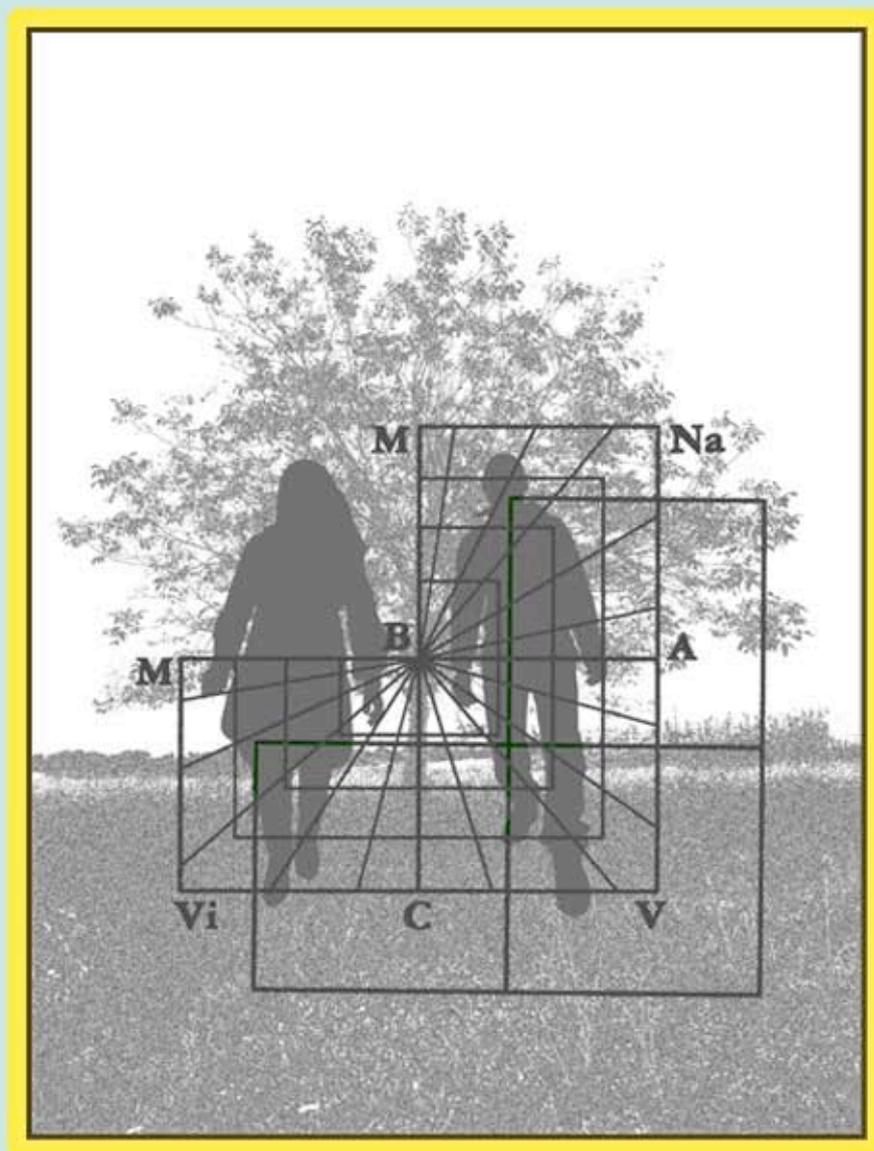


Czech Republic - Comparative Report

Discussion paper 2013/7.4.

Jaromír Mazák





Tertiary Higher Education for People in Mid-life (THEMP)

Czech Republic Comparative Report

Discussion paper 2013/7.4

Autor: Jaromír Mazák

Navreme Boheme, s.r.o.

THEMP Partners



Fundación Conocimiento y Desarrollo

Martínez, Sonia (Project director)
Parellada, Martí (Project assessor)
Krüger, Karsten (Project coordinator)
Alvarez, Montserrat
Duch, Néstor
García, Javier



Escola Tècnica Superior d'Enginyeria Química

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PLATO

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Czech Republic Comparative Report. Discussion Paper 2013/7.4. Jaromír Mazák. Barcelona/Oldenburg. 2013.

www.themp.eu and www.dia-e-logos.com

ISBN: 978-3-943087-06-2

This project has been funded with support from the European Commission (THEMP-project n° 511690-LLP-1-2010-1-ES-KA1-KA1SCR). This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein



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Introduction

The project Tertiary Higher Education for Mid-Life People (THEMP) aims to obtain insight in adequate forms for lifelong learning at university level (Tertiary Lifelong Learning, TLL). Lifelong learning may contribute to the continuing professional development of employees and to an enduring utilization of their expertise in organisations. Thus lifelong learning may help to prevent that people in midlife drop out from employment or that their careers come to a deadlock.

European policies as well as national policies across Europe aim at increasing participation in the labour market, especially of people in later life. The situation of higher educated people regarding 'sustainable employability' is generally better than the situation of lower educated people.

In knowledge economy people are expected to keep up and develop their knowledge and skills throughout their careers. The number of higher educated people is increasing and the working population is ageing. European states postpone the retirement age of their citizens. All these conditions challenge universities to consider their own contribution to programmes and activities that advance lifelong learning. The question is which forms are adequate for these programmes and activities. This question is addressed in the project THEMP.

The project includes seven EU-member states (Czech Republic, Germany, Italy, Spain, Hungary, United Kingdom, and Netherlands). Three case studies of particular lifelong learning programmes were conducted in each country. In the Czech Republic, case studies were conducted at the following tertiary education institutions: the Charles University in Prague, the Masaryk University in Brno, and the College of Applied Psychology in Terezin.¹

¹ The programme selected for the case study at College of Applied Psychology, however, took place in Prague.

LLL and TLL in national context (Czech Republic)

This chapter provides a short description of Lifelong Learning and especially Tertiary Lifelong Learning in the Czech Republic in order to outline context for the three Czech case studies. Legally, the highest executive organ responsible for the educational system in the Czech Republic is the Ministry of Education, Youth and Sports (MEYS) (the ministry is also responsible for Science). There are two territorial levels of self-government in the Czech Republic: municipalities (6 246)² and regions (14), which also have their education agenda.

Tertiary Education and (Tertiary) Lifelong Learning³

Tertiary Lifelong Learning (TLL) is recognized as a distinctive form of tertiary education since 2004 by the Education Act (No. 561/2004). TLL is also regulated by the Tertiary Education Act (No. 111/1998). Another legal document with important impact on adult learning is the Act on Verification and Recognition of Further Education Outcomes (No. 179/2006), which enables adult learners to obtain full certificate of qualification acquired through training and/or practise without having to go to school.⁴ There are some more legislative norms connected to tertiary education and TLL as well. The MEYS also created a strategic document toward Lifelong Learning in the Czech Republic, which is available in English as well.⁵

The Velvet Revolution in 1989 resulted in profound changes of Czech political and economic landscape. This also influenced education. Private colleges began to appear and make competition to the traditional public colleges and universities. Several new public colleges and universities were founded as well. Today, there are 26 of them in the Czech Republic, compared to 44 private institutions.⁶ However, public universities educate about 85 % of tertiary students.⁷ Students can choose among three forms of regular study programmes: attendance form of studying, distance form of studying and combined form of studying. The degree achieved in each form is equal, but not all programmes are offered in all forms. By law, regular higher education at public and state schools is free of charge for citizens of all nationalities. This rule has the following exceptions: fees for administration of admission proceedings; fees for

² Source: <http://www.obceamesta.info/> (7. 2. 2013). Some municipality-level competencies which the smaller municipalities are not able to provide are concentrated within municipalities with expanded powers (there are 205 of them, source: <http://portal.uur.cz/spravni-usporadani-cr-organy-uzemniho-planovani/obce.asp> (7. 2. 2013, in Czech)

³ The main Source for this chapter is the document Structures of Education and Professional Training Systems in Europe, Czech Republic, 2009/2010. Available online: <http://www.msmt.cz/vzdelavani/system-vzdelavani-v-cr> (7. 2. 2013, in Czech).

⁴Ibid. p. 6.

⁵ See The Strategy of Lifelong Learning in the CR, available online: http://www.msmt.cz/uploads/Zalezitosti_EU/strategie_2007_EN_web_jednostrany.pdf (11. 2. 2013).

⁶ Source: Ministry of Education, Youth and Sports, available online: <http://www.msmt.cz/vzdelavani/prehled-vysokych-skol> (11. 2. 2013).

⁷ Source: Structures of Education and Professional Training Systems in Europe, Czech Republic, 2009/2010, p. 8.

extending the duration of study beyond a set limit; fees for the study of an additional programme; fees for study in a foreign language.

However, **within its educational activities, colleges and universities can offer programmes of Lifelong Learning (LLL) outside the framework of regular study programmes and they can charge for the LLL programmes.** The programmes can be job-oriented (e.g. further education of pedagogical staff) or interest-oriented (e.g. the University of Third Age). As the focus of the THEMP project is mid-life learners, this national report examines three job-oriented programmes, because the mid-life generation of learners is more present in job-oriented programmes than in interest programmes. Participants of LLL are not students as defined by the Tertiary Education Act, however, credits gained within LLL programmes can be transferred to regular study programmes with some restrictions. There are also some non-school organizations (firms, institutions, state organs) which provide education for their employees or for other organizations or individuals. Providers of non-school education can be both commercial and non-profit (professional organizations, foundations, churches and others). Non-school providers of education are not in the focus of THEMP, but should be mentioned at least as competition for tertiary lifelong learning programmes, where tertiary means “provided by tertiary education institutions”.

Private institutions are generally considered more receptive to the market demand and offer education as a means of succeeding in the labour market. This was also confirmed in the interviews conducted with experts on TLL. Public institutions mostly refuse the market optic and see themselves as guardians of traditional education with other goals than satisfying the needs of the labour market. This also seems to be reflected in their LLL policies to some extent. Whereas private colleges seem more open to offering programmes for professionals with special demands, public institutions took their time before opening programmes for the public as it follows from an interview with one of the institution representatives from a major Czech public university. She says LLL programmes for working professionals have become supported by the management of her institution only recently and are still only supplementary and only opened when they are well in line with what is done at the university. In other words, public universities may have difficulties to reconcile their traditional academic values and mission with the market-oriented demands of working adult learners and their employers. One way to go might be opening a firm owned by the university but kept separate from it and managed as a company venturing in market-oriented lifelong learning. This is accomplished by some universities in the western European countries, but is not yet so much the case at Czech universities, which rather let existing units (faculties or departments) organize their LLL programmes and only create smaller administrative units to provide an umbrella for LLL programmes.

Since the accession of the Czech Republic to the European Union in 2004, there have been new opportunities for adult education as many projects supported by the EU focus on this area. This is important to better assess the context of TLL in the Czech Republic. Specifically, there was Operational Programme for Human Resources Development (2004-2006) and there is Operational Programme Education for Competitiveness (2007-2013). These programs are provided by the MYSR. Furthermore, the Operational Programme Human Resources and Employment (2007-2013) provided by Ministry of Labour and Public Affairs also contains education programmes for adults. Some of the projects within the Operational Programmes mentioned in this paragraph are realised by universities or with universities as partners.

Case Studies and Methodology

This chapter explains why case studies have been used as the core methodological approach in this study and describes the applied methodology in more detail.

Selected Case Studies

Case study has been chosen as a qualitative method to better understand how individual programmes of adult learning are developed and structured, and to understand what motivational factors stand behind the decision of learners to participate. For the Czech Republic, two selected cases are programmes provided by public universities, one is a programme provided by a private college. All three cases represent programmes with occupational/career focus.

The selected cases are:

- Programme for School Consultants (Charles University in Prague, Faculty of Arts, Department of Psychology – public institution)
- PREFEKT (Masaryk University in Brno – public institution)
- Traffic Psychology (College of Applied Psychology – private institution)

While it is dubious to talk about representativity when referring to three cases, there was some logic behind the selection of cases. We wanted to be able to present programmes from both a private institution and a public one and we wanted to study cases from different parts of the Czech Republic. Since THEMP is a project focused on mid-life learners, we deliberately omitted programmes of the University of Third Age and other interest programmes, where we believed mid-life learners would not be very frequent, and only focused on programmes with occupational/career ambitions.

Methodology

Each case study is based on several interviews with decision makers, lecturers and learners as well as analysis of available documents and statistical data. Most of the interviews were conducted between May and November 2012, one additional interview was conducted in January 2013. More details about the number of interviews and people interviewed are provided in chapter 4 for each case study individually. All interviews were personal face-to-face interviews, most of them with individual interviewees, two interviews were conducted as group interviews – these were interviews with learners of the Programme for School Consultants, where - beside two individual interviews - one group interview with two learners and one group interview with three learners was conducted. All interviews were audio-recorded and

transcribed (not word for word, but with respect to relevance of individual statements for the aims of the study) keeping some verbatim quotations.⁸

Interviews were conducted as semi-structured upon a given scenario shared with the other international partners of THEMP project. Three distinctive scenarios were used depending on who was interviewed: there was one scenario for learners, one for lecturers and one for programme representatives (by whom we mean institution representatives, programme directors, programme coordinators etc.). The scenario for learners included following topics:

- Decision making
- Motivational factors
- Expectations
- Target group
- Lecturers
- Experience with the programme
- Evaluation

The scenario for lecturers additionally covered the following topics:

- Information about the TLL strategy of the institution
- General information about the programme (type of programme, content, etc.)
- Programme as process, implementation of other issues than career orientation
- Didactical Aspects
- Evaluation and Impact also from the perspective of students
- Social inclusion and social impact
- Recommendations and future developments

The scenario for programme representatives additionally included following topics:

- General Information about the Institution (not only its TLL strategy)

An individual report was further written for each case study. Shortened versions of these individual reports are available in this report in chapter 4.

⁸ We did not think it necessary to make full verbatim transcriptions since the transcriptions were made by the analysts and authors of this paper, who were able take account of the relevance of each statement at the process of transcribing.

Description of Case Studies

This chapter presents individually the three case studies conducted in the Czech Republic. Each sub-chapter describes one case study.

Programme for School Consultants

The focus of the first case study was a **Programme for School Consultants** organised by the department of psychology at the Faculty of Arts of the **Charles University in Prague**. The school consultant is one of teachers at each primary and secondary school who is available to pupils, parents as well as their fellow-teachers for consulting various issues and problems including problems in family, behavioural problems, questions of further education or career of the pupils and so on. He or she is usually one of the teachers and consultancy is just a minor part of their job. This programme was offered in response to legislative demands, which require every school consultant to attend a special training. This concerns both teachers who have already worked as school consultants and those who want to or are supposed to take up this position in the future. **School consultants are expected to have pedagogical as well as some psychological knowledge and skills.**



The **primary method** used for this case study was **face-to-face interviews**⁹; the supplementary method was studying of relevant documents. Four interviews were conducted with seven learners – there were two individual interviews, one group interview with three learners and one group interview with two learners. One interview was conducted with an institution representative, and one with a lecturer. The institution representative was at the same time also a lecturer in the programme, so we have information from two lecturers. The institution representative and the lecturer are commonly referred to as programme representatives (as opposed to learners) in this paper. **Overall, this case study is based on nine people interviewed.**

General Information about the Institution/Programme and its TLL-Strategy

The Charles University in Prague (CU)¹⁰ is an **accredited public university**, which was founded in 1348 and is one of the world's oldest universities. It is headed by a Rector, while the Academic Senate is its supreme self-regulating academic body as is the norm for Czech public universities. Today, the university has 17 faculties (14 in Prague, 2 in Hradec Králové and 1 in Plzeň) as well as some other research and administrative facilities. Each faculty enjoys a large measure of independence. The head of each faculty is the dean, while other component parts of Charles University are managed by their directors.

⁹ See the end of this chapter (that is 4.1.7) for profiles of the interviewees and abbreviations used.

¹⁰ Source of information in the first three paragraphs is almost exclusively the web page of the university: <http://www.cuni.cz/UKENG-7.html> (16. 1. 2013). Some sentences are word-for-word quotations from the self-presentation “CU profile”, some are slightly altered. We thought it redundant to mark individual quotations, but we give all the credit for these three paragraphs to the above mentioned source.

The university has more than 7,500 employees, 4,000 of these being academic and research staff. Over 51,000 students are studying at CU (which is roughly a sixth of all students in the Czech Republic), in more than 300 accredited degree programmes and 660 study disciplines. **Furthermore, various courses in lifelong learning programmes organised by CU attract more than 15 000 people each year.** According to international rankings, the Charles University is among the 2 % of the best universities globally. It is the only Czech institution of higher education to be placed in the published list of top 500 universities. The status of the Charles University can also be characterized by its income, which is roughly 8 billion Czech crowns per year. 45 % of this amount comes from educational funding (money from the state paid per student enrolled), 29 % from competitive research grants, and 26 % is its own income. There are no study fees for regular students at public universities in the Czech Republic (except for those mentioned in chapter 2.2), but there has been a discussion about a tertiary education reform in the past years, which might introduce study fees in the (near) future.¹¹

The Faculty of Arts¹² was founded as a faculty of liberal arts in 1348 and is the oldest part of the Charles University. There are almost 8000 students, about 700 pedagogical and scientific workers and some 70 study subjects at the faculty itself. **Along with artistic faculties, the Faculty of Arts was the first one within the Charles University to venture into lifelong learning.** The beginning of this effort can be dated to 1980s when the faculty started to open itself to the public.

The department of psychology¹³ has its own conception of development. One of the goals is to open to the broader public. This makes the department active in the lifelong learning programmes of the faculty. On the other hand, classic tertiary education is primary. **TLL programs are only opened when intersection between interest of the public and activities of the department is found – unlike pure commercial approach,** as reported by the institution representative (P/LC).

There are two forms of lifelong learning at the faculty – **qualification programmes** and **interest programmes**. As for the interest programmes, it is possible to differentiate among (a) preparation programmes for applicants (this is the only kind of programmes with age homogeneity), (b) language courses, (c) programmes for large public without any demands on previous education, such as “Psychology for everyday”. **The interest programmes are mainly represented by the University of the Third Age.** The content of these courses is determined by the faculty. **As for the qualification programmes, legal accreditation for such a programme is required.** This imposes some conditions on the programmes such as duration and practice demands as well as content. The programmes of lifelong learning are considered very different from and incomparable to courses for regular students by the interviewed representative of the institution. There are also differences between qualification and interest

¹¹ Reform of tertiary education including study fees is the topic of a reoccurring debate in the Czech Republic.

¹² See <http://www.ff.cuni.cz/FF-7614.html> (11. 2. 2013) for more information about the faculty. This paragraph is based on interviews with the programme representatives.

¹³ See <http://psychologie.ff.cuni.cz/english/characteristics.php> (11. 2. 2013) for the English webpage of the department. This and the following three paragraphs are based on interviews with the programme representatives.

programmes. Participants of qualification courses expect to be taught the very things they can use in their practice. In comparison, there is “more free space” in the interest courses.

Qualification programmes have the marketing advantage that their participants have the duty imposed by legislation to participate in an accredited programme to execute certain profession. The costs are mostly, but not always covered by the employer. As reported by the interviewed institution representative (P/LC), capacity of other interesting courses such as “Methods of working with a school class” may remain unused as people (in this case teachers) are not willing to invest their own money. She further adds **the Faculty of Arts did not succeed to penetrate lucrative sectors with its offer of tertiary lifelong education such as bank sector or corporations in general.**

There is also a special category of lifelong learning courses provided by the department staff, yet not hosted by the faculty, but by other institution, which also chooses the participants. An example is a programme for education of prison wardens. This kind of programmes is adjusted to the needs of the respective institution. However, this kind of programmes is overall on decrease, since there are new regional education agencies which compete with price. **Lifelong learning programmes are administratively covered by the Centre for Further Education, yet individual departments are responsible for the content, often in cooperation with other departments or external lecturers.** The analysis of needs is employed, but just based on expert discussions; there are not sufficient financial means for a sophisticated research. The interviewed institution representative (P/LC) thinks there is good sensitivity at the department toward what is happening in the practice.

Target Group

The **participants are teachers who want to either take up or continue the position of school consultant along their normal teaching career.** Interviewed learners were from two courses of this programme. One course consisted of primary school teachers and secondary school teachers only. The other course was more diverse and consisted of kindergarten teachers, primary school teachers, secondary school teachers and teachers for pupils with special needs. The first course was in the final stage of the programme when interviewed; the second course was in the initial phase of the programme (but already with some experience). There were about 25 participants in each course.

There were more women than men in the programme since teaching and school consultancy as well are careers where women are more numerous in the Czech Republic (there were two men in one of the courses and six in the other). This was expected by the interviewees and did not surprise them. No special age, gender or ethnic group was targeted by the programme organizers. **People of mid-life were highly represented among the participants** as this is the age when teachers already have sufficient experience and yet still enough energy to take up this position.

As for their position in the labour market, teachers in the Czech Republic are an object of recurring discussions about their wages which are believed to be low. The situation for younger teachers improved in 2011 when the starting pay was increased by a few thousand Czech crowns to about 20 000 CZK (about 800 EUR) before taxes (as compared to the national

average wage of about 23 500 to 24 500 CZK depending on methodology).¹⁴ The average wage for primary school teachers was almost 29 000 CZK in 2011¹⁵, another source reports a significantly lower number of less than 27 000 CZK.¹⁶ Working as a school consultant offers a way of getting a pay rise within this rather under-rated profession (as compared to other professions which require a college degree).

Decision making

Motivation and expectations of learners

For most learners, the major motivation for participations in the programme was **the prospect of becoming a school consultant at their school**, which includes a pay rise. The second most frequently mentioned motivational aspect was **personal interest and hope of personal development**. Some interviewees mentioned **support by the employer**, which was important for their participation. School consultants get some extra money and teach two hours a week less. This is perceived as a motivational aspect by some of the participants of the programme. However, the interviewed lecturer (LC) thinks some teachers (participants) apply for the programme on almost mandatory bases when they are told to do so by their director. This was confirmed by one of the interviewed learners who felt made to apply (L4).¹⁷ Some participants may take part in this programme within broader strategy, for example to become a vice-director of the school, says the interviewed lecturer (LC).

The choice of the particular programme at the department of psychology of the Charles University was motivated by good reputation of the institution and its instructors (L1, L3) as well as positive references (L2, L4). One learner (L4) also mentioned it was the cheapest accredited programme offered, which mattered to her despite the fact the costs are covered by her school. Most participants picked this programme over some other programmes considered (based on price, recommendation, etc.); some did not take other programs into consideration.

Most participants expected practical focus of the course and professional development. They also mentioned the following among their expectations: learning how to deal with specific problems (including knowing what to do when they cannot deal with a problem by themselves), confirmation if what they do as school consultants is right, and orientation in relevant legislation. Some interviewees mentioned their expectation of better social life and meeting new

¹⁴ Source: Czech Statistical Office, available online:

http://www.czso.cz/xp/redakce.nsf/i/prumerne_mzdy_v_cr_a_krajich_v_1_pololeti_2012 (19. 2. 2013).

¹⁵ Source: Czech Statistical Office, available online:

<http://www.google.cz/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&ved=0CFIQFjAF&url=http%3A%2F%2Fwww.czso.cz%2Fcsu%2Ftz.nsf%2Fbce41ad0daa3aad1c1256c6e00499152%2F2ac0236fe429f2f6c1257a0f003ccdbc%2F%24FILE%2F120531-TZ-mzdy.doc&ei=8IYjUc6DH8GhtAb87YCYBA&usq=AFQjCNHeKniqa3xAHEeNkkxOOKcbpsHi8w&bv=42553238.d.Yms> (19. 2. 2013).

¹⁶ Münch, D., Straka, J.: To be or not to be a teacher: Wages of Czech teachers in the perspective of opportunity costs and broader context (A paper by IDEA, Cerge-EI), 2012. Available online: http://idea.cerge-ei.cz/documents/kratka_studie_2012_05.pdf (19. 2. 2013).

¹⁷ She said she was almost manoeuvred into the position by the school management because there was no one else who wanted to do it.

people within the programme (L3, L4). Most participants of the programme were in the following situation: the current school consultant was about to retire and the participants of the course were picked as his or her successors.

Most participants considered their participation just complying with the legislative, one participant said, it was a part of her self-development strategy. **All interviewees but one (L5) had their participation covered by their school.** But the interviewee who paid the course for herself gets increase in the motivational part of her salary. (This might be explained by some budget limitations which make it more convenient for the particular school to increase motivational part of the salary than cover the costs of the programme directly.) Many participants learned about the programme in the Internet or searched information about it in the Internet, some also mentioned other sources: a brochure, recommendation.

Motivation of programme initiators

The development of the position of LLL at the Faculty of Arts was described by the interviewed programme representatives as follows: **At the beginning, teachers had to struggle for the LLL programmes to be even allowed. Today`s situation is on the contrary, the dean encourages further programmes.** Contact of academicians with the practice is valuable. The need of the labour market and practice can stimulate further academic research (P/LC, LC).

Motivation of the participants, according to the programme representatives, is acquiring the qualification in the first place, networking, exchange of information and experience, and good atmosphere. When assessing his teaching experience, the interviewed lecturer says the learners are more mature and show more interest than regular university learners (LC). Lecturers, he says, enjoy teaching in LLL programs.

Initiative/Development

The programme for school consultants is **a qualification programme developed in order to respond to the accreditation demands** of the Ministry of Education, Youth and Sports. There is no direct aspect of social integration in this programme, however, we can think of well qualified school consultants as people who can help to integrate pupils with problems.

There is no special effort from the department or faculty to attract mid-life learners. They just appear to be frequent participants of the programme for other reasons. (Two interviewees estimate that about one half of the participants is between 40 and 50 (L5 and L6).

Structure

The programme takes **220 teaching hours and 30 hours of practice** at accredited school consultancy facilities. Overall, the programme takes four semesters. The classes take place once a month on Friday and Saturday. Learners are also expected to study individually, materials are provided. A two to three days long camp outside Prague is also a part of the programme (or two one-day events). The programme costs 13 000 CZK (about 520 EURO), but is usually covered for the participants (teachers) by their employer (school). At the end, its successful participants are provided with a certification signed by the dean of the faculty which accredits to execute the profession of a school consultant. **The prerequisites for participation is being a teacher and having a two year practice.**

The studied programme is not the only programme with this kind of accreditation. Even at the same university, there is a similar programme organized by the Faculty of Pedagogics. **The core of the studied programme is related to psychology. There is also some overlap to pedagogy and sociology.** Some of the topics covered are:

- Psychological aspects of new conception of education in the Czech Republic
- Development of consulting systems in dependence on theories of pedagogics and psychology
- Consulting services in the school milieu
- Legal frame for execution of consulting
- Specifics of the role of school consultant in the school milieu
- School class and its management and diagnostics
- Communication with parents
- Fundamental skills of consultancy communication
- Support of pupils with health handicaps in education
- Integration of pupils with special needs
- Career consultancy
- and others

The **evaluation of the programme is internal and not standardized** – simple talking to the participants about their satisfaction. (At some other programs organized by the department, questionnaires are used; sometimes the last lesson is used for evaluation) (P/LC).

Implementation and Process Analysis

Strengths of the programme, as reported by the programme coordinator (P/LC), are the opportunity for the participants to see their job “from above” and a focus on psychological context. One weakness is that there are participants from different types of schools, which requires some compromise. Another weakness is that time tables do not fit all the participants. The programme takes place on Fridays and Saturdays. Participants from Prague are believed by the interviewed lecturer (LC) to prefer for example Wednesday afternoons, but that would be unacceptable for participants from outside Prague. The cost of the programme can be an obstacle for those who are not paid their participation fee by their school, he adds (LC).

For other similar programs, the interviewed lecturer (LC) recommends to make sure there is enough people involved; not just lecturers, but also administrative workers. All involved staff

must be paid to be motivated and distribution of the money must be carefully adjusted among the lecturers, the department and the faculty.

It is hard to assess the overall satisfaction with the programme on the side of the learners as none of the interviewees had completed the whole programme by the time of the interview, but **more focus on dealing with practical problems from the beginning of the programme is advisable**. Otherwise, the participants are not sure if the practical problems are even going to be tackled by the programme. **It might be beneficial to re-think the traditional conception “theory first, then practice”**. Addressing practical issues from the start might increase motivation for learning about the underlying theory as well.

Some learners were already able to use the information learnt in the programme at their schools, providing also their colleagues with advice (L5, L6). Interviewees also felt some of the information was useful in their private life and in family as well.

When asked about obstacles to taking this course, interviewees mentioned **less time for the family and uncertainty if they want to do the demanding job of a school consultant at all**. There was also some resentment to “going back to school” (L4). Some said they might have not taken the programme if any entry test had been required (L5, L6).

Selection of lecturers

There are both **internal lecturers** (academic staff) and **external lectures** (about one third). Cooperation with colleagues from pedagogical practice was used for this programme. Lectures are selected based on the topics they cover. They are given their topic based on the requirements of the ministry, but they create the content of their lessons by themselves. Overall, there are some 35 to 40 lecturers in the programme for school consultants. Some of them only teach two hours of the programme, others teach repeatedly, explains the interviewed lecturer (LC). The programme offers consultation opportunities and the opportunity to use the library of the department.

Didactical aspects

There were different forms of teaching applied in the programme such as **classic one-way lectures, discussions as well as interactive training**. Participants took part in two one-day workshops outside Prague; there were interactive games and trainings of dealing with specific situations such as bullying. Overall, however, **participants estimated the passive form of lecturing to have prevailed over interactive methods** (only L4 thought they were in the ration 1:1.). Participants also reported frequent use of consulting opportunities, both face to face and via email. They **very much appreciated the library** of the department at their disposal.

Networking opportunities and exchange of information with other colleagues was also very appreciated by the participants. One interviewee said, the course did not teach him how school consultants really work. He learned more from his colleagues in this aspect (L1). Not all participants were fully satisfied with the lecturers. Some appreciated their practical experience, others, on the other hand, expected more practical issues to be discussed and less theory. Most interviewees, however, were satisfied with the lecturers and considered them a strong point of the programme. **Lessons in psychiatry were appreciated, such as issues of smoking, drugs**

and alcohol (L4). One interviewee mentioned she was more motivated to work as a school consultant thanks to the programme.

The weak point of the programme, according to some interviewees, was the missing conception of the programme as a whole. Different lectures were often put together without clear linking. This was perceived as a result of so many lecturers from different fields providing the programme. There was an opinion that developmental pedagogics should not be included in the programme since teachers already study it at universities (L4). The focus should be on the respective age group and its problems. This demand, of course, is hard to satisfy with respect to the different schools the participants come from.

General summary and recommendations for improvements

The examined case – Programme for school consultants – has several specific features:

- The participants are **homogenous in their education** and their motivation for taking part in the programme. Most of the participants are experienced teachers. However, there are **differences in the school background they come from** (primary schools, secondary schools, kindergartens etc.) and by extension difference in the age of pupils they deal with.
- Since there is only one school consultant at each school, we could expect all the participants to be highly motivated to perform this job (the most motivated person from their school). However, this is not always the case. Some interviewees were unsure about their decision to take up this job. Hence the programme should be designed to work with their motivation, not take it for granted.
- The participants mostly have the costs covered by their school and expect a pay rise for becoming a school consultant.

Following recommendations were identified for programmes of this kind:

- Practical focus needs to be employed, possibly from the start.
 - All interviewees expected to gain practical knowledge which would help them deal with problems they need to face as school consultants. Some got confused that very little emphasize was put on practical issues (especially in the first half of the programme). It might be a good idea to teach practical things and theory together or parallel, not theory first and then practical issues.
- In relation to the practical focus, **networking and experience exchange should be promoted** by the design of the programme. It is often from their colleagues that the learners can learn the most.
- Even when (or especially when) many lecturers take part in the programme, it should be assured that there is **continuity and clear conception for the programme as a whole**.
- Some teachers are unsure about what to expect from the position of a school consultant. This is the **potential for the programme to increase self-confidence and motivation of the learners**. The examined programme seems to be performing well in this aspect.
- In a programme with experienced experts in their respective field (in this case with experienced teachers), it is sometimes more beneficial to introduce the learners to new

perspectives of other fields than revise what they already know from their studies. In this particular case, the perspective of psychiatry was appreciated and more information from the legal perspective, especially orientation in legislative changes, was desired.

Summary table

Basic information	
Programme	Programme for School Consultants
Institution	Charles University in Prague, Faculty of Arts, dpt. of psychology (public university)
Length	250 teaching hours, 4 semesters
Target group	School consultants (teachers)
Interview results	
Motivation	To acquire a certificate/accreditation (legal demand for performing the job of a school consultant) Self-development, personal motivation, learning about the job Social bonds, contacts, experience exchange Prestige of the institution Place (accessibility) No entry tests
Expectations	Practical focus (dealing with specific problems) Confirmation if what they do as school consultants is right Orientation in legislative framework Improvement of own social life (meeting people)
Strengths	Networking Information and experience exchange High quality lecturers Motivation and self-confidence for performing the job of a school consultant Usability of the information in both professional and personal life
Weaknesses	With so many lecturers, the conception of the programme as a whole is sometimes not clear Little practical focus in the first half of the programme Time-consuming, less time for family
Recommendations	
	Combination of the practical and the theoretical from the start of the programme as opposed to theory first, then practice
	Support networking and information exchange among participants by design of the programme
	Make sure the programme has a clear conception as a whole
	Include perspectives of other related field (especially the legal framework)

Persons interviewed for this case study

L: Learner

P: Programme Coordinator (most Programme Coordinators are also Decision Makers)

LC: Lecturer

DM: Decision Maker

S: Stakeholder (all other groups all also considered Stakeholders by definition)

Interviewee 1 (**P/LC**): Programme coordinator (Institution representative) / Lecturer

I. G. is a woman, 57 year old. She works full-time at the Charles University in Prague. She is a lecturer with managerial position at the department of psychology and also occupies a position within the management structures of the Faculty of Arts. She has rich experience in adult education both on organizational and teaching level. She is a coordinator of the studied programme and also one of its lecturers.

Interviewee 2 (**LC**): Lecture

V. M is a man, 61 year old. He works full-time at the Charles University in Prague. He is a lecturer with more than 30 years of practice in children psychology. He also has rich experience in adult education. He is of the lecturers in the studied programme.

Interviewee 3 (**L1**): Learner (L1, L2 and L3 were interviewed together)

A man in mid-life.

Interviewee 4 (**L2**): Learner (L1, L2 and L3 were interviewed together)

A man in mid-life.

Interviewee 5 (**L3**): Learner (L1, L2 and L3 were interviewed together)

A woman in mid-life.

Interviewee 6 (**L4**): Learner

A woman, 44 year old, already works as school consultant. She has work experience from children`s home.

Interviewee 7 (**L5**): Learner (L5 and L6 were interviewed together)

A woman, about 45 year old.

Interviewee 8 (**L6**): Learner (L5 and L6 were interviewed together)

A woman, about 45 year old.

Interviewee 9 (**L7**): Learner

A woman, about 50 year old. Already works as school consultant.

Programme PREFEKT

The focus of this case study was a **programme called PREFEKT**. It is a programme of complex educating of academic staff in research management. The aim of this programme is to provide research staff from the Masaryk University in Brno, the Brno University of Technology, and the Mendel University in Brno with managerial skills complementary to their expert knowledge in order to **increase their capacity for participation in both national and international research projects**. The programme is designed primarily for young researchers, doctoral students, and administrative workers in research. It is organized by the **Masaryk University in Brno**, the other two universities are its partners.



The **primary method** used for this case study was **face-to-face** interviews; the supplementary method was studying of relevant documents. This case study is based on interviews with 5 students and 3 program representatives. **Altogether, 8 people were interviewed for this case study.**

General Information about the Institution/Programme and its TLL-Strategy

The Masaryk University,¹⁸ located in Brno, is the second-largest **public university** in the Czech Republic and the leading higher education institution in the **region Moravia** (within Moravian region, Masaryk university has a similar role as the Charles University from Case study 1 in the Bohemian region). At present, the university consists of nine faculties with together over 200 departments, institutes and clinics. As stated on its web page, one of the top priorities of the Masaryk University is scientific research. The university also offers degrees in a wide range of traditional as well as newly-emerging disciplines and is currently one of the fastest-growing higher education institutions in Europe. In recent years it has consistently attracted the largest number of study applicants among Czech universities, thus allowing it to remain highly selective when admitting students.

Apart from the over 43 000 regular students, there were **almost 28 000 learners in the LLL programmes in 2011 at the Masaryk university**, who attended several hundred of programs. This clearly shows the importance of LLL for the university (also compared to “only” 15 000 LLL programmes learners at the Charles University in Prague from the Case study 1). The offer of LLP is organized by individual faculties. Programmes are divided into professional programmes and interest programmes. The professional programmes provide education for specialization, expansion of knowledge and skills, and requalification. For some professions (such as doctors, teachers etc.), there is duty of further education imposed by law. The interest

¹⁸ Source of information in the following two paragraphs was predominantly the web page of the university: <http://www.muni.cz/general/about> (16. 1. 2013). Some sentences are word-for-word quotations from the webpage.

programmes are represented by, for example, the University of Third Age as well as some sport-relaxation programmes.

In contrast to regular tertiary education programmes, TLL programmes do not offer an academic degree, nor are they connected to some financial and other support such as convenient price in university canteens, accommodation in university facilities for reduced price, and discounts on the public transport. Successful participants of LLL programmes are awarded with a certificate.

Target Group

The programme was **designed for doctoral students and academic staff** (potentially) **active in research or research administration**. However, there were students of graduate programs (Master programs) enrolled in the program as well.

The participants of the program are of fairly young age on average. The mid-life learners among them were selected for the interviews, but **the project is not designed to attract primarily mid-life learners**. On the contrary, its primary focus was young researchers and doctoral students. One interviewee estimated that 85 % were doctoral students most of whom were at the age of 25 to 30 or 35. According to documentation received from programme representatives there were 42 % of men and 58 % of women enrolled in the programme.

The specific feature of this target group is their everyday contact to education. On the one hand, this could make it easier for them to evaluate the program based on comparison to other programmes and courses. On the other hand, as the learners are used to expanding their knowledge continuously, they may be less able to identify the impact of a specific program such as PREFEKT, because other education experience is intermingling with it.

The interviewed learners were of mid-life age and mostly had families. This caused some obstacles for participation which they had to consider before applying, especially time issues. Having grown up children or not having any children seems an advantage for participation of a lifelong learning programme in this respect. There were no direct costs for the learners, but some had additional expenses for commuting.

Decision making

Motivation and expectations of learners

There were similar, yet slightly different motivational backgrounds among the interviewed learners. Generally, they were motivated by the **opportunity to develop professional competencies both general and specific**. Some perceived the content as very related to their work; others rather thought it was interesting for them personally and maybe for the future:

“I applied to learn something I can use in my profession. (...) I expected useful and complex information about things I deal with here [at the university].“ L3, in response whether she rather expected improving her competencies for her current position or whether she thinks about using it for finding a new job.

“It [the program] only has a marginal impact on my work here. (...) I applied to expand my perspectives.” L2

The interviewees thought deeper understanding of project management was a useful skill. One learner thought the project would help her update her knowledge and get back to the working process after her maternity leave. Another learner was motivated by personality of a certain lecturer in the programme as well as by the opportunity to gain some “credits” (ECTS).¹⁹ “Credits” were probably more often a motivational factor among the doctoral students in the group, who, however, were mostly younger and therefore seldom an object of this case study. Interest in the topic was also mentioned and overall, **individual motivation based on own interest seems to dominate over any pressure or recommendations from the employer/supervisor**. Some interviewees also admit the program could have impact on their future professional career, others doubt it. However, changing career was not one of the major motivational factors for the interviewees.

The interviewees were all informed about the program via an email from the university. Most say they did not have any alternative options of this kind. There are some courses in computer competencies and soft skills within lifelong learning, but no other complex programme with the kind of focus PREFEKT has.

Motivation of the programme initiators

The primary aim is to **educate academic staff in organizing more complex tasks and projects**. The idea is to increase their employability in that respect that they can be more successful in searching for financial sources for their research. However, some participants mentioned the potential impact on employability in other than academic fields as well. The programme was financed from European funds, which made it easier for the university to offer it to its doctoral students and employees for free. However, there was no prospect of further financing from European funds at the time of the interviews. This raises the question of sustainability of the program. The idea was considered to adjust the program and change it into a commercial LLL program, which might still happen in the future.

Initiative/Development

A special feature of the development of the PREFEKT project was constitution of the project board. The reason for it was the interconnection of three universities within the project as well as the connection of the project to broader strategy of educating staff in science and research. The project board had a number of responsibilities which normally rest with the responsible faculty such as determining selection criteria, guaranteeing quality, selecting personnel etc.

The interviewed programme representative/lecturer thinks the role of universities in LLL can be substantial. On the one hand, she says, there are several advantages universities have in this respect: they have rooms and lecturers well available. On the other hand, universities often cannot react on the market demand fast and flexible enough. They are also limited by the rigid semester cycles.

¹⁹ Czech tertiary education uses the European Credit Transfer and Accumulation System – ECTS.

Structure

The programme takes **two semesters** and its **costs for the participants are covered by their university** from a European grant. The prerequisite for participation is being a doctoral student, young researcher or an administrative worker in research at one of the above mentioned universities, but some Master students were also allowed to take part. **The first semester is more theoretical** and aims to intermediate general awareness in following fields: Research Organization and Research Management in the Czech Republic; International Cooperation in Science and Research; Structural Funds and Operational Programs; European Framework Programmes; Evaluation of Science and Research in the Czech Republic; Information Sources in Science and Research; Financing of Universities; and Intensive Seminar (in EPSS). **The second semester is more practical** and aims to teach the participants specific skills. The subjects taught in the second semester are as follows: Project; Project Writing; Planning and Keeping Record of Financial Sources; Project team; Protection of Intellectual Property; English Language in Project Writing; Czech Language in Project Writing; Intensive Seminar (project step by step). As Navreme Boheme conducted an external evaluation of the courses within PREFEKT, we know the courses in the second semester scored somewhat better in the evaluation. Also the **interviews show that practical courses are more appreciated**.

There are **92 teaching hours** within the programme. The programme is taught in blocks of about 6 to 8 teaching hours. **Requirements for successful participation are 70 % participation rate in the classes, participation in both semesters, and successful passing of tests in respective subjects**. Successful participants are provided with a certificate. Doctoral students also obtain 6 credits for participation.

The prerequisites for participation are being a faculty staff or a doctoral student of one of the participating universities. Faculty staff and doctoral students were informed about the program by an internal email. Those interested applied via the electronic information system of the university.

Implementation and Process Analysis

There were **about twenty lecturers involved in the program**. The full list of lecturers is available online.²⁰ Most of them were academicians with practical experience in research. There were also two external lecturers from a private firm PM Consulting specialized in project management.

There are some differences in evaluation of the lecturers by the interviewed learners. Generally, the interviewees appreciated the practical background of the lecturers. Some interviewee pointed to differences among lecturers in quality, but there was overall satisfaction with them. **Learners appreciate practically oriented courses more, which is in compliance with their expectation to acquire specific practical skills in project management**. The theoretical or “too academic” courses seem less popular in this kind of program.

²⁰ First semester: <http://prefekt.rect.muni.cz/?Predmety-1-cyklu/Kurz-2011>

Second semester: http://prefekt.rect.muni.cz/?Predmety-2-cyklu/Kurz-2011_a

According to the external lecturer from PM Consulting (LC), the main effect of the programme for the participants was learning about project management without having to pay for it. This, he says, could have both positive and negative effect on their motivation. There was also the opportunity to get to know each other at the workshops. He further identifies a difference between the younger and the mid-life learners: The mid-life learners are often used to doing things a certain way a refuse to accept new ways. This, he thinks, is important to include when working with mid-life learners: **have respect for their experience and show them new ways and methods in a sensitive way**. The obstacle he perceives for the learners is time. **LLL programmes consume time apart from work and hence reduce the time for family and personal life.**

The organization of the course was mostly perceived as good by the interviewed learners. The issue was raised, how well a program like this deals with its complexity. **Do individual courses need to be linked in order for the program to make good sense as a whole, or is it all right if the program is a selection of different trainings?** Another important issue concerns the **form of teaching practical skills**. Since the primary goal is to make the learners able to use these skills in their career on their own, more emphasis should be put on the training and detailed advice so that the learners can imagine exactly how they would proceed in the respective task and possibly try it straight away. **It can be disappointing when the important issues are just scratched on the surface, but the learners get no clear image of how it is done.** For example, when writing a project proposal, the practitioners should know what “works”, what should be written in the application and how. They should transfer this knowledge in detail and they should show the learners some examples of good and bad practise to make sure the lesson will have some impact in case the learners write an actual project.

As for the PREFEKT project, different level of experience and different expectations led to different overall evaluation of the impact of the program. Most interviewees thought they learned valuable much information they will be able to use at their work.

“What was most helpful, that was learning about the obstacles of financing issues at the Masaryk University, also about team work, transaction analysis, and writing a project. And the language, of course [referring to a course of using correct English and Czech when writing a project].” L2

“I deal with projects, but not with the academic ones. This programme helped me to expand my knowledge in this field, but it was not something completely new.” L1

There was a continuous external evaluation of the program PREFEKT conducted by Navreme Boheme. As stated above, the more practical courses of the second semester scored better than the more theoretical courses of the first semester. Evaluation was used for adjusting the programme including some changes of personnel. Also the critique concerning too passive form of lectures was reflected upon. The changes undertaken based on the evaluation can be assessed as positive since the evaluation got better in the subsequent years.

Apart from evaluation of individual courses, a set of more general recommendations was given to the programme representatives based on the continuous evaluation. One of them was assuring continuity of the program beyond the period of financial support from European funds. Other were continuous update of content of the courses, considering adjustment of the courses within

PREFEKT to individual target groups since the target group of the programme is not homogenous, and more effective work with electronic support of learning.

Didactical aspects

One interviewee reported there was not much effort to use interactive methods in the courses. Classic kind of lecturing was more dominant also according to other interviewees. Interactive methods require more preparation and organizational skill. When unsuccessful, they can be perceived as chaotic or confusing. This may be the reason why lecturers avoid these techniques. Another reason might be the topic of the program, which may be considered as not very inviting for interactive methods. The lecturers made their presentations and materials available, which was much appreciated; some of the lecturers gave their contact and offered consulting possibilities.

General summary and recommendations for improvements

The examined case – PREFEKT – has several specific features:

- Within the case studies conducted for the Czech Republic, this programme is the least oriented on the mid-life learners, who also represent relatively small part of the participants.
- Learners in the programme come from the academic environment and have experience with continuous education. Therefore, the experience with being a student is unlikely to cause any important changes as this experience is already long and continuously available to them.
- Learners have the costs of the programme covered by the university. For the staff, this may be perceived as an employee benefit, the doctoral students probably just take it as a part of their education (they even get credits for this program), which is free for them.
- Sustainability of the programme is questioned. It is not clear if the programme can continue to exist beyond its financing period from European funds.

Following recommendations were identified for programmes of this kind:

- Since the goal of the programme is to improve practical skills as a complement to expert knowledge, it should be **predominantly practically oriented**.
 - Practical orientation should not mean theory about things, which are perceived practical, but actual training of the skills and competencies to be learnt. Attendance in a programme like this should lead to direct impact on work, in this case namely facilitating the task management related to the research activity.
- By every complex program with several courses and various lecturers, the following question should be answered: Do individual courses need to be linked in order for the programme to make good sense as a whole, or is it all right if the programme is a selection of different trainings? Is it effective to offer all the courses as one package (one programme)?
- When the program is financed from external sources such as European funds, it should be considered how to assure sustainability of such a programme beyond the period covered by the external financing.

Summary table

Basic information	
Program	PREFEKT
Institution	Masaryk University in Brno (public university)
Length	Two semesters
Target group	Doctoral students and academic staff
Interview results	
Motivation	<p>Developing professional skills</p> <p>Understanding project management</p> <p>(Personal) interest in the topic</p> <p>Personality of a specific lecturer</p> <p>Updating knowledge after maternal leave</p> <p>Obtaining credits (ECT points)</p> <p>Improving career prospects</p> <p>Increasing self-confidence</p>
Expectations	<p>Expanding knowledge and competencies</p> <p>High-quality lecturers</p> <p>Learning how to write a good project</p>
Strengths	<p>Summary of important aspects of research work</p> <p>Practical subjects</p> <p>Available materials</p> <p>Language aspects of grant application</p> <p>Meeting people</p>
Weaknesses	<p>Sometimes too theoretical</p> <p>Sometimes not enough detailed instructions to really develop a competency</p>
Recommendations	
	<p>More practical orientation designed to really develop the required competencies</p>
	<p>Answer this question: Do individual courses need to be linked in order for the program to make good sense as a whole, or is it all right if the program is a selection of different trainings?</p>
	<p>Strive for sustainability further beyond the period of external financing</p>

Persons interviewed for this case study

L: Learner

P: Programme Coordinator (most Programme Coordinators are also Decision Makers)

LC: Lecturer

DM: Decision Maker

S: Stakeholder (all other groups all also considered Stakeholders by definition)

Interviewee 1 (**P/LC**): Programme coordinator/ Lecturer

I. C. is a woman, about 60 year old. She was the main manager of the project as well as a lecturer within the project. She has experience in teaching in LLL programmes as well as evaluation of LLL programmes. She teaches at the Masaryk University.

Interviewee 2 (**DM**): Decision maker

J. M. is a woman, about 65 year old. She was the director of the project board. She teaches at the Masaryk University.

Interviewee 3 (**LC**): Lecturer

J. D. is a man, about 35 years old. He is the executive director of a private company active in consulting. He is a lecturer of project management and has rich experience in adult education. He is an external lecturer of the studied programme.

Interviewee 4 (**L1**): Learner

Z. S. is a woman, 49 year old. She is an external student of a PhD. programme and teaches languages at a college.

Interviewee 5 (**L2**): Learner

S. S. is a woman, 41 year old. She is employed at the Masaryk University.

Interviewee 6 (**L3**): Learner

K. H. is a woman, 40 year old. She is a scientific staff at the Masaryk University.

Interviewee 7 (**L4**): Learner

O. K. is a woman, 45 year old. She is after a longer maternal leave (3 children), but she had a minor job at the university during the time of her maternal leave.

Interviewee 8 (**L5**): Learner

P. B. is a man in mid-life. He is a PhD. student at the Masaryk University and a lecturer of regular students at the university.

Programme of Traffic Psychology

The focus of the third case study is a programme of **Traffic Psychology**. It was developed in response to a legislative change in the Czech Republic, based on which every psychologist who wishes to pursue the career of traffic psychologist needs to have a special certification/accreditation. This requirement applies to both the psychologists who want to enter the field of traffic psychology and those who already pursue their career in this field. This assures a various age structure of the programme participants. The traffic psychologist is a specialized profession within psychology. They examine people who apply for a drivers' licence level C or higher, people who lost their drivers' licence for violating traffic rules before they can get it back, and traffic psychologists also work for transport and logistics companies. Their practice encompasses both diagnostics and intervention (coaching). **Traffic psychology is a field with good perspectives because the demand for traffic psychologists is assured by state regulations.**



The **primary method** used for this case study was **face-to-face interviews**²¹; the supplementary method was studying of relevant documents. Four interviews were conducted with learners and three with programme representatives, two of whom were lecturers. **Overall, this case study is based on seven people interviewed.** It would have been better to have conducted more interviews, but we did not manage to either persuade or make contact to some more suitable target persons.

General Information about the Institution/Programme and its TLL-Strategy

The programme of Traffic Psychology is organized by the **College of Applied Psychology (CAP)**, which is one of 46²² **private** colleges which gradually appeared in the Czech Republic after the Velvet Revolution in 1989. CAP as well as most of the other private colleges is much smaller and with a much narrower focus than any of the public universities in the Case study 1 (Charles University in Prague) and 2 (Masaryk University). CAP is also much smaller than most individual faculties at the two public universities mentioned. The college itself is situated in Terezin, a small town about 60 km North-West to Prague. For the purpose of the Programme of Traffic Psychology, the university rents classrooms at Business Institute “Pyramida”, s. r. o. (BIP) situated in Prague. BIP is a private educational institution focused on providing education and training for private sector and connected to CAP via some personnel (including the rector of CAP who is also the director of BIP).

CAP offers **both a daily programme designed for “fulltime students” after high school and programmes of lifelong learning (LLL)** which take place off working hours. In both forms, students can study Personal and Intercultural Management, which stems from the following “primary” sciences: Psychology, Sociology, Cross Cultural Management, and Human

²¹ See Appendix 1 for profiles of the interviewees and abbreviations used.

²² Source: Ministry of Education, Youth and Sports. Available at : <http://www.msmt.cz/vzdelavani/prehled-verejnych-soukromych-skol?lang=1> (30. 11. 2012).

Resources Management. The common focus is on management and human resources as well as basic courses in several social sciences. **The additional programme of Traffic Psychology is only available as LLL programme.** The LLL programme of Personal and Intercultural Management responds to identified market needs, **the LLL programme of Traffic Psychology responds to legislative demands which subsequently create new market demand.** There are no state contributions for the college, it is self-financed (administration fees, study fees).

The specific aspect of tertiary LLL programmes is their **duration, which is often one semester or more.** Adult education programmes provided by non-academic agencies are rather short, as short as one day trainings (P/LC2). **As adult learners are (or are supposed to be) completed personalities, aspects of education other than those directly related to labour market play less significant role for them,** thinks P/LC2. Hence LLL programmes should address market needs. Another thing to consider is the content – “sometimes less can be more”, says P/LC2 and **recommends rather shorter programmes where only those things are taught which the participants really can use in their profession.** Other important aspects to take into account when designing a LLL programme is the timetable – the programme should take place off working hours –, and high-quality lecturers as well as emphasis on mutual learning, sharing experience and offering space for expressing own ideas and thoughts (P/LC2). When comparing public and private universities/colleges in their providing services of LLL, P/LC2 favours private colleges which, he thinks, are much more flexible and better capable of developing ad hoc programmes as response to demands of the labour market.

The overall general assessment (not bound to any particular institution) of the future of tertiary lifelong learning done by P/LC1 is not exactly optimistic. **He also sees the key issue in coordinating the needs of the practice with what is taught. However, the gap is wide.** Dynamics of the practice is faster than in education sector. This is the greatest challenge for LLL programmes. Hence it is especially important for a LLL programme **to have good methodology, be up-to-date and expand the opportunities of the participants** (P/LC1). Emphasis of a private college as an institution should be on identifying trends, early response and flexible offer (P). Private colleges are self-financed which makes them close to any other commercial provider of education. **Its value added can be seen in its reputation** (provided it has a good reputation) **and possible interconnection with formal education** (P).

Target Group

With very few exceptions, the participants are practising psychologists and traffic psychologists who want/need a certification to either enter the field of traffic psychology or to continue their practice within the field. All participants of the programme without exceptions must have a degree in psychology and some practice (one year minimum for participation in the course, yet three years prescribed by the Czech Ministry of Transport for executing the profession of traffic psychologist). Most of the participants are self-employed.

There are about 30 participants of various age groups (from late 20s to early 70s) in this programme. The CAP does not keep record of the socio-demographic composition of the group (P). The female-male ration is estimated as fairly equal by P/LC1 (about 1:1), yet somewhat in favour of women by P/LC2 (about 70:30). Even though there is no systematic record kept about the region the participants come from, some of them commute from a long distance from various parts of the Czech Republic.

The important characteristic of this programme is the fact that participants are all experts in their field, some of them with profound lifelong experience. There was also a person among the interviewees who belongs to a few doyens of traffic psychology in the Czech Republic, has written several books on this topic, but had to take part in this programme nonetheless. This fact opens door to intensive information and experience exchange within the group. It seems important under such circumstances to enable a lot of discussion within the classes. The examined programme seems to perform well in this aspect – learners often mention the benefit of being able to share experience and Programme Coordinators reflect on the matter:

Those people are actually equals, when one of them [the lecturer] stands in the front. (P/LC2)

When discussing the composition of the group, **three of the interviewees thought there were no problems concerning the age differences within the group. One even said there was a positive aspect** to it: The older participants bring experience, the younger ones enthusiasm (L1). However, another participant considered some questions from his younger colleagues rather non-professional and was surprised these questions were even asked (L4). There was an agreement among the interviewees that workshops are rather suitable for younger participants and that they personally find classical lectures with concentrated transfer of information more beneficial. **No direct conflicts between the different age groups were reported.**

Decision making

Motivation and expectations of learners

The major motivation of most of the learners for participations in the programme of Traffic Psychology was their **need to acquire the certification**, which is now required by the Ministry of Transport from every psychologist who wants to pursue the career of accredited traffic psychologist. Hence, the **accreditation will have a direct impact on the income of the participants**. It will help the participants to either expand or maintain their work opportunities (field of expertise). The additional motivational factors mentioned by the interviewees were **expanding perspectives and sharing experience with colleagues**. One of the interviewees worked as a manager and not a psychologist at the time of the interview, but had worked as a psychologist before. Her motivation for participation in the programme was her interest in the content and the idea that she might work as traffic psychologist later after she retires (L3).

The interviewees expected to learn about up-to-date findings, legislative norms, to get to know new working places, to confront own expertise with the others and the contemporary development in the field. Above all, of course, they expected to obtain the needed accreditation. One was surprised by the amount of elderly participants in the programme (L1).

Initiative/Development

We can try to reconstruct a causal chain which led to the development of this course. Large amount of traffic accidents and frequent violation of traffic regulations led to a legislative measure which introduced system of “traffic points”. Drivers caught when violating traffic regulations are appointed one to seven points according to the gravity of their misdemeanour. When a driver reaches 12 points, they lose their drivers licence. To be able to get it back after some time, they need to undergo examination by a traffic psychologist. **This increased the**

demand for traffic psychologists and the Czech Ministry of Transport subsequently decided to regulate this profession. To be accredited as a traffic psychologist, the applicants must complete a post-gradual course of traffic psychology with the minimum length of 160 hours accredited by the ministry.

The programme in this case study was developed as a response to this legislative change and the requirements of the Czech Ministry of Transport were implemented to insure accreditation for the programme. The decision makers also say they have focused on the practice abroad when developing the course. **It is one of few programmes with this accreditation in the Czech Republic** – P/LC2 names three other programmes with this accreditation: one given by the Charles university in Prague (public university), one by the Palacky University Olomouc (public university) and one by the Prague College of Psychosocial Studies (private university). In comparison to the alternative programmes, CAP developed a minimalistic programme with the prescribed minimum of teaching hours. The programme representatives decided to only cover the topic of road traffic which they thought was all the participants would use in their practice, while some of the competing programmes also involved aerial or water traffic and psychology. **This minimalistic philosophy enabled to offer the shortest and cheapest programme of traffic psychology in the market** (P/LC2).

The course was offered on the website of the CAP and BIP. **The marketing of the programme is facilitated by the fact that its participants had to take an accredited course to obtain a certification.** Hence they had to look for a course. One learner remembered the course was recommended to him by the Czech Ministry of Transport (L1). So far, the programme has had two courses and running the third course is considered. Beside a lower number of participants applying for the third run of the programme (about 20 compared to the ideal number set for 30), there are also other aspects which come into consideration:

..., the market [with traffic psychologists] has started to fill up. There are some 150 accredited traffic psychologists in the Czech Republic today. I think it is quite enough and they are able to cover the market needs. It [the increasing number of traffic psychologists] creates competition, prices go down, which is good for the clients, but bad for the quality, because the more of the traffic psychologists there are, the more likely it gets that some of them will do it [the psychological examination] in lower quality... (P/LC2)

On the other hand, as the same interviewee points out, there might be even bigger demand for the traffic psychologists brought about by other legislation changes planned for the future.

It looks there will be even more drivers who will be legally obliged to undergo it [traffic-psychological examination], because – provided the legislation norm is ratified – it will also include those drivers who were prohibited to drive by the court. This is logical, because these drivers are far bigger “sinners”, so to speak, than those who collect twelve points for violating traffic regulations, because drivers with prohibition from the court either had alcohol or caused an accident where someone was injured or even killed. (...) Plus in 2014, if the respective legislation passes, there will be [will have to attend a traffic-psychological examination] the unsuccessful applicants at driving schools who fail their driving exams three times... (P/LC2)

Under these prospects, it seems reasonable to the evaluator (author of this text) to expect the possibility for the programme to be opened again in the near future even in case it is not opened for the next semester. This speculation, however, was not expressed by any of the interviewed programme representatives.

Structure

Traffic Psychology is a **one semester long** programme. It has a longer common part and a shorter individual part. The common part mainly consists of lectures and workshops (120 hours) and takes place at weekends once in fortnight on both Saturdays and Sundays (there are also common excursions). The individual part of this programme is represented by supervised practice at a diagnostic workplace (40 hours). The study fee is 9 500 CZK (about 380 EUR). **Most participants are self-employed and cover the costs by themselves**; one interviewee had the fee covered by her employer who supported further education of their employees (L3). The fee was mostly referred to as reasonably high. As P/LC2 points out, it equals about 4 to 5 traffic-psychological examinations; the real obstacle can be the price of machines and tools used for diagnostics.

The programme covers psychological topics (such as diagnostics, intervention, driver typology, driver aggression, accidents and other) as well as other related topics (cooperation with medical staff, legislative issues, perspective of the ministry etc.) (P/LC1). **The core of the programme is diagnostics methods and “professiograms”** Successful attendance of the programme is conditioned by participation in the classes and passing the final test at the end of the programme.

Structural advantages of the programme are caused by the fact that the accreditation is demanded for execution of the profession of traffic psychologist by law and the demand for traffic psychologists is ensured by the recent expansion of drivers who are obliged to undergo a traffic-psychological examination. Weaknesses stem from the additional costs connected to commuting and accommodation for some participants. Furthermore, different age groups and experience levels appearing in the group can be hard to manage by the lecturers (P).

Implementation and Process Analysis

Main challenges of the Programme of Traffic Psychology are connected to the fact that the **learners themselves are qualified experts**, often with tens of years of experience in the field. However, some learners in the group were only in their late 20s and had limited experience.

Based on this knowledge, the following applies:

- The content of the programme must be generally very advanced to be able to address the participants' needs and develop their already substantial abilities.
- It should be able to address the differences among participants, which are not so much based on different educational background, but rather on very different amount of experience.

This constitutes high demands on the didactics of the course, which will be dealt with in subchapter 4.3.5.

Representatives of firms which produce diagnostic tools are invited to the classes and learners can get familiar with these tools and choose which of them they want to use in their practice.

...the learners should learn that no solid traffic-psychological examinations can be done without high-quality psycho-diagnostic methods. (P/LC2)

When asked about the obstacles to participation in the programme, participants from outside Prague mentioned the **costs connected to commuting** (one interviewee commuted more than 150 km, another about 100 km; there was no alternative closer to their homes). Some also thought the programme was **time-consuming** and one specified that it disrupted his weekends – he cannot have the rest he is used to at weekends when the lectures take place (L1). Financial costs were seldom mentioned as an obstacle. One interviewee mentioned the costs, but then he added that the amount was not too much (L2). Another person had the expenses covered by her employer (L3). The total cost²³ of the programme was 9 500 CZK (circa 380 EUR)²⁴. **The acceptable price was even mentioned as a positive aspect of the programme by one interviewee.**

The lecturers were mostly positively valued by the interviewed learners. The learners liked that the lectures were **mostly practically oriented**; however, one of them thought the diagnostics methods should be discussed even more in detail to serve as a guide for the younger participants (L2). He stressed that some psychologists are not able to differentiate among situations as to which diagnostics methods to use and which criteria the examined person should meet. Furthermore, the interviewees appreciated that there were **experts from various fields** within the system of traffic and transport. Even the experienced psychologists among the learners were able, according to their words, learn new things from medical or law experts and hence expand their overall understanding of the system. **Generally, the learners mostly thought they were not able to learn anything substantially new or surprising in the course after so many years in the field, yet they still appreciated the programme overall** (“*evaluating as at school, I would give the programme a 2*”, L2)²⁵. Still, there were some complaints about some particular lecturers concerning the quality of their preparation.

When evaluating the programme (*reminder: most interviews took place in about the middle of the programme*), the interviewees appreciated the possibility to learn about new workplaces and to network with other participants. Some of them thought the contacts acquired could also be beneficial for their work. One respondent reported that an idea was discussed among the participants to set up a working group when the programme was over and share data to evaluate new diagnostics methods (L1)

Selection of lecturers

The two interviewed Program Coordinators / Lecturers (P/LC1 and P/LC2) were appointed with selection of suitable lecturers. Experts from different fields were invited to teach in this course (psychologists, medical experts, police representatives, lawyers, a representative of the ministry, etc.), says P/LC1. The Programme Coordinators were active in designing the composition of the

²³ Excluding potential costs for commuting and accommodation.

²⁴ This is a really reasonable price considering it equals about four to five traffic-psychologic examinations.

²⁵ A 2 is the second best grade out of five in the Czech education system.

programme and the coverage of all relevant fields and perspectives, not in the development of content of all individual lectures – the hired experts prepared their lectures by themselves, but they were asked to send in their presentation in advance (P/LC2).

There are about 18 lecturers at this course (the evaluator has the syllabus available). Most of them only meet the participants once or twice; many of them are experts from outside the educational environment. There are about three lecturers who teach several lectures and accompany the participants throughout the course (the interviewed Program Coordinators/Lecturers are two of them).

Cooperation with external experts was initiated with a direct demand, sometimes based on previous experience with the respective lecturer (P).

We have people who understand their thing, can explain it clearly and can do it in an engaging way. (P/LC2)

Didactical aspects

The strategy selected by the programme representatives to tackle the issue of teaching already well-qualified experts consisted of

(1) employing experts from different fields as lecturers, (2) focusing on practical hands-on approach and (3) trying to use the potential of the group and their experience in workshops.

(1) Employing experts from different fields as lecturers turned out to be good approach, because it brought better understanding of the overall functioning of the system even for the highly experienced experts among the participants.

(2) Practical approach was positively perceived by most of the interviewees, one of them thought it should be even more practical. Participants also thought it beneficial to visit different workplaces within the programme.

(3) Workshops can be perceived as both a part of the effort to make the programme practical (as opposed to academic) and an effort to use the potential of the group for an experience transfer. However, some of the interviewees thought workshops were more suitable for the younger participants.

Since nearly all participants of the programme pursue their career in the same field of psychological expertise, it is advisable to support networking possibilities within such a programme. The major motivation for the participants to enter the programme was to expand or maintain their work opportunities. It follows, any networking opportunities which might have impact on work opportunities as well as any direct work opportunities encountered within the programme could substantially increase satisfaction with the course.

There is a web forum available for the participants for sharing thoughts and materials. All lectures are supported with a slideshow (Powerpoint presentation) and all the Powerpoint documents as well as some supplementary materials are available on the online platform. The participants also communicate via e-mail. Quick feedbacks take place within the course to identify the needs of the participants. There is no official learner evaluation of the programme at the end or within the course.

General summary and recommendations for improvements

The examined case – programme of Traffic Psychology – has several specific features:

- Participants are homogenous in their education (psychology) and fairly homogenous in their career orientation (traffic psychology). However, there are big differences in the amount of experience.
- Almost all participants share their major motivation for participation in the course: according to a new piece of legislative, they need to acquire a special certification to be able to take up or continue the career of traffic psychologist.
 - This makes the marketing of the programme easier, because participants are made to look for a programme like this. The programme is also recommended by the Ministry of transport.
 - Since there is the state regulation within the field of traffic psychology and the demand for traffic psychologists is stimulated by other legal norms, the income effects of participation in this programme are perceived as certain by the participants.
- The institution representatives only expect this programme to have three runs (or possible only two as the latest interview indicates). Then the demand for the programme is expected to be saturated.

Following recommendations were identified for programs of this kind:

- Excellent experts with much experience should be employed as lecturers.
 - The participants are experts themselves and it is not easy to further develop their skills.
 - It turns out to be a good strategy to invite experts from different fields within the system. In this particular case, medical, law or police experts can help expand the understanding by the participants of the system of traffic and transport.
- Different needs of different age-groups should be considered. This is often related to different amount of experience. Some of the younger participants were only a few years after graduating while some of the better-experienced had practised traffic psychology for decades and even wrote textbooks and gave lectures themselves. The programme might be designed to use the experience of the experts among participants.
- There should be a big emphasis on mutual learning among participants. If all the participants work within the same field, they may be able to share a lot of useful information.
- Related to the previous point, networking should be greatly supported. Successful networking can have positive effects for the participants even after the programme is over.
- The programme should be focused on usability and practical hands-on approach. Most of the participants are practitioners with limited or no bond to the academic sphere. They wish to be able to use new diagnostics methods and learn things they can actually use at work. A programme of this kind should be, to a certain extent, designed as training programme.

The programme should be based on up-to-date knowledge and tell the participants about current trends in the field and possibly about future expectations.

Summary table

Basic information	
Programme	Traffic psychology
Institution	University of applied psychology (private university)
Length	160 hours in one semester
Target group	Traffic psychologists (to be)
Interview results	
Motivation	To acquire a certificate (legal demand for performing the job of a traffic psychologist according to new legislation) Expanding perspectives Sharing experience with colleagues Opening door to extra income after retirement
Expectations	Accreditation Learning about new up-to-date findings, legislative norms Getting to know new working places Confronting own expertise with the others and the contemporary development in the field.
Strengths	Obtaining useful knowledge Good organization Networking Acceptable price
Weaknesses	Not enough practice
Recommendations	
	Employ excellent experts
	Think about different needs of different age groups
	Put emphasis on mutual learning
	Support networking to assure positive effect of the programme even after the programme is over
	Focus on usability and practical hand-on approach
	Base the programme on up-to-date knowledge and findings

Persons interviewed for this case study

L: Learner

P: Programme Coordinator (most Programme Coordinators are also Decision Makers)

LC: Lecturer

DM: Decision Maker

S: Stakeholder (all other groups all also considered Stakeholders by definition)

Interviewee 1 (**P**): Programme coordinator (Institution representative)

S. M. is a man, 66 years old. He is the rector of the College of Applied Psychology and the director of the Business Institute “Pyramida”.

Interviewee 2 (**P/LC1**): Programme coordinator (Institution representative) / Lecturer

M. S. is a man, 68 years old. Along with M. W. he is one of the two main programme designers and also a lecturer of the programme. He is an external expert hired by the university. He is a member of Czech Association of Work and Organizational Psychologists.

Interviewee 3 (**P/LC2**): Programme coordinator (Institution representative) / Lecturer

M. W. is a man, 55 years old. Along with M. S. he is one of the two main programme designers and also a lecturer of the programme. Just like M. S. he is an external expert hired by the university and he is also a member of Czech Association of Work and Organizational Psychologists.

Interview 4 (**L1**): Learner

P. A. is a man, 62 years old. He is a self-employed psychologist with a wide range of professional focus: traffic psychology, children diagnostics, family counselling, interpersonal relations, organizational psychology (diagnostics for job assessment).

Interview 5 (**L2**): Learner

K. H. is a man, already in his seventies – by this aspect, he does not formally fit to the mid-life learners’ category, but he is still professionally active as self-employed in diagnostics of drivers. He is also an author of several books on traffic psychology.

Interview 6 (**L3**): Learner

Anonym1 is a woman, 57 years old. She is one of the very few participants of the programme who currently do not use psychology for living – she works as a manager. However, she used to work in a psychological profession and plans to work as a traffic psychologist after she retires.

Interview 7 (**L4**): Learner

Anonym2 is a man, about 55 years old. Like P. A., K. H. and most of the participants, he is self-employed and his motivation is expanding the range of services he can offer.

Comparison of the three cases

Organisation

We will take two perspectives on organizational problematic in this chapter. First, there are the organizational conditions of the institution providing the Tertiary Lifelong Learning (TLL) programme; that is the organizational conditions of the respective college or university. Second, there is the organisational/institutional setting of companies and other institutions related to the TLL programme. These related institutions can have status of for example (a) employer who sends their employees to attend an education programme, (b) professional association which unites either the learners or the lecturers (or both), (c) or they can be the state which regulates some professions through legal demands on formal education.

Organizational conditions of the three selected universities/colleges

The public universities from the first two case studies (Charles University in Prague and Masaryk University Brno) are very similar in their organizational structure. They are the two biggest Czech universities and as such they both have several faculties with tens of thousands of students. They operate upon the same legal conditions, are financed by the state from a very significant part and – with some minor exceptions – cannot require fees from regular students. They both develop and cultivate numerous study programmes traditional and modern. They both reject restricting themselves to the market logic; on the contrary they often present themselves as guardians of non-market values and diversity, even though this may differ for different members of the academia and different faculties.²⁶ On the other hand, both these universities offer a big number of Lifelong Learning Programmes and need to reflect on the market demand for these programmes. This might be one of their biggest dilemmas: Can they succeed in the competition for adult learners, who can bring so needed additional funding for the university, without having to give up on their non-market orientation entirely? Should they differentiate in attitude toward programmes for regular students and those for adult learners?

While these questions remain matter of important discussions at public universities, the representatives of the programme from the third case study – the Programme of Traffic Psychology – are less concerned about such issues. Their programme is taught at a private college (College of Applied Psychology) and as such, the institution has to take market demands in consideration for all programmes, including those for regular students, because the college does not get funding from the state, but is financed by its students and their study fees. Therefore, the market logic is more present at private institutions of tertiary education in general and they seem more focused on the market analysis and flexible offer of programmes responding to emerging market gaps.

It is important to add that organizational conditions of a big (public) university potentially have a big advantage. The university creates an umbrella above different LLL programmes from

²⁶ Note that this national report is only based on one case study (that is one programme) for each of the universities. Even though the institution representatives were also asked about the university strategic issues, these conclusions are primarily only based on statement of very few people. On the other, their statements are in compliance with general knowledge of the author of this report who has studied at one of these universities.

different faculties. When this could be organized well and if there were a unit to represent all the LLL activities of the university, this could have substantial impact on the competitiveness of TLL within LLL. As a director of a German TLL institution pointed out at THEMP conference in Prague, companies who want to provide their employees with LLL education do not want to do shopping. They want to come to a competent expert who can manufacture an individual solution for their needs.

Organizational setting provided by other institutions

Each of the examined programmes of lifelong learning is embedded in an organizational framework or setting where it has to operate. There is an important similarity between the case study of Programme for School Consultants and the one of Traffic Psychology. Both these programmes have accreditation of a ministry (**the state**) to provide education legally required for execution of a certain profession. This fact imposes some conditions on these programmes. They need to reflect on some demands of the respective ministry, even though these demands are rather general and concern formal matters such as the minimum length of the programme, not the content so much. This common aspect also influences the motivation of learners. Their primary goal is mostly to acquire accreditation which enables them to expand their career opportunities. The prospect of increase in income can play an important role in programmes of this kind. In our particular cases, this is truer for the Programme of Traffic Psychology, where the accreditation acquired helps to expand income opportunities more significantly.

The Programme PREFEKT is different in this aspect. It is not entirely unattached from the state sphere (it was financed from the European funds). The programme answers to the goal set by the European Union and is supported. However, it has no state accreditation which would enable the successful participants to execute certain position, which would otherwise remain closed for them. In this respect, it is more interest oriented programme than the other two, even though there is a fairly direct income aspect to this programme as well: the programme is designed to help researchers take part in or lead an (international) research project, which is normally connected with participation on its grant.

The employer plays an important role for the Programme of School Consultants as well as the Programme PREFEKT. In both these case studies, participants had the costs of the programme covered by their employer. This was done directly in the first case study mentioned, where there was a fee for participation covered by schools where the school consultants (to be) worked. The costs were covered indirectly for the participants in the Programme PREFEKT, where there were no fees for the students and employees of partner universities which took part in the project. The costs were covered from European grants. In contrast, participants of the Programme of Traffic Psychology were predominantly self-employed and had to fully cover the study fee.

Another agent we can analyse within the organizational setting is **professional organizations**. In the third case study (Traffic Psychology), the Czech Association of Work and Organizational Psychologists was supportive to the programme and provided some professional-institutional background. The two programme coordinators were themselves members of this association. The interviewed programme representatives from the other two case studies did not report any patron institution other than the university itself.

To sum up, we have identified three important institutional forms (apart from the provider of the programme) which can influence the final shape of the programme: the state, the employer (of learners), and the professional organization.

Social reach of the programmes

When posing the question of social reach of the particular programmes, we will differentiate between two perspectives. The first asks whether the programme deliberately follows any social mission and to which extent it can be successful. In other words, is the programme designed to respond to any social issues? The second asks whether the programme attracts any particular social group or neglects any particular social group unintended or undeclared. In other words, what are the unintended effects of the programme?

We start with the first perspective. Even though the programmes examined are mainly focused on enhancing career opportunities, we cannot just substitute impact on the position in the labour market for social reach in a broader sense. The Programme for School Consultants clearly shows that the underlying mission of a particular programme does not have to be limited to the position of participants in the labour market. This particular programme stems from the conviction that pupils and their families as well as other teachers at schools need to be able to turn to someone with request for help with matters which are not directly related to teaching. Such matters can concern pupils' behaviour, their career plans and other personal problems and issues. The social mission of this programme is, for one thing, focused on pupils with an effort to provide them with qualified consultancy. Indeed, the programme also expands career opportunities for the participants. They can take up a position which is bound with a little higher salary. This may be helpful in the education environment where otherwise few opportunities for promotion exist.

The social mission of PREFEKT is to enhance opportunities for (mainly young) researchers and help them increase their chances to reach a grant. This mission is in compliance with general efforts to motivate researchers to ensure their own funding from outside sources since universities tend to have cuts in budgets. Doctoral students and young researchers in the Czech Republic often do not get enough money in the form of scholarship or employer salary to make their living without either finding another job or securing a research grant. From this perspective, the social mission of PREFEKT is labour market oriented, but also responds to trends in science and its financing. Researchers are now more expected not to be just good scientists, but also capable fund-raisers and project managers.

The Programme of Traffic Psychology offers the accreditation required by the Czech Ministry of Transport to execute the profession of traffic psychologist. Similarly like in the Programme for School Consultants, we can differentiate between two aspects of the intended social reach. First, the ministry believes it is important to regulate the profession which has a major word in deciding whether people are eligible to drive a car. The requirement of a Master degree in psychology was not perceived as sufficient guarantee of quality of the traffic-psychological examination and was expanded by the requirement for special accreditation. The social mission then can be seen as increasing safety in the streets. Second, it has again impact on career opportunities of the participants. This time, however, the impact can be more significant than in case of school consultants. While school consultancy is only a minor part of the teacher's job, a

psychologist with the accreditation for traffic-psychological examinations can make a good living just from it.

The second perspective concerns the unintended or undeclared social impacts. As for the two state required programmes, one can always ask in such cases, who is the one harmed by the regulation. This issue seems more important in the case of the Traffic Psychology Programme. Regulation restricts competition and drives prices up. This can potentially harm the drivers who are obliged to attend a traffic-psychological examination and have to pay more money. Such situation can be especially harmful to the socially disadvantaged for whom the price of the examination can be an obstacle in getting their driving licence back. Apart from the drivers, there is another group which can be harmed by this regulation: the psychologists who do not have the accreditation. As it follows from the case study, as soon as the demand for this accreditation starts to drop, accredited programmes might not be opened anymore. Consequently, it could become impossible to enter the field. There may also be psychologists who cannot take part in an education programme far away from their homes because they have commitments which do not allow it. With no regulation, however, the traffic-psychological examination would obviously lose its purpose. Drivers do not undergo it because they enjoy the service, but because they have to. As consequence, they would only consider money and time expenses when choosing examination, quality would be of no importance. If there were too much competition, the quality of traffic-psychological examination could go down. All that said, it follows regulation in general can be a two-sided problem. It can help to solve one social problem, yet at the same time, it can construct another (for example some sort of inequality). Following utilitarian logic, mandatory accreditation programmes should only take place where the gains are greater than the losses caused by regulation.

PREFEKT too can have unintended effects. Some young researchers who acquire additional education in fund raising and project management can want to leave the university and look for a job in private sphere instead. This does not have to be a big deal for the universities – they are very well used to educating people who then leave for another economic sector. It is one of the aspects of the social mission of universities to prepare people for their jobs. However, this general effect can discourage some other employers from providing their employees with education: The acquired skills might be the trigger for the employee to look for a “better job”. Alternatively, he or she could require a pay rise in response to their expanding education. For this reason, some employers could be more prone to only offer trainings in skills needed in the particular work position but hardly transferable to other occupational positions (this is a mere hypothesis). This fact might partially exclude tertiary institutions from the competition because tertiary institutions tend to offer longer and more generally usable programmes than specialized training agencies. On the other, a very frequent content of LLL programmes are soft skills, languages and office software skills, which are all broadly usable. The fact that a great deal of work positions requires very similar skills seems to work against the above formulated hypothesis. Alternatively, the employer could refuse issuing certificates by the education provider since these could be used by the employee to find a new job. This was confirmed by a director of a German TLL institution.

Curriculum development

The questions we ask about curriculum development concern the way how programmes are adjusted to professional (working) learners and the way how scientific knowledge typical of tertiary institutions is incorporated in the programmes.

There is a similarity, again, between the Programmes for School Consultants and the one of Traffic Psychology. Both these programmes are typical LLL programmes in the sense they are designed for professionals working in some other organization than the college/university. For this reason, classes have to take place (at least partially) off working hours. In both these particular cases, we can see careful adjustments of the curriculum to the needs of the respective target groups. In case of school consultants, it is in the interest of the employer (the school) to have a trained school consultant. The school directors, therefore, are believed to willingly free the respective teacher from Friday teaching so that they can take part in the programme. The programme takes place on Friday and Saturday once in month. Having to study on Saturdays might not be the best option for all the teachers from Prague, but teachers from outside Prague could not take part on Weekdays. One Saturday a month seems a reasonable compromise. On the other hand, this rather rare frequency prolongs the whole programme to four semesters. In contrast to that, the Programme of Traffic Psychology takes place on Saturdays and Sundays. The mostly self-employed traffic psychologists are not believed to be able/ willing to give up a working day. The classes take place once in fortnight which means every other weekend is entirely consumed by the programme for the participants. As a result, however, the programme only takes one semester even though it is more than half the amount of lessons compared to the Programme for School Consultants.

PREFEKT was a programme for academic staff and students with more flexible working hours. This made it possible to give the classes on weekdays in the afternoon. In case the programme should be adjusted to a commercial LLL programme, it would have to be taught off working hours, as the interviewed programme representatives are well aware of.

Traditional scientific knowledge – at least in some amount – is transferred to learners within the programme of Traffic psychology and the programme for School consultants. However, it is questionable to which extent the adult learners are interested in it beyond the direct impact on their practice. They generally seem keener to acquire practical skills which they can use in their profession and there is only as much place for traditional scientific knowledge as it can be used in practice. The programme PREFEKT is a different case. It is attended by scholars in order to add practical operational skills to their capacity of professional scientific expertise. Hence it is not focused on traditional scientific knowledge.

What all the programmes seem to have in common is the traditional approach which teaches theory, basics, terminology and history of the subject first and only focuses on the practical problems afterwards. This is well manifested in the PREFEKT programme, which should be naturally practical, but still has two distinctive semester the first of which is referred to by learners as more theoretical. Even though the approach theory first, practice thereafter seems a dogma which has worked (somehow) for a long time, the reaction of learners could lead to re-considering this approach. Learners often complain about too much theory and not knowing where things are headed or why they should learn some particular theoretical concepts. It could be more natural and above all more appreciated by learners when theory and practice are thought parallel.

Training and learning aspects

In all the case studies, students put great emphasis on practical, hands-on approach. Too much theory, especially when it is not accompanied with parallel practical examples and trials, is not perceived positively nor does it meet the expectations of adult learners. It proves positive to invite external lecturers with practical experience, but they should also have teaching experience or talents. Practical experience does not automatically mean the ability to teach practical things.

Programme representatives often stress the importance of selection of the teaching personnel. They very often choose to employ a high number of lecturers to provide top experts for each of the sub-topics relevant for the programme. This seems generally a very worthy effort: adult learners are often professionals or semi-professionals themselves and can ask questions which go deep in the topic. However, having many lecturers involved in the programme bears the risk that the programme loses any compact outline or common goal. There should always be someone to coordinate the interconnection among individual courses or classes within the programme.

To sum up, there seem to be three important training and learning aspects of LLL programmes as we have identified them in our case studies: practical approach, experts with thorough knowledge and good design of the programme which enables to understand interconnection among the things learned.

Assessment of the impact of programmes on the participants and their organisations

All the programmes we have studied were mainly focused on career impact. Interest programmes within LLL seem mostly represented by the University of the Third Age. It is hard to assess impact of programmes when they are still running when really the main impact is expected to come after completion. Still there is an overwhelming agreement as for the impact of the programme of Traffic Psychology among both the learners and the programme representatives. Successful completion of the programme means accreditation which enables to perform a job for which there is high demand which is likely to even increase in the future. None of the interviewees doubted the impact of the programme on income possibilities. The programme for School consultants was also believed to bring some increase in income, but not so substantial. The impact of the programme PREFEKT was also career oriented. It could potentially bring increase in income as well, but unlike the other two cases, it was less certain. Participants of the programme for School Consultants were promised a better paid position of school consultants at their schools, traffic psychologists were to be able to offer their services on a market with limited competition. In contrast, participants of the programme PREFEKT might be more likely to successfully join a funded research project or win a research grant on their own; however, the completion of the programme would give them no guarantee of such a prospect.

Advantages and disadvantages of the three cases regarding TLLL

The programme of Traffic Psychology and the programme PREFEKT share one big disadvantage which is their limited duration. There are only a limited number of traffic

psychologists, who need the accreditation provided by the programme, and the funding for PREFECT from “European money” was also limited in duration and it is still unclear whether the programme shall be re-designed and offered commercially. In contrast, the programme for School Consultants is sustained with a large pool of schools which all need a new school consultant in a couple of decades. It is not the frequency of exchanging school consultants at individual schools, but the number of schools which render the programme sustainable.

All programmes for adult learners share the challenge of having to secure exquisite lecturers. This seems especially the case with the Programme for Traffic Psychologists where (a) the learners are often practising traffic psychologists with rich experience themselves and (b) there is a limited number of accredited traffic psychologists with professional experience as well as teaching talents.

Typology of Case Studies

	Case Study I School Consultants <i>(Charles University in Prague)</i>	Case Study II PREFEKT <i>(Masaryk University in Brno)</i>	Case Study III Traffic Psychology <i>(College of Applied Psychology)</i>
Institutional Setting	<i>University centred, some outsourced teaching staff</i>	<i>University centred, few outsourced teaching staff</i>	<i>Outsourced, outsourced rooms, programme directors, most of the personnel</i>
Target group	<i>Employed (teachers who are to become school consultants)</i>	<i>Employed + students (researchers and research administrative staff, doctoral students)</i>	<i>(Self-)employed (psychologists who want to take up a career of the traffic psychologist or continue it)</i>
Access to the Program	<i>Restricted (degree and professional experience)</i>	<i>Restricted (from within the university or partner universities)</i>	<i>Restricted (degree and professional experience)</i>
Construction of the Program:	<i>Responds to the legislative demand for school consultants to have accreditation</i>	<i>Responds to the trends in tertiary education financing – researchers become responsible for fundraising and project management</i>	<i>Responds to the legislative demand for traffic psychologists to have accreditation</i>
Didactic Orientation:	<i>Traditional lectures, discussions, interactive training, networking</i>	<i>Predominantly traditional lectures, some interactive activities</i>	<i>Traditional lectures, discussions, interactive practical trials, web forum</i>
Outcome:	<i>Accreditation (professional recognition)</i>	<i>Certificate of completion, credits for students</i>	<i>Accreditation (professional recognition)</i>
Intended Impact:	<i>Career development/ career maintenance</i>	<i>Improved practice</i>	<i>Career development/ career maintenance</i>
Evaluation (measured in what ways)	<i>Informal unstandardized evaluation (not for all classes)</i>	<i>Continuous external evaluation (questionnaire)</i>	<i>Informal unstandardized evaluation (not for all classes)</i>
Impact (measured in what ways)	<i>Not measured, but can reasonably be expected to increase responsibilities and income a little</i>	<i>Not measured</i>	<i>Not measured, but can reasonably be expected to increase (in some cases significantly) income</i>
Social inclusion:	<i>(Mainly) human capital (accreditation), social capital (networking, sharing experience), social mission (positive impact on children with difficulties and their families)</i>	<i>Human capital (research management skills)</i>	<i>(Mainly) human capital (accreditation), social capital (networking, sharing experience)</i>
Future prospects	<i>Direct prospects of becoming a school consultant with increase in responsibility as well as some increase in income</i>	<i>Potential prospects on participation in (international) research project, bigger likelihood of winning a grant</i>	<i>Direct prospects on (substantial) income increase or maintenance</i>

Concluding remarks and Recommendations

Tertiary Lifelong Learning (TLL) or higher lifelong learning is provided by both public and private tertiary education institutions. Whereas private colleges are generally more market oriented, public universities often feel strain between the market approach and the traditional academic approach to providing education. Today, they are already offering a large amount of TLL programmes, but its role is still a matter of discussion at public universities. They will realize that TLL programmes can on the one hand bring additional funding and on the other hand help to realize their mission of opening themselves to the broader public. However, the extent to which the TLL programmes should be market-oriented and different in their nature from the programmes for regular students remains undecided. One strategy which proves itself viable in some countries is based on establishing a company owned by the university which can operate on different rationale than units responsible for regular programmes, but still carries the name of the university and its credit. This strategy enables to keep two different logics related to education. A TLL Academy or a unit of such purpose is managed by its own director whose role is more or less similar to that of a director of a private college. He or she looks for market gaps and is ready to tailor programmes for individual clients. Such TLL Academy (or such unit with a different name) is related to the university through its name and credit as well as some personnel but is otherwise independent and not engaged with the broader social mission of the university. As such, it can successfully compete with private colleges for profitable market niches. However, such a strategy needs overall support from the management of the university and the academia. Otherwise, tensions and disputes may render such project short-lived. TLL programmes are supposed to bring additional funding to the university as a whole and also offer additional work and income opportunities to the academic staff. This may be problematic as not all lecturers from traditional university programmes are eligible for demands of programmes for adult learners.

Furthermore, once universities decide to venture in the LLL in an entrepreneurial way, they have to consider various stakeholders within the field. They are, apart from the university itself (including its staff) and the learner, mainly the following three: the state, the employer, and the professional association. The state is important in case of programmes which are accredited to provide education for regulated professions such as traffic psychologists or school consultants from our case studies. It then imposes demands on the programme, which, however, seem to be mostly formal and do not interfere with the content of the programme much. Another stakeholder to be considered is the employer. Their say becomes important in case the employer selects the programme and/or pays for it. In some cases interests of the employer and the learner may differ. Whereas learners mostly appreciate certificates and other means of self-promotion for a potential (new) employer or bargaining a pay rise, the employer may prefer the opposite in order to reduce their turnover or salary expenses. This imposes a dilemma upon universities if they are rather dedicated to their social mission of improving opportunities of individuals or if they succumb to demands of the employer. Such tension may work against expanding job-oriented TLL programmes at universities.

Public or private, once the institution starts offering job-oriented programmes for adult learners with some level of expertise, we offer following recommendations to improve learner satisfaction and positive impact of the programme on their life:

1. Design the programme practical. Implement hands-on approach and learning by doing. Make sure the required competencies are not only shown or talked about, but really learned during the programme.
2. Combine the practical and the theoretical from the start. This is opposing to the traditional approach where theory is always taught first and then practice. Such traditional approach is confusing and motivating enough. Learners are not sure how much they are really going to learn. The argument that people need to learn the theory before they can do the practical part is invalid. The interest is raised with experience, not theory. Naturally, experience comes first and motivates creation of theory. We encourage respect to this natural order of things which is unfortunately often disregarded by traditional teaching approaches.
3. Support networking and information exchange among participants by design of the programme. Adult learners are often experienced and can learn from each other. They can also start cooperation exceeding the programme's end. This should not be just accepted, but encouraged with the programme structure and by individual lecturers. Put emphasis on mutual learning.
4. Not in all cases, but very often it is convenient for the programme to have a clear conception as a whole. This can be hard to achieve since TLL programmes often have many learners, some of whom only meet the learners once or twice and do not cooperate much with other learners. This may result either in overlapping of content or confusion of learners as to how the individual lessons fit together. There should be some mechanism employed by the programme director to avoid such problems.
5. Include perspective of the related field, especially the legal framework. Many adult learners are already very familiar with their field of expertise, but sometimes have very unclear image about the related fields. For example traffic psychologists perceived very positively to learn from the perspective of the police, the Ministry of transport etc. It enabled them to better understand the system as a whole. Legal framework is often required by learners, because it is specific and hard to access even for educated people, but its implications can be very relevant.
6. Employ experts with both practical experience and great teaching competencies as lecturers. Some lecturers may not be eligible for TLL programmes and need to be replaced.
7. Update the programme content. Make sure it is based on up-to-date knowledge and findings. Unlike programmes for regular students where the ability to learn, critically assess and elaborate on a given topic may be learned on a little out-dated information (as is at least often the case), job-oriented programmes for professionals can already assume that these abilities are developed and should make sure they mediate up-to-date information which is relevant for practice. Keep updated on not only national, but also international body of knowledge and procedures.
8. Think about different needs of different age groups. These did not prove greatly different in our study, but some differences may occur. Sometimes they are more related to actual experience than age as such.
9. Some programmes are developed thank to European or other external funding. This kind of funding is often limited in terms of time, but once a programme is developed

and proved viable, we recommend that sustainability beyond the period of external financing is strived for. Development of a good programme is one of the most demanding parts. Once developed, it may be ineffective to close it too quickly.

Appendix 1: Lifelong Learning in Europe

Lifelong learning, 2006 and 2011 (1) (% of the population aged 25 to 64 participating in education and training), Source: Eurostat

	Total		Male		Female	
	2006	2011	2006	2011	2006	2011
EU-27	9.3	8.9	8.4	8.2	10.1	9.6
Belgium	7.5	7.1	7.4	6.7	7.6	7.4
Bulgaria	1.3	1.2	1.3	1.2	1.3	1.2
Czech Republic	5.6	11.4	5.4	11.2	5.9	11.6
Denmark	29.2	32.3	24.6	25.6	33.8	39.0
Germany	7.5	7.8	7.7	7.9	7.2	7.7
Estonia	6.5	12.0	4.2	9.2	8.6	14.5
Ireland	7.5	6.8	6.1	6.3	8.9	7.2
Greece	1.9	2.4	2.0	2.6	1.8	2.3
Spain	10.4	10.8	9.3	10.0	11.5	11.6
France	6.4	5.5	5.9	5.2	6.8	5.9
Italy	6.1	5.7	5.7	5.3	6.5	6.0
Cyprus	7.1	7.5	6.5	7.2	7.8	7.8
Latvia	6.9	5.0	4.1	3.8	9.3	6.1
Lithuania	4.9	5.9	2.9	4.6	6.6	7.1
Luxembourg	8.2	13.6	7.6	14.2	8.7	13.0
Hungary	3.8	2.7	3.1	2.6	4.4	2.9
Malta	5.4	6.6	5.4	6.3	5.4	6.9
Netherlands	15.6	16.7	15.3	16.5	15.9	16.9
Austria	13.1	13.4	12.2	12.2	14.0	14.5
Poland	4.7	4.5	4.3	4.0	5.1	5.0
Portugal	3.8	11.0	3.7	10.5	4.0	11.4
Romania	1.3	1.6	1.3	1.6	1.3	1.5
Slovenia	15.0	15.9	13.8	13.7	16.3	18.2
Slovakia	4.1	3.9	3.8	3.4	4.4	4.4
Finland	23.1	23.8	19.3	19.9	27.0	27.7
Sweden	18.4	25.0	13.3	18.4	23.7	31.9
United Kingdom (2)	26.7	15.8	22.2	14.0	31.3	17.5
Iceland	27.9	25.9	22.4	22.8	33.7	29.0
Norway	18.7	18.2	17.2	17.1	20.2	19.2
Switzerland	22.5	29.9	21.7	31.0	23.4	28.7
Croatia	2.9	2.3	3.1	2.3	2.8	2.3
FYR of Macedonia	2.3	3.4	2.4	3.4	2.3	3.3
Turkey	1.8	2.9	2.1	3.0	1.5	2.7

(1) Refer to the internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/lfsi_edu_a_esms.htm).

(2) 2006: unreliable or uncertain data.

Source: Eurostat (online data code: trng_lfs_01)

Appendix 2: Abbreviations used

BIP	Business Institute “Pyramida”
CAP	College of Applied Psychology
LLL	Lifelong Learning
MEYS	Ministry of Education, Youth and Sports
THEMP	Tertiary Higher Education for Mid-life People
TLL	Tertiary Lifelong Learning