of compulsory education. The entrance age is usually 15 or 16 years. Entrance qualifications (completion of compulsory education) and other minimum entry requirements are generally needed. Instruction is often more subject-oriented than lower secondary education (ISCED 2). The typical duration of ISCED level 3 varies from two to five years.

In Czech context, the adjective “upper” (vyšší) can be omitted because secondary education follows after basic education - see “lower secondary education”.

## 2. MODERNIZING VET TO SUPPORT LLL, INTERNATIONALIZATION, AND MOBILITY

### 2.1 VET POLICY DEVELOPMENT AND PRIORITIES IN SUPPORTING LLL

#### NATIONAL POLICY DOCUMENTS AND STRATEGIES ON LLL

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

Currently (2010), the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy - MŠMT*) together with other ministries, institutions and social partners work on the implementation of the Strategy. It should be completed by 2015.

In late 2010 the Government prepared the new National Reform Plan (sub-titled Investment in European competitiveness, contribution to the ET 2020 Strategy). It reflects the previous National Reform Plan 2008-2010 and sets specific goals in order to support higher levels of effectiveness in public finances and employability. Its three main measures concerning education are in line with the National LLL Strategy. They are as follows:

1. Improving the quality and accessibility of pre-primary education
2. Systematic improvement of the quality of the education process and reform of the education system
3. Tertiary education reform

The implementation plan of the National LLL Strategy specifies its priorities in the form of specific measures:



PRIORITY	SUMMARY OF MAIN MEASURES PLANNED
<b>A. FOR UPPER SECONDARY EDUCATION:</b>	
SUPPORT FOR CURRICULAR REFORM WITH AN EMPHASIS ON INCREASING PUPILS' FUNCTIONAL LITERACY LEVELS	Support for introducing innovated programmes and methods, improving the teaching of key competencies; Proposing and testing a system for evaluation of the effectiveness of education leading to the development of key competencies; Implementation of the standard for the teaching profession with regard to the capacities necessary to facilitate the development of pupils' key competencies
DECREASING INEQUALITY IN ACCESS TO EDUCATION	Projects aimed at preventing drop-outs and supporting young people in returning to the educational process; Developing various mechanisms for financial and material support for gifted and/or disadvantaged individuals
SUPPORT FOR TRANSFERABILITY BETWEEN EDUCATIONAL PROGRAMMES AND LINKS TO CONTINUING EDUCATION	Developing regional centres for vocational training in specific fields that will integrate various training programmes (with different levels of difficulty) with various schemes including continuing training programmes, and that will cooperate with employers; Developing a modular structure of training programmes
FACILITATING TRANSFER BETWEEN SCHOOL AND EMPLOYMENT	Finalising the National Qualifications Framework (see chapter 2.2 and Box 3 in chapter 6.3), that should serve as a means of communication between the education sector and social partners. The qualification standards contained in the framework should be used to develop the content of the final examination as part of programmes leading to a vocational certificate; Increasing the scope of work placements (work experience) in secondary technical and vocational education; Systematic development of individualised career counselling.
<b>B. FOR TERTIARY EDUCATION:</b> THESE OBJECTIVES WILL BE PURSUED, ABOVE ALL, AS PART OF TERTIARY EDUCATION REFORM THAT IS UNDER PREPARATION.	
DEVELOPMENT OF THE PROVISION OF PRACTICE-ORIENTED BACHELOR PROGRAMMES AND SUPPORT FOR COOPERATION WITH EMPLOYERS	Introduction of short professional programme with a large proportion of practice; Seeking ways of motivating employers who offer work placements; A higher level of involvement of employers in the management of higher education institutions, in the development of study programmes as part of both initial and continuing education and the National Qualifications Framework for tertiary education
SUPPORT FOR MODES OF EDUCATION ALLOWING ADULTS TO STUDY WHILE WORKING AND PERFORMING FAMILY DUTIES	Support for the provision of distance and combined courses, and for further development of distance learning centres (see chapter 6.1); Use of public libraries to facilitate access to high-speed internet for the general public
OVERCOMING BARRIERS ADULTS FACE IN ACCESS TO TERTIARY PROFESSIONAL AND HIGHER EDUCATION	A system of student financial support is being prepared so as to expand the range of opportunities of financing studies at tertiary level; Support for tertiary education scholarships, support for mobility and assessing the possibility of introducing company scholarships
INCREASING THE QUALITY OF HIGHER EDUCATION INSTITUTIONS	Support for implementation of systems for internal evaluation and a higher level of involvement of students, graduates and employers in the evaluation process; Strengthening the role of the continuing education of HE teachers that should be reflected in the law on tertiary education that is under development.
ENHANCING TRANSFERABILITY WITHIN TERTIARY EDUCATION (PARTICULARLY COOPERATION BETWEEN TERTIARY PROFESSIONAL SCHOOLS AND HE INSTITUTIONS (VYSOKÉ ŠKOLY - VŠ))	Gradual development of the National Qualifications Framework (NSK) for tertiary education; Analysing the possibilities of tertiary education institutions' recognising knowledge and skills acquired outside the education system

PRIORITY	SUMMARY OF MAIN MEASURES PLANNED
<b>C. FOR CVET:</b>	
<p style="text-align: center;"><b>INCREASING INVOLVEMENT IN CONTINUING EDUCATION, SUPPORT FOR INCREASED INVESTMENT IN CVET</b></p>	<p style="text-align: center;">Analysis of distribution of financial resources spent on CVET, Proposal for a system supporting participation of the population in continuing education including financial incentives both for individuals (e.g. tax incentives, direct financial support or co-funding schemes) and for employers (tax allowances); Interlinking retraining (see chapter 6.5) with the NSK (see chapter 2.2 and Box 3 in chapter 6.3), enhancing the quality and focus of retraining and increasing employees' motivation for participation (increasing benefits during retraining).</p>
<p style="text-align: center;"><b>SUPPORT FOR RECOGNITION OF VARIOUS EDUCATIONAL PATHS LEADING TO A QUALIFICATION</b></p>	<p style="text-align: center;">Gradual implementation of the NQF (NSK) and finalisation of the National Occupations Framework, support for the work of sector councils (see chapter 8); Information campaign about recognition opportunities.</p>
<p style="text-align: center;"><b>ESTABLISHING CONDITIONS FOR MATCHING EDUCATIONAL PROVISION WITH LABOUR MARKET NEEDS</b></p>	<p style="text-align: center;">Establishment of conditions for a systematic tracking of the current and future demand for occupations and qualifications at the labour market (development of expertise, methodologies, information provision...); Improving the system of collecting and processing information about CVET (a proposed system of indicators for systematic monitoring) - see also chapter 8.1 - project Konzept.</p>
<p style="text-align: center;"><b>DEVELOPING CVET PROVISION IN LINE WITH THE NEEDS OF CLIENTS AND ENSURING ITS ACCESSIBILITY</b></p>	<p style="text-align: center;">Developing terms of reference for an organisation that would promote innovation in CVET from the perspectives of research and development, methodology and evaluation; Development of methodology for disadvantaged groups training, support for their training (e.g. grant schemes); Proposal for a systemic solution that would allow for coverage of additional costs associated with accompanying services (e.g. care for dependent family members, assistance services, etc.); Support for the development of adults key competencies in the area of ICT and foreign languages (financial and organisational support, involvement of the media, libraries, popularisation of CVET in these areas) and non-formal and civic education.</p>
<p style="text-align: center;"><b>INCREASING THE STANDARDS OF STAFF TRAINING IN COMPANIES</b></p>	<p style="text-align: center;">Establishing and developing a databank of good practice examples; Support for the development of counselling and introduction of HRD systems, support for business networking in order to ensure staff training; Strengthening cooperation between labour offices, employers and enterprises.</p>
<p style="text-align: center;"><b>INCREASING THE QUALITY OF CONTINUING EDUCATION AND TRAINING</b></p>	<p style="text-align: center;">Developing standards for individuals working in CVET (particularly lecturers in adult education); Pilot testing of a self-evaluation/evaluation system supporting CVET providers; Development of qualification and evaluation standards as the basic criterion for assessing the CVET outcomes.</p>
<p style="text-align: center;"><b>DEVELOPMENT OF AN INFORMATION AND COUNSELLING SYSTEM</b></p>	<p style="text-align: center;">Enhancing the quality of the information and counselling system operated by employment services; Improving the methodology for counselling services designed for adult clients including the training of the guidance practitioners; Expanding the capacity of counselling services, interconnecting their components including various information systems, ensuring accessibility of the services for all.</p>

## MOST IMPORTANT CURRENT NATIONAL POLICY DEBATES ON VET

Besides the policy developments listed above, the current debate includes:

### ENSURING QUALITY AND COMPARABILITY OF SECONDARY EDUCATION - EVALUATION OF EDUCATIONAL OUTCOMES (ISCED 3A, 3C)

The school year 2010-2011 was the first one in which pupils took the state “*maturita*” examination. In late 2010 pilot testing of the written part of the examination took place and preparation of the testing mechanism was completed. The introduction of the state part of the “*maturita*” examination changes the role of secondary general and VET schools in the system of final examinations and in the completion of upper secondary education.

A reform of completion of upper secondary education is under development. Final examinations in vocational programmes ISCED 3C will be enhanced by rendering all their parts more objective (this concerns the written, oral and particularly the practical part of final exam, in which social partners should cooperate extensively). Reformed *maturita* examination (ISCED 3A) will be performed since 2011. It means an introduction of a two-part examination, consisting of a nation-wide part and a profiling/vocational part. A national wide part of the examination will be centrally administered and evaluated and the profiling/vocational part of the *maturita* will be set by individual schools, which will also be responsible for its implementation and evaluation.

### COOPERATION WITH SOCIAL PARTNERS

Ensuring a higher level of involvement of social partners in the development and implementation of educational standards, VET qualifications, teaching and training and final examinations continues to be a demanding task and priority in both IVET and CVET. The MŠMT supports a number of activities in this area - regional grant schemes, workshops, conferences, projects in specific branches etc. Systematic measures are under discussion. For example, according to the Action plan of VET support (2010), more extensive workplace training for teachers as well as pupils and adults should be organised.

### THE DEVELOPMENT OF CVET AS PART OF LIFELONG LEARNING

The priorities set out in the LLL strategy adopted in 2008 include: enacting a coherent legislation regulating CVET, increasing investment in HRD and the rate of participation in CVET, introducing mechanisms for quality assurance in CVET, supporting schools in CVET provision, finalising the development of the counselling/information system, and developing a monitoring system for CVET. In 2009, a project entitled Continuing Education Outline (*Koncepce dalšího vzdělávání*) was launched by the MŠMT with a view to implementing these goals.

## 2.2 IMPLEMENTATION OF EUROPEAN TOOLS AND PRICIPLES

### IMPLEMENTATION OF A NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

In 2010, a broader approach to the National Qualifications Framework, as compared to previous years, was discussed in line with the EQF referencing process. All relevant partners were invited (VET, HE, general education, non-formal learning) to prepare analyses and studies as a basis for the multi-system communication about a common framework.

The three main qualification systems in the Czech Republic (*Česká republika* - ČR) are:

- Primary and secondary education (complying with the Education Act, no. 561/2004)
- National Register of Vocational Qualifications - NSK (is set by and comply with the Act on the Recognition of Outcomes of Continuing Education, no. 179/2006)
- and the system for the Czech higher education area represented by the Q-RAM project (complying with the Act on Higher Education Institutions, no. 111/1998)

These systems are inter-connected and enable “permeability” and transferability of learning outcomes to a certain extent. For better illustration, see the picture of Czech qualification levels.

There is currently no comprehensive national qualifications framework in the ČR with common descriptors for each level. The existing classification system for qualifications awarded in initial education, the KKOV (Classification of Educational Programme Types), and the levels in the NSK (National Register of Qualifications) allow for referencing to the EQF. This is possible because the curricula and the legal framework for initial education, as well as the level descriptors and qualifications standards of the NSK, are based on the principle of learning outcomes<sup>5</sup>.

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<sup>5</sup> Referencing Czech Qualifications Levels to the European Qualifications Framework, Draft, March 2011

## Czech qualification level

KKOV level*			NSK level**		
Diplomas and certificates awarded by tertiary institutions (excluding vocational)	V		Qualifications certificates awarded under the Education Act	Certificates awarded under the law on the recognition of outcomes of further education	8
	T				7
	R	N, P			6
					5
	K, L, M	4			
	H, E	3			
	C, J, E	2			
	B	1			

\* The KKOV (Classification of Educational Programme Types)

\*\* Each qualification in the NSK (National Register of Qualifications) has a qualification level described by competences. Classification levels form a scale allowing the placement of all complete and partial qualifications and are common to the NSK and the National Register of Occupations. The qualification levels are defined together with their relation to the EQF.

Source: Referencing Czech Qualifications Levels to the European Qualifications Framework, Draft, March 2011

Identifier	Programme level
B	Primary education Special lower secondary education
C	Primary and lower secondary education (základní škola) Special upper secondary education (praktická škola jednoletá a dvouletá)
J	Upper secondary education
E	Upper secondary education with apprenticeship certificate (2 year study)
E	Upper secondary education with apprenticeship certificate (3 year study)
H	Upper secondary education with apprenticeship certificate
K	Upper secondary education with Maturita exam (general)
L	Upper secondary education with Maturita exam (technical with training)
M	Upper secondary education with Maturita exam (technical)
N	Tertiary vocational education
P	Tertiary vocational education (Conservatories)
R	Higher education – bachelor’s study programme
T	Higher education – master’s study programme
V	Higher education – doctoral study programme

Source: Referencing Czech Qualifications Levels to the European Qualifications Framework, Draft, March 2011

#### QUALITY ASSURANCE AND ROLE OF QUALITY ASSURANCE MECHANISM

**Primary, secondary and tertiary professional schools** are listed in a central database, the Register of Schools. Inclusion in the register gives schools the right to provide education. Inclusion in the register is conditional upon the school meeting the conditions set out in §141-159 of the Education Act (Act no. 561/2004). Educational institutions listed in the register have the right to receive state subsidies.

Responsibility for quality assurance in primary, secondary and tertiary professional education in the ČR rests with the state as represented by the MŠMT and the Czech School Inspectorate (*Česká školní inspekce - ČŠI*). The local authorities that operate as school organising bodies also play a role in quality assurance.

The Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy - MŠMT*) is responsible for preparing a Long-term plan for education and the development of the education system once every four years, and annual reports on the state of the education system. In addition to this, the MŠMT publishes strategic reports that articulate the basic principles and procedures in the area of quality assurance.

The ČŠI, as a state agency reporting directly to the MŠMT, is responsible for external evaluation. The goal of its activities is to carry out external evaluation and to provide further information about the schooling system. The tasks of the ČŠI are determined by the Education Act (Act no. 561/2004). The ČŠI represents the ČR in the relevant EU forums.

Evaluation of educational institutions is also governed by the Education Act. The ČŠI publishes its evaluation criteria and makes them available to educational institutions. In addition to these criteria, which are checked annually, there are thematic inspections aimed at particular types of schools or particular issues. The Inspectorate publishes summary comments on the state of the education system in its annual reports.

Representatives of the Inspectorate, together with representatives of the National Institute of Technical and Vocational Education (*Národní ústav odborného vzdělávání - NÚOV*) and the Institute for Information on Education (*Ústav pro informace ve vzdělávání - ÚIV*), represent the Czech Republic in EQAVET. The Inspectorate is the national reference point (EQAVET) for the implementation of the European Framework for Quality Assurance in Vocational Education.

In the National Register of Vocational Qualifications (NSK) the quality assurance mechanism is set by means of evaluation standards. The skills acquired are evaluated and validated using standard methods; the assessment of the standardized parts of examinations takes into account the requirements defined in evaluation standards (for further details see Box 3 in chapter 6.3).

Quality assurance in **tertiary education** is also the responsibility of the MŠMT. The primary role is played by higher education institutions themselves and by the accreditation commissions. The rights, responsibilities, obligations and procedures for all participants are laid down in laws and other legal regulations - e.g. the internal regulations of educational institutions or the statutes of the accreditation commissions. Quality assurance in higher educational institutions has two components: internal evaluation and external evaluation, although these components should be connected.

#### IMPLEMENTATION OF A UNIT-BASED CREDIT SYSTEM

In 2008 NÚOV made an analysis and a study on the implementation of ECVET in the ČR. It includes 12 proposed actions that have been proposed by the implementing team and submitted to a group of approx. 50 external experts with a request for assessment. One action is the Allocation of Credit Points to Partial Qualifications in the National Register of Vocational Qualifications. It is concerned with the way in which to ascertain, describe and test a simple mechanism that will utilize the future National Qualifications Framework and its infrastructure. Next action is the Assignment of Credit Points to a Combination of Knowledge, Skills and Competences in the National Register of Vocational Qualifications.

The experts addressed as part of the work on the analysis tend to believe that ECVET should apply to all forms of education and learning in accordance with the European lifelong learning strategy. A sample of educational modules leading to partial qualifications was only tested in pilot projects. An initial study concerning the issue of credit transfer was also carried out.

In late 2010, the establishment of an expert group for ECVET implementation was proposed and negotiated. Implementation of ECVET was discussed for IVET and CVET with regard to the best mobility practices and project experience in both areas.

In 2010 NÚOV took part in two Leonardo da Vinci pilot projects testing ECVET in the field of international trade and chemistry.

## IMPLEMENTATION OF EUROPASS DOCUMENTS

The National Europass centre has managed the implementation of Europass documents since 2005 ([www.europass.cz](http://www.europass.cz)). In November 2010 the anniversary conference took place and brought together various Europass partners (mostly representatives of national and regional authorities, VET schools, universities, social partners, research institutions and NGOs). The Europass implementation in the ČR is supported by the MŠMT and it is built on a strong networking principle. Europass documents are well known in the educational area and they meet the mobility and qualification transparency goals for the EU labour market. There are also good practice examples of how particular EUROPASS documents are being used at all educational levels in the ČR.

Implementation of Europass documents is supported by other projects and activities at national and international levels. For example, Europass CV is connected with the multilingual Dictionary of Skills and Competencies ([www.disco-tools.eu](http://www.disco-tools.eu)).

### Usage of Europass documents in the Czech Republic in years 2009 and 2010

Europass documents	Year 2009	Year 2010
<b>ECV – Curriculum vitae</b> (downloaded templates / online ECV)	35.772 / 22.090	31.409 / 29.338
<b>ELP – Language passport</b> (downloaded templates / online ELP)	1.723 / 556	1.665 / 772
<b>EM – Mobility</b>	1.721	2.573
<b>ECS – Certificate Supplement</b>	39.393	72.268
<b>Diploma Supplement</b>	73.345	77.849

Source: *Statistics of the National Europass centre Czech Republic, Cedefop statistics: <http://europass.cedefop.europa.eu/Statistics>*

## 2.3 INTERNATIONALISATION <sup>(6)</sup> AND TRANSNATIONAL MOBILITY IN VET <sup>(7)</sup>

### 2.3.1 POLICY FRAMEWORK FOR INTERNATIONALIZATION AND TRANSNATIONAL MOBILITY IN VET

Mobility as a means of exchanging experience and developing personal, specialist and language skills is considered to be an important, but not indispensable, element in improving the quality of vocational education and training as part of Czech education policy. Evidence of this is the fact that mobility as a separate topic is only marginally addressed in strategic documents dealing with VET. Far more attention is devoted to various European instruments for supporting mobility and transparency of qualifications that the ČR is actively implementing (see chapter 2.2). Mobility is not part of VET curricula and the level of activity in this area is the responsibility of each school.

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<sup>6</sup> Internationalization of education is understood as the process of integrating an international, intercultural and/or global dimension into the goals, functions (teaching/learning, research, services) and delivery of education (adapted from Internationalization of Higher Education: New Directions, New Challenges, IAU 2005 Survey).

<sup>7</sup> Transnational mobility in VET is understood as any period that a worker, jobseeker, VET student, teacher or trainer spends abroad in an education or training institution, a company or any other organisation for learning or teaching purposes. Comment: knowledge, skills and competences acquired during the period spent abroad may be validated and lead to certification.(Cedefop definition).



As regards mobility, the Czech Republic (*Česká republika* - ČR) makes use of the opportunities provided within the Lifelong Learning Programme (LLP) and its sub-programmes - namely Leonardo da Vinci and Comenius. Moreover, the ČR is involved in the Transversal programme and the Jean Monnet programme. The Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* - MŠMT) is the leading institution as concerns administration of these programmes. The LLP and the sub-programmes are coordinated and co-administered by the National Agency for European Educational Programmes (NAEP) that reports to the MŠMT. In addition to coordination of the LLP activities, the NAEP is involved in the majority of other activities concerned with mobility in VET.

In the area of secondary education (including VET) there are also programmes run by international organisations such as AFS or World Experience that have their branches in the ČR. These schemes concern, above all, organisation of study visits for pupils. To make the search for the relevant information easier, there is a list of opportunities in this area placed on a portal administered by the MŠMT (see <http://www.zahranici-stipendium.cz/scripts/detail.asp?id=598>).

Co-operation with foreign schools also takes place outside mobility programmes. According to information obtained from pilot schools that cooperated with the National Institute of Technical and Vocational Education (*Národní ústav odborného vzdělávání* - NÚOV) on the *Kurikulum S* project, most of them pursue some form of international co-operation. The scope and modes of this co-operation have not yet been covered. For 2011 the NÚOV is preparing a national survey of international co-operation pursued by VET schools that should map this area to a degree.

International co-operation of schools in cross-border regions may be supported by resources from EU Structural Funds as part of the Operational Programmes of European territorial co-operation. Dozens of schools receive this support each year. The majority of the projects funded promote co-operation concerning a chosen topic, not mobility.

Czech schools most frequently co-operate with schools in Germany and Slovakia - both are neighbouring countries. Germany is the largest business partner of the ČR and the border shared with Germany is the longest. There may be employment opportunities for school leavers in this country - particularly in the areas close to the border. The ČR shares the history with Slovakia and the two countries have a similar language thanks to which Czechs and Slovaks understand each other without having to use any other language.

As concerns other ways of internationalising VET, this area of Czech education policy is not addressed and monitored in a systematic manner. However, there are some manifestations of this internationalisation process. For example, in secondary VET schools there is a two-level curriculum, the content of education is described by means of learning outcomes, and the curriculum contains key competencies that reflect the current European trends. National curricula for VET schools (*rámčové vzdělávací programy* - Framework Education Programmes, FEPs) are fostered by Czech legislation. Multicultural education as part of one of the FEP's cross-curricular areas entitled Citizen in a Democratic Society pursues the development of competencies that are evidence of the internationalisation of the content of education. It must be added that the requirements in this area are less extensive as compared to general programmes where multicultural education is a separate cross-curricular topic. As concerns the school curricula (*školní vzdělávací programy* - School Education Programmes, SEPs), it is possible that co-operation with foreign schools and its results find their way into their development and implementation. However, this type of information is not collected.

In 2010 no measures were in place, nor were they being prepared, that would concern a specific target group in the area of mobility and internationalisation in VET.

### 2.3.2 TRANSNATIONAL MOBILITY PROGRAMMES AND SCHEMES IN VET

The Leonardo da Vinci (LdV) and Comenius sub-programmes of the Lifelong Learning Programme are most frequently used for mobility in VET in the Czech Republic (*Česká republika* - ČR). The participants are normally pupils and teachers at secondary technical schools/secondary vocational schools (SOŠ and SOU). In the ČR there is not apprentice training system that would correspond to the EU definition (see chapter 5.3, 5.4.) No data are therefore presented for this target group (apprentices). Students and teachers at tertiary professional schools may also take part in the sub-programmes. However, these are exceptional cases. The LdV sub-programme is targeted at vocational education and training directly. The data in the table 2.3.2. present the total number of participants. The Comenius sub-programme is focused on general education, but SOŠ and SOU may also be involved. The types of activities in which they may participate are included in the table. Only the data concerning SOŠ and SOU are recorded. The data were collected for 2010 from the NAEP's statistical data for LLP programmes.

As concerns LdV mobility in IVET, work placements take place either in a real work environment or in a school facility designed for practical training (i.e. not in school). Comenius individual mobility takes the form of studies at a foreign school. As part of LdV school partnership projects Czech schools co-operate with schools abroad on a given topic for three years, and during this period pupils or students may experience short-term mobility. Comenius partnership projects also concern co-operation of schools including short-term mobility, but there is not a specialist topic. The length of mobility in partnership projects is not monitored - only an estimate is presented. 86% of participants in LdV IVET and VETPRO mobility schemes obtained Europass-mobility in 2010. For the Comenius programme (assistantships, teacher mobility, student individual mobility) the figure is 27%. As the programme also covers basic and general schools, there is not such a great emphasis placed on issuing the Europass Mobility document as compared to mobility experiences as part of LdV IVET and VETPRO projects.

Apart from the LLP, the only significant programme supporting the mobility of VET schools in the CR is the Tandem programme of work placements. It is implemented by the Czech-German Youth Exchange Co-ordination Centre. Tandem operates in the ČR (Plzeň) and in Germany (Regensburg). The Tandem centre in Plzeň is an institution reporting to the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* - MŠMT) and in terms of administration it is part of the University of West Bohemia (*Západočeská univerzita v Plzni* - ZČU). Tandem Regensburg is an institution operating under the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth and the Free State of Bavaria and Saxony. The activities of Tandem include several programmes aimed at co-operation of Czech and German schools. As part of the work placement scheme pupils or graduates of SOŠ and SOU aged 16-26 may undergo a work placement in Germany. The work placements are implemented in a real work environment or in school workshops and last from 3 to 12 weeks. All participants obtain the Europass-mobility document. The programme is co-funded from the Czech-German Fund of the Future and the LdV programme. If LdV funding is the case, the school files its application at Tandem. Tandem applies for a grant following the standard procedure, and co-administers and manages the project. Tandem also provides for language and cultural training and for the issuance of Europass Mobility. The statistical data concerning the work placements implemented are also part of LdV IVET data. When funding from the Czech-German Fund of the Future is concerned, the work placement is implemented using the so-called "hosting principle". This means that the relevant German school invites Czech trainees and files an application at Tandem Regensburg (DE) and vice versa (source of statistical data: The Czech-German Youth Exchange Co-ordination Centre TANDEM).

The rate of involvement of VET students in other international mobility programmes is very low. As an example we present information about the participation of SOŠ/SOU students in the AFS programme. As part of this international programme students normally spend one school year in various destinations - the USA and Germany being the most frequent ones for Czech students. Out of 53 Czech students who took part in the programme in 2010/2011 only 3 were VET students. Students may receive a scholarship from the relevant foreign institution, but 90% of them cover the costs themselves (source of statistical data: AFS Exchange Programme, Czech Republic).

**TABLE 2.3.2. - OVERVIEW OF VET TRANSNATIONAL MOBILITY PROGRAMMES AND SCHEMES**

Title of program/scheme and geographical coverage	Managing authority	Sources of funding <sup>8</sup> and corresponding level of funding for the programming period	Start - end date (programming period)	Target groups <sup>9</sup>	Average duration of mobility per target group (in months)	Number of participants <sup>10</sup>	Implementation mechanisms <sup>11</sup>	Practices to recognize the KSC acquired abroad	Sources of information (including evaluation reports)
<b>EU programs</b>									
1. Leonardo da Vinci	National Agency for European Educational Programmes	EU programmes / LLP	1.1.2010-31.12.2010	IVET (students, persons in school-based initial vocational training)	3,8 weeks	2119	Standard procedures are applied	LdV IVET and VETPRO : participants receive Europass - mobility upon request( it is highly recommended in application) Participants of LdV partnership receive Europass - mobility upon request.	<a href="http://www.naep.cz">www.naep.cz</a> Yearly reports for MSMT and European Commission ; 2007 - 2009 LLP analysis - available on website
				VETPRO (VET professionals )	1,6 weeks	291			
				LdV Partnership (IVET students and teachers)	3 days	students: 50 teachers : 81			
2. Comenius	National Agency for European Educational Programmes	EU programmes / LLP	1.1.2010-31.12.2010	Assistant programme (future teachers, VET teachers)	31,6 weeks	48	Standard procedures are applied	All Comenius programme participants receive Europass - mobility upon	<a href="http://www.naep.cz">www.naep.cz</a> yearly reports for MSMT and European Commission ;

<sup>8</sup> EU programmes, EU Structural Funds (e.g. ESF), National budget, Employer contribution, Individuals' funds/savings, etc.

<sup>9</sup> E.g. students, apprentices, VET professionals, etc

<sup>10</sup> The number of students who have spent a period abroad in one single year (please specify year). In case statistics are collected differently, please specify.

<sup>11</sup> Please briefly present the application procedure & the eligibility requirements for the applicants. In case of EU programs, please indicate if standard procedure is applied. In case of exceptions, please briefly describe

				included) Mobility (teachers - VET teachers included)  Individual mobility (secondary school students over 15 years of age, VET and other)  Comenius partnership (students and teachers, VET and other schools)	1,8 weeks  3 - 10 weeks  5 days	319  7  About 950 in 1 year (teachers or students of VET schools)		request, it is also recommended in application but not with such strong accent as in case of LdV IVET participants.  In case of Comenius individual mobility, a contract is signed between participant schools and parents of the student. The period abroad may be and is recommended to be recognized as part of the ongoing program.	2007 - 2009 LLP analysis - available on website
<b>Bi-lateral programs (between your country and another country)</b>									
Work placement scheme - Czech Republic-Germany	University of West Bohemia; Tandem Czech-German Youth Co-ordination Centre in Plzeň.	EU programme - Leonardo da Vinci, the Let's Go 09, project, Doing a Work Placement in a Neighbouring Country	1.1.2010 - 31.12.2010	Pupils and students at SOU, SOŠ and VOŠ, 16 - 26 years	IVET Students* 61	IVET Students*..... 3.18 weeks	Tandem files and application with NAEP for 7-10 schools. Then it administers and manages the project, provides assistance to participating schools, organises the preparatory	Europass Mobility for all participants.	Reports of trainees, reports of the sending institution, monitoring of the project coordinator, final report about the project, Tandem annual report, website

							and evaluation seminar, writes the interim and final report about the project.		
Work placement scheme - Czech Republic-Germany	University of West Bohemia; Tandem Czech-German Youth Co-ordination Centre in Plzeň.	Czech-German Fund of the Future (ČNFB)	1.1.2010 - 31.12.2010	Students and pupils at risk of unemployment SOU, SOŠ and VOŠ, 16 - 26 years	IVET Students* 2	IVET Students*..... 16 days	Tandem Regensburg together with its partner Tandem Plzeň files an application for a grant at CNFB in Germany. Schools are then involved in the project based on their application. Tandem evaluates the project and presents a final report to ČNFB.	Europass Mobility for all participants	Reports of trainees, reports of the accompanying person, reports of the sending institution, monitoring of the project co-ordinatorthe interim and final reports about the project, Tandem annual report, website

Work placement scheme - Freiwillige Berufliche Praktika	Koordinierungszentrum Deutsch-Tschechischer Jugendaustausch Tandem	Czech-German Fund of the Future	1.1.2010 - 31.12.2010	Students and pupils at SOU, SOŠ and VOŠ, 16 - 26 years	IVET Students* 102	IVET Students* 2.51 weeks	Tandem Regensburg together with its partner Tandem Plzeň files an application for a grant at CNFB in Germany. Schools are then involved in the project based on their application - twice a year. Tandem writers interim reports, then evaluates the project and presents a final report to ČNFB.	Europass Mobility for all participants	Reports of trainees, reports of the accompanying person, reports of the sending institution, monitoring of the project coordinator the interim and final reports about the project, Tandem annual report, website
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### 2.3.3 ARRANGEMENTS TO SECURE WORK PLACEMENTS FOR TRANSNATIONAL MOBILITY IN VET

In 2010 no measures or initiatives in this area were in place or under preparation in the Czech Republic.

### 3. VET TO SUPPORT RECOVERY FROM THE CRISIS

#### 3.1 OVERVIEW

The crisis in the Czech Republic (*Česká republika* - ČR), like in most other countries, affected to a major or lesser degree all areas of the economy. Primarily the industries focused on export were significantly affected, such as automotive industry, manufacturing, real estate and construction. Specifically, the highest increase in unemployment could be traced with skilled craft workers, qualified manufacturers and plant and machine operators.<sup>12</sup> Although the economic recovery became evident in 2010, situation of these groups didn't improve and for skilled craft workers (ISCO 7) got even worse<sup>13</sup>. Nevertheless, considering general long-term lack of skilled technicians and craftsmen with the practice in economy, it can be presumed that the demand for them will rise again with some delay following the economical recovery. In long-term perspective, the most problematic position will be experienced primarily by the persons with short practice or lower qualification.

Employed foreigners (primarily those in low qualification positions) belonged among the labour market risk groups; they were most affected by the layoffs. Also the graduates are endangered by long-term unemployment; nevertheless in their case the consequences of the crisis were reduced by the demographic change (a decrease in number of graduates) along with the expansion of opportunities to continue their studies at tertiary level. After the first signs of economical recovery, the agency employees and temporary workers are the first to be hired again, as companies, although experiencing slow growth, are still very cautious and reluctant in hiring full time regular staff members.

Impacts on related fields of vocational training, particularly in the area of IVET cannot be reliably evaluated yet, as the education as such is inherently long-term and relatively independent of the development of industry and economy. The first non-direct impacts can be seen resulting from the Government's strongly economically oriented policy set up in 2010:

- The normatives (per capita amount of the state support) for higher education institutions have been lowered - see chapter 10.
- The wages in the school sector are a subject of extensive political discussions in 2010-2011. The Government proclaim that the wages of teachers will not be a subject of austerity measures (unlike the wages in the overwhelming part of the public sector) and that the teachers' wages rising will be ensured even under the circumstances of the crisis.
- A long term tendency of public authorities to optimize the school system by merging selected schools, which has been forced by the demographic decline, will strengthen yet more due to the lack of available financial resources.

Within CVET, direct consequences of the crisis interfere with the consequences of the anti-crisis measures supporting company VET, which were introduced by the Government in 2009 (see chapter 3.2.3).

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<sup>12</sup> ISCO 7 and 8.

<sup>13</sup> CZSO 2010, LFS 2010, second quarter, individual data.



## 3.2 EFFECTS OF THE CRISIS ON VET AND CORRESPONDING MEASURES

Within the area of IVET, there have been no significant changes in the demand for education which would be a direct consequence of the crisis. Long-term processes such as demographic development, the ongoing reforms in education and other developments are likely to have a more robust impact on IVET than the economic downturn.

It is rather difficult to determine the consequences of the crisis in CVET due to the fact that continuing education is not systematically monitored in the Czech Republic (*Česká republika - ČR*) and the changes in demand might be collected only indirectly. However, it is justifiable to assume, that the demand for continuing education which is not delivered within the state-subsidized anti-crisis programmes (see chapter 3.2.3) has generally decreased due to austerity measures on the part of enterprises, higher unemployment as well as financial insecurity of citizens. The participation in CVET has not decreased significantly<sup>14</sup>, though. It implies that the anti-crisis government programmes and the increased number of unemployed participating in retraining subsidized by the labour offices compensated the lower company investments to training.

In connection with the lower number of vacancies a shift occurred in the focus of retraining provided within the active labour market policies towards content closer linked to the regional job offers<sup>15</sup>.

There are also opinions that the crisis may, in the long term, stimulate demand for education and training that will be driven by efforts to achieve employability and job security.

The slow-down shown by the industrial sector, which is traditionally the dominant sector of the economy in the ČR, reinforced the already existing trend of services sector development, which will in the long-term also lead to changes in the structure of the demand for VET.

### 3.2.1. TRENDS IN LEARNERS' BEHAVIOUR

There is no statistical evidence of shifts in learner's behaviour directly resulting from the crisis. There is a long-term trend of a slow decline from vocational programmes to general ones (see also chapter 5), which was interrupted in the school year 2009/2010, when the share of enrolments to VET providing secondary schools<sup>16</sup> slightly increased (from 75,7 % to 76,4 % of total new enrolments to all secondary schools), but in 2010/2011 it dropped again (to 75,6 %). Regardless if resulting from crisis or from other influences, this small short-term change in a trend is from a long-term perspective neglectable.

Several remarks on crisis impact can be deduced from indirect information. The lower chance of getting a job might be a reason for young people to stay in education longer, and it is probable that some of them do so (for example they postpone completing higher education studies for a semester or two), but it is not possible to document this trend based on the so far available statistical data.

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<sup>14</sup> See LFS 2008-2010.

<sup>15</sup> MPSV: Analýza vývoje zaměstnanosti a nezaměstnanosti v roce 2010 (Employment and Unemployment Development Analysis). MPSV 2011.

<sup>16</sup> i. e. secondary vocational schools (SOU) and secondary technical schools (SOŠ), excluding follow-up studies (see chapter 5)

Since 2008, the drop in the average household income coming from the employment is evident and also the share of people threatened by poverty has increased<sup>17</sup>. As a result, the long-term trend of growing investments to education on the part of households stopped in 2009, and for some groups (esp. self-employed) average yearly investments to education even dropped. Nevertheless, the year 2010 saw again the investments growing.

### 3.2.2. TRENDS IN ENTERPRISES' BEHAVIOUR

During the crisis, enterprises sought to rationalise their investment in the training of employees as part of their austerity measures. This entailed a more extensive use of internal lecturers at the expense of courses delivered by external providers. Courses in soft skills made way for specialist courses. Large companies that run human resources development schemes continued their implementation, although in a more economical manner. Small enterprises scaled down their staff development more extensively. More specific data cannot be provided as there is no system for monitoring the supply of, and the demand for, continuing training in the Czech Republic (*Česká republika - ČR*).

The lay-offs in companies that cut down on production concerned primarily low-skilled labour whose retraining is the responsibility of labour offices.

To a large extent, the enterprises financed the training of their employees by means of state-subsidized anti-crisis programmes. It can, however, be believed that in many cases this was a solution for financial or sales difficulties of the company rather than effort to strategically educate their employees for the period of crisis and the period after the crisis (see chapter 3.2.3).

Following the economic recovery in 2010, the companies see slow growth again, but are still cautious and do not make any extensive investments, attempting to stabilize their situation first. Consequently they are reluctant in hiring new permanent full time employees and rather make use of temporary workers (often from agencies).

The ČR does not have an apprenticeship scheme. This is why the worsened situation of companies had not any major effect on IVET training programmes leading to ISCED 3C qualifications.

### SITUATION OF CVET PROVIDERS

Institutions providing adult education on one hand seek to respond to the fall in demand by cutting prices and widening the range of courses on offer in order to enlarge the group of potential customers. In this situation small training providers cannot withstand the competition, which results in large providers strengthening their position and a market recovery. On the other hand, providers of education have made use of high demand for state-subsidized training courses on the part of enterprises (see below). Given that this has been to some extent an artificially created demand, there has been a risk that the providers of education would not be able to cope with the drop in demand after the completion of the subsidised programmes.

The outlook on the labour market makes the prospects of various sectors and industries uncertain. This makes it difficult to take decisions on a proper targeting of retraining towards promising fields and jobs. Labour offices and guidance institutions therefore display a growing interest in information about future labour market trends and the future demand for skills.

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<sup>17</sup> See CZSO, 2010 ([http://www.czso.cz/csu/tz.nsf/i/zivotni\\_podminky\\_ceskych\\_domacnosti](http://www.czso.cz/csu/tz.nsf/i/zivotni_podminky_ceskych_domacnosti))

### 3.2.3. MEASURES TAKEN TO ADDRESS THE NEGATIVE EFFECTS OR AS A RESULT OF THE CRISIS (BY PUBLIC AUTHORITIES AT NATIONAL, REGIONAL, LOCAL AND BY SOCIAL PARTNERS)

#### MEASURES TAKEN BY PUBLIC AUTHORITIES

In 2010 upon a set up of a new Government, the Czech Republic (*Česká republika - ČR*) joined path of austerity measures associated with significant budget cuts which shall also affect the field of education, including IVET. The public sector wages are subject of reductions, but the teachers are one of the exceptions to which this measure is not to be applied. The Government announced that the wages of teachers should even rise (in line with the long-term strategy). Contrariwise, less financial means were allocated for the other operational costs of the education sector. Nevertheless, the average wage of teachers slightly decreased in 2010 for the first time after long period of growing. Since 2011 a new regulations of public schools staff wages have been applied implementing wage advantages to young recruit teachers (to stop the trend of their leaving the education sector) and strengthening the possibilities of school directors to motivate their teachers via individual benefits. The Government measures have been subject of controversies (for example due to the possible consequence of non-pedagogical school staff wages dropping), but so far there is not enough data to assess a real impact of the measures.

Within CVET, public employment services tried to compensate for a decrease in interest in training on the part of companies by means of active employment policy measures that companies can utilise. In addition to this, two new instruments to support training in enterprises were introduced by the Government in 2009. For all these public measures the ESF funding was used.

#### A) "GET INTO TRAINING"

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

The level of public support depends on company size and the target group of employees, while account is taken of employees with physical and other disadvantages. The project lasted to the end of 2010<sup>18</sup>.

#### B) "TRAINING IS A CHANCE"

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

The level of public support depended on company size and the target group of employees, while account was taken of employees with physical and other disadvantages. Considerable preference was given to general education - i.e. education aimed at improving transferable skills (languages, ICT, etc.) - as compared to company-specific training. The objective was to boost the employability and mobility of the workforce<sup>19</sup>.

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<sup>18</sup> Source: MPSV website [www.mpsv.cz](http://www.mpsv.cz).

<sup>19</sup> Source: MPSV website [www.mpsv.cz](http://www.mpsv.cz).

Training courses saw a very positive response among employers, however in practice, in many cases these courses did not represent actual strategic asset for the development of the employees. As some of the enterprises by means of these courses addressed their temporary financial difficulties, there was either no emphasis given on course quality and content or just the legally prescribed trainings were carried out via these courses (e.g. workplace safety courses).

The call for applications had to be closed already in the end of 2009 due to the enormous number of applications that caused the allocated resources being spent very soon. Individual training projects have been running mostly during 2009-2010 or even till 2011.

For the following period of economic recovery these programmes are replaced by another project:

#### **“GET INTO TRAINING FOR GROWTH” (LAUNCHING IN THE FIRST HALF OF 2011)**

The project aims at supporting economic recovery by financial subsidies for training within certain economic sectors. Sectors were selected based on their high potential to contribute the growth of GDP and/or to produce new jobs. They are: social care, machinery, construction, independent retail (only SME's), accommodation and food service activities, waste management, tourism and power supply industry.

The support will be realized via:

- (a) grant scheme for employers (administered by labour offices) - mainly the job-related training and corresponding guidance will be supported;
- (b) retraining courses for unemployed (mediated by labour offices) aimed at increasing their employability mainly in the selected sectors.

#### **MEASURES FINANCED BY ESF**

The main public ant-crisis projects listed above (projects “Get into Training”, “Training is a chance”, “Get into Training for Growth”) and many of other activities run by the public employment services make use of ESF funding.

There also are many smaller and regional projects carried out by various individual private subjects (companies, NGO's...) that try to fight directly or indirectly the impact of the crisis by training of employees and/or risk target groups.

#### **MEASURES TAKEN BY SOCIAL PARTNERS AND VET PROVIDERS**

There are no particular systematic nation-wide measures taken by social partners or VET providers reacting directly to crisis and aiming at VET. Social partners are involved in various individual or regional projects, often financed by ESF, that may be dealing with the crisis impacts in various ways, but there is no united monitoring data on this particular issue.

## 4. HISTORICAL BACKGROUND, LEGISLATIVE AND INSTITUTIONAL FRAMEWORK

### 4.1 HISTORICAL BACKGROUND

The beginnings of the system of IVET in the Czech lands date back to as early as the 2nd half of the 19<sup>th</sup> century.<sup>20</sup> There was an old tradition of trades which had developed in Bohemia and Moravia for centuries and had been linked to the overall development of educational attainment in Central Europe.

The training of apprentices in schools was made compulsory as early as 1774. The 1859 trades law stipulated clear rules for apprentice training (for example an obligation to conclude training agreements with apprentices).

Secondary technical schools (*Střední odborné školy - SOŠ*) also have a long tradition in the Czech Republic (*Česká republika - ČR*) and constitute one of the stable components of the education system.

The year 1875 saw the beginnings of a system of vocational training which, in addition to schools for apprentices, included *nižší a vyšší průmyslové školy* (lower and upper industrial schools). The education in industrial schools was originally purely vocational. This changed in the 1920s when the so-called upper industrial schools began to provide general education, and their students were therefore entitled to take a “*maturita*” examination providing access to technical higher education institutions. Other types of SOŠ had undergone similar development.

After World War Second the education system followed on from the pre-war tradition. The only major change was the introduction of general subjects in the curricula of apprentice schools (in 1946). The communist coupe in 1948 affected the education system of the then Czechoslovakia in an extraordinarily grave manner. The changes were enacted by the Law on a Fundamental Adjustment of Uniform Education (Law no. 95/1948), which affected the development of Czech (and Slovak) education in the following decades. Its adoption incapacitated pupils from selecting an educational pathway in line with their individual interests, aptitudes and plans. The educational content and objectives were politicised and unified to a great extent.

The reform launched in 1976 and embedded in the Schools Act of 1984<sup>21</sup> had the rationale behind it of making secondary education generally accessible and of ensuring that every secondary school leaver has a qualification recognised by the labour market. For gymnázia, this meant a considerable change in educational content. The proportion of general education was reduced in favour of vocational education, which was to provide the student with a qualification in case he/she could not go on to higher education, or for the student to make an informed choice of an appropriate programme at a university. Pupils in SOU-Střední odborná učiliště-Secondary vocational schools) could acquire secondary vocational education which provided them with a qualification to perform manual and similar occupations (three-year programmes), or “full” secondary education completed by “*maturita*” (newly introduced four-year programmes).

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<sup>20</sup> ReferNet Czech Republic: Initial vocational education and training. Detailed analyses. ReferNet Czech Republic 2005. Online : [http://www.refernet.cz/dokumenty/initial\\_education\\_report.pdf](http://www.refernet.cz/dokumenty/initial_education_report.pdf)

<sup>21</sup> Zákon č. 29/1984 Sb., o soustavě základních a středních škol (školský zákon) [Law no. 29/1984 on the system of basic and secondary schools (Schools Act)].

The latter provided the pupils with a vocational qualification and the possibility of seeking admission to any higher education institution. The overall number of vocational (formerly “apprentice”) programmes was reduced.

In relation to changes within society after 1989, the overall environment of work of schools has changed and therefore also the co-operation with the enterprises that have ceased to participate in the mandatory vocational training of students, particularly in vocational fields. As a consequence of disengagement from the enterprises, vocational schools faced considerable financial problems reflected particularly in their material equipment which gradually became out of date. Teachers have lost contact with new technologies and innovations in their fields and the relevance of training programs has also been greatly endangered. Practical training had to be moved from enterprises to laboratories and workshops of the schools.

In the course of the 1990s, the situation gradually improved and co-operation with vocational schools got back into employers’ field of interest.

A breakthrough came in 2001, when Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy - MŠMT*) elaborated a key strategic document - the National Programme for the Development of Education in the ČR, so-called White Paper (*Bílá kniha*).<sup>22</sup> This document highlights the need for closer co-operation between schools and employers, seeing the limited possibilities of employers to influence vocational training, which is predominantly, even in practical training in vocational fields, carried out in schools isolated from working environment of enterprises and companies, as one of the causes of difficult transition of graduates into the practice. This document at the same time represents the first step towards comprehensive reform in education. The shift from encyclopaedism is being promoted. Emphasis is placed on key competencies and interest in lifelong learning. This approach is reflected by the new Education Act (*Školský zákon*).<sup>23</sup>

The next step brought a simultaneously deployed reform based on a two-level creation of curricula. These were national curricula - Framework Education Programmes (*rámcové vzdělávací programy - RVPs*)<sup>24</sup> for particular vocational fields guiding the schools in preparation of their own school-based curricula - School Education Programmes (*školní vzdělávací programy - ŠVPs*)<sup>25</sup>. Together with the creation of RVPs, the number of vocational fields was simultaneously decreased: a total of 600 vocational fields were reduced to 270 more broadly oriented fields. This gives graduates opportunity to be more flexible when adapting to changing conditions and practice needs. Since the mid-1990s, the number of graduates from vocational fields has been decreasing and employers have not been able to find skilled craftsmen they needed. Therefore they have started to develop various activities (promotions, excursions, scholarships) to increase students’ interest in vocational fields of study that companies needed. In the academic year of 2009/2010 for the first time in many years, the overall proportion of students in vocational fields of study increased slightly.

Adult education has a long tradition in the ČR. Since the beginning of the 20th century, professional organisations have ensured the training of employees in various professions and areas (e.g. physicians, teachers, agriculture, etc.)

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<sup>22</sup> <http://www.msmt.cz/bila-kniha/narodni-program-rozvoje-vzdelavani-v-ceske-republice-bila-kniha-2001>

<sup>23</sup> Full title: Act No.561/2004 Coll., On Pre-school, Primary, Secondary, Higher vocational and other Education.

<sup>24</sup> Also referred to as framework educational programmes.

<sup>25</sup> Also referred to as school educational programmes.

Company training saw its first intensive development in the first half of the 20th century. To some extent, schools have also provided education for adults, especially since the 1950s when part-time studies for workers were introduced. A more extensive development of CVET began as late as the 1990s alongside with the development of market economy. The process was marked by the predominance of market impulses and spontaneity without appropriate co-ordination and systemic approaches. A number of training organisations were established the quality of which was not tested by any means.

The restoration of economic growth after 2000, which was accompanied by extensive restructuring of the economy, contributed to the gradually emerging demand for lifelong learning. The ČR joined in the European discussions related to the Memorandum on Lifelong Learning issued by the European Commission in 2000. In 2003 the Government of the ČR approved the first fundamental policy paper dealing with CVET - Human Resources Development strategy that set out priorities in the fields of legislation, governance, financing and quality assurance of CVET.

Since the ČR's accession to the EU in 2004 CVET has been increasingly perceived as one of key strategic policy priorities, and steps are being made to comply with EU processes and recommendations (e.g. to implement a system of recognition of CVET outcomes, etc.) EU funds have been used to support these developments. Nevertheless, a comprehensive systemic solution is still missing, and the rate of participation in CVET and the level of the population's awareness of LLL as a key necessity are only slowly increasing. Moreover, there is no single piece of legislation on continuing education and training - i.e. various CVET components are governed by different laws and decrees.

## 4.2 LEGISLATIVE FRAMEWORK FOR IVET

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

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

Since 2009 work is underway on drafting a new act on tertiary education that should replace the existing Higher Education Act and provide a new definition of tertiary professional education. As a result there should be a single legislative framework for the tertiary education sector. At the end of 2009 the Council for Tertiary Education Reform was set up. Tertiary education reform was not completed in 2010. In addition to institutional and programme diversification, changes in the funding of tertiary education are also envisaged.

The administrative framework of IVET was also considerably affected by the **Act on the establishment of higher-level administrative units (regions)** (*Zákon o vytvoření vyšších územních samosprávných celků*) which came into effect on 1 January 2000. This law has delegated some key responsibilities in the IVET area to regional bodies (see chapter 4.3).

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

In the Czech Republic (*Česká republika - ČR*) **collective agreements** do not play a major role in IVET. There are contracts on the content, scope and conditions of practical training concluded between schools and employers. Their content - particularly the place of training, the time schedule and the remuneration of pupils - is regulated by the Education Act and Decree of the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy - MŠMT*)<sup>26</sup>. The contracts differ from industry to industry, particularly as regards the level of involvement of social partners and the attractiveness of the services and cooperation they offer to schools.

### 4.3 INSTITUTIONAL FRAMEWORK FOR IVET AND ORGANIGRAM

#### NATIONAL LEVEL

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

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

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<sup>26</sup> Decree no. 13/2005.



## REGIONAL LEVEL

At regional level **self-governing bodies** - **regional assembly and regional council** (*zastupitelstvo kraje, rada kraje*) are set up. The **regional assembly**, which has decision-making powers, is obliged to form a commission for education and employment, which has its say on e. g. the number and the structure of the schools and their educational provision, the quality of schools, the funding of education in the regions, etc. The **regional council** (9-11 members) is elected by the assembly and holds executive powers. It forms expert commissions in various areas that have an advisory function. One of the commissions is normally concerned with young people and education. Regional self-governing bodies are directly responsible for establishing and closing down VET schools and school facilities.

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

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

## LOCAL LEVEL

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

In the Czech Republic (*Česká republika* - ČR), social partners can influence both the conception of objectives and content of vocational education and its framework organization in the respective field of study at national and regional levels, particularly through the co-operation on the preparation of curricular documents.

## ROLE OF SOCIAL PARTNERS

In the ČR, social partners can influence both the conception of objectives and content of vocational education and its framework organization in the respective field of study at national and regional levels, particularly through the co-operation on the preparation of curricular documents.

IVET Governance and Administration

Function Level	Decision-making	Executive	Consultative
National	Parliament	Ministry of Education, Youth and Sports	
Regional	Regional assembly	Regional council (self- administration)  Regional authority - department for education, youth and sports (delegated state administration)	Education Commission  Regional Council for Human Resources Development
Local	Director (public schools)  Director + school council (private schools)	Director of school or school facility	School council (public schools)

4.4 LEGISLATIVE FRAMEWORK FOR CVET

There is no comprehensive piece of legislation regulating continuing vocational education and training (CVET) as a whole. There are regulations (acts or decrees) covering its parts, or regulations fostering other areas that also touch upon various aspects of CVET. Three types of regulations may be distinguished:

**Laws covering initial education and training** which lay down the ways in which, at every level, schools may provide adult education: Formal education is governed by the Education Act covering basic (ISCED 0-2), secondary (ISCED 3 and 4) and tertiary professional education (ISCED 5B), and by the Higher Education Act that covers higher education institutions (ISCED 5-6). The laws define admission procedures for the various levels of education, possibilities of recognising prior education, ways of completion of studies and their certification, study organisation, etc.

**Regulations concerning labour and employment:** the Labour Code (*Zákoník práce*), the Employment Act (*Zákon o zaměstnanosti*) and the binding Decree on the retraining of job seekers and employees; the Investment Incentives Act (*Zákon o investičních pobídkách*) and Government regulation on material support for the creation of new jobs and the retraining of employees;

**Other laws and decrees** (e.g. the Act on Educational Staff; the Act on Technical Standards and the Act on State Expert Supervision; the Act on the Conditions Concerning the Acquisition and Recognition of Professional and Specialised Competencies to Perform the Occupation of Physician, Dentist and Pharmacist; the Trades Act, etc.).

A step forward was the **Act on the Validation and Recognition of the Outcomes of CVET** (*Zákon o ověřování a uznávání výsledků dalšího vzdělávání*) adopted in 2006 (its major provisions became effective on 1 August 2007). The law creates a legislative framework for the recognition of qualifications acquired through non-formal and informal learning. Adults can acquire upper secondary or tertiary ISCED 5B qualifications by means of acquiring all partial qualifications that testify to the professional competence required for carrying out all working activities within a profession, and by means of passing the final examination (ISCED 3C), *maturita* (ISCED 3A) or *absolutorium* (ISCED 5B). (For more details - see chapter 6.2). At the same time, work has been launched on the establishment of the necessary institutional conditions for the law to be effective. This includes, above all, the development of a National Register of Vocational Qualifications (*Národní soustava kvalifikací - NSK*) - a list of national qualifications including qualification and evaluation standards, the setting up of a network of institutions authorised to validate the qualifications and issue the relevant certificates, etc. (see also Box3 in chapter 6.3).

**Collective agreements** exist at corporate level and also at higher levels. They may become binding for an entire sector. However, they do not play a major role in continuing education. Only some one third of collective agreements contain provisions stipulating the employees' entitlement to professional development beyond the statutory framework, and these provisions are often written in general terms. Collective agreements concluded by trade unions in fields with a higher share of skills intensive jobs or a major state influence more often include provisions regarding agreements on the professional development of employees (60-70% of collective agreements in these sectors) - e.g. health-care, education, science and research, aerospace, railway services, etc. However, only a negligible proportion of agreements mention specific staff development programmes (2% as an average for all sectors)<sup>27</sup>.

#### 4.5 INSTITUTIONAL FRAMEWORK FOR CVET AND ORGANIGRAM

##### NATIONAL LEVEL

The Parliament, Government and ministries hold the decision-making power in terms of legislation and binding policies.

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

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

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<sup>27</sup> Source: Information system about terms of employment: Regular annual survey of the wage conditions and terms of employment, 2009, [http://www.kolektivnismlouvy.cz/download/2009/ISPP\\_2009.pdf](http://www.kolektivnismlouvy.cz/download/2009/ISPP_2009.pdf).

The systems of statutory training (*normativní vzdělávání* - see chapter 6.2) administered by ministries are subject to the laws, regulations and decrees of the relevant ministries (e.g. the Ministry of Health is responsible for the training of healthcare staff, Ministry of the Interior is responsible for public administration staff training, MŠMT is responsible for pedagogical staff training). The situation is similar as regards the training for specific occupations provided by organisations with nationwide operations (e.g. in the energy sector). The regulations are binding for all employers.

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

Within the gradual implementation of LLL Strategy (see chapter 2.1.), a plan should be drawn up for the establishment of a centre for innovation in continuing education that would cover research, development, methodology and evaluation in this area.

### REGIONAL LEVEL

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

### LOCAL LEVEL

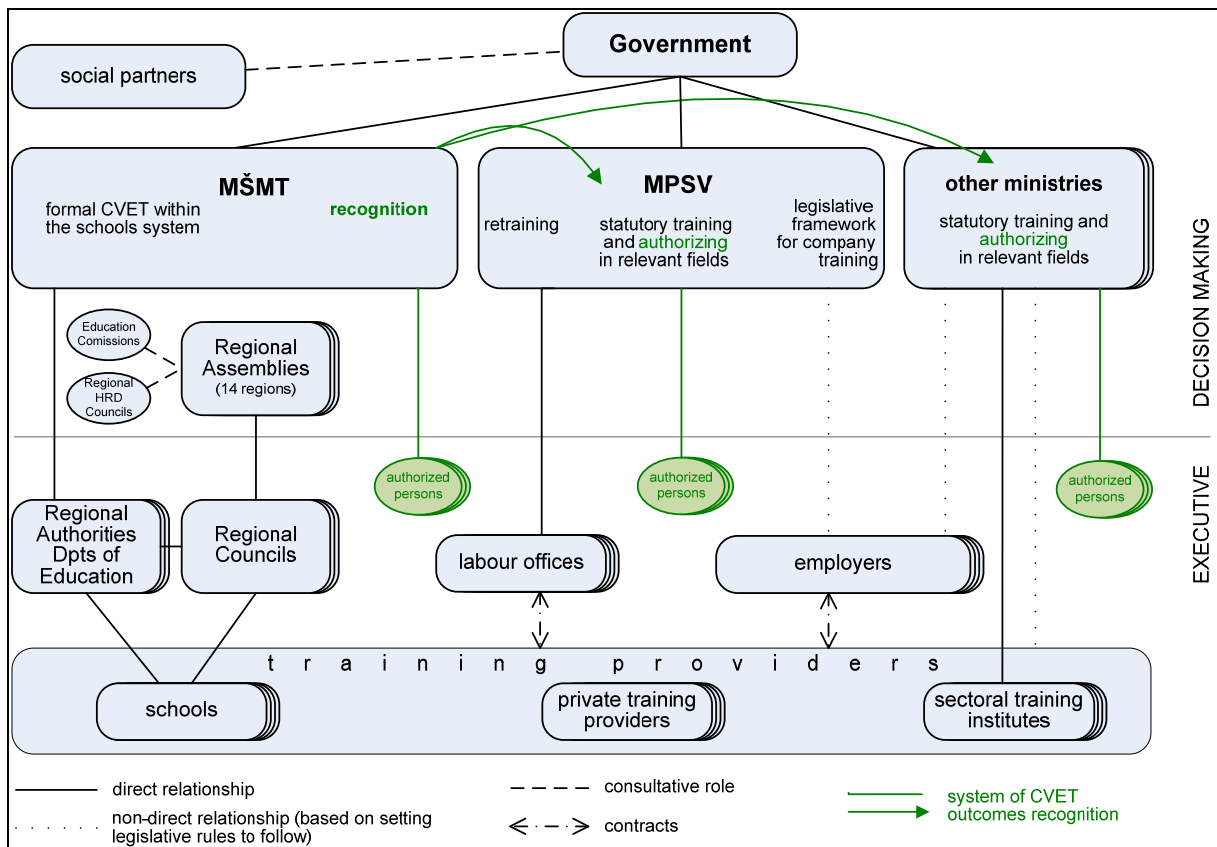
Based on the Act on Validation and Recognition of the Outcomes of CVET, institutions as well as individuals may apply for authorisation to carry out examinations in line with this law (see Box in chapter 6.2). As a result, a network of so-called authorised persons is gradually being developed, and it will be also listed in the National Register of Vocational Qualifications.

### ROLE OF SOCIAL PARTNERS

Social partners do not have any decision-making powers. However, as part of tripartite negotiations they are involved in important decision-making processes at national level as well as at the level of particular sectors and enterprises (see also chapters 4.4; 5.1).

The social partners' organisations, mainly at national level, are also involved in the implementation of various projects or they provide training themselves. However, there are no rules or obligations for them and these activities depend on their own initiative and resources (e.g. the biggest trade union organisation, the Czech-Moravian Confederation of Trade Unions, organises seminars on work safety, runs the Guidance and Information Centre on CVET providing services for employees, unemployed people and other groups at risk, and carries out various other activities in this context.)

## ORGANIGRAM OF CVET INSTITUTIONAL SYSTEM



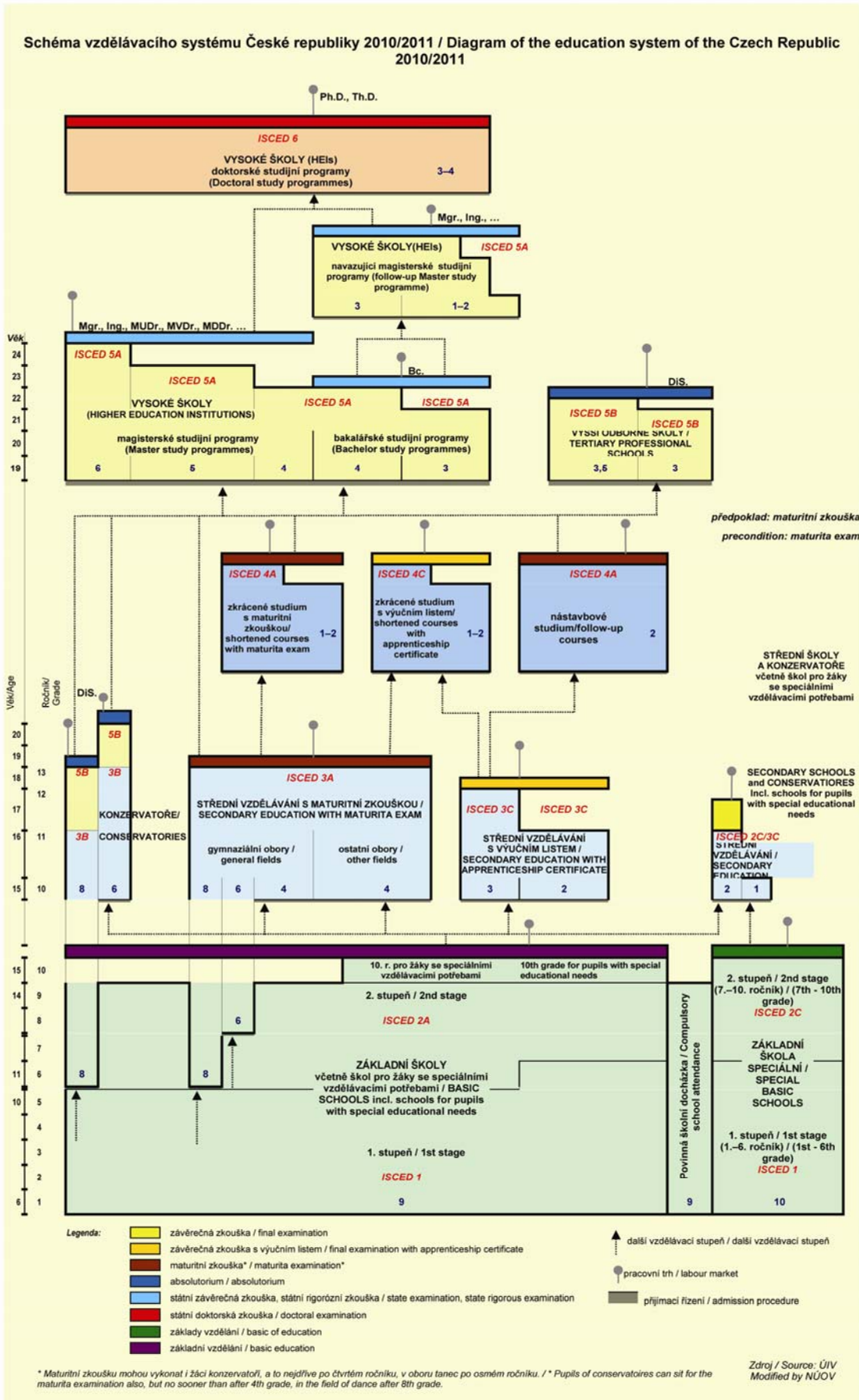
## 5. INITIAL VOCATIONAL EDUCATION AND TRAINING

### 5.1 BACKGROUND TO THE INITIAL VOCATIONAL EDUCATION AND TRAINING SYSTEM AND DIAGRAM OF THE EDUCATION AND TRAINING SYSTEM

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

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

CHART 1: EDUCATION SYSTEM OF THE CZECH REPUBLIC



## SECONDARY SCHOOLS (STŘEDNÍ ŠKOLY - SŠ)

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

Upon successful completion of a programme at secondary level, the following qualifications are acquired:

- a) Secondary education with a vocational certificate (*výuční list*) - two- or three-year courses of ISCED 3C level or a shortened study of ISCED 4C level where a part of the examination is practical;
- b) Secondary education with *maturita* - general or technical four-year courses of ISCED 3A level, two-year follow-up study or the shortened study of ISCED 4A level;
- c) Secondary education (without a vocational certificate or *maturita*, only a certificate of a final examination) - two- and one-year courses of ISCED 2C/3C level, general or vocational (only a minor percentage of pupils attends these courses, mostly handicapped children).

The *maturita* examination at all types of school opens up the opportunity to apply for tertiary education.

The new Education Act substantially changed the organisation of the *maturita* examination which will consist of two, common and profile, parts (with possibility to select difficulty level at most examinations). It will take place in the 2010/2011 school-year for the first time. The Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy - MŠMT*) is responsible for the centrally prepared, standardised common part for all school-leavers. The profiling/vocational part will be set by individual schools, which will also be responsible for its implementation and evaluation. The new scheme aims at securing comparability, enhancing prestige and objectivity of the *maturita* examination. It is also expected that the *maturita* thus will be more relevant for the higher education institutions during the entrance examinations as well as for future employers. In October 2010 so-called "*maturita dress rehearsal*" (the last trial before the real "*maturita*" examination) took place at schools as one of the final stages of the preparation of school leaving examination reform. The trial examination provided an opportunity for practicing the organisation of written exams of the common part of "*maturita*". The aim was to test the logistics, organisation and reliability of the technological infrastructure for the new "*maturita*". The shortcomings identified were to be eliminated by the end of May 2010 - i.e. the spring "*maturita*" examination period.

The organisation and assessment of the final examination is the responsibility of the school. For courses leading to an apprenticeship certificate (*výuční list*), standardised examination assignments are being developed for individual courses within the New Final Examination project (*Nová závěrečná zkouška - NZZ*). The reform entails a systemic change in the process of vocational programmes completion, meaning an end to the current situation where each school prepares its own final examination content. The fundamental feature of the new final examination (NZZ) is a uniform content for each specific field of education (e.g. bricklayer, toolmaker, baker, hairdresser, etc.) that is developed jointly by vocational school teachers and industry experts.



The process of unifying the final examination requirements leads to an increased level of comparability of learning outcomes and has a major influence on the quality of educational provision and the students' employment prospects. In the 2008/2009 school-year, about half of the schools used and tested these. In the 2009/2010 school-year, the assignments for all the courses were prepared. The uniform assignments are in relation to national curricula and the qualification and assessment standards of the National Qualifications Framework. For 2010/2011 uniform exams are also being developed for less demanding programmes designed for students with special educational needs. In March 2011, all the exams shall be made available for schools via the NZZ web portal. An amendment to the relevant legislation is envisaged that should introduce an obligation for all schools to administer the new final examination. The assignments are, of course, going to be modified each year. To that effect, a database of topics for final examinations is being developed and should be gradually expanded

There are the following types of secondary schools:

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

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

c) **secondary vocational school** (*střední odborné učiliště - SOU*) provides a vocational qualification in two- and three-year programmes, entitling those who acquire it to perform manual work and similar occupations (ISCED 3C). Secondary vocational schools also provide a small number of four-year programmes completed by *maturita* (ISCED 3A), providing a qualification to perform demanding manual work and technical occupations and opening up the path to higher education. Secondary vocational schools may also provide one- and two-year programmes (ISCED 2C) for pupils who completed compulsory education but failed to complete all nine years of basic school, for young people with special learning needs, and pupils who completed special (*speciální*) or practical (*praktické*) schools<sup>28</sup>.

#### CONSERVATOIRES (KONZERVATOŘE)

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

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

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<sup>28</sup> Special (*speciální*) and practical (*praktické*) schools are dedicated for pupils with various types of handicaps and/or learning difficulties.

## TERTIARY PROFESSIONAL SCHOOL (VYŠŠÍ ODBORNÉ ŠKOLY - VOŠ)

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

## HIGHER EDUCATION INSTITUTIONS (VYSOKÉ ŠKOLY - VŠ)

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

## PROMOTING PARTICIPATION IN IVET

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

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

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

Moreover, the City of Prague launched a wide-ranging campaign in 2009 to enhance the social prestige of skilled manual work, crafts and vocational training. At the same time the city, in co-operation with the Economic Chamber, plans to provide students the opportunity of undergoing work placements and to ensure that enterprises in Prague may train their own apprentices ([www.remeslozije.cz](http://www.remeslozije.cz)).

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

## OBJECTIVES AND PARTICULAR CHALLENGES FOR IVET

The main objectives and challenges that are addressed in the Long-Term Plan for Education and the Development of the Education System of 2007 and the Action Plan for Support of Vocational Education and Training of 2008 include: equal access to education; curricular reform as an instrument for modernisation of education with an emphasis on the development of key competencies; support for the learning of foreign languages and information and communication technologies; development and implementation of quality systems, evaluation methods and self-evaluation of schools and school facilities; increasing the professional standards and enhancing the working conditions of teachers and educators; and the need to increase the prestige of secondary vocational education leading to an apprentice certificate.

In view of the demographic development there is also the challenge of interconnecting initial and continuing education and training (e.g. the use of material and human resources in schools for implementation of continuing education courses) with the aim of preserving schools and fields for which there is not sufficient demand in initial education. Emphasis is therefore placed on support for continuing education and lifelong learning. Other objectives include ensuring the standards of school leaving examinations at upper secondary level - i.e. continuation of the school leaving examination reform and completion of the reform of final examinations in vocational programmes. Another objective is to increase the level of vertical and horizontal transferability of secondary education and, last but not least, to introduce a motivational scheme for co-operation between schools and employers<sup>29</sup>.

## CURRICULAR DEVELOPMENT PROCESS

Currently, the vocational education system of the ČR has been undergoing an extensive **curricular reform**, aimed at pupils in vocational training to acquire knowledge, skills and attitudes they need for a full life in the 21<sup>st</sup> century. The reform is anchored in the Education Act (561/2004 Coll.). The curriculum is created on two levels - on the national level, the so-called national curricula (*rámčové vzdělávací programy* - RVP) containing the minimum requirements for education stipulated by the State and, on the level of individual schools, the so-called school-based curricula (*školní vzdělávací programy* - ŠVP) are created. From 2007 to 2010, the RVPs are being gradually approved and issued by the MŠMT. They are designed for 270 fields of upper secondary VET of various categories (either fields of upper secondary education with *maturita* exams or fields with a vocational certificate). The objective of this two-level development of curricula is to allow for a more flexible shaping of graduate profiles in line with regional needs, the development of the relevant field and the interests and capacities of students.

Social partners were actively involved in the preparation of curricular documents. This should help to improve the quality of curricula and their implementation (e.g. creating better conditions for training, especially workplace training) and further enhance the labour market success of the graduates, particularly in the region. The representative of the employers must also be present at the final examination of programmes with vocational certificate.

In parallel with the curricula, professional requirements are being drafted as part of the Integrated System of Typical Working Positions (ISTP), which will define the requirements for the performance of various occupations, and should also ensure comparability with the relevant requirements in the European Union.

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<sup>29</sup> Action Plan for Support of Vocational Education and Training (2008) and the Long-Term Plan for Education and the Development of the Education System in the Czech Republic (2007)

Similarly as the ISTP is within the project of the Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí - MPSV*), also the National System of Occupations (*Národní soustava povolání - NSP*) is co-financed from the ESF. The NSP is based on the ISTP; it builds on it and develops it. The NSP by means of sectoral councils monitors and gathers information on occupations demand in the labour market. Thus an open and widely accessible database of occupations is created realistically reflecting the situation on the labour market. Together with National Register of Vocational Qualifications (*Národní soustava kvalifikací - NSK*) will provide important information on qualification requirements that will be subsequently reflected by all levels of education. See box 3 in chapter 6.3.

#### MAIN CHARACTERISTICS OF THE CURRICULUM

One of the features of curricular reform in secondary vocational education and training is the focus on learning outcomes. Framework Education Programmes (RVP) define not only the content of education, but, most importantly, the learning outcomes - the requirements concerning the knowledge, skills and competencies of graduates. The outcomes are defined at two levels: as the competencies of an individual who completed a training programme and as learning outcomes in various fields of education - i.e. in connection with the educational content. The graduate profile covers two groups of competencies: key competencies (including general competencies) and professional competencies. Both categories constitute a set of required knowledge, skills, attitudes and other competencies along the lines of EQF competencies. Each competence is described in the RVP as a set of partial competencies.

The content of education in the RVP is divided into educational areas that consist of educational fields. There are the following areas: Language and Language Communication, Social Education, Science, Mathematics, Arts and Culture, Health Education, ICT, Vocational Education (the vocational component depending on the field studied).

For each area a set of expected outcomes and the relevant subject matter are defined. The starting point for formulating the learning outcomes was Bloom's taxonomy of educational objectives. RVP is a binding document for the development of School Education Programmes (ŠVP). RVP does not prescribe the teaching methods, textbooks and other materials teachers should use. These are at teachers' discretion.

ŠVP are developed in line with the rules set out in RVP. In their School Education Programmes schools are required to specify the competencies they intend to develop in their pupils and the learning outcomes. ŠVP are developed in a standard manner with the use of the framework curriculum timetable. Educational modules are only exceptionally used in secondary education.

#### QUALITY ASSURANCE MECHANISMS

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

### (i) External evaluation

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

### (ii) Self-evaluation of schools

Self-evaluation of schools has been embedded in the legislation since 2004<sup>30</sup>. Its results form a basis for the development of an annual report about the school's activities, and also serve as background material (among other things) for external evaluation by the ČŠI.

## QUALITY ASSURANCE OF VOCATIONAL TRAINING

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

In 2007 the MŠMT established the National Network for Support of the Quality Assurance in VET. The network provides information and an advisory service for all stakeholders involved and initiates informatory and methodical activities aimed at VET quality assurance. It has no decision making power.

## 5.2 IVET AT LOWER SECONDARY LEVEL

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

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<sup>30</sup> The obligation for schools to carry out self-evaluation is stipulated by the Education Act. Further details are set out in the Decree no. 15/2005 Coll. that lays down the requisites in relation to strategic (long-term) plans, annual reports and self-evaluation of schools.

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

Most IVET programmes at ISCED 2C level are also offered by **practical schools** (*praktické školy*). These programmes last one or two years. The practical school does not provide vocational qualifications, but develops and strengthens manual skills and working habits and prepares for the performance of simple auxiliary tasks in production or services. The main objective of this training is to achieve the highest possible degree of socialisation of disadvantaged pupils in order to facilitate their integration into the work process, depending on their interests, capacities and competencies. Recently (in relation to the development of new, modern technologies) simple tasks have either been disappearing or decreasing in number, which reduces employment opportunities for graduates of these programmes.

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

Education is normally provided by special pedagogues who use specific teaching methods (re-educational, compensatory, rehabilitation). A lower number of pupils facilitate an individual approach. There are boarding facilities which perform the rehabilitation function and where pupils take part in joint out-of-school activities. Those who only receive a certificate of completion (without having taken the final examination) mostly find jobs in so-called sheltered workshops.

Those who complete the programmes acquire a **certificate of a final examination** or just a certificate of completion, and achieve secondary education (without having a vocational certificate or *maturita* certificate). The **final examination** consists of a practical part and an examination in vocational subjects.

For quality assurance mechanisms see chapter 5.1.

	TOTAL ISCED2	ISCED2GEN	%	ISCED2PV	%	ISCED2VOC	%
<b>EU 27</b>	22,065,847	21,486,604	97.4%	335,599	1.5%	243,644	1.1%
<b>CZECH REPUBLIC</b>	403,662	401,568	99.5%	2,094	0.5%	:	:

Note: : - information not available, gen - general; pv - pre-vocational; voc - vocational. Source: Eurostat (UOE); Extracted on: 30-06-2011.

**TABLE 15B - STUDENTS IN LOWER SECONDARY EDUCATION BY PROGRAMME ORIENTATION (NATIONAL DATA)**

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
<b>ISCED 2 GENERAL</b>	508,100	500,544	493,162	485,114	456,968	430,870	401,568	3377,057	399,993
<b>ISCED 2C PREVOCAATIONAL AND VOCATIONAL</b>	2,205	2,180	2,216	3,552	2,002	2,117	2,094	2,173	2,323
<b>ISCED 2 - TOTAL</b>	510,305	502,724	495,378	488,666	458,970	432,980	403,662	379,230	369,316
<b>PREVOCAATIONAL - %</b>	0.4%	0.4%	0.4%	0.7%	0.4%	0.3%	0.5%	0.6%	0.6%

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

An overwhelming majority of pupils in lower secondary education (99.4 %) attend general education programmes. These are pupils of basic schools and six- and eight-year *gymnázia* who implement compulsory education. There is a negligible proportion of pre-vocational programmes. These programmes are primarily designed for pupils with intellectual disabilities who have completed nine-year compulsory education (up to 15 years of age).

Between 2002/2003 and 2010/2011 the overall number of pupils in lower secondary education (ISCED 2) dropped by 28%. This decline is the result of unfavourable demographic developments. There was a corresponding fall in the number of pupils in general programmes. The larger decrease (in percentage terms between 2002/2003 and 2007/2008) in the number of pupils in pre-vocational programmes was caused not only by a reduced size of the relevant age cohort, but also by legislative changes - until 2006-2007 these programmes also included the practical level of *pomocná škola* (auxiliary school). The auxiliary school was abolished by the Education Act.

### **5.3 IVET AT UPPER SECONDARY LEVEL (MAINLY SCHOOL-BASED)**

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

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

- secondary technical schools
- secondary vocational schools
- conservatoires

## SECONDARY TECHNICAL SCHOOLS

Secondary technical schools (*střední odborné školy* - SOŠ) may be public, private or church owned. Education at public schools is provided for free, while private and denominational schools may collect tuition fees. Students admitted to the first year must have completed compulsory education (15-year-olds). The educational provision at secondary technical schools is in compliance with curricular documents approved by the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* - MŠMT). However, school directors can adjust these documents. The study plan may be changed in line with regulations in place - normally up to 10% of the overall number of teaching periods. Subject syllabi may be modified to the extent of up to 30% of the teaching periods allocated to each subject (the adjustment is due to new technologies, modernisation of the field, regional conditions and the requirements of social partners). Schools may also develop their own curricula, but their application is subject to approval by the MŠMT. Study plans include general subjects (Czech language and literature, a foreign language, mathematics, natural sciences, civic education, history and physical education), and vocational subjects, depending on the relevant programme. Vocational subjects include practical exercises, laboratory work, etc. The study plans at SOŠ also include work placements in companies and other institutions. The length of these placements depends on the nature of the programme. The proportions of general and vocational subjects vary depending on the fields of study and years. The ratio is around 45:55 in favour of vocational subjects. Work placements<sup>31</sup> (on average 6-8 weeks altogether), during which students experience the feel of a real workplace; facilitate contacts between the students and employers.

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

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<sup>31</sup> In the Czech Republic, IVET at ISCED 3 level is “school-based”, although educational programmes at this level have a large proportion of practical training. **Practical training** is part of curricula for programmes preparing students for manual occupations (ISCED 3C). It takes place in school workshops, practical training centres, or in authorised companies (possibly small business owner’s premises). **Work placements** (on average 6 - 8 weeks in the course of the programme) are part of curricula which prepare students for middle-level technical/business and similar functions (ISCED 3A). Work placements take place either on a continuous basis as part of classes, or in blocks (full weeks). Work placements are implemented in school facilities (either a school farm or workshop), and in a real working environment - in companies and institutions. The proportions of theory and practice and the scope of placements vary depending on the programme. Organisation of work placements is the **responsibility of the school**.



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

The *maturita* examination allows for entering tertiary education.

**The admission criteria**, form and content of entrance examinations are set by the school director depending on the programme, level and field of education. This means that admission proceedings differ according to fields and levels of education and from school to school. The principal criterion is basic school performance or achievements in previous education. An **entry examination** is normally part of admission proceedings (written or oral) which aims to test the applicant's skills and knowledge acquired at basic school in the Czech language, mathematics and, possibly, a foreign language. Often there is no entry examination. This is particularly true of programmes with a "vocational certificate" (ISCED 3C). In some fields, particularly in arts (conservatoires), an aptitude test forms an obligatory part of admission proceedings (it is taken before the entry examination). The applicant is also required to meet **health requirements** set for a particular programme by the Ministry of Health in the form of a government regulation. Applicants may also be admitted to a higher than first year. The school director may decide that, based on documents testifying to previous education, an examination should be part of these admission proceedings.

## SECONDARY VOCATIONAL SCHOOLS

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

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

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

SOU may be public, private and church. Education in public SOUs is provided for free, whereas private and church schools may collect tuition fees. The study plans include general subjects (the same as at SOŠs), vocational subjects the selection of which depends on the nature of the programme, and practical training.

The proportions of general and vocational subjects and practical training vary depending on the programme and year. In three-year programmes, which are the most common, general subjects are allocated 30-35% of the instruction time, vocational subjects get 20-30% of the time and practical training 35-45%. In four-year programmes the ratio is about 40:30:30. In follow-up courses for graduates of three-year vocational programmes at SOU, the study plans only include general subjects and vocational theory. The ratio is about 45:55. Traditional teaching methods also prevail at SOU. Theoretical instruction takes place in classrooms; for the teaching of foreign languages students may be divided into groups. In practical training students are divided into 6-17 member groups. Practical training takes place mostly at specially designed training facilities or workshops. In view of the nature of the programmes, practical training may also be held in laboratories or specially equipped classrooms.

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

## CONSERVATOIRES

Conservatoires are a specific type of secondary school with a different regime. Students with music, dance and drama talents take an aptitude test as part of the admission proceedings. Applicants who complete the 9<sup>th</sup> year of basic school are admitted to six-year music and drama programmes. The eight-year dance programme is designed for those who complete the 6<sup>th</sup> year of basic school, and in the lower years implement their compulsory schooling. Six- and eight-year programmes are normally completed by an *absolutorium*. The graduates get a certificate of *absolutorium* and a diploma. Conservatoire graduates have the title “specialist with a diploma” (*diplomovaný specialista*, abbreviated as “DiS.” - behind the name). The graduates achieve tertiary qualification (ISCED 5B). Students at conservatoires may also take a non-compulsory *maturita* examination during their studies - at the earliest after four years in music and drama programmes, and after eight years in dance.

	TOTAL ISCED3	ISCED3GEN	%	ISCED3PV	%	ISCED3VOC	%
EUROPEAN UNION (27 COUNTRIES)	21,712,161	10,945,047	50.4%	.	.	9,687,210	44.6%
CZECH REPUBLIC	477,158	127,545	36.7%	0	0.0	349,613	73.3%

Note: gen - general; pv - pre-vocational; voc - Vocational. Source: Eurostat (UOE); Extracted on: 30-06-2011.

**TABLE 16B - STUDENTS IN UPPER SECONDARY EDUCATION BY PROGRAMME ORIENTATION  
(NATIONAL DATA)**

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
<b>ISCED 3 GENERAL</b>	101,327	101,098	111,724	101,491	121,320	124,788	127,545	122,494	116,665
<b>ISCED 3 VOCATIO NAL</b>	378,862	390,847	381,322	388,467	369,199	358,447	349,613	347,414	331,202
<b>ISCED 3 - TOTAL</b>	480,189	491,945	493,046	489,958	490,519	483,262	477,158	469,908	447,867
<b>GENERAL - %</b>	21.1%	20.6%	22.7%	20.7%	24.7%	25.8%	26.7%	26.1%	26.0%

Source: UOE Questionnaires, ÚIV.

The number of pupils in upper secondary education dropped by 7% in the 2002/2003-2010/2011 period. This is a relatively minor decline in view of the unfavourable demographic trend. The fact that the development of the number of pupils does not copy the declining demographic curve is caused, above all, by a declining proportion of pupils in shorter programmes (secondary education and secondary education with a vocational certificate), and by an increasing number of pupils in secondary programmes with *maturita* that are longer and last four years. This means that the average length of upper secondary education is increasing.

Most pupils at upper secondary level attend vocational programmes (74% of pupils). These are both ISCED 3C programmes that are primarily designed for entering the labour market, and ISCED 3A programmes that allow for continuation of studies at tertiary level both in ISCED 5B and 5A type programmes. The proportion of pupils in vocational programmes decreased by 13% during the period of 2002/2003 - 2010/2011. Since the mid-90s, the number of graduates from vocational programmes had been decreasing. In the academic year of 2009/2010, for the first time in many years the overall proportion of pupils in vocational programmes has slightly increased.

At present there are 26% of pupils attending general education at upper secondary level. There has been an increase by 5 percentage points since 2002/2003. This increase is caused primarily by a growing number of schools that introduce *lyceum*-type programmes and a rising number of pupils in these programmes.

For quality assurance mechanisms see chapter 5.1.

## 5.4 ALTERNANCE TRAINING (INCL. APPRENTICESHIP)

Apprenticeship training as specified in a definition used in the European Union does not exist in the Czech Republic (*Česká republika - ČR*).

## 5.5 PROGRAMMES AND ALTERNATIVE PATHWAYS FOR YOUNG PEOPLE

### SHORTENED COURSES

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

### RECOGNITION OF NON-FORMAL LEARNING OUTCOMES

The Act No.179/2006 Coll. on validation and recognition of the outcomes of continuing education which came into effect on 1.8.2007 enabled formal recognition to partial qualifications which, if accumulated, could lead to the acquisition of a certificate recognized in formal education. For details see chapter 6.2.

### PROGRAMMES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

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

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

Special education combines special pedagogical approaches with modified methods used in mainstream schooling. Special pedagogical approaches aim at strengthening the personal development of the pupils and at acquiring specific skills and competencies that the pupils need for a successful integration into society and employment. The secondary and tertiary professional education of pupils with physical disabilities may be extended by two years. For more details on ISCED 2C programs see chapter 5.2.

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

At the end of 2009, the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy - MŠMT*) elaborated the National Action Plan of Inclusive Education, which should be a long-term conceptual solution to support inclusion in primary, secondary and tertiary education. The plan determines the objectives and the framework for activities in inter-ministerial co-ordination and planning, legislation, strategic documents for education, etc., to ensure equity in education. The plan was submitted for comments to the entities involved.

## WALDORF SCHOOLS

Alternative IVET schools in the Czech Republic (*Česká republika* - ČR) also include Waldorf schools. They use official educational programmes that are modified to serve their specific purpose. Their number is very low.

## EDUCATIONAL PATHWAYS OUTSIDE THE FORMAL EDUCATION SYSTEM

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

### Post-*maturita* language courses

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

### Retraining programmes

Individuals who have left the education system and become unemployed can undergo retraining. Retraining programmes constitute one of the measures of an active employment policy and are organised by the relevant labour offices. Young people up to 20 form one of the groups that, as the law requires, receive increased attention from labour offices. The objective of retraining is to acquire a new, or enhance existing, qualifications. (For more details see chapter 6.5). Retraining courses prove to be a relatively successful means of facilitating entry to the labour market for unemployed school leavers.

For quality assurance mechanisms see chapter 5.1.

## 5.6 VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON-TERTIARY) LEVEL (MAINLY SCHOOL-BASED)

At present, the only form of vocational education at post-secondary (non-tertiary) level is the so-called **follow-up studies** (ISCED 4A). This type of education may be taken by pupils who have acquired a vocational certificate (*výuční list*) (ISCED 3C). Follow-up courses in the relevant field can be organised by secondary schools which provide *maturita* courses in the same field. Follow-up programmes take two years and are completed by a *maturita* examination. The numbers of graduates of vocational programmes who are interested in completing their education via follow-up courses tend to grow. In the academic year 2006/2007, about 39% of the total number of graduates of three-year vocational courses entered in follow-up courses.

Follow-up courses are organised both by secondary vocational schools (provided they deliver programmes completed by *maturita* in the relevant field of study), and by secondary technical schools. They may be entered either immediately after completion of the previous programme, or after a period of work experience.

This segment of the education system provides a second chance and significantly enhances the passage through the system. Instead of a four-year course with *maturita* a number of pupils opt for a three-year programme leading to a vocational certificate that is followed by a two-year follow-up course. After completion of these five years graduates acquire both a vocational certificate and a *maturita* certificate.

	ISCED4	ISCED4GEN	%	ISCED4VPV	%
EUROPEAN UNION (27 COUNTRIES)	1,546,250	1,739,28	11,2%	137,2321	88,8%
CZECH REPUBLIC	90,925	33,794	37,2%	57,131	62,8%

Note: gen - general; vpv - vocational and pre-vocational: - information not available. Source: Eurostat (UE); Extracted on: 30-06-2011.

	2002/ 03	2003/ 04	2004/ 05	2005/ 06	2006/ 07	2007/ 08	2008/ 09	2009/ 10	2010/ 11
ISCED 4 GENERA L	20,201	26,483	27,756	27,772	30,346	31.656	33.794	38,438	38,887
ISCED 4 VOCATIO NAL	53,428	59,353	56,578	52,205	50,274	55.075	57.131	45,641	44,543
ISCED 4 - TOTAL	73,629	85,836	84,334	79,977	80,620	86.731	90.925	84,079	83,430
VOCATIO NAL - %	72.6%	69.1%	67.1%	65.3%	62.4%	63.5%	62.8%	54.3%	53.4%

Source: UOE Questionnaires, ÚIV

The number of pupils in post-secondary non-tertiary education fluctuated in the 2002/2003-2009/2010 period. This was caused by the variety of programmes on offer at this level of education. This education includes follow-up programmes (two-year studies for graduates of ISCED 3C programmes leading to a *maturita* examination), “second” programmes leading to a vocational certificate, continuing education programmes at higher education institutions designed for graduates of secondary schools, and post-*maturita* language courses at language schools that are authorised to perform state language examinations.

Throughout the period under review a majority of pupils at post-secondary non-tertiary level attended vocational programmes (53-73 % of pupils).

## 5.7 VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL (MAINLY SCHOOL-BASED)

### TERTIARY PROFESSIONAL EDUCATION

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

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

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

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

**The curricula are designed by individual schools.** However, they must be approved by the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy - MŠMT*) based on a recommendation issued by the Accreditation Commission for tertiary professional education. The ratio between general, general vocational and specific vocational subjects is roughly 20:40:40. The number of teaching periods per week in full-time programmes ranges from 26 to 33 compulsory and compulsory/optional subjects. Practical training in a specific field constitutes an important component of this type of study. It may last up to one year during which students work on a paper or project which is then evaluated jointly by the school and the relevant company or institution. The teaching methods are similar to those applied in higher education. The instruction consists of lectures and seminars, practices, laboratory exercises and work placements.

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

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

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

## HIGHER EDUCATION

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

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

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

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

A minimum requirement for admission to a VŠ is the completion of secondary education with *maturita*, or *absolutorium* in the case of conservatoires. (Arts disciplines at VŠs may constitute an exception in this respect. However, the subsequent passing of a *maturita* examination is a condition for the award of a university degree). Admission to Master studies following on from a Bachelor programme is conditional upon due completion of the Bachelor programme. Admission to Doctoral programmes is conditional upon due completion of a Master programme.

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

A study programme is designed and submitted for accreditation by the VŠ, or by an institution that seeks to deliver it in co-operation with the VŠ. The Accreditation Commission is set up by the government. The study programme is defined in terms of its type (Bachelor, Master, Doctoral), and the form of study (full-time, distance or a combination of the two).



Bachelor and Master programmes are based on two major methods of instruction - lectures and practices. Doctoral study programmes are implemented in line with an individual study plan under the guidance of a supervisor.

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

In 2009, the Government approved the White Paper of Tertiary Education containing, apart from the basic concept of tertiary education reform, also a number of proposals to support equal chances and to improve access to tertiary education for various groups (e.g. students from socially disadvantaged environment). These proposals concern both the tertiary education structure and its funding and - in particular - application of special strategies aimed at reducing of the social and economic barriers (e.g. financial help - grants, scholarships, loans, etc.; admission proceedings - transparency, universalisation of criteria, etc.). The Paper became the basis for discussion on the amendment of the Higher Education Act.

	TOTAL ISCED 5_6	ISCED 5A	%	ISCED 5B	%	ISCED 6	%
EUROPEAN UNION (27 COUNTRIES)	19,470,362	16,326,297	83.9%	2,627,569	13.5%	517,222	2.7%
CZECH REPUBLIC	416,847	360,029	86.4%	32,638	7.8%	24,906	6.0%

Note: - information not available. Source: Eurostat (UOE); Extracted on: 30-05-2011.

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
ISCED 5A	236,456	262,530	279,207	283,484	308,376	336,319	360,029	374,677	386,448
ISCED 5B	29,453	33,046	32,193	31,879	31,247	32,533	32,638	33,057	33,875
ISCED 6	21,092	23,282	24,907	22,646	23,654	24,340	24,906	25,658	26,438
ISCED 5, 6 TOTAL	287,001	318,858	336,307	337,405	362,630	392,540	416,47	433,414	446,378
% ISCED 5A	82.4%	82.3%	83.0%	84.0%	85.0%	85.7%	86.4%	86.4%	86.6%
% ISCED 5B	10.3%	10.4%	9.6%	9.4%	8.6%	8.3%	7.8%	7.6%	7.6%
% ISCED 6	7.3%	7.3%	7.4%	6.7%	6.5%	6.2%	6.0%	5.9%	5.9%

Source: UOE Questionnaires, ÚIV.

Since 1989 there has been a robust expansion in the number of students throughout the entire period. The largest increase (in percentage as well as absolute terms) in the 2002/2003-2010/2011 period occurred at ISCED 5A level where the number of students increased by 63% (150 thousand), while the number of ISCED 5B students rose by 15% (4.4 thousand). The number of doctoral students (ISCED 6) went up by 25% (5.3 thousand students).

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

## 5.8 LANGUAGE LEARNING IN IVET

### LANGUAGE LEARNING WITHIN IVET AND ITS OBJECTIVES

The teaching of foreign languages at secondary VET schools should assist pupils in acquiring practical language skills so as to be ready to live and work in a multicultural society. The instruction follows up foreign language teaching that is part of basic education.

In the Czech Republic (*Česká republika* - ČR) there are three secondary VET schools (in the Moravia-Silesia region) that offer instruction in Polish for the Polish minority.

### NUMBER OF FOREIGN LANGUAGES TAUGHT

The number of foreign languages taught differs according to the nature of the education provided. In upper secondary programmes completed by a final examination the responsibility for foreign language teaching lies with the school. In programmes leading to an apprenticeship certificate there is an obligation to teach one foreign language. The decision on including a second foreign language in the curriculum is up to the school. A second foreign language is a compulsory subject only in fields where the school leavers are expected to have to communicate with clients in a foreign language (e.g. tourism, hotels and restaurants, various services, transportation etc.). Framework education programmes for secondary programmes with *maturita* prescribe the teaching of two foreign languages.

In 2010 there were 341,952 pupils (except for secondary general programmes) learning a foreign language in school. 1.1% of pupils in programmes without *maturita* studied one foreign language, 14.2% studied two languages. In *maturita* programmes there were 50.6% of pupils studying one language and 47.6% studying two languages. 1.6% of pupils studied three languages (several pupils signed up for as many as 4 languages). These are mainly students in programmes focusing on hotels and restaurants and tourism. English is by a large margin the most frequently taught foreign language in both *maturita* programmes and those without *maturita*. English is followed by German and Russian. French, Spanish, Latin and Italian tend to be marginal and, with some exceptions, are taught in programmes with *maturita* (see the table below).

Number of pupils studying a foreign language			
Czech	No. of pupils	Programmes with <i>maturita</i>	Programmes without <i>maturita</i>
Total	341,952	249,061	92,891
of which			
English	292,872	223,406	69,466
German	153,294	115,863	37,431
Russian	17,128	15,717	1,411
French	8,950	8,950	0
Spanish	8,739	8,692	47
Latin	2,917	2,875	42
Italian	306	306	0

Source: ÚIV; Yearbook (Table D1.1.7); Data as at 30.9.2010.

#### MODES OF DELIVERY AND METHODS OF LANGUAGE LEARNING

In all FEPs emphasis is placed on the use of invigorating didactic methods and language portfolios, organisation of exchanges and study visits abroad, and the use of multi-media teaching programmes and the Internet. In instruction there is stress on links between the programme specialisation and practical use of the foreign language. Teaching of other subjects in a foreign language is recommended (the CLIL method). At present a CLIL project is being implemented (2009-2012) focusing on the teaching of English across all subjects at basic schools, secondary general and secondary technical schools in the Vysočina region. Another language project geared towards teachers and pupils at secondary VET schools (among others) is entitled The European Portfolio in Practice (2009-2012). The objective of this project is to develop an on-line application of the Language Portfolio and, in this way, to increase the number of teachers and pupils using this instrument. According to a questionnaire survey carried out as part of this project, 13.6% of the schools polled use a printed and validated European Language Portfolio for the 15-19 age cohort.

#### ASSESSMENT AND CERTIFICATION STANDARDS, THE USE OF COMMON EUROPEAN FRAMEWORK FOR LANGUAGES, VALIDATION OF LANGUAGE SKILLS

Assessment of the knowledge and skills in foreign languages at secondary VET schools is in compliance with the Common European Framework for Languages. The competence level required upon graduation is described in the relevant Framework Education Programme. In programmes leading to an apprenticeship certificate the level is A2 for the first compulsory language. For the second language it is A1 (or A1+ for pupils who have studied the relevant language at basic school). The minimum competence level required in programmes completed by *maturita* is B1 for the first language and A2 for the second language.

A number of students at secondary VET schools attend paid foreign language courses (1 or 2 hours per week). The courses may be completed by a language examination corresponding to the competence level achieved. State language examinations continue to be popular among the population and are appreciated by employers. They can be taken at basic B2 level, at general C1 level and special C2 level. These examinations may only be administered by schools with the relevant authorisation. The conditions and rules concerning the examinations are set out by the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* - MŠMT). Moreover, there is a number of private language schools offering courses that prepare students for international language examinations.

Many secondary school leavers, particularly those who consider further studies, undertake post-maturita language courses. These full-time courses lasting one year are offered by both private schools and schools authorised to administer state language examinations. They prepare the participants for internationally recognised certification procedures or state language examinations in the given languages. Again, English is the most popular language in these courses.

Students who have undergone an international study visit or internship may sign in for a state or international language examination without having to complete the course in full. They may also describe their experience and skills in the Europass Language Passport or CV.

As from 1 January 2009 all foreign nationals (except EU citizens) who apply for a permanent residency permit in the ČR must pass an examination in the Czech language at A1 level.

## 6. CONTINUING VOCATIONAL EDUCATION AND TRAINING

### 6.1 GENERAL BACKGROUND

The main objectives for CVET are summarized in the Lifelong Learning Strategy adopted in 2007 (for more details see chapter 2.1). Its adoption was a major step towards the development of continuing education, and so was its Implementation Plan adopted in 2008. The plan sets out implementation measures for 2009-2015 that focus on the following priority areas:

- fostering access opportunities for adults to CVET, support for the development of alternative forms of education, which will provide adult individuals with an opportunity for studying in parallel with full economic, social and family activities (e.g. distance education), promote pedagogical staff to learn methods of adult teaching
- developing the provision of continuing education in line with clients' needs (development of methodology and innovation in continuing education; support for courses focusing on disadvantaged groups;
- encouraging individuals and employers to enhance their participation and investment in continuing education (introducing financial incentives), increasing the standards of staff training and development
- recognising various educational paths leading to a qualification
- developing conditions for matching educational provision with labour market needs
- assuring the quality of continuing education (development of a system for certification of trainers, accreditation of training programmes; methodology for self-evaluation of educational institutions)
- developing an information and counselling system for participants in continuing education

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

**Legislation:** Please see chapter 4.4

**Financing:** Please see chapter 10.3.

**The role of social partners in promoting participation:** In CVET that is provided within the regular school system the same processes as in IVET are applied, i.e. social partners take part in curricula development - see chapter 5.1. As regards CVET provided outside of the school system, social partners take part in tripartite negotiations which may involve also e.g. CVET provision within companies. Besides this, representatives of employers and professional associations are present in sector councils that participate in defining standards of qualifications (within the creation of National Register of Vocational Qualifications - NSK - see chapter 8.2 and Box 3 in chapter 6.3), which serve also for recognition of prior learning outcomes.

## INSTITUTIONS AND BODIES INVOLVED IN BRINGING LEARNING CLOSER TO LEARNERS

The Czech Republic (*Česká republika* - ČR) there isn't established any regular system of bringing learning closer to learners. Such activities are usually developing within various projects and initiatives. They include above all the following examples:

- **Development of distance education and e-learning.** In 1995 the National Centre for Distance Education (*Národní centrum distančního vzdělávání* - NCDiV) was set up as part of the Centre for Higher Education Studies (*Centrum pro studium vysokého školství* - CSVŠ). It supports the development of DiV at VŠ and other educational establishments. At several VŠ also operate centres supporting the distance education and e-learning not only within their home institutions, but also providing assistance and guidance to other interested training providers.
- **Internet access points for all citizens.** The Library Development Policy for 2004-2010 (*Koncepce rozvoje knihoven na léta 2004-2010*) aimed to supply public libraries with computers and Internet access available to all citizens. This created more equal access to information resources and networks and supported lifelong learning initiatives. Continuation of this process is planned also for the next strategic period 2011-2014 (2020).
- **Continuing Education Regional Centres (CERCs).** These are clusters of schools and other educational institutions that operate in regions and expand the range of CVET courses on offer. The idea is to link several IVET schools that teach different vocations and/or provide different level of education and are able to coordinate the education offer and to use their free school capacity for continuing education. Their facilities and focus are in line with the needs of the relevant regions - in most cases there is a co-operation among major regional CVET players including employers. Since 2005, CERCs are being created as part of the UNIV I and UNIV II projects (for details see Box 3 in chapter 6.3) which are co-financed from the European Social Fund.

## MAIN OBSTACLES IN PARTICIPATION IN CVET AND MEASURES TO OVERCOME THEM

In general, the most important barriers to participation in CVET can be divided as follows:

a) Costs of the training are a barrier on the part of individuals as well as companies. During the crisis and as a result of the related general austerity measures this obstacle became even more significant. There were two anti-crisis government programmes of support for company training that addressed this problem - (see chapter 3).

b) Lack of time is often reported by individuals as a barrier to participation in CVET. As concerns companies, it may also be assumed that time pressure is often the reason why training is put aside. There are no measures or incentives designed to overcome this obstacle. The legislation stipulates that an employer may provide a training leave to his/her employee/s, but employers are not motivated to make use of this opportunity and therefore the cases where this happens are rare.

c) Certain reluctance towards continuing training that is often boosted by an opinion that the knowledge acquired at school is sufficient for one's entire lifetime is quite frequent especially among low-qualified citizens. Their experience of learning and a school environment may have been discouraging and they therefore tend to avoid similar situations.

Nevertheless, this attitude is changing along with the increasing levels of public awareness about the necessity of life-long adjustment to changing labour market needs. Several measures addressing the public attitude, such as an information campaign, are planned in the framework of LLL Strategy (see chapter 2.1)

d) An inappropriate range of training programmes on offer can also be a significant drawback. This concerns particularly the formal school system where traditional routine often persists without consideration given to the changing demands of the labour market. A recent project of the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy - MŠMT*) called “Concept” (see chapter 8.1) seeks to outline mechanisms to support links between the CVET and the labour market (e.g. by producing information materials about labour market needs or by developing marketing guidelines for CVET providers).

## 6.2 FORMAL LEARNING IN CVET

Formal learning as defined by Cedefop<sup>32</sup> can be divided into two following main categories:

### A. Learning provided by schools which leads to the acquisition of the relevant educational level (within the formal school system).

In this case, there is no distinction made between initial and continuing education. Adults can take part in school education of any type and at any level. They are subject to the same rules as those applying to pupils and students in initial education. Training programmes, levels of qualification, curricula, quality assurance and assessment does not significantly differ for adult and youth students (see chapter 5). 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 learning are not always acknowledged. The entrance examination where the knowledge gained in prior education is mechanically tested, frequently poses an obstacle to adults’ access to education, particularly at the higher level. Adults often do not remember the subject matter, as they have not used it in their personal and working lives. These are the main causes of the low success rate of adults applying for admission to higher education.

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

- **Secondary vocational schools** (*střední odborná učiliště - SOU*, ISCED 3A, ISCED 3C), **secondary technical schools** (*střední odborné školy - SOŠ*, ISCED 3A) on a “*denní*” (full-time) or part-time basis. Part-time study includes: “*Večerní*” education (afternoon and evening classes several days per week totalling 10-18 lessons per week), “*dálkové*” education (self-study plus some 200-220 consultation hours in one school year), “*distanční*” education (also self-study mainly or entirely via IT and possibly consultation hours), and “*kombinované*” education (a combination of full-time education and one of the part-time forms).

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<sup>32</sup> See definitions in Annex I.

- At **tertiary professional schools** (*vyšší odborné školy* - VOŠ, ISCED 5B) adults can get tertiary qualifications. They may choose between full-time and part-time.
- Studies at **higher education institutions** (*vysoké školy* - VŠ, ISCED 5A). There are three forms of study: “*prezenční*” (full-time on-site), “*distanční*” (distance) and “*kombinované*” (combined).
- Studies at **conservatoires** (ISCED 3B, ISCED 5B). Adults study under the same conditions as other pupils. Their previous education in general subjects can be recognised and they can study either on a regular (full-time and daily attendance) or combined basis.

Adults may study in all forms, but they mostly opt for part-time courses which may be combined with employment. Full-time education is rare. The content of the studies and completion requirements are identical in all forms of study, and graduates get the same certificates of the education acquired. Since not every school is possessing with the necessary facilities and range of programmes in addition to the regular/full-time studies, the availability of part-time programmes is limited.

The educational programmes for adults are of the same length as the programmes that are attended by young people (in the case of distance studies they are one year longer). Since 2005 there has been the possibility of studying so-called “shortened programmes” at secondary technical and secondary vocational schools. They are very suitable for adults. These programmes are designed for those who have already completed secondary education and intend to acquire a qualification in a different field, or they have secondary general education and intend to get a vocational qualification. Candidates with *maturita* may get a vocational certificate or another *maturita* in a different field. Candidates who only have a vocational certificate (without *maturita*) can get a vocational certificate in a different field. The regular full-time programme takes 1-2 years. Part-time programmes including the distance mode of study may be longer by one year at the most. However, the number of applicants has so far been very low (in the order of hundreds). See also chapter 5.5.

#### QUALITY ASSURANCE MECHANISMS

The quality of all forms of education within the school system is guaranteed by the state - i.e. the MŠMT), as all programmes must be accredited by the MŠMT (see chapter 5.1). The quality of programmes provided by VOŠ and VŠ is evaluated by accreditation commissions (*akreditační komise* - AK).

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



## DISTANCE LEARNING PROGRAMMES

Distance education at **secondary and tertiary professional levels** is fostered by Act no. 561/2004 (School Act), effective from 1 January 2005, nevertheless not yet much widespread at this level. Programmes are open for all applicants who meet the entry requirements set by the relevant school.

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...).

Distance education at tertiary professional level (VOŠ - ISCED 5B) is also gradually developing and it makes it possible for adults to acquire *absolutorium*. Nevertheless, full distance programmes are still very rare.

Distance learning at **higher education level** is supported mainly through initiatives of individual universities and the National Centre of Distance Education (*Národní centrum distančního vzdělávání* - NCDiV - see above). Only three VŠ have accredited full distance programmes. However, the majority of the VŠs offer so-called combined studies, where the distant form of learning is combined with a portion of on-site learning or individual consultations. The range of the fields of study is nearly as diverse as in full-time studies, although the number of courses and participants is much lower.

### B. Learning that does not lead to educational level

This includes heterogeneous spectre of various courses provided outside of the school system, but also schools or other institutions that are part of the school system can provide it. Since 2007 outcomes of this learning can be recognized and a formal qualification can be obtained (for details see Box in chapter 6.2).

Following types of this learning can be distinguished:

- (i) **Statutory training** (*normativní vzdělávání*) - based on legal requirements related to certain professions (esp. in public administration, healthcare, maritime transport, railway transport, electrical engineering, etc.) The training is normally provided by sectoral/industry institutes which not only provide the courses, but also develop the relevant methodologies and operate as centres for verification of qualifications. The institutes differ in terms of management and operations. Some are directly managed by the relevant ministries, others are organisations providing training and guidance services on a commercial basis.
- (ii) **Training provided by schools** and other institutions that are part of the school system (but **not leading to an educational level**):
  - Specialist courses, courses in various subjects or subject areas, and post-*maturita* specialisation courses defined by the Schools Act. They are focused on acquiring additional knowledge and skills necessary for the practice of a profession. These courses may be offered by secondary schools and tertiary professional schools for a payment and are normally run by the school teachers. Access is open for all applicants who meet the entry requirements (if applicable). A certificate is awarded upon successful completion of a course.

- So-called lifelong learning programmes focusing on a profession or being part of leisure activities provided by HE institutions (VŠ). They may be provided for free or for a payment. They vary in length - normally they take several months to several years. Graduates get a certificate. Within this scheme, most universities run also so called “Third Age University” courses whereby they provide education to seniors. They get financial support from the state, therefore only a small fee is required and they are in great demand and have high standards. They normally last one or two semesters and focus on various areas. Most of the courses deal with social sciences and IT.
  - Learning in other institutions that are part of school system: basic art schools (*základní umělecké školy - ZUŠ*), state language schools (*státní jazykové školy - SJŠ*) and leisure centres (*střediska volného času - SVČ*). Children and young people form the main target group, although adults may also take part. Courses are provided for a payment and are open for all applicants who pay the fee. Basic art schools (*základní umělecké školy - ZUŠ*) provide part time courses in arts (music, dance, fine arts, literature/drama). Language schools with the authorisation to administer state language examinations (*jazykové školy s právem státní jazykové zkoušky - JŠ*) provide language education - for details please see chapter 6.4. Leisure centres (*střediska volného času - SVČ*) provide courses in languages, computer skills, fine arts, music, photography and a range of other areas including continuing education courses for teachers and the general public.
- (iii) **Retraining** arranged by labour offices. This type of training is part of active labour market policies. In addition to the unemployed and those at risk of becoming redundant it is also designed for individuals interested in changing or broadening their professional orientation. For details on retraining see chapter 6.5.
- (iv) **Demand driven courses offered by commercial training providers** or independent consultants and lecturers. Usually there are no entry requirements except for the payment of the course fee. Graduates get a certification of course completion which is issued based on attendance or upon passing an examination or test. They may range from several hours to several months. The courses are not centrally monitored and no summary statistical data is available.
- (v) **Courses and programmes offered by public or non-profit organisations**, such as regional and local culture and training centres, libraries, museums, foundations, churches, political parties etc. The range of courses is very wide and also duration varies. This education is accessible for all those interested in the relevant subject area who, at the same time, can meet certain requirements (in terms of time, finance, etc.). Social partner’s institutions (trade unions, economic chambers, etc.) may also provide training.
- (vi) **Training in enterprises**. 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, nevertheless following the crisis companies have returned to the in-company training again to cut the costs - for details on crisis impact please see chapter 3. A very small part of training in companies is provided by secondary or tertiary schools. The certificates acquired via company training are only valid within the particular company. The scope, content and form of the continuing training of employees depend on the enterprises’ human resources development policies.

The state supports training in enterprises via programmes funded from the state budget or co-funded from European structural funds. The application procedure is open for either all companies, companies in a particular industry or SMEs.

#### QUALITY ASSURANCE MECHANISMS

The quality of courses not leading to an educational level is guaranteed by the state only in the case of accredited courses (e.g. courses of statutory training, retraining courses). Their quality is assessed by the responsible body (in most cases respective ministry) 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. Some associations of training providers issue certificates for their lecturers that should guarantee their quality. The current project „Concept“ (see chapter 8.1) deals, among other things, with the quality of CVET. As part of the project a rating tool is being developed to evaluate CVET providers who apply for this evaluation, and the professional standard of a lecturer is being drafted.

#### DISTANCE LEARNING PROGRAMMES

The supply of distance learning courses provided by commercial training providers is increasing in recent years, however its quality is rather uneven. Distance learning forms also rapidly growing part of CVET in enterprises, but the precise data is not available.

Some distance learning programmes not leading to an educational level are provided also by the HE institutions. They include above all:

- So-called lifelong learning courses at HE institutions. The objective is to complement or update a vocational or professional qualification. Most of the participants are specialists who already have a qualification in the given field. These are normally short courses (most often 1 semester) in technical fields and computing, management, and work and safety. Institutions issue certificates of course completion. Combined courses (see chapter 6.1) predominate, but there are also some fully distant or e-learning courses where the participation of the student in direct instruction is minimal or none.
- Teacher training courses at HE institutions, so-called complementary education studies that make it possible for graduates of higher education programmes other than those focused on teaching to obtain a teaching qualification. These courses normally last 1-2 years and their graduates get a certificate and a nationally recognised qualification that entitles them to teach in their field at a particular level of education (school) or to provide other educational services (educational guidance, etc. (see also chapter 7).

**BOX 1: STATISTICS ON FORMAL AND NON FORMAL EDUCATION AS DEFINED BY EUROSTAT**

ISCED97/ GEO	0-2	3-4	5-6	TOTAL
EU 27	2.7	6	12.7	6.6
CZ	0.7	3.2	9.7	3.9

Source: Eurostat (AES); extracted on: 24-05-2011; last update: 30-03-2011,  
[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng\\_aes\\_102&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_aes_102&lang=en).

WSTATUS / GEO	EMPLOYMENT	INACTIVE POPULATION	UNEMPLOYMENT	TOTAL
EU 27	6,6	6,3	7,1	6,6
CZ	3,6	5	1,5	3,9

Source: Eurostat (AES); extracted on: 24-05-2011; last update: 13-04-2011,  
[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng\\_aes\\_103&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_aes_103&lang=en).

The definition of formal and non-formal education used by Eurostat differs significantly from the one Cedefop uses and that is also used in the other parts of this chapter. In this statistical box we present data as published by Eurostat, because they provide the most comprehensive picture of CVET allowing for comparison across EU countries. Formal education basically corresponds to education achieved in the official school system that leads to acquisition of an educational level. („Formal education is defined as education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous "ladder" of full-time education for children and young people, generally beginning at the age of five to seven and continuing to up to 20 or 25 years old. Source: Eurostat. [http://epp.eurostat.ec.europa.eu/cache/ITY\\_SDDS/en/trng\\_aes\\_esms.htm](http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/trng_aes_esms.htm), 30.8.2011.) Non-formal education covers all other organised educational and training activities.

As Table 19a illustrate, the rate of participation of adults in formal education in schools is low in the ČR. But since 2003, when the rate was two to ten times lower (for various levels of education) as compared to the EU average, a significantly positive trend is visible. Although adults can study programmes at any level of education for free, in reality there are numerous barriers to formal studies, which are very demanding in terms of time. The barriers include e.g.: certain rigidity of the labour market that offers a low proportion of part-time jobs allowing for harmonisation of time consuming studies and work obligations and low willingness on the part of employers to provide training leave (see above).

Participation rate of inactive population is higher, because inactive people are not tied down by work duties and also the oldest full-time students (over 25) fall to this group. On the other hand, inactive people may face financial barriers as formal studies are long in most cases and mean a considerable loss of income. Moreover, people older than 26 who are not employed must cover their social and health insurance. The system of scholarships is underdeveloped.

The rate of participation for people with basic qualifications (ISCED 0-2) is nearly zero. Apart from other things, this is related to the fact that these people account for a low proportion of the population (only 8.1% of the 25-64-year-olds in 2010). It may be assumed that many of them do not intend to continue formal education and prefer non-formal learning.

The participation of unemployed individuals in formal education is also very low, as shown in Table 19b. The main reason is that labour offices, which are responsible for the training of the unemployed, only organise short courses of a non-formal nature. It is not common for unemployed people to go back to school in order to acquire a more advanced level of education.

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

### 6.3 NON-FORMAL LEARNING IN CVET

Provision of non-formal learning as defined by Cedefop<sup>33</sup> is not centrally monitored and no statistical or overview data are available. Companies are not bound by any legal regulation to support non-formal learning with the exception of **training defined as an obligation** by the Labour Code (*Zákoník práce*) (262/2006). The employer is obliged to:

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

The law does not specify the form or length of the obligatory training. Its content, frequency and other characteristics including the eventual assessment depend mainly on the employer and nature of the job and the State Labour Inspection Office may check on the quality and appropriateness of this training. In recent years e-learning has become increasingly frequent. However, more detailed data are not available.

Non-formal CVET not embedded in any legislation involves above all:

- **participation in conferences, seminars, exhibitions, etc.**

Educational opportunities of this kind may be provided on both a commercial and non-commercial basis. These events are often organised by professional organisations, private institutions, public educational institutions (particularly VŠ), social partners and others. The participants are largely employees of larger companies who have more advanced qualifications and tend to work at more senior and more skills-intensive positions. Admission is normally conditional upon payment of the relevant fee and in some cases membership of a professional organisation is required. The length may differ, ranging from a couple of hours to several days.

- **internships, mentoring, tutoring, job rotation for young employees, informative meetings.** This depends entirely on the needs and initiative of the employer. Many companies, particularly large ones, have a staff development scheme in place that also includes these methods. However, there is no national systematic monitoring of the situation.
- **studying occupation-related papers, periodicals or online journals.** These materials are often issued by the relevant professional organisations or social partners active in the given field. Most of the readers are individuals in management or skills-intensive jobs.

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<sup>33</sup> See definitions in the Annex I.

## DISTANCE LEARNING

E-learning is often used by large companies to implement staff development schemes. Nevertheless, the development of e-learning in the Czech Republic (*Česká republika - ČR*) is not being statistically monitored, nor has there been any nationwide survey chartering this area.

## VALIDATION OF NON-FORMAL/INFORMAL LEARNING

Since 2007 outcomes of non-formal learning can be recognized and a formal qualification can be obtained (for details see Box below). Nevertheless the certificates acquired within the formal education system only serve employers as a guideline indicating the level of education and vocational competencies. It is up to the employer to assess whether the applicant's qualification is appropriate. However, there are certain exceptions, mainly as regards specific professional competencies (e.g. handling poisons), trades (regulated trades), and regulated professions (architects, physicians, lawyers). In these areas the qualification requirements are stipulated in legislation and the occupation cannot be performed unless they are fulfilled.

**Box 2: STATISTICS ON NON FORMAL EDUCATION AS DEFINED BY EUROSTAT****Table 20A: Participation rate in non formal education and training by highest level of education attained (%), 2007**

ISCED97/ GEO	0-2	3-4	5-6	TOTAL
EU 27	15.6	31.4	51.5	31.3
CZ	14.5	34.7	57.1	35.4

Source: Eurostat (AES); extracted on: 24-05-2011; last update: 30-03-2011. Link to data: [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng\\_aes\\_102&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_aes_102&lang=en).

**Table 20B: Participation rate in non formal education and training by labour status (%), 2007**

WSTATUS / GEO	EMPLOYMENT	INACTIVE POPULATION	UNEMPLOYMENT	TOTAL
EU 27	38.8	12.4	19.5	31.3
CZ	45.9	5.6	11.8	35.4

Source: Eurostat (AES); extracted on: 24-05-2011; last update: 13-04-2011. Link to data: [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng\\_aes\\_103&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_aes_103&lang=en)

The definition of formal and non-formal education used by Eurostat differs significantly from the one Cedefop uses and that is also used in the other parts of this chapter. In this statistical part we present data as published by Eurostat. Non-formal education is defined as all organised educational and training activities that are not part of formal education (formal education normally leads to acquisition of a level of education) (see also Box 1).

The rate of participation in non-formal education on the part of adults in the ČR is slightly higher than the EU average. It is a difference compared to formal education, which is remarkable lower (see chapter 6.2). This does not mean that non-formal education receives more support in the ČR. It is more likely a consequence of the generally accepted culture that is not in favour of adults returning to the formal education system. The barriers to participation of adults in non-formal education are therefore relatively smaller as compared to the obstacles hindering their participation in formal education in schools (see chapter 6.2).

Participation of people with education level at least ISCED 3 in non-formal education is slightly higher than the EU-27 average. Only the group of people with basic education (ISCED 0-2) shows worse results than in EU-27. The proportion of people with this level of education is very small or even negligible in the ČR, and it may be assumed that many of them are socially excluded and low motivated for training.

The largest gap between the ČR and the EU average is seen in the group of inactive people and unemployed people. Inactive subgroup consists predominantly of (a) students who are involved in formal education in schools, therefore their participation in additional non-formal courses is lower; (b) pensioners whose participation in education is traditionally very low and (c) people who are socially excluded, have a low level of motivation and a low level of knowledge and who lack social skills that are necessary to get engaged in education. Limited financial resources also play a very important role among these people, as they are unable to finance the courses. The lack of measures supporting the participation of inactive people also plays a role. There is no system measure promoting education within this group.

For the unemployed, the reason is, again, low motivation to study that is combined with insufficiently stimulating labour market policies. Unemployed people with low levels of educational attainment do not see participation in a retraining course as a way of increasing their chances of finding an appropriate job or a job with higher income as compared to unemployment benefits. The range of retraining courses that these people can undertake is narrower (for example, general retraining courses designed primarily for graduates to acquire working habits and competencies are not suitable for them), and they also show a generally low level of motivation to undertake any education.

There is a relatively good situation as regards employees. Their rate of participation in non-formal education is higher than the EU average. The reason is that a bulk of non-formal education is linked to employers' requirements or is directly implemented by them. Training directly related to professional development as part of a particular job generates specific stimuli for the relevant individuals that are either associated with retaining employment or a career progression (or higher pay). These conclusions are also supported by the result of CVTS III (Eurostat, 2005) that suggest that the proportion of enterprises providing training for their employees has increased significantly in recent years in the Czech Republic. Nevertheless, the financial crisis in recent two years has caused companies cutting training expenses again and shifting to the state supported courses of anti-crisis programmes (see chapter 3).

### BOX 3: SYSTEM PROJECTS ON RECOGNITION AND VALIDATION OF PRIOR LEARNING

The recognition and formal validation of CVET was enabled by the Act on validation and recognition of the outcomes of CVET (*Zákon o ověřování a uznávání výsledků dalšího vzdělávání*) that has been effective since 1 August 2007 (see chapter 8.1). Its provisions are implemented with the help of two national projects:

#### PROJECT NATIONAL QUALIFICATIONS FRAMEWORK - (NÁRODNÍ SOUSTAVA KVALIFIKACÍ - NSK, NSK 1, NSK2)

This system project is being implemented in two periods -NSK 1 (2005-2008) and NSK2 (2009 -2011). Its objective is to develop (a) qualification standards and (b) standards for validation of continuing education results. The NSK will therefore constitute a key instrument for validation and recognition of competencies via examinations. The following concepts are defined:

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

A definition of qualifications (partial and full), qualification standards, evaluation standards and a list of authorised persons will be contained in the NSK. By means of the standards the NSK defines the content of each qualification and describes the ways in which it is possible to test the relevant competencies. The structure and content of each qualification are the result of a consensus where representatives of employers grouped in sector councils play a key role (see chapter 8.1). During project implementation the links between the framework and other national and European systems will be tracked. Control mechanisms to be applied within the network of authorised persons will be proposed and a further development of the NSK information system and its promotion will be ensured.

As part of NSK 1 a register of nationally recognised qualifications at ISCED 3C level (a vocational certificate) was established. NSK2 will expand the coverage by adding ISCED 3A (*maturita*) and possibly more advanced qualifications.

#### PROJECT UNIV

The first stage of the project (Recognition of the results of informal learning and non-formal education by networks of schools providing the education service for adults - UNIV I, 2005-2008) was focused on two partial goals: (a) to encourage secondary schools and tertiary professional schools in providing continuing education; (b) to extend the range of continuing education on offer by means of procedures enabling recognition of results of informal learning and non-formal education - i.e. any type of previous learning. Schools involved in the project created networks covering six regions of the country.

The second stage of the project (Support for recognition processes - UNIV II system, 2008-2012) focuses on pilot testing of assessment standards developed as part of the NSK 2 project (see above). The standards will be tested in schools in cooperation with social partners. Schools will also gradually implement procedures for validation and recognition of qualifications. Pedagogical staff and other individuals interested will be acquainted with these mechanisms and, in this way, they will be prepared for the possibility of becoming a so-called authorised person entitled to validate the skills of applicants for acquisition of a partial qualification. The project will also involve a media campaign aimed at providing information about these opportunities to the general public.



## 6.4 LANGUAGE LEARNING IN CVET

### LANGUAGE LEARNING IN CVET AND ITS OBJECTIVES

As the Czech Republic (*Česká republika* - ČR) is a relatively small country with export-oriented economy and a large number of international employers, the knowledge of foreign languages is seen as one of the key aspects of the competitiveness of the workforce, and its importance is constantly increasing. Nevertheless, the language competencies of the adult population are only average<sup>34</sup> in terms of international comparison. Language competence levels are worse in older age groups who often see this fact as their major disadvantage at the labour market.

The most favoured language is clearly English. German occupies the second position, followed by French, Russian, Spanish and other languages. As concerns the actual language competencies of the older generations, the majority of them consider Russian, which clearly prevailed over other languages in education until 1989, to be their dominant foreign language.

Support for the language education of adults is one of the priorities set out in the strategic documents in the area of lifelong learning (the Implementation Plan for the Lifelong Learning Strategy adopted in 2008 - see chapter 2.1). Special attention is paid to the language training of teachers and academicians. This support is realized through the Education for Competitiveness Operational Programme, which makes it possible to finance selected successful projects in the given field. Individuals holding certain offices in administrative bodies are obliged by law to pass a standardised examination in English, French or German. The list of standardised examinations for these purposes is published by the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* - MŠMT).

### INSTITUTIONS AND ASSESSMENT

- (a) **Language schools authorised to administer state language examinations** that are part of the education system and regulated by the Education Act and the related legal regulations. As with other educational institutions, they may be public, private or denominational. The provision of education in these schools is in line with School Education Programmes that are drawn up in line with the more general Framework Education Programme. Language schools are authorised to administer a **state language examination** as a standardised exam the quality and rules of which are guaranteed by the state. The Framework Education Programme (see chapter 5.8) for language schools authorised to administer state language examinations defines the links between the examinations and the Common European Framework of Reference for Languages. There are three levels of the state examination - basic (B2 of the CEFR), general (C1) and special (C2 - for translators and interpreters). The MŠMT defines the content of the written part of the examination, schedules the dates and appoints chairpersons of examination panels. The studies and the state examination are normally provided for a payment. As for the modes of study, there are mostly full-time *post-maturita courses* (see below), and also part-time courses for the public (particularly in evening hours). Exceptionally, distance courses are organised.

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<sup>34</sup> See for example: Eurostat: AES, 2007.

- (b) Private language schools or lecturers whose activities are not regulated beyond the framework of general regulation of market entities. This education is not subject to any central monitoring, quality control or accreditation. Nevertheless, institutions may obtain various quality certificates or accreditations awarded by national or international professional associations. The range of courses offered is entirely governed by market demand. The modes of study are adjusted to the needs of the clients - i.e. individuals or companies. The courses may be run for individuals or for groups, and may take place at the provider's premises, at the clients' workplace or elsewhere depending on the relevant arrangements. During the economic downturn it was expenditure on language training that companies tended to curtail in the first place.

Language schools of both types can have accredited one-year post-maturita language courses that are full-time and considered IVET by the legislation (i.e. the participants have the status of students with the respective benefits attached). For details please see chapter 5.5.

In addition to state language examinations there is a wide spectrum of **various examination and certificates** with a varying degree of recognition and rules for their administration and award. There is a range of certificates from those merely documenting course completions to those testifying to the passing of a prestigious international examination the quality of which is guaranteed by an international institution (e.g. TOEFL, Cambridge certificates of English etc.). The MŠMT publishes a list of the most common generally recognised language examinations including the names of institutions where the exams may be taken.

Support for the use of **European instruments** (particularly the Common European Framework of Reference for Languages, the European Language Portfolio and the European Language Passport) provided within the schools system is described in chapters 5.8 and 2.2. The use of these instruments in language education outside the schools system is at the discretion of the relevant education providers or lecturers and it is not monitored. However, we may assume that the awareness of these instruments on the part of the general public is rather low.

It is possible to have one's **language skills** tested, regardless of how they have been acquired (e.g. as part of a mobility experience). This testing may take the form of a recognised examination (e.g. the state language examination-see above) that may be taken without having to attend a course.

## 6.5 TRAINING PROGRAMS TO HELP JOB-SEEKERS AND PEOPLE VULNERABLE TO EXCLUSION FROM THE LABOUR MARKET

- the definition of “vulnerable groups” at national level

**The definition of vulnerable (at risk) groups:** Groups regarded as vulnerable for the purposes of labour market policies are defined by the Employment Act (No. 435/2004 Coll.). They are defined as people who need special attention due to their health, age, caring for a child or other serious reason. They are namely:

- physically disabled persons,
- persons younger than 20 years,
- pregnant women, breastfeeding women and mothers within nine months of giving birth,
- persons taking care of a child younger than 15 years,
- persons older than 50 years,
- persons unemployed for a period longer than 5 months,
- persons in need of special assistance: persons living in a difficult situation or conditions, persons socially maladapted, released prisoners, persons from socio-culturally disadvantaged backgrounds, migrants and asylum seekers.
- specific training programmes to help people at risk of exclusion from the labour market

People at risk of social exclusion get support in the form of opportunities for further education that are provided, above all, by the Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí - MPSV*), the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy - MŠMT*) and Ministry of the Interior (*MV*). The support provided by the MPSV is the most extensive in terms of finance, content and coverage of the groups at risk.

The MPSV offers both retraining for jobseekers (see the “specific training programmes to help job-seekers” bullet point below) and support for the education of vulnerable groups from the ESF. In the 2007-2013 period the Human Resources and Employment Operational Programme (HRE OP) is being implemented. One of its priority axes is concerned with social integration and equal opportunities. This covers, apart from other things, implementation of projects designed to train people at risk of exclusion from the labour market. The projects are most frequently promoted by institutions that regularly work with these individuals or address their situation as part of their responsibilities related to state administration and the development of society (public benefit corporations, civic associations, local initiatives, self-governing bodies at the level of regions, towns and municipalities, etc.). The most frequent project activities include motivational courses, assessment of professional competencies and potential, training courses and various retraining activities, counselling, work placements and “tentative” jobs. The projects are designed mainly for Roma citizens, disabled individuals, foreigners from countries outside the EU, people looking after a dependent family member, etc. These are not specific training programmes for specific groups with clearly defined participation terms. Rather, these are projects developed, in line with the HRE OP rules, on the basis of a specific situation of the relevant individuals with whom the project promoter works.

The MPSV also provides subsidies from the state budget for non-governmental organisations that carry out public welfare activities focused on the integration of foreign nationals. These subsidies are in line with the Policy for the Integration of Foreigners that is coordinated by the Ministry of the Interior. The MPSV supports selected projects as part of which courses in the Czech language are provided for foreigners with a view to assisting them in entering the labour market or retaining a job. Moreover, the courses offered include those aimed at the acquisition of specialist terminology, writing of CVs and cover letters, motivational courses, PC courses and courses providing basic levels of socio-cultural awareness.

**Examples of projects funded from the ESF in order to support the education of people excluded from the labour market or those at risk of such exclusion**

Project examples	Target group	Admission criteria	Main objectives	Duration	Certification
<p>OKRAJ - Systemic support for the employment of foreign nationals and asylum seekers living in the Olomouc region</p> <p><a href="http://www.esfcr.cz/projekty/systemova-podpora-pracovniho-uplatneni-cizincu-a-azylantu">http://www.esfcr.cz/projekty/systemova-podpora-pracovniho-uplatneni-cizincu-a-azylantu</a></p>	<p>Immigrants from third countries and asylum seekers living in the Olomouc region</p> <p>(300 people)</p>	<p>Participants are selected in cooperation with local labour offices and other institutions.</p> <p>Participation is free of charge.</p>	<p>Facilitating equal opportunities in access to education, employment and integration into society.</p> <ul style="list-style-type: none"> <li>- courses in Czech and the basic level of socio-cultural awareness for 300 foreigners</li> <li>- developing 20 accredited retraining courses offered depending on individual client needs and the labour market situation</li> <li>- social/legal counselling, assessment of work capacities and interests</li> </ul>	<p>3-year project</p> <p>5/2009-4/2012</p>	<p>Upon successful completion of accredited retraining courses a national certificate is issued.</p>
<p>Apollo Café - a comprehensive training programme</p> <p><a href="http://www.esfcr.cz/projekty/apollo-kavarna-komplexni-vzdelavaci-program">http://www.esfcr.cz/projekty/apollo-kavarna-komplexni-vzdelavaci-program</a></p>	<p>Persons looking after a close relative, individuals older than 50, disabled persons</p> <p>(44 people)</p>	<p>Individuals from target groups - on the basis of filing an application.</p> <p>Participation is free of charge.</p>	<p>Prevention of social exclusion and direct assistance to the target groups. The clients may undergo:</p> <ul style="list-style-type: none"> <li>- a long-term training programme focused on motivation and invigoration in a Job Club, work with a PC and a retraining course in operation of dining services or waiting</li> </ul>	<p>2-year project</p> <p>2/2010-1/2012</p>	<p>Upon successful completion of accredited retraining courses a national certificate is issued.</p>

			<ul style="list-style-type: none"> <li>- consultation on social and work issues</li> <li>- assisted employment of 1-8-month duration for selected clients</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>- short-term motivational courses and a PC course</li> </ul>		
<p>“Symbióza” - continuing education for the disabled in editorial work and public relations, their integration into the labour market</p> <p><a href="http://www.esfcr.cz/projekty/dalsi-vzdelavani-zdravotne-znevychodnenych-v-oblasti">http://www.esfcr.cz/projekty/dalsi-vzdelavani-zdravotne-znevychodnenych-v-oblasti</a></p>	Persons with a disability (mental or physical)	Recruitment and selection of the participants are carried out by the project implementer.	<p>Integration of the target group into the labour market and society by means of:</p> <ul style="list-style-type: none"> <li>- long-term participation in a training scheme focused on editorial work, PR and marketing - on-site training (1 week) + distance learning (5 months)</li> <li>- the possibility of gaining work experience and employment</li> <li>- counselling and assistance in seeking a job after completion of the training</li> </ul>	<p>2-year project</p> <p>12/2010-11/2012</p>	

In the area of inclusive education, the MŠMT focuses, above all, on children and young people at risk of social exclusion. Basic and secondary schools that were established specifically for pupils with disabilities provide courses for adults to complete and acquire basic education. Those who undergo the course receive a certificate of completion of basic education. This scheme is implemented throughout the Czech Republic, depending on local needs. This is a systemic measure that is in line with the Education Act (Act No. 561/2004 on pre-school, basic, secondary, tertiary professional and other education).

In addition to this, schools implement various programmes assisting individuals at risk (persons from non-stimulating social backgrounds, members of minorities, etc.) in completing compulsory education. In this area schools cooperate with the non-profit sector in the form of projects funded from Operational Programmes.

In line with the Policy for the Integration of Foreigners the MŠMT has focused systematically on the education of foreign nationals since 2000. The Ministry annually announces grant schemes to support activities concerned with the integration of foreigners living in the territory of the Czech Republic. The subsidised projects are implemented both by schools and by various institutions working with foreigners. The courses are designed so as to develop, above all, their language skills and knowledge of the cultural aspects and customs of Czech society.

Moreover, the MŠMT provides free courses for people who have been granted asylum. Financial resources are earmarked for their implementation based on the relevant resolutions of the Czech government.

From 2009 most regions of the CR operate Centres for the Integration of Foreigners. The centres were set up as part of a project co-funded from the European Fund for the Integration of Third Country Nationals and most of them fall within the purview of the Refugee Facilities Administration at the Ministry of the Interior. They are designed for foreign nationals who have permanent or long-term residence in the CR and come from countries outside the EU. The centres deliver intensive courses in Czech and socio-cultural issues that are free of charge, and they also provide counselling services concerning, among other things, education and labour market issues.

#### SPECIFIC TRAINING PROGRAMS TO HELP JOB-SEEKERS

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

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

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

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

Since 2009 retraining courses must be linked to the National Register of Vocational Qualifications (*Národní soustava kvalifikací - NSK*). If a partial qualification (see chapter 6.2) for the given field is defined, the title and the content of the course must be in compliance with it and the examination is realized by the authorised person in line with the provisions of the Act on recognition and validation of CVET outcomes. This ensures that the competences acquired during retraining courses can be recognized by a formal certificate, on condition that the individual collects all partial qualifications comprising together a full qualification. For details on the process of recognition please see chapter 6.2.

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

There is no provision as to the length of retraining courses. Their duration normally ranges from several weeks to several months depending on the subject and the initial level of knowledge of the participants. Retraining is completed by a final examination and graduates obtain a nationally valid certificate of retraining. Retraining can only be provided by entities accredited by the MŠMT. The accreditation is subject to decree no. 524/2004 on accreditation of establishments. Any education/training provider may apply for accreditation (schools, private or public education/training providers).

#### **INDIVIDUAL ACTION PLANS (IAPs)**

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



## THE RETRAINING OF EMPLOYEES

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

Support for the retraining of employees concerns mainly those who:

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

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

## THE MPSV ANTI-CRISIS PROJECTS

From March 2009 employers could apply for participation in two projects “**Training is a Chance**” and “**Get into Training**” prepared by the MPSV as part of the measures to alleviate the impact of the economic downturn. The projects were funded from the ESF. These very successful projects concerned with the training of employees of companies endangered by the economic crisis were completed. Since 2011 the “**Get into Training for Growth**” project has replaced them. This project is designed for companies that have withstood the economic hardships and operate in selected sectors that are important for the economy. See chapter 3.2.

## 7. TRAINING VET TEACHERS AND TRAINERS

### 7.1 PRIORITIES IN TRAINING VET TEACHERS AND TRAINERS

#### PROVISIONS FOR ENTERING AND DEVELOPING CAREER FOR TEACHERS AND TRAINERS

As concerns the career development of CVET trainers, the situation has been unregulated and liberal for a long time. There are no incentives, campaigns or special promotional events and measures on the part of the state. The career development of a trainer is therefore exclusively up to an agreement between the employer and the employee. Providers of continuing education employ both beginning and experienced trainers. Some of the latter take on the role of a trainer's trainer - i.e. their responsibility also includes support for the development of less experienced co-workers. As for the career development of IVET teachers, there are more regulations and support measures in place due to the closer interconnection between VET schools and the state. Work is currently underway aimed at streamlining the career system for teachers in relation to professional standards that are under development. There is a new element consisting in a gradual abandoning of the system of age-linked pay increases. By way of contrast, the pay of new teachers was increased in 2010. The professional development of teachers via continuing education is still very liberal - i.e. the extent to which the employee is involved in further education is up to an agreement between him/her and the employer.

#### CURRICULAR REFORM AND INNOVATIVE APPROACHES TO TEACHING AND ASSESSMENT

In the recent years the curricula of VET schools have been innovated as a consequence of the introduction of national Framework Education Programmes (*Rámcové vzdělávací programy* - RVP) for various fields of vocational education and training. VET schools are obliged to develop their School Education Programmes (*Školní vzdělávací programy* - SEP) in line with the national curricula that respond to the local labour market requirements and the specific conditions in the given school. The development of SEPs is, to a large degree, the responsibility of teachers. Framework Education Programmes will be innovated according to the National Register of Vocational Qualifications the core of which is competence-based standards. These standards also increasingly influence curricula in continuing education (adult education), particularly in retraining courses that are funded by the state and designed for jobless individuals and those at risk of unemployment.

#### SPECIAL TEACHER TRAINING PROVISIONS ON HOW TO EDUCATE STUDENTS WITH SPECIAL EDUCATION NEEDS AND OTHER VULNERABLE GROUPS

In CVET there are no general and binding provisions concerning the training of trainers to prepare them for work with students with special educational needs. In IVET teachers are trained to teach students with special educational needs and various disadvantages as part of pre-service education. These topics only sporadically occur in the continuing education of teachers, and the development of teachers' competencies in this area tends to be a subject of self-study and peer-to-peer methodological assistance in schools. In VET there are schools that are designed for pupils with special educational needs and pupils at risk of social exclusion. Teachers at these schools must complete programmes focusing on special education. Provision of these programmes is exclusively the responsibility of higher education institutions.

## 7.2 TEACHERS AND TRAINERS IN IVET

### 7.2.1 TEACHERS, TRAINERS AND TRAINING FACILITATORS IN IVET

#### TEACHERS IN IVET

SUBCATEGORIES	CZECH EQUIVALENT	PLACE OF TEACHING/TRAINING
TEACHER OF VOCATIONAL SUBJECTS AT SECONDARY SCHOOL	<i>učitel odborných předmětů střední školy</i>	secondary technical schools (střední odborné školy - SOŠ); secondary vocational schools (střední odborná učiliště - SOU)
TEACHER OF PRACTICUM	<i>učitel praktického vyučování</i>	secondary technical schools (SOŠ)
TEACHER OF VOCATIONAL TRAINING	<i>učitel odborného výcviku</i>	secondary vocational schools (SOU)
TEACHER OF ARTISTIC SUBJECTS AT SECONDARY TECHNICAL SCHOOL AND CONSERVATORY	<i>učitel uměleckých odborných předmětů ve střední odborné škole a konzervatoři</i>	secondary technical schools (SOŠ) and conservatories
TEACHER OF VOCATIONAL SUBJECTS AT TERTIARY PROFESSIONAL SCHOOL	<i>učitel odborných předmětů na vyšší odborné škole</i>	tertiary professional schools (vyšší odborné školy - VOŠ)
TEACHER OF PRACTICUM AND VOCATIONAL TRAINING AT TERTIARY PROFESSIONAL SCHOOL	<i>učitel praktického vyučování a odborné praxe na vyšší odborné škole</i>	tertiary professional schools (VOŠ)
TEACHER OF RELIGION	<i>učitel náboženství</i>	can be at all types of schools

#### IVET TRAINERS

CATEGORY	CZECH EQUIVALENT	WORK PLACE	CHARACTER OF EDUCATION
IVET INSTRUCTOR	<i>instruktor pro žáky středního odborného učiliště (SOU)</i>	companies and organisations	work experience

Practical training of students at secondary vocational schools takes place in companies under the leadership of so-called instructors (IVET trainers). The training providers are employees of the companies. Recruiting of IVET trainers is carried out in companies and based on cooperation of school and companies. IVET trainer - instructor is not a special profession; it is only a professional role.

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

Most schools provide quality monitoring of their IVET instructors by chosen IVET teachers at these schools.

The initial education of IVET teachers is the responsibility of the state - i.e. the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* - MŠMT). The continuing training of IVET teachers falls within the purview of the MŠMT and regional self-administration bodies. The responsibility for the education of higher education teachers rests with their employers - i.e. HE institutions (*vysoké školy* - VŠ). There is no framework curriculum for the initial education of IVET teachers, and the development of the curricula is the full responsibility of VŠs as part their academic freedoms. The monitoring and control of the quality of accredited teacher training programmes fall within the remit of the MŠMT. Unfortunately, in reality these activities are not carried out, which is considered to be a problem.

### 7.2.2 PRE-SERVICE AND IN-SERVICE TRAINING OF IVET TEACHERS AND TRAINERS

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

There are two models of initial teacher/trainer training:

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

With the exception of parallel studies, pedagogical studies are not provided on a full-time basis. Students mostly work as teachers of vocational subjects during their studies.

#### PRE-SERVICE TRAINING FOR TEACHERS OF VOCATIONAL SUBJECTS

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

#### PRE-SERVICE TRAINING FOR TEACHERS OF PRACTICUM AND TEACHERS OF VOCATIONAL TRAINING

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

#### PRE-SERVICE TRAINING FOR TEACHERS OF VOCATIONAL SUBJECTS AT TERTIARY TECHNICAL SCHOOLS

These teachers shall acquire teacher's qualifications through higher education by completing an accredited master's degree programme in a field appropriate to the nature of the general subject or vocational subject to be taught.

## PRE-SERVICE TRAINING FOR TEACHERS OF PRACTICUM AND VOCATIONAL TRAINING AT TERTIARY TECHNICAL SCHOOLS

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

### PREREQUISITES

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

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

There is no formal profession standard for IVET teachers and no qualification standard as well. There is no specific regulation on the requirements for the pre-service training for IVET teachers. The curriculum of pre-service training is developed by each higher educational institution responsible for their implementation. The quality of the curricula is one of the major parts of the evaluation implemented by the Accreditation Commission. The accreditation is provided by the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy - MŠMT*).

### IN-SERVICE TRAINING FOR IVET TEACHERS

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

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

Further education of pedagogical staff shall be held

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

There are only few programmes for VET teachers in comparison with the number of programmes for teachers of general education subjects.

## PRE-SERVICE TRAINING FOR IVET TRAINERS

Not implemented, not relevant for the the Czech Republic (*Česká republika - ČR*).

## IN-SERVICE TRAINING FOR IVET TRAINERS

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

## 7.3 TYPES OF TEACHERS AND TRAINERS IN CVET

### 7.3.1 TEACHERS, TRAINERS AND TRAINING FACILITATORS IN CVET

#### CVET TEACHERS

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

#### CVET TRAINERS

SUBCATEGORIES (NON-FORMAL CATEGORISATION - THESE CATEGORIES ARE NOT AT LEGISLATION)	CZECH EQUIVALENT	PLACE OF TEACHING/TRAINING
TRAINER - ENTREPRENEUR (SELF-EMPLOYED PERSONS)	<i>lektor - podnikatel (osoby výdělečně činné)</i>	all contexts of non-formal learning, marginally at schools
TRAINER - EMPLOYEE	<i>lektor - zaměstnanec</i>	
MANAGER AND EXPERT	<i>lektor - manažer, specialista</i>	
TRAINER - VOLUNTEER	<i>lektor - dobrovolník</i>	

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

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

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

The education of CVET trainers is solely the responsibility of their employers (training organisations) or themselves. The state grants accreditation to higher education programmes at Bachelor and Master Level at the recommendation of the so-called Accreditation Commission of the Czech Republic (*Česká republika - ČR*). Accreditation for educational programmes (other than Bachelor and Master) that lead to a teaching qualification is awarded by the state at the recommendation of the so-called Accreditation Commission for the Continuing Training of Pedagogical Staff.

### 7.3.2 PRE-SERVICE AND IN-SERVICE TRAINING OF CVET TEACHERS AND TRAINERS

#### PRE-SERVICE TRAINING FOR CVET TRAINERS AND OTHER LEARNING FACILITATORS

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

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

There is no a pre-defined level of qualifications necessary to become a trainer in CVET. Particular CVET training institutions define their own admission requirements. There is only one formal requirement for people, who want to be VET trainers - self-employed persons: trade certificate. But this certificate is unrelated to qualification or educational attainment.

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

When selecting a trainer, first of all his or her professional competence i.e. ability to train people and communicate with them is assessed. The certification of trainers for a certain specific purpose is being gradually developed. The standard for the qualification of trainers is used especially in foreign language teaching where the examination of trainers must correspond to the international certificates (e.g. examination in English or German). Another example is the Association of Institutions for Adult Education (*Asociace institucí vzdělávání dospělých - AIVD*) which organises courses for trainers leading to a certificate.

#### IN-SERVICE TRAINING FOR CVET TRAINERS

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

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

## 8. MATCHING VET PROVISION (SKILLS) WITH LABOUR MARKET NEEDS (JOBS)

### 8.1 SYSTEMS AND MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS (IN SECTORS, OCCUPATIONS, EDUCATION LEVEL)

#### MAIN MECHANISMS (APPROACHES, METHODS AND TOOLS) AND RELATED INSTITUTIONAL FRAMEWORKS USED FOR QUANTITATIVE AND QUALITATIVE ANTICIPATION OF SKILLS NEEDS

##### SYSTEM AND INSTITUTIONAL FRAMEWORK

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

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

In addition to this there are projects of various other institutions that are not directly concerned with forecasting skill needs but that carry out certain partial activities in this area. The National Institute for Technical and Vocational Education (*Národní ústav odborného vzdělávání* - NÚOV) developed an Information System on the Situation of Graduates in the Labour Market (ISA) available at [www.infoabsolvent.cz](http://www.infoabsolvent.cz). The ISA has variants at regional level for the Moravia-Silesia region (RESA) and the Liberec region (RISA). The Education Policy Centre (*Středisko vzdělávací politiky* - SVP) of the Faculty of Education at Charles University carried out an analysis of the development of qualification requirements in the Czech labour market to be used as part of the ISA. There are also partial activities at regional level focusing on examining employers' needs and short-term outlooks of regional labour market developments. These analyses and predictions of future development only exceptionally concern longer periods of development in relation to regional strategies.

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

The need to interconnect the isolated activities and to establish a systematic approach to forecasting skills needs has appeared at the top of the agenda of the relevant ministries as late as recent years. The matching of educational provision with labour market needs and forecasting skills needs were defined among the priorities in the Lifelong Learning Strategy adopted by the government in 2007 (see chapter 2.1).



In the follow-up Implementation Plan of the LLL Strategy adopted in 2008 the responsibility for the system of forecasting skills needs and providing for the main inputs (projections and sectoral studies) has been given to the MPSV. The MŠMT is responsible for taking over, processing and using this information in the area of education. Cooperation with other ministries is also envisaged.

In 2009 the MŠMT launched the project *Koncept* whose main objective is to conceptually address the area of continuing education (see chapter 8.1). Information products on current as well as future skill needs useable by the field of education especially by schools and training providers, counsellors and expert groups involved in National Qualification Framework preparation are, among others, proposed and validated within its framework. Another project that will allow for finalisation of the institutional system for forecasting skills needs and for continuing forecasting activities is also under preparation.

#### MAIN MECHANISMS

There are two main **methodological approaches** applied for forecasting tasks in the Czech Republic. The quantitative one is represented by the **mathematical forecasting model ROA-CERGE** that is being applied and developed in cooperation with the NVF-NOZV, VÚPSV and CERGE-EI. The model measures, at the national level, the friction on the labour market between demand for, and supply of, skilled labour for defined education groups in the next five years. The model forecasts the demand and supply side of the labour market separately for 27 educational and 30 occupational clusters, matches them and indicates future shortages and surpluses at the labour market. The main outcomes of the model are: expansion demand, replacement demand, substitution demand, Shift-share analysis, labour market indicators (IFLM - Indicator of Future Labour Market Prospects, IFRP - Indicator of Future Recruitment Prospects) and Coefficient of Attractiveness of Fields of Study. All the projections are at the moment for national level only but extensions to regional level are planned in the near future. The input data for the ROA-CERGE model include time-series data on employment from Labour Force Survey, a five-year projection concerned with school leavers and a forecast of employment in 15 sectors of the economy (also for five years). There is not institution in the ČR that regularly develops employment projections in such detail and timeline. The employment projection for the needs of the ROA-CERGE model was largely expert-based. In 2009-2010 an Italian model for forecasting employment in sectors and occupations entitled STEP was adjusted to and tested in Czech conditions as part of the international project Forecasting Jobs and Skills. The results have shown that the model is applicable, provided that further fine-tuning takes place. Therefore a new project is being planned that envisages the use of the STEP model for employment projections.

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

In line with the results of quantitative and qualitative prospective studies, information products will be further elaborated to suit the requirements of the main users (educators, career counsellors, sector councils). Pilot information products are currently being developed within the project *Koncept*. In 2010 so-called Qualification Cards for Occupations (*Kvalifikační karty profesí - KKP*) and Educational Field Profiles (*Profily vzdělávacích oborů - PVO*) were proposed. They are designed, above all, to serve the needs of experts involved in the development of the National Register of Vocational Qualifications. Each KKP contains a set of analytical data that point to the position of the occupation at the labour market and its existing and future relevance for the economy. The cards are designed to facilitate the choice and preparation of partial qualifications as part of the system for recognition of results of continuing education and training. PVOs are designed as background material for sector councils to prepare so-called “sector agreements”. Sector agreements define among others the roles and obligations that stakeholders at the labour market in the relevant sector (including education providers) should play in relation to the education and training of human resources. Apart from other points, they set out short-term, medium-term and long-term needs in the area of labour and skills. PVOs provide information about the prospective demand for workforce with the relevant qualifications in various sectors and therefore constitute a foundation for identifying the needs mentioned above.

#### EVALUATION OF SHORT-TERM LABOUR MARKET TRENDS

In 2010 a project was implemented aimed at identifying short-term trends in demand for skilled labour. A methodology was developed for the design of a comprehensive database of existing job vacancies; the data about the vacancies come from various sources (labour offices, recruitment agencies, advertising in the press). Moreover, a methodology was developed and tested for tracking the cyclical changes at the labour market on the basis of selected indicators and their development in connection to the economic cycle. The methodology was used to carry out a pilot projection of labour market developments within the following three months.

**The Information System about the Situation of Graduates in the Labour Market (ISA)** provides up-to-date information about the factors that affect employment opportunities for school leavers (economic development, demographic changes, the development of education system, unemployment of graduates, etc.). A forecast of the development of the structure of jobs and qualification requirements in the ČR until 2017 that was developed by the Education Policy Centre (*Středisko vzdělávací politiky - SVP*) at the Faculty of Education of Charles University. It is to be used as part of the ISA ([www.infoabsolvent.cz](http://www.infoabsolvent.cz)) and it is based on an international comparison of the development of factors affecting employment and occupational/qualification structure, and on studying skills needs forecasts carried out by foreign research organisations. SVP also develops semi-annual overviews of the employment situation of higher education graduates that point to the unemployment of graduates of various types of institutions and faculties. This makes it possible to assess employment prospects in the short term.

One of the ways of obtaining employers’ opinions on the development of professional requirements is to ensure their representation on the so-called **sector councils**. These councils are modelled on the British system and a total of 24 sector councils have been established so far. They are concerned with describing the existing qualification requirements for various occupations for the National Register of Vocational Qualifications and the National Qualifications Framework. The councils do not have methodological instruments and the capacity to carry out long-term forecasting.

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

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

#### EMERGING AND NEW SKILLS, AT ALL LEVELS

Identification of new skill requirements that emerge in the economy is carried out, above all, by means of sector studies. The studies make it possible to examine changes in the content of tasks related to occupational performance and to define the skills that are needed for this purpose. The use of this type of study is not yet widespread. Regular development of sector studies should be part of a systemic solution to the forecasting of skill needs that is under development. So far, three pilot sector studies have been carried out (see below).

Another source of information about new skill requirements is various surveys, particularly those among employers. However, these surveys are not regular and their results are often not publicly accessible. The most recent surveys, which focus primarily on the skills of graduates of science and technology programmes at higher education institutions, point to the existing requirements for professional knowledge in the field studied, as well as knowledge in other disciplines. Moreover, the surveys draw attention to the growing demands for language competencies, business knowledge and orientation, and soft skills. The most frequently required soft skills include, in particular, the capacity to come up with new ideas and solutions, presentation skills, teamwork, the capacity to work under pressure and assertiveness.

**The existing employers' requirements concerning the qualifications and skills of employees** are the subject of regular surveys of the National Institute of Technical and Vocational Education (*Národní ústav odborného vzdělávání* - NÚOV). The institute monitors, above all, job advertisements in the press and on the Internet, and also collects information from recruitment agencies. However, these analyses cannot show detailed changes in the content of the jobs offered (and the related new demands for skills). The results of the surveys come in the form of overviews of the most frequently advertised occupations, the levels and fields of education required, the sector structure of the job vacancies, age requirements, work experience required, type of employment, demands for PC and foreign language skills and requirements concerning the personal qualities of job applicants. It is possible to assess how these requirements change over time.

Monitoring of short-term trends in demand for labour indicates which occupations are and in near future will be of short supply. Demand is high especially for medical doctors, which is a situation typical for many European countries. Post-crisis development enhanced the importance of finance and sales associate professionals, business professionals and engineers and related professionals, especially ICT analysts and developers and mechanical and electronics engineers. Despite problems in the industry, there is also a group of high-demanded occupations with lower availability among blue-collar workers - such as lorry drivers, welders, mechanics and even assemblers.

**Information about promising occupations in terms of employment prospects** is obtained from the quantitative forecast of skill needs produced by the ROA-CERGE model. According to the most recent projection for 2009-2013, which has been updated by experts, the following groups of occupations may be viewed as those having good employment prospects in the next five years: medical assistants, opticians and rehabilitation workers; finance, insurance and sales agents, technical occupations in IT and telecommunications, control and safety; electronic equipment operators, and mechanical, construction, chemical and transport engineers. There are also good employment prospects for teachers, trainers and instructors in out-of-school facilities, particularly in continuing education, but also in pre-school education. Good employment prospects are also predicted for skilled manual workers who operate power generation and metalwork machinery and equipment, those who manufacture and repair precision instruments, skilled workers in finishing construction work; mould makers, welders, machine tool operators, miners, rail vehicle drivers, manufacturers of food products, and automated production line operators.

#### **EXAMPLES OF RECENT STUDIES ON SKILL NEEDS IN SPECIFIC ECONOMIC SECTORS AND/OR PARTICULAR ISSUES**

Sectoral studies are worked out for the period of 5-15 years (depending on a sector). Studies are carried out on national level. They involve the scenarios of future development trends of the sector and the impact on the human resources and qualification needs. The results of studies are focused on recommendations to address expected mismatch between the supply of and demand for professions and skills. Information about the results of sectoral studies and about future requirements for key occupations in these sectors are presented to the general public at [www.czechfutureskills.eu](http://www.czechfutureskills.eu).

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

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

The last two studies were elaborated for the regional level (selected regions).

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

In 2010, the Trade and Industry Confederation have had the “Analyses of development of selected industries” elaborated within the project “Fostering of social dialogue with an emphasis on institutional modernisation, human resources development and development of quality of social partners’ services”. Sectoral studies were elaborated for electrical industry, metallurgy and foundry industry, chemical industry, paper industry, glass and ceramics industry, engineering industry, manufacturing of transport equipment.

Moreover, short analyses and projections of the development of employment and the labour market in selected sectors were prepared and presented in the press and at conferences and seminars (e.g. in metallurgy and metal casting).

## 8.2 PRACTICES TO MATCH VET PROVISION (SKILLS) WITH SKILL NEEDS (JOBS)

The existing needs of the labour market are reflected in the content of qualification standards. In line with the Act on recognition of the outcomes of continuing education<sup>35</sup>, standards for **partial and complete qualifications** are being developed (in cooperation with representatives of employers and other relevant partners). Upon meeting the requirements of all statutory approval processes these standards will become part of the National Register of Vocational Qualifications (*Národní soustava kvalifikací - NSK*).

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

Labour market requirements described in the qualification standards for full qualifications play a key role in the development of curricula for initial (vocational) education. These requirements are the starting point for formulating the objectives and content of the vocational component of **national curricula (framework educational programmes)**. The Education Act<sup>36</sup> stipulates that these framework programmes be developed for all fields of education at secondary level. Based on these national curricula, secondary schools design their own **school curricula (school educational programmes)**. This mechanism ensures that the current labour market requirements are reflected in all initial education programmes. At the national level, the qualification requirements are taken into account when developing the national curricula. At local level there are mechanisms developed by schools as part of designing their school-based curricula.

Continuing (vocational) education programmes respond directly to requirements set at national level for various occupations and jobs in the National System of Occupations or requirements set by approved standards in the National Register of Vocational Qualifications. Training programmes (modules) may also respond to requirements identified by continuing education providers at regional or local levels. However, in this case there is a small chance to get a nationally valid certificate in line with the Act on recognition of the outcomes of continuing education.

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

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

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<sup>35</sup> Act no. 179/2006 Coll, on validation and recognition of the results of continuing education and on changes to other laws.

<sup>36</sup> Act no. 561/2004 Coll. on preschool, basic, secondary, tertiary professional and other education (education Act).

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

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

**Field groups** have been already working under the Statute adopted by the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy - MŠMT*) for more than ten years. They have been established based on the need to foster on national level creation of educational programmes (**national curricula**) whose objectives and contents are in line with the labour market needs. Field groups' project supports, among others, tasks related to monitoring and assessment of VET quality, curricular reform of VET in the Czech Republic (*Česká republika - ČR*) and assignment of qualifications' levels to EQF levels. There are 25 field groups consisting of experts from the field of education and of labour market and occupations. Their expertise covers full spectrum of potential applicability of VET graduates.

A relatively new type of entities operating nationwide primarily in the process of defining occupations and qualifications are the **sector councils** created as representations of employers in particular fields. Concept started to develop in 2006 systemic project of the MŠMT called NSK (see chapter 6.3-Box 3). Subsequent phase was carried out by The Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí - MPSV*) in 2007 and 2008. Its development is currently fostered by a project NSK2 with potential of gradual completion of council network which will fully cover the needs of national economy.

Sector studies focusing on the expected development of skill needs were developed by field groups in 2000 and 2005. It was agreed in 2010 that, in the future, this task will fall within the purview of sector councils and the field groups were not assigned the task of developing updated studies. Instead, fifteen selected executive summaries developed as part of the European initiative "Sectors' New Skills for New Jobs" were translated into Czech.

The legislation of the ČR provides for the development of three types of standards, which are fully in line with the European concept of lifelong learning:

OCCUPATIONAL STANDARDS	EDUCATIONAL/TRAINING STANDARDS	ASSESSMENT STANDARDS
In the form of so-called <b>qualification standards</b> pursuant to Act no. 179/2006 Coll.	In the form of so-called <b>national curricula</b> as curricular standards pursuant to Act no. 561/2004 Coll.	In the form of so-called <b>assessment standards</b> pursuant to Act no. 179/2006 Coll. and Act no. 561/2004 Coll.

Educational standards in the form of national curricula reflect the content of qualification standards (particularly in the vocational/qualification component). They are introduced by the Education Act (Act no.561/2004 Coll.) that sets out details concerning their evaluation and a list of stakeholders who will evaluate their design and content.

Occupational standards are developed as starting points for the design of qualification standards. The latter are introduced by the Act on recognition of the outcomes of continuing education (Act no. 179/2006 Coll.) that lays down, among other things, rules for their evaluation.

Representatives of employers as members of sector councils and field groups are involved in the development of occupational standards and in ensuring that the requirements are reflected in educational standards. Sector councils are involved in the development of occupational standards, while field groups support the development of curricular standards (curricular standards refer to Framework Education Programmes - i.e. national curricula providing educational standards).

## 9. LIFELONG GUIDANCE FOR LIFELONG LEARNING AND SUSTAINABLE EMPLOYMENT

### 9.1 STRATEGY AND PROVISION

The current key challenges include networking, the development of counsellors' skills, methodological support and the design of standards for counsellors. Some of the existing key challenges in the development of guidance and counselling in the Czech Republic (Česká republika - ČR) are defined in the Action Plan of the National Guidance Forum of 2010. From this perspective we need to build and develop a national quality assurance mechanism, quality standards for counsellors and an information interface as the main systematic tools for counsellors. Moreover, we need to make further efforts to improve methodological support for counsellors and other guidance providers and to continue our networking activities.

At present, most career counselling services are provided within two parallel systems. The first falls within the responsibility of the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* - MŠMT); the other one is administered by the Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí* - MPSV). Both systems share one objective - the provision of services facilitating optimal solutions to career-related issues.

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

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

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

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

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

In 2004 the MŠMT developed a proposal for a **national policy** for the development of career counselling. The policy sees the role of career counselling in the context of lifelong learning and considers it to be an important instrument in relation to the human resources development strategy and the prevention of unemployment.

In 2010 the **National Counselling Forum** (*Národní poradenské fórum* - NPF) was formally set up and its **Statute and Rules of Procedure** were drawn up and approved. In this way the responsibilities of the MŠMT and MPSV have been divided and specified.



The NPF will be managed by department 24 of the MŠMT for the upcoming two years, and by the MPSV for another two years. As part of launching the NPF's activities a group for co-ordination was set up that approved NPF's key priorities for 2010-2012. Representatives of NÚOV, IPPP, MŠMT and MPSV were appointed as members of the co-ordination team. The NPF website was designed and launched ([www.narodniporadenskeforum.cz](http://www.narodniporadenskeforum.cz)). In the period under review a draft plan for a national project concerned with career guidance was prepared.

*The major stakeholders in the area of co-operation between employers and the education sector include the Economic Chamber and the Confederation of Industry.*

The work on strategic documents draws on experience gained during contact visits of social partners from EU countries, the results of various polls and surveys among teachers as part of the systemic projects UNIV (see box 3 in chapter 6.3) and VIP Kariéra and conclusions of discussions held at the **National Counselling Forum**.

The systemic project VIP Kariéra represented a significant initiative targeted towards high-quality career and pedagogical-psychological counselling services within initial education, but also in the framework of lifelong learning. This project was funded both from the European Social Fund and the state budget of the ČR. Its implementers were the Institute of Pedagogical-Psychological Counselling and National Institute for Technical and Vocational Education (*Národní ústav odborného vzdělávání* - NÚOV). The main objective of the project was to establish and support counselling offices at schools aiming at facilitating counselling services of psychologists and special education teachers for pupils and teachers. Since 2007 it has been possible to consult the Information system on the labour market success of graduates ([www.infoabsolvent.cz](http://www.infoabsolvent.cz)). This system collects information essential for career decision-making (pupils, students and adults) and the success of graduates on the labour market. An important component of this project was the continuing education of teachers and educators in the form of e-learning and full-time education. The VIP Kariéra project was completed in 2009. The system [www.infoabsolvent.cz](http://www.infoabsolvent.cz) continues operating and has been evaluated as very beneficial by the OECD.

In 2009, a project titled Development of School Counselling Facilities - education, information, counselling II (*Rozvoj školních poradenských pracovišť - vzdělávání, informace, poradenství II* - RŠPP-VIP II) was initiated. The project is co-financed from the ESF and administrated by the MŠMT together with a partner - the Institute of Pedagogical-Psychological Counselling (*Institut pedagogicko-psychologického poradenství* - IPPP). The principal aim of the School Counselling Facilities is provision of consultancy services to students and teachers in schools; these services are geared towards the risks that might affect the course of training and personal careers of students.

In 2010 a follow-up project entitled VIP Kariéra II - KP was launched. The principal objective of this project is enhancement, rationalisation and further quality improvement of information, educational and methodological support for career counselling and training in schools, and creation of links to lifelong learning counselling. Another part of the project includes the task to improve the ISA System (System on the labour market success of graduates" - [www.infoabsolvent.cz](http://www.infoabsolvent.cz)) and to secure operation of e-learning training of career counsellors - eKariéra.

In 2010 the UNIV II - Kraje (Regions) follow-up project was launched. Its aim is to transform secondary (primarily secondary vocational) schools into open institutions, centres of lifelong learning that will actively pursue the concept of lifelong learning. These centres associated in a network shall provide education in various areas of initial training as well as a wide range of continuing training opportunities.

One part of the project is to support enhancement of selected professional competencies of teachers at participating schools in order to prepare them for the work with the adults as well as for the work in the lifelong learning centres. To that end, training seminars shall be held focusing on the following areas (see also box 3 in chapter 6.3).

Co-operation between employers and the education system is facilitated by systemic projects *NSK 2* (Development and implementation of the National Register of Qualifications) and *Koncept* (Continuing education outline).

Research findings concerning various educational pathways in the ČR are reflected, above all, in the broad and active support provided to school counsellors in order to assist students in transferring from school to work (school counsellors are nearly in all basic and secondary schools). As for the adult part of the population, there is a variety of possibilities of completing interrupted studies or combining study and work.

### THE MŠMT COUNSELLING SYSTEM

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

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

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

From the academic year 2000/2001 the curricula for secondary schools has included a subject matter concerned with an **introduction to the world of work** and lower secondary education has involved a **subject Career path selection**.

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

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

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

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

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

### THE MPSV COUNSELLING SYSTEM

The provision of career services within the responsibility of the MPSV began to develop systematically as late as the early 1990s when labour offices were set up. The body superior to labour offices is the MPSV's Employment Services Administration. Labour offices provide counselling services to citizens that are related to job seeking and job brokering, career choice or change, vocational training, retraining and industrial relations. A total of 77 labour offices were established (in each former district town), and 182 branches - i.e. 259 contact points for clients. In 2010 work was underway on reform of ÚP and changes to their administrative areas.

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

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

There is **Information and Counselling Centre** at each ÚP and its main task is to provide assistance as regards career choice by young people and adults. There is a wide range of information materials and media available for this purpose - mainly used on a self-service basis (descriptions of occupations and leaflets on educational provision). Each centre employs a career counsellor who is ready to attend to clients' needs.

In 2000 there was established a principal network bringing together **Centres for Balance Diagnostics** operating at those labour offices which had been providing psychological services within specialised counselling.

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

## 9.2 TARGET GROUPS AND MODES OF DELIVERY

### SERVICES FOR YOUNG PEOPLE

The current state of affairs is the result of a gradual development of the counselling system operated by schools, the main long-term priority of which was prevention and elimination of educational and study-related problems in children and young people. The most frequent methods of career counselling at basic and secondary schools include individual and group counselling. In addition to this pupils may attend various educational fairs, open door days at schools, job brokering events, etc. Very useful source of information for career decision making (pupils, students and also for adults) and the success of graduates on the labour market is the system [www.infoabsolvent.cz](http://www.infoabsolvent.cz). There are **additional sources of information** available either at schools or at specialised counselling centres.

TARGET GROUP	PROFESSIONAL CARE PRIORITIES
BASIC SCHOOL PUPILS	<ul style="list-style-type: none"><li>• comprehensive diagnostics of learning disorders and educational problems,</li><li>• individual and group interviews designed to establish professional orientation followed by individual consultations,</li><li>• socio-metric examinations of groups of schoolmates,</li><li>• prevention of socio-pathological disorders and drop-outs,</li><li>• in justified cases actions are taken following the establishment of a diagnosis (mostly individual psychotherapy)</li></ul>
SECONDARY VET SCHOOL AND TERTIARY PROFESSIONAL SCHOOL STUDENTS	<ul style="list-style-type: none"><li>• testing study-related aptitudes and assistance in study and professional orientation, prevention of drop-outs,</li><li>• prevention of socio-pathological disorders</li></ul>
STUDENTS IN HIGHER EDUCATION	<ul style="list-style-type: none"><li>• pedagogical-psychological services, educational and career counselling</li></ul>

### SERVICES FOR ADULTS

The provision of counselling services to adults falls primarily within the responsibility of The Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí - MPSV*). Counselling services for adults are not provided within the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy - MŠMT*). There are exceptions such as counselling centres operated by some MŠMT's organisations (Centre for Career Counselling at the National Institute of Technical and Vocational Education; Customer and Information Centre at the Institute for Information on Education, Centre for Higher Education Studies) - these also provide information about continuing education opportunities.

Within the responsibility of the MPSV services to adult clients as well as young people are provided by labour offices - particularly by their job brokering, counselling and retraining departments, Information and Counselling Centres, job clubs, and, since recently, Balance Diagnostics Centres. As regards the employment policy of the MPSV, the main target group of these centres is job seekers. Another category includes people who seek alternative employment (they have a job but want to change it for various reasons or are at risk of redundancy). One important category is school leavers (within two years of successful completion of school at any level). Attention is also paid to the categories of citizens who have limited access to education for some reason (e.g. the disabled, ethnic minorities, citizens at pre-retirement age, etc.).

Adults may also use - except the traditional face-to face guidance sessions a number of information sources on the Internet. There are systems developed with state support, such as the DAT database of continuing education ([www.dat.cz](http://www.dat.cz)), the Integrated System of Typical Working Positions (Integrovaný systém typových pozic - ISTP) containing comprehensive information about occupations and related requirements (including a possible analysis of the client's suitability - [www.istp.cz](http://www.istp.cz)), the Registry of schools ([www.uiv.cz](http://www.uiv.cz); [www.nuov.cz](http://www.nuov.cz)), the system [www.infoabsolvent.cz](http://www.infoabsolvent.cz) (for more information see chapter 9.1.) and others. There are also commercial systems available. Counselling services focusing mostly on adults are also provided by private consultancies (e.g. recruitment agencies).

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

#### QUALITY ASSURANCE MECHANISM

There is no national quality assurance mechanism in place for the provision of guidance services. This situation is the same in all sectors (non-profit, government, private). There are separate mechanisms in various organizations, but a coherent national approach is missing. Plans for the preparation, development and implementation of a national quality assurance mechanism are included in the Action Plan of the National Guidance Forum from 2010. They may be implemented as part of a national project funded from the ESF.

### 9.3 GUIDANCE AND COUNSELLING PERSONNEL

#### THE CATEGORY OF EMPLOYEES IN THE AREA OF CAREER SERVICES

SCHOOLS AT ISCED 2 AND ISCED 3 LEVEL	EDUCATIONAL COUNSELLORS SCHOOL PSYCHOLOGISTS TEACHERS OF CAREERS AND LABOUR MARKET RELATED SUBJECTS
PEDAGOGICAL-PSYCHOLOGICAL GUIDANCE CENTRES CENTRES FOR SPECIAL PEDAGOGY	Psychologists special pedagogues
INFORMATION AND COUNSELLING CENTRES AT HE INSTITUTIONS (VYSOKÉ ŠKOLY - VŠ)	professional counsellors
LABOUR OFFICES (JOB BROKERING AND COUNSELLING DEPARTMENTS)	job brokers professional counsellors
INFORMATION AND COUNSELLING CENTRES	professional counsellors

CENTRES FOR “BALANCE DIAGNOSTICS”	Psychologists professional counsellors
RECRUITMENT AGENCIES, REGIONAL INFORMATION AND COUNSELLING CENTRES AND OTHERS	usually private entities with a varying structure and personnel

#### BASIC QUALIFICATION REQUIREMENTS FOR THE PERFORMANCE OF PROFESSIONAL ACTIVITIES OF COUNSELLORS - MŠMT GUIDANCE SYSTEM

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

There are various seminars organised as part of the **continuing education of the above-mentioned professionals**, focusing on various topics. They are organised by the Institute for Pedagogical-Psychological Guidance, pedagogical-psychological guidance centres, labour offices, pedagogical centres, etc. One of the objectives set out in the draft of the National Policy for the Development of Career Counselling is that of developing professional standards for educational-career counsellors, and of testing a new approach to their training in pre-gradual and lifelong learning programmes.

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

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

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

## 10. FINANCING: INVESTMENT IN HUMAN RESOURCES

### 10.1 VET FINANCING POLICY

The funding of VET is governed by the relevant legal regulations. The changes planned for 2010-2014 are contained in the Policy Statement of the Government. The first change consists in an increased level of state budget resources earmarked for the remuneration of educational staff in all types of school. The aim is to enhance their professional, age and gender structure. Another objective is to improve financial flows between the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy* - MŠMT) and schools' funding bodies so as to ensure equal conditions for the provision of public education. The third and most important change concerns the funding of tertiary education. The government intends to develop such mechanisms of funding that will strengthen the financial stability of public higher education institutions and, at the same time, reinforce the link between their budgets and the quality of the education they provide, the employability of their graduates and the results of their research and development. Furthermore, the government plans to introduce, from 2013/2014, a system where students will co-fund the costs of their studies. The tuition fees per one semester should not exceed 10,000 CZK (the exchange rate as at 7 July 2011 was 1 EUR = 24.3 CZK). For the purpose of setting the specific levels of tuition fees coefficients benefiting key fields of study will be used. Along with this an efficient system of student financial assistance will be introduced.

The trends in the funding of VET may be inferred from the development of the level of normatives (per capita amount of the state support). For secondary schools the 2005-2010 period is characterised by a slight year-on-year increase in normatives (by some 3.5%). In tertiary education there was an average year-on-year increase of 0.75% in normatives until 2009, and in 2010 there was a decrease of 1.2%.<sup>37</sup> From 2010 their normatives is calculated so as to take account of the qualitative results of their activities (research and development outcomes, the quality of teachers, student mobility).

### 10.2 FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

#### PUBLIC VET SCHOOLS AT SECONDARY LEVEL (ISCED 3C, 3A) AND TERTIARY PROFESSIONAL LEVEL (ISCED 5B)

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

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<sup>37</sup> Zdroj: ÚIV-Statistická ročenka školství - Ekonomické ukazatele. <http://www.uiv.cz/rubrika/100>  
Source: ÚIV-Statistical Yearbook of Education-Economic Indicators. <http://www.uiv.cz/rubrika/100>

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

The expenditure of **public schools** set up by regions is covered from the state budget via the budget of MŠMT and from the relevant regional budget. The resources from the **state budget** designates for covering the direct non-investment expenditure

the resources from the founders (region, municipality, ministry) are allocated to schools for operational and capital costs. The funding from public budgets to which schools are entitled is based on “normatives” (normative rates). **National normative rates** are set by the MŠMT as a level of costs related to education and school services per one pupil/student and calendar year. The “normative” level per one student depends on the type of school (SOU, SOŠ, VOŠ), and on the relevant field of education. Resources are provided according to the actual number of pupils/students up to a permitted number set by the MŠMT. Financial resources are provided in the form of a subsidy to a regional budget (on a special account).

Regions set **regional normative rates** by means of which they distribute the overall amount of resources received from the state budget to individual schools in the relevant region.

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

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

**Private** resources constitute a very limited source of the funding of public secondary VET schools. These are resources earned by the school from renting its property, from the provision of services for a payment and from complementary business activities. Schools may also accept donations from individuals and enterprises.

#### PRIVATE VET SCHOOLS AT SECONDARY LEVEL (ISCED 3C, 3A) AND TERTIARY PROFESSIONAL LEVEL (ISCED 5B)

The state budget also provides financial resources to private schools and schools set up by registered churches or religious societies which are included in the schools register. These subsidies are regulated by the Act on the provision of subsidies to private school. The subsidy is set as a percentage of the “normative” per one pupil/student for a comparable programme and form of study provided within public education (see table 21).

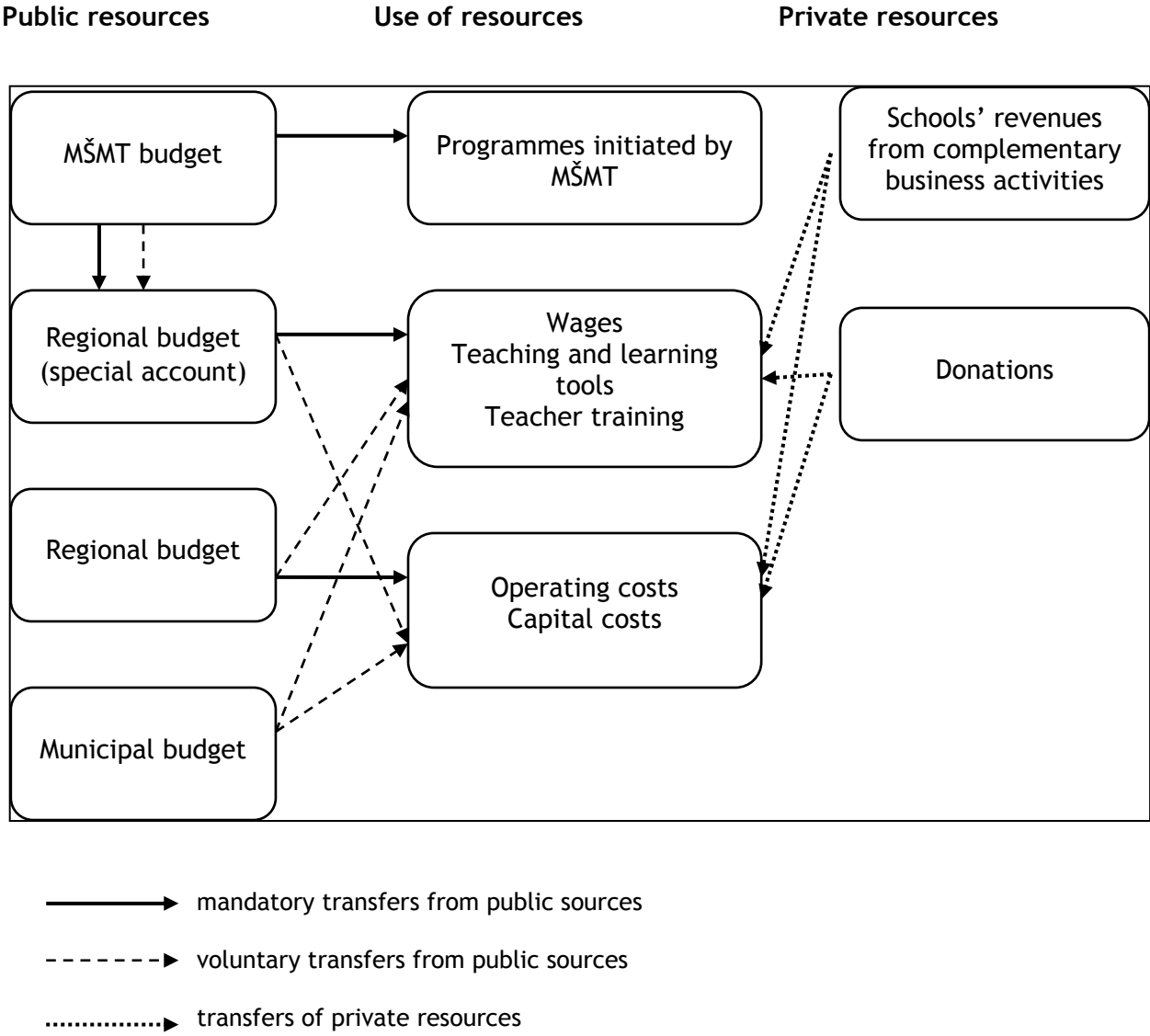
TABLE 21 - THE FUNDING OF PRIVATE SCHOOLS FROM THE STATE BUDGET		
TYPE OF SCHOOL	% OF THE NORMATIVE	INCREASED % OF THE NORMATIVE
SOU (ISCED 3C) AND SOS (ISCED 3A) IF THEY EDUCATE HANDICAPPED STUDENTS	80	100
SOU (ISCED 3C, SOS (ISCED 3A) VOŠ (ISCED 5B)	60	90

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



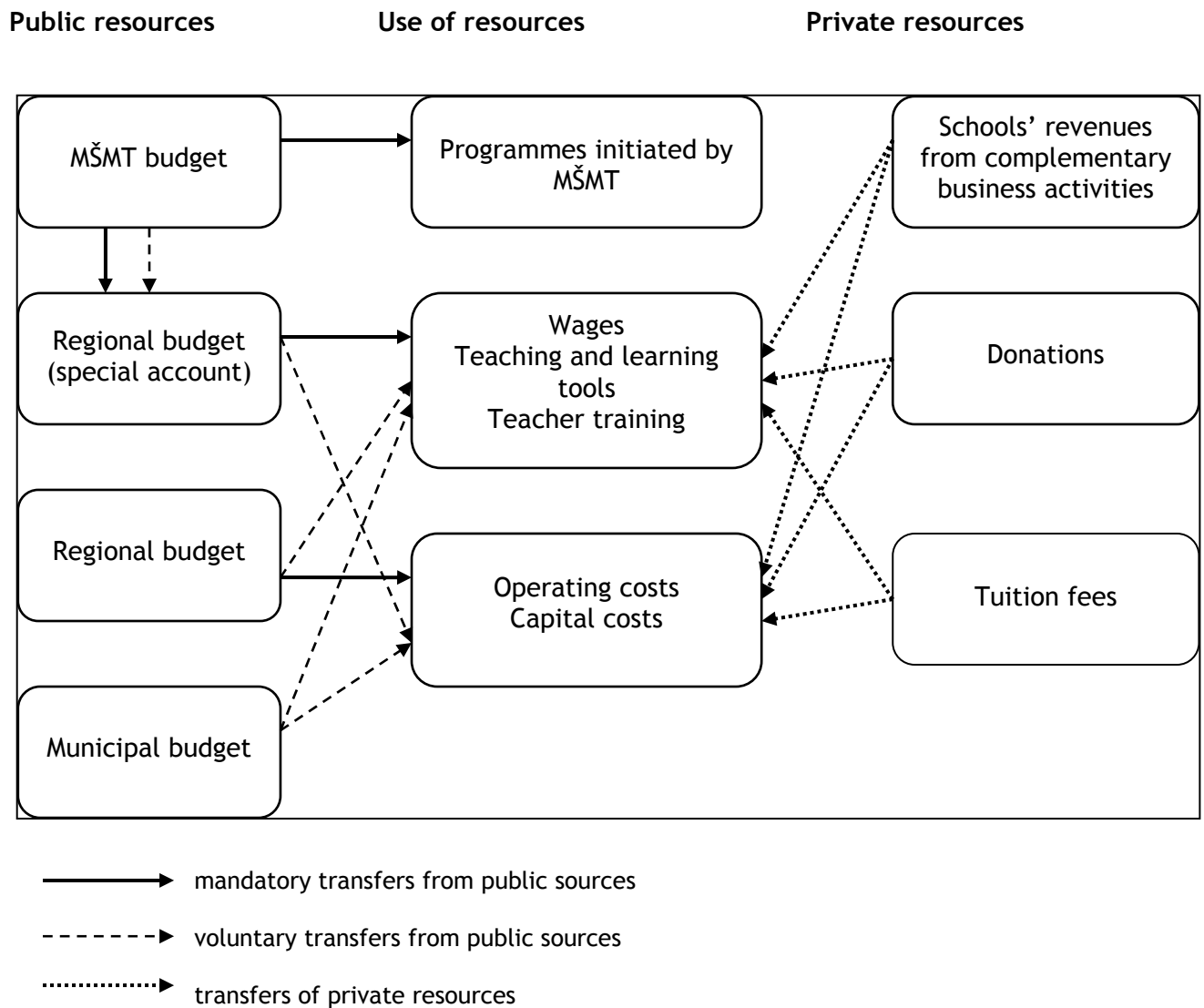
One partial source of the funding of private secondary VET schools, and also public VOŠ, is the fees these institutions collect for the provision of education or school services. The rules governing the level of the fees and a maximum fee for public VOŠ are set out in a MŠMT regulation (the maximum fees differ for individual fields of tertiary professional education, but generally they are very low, from 2,500 CZK to 5,000 CZK, i.e. cca 103 EUR to 206 EUR, per year<sup>38</sup>). The level of tuition fees collected by private schools is fully at their discretion.

**CHART 1. A CHART OF FINANCIAL FLOWS IN INITIAL SECONDARY VOCATIONAL EDUCATION AND TRAINING**



<sup>38</sup> Exchange rate on July 7, 2011: 1 EUR = 24,3 Kč

CHART 2. A CHART OF FINANCIAL FLOWS IN TERTIARY EDUCATION - TERTIARY PROFESSIONAL SCHOOLS (VOŠ)



### PUBLIC HIGHER EDUCATION INSTITUTIONS

The funding of higher education institutions (*vysoké školy - VŠ*) - see Chart of financial flows in tertiary education (below) is regulated by the Higher Education Act (*Vysokoškolský zákon*). Based on this law former state VŠ have acquired the status of public VŠ. State-owned assets necessary for teaching, research and public activities carried out by VŠ have been transferred into their ownership. A management board, which must be established at each public higher education institution, sees to the efficient use of these assets. On 1 January 2006 an amendment to the Higher Education Act became effective. Among other things it provides for a change in the system of funding of VŠ: they can make profit and transfer part (5%) of the financial resources dedicated to the research and development projects to the following financial year.

Each public VŠ is entitled to a contribution from the state budget. This contribution is used to cover the costs related to the implementation of accredited study programmes and lifelong learning programmes, the costs associated with research and institutional development (students' accommodation and meals, social scholarships etc.).

The level of the contribution is derived from the long-term plan of the VŠ, the MŠMT's long-term plan for the development of higher education institutions, the type of accredited study programmes and lifelong learning programmes, the number of students, the achievements in educational and creative activities and their demands.

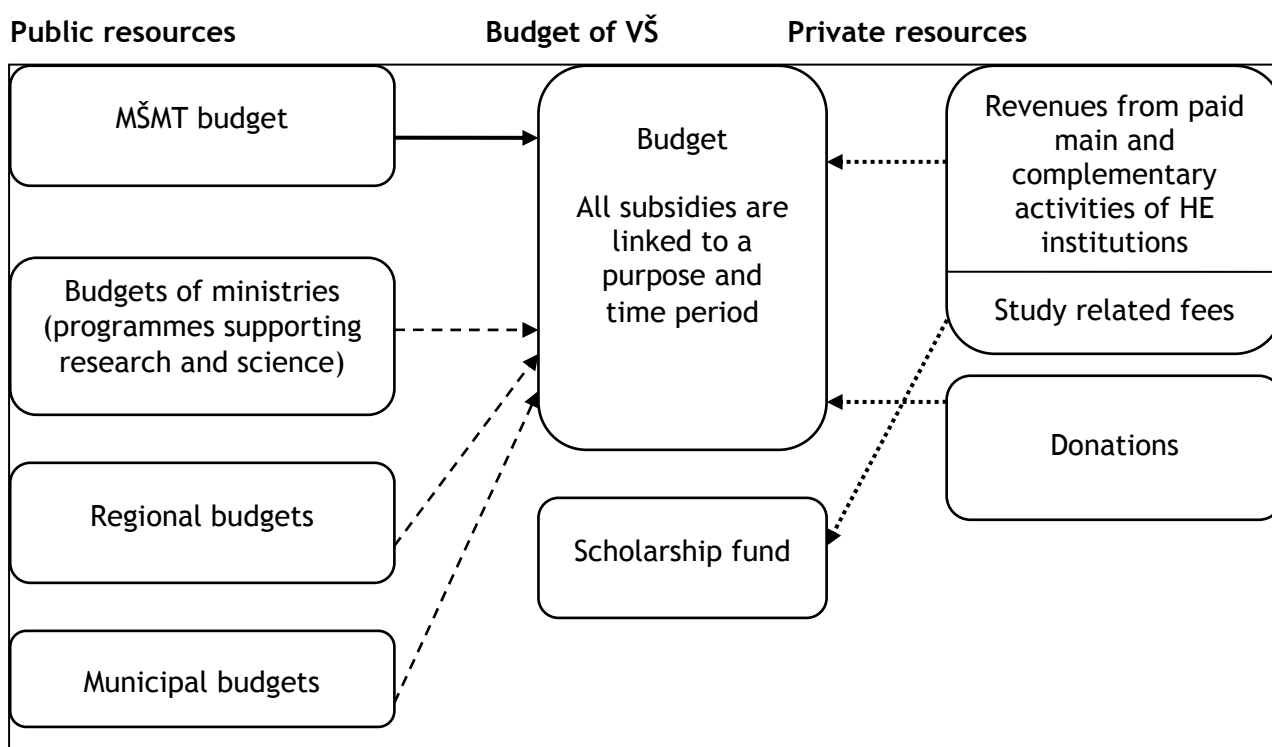
VŠ is entitled also to a subsidy for development of higher Investment costs are financed by state budget through the Programme of property reproduction.

A public VŠ may collect study-related fees. Their level is derived from a “basic fee”, which is set by the MŠMT for each academic year. The basic fee for the academic year started in 2009 is 2952 CZK (cca EUR 122<sup>39</sup>). Fees may be collected for: participation in admission proceedings; exceeding the standard length of studies by more than one year; taking another bachelor or master programme, if the student has already completed one study programme; studying in a foreign language. The rector may exempt some fees or defer them only to some students with insufficient social background.

### PRIVATE HIGHER EDUCATION INSTITUTIONS (VŠ)

In line with the Higher Education Act, private VŠ must assure, by their own means, financial resources for the implementation of the activities. If a private VŠ has the status of a public benefit organisation, it may receive a subsidy from the MŠMT in compliance with the MŠMT's Rules for the provision of subsidies to private VŠ. There is no legal entitlement to these subsidies.

**CHART 3. A CHART OF FINANCIAL FLOWS IN TERTIARY EDUCATION - PUBLIC HE INSTITUTIONS (VŠ)**



<sup>39</sup> Exchange rate on July 7, 2011: 1 EUR = 24,3 Kč

## THE PROPORTION OF RESOURCES PROVIDED BY INSTITUTIONS RESPONSIBLE FOR THE FUNDING OF IVET IN THE TOTAL EXPENDITURE ON VET

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

Public resources spent on higher education account for some 80% of the overall annual budget of VŠ. Based on the data available it is impossible to distinguish between resources related to initial and continuing education provided by VŠ.

In the Czech Republic (*Česká republika* - ČR) there are no collective funds for IVET.

### CHANGES OCCURRING

After EU accession in 2004, education system development can be supported from European Social Fund. As part of the support for initial education large, systemic, central projects are being implemented at national level, as well as grant-funded (tendered) projects promoting individual schools. Within the frame of the higher education reform the changes in the funding system are discussed too. The aim is to introduce a performance oriented funding system for the public VŠ encouraging the effective use of the resources (see also 10.1)

## 10.3 FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

### 10.3.1 PUBLIC FUNDING SCHEMES AND MECHANISMS TO FINANCE CVET

The education of adults in schools (public and private) leading to the acquisition of a qualification (level of education) is, in legal terms, considered to be initial education. This part-time education is subject to the same regulations as those in place for initial education. (See 10.2)

The target group consists of all individuals who are interested in this type of education and meet the relevant conditions (entrance examinations).

### 10.3.2 PUBLIC-PRIVATE COST-SHARING

#### PUBLIC GRANTS

Public grants are used primarily to support the training of employees. Employers can receive public incentives through programmes operated by the state and funded from the state budget or from the European Structural Funds. The co-funding principle is applied.

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

- Active employment policy schemes - a contribution for retraining designed for the relevant employees to retain them in the company.

- The investment incentives (Act no. 72/2000 as amended) - a contribution for the employees training and retraining (35% of the training and retraining costs). Since July 2007 only investors in districts with the unemployment rate exceeding 50% of the average unemployment rate can apply for these incentives. (Before this date the support was relevant for investors in district with unemployment rate higher than national average.)
- Various programmes co-funded by the European Structural Funds (The Operational Programmes for the period 2007-2013: Human Resources and Employment - subsidies for development of training and retraining courses and employees training and retraining, Enterprise and Innovation - subsidies for construction and reconstruction of training centres or rooms and their equipment, Operational Programme Prague - Adaptability - development, introducing and performing the systems of continuing education in companies).

In the context of the economic crisis the Ministry of Labour and Social Affairs initiated two projects co-funded from the ESF (see chapter 3.2.2) - Get into Training and Training is a Chance. Within these projects companies could obtain financial resources for implementation of general or specific training courses and for wages of employees participating in training. The compensation of wages could reach up to 100% and compensation of training costs up to 80% depending on the type of course and the size of company. Both projects expired in 2010 and they are to be replaced, in 2011, by a project entitled "Train Yourself for Growth". This new project will also be funded from the Human Resources and Employment Operational Programme

#### TAX INCENTIVES

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

#### LEARNING ACCOUNTS AND VOUCHERS

Learning accounts and vouchers are not currently used in the ČR.

#### SAVING SCHEMES AND LOANS

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

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

### 10.3.3 COLLECTIVE (EMPLOYER, EMPLOYEE) INVESTMENT TO FINANCE CVET

#### TRAINING FUNDS

In the Czech Republic (*Česká republika* - ČR) training funds do not exist.

#### PAID AND UNPAID TRAINING LEAVE

Real training leave does not exist in the ČR. Only academic staff can receive so called “sabbatical leave” (*tvůrčí volno*) according to the Higher Education Act. Six-month’ sabbatical leave is provided to them at their request, once every seven years, if this leave does not distort carrying out the educational tasks of the higher education institution. Academic staff on sabbatical leave is entitled to their salaries.

Some type of paid and unpaid training leave is regulated by the Labour Code. An employee who upgrades his qualification (attaining higher-level education conforming to the employer’s needs) is entitled to relief from work with compensatory wage or salary. Paid “training leave” is provided for attending lessons, reading and sitting for examination, writing and defending closing paper, bachelor’s paper, thesis or dissertation etc. As regards time off granted for sitting for an entry examination, resit for a certain examination, attending a graduation or similar ceremony, the employee concerned is not entitled to compensatory wage or salary. Employer and the employee conclude a qualification agreement that includes the employer’s commitment to enable this employee qualification upgrading and the employee’s undertaking to remain in employment with this employer for an agreed period, however for no longer than five years, or to reimburse the employer for the costs which were connected to this employee’s qualification upgrading and which were settled by the employer.

### 10.3.4 REACHING THE GROUPS AT RISK THROUGH FUNDING SCHEMES AND MECHANISMS

In the ČR there are no special schemes for these groups.

## 10.4 FUNDING FOR TRAINING FOR THE UNEMPLOYED

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

The funding of retraining programmes is subject to statistical monitoring. For this purpose 9 types of retraining have been identified. Two types of courses account for more than 50% of the total costs of retraining: courses designed to expand the participants’ qualifications (35% in 2010), and courses for manual workers that lead to a professional qualification (29% in 2010).

The overall expenditure on retraining consists of resources from the state budget and resources drawn as part of the relevant programmes co-funded from the European Social Fund.

TABLE 25 - EXPENDITURE ON RETRAINING IN 1993-2009

YEAR	EXPENDITURE ON RETRAINING (2006=100%)	PROPORTION OF RETRAINING COSTS IN TOTAL AEP COSTS (%)	PROPORTION OF AEP COSTS IN GDP (%)
2006	100	6.7	0.16
2007	75.4	4.7	0.16
2008	75.9	4.4	0.17
2009	108.6	7.8	0.14
2010	163.0	9.4	0.17

Source: [http://portal.mpsv.cz/sz/stat/vydaje/vydaje\\_na\\_spz\\_souhrnny\\_prehled\\_1991-2010.xls](http://portal.mpsv.cz/sz/stat/vydaje/vydaje_na_spz_souhrnny_prehled_1991-2010.xls),  
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Partial changes in the organisation of retraining are expected from January 2012. According to an amendment to the Employment Act the jobseeker will have an opportunity to find a retraining course on his/her own. The labour office will assess the course chosen and if it is found to be suitable with respect to the jobseeker's health condition and his/her prospective employability, funding will be provided. The funding of retraining will remain unchanged.

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*professional competence to practise the profession of a physician, dentist and pharmacist].*

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### 11.3 LIST OF ACRONYMS AND ABBREVIATIONS

<b>AEP</b>	Aktivní politika zaměstnanosti (Active Employment Policy)
<b>AIVD</b>	Asociace institucí vzdělávání dospělých (Association of Adult Education Providers)
<b>AK</b>	Akreditační komise (Accreditation Commission)
<b>BaMa</b>	Bachelor-Master
<b>Cedefop</b>	Evropské centrum pro rozvoj odborného vzdělávání (European Centre for the Development of Vocational Training)
<b>CERC</b>	Continuing Education Regional Centres
<b>CERGE-EI</b>	Center for Economic Research and Graduate Education - Economics Institute
<b>CSVŠ</b>	Centrum pro studium vysokého školství (Centre for Higher Education Studies)
<b>CV</b>	Celoživotní vzdělávání (Life-Long Learning - special learning course provided by higher education institutions)
<b>CVET</b>	Další odborné vzdělávání a příprava (Continuing Vocational Education and Training)
<b>CVT</b>	Další odborná příprava (Continuing Vocational Training)
<b>CVTS</b>	Continuing Vocational Training Survey
<b>CZK</b>	Česká koruna (Czech crown - Czech currency)
<b>ČMKOS</b>	Českomoravská konfederace odborových svazů (Czech-Moravian Confederation of Trade Unions)
<b>ČR</b>	Česká republika (Czech Republic - ČR)
<b>ČSÚ</b>	Český statistický úřad (Czech Statistical Office)
<b>ČŠI</b>	Česká školní inspekce (Czech School Inspectorate)
<b>DiV</b>	Distanční vzdělávání (Distance Education)
<b>DPV</b>	Další profesní vzdělávání (Continuing Professional Education)
<b>DV</b>	Další vzdělávání (Continuing Education and Training)



<b>ECVET</b>	Evropský systém kreditů pro odborné vzdělávání a přípravu (European Credit Transfer in Vocational Education and Training)
<b>EQF</b>	Evropský rámec kvalifikací (European Qualifications Framework)
<b>ESF</b>	Evropský sociální fond (European Social Fund)
<b>EU</b>	Evropská unie (European Union)
<b>EU-15</b>	EU před vstupem nových členů v r. 2004 (European Union before joining new member states in 2004 - 15 states)
<b>EU-25</b>	EU po vstupu nových členů v r. 2004 (European Union after joining new member states in 2004 - 25 states)
<b>EU-27</b>	EU po vstupu Rumunska a Bulharska v r. 2007 (European Union after joining Romania and Bulgaria in 2007 - 27 states)
<b>GDP</b>	Hrubý domácí product (Gross Domestic Product)
<b>HE</b>	Vysokoškolské vzdělávání (Higher Education)
<b>HR</b>	Lidské zdroje (Human Resources)
<b>HRD</b>	Rozvoj lidských zdrojů (Human Resources Development)
<b>IAP</b>	Individuální akční plan (Individual Action Plan)
<b>ICT</b>	Informační a komunikační technologie (Information and Communication Technology)
<b>IFLM</b>	Indikátor budoucí situace na trhu práce (Indicator of Future Labour Market Prospects)
<b>IFRP</b>	Indikátor budoucích problémů s najímáním pracovníků (Indicator of Future Recruitment Problems)
<b>ILO</b>	Mezinárodní organizace práce (International Labour Organization)
<b>IPPP</b>	Institut pedagogicko-psychologického poradenství (Institute of Pedagogical-Psychological Counselling)
<b>ISA</b>	Informační systém o uplatnění absolventů škol na trhu práce (Information system on the situation of school leavers in the labour market)
<b>ISCED</b>	Mezinárodní norma pro klasifikaci vzdělávání (International Standard Classification of Education)
<b>ISCO</b>	Mezinárodní standard klasifikace zaměstnání (International Standard Classification of Occupations)
<b>ISTP</b>	Integrovaný systém typových pozic (Integrated System of Typical Working Positions)

<b>IT</b>	Informační technologie (Information Technology)
<b>IVET</b>	Počáteční odborné vzdělávání a příprava (Initial Vocational Education and Training)
<b>LLL</b>	Celoživotní vzdělávání (Lifelong Learning)
<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>NACE</b>	Klasifikace ekonomických činností (Statistical Classification of Economic Activities)
<b>NAEP</b>	Národní agentura pro evropské vzdělávací programy (National Agency for European Educational Programmes)
<b>NATO</b>	Severoatlantická aliance (North-Atlantic Treaty Organisation)
<b>NCDiV</b>	Národní centrum distančního vzdělávání (National Centre for Distance Education)
<b>NISP</b>	Národní informační středisko pro poradenství (National Resource Centre for Vocational Guidance)
<b>NOZV</b>	Národní observatoř zaměstnanosti a vzdělávání (National Observatory of Employment and Training)
<b>NQF</b>	Národní soustava kvalifikací (National Qualifications Framework)
<b>NSK</b>	Národní soustava kvalifikací (National Register of Vocational Qualifications)
<b>NSP</b>	Národní soustava povolání (National System of Occupations)
<b>NÚOV</b>	Národní ústav odborného vzdělávání (National Institute of Technical and Vocational Education)
<b>NUTS</b>	Nomenklatura územních statistických jednotek (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>PPS</b>	Standard kupní síly (Purchasing Power Standard)
<b>RHSD</b>	Rada hospodářské a sociální dohody (Regional Council for Social and Economic Agreement)

<b>RISA</b>	Regionální informační systém o uplatnění absolventů (Regional Information System on the Situation of School Leavers in the Labour Market)
<b>RVP</b>	Rámcové vzdělávací programy (National Curricula)
<b>SJŠ</b>	Státní jazykové školy (State Language Schools)
<b>SME</b>	Malé a střední podniky (Small and Medium-Sized Enterprises)
<b>SOŠ</b>	Střední odborné školy (Secondary Technical Schools)
<b>SOU</b>	Střední odborná učiliště (Secondary Vocational Schools)
<b>SSZ</b>	Správa služeb zaměstnanosti (Employment Services Administration)
<b>SŠ</b>	Střední školy (Secondary Schools - i.e. Secondary Vocational Schools, Secondary technical schools and <i>Gymnázia</i> )
<b>SVČ</b>	Střediska volného času (Leisure Centres)
<b>SVP</b>	Středisko vzdělávací politiky (Education Policy Centre)
<b>ŠVP</b>	Školní vzdělávací programy (School Curricula)
<b>ÚIV</b>	Ústav pro informace ve vzdělávání (Institute for Information on Education)
<b>UNIV</b>	Projekt Uznávání výsledků neformálního vzdělávání a informálního učení (Project Recognition of Results of Non-formal Education and Informal Learning in the Networks of Schools Providing Adult Education)
<b>UOE</b>	UNESCO-OECD-Eurostat statistics on education
<b>ÚP</b>	Úřady práce (Labour Offices)
<b>VET</b>	Odborné vzdělávání a příprava (Vocational Education and Training)
<b>VOŠ</b>	Vyšší odborné školy (Tertiary Professional Schools)
<b>VŠ</b>	Vysoké školy (Higher Education Institutions)
<b>VÚPSV</b>	Výzkumný ústav práce a sociálních věcí (Research Institute of Labour and Social Affairs)
<b>ZUŠ</b>	Základní umělecké školy (Basic Art Schools)

## ANNEX I - INTERNATIONAL DEFINITIONS (PROVIDED BY CEDEFOP)

### ALTERNANCE TRAINING

Education and training combining periods in an educational institution or training centre and in the workplace. The alternance scheme can take place on weekly, monthly or yearly basis. Depending on the country and applicable status, participants may be contractually linked to the employer and/or receive the remuneration.

Comment: the German “dual system” is an example of alternance training.

Source: Cedefop. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office. Available from Internet: <http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp> [cited 22.07.2010].

### APPRENTICESHIP

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

Source: Cedefop. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office. Available from Internet: <http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp> [cited 22.07.2010].

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

### COMPETENCE

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

Source: EQF, 2006.

### CONTINUING VOCATIONAL EDUCATION AND TRAINING (CVET)

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

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

Comment: CVET can be provided and undertaken at the initiative of public authorities, social partners, sectors, enterprises, individuals as well as a range of voluntary and community organisations.

Source: adapted from Cedefop. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office. Available from Internet: <http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp> Glossary of the EknowVET database [cited 22.07.2010].

### FIRST STAGE OF TERTIARY OR HIGHER EDUCATION (ISCED 5)

Includes tertiary programmes with: (a) academic orientation (type A), which are largely theoretical; (b) occupational orientation (type B), usually shorter than type A and geared towards entry to the labour market. Type A programmes provide access to advanced research studies and professions with high skill requirements. Type B programmes prepare students for direct entry into a specific occupation. Entry to ISCED level 5 normally requires successful completion of ISCED levels 3 or 4.

Comment: Level 5 A programmes with academic orientation are typically outside the scope of VET.

Source: Cedefop, 2008, based on Unesco, 1997; Eurydice, 2006. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office. Available from Internet:

<http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp>

[cited 22.07.2010].

#### FORMAL LEARNING

Learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.

Source: based on Cedefop, 2004.

#### GENERAL EDUCATION

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

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

#### INITIAL EDUCATION AND TRAINING

General or vocational education and training carried out in the initial education system, usually before entering working life.

Comment: some training undertaken after entry into working life may be considered as initial training (e.g. retraining); initial education and training can be carried out at any level in general or vocational education (full-time school-based or alternance training) pathways or apprenticeship.

Source: Cedefop. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office.

Available from Internet:

<http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp>

[cited 22.07.2010].

#### INITIAL VOCATIONAL EDUCATION AND TRAINING (IVET)

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

Source: Glossary of the eKnowVet database.

#### LOWER SECONDARY EDUCATION (ISCED 2)

Lower secondary education generally continues the basic programmes of primary, although teaching is typically more subject-focused, often employing more specialised teachers to conduct classes.

Comment: in some countries, this level may appear as an artificial division which does not correspond to the national education system (nine years of basic education including ISCED level 2). In such cases, ISCED 2 level is called 'second stage of basic education'.

Source: Cedefop, 2008, based on Unesco, 1997; Eurydice, 2006. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office. Available from Internet:

<http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp>

[cited 22.07.2010].

#### NON-FORMAL LEARNING

Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view.

Comments:

- non-formal learning outcomes may be validated and lead to certification;
- non-formal learning is sometimes described as semi-structured learning.

Source: based on Cedefop, 2004.

#### OCCUPATION

Group of activities that necessitate a homogeneous series of techniques and skills within a specific field and speciality.

Source: Cedefop, working definition.

#### POST-SECONDARY (NON-TERTIARY) EDUCATION (ISCED 4)

These programmes straddle the boundary between upper secondary and tertiary education. They serve to broaden the knowledge of upper secondary education graduates. These programmes are designed to prepare students for studies at first stage of tertiary education or for direct labour market entry. They do not lead to a tertiary qualification.

Comment: students entering will have usually completed upper secondary education. Programmes usually have a full-time equivalent duration of between 6 months and 2 years.

Source: Cedefop, 2008, based on Unesco, 1997; Eurydice, 2006. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office. Available from Internet:

<http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp>

[cited 22.07.2010].

#### PRE-VOCATIONAL OR PRE-TECHNICAL EDUCATION

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

Source: ISCED 1997.

#### PROFESSION

Professional activity or group of professional activities, access to which, the pursuit of which, or one of the modes of pursuit of which is subject, directly or indirectly, by virtue of legislative, regulatory or administrative provisions to the possession of specific professional qualifications.

*Source:* European Parliament and Council of the European Union (2005). directive 2005/36/EC of the European parliament and of the Council of 7 September 2005 on the recognition of professional qualifications.

Available from Internet:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2005:255:0022:0142:en:PDF>  
[cited 03.05.2011].

#### QUALIFICATION

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

*Source:* EQF, 2006.

#### SCHOOL-BASED PROGRAMMES

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

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

#### SKILL

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

*Source:* EQF, 2006.

#### UPPER SECONDARY EDUCATION (ISCED 3)

Final stage of secondary education that normally begins at the end of compulsory education. The entrance age is usually 15 or 16 years. Entrance qualifications (completion of compulsory education) and other minimum entry requirements are generally needed. Instruction is often more subject-oriented than lower secondary education (ISCED 2). The typical duration of ISCED level 3 varies from two to five years.

*Source:* Cedefop, 2008, based on Unesco, 1997; Eurydice, 2006. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office. Available from Internet:

<http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp>  
[cited 22.07.2010].