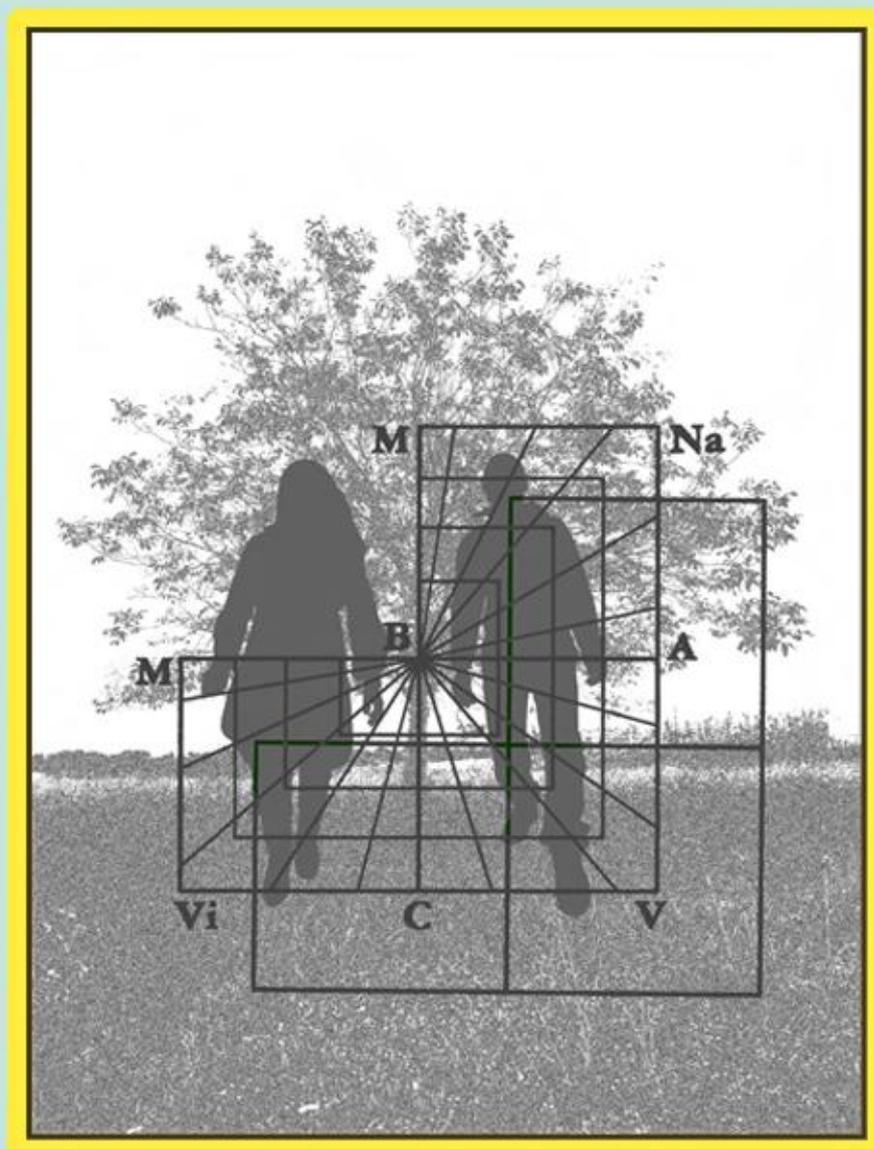


Mapping the Czech Landscape of Tertiary Lifelong Learning

Discussion paper 2012/4.2.

Navreme Boheme, s.r.o.





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CONTENT

1. Brief History of Adult Education.....	1
1.1. Period before the Second World War	1
1.2. Period 1948 - 1989	1
1.3. Period after 1989	2
2. Legal Regulation of Adult Education	3
3. Institutional Environment of Adult Education with special attention to the Higher Education (HE) system.....	5
3.1. Economic situation and labour market in the Czech Republic	5
3.2. Main stakeholders in the adult education	6
3.3. Education system in the Czech Republic	6
3.4. Lifelong Learning in the Czech Republic	10
3.4.1. Lifelong learning in tertiary education	14
3.4.2. Quality of lifelong learning education	15
3.5. Role of the Bologna process in shaping TLL.....	16
4. Current Policy and Priorities.....	16
5. Financial Aspects of education in the Czech Republic and adult education.....	17
5.1. Expenditures on education in the Czech Republic.....	17
5.2. Expenditures on further education	20
6. Main sources	21
7. Annex 1: Institutions in the Czech Republic (Tertiary education)	23

1. Brief History of Adult Education

1.1. Period before the Second World War

Adult education has a long tradition in the Czech Republic. At the beginning of the 20th century main providers of adult education were trade organizations in certain professions (for example medical) or fields (for example agriculture). The situation changed after foundation of independent Czechoslovakia state. 7 February 1919 was established the Act No. 67 which organized the courses of civic education.

During economic crisis in 1929 – 1933 there were special course for unemployed which were free and subsidised by state. In this period there were activities by individuals and companies, for example the most complex system of training was in Bata's company. His schools were known and it had many followers after war in the world [*Organisation of the education system in the Czech Republic 2008/2009: 202-3*].

1.2. Period 1948 - 1989

The boom in the adults education was in the period following 1948, especially its school-based form. This development has two main reasons. First was economic situation, restructuring of economy needed the different workforce structure than in the past. The second was political reason, because many people were prevented from their careers so there was need for other workers.

There were new possibilities to study at secondary schools or universities and there were new study forms which were flexible (evening classes and distance learning, with attendance being limited to monthly consultations). The course had same curriculum as fulltime study and the same certificate after leaving [*Organisation of the education system in the Czech Republic 2008/2009: 203*].

In the 1960s adults made up 22 % of all upper secondary school students and 37 % of all university students. In 1980s adults were 13-15 % of all upper secondary students on the job training programmes and 20-24 % at tertiary level. Adult education in these courses was a “second chance” for many people who could not study before for political or personal reasons or did not want to study before [*Organisation of the education system in the Czech Republic 2008/2009: 203*].

There were many opportunities to educate in the educational institutions. For example language and art schools, courses organising by libraries, courses of foreign language, typewriting or

computing organising by local government organizations and so on [*Organisation of the education system in the Czech Republic 2008/2009*: 203].

1.3. Period after 1989

The situation absolutely changed after Velvet Revolution which offered a chance for profound and sustained political and economic reform. The transformation of economy and political changes influenced structure of industry and enterprises and decrease in the GDP. There were new requirements for qualification of workforce. The state had to solve problems with unemployment, but the situation was not problematical as in the other post-socialist countries where unemployment rate was higher. The Labour Offices started to organise the retraining course for unemployed. The offer of private education increased, adult education was influenced by supply and demand.

After the entrance of the Czech Republic to the European Union in 2004 there have been new opportunities for adult education because many projects have focused on this area. There have been specifically Operational Programme for Human Resources Development (**Operační program Rozvoj lidských zdrojů**; 2004-2006) and Operational Programme Education for Competitiveness (**Operační program Vzdělání pro konkurenceschopnost**; 2007-2013). **These programs are provided by Ministry of Education, Youth and Sport.** The list of the project focusing on area of adult further education from Operational Program Education for Competitiveness is in the document *Průvodce dalším vzděláváním* (MŠMT 2010). **Operational Programme** Human Resources and Employment (Operační program Lidské zdroje a zaměstnanost, 2007-2013) is provided by Ministry of Labour and Public Affairs.

Some projects have been realised by universities or universities have been as partners.

Information about historical development in the area education and specialy area of adult education are in the following chapter where are analysed in detail the legal regulation and strategic papers.

2. Legal Regulation of Adult Education

Many documents are laws regulating education and adult education in the Czech Republic. But there is not one special legal regulation which would integrate all.

The basic document is Constitution of the Czech Republic, which was adopted in 1992, is basis for the legal development of society and education area too. Citizens have rights to study and it is obligation of state to provide the opportunities them according Charter of Fundamental Rights and Freedoms (the constitutional law). Citizens have rights to free education at basis and secondary schools and rights to study at higher education institutions according individuals obligations and possibilities of society. State has obligation to provide compulsory school attendance and citizens have rights to free choice of profession and preparation for it.

Main document in the educational area is the Education Act (No. 561/2004) On Pre-primary, Basic, Secondary and Tertiary Professional Education, which is valid from 1 January 2005. The Act sets out the aims of education and the principles of education system. The educational system is a two-level structure of educational programmes (documents) at a national level and a schools level. At the national level is the Framework Educational Program (Ramcový vzdělávací program) formulating main aims. The educational system is composed of schools which created own School Educational Program according the general Framework Educational Program [*Structures of Education and Training Systems in Europe* 2010: 6].

The schools in the Czech Republic have a high level of autonomy in the specifying educational goals and methods. The schools (and mainly Headteachers) in the Czech Republic have high level of autonomy in the organisational, financing and staff things.

The Education Act declares to take lifelong learning into account and importantly influences the adult education. It newly defines other than full-time forms of education. The act emphasizes the role of follow-up (nástavbové studium), so people who have an apprenticeship certificate (výuční list) can obtain better qualification by school-leaving examination (maturitní zkouška) in the level ISCED 4A [*Structures of Education and Training Systems in Europe* 2010: 51].

People who have problems with finding job can study in the shorter forms and they can obtain apprenticeship certificate or pass their secondary school by school-leaving examination. It is like “second chance” for them. The very important area is possibility of recognising prior learning. The Education provides opportunities to acquire a level of education without studied at a secondary and tertiary professional school. Further, it regulates opportunities of further education in courses (which do not provide a recognised level of education) [*Structures of Education and Training Systems in Europe* 2010: 51].

The other important document is the Act (No. 563/2004) on Educational Staff and on the Amendments of Several Acts (in force from 1 January 2005). It regulates requirements for the performance of duties of the educational staff. It also adjusts in-services training and career progression of teachers [*Structures of Education and Training Systems in Europe* 2010: 6].

The Higher Education Act (No. 111/1998) which was amended several times, the last changes are in this time. It regulates institutions in the public, state and private sectors, the majority of institutions are no longer state institutions (state universities or schools are only military and police higher education institutions, which are funded by state). The majority of institutions are public which have state-subsidies [*Structures of Education and Training Systems in Europe* 2010: 6].

Universities have wide-ranging autonomy, but last changes in the Higher Education Act lead to narrow their autonomy. The Higher Education Act is important for adult education because it includes a provision on the lifelong learning programmes.

It is important to focus on a situation of Tertiary Professional Education. This part of education is tertiary educational level (post-secondary), but the legal regulation of this area is in the Education Act (No. 561/2004) On Pre-primary, Basic, Secondary and Tertiary Professional Education (not in the Higher Education Act).

The act which regulates the adult education is the Act on Verification and Recognition of Further Education Outcomes (No. 179/2006). It came into force in May 2006, but in full force is from August 2007. It is very important regulation for adult learners because it opened new opportunities for them to obtain certifications for a qualification without formal education [*Structures of Education and Training Systems in Europe* 2010: 6].

It makes provision for the National Qualifications Framework which is a publicly accessible register of entire and partial qualifications and their standards for qualification and evaluation. This law also provides rules for awarding and withdrawing authorisation for verification of further education outcomes and rules for assessing and acquiring a partial qualification. The last important impact is that state administrative has responsibilities in the verification and recognition of further education [*Structures of Education and Training Systems in Europe* 2010: 52].

Other regulations which influence the adult education is the Labour Code, The Employment Law and related regulations of the Ministry of Education, Youth and Sports (for example the Decree on accreditation of training facilities providing retraining). The Labour Code regulates professional development of the employees. Employers take care of the education of employees (for example initial training and so on). The employees have obligation to improve their qualifications for the agreed work performance.

The Employment Act defines state employment policy and according to this act the main tools for pro-active employment policy are the development of human resources (for example training courses, retraining, information and guidance) [*Structures of Education and Training Systems in Europe* 2010: 53].

In some special case there are also other law regulations, for example regulations specifying qualification requirements for some non-manual professions (concretely acts on the administrations of territorial units, employees in the health and so on) [*Structures of Education and Training Systems in Europe* 2010: 53].

3. Institutional Environment of Adult Education with special attention to the Higher Education (HE) system

3.1. Economic situation and labour market in the Czech Republic

The Czech Republic can be considered as mixed market economy of liberal and social-democratic welfare state. The Czech Republic was characterized a low pace of growth compared to the EU in the 1996-2000 period (1.5 % GDP growth in the Czech Republic, 2.9 % in EU-25). On the other hand the GDP growth was higher from 2000 (3.3 %) and in the period 2005-2007 the GDP was between 6.0 % and 6.5 %. As a result of financial crisis GDP decreased in 2009 (-4.1 %), but in 2010 GDP increased to 2.2 %.

Sector structure of the economy is different from EU average. In the Czech Republic are above-average contribution of industry (30 % in CR, 20 % in EU in 2005) and below-average contribution of services (56 % in CR, 68 % in EU in 2005). However, there is an identical trend in EU and in the Czech Republic (a decrease in the level of employment in agriculture and industry and an increase in services and construction).

The main social partners in the Czech Republic are:

- Confederation of industry of the Czech Republic (Svaz průmyslu a dopravy ČR: <http://www.spcr.cz/>)
- Confederation of employers and entrepreneurs (Konfederace zaměstnavatelských a podnikatelských svazů ČR: <http://www.kzps.cz/>)
- Czech-Moravian Confederation of Trade Unions (Českomoravská konference odborových svazů: <http://www.cmkos.cz/>)
- Association of Independent Unions (Asociace samostatných odborů: <http://www.asocr.cz/>)

3.2. Main stakeholders in the adult education

Main stakeholders in the area of the adult education are:

- State, mainly the Ministry of Education, Youth and Sport and the Ministry of Labour and Social Affairs
- Employers
- Social partners
- Labour Offices
- Universities (list of them is at the annex 1)
- Higher Professional Schools (Institutions of Tertiary Professional Education)

The role of the Ministry of Education, Youth and Sport and the Ministry of Labour and Social Affairs is important in shaping the fundamental framework and basic conditions for other stakeholders. The legislative documents influencing the area of adult education were analysed in detail in the chapter Legal regulation of adult education.

Very important role in the adult education have employers who provide conditions for training and education of their employees. The subjects and forms of training can be very heterogeneous. European structural funds provide many opportunities for education in the private companies (for example **Operational Programme Human Resources and Employment**). There can be influence of social partners too, for example in some special area or professions. Labour Offices provide educational courses and retraining for unemployed¹.

The Universities have the essential role in the area adult education in the tertiary level. In the Czech Republic universities (mainly public and private) provide some programmes in the distance form or combined form. The universities have high level of autonomy, but the study programmes have to be accredited. The accreditation is granted by the Ministry of Education, Youth and Sports based on an opinion of the Accreditation Commission, which is established by the Government.

The other stakeholders are Higher Professional schools which provide tertiary professional (postsecondary) education. But their number is not large in the Czech Republic.

3.3. Education system in the Czech Republic

This part of the paper describes the education system in the Czech Republic, especially the tertiary education system.

The education system in the Czech Republic includes, what follows:

¹ Under the subordinate to the Ministry of Labour and Social Affairs based on Act no. 73/2011 about Labour Office of Czech Republic

1) Pre-primary education

Pre-primary education (ISCED 0) is for children between 3 and 6 years of age. Attendance is not compulsory; nevertheless it covers approximately 85 % of the total age group (3-6 years) and 92 % in the pre-school year.

2) Compulsory education

School attendance is compulsory for nine years (usually from the ages of 6 to 15). Compulsory education has two stages:

- Primary education (first stage – ISCED 1)
- Lower secondary education (second stage - ISCED 2)

All pupils start in a comprehensive single structure institution called *základní škola*, during the second stage it is possible to proceed to secondary school providing general education (*gymnázium*) or to eight-year dance conservatoire.

3) Post-compulsory education/upper secondary and post-secondary level

Upper secondary education in the Czech Republic can be three types:

- Secondary education completed with examination (ISCED 3A)
 - o Upper secondary general education at *gymnázium* secondary school (4 years)
 - o Upper secondary technical education at secondary school (4 years)
 - o Art education at conservatoire (4 years)
- Secondary education leading to apprenticeship certificate (ISCED 3C)
 - o Upper secondary vocational education at secondary school (2/3 years)
- Secondary education (ISCED 2C/3C)
 - o Upper secondary general and vocational education at secondary school (1-2 years)

Post-secondary education in the Czech Republic can be two types:

- Post-secondary education completed by examination (ISCED 4A)
- Post-secondary education leading to apprenticeship certificate (ISCED 4C)

4) Tertiary education

The tertiary education sphere is governed by two laws:

- Act on Higher Education Institutions (the Higher Education Act)
- Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act), which has one section dealing with higher professional education.

Since 2001 the three cycle structure has strictly been implemented in higher education:

- Bachelor's study programme (ISCED 5A);
- Master's study programme (ISCED 5A);
- Doctoral study programme (ISCED 6).

In the past twenty years, the Czech tertiary system of education has undergone fundamental changes and dynamic development. At the present time higher education is provided at a total of 26 public (two of which are of non-university type, concretely Vysoká škola v Českých Budějovicích and Vysoká škola Polytechnická Jihlava) and 2 state schools. 90 % of students are studying at public and state educational institutions. In 1998 was adopted the Act on higher education which was a fundamental institutional change for the tertiary sector. This act permitted the establishment of private higher educational institutions. In this time, there are 45 the private higher educational institutions in the Czech Republic, almost all of them are non-university education (three of them are university type)².

In the Czech Republic there are also Tertiary professional schools (*Vyšší odborná škola*) which are the higher non-university education, and art education (*Konzervatoř*). Higher education (*Vysoká škola*) has a long-standing tradition in the present Czech Republic, in comparison to them tertiary professional school (*Vyšší odborná škola*) represents a new type of schools which was founded since 1992/1993 school year.

Table 1: Higher education

Types of institution	ISCED level	Length (years)	Theoretical age
<i>Konzervatoř</i> – Art education	5B	2 2	17-19 19-21
<i>Vyšší odborná škola</i> (tertiary professional school)	5B	3 (3.5)	19-22
<i>Vysoká škola</i> (higher education institution, university and non-university type) – Bachelor and Master's studies	5A	3-4/5/6/7	19- 22/23/24/25/2 6
<i>Vysoká škola</i> (university type) – Doctoral studies	6	3-4	-

In the school year 2008/2009, the ratio of the enrolled population of 19 year-olds in full-time study of tertiary education was 58.6 % (90 % were in higher education institutions and 10 % in tertiary professional schools). In this school year there were 369 619 students at the higher education. From the total number of higher education students, 29.5 % participated in the

² The list of public, state and private schools is in the annex 1.

distance or combined form of study. The concrete numbers of students and graduates in the distance or combined form are in the following table (according age and type of study program).

Table 2: Students in the distance or combined form				
	All	Bachelor program	Master program	Doctoral program
Students (all)	116 396	74 376	28324	14 049
Women	66 484	43 698	17357	5 624
Graduates (all)	23 086	13 083	8209	1 804
Women	14 116	8 443	4976	702
Source: Institute for Information on Education (2009)				

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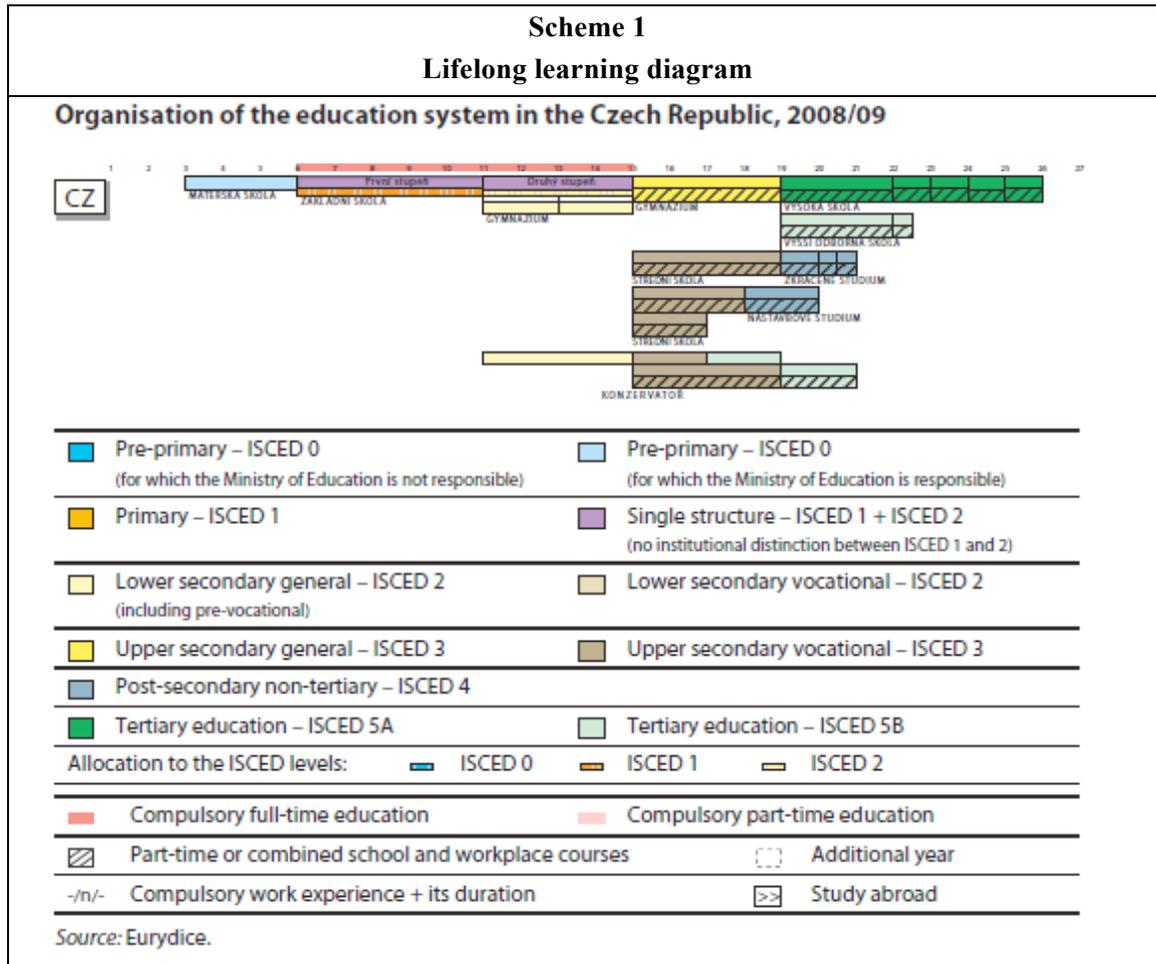
The number of graduates of tertiary institutions decreases above the age of 26. The main cause of the decrease could be the payment the social and health insurance of the students under the age of 26 by the state and other advantages. The parents of students under 26 years of age receive indirect financial support in the form of a tax allowance, based on the fact that their children are continuously preparing for their future profession. However, the students above the age of 26 do not have these rights (payment of social and health insurance by state, tax allowance) and other advantages for students. The other reasons of the low participation of adults are the realistic opportunity to study during employment and the range of study programs which are in the distance or combined forms of study.

By law, higher education (at the public and state schools) for citizens of all nationalities is free of charge, with the following exceptions:

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

Private institutions of higher education can fix their own fees. The law does not set any limit on fees.

The following scheme describes the education system in the Czech Republic.



3.4. Lifelong Learning in the Czech Republic

This part of the paper pays attention to the aspects of lifelong learning and especially tertiary lifelong learning in the Czech Republic.

At present, continuing (further) education is provided in the following areas:

- general education, for a small minority who have not reached the desired level of initial education, in preparatory courses for entrance examinations to secondary schools, to higher educational institutions, and in language education;
- further vocational education and training (acquisition, broadening or completing of qualifications, retraining, obligatory periodical updating of knowledge and skills in specified professions);
- civic / special interest education (which has a long tradition in the Czech Republic) is generally of a cultural nature and satisfies people's political, historical and cultural and similar interests.

Further education and training is provided by:

- schools, including universities,
- employers,
- public administration and self-governing bodies and their educational institutions,
- non-governmental non-profit organisations, including professional and commercial organisations.

Lifelong learning includes:

- **Formal education**

Formal education focuses on obtaining level of education that usually follow one from another (primary education, lower and upper secondary education, higher education etc.). It is performed in the educational institutions, usually in schools.

- **Non-formal education**

Non-formal education emphasizes gaining knowledge, skills and competences that can improve the social and working position of the individual. Non-formal education is provided by employers, private educational institutes, NGO's, schools and other organizations.

- **Informal learning**

Informal learning is a process of obtaining knowledge, skills and competences form everyday experience and activities.

According the Adult Education Survey (2007) the number of adults who are in further **formal education** is 3.9 % (233,300 students) the number of women is higher than the number of men (3.4 % men and 4.3 % women). The figures tend to reduce with respect to older age cohorts. The most people are in the cohort from the age of 25 to the age of 34 (9.8 %), in the cohort from the age of 35 to the age of 49 are 3.1 % people and 0.6 % in the cohort from the age of 50 to the age of 64. 80.4 % of studying adults were in tertiary education, there is a difference between men (84 %) and women (77.6 %).

The subjects of study are especially social science, economy and law (33 %), technology, engineering and construction (13 %), education (12 %), health care and social work (10 %), natural sciences, maths and ICT (9.1 %), art (8.8 %) etc. According this research 35.4 % of adults participated in non-formal education and over a half of the adults (54.7 %) participated in informal learning.

Adult education at secondary or tertiary professional levels is usually organised in other than the full-time (day) study form of education (the study can take one year longer than in a day form), namely in:

- evening courses – ranging from 10 to 18 lessons a week in the afternoon or evening;
- distance study – self-learning supported by consultation in the range of 200-220 consultation hours in a school-year;
- distance study mostly in the form of e-learning – self-learning mainly via information technologies, supported by individual consultation;
- combination of study forms – education using full-time and one of the forms of education mentioned above.

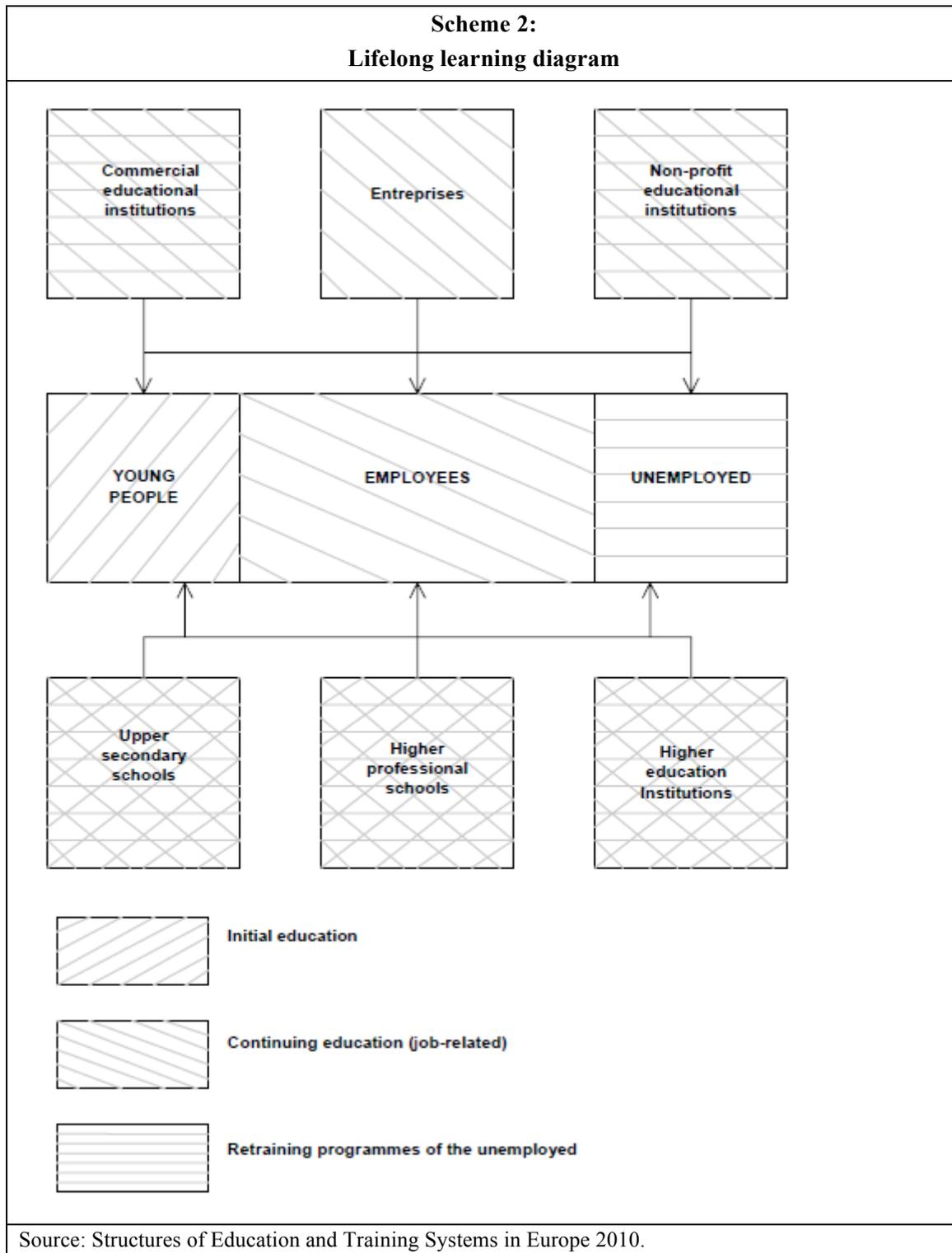
In the Czech Republic is a relatively low level of participation of adults (from 25 to 64 years of age) in the lifelong learning in comparison with EU-15.

The detailed numbers are in the table 2.

	2002	2003	2004	2005	2006	2007
EU-15	8.1	9.8	10.7	11.2	11.1	11.3
CR	5.6	5.1	5.8	5.6	5.6	5.7
Source: EUROSTAT						

There is a difference in the participation in the lifelong learning in the Czech Republic between men and women.

	2002	2003	2004	2005	2006	2007
Men	5.8	4.8	5.5	5.2	5.4	5.4
Women	5.4	5.4	6.0	5.9	5.9	5.9
Source: EUROSTAT						



3.4.1. Lifelong learning in tertiary education

The tertiary lifelong learning is provided by universities. In present time in a combined form are accredited all doctoral program and many of bachelor and master program. Their number increases, especially at the private schools. In a distance form are accredited three study programs in this time. The distance education is supported by the National Network of Distance Education which has been formed under the support of the PHARE programme. It consists of the National Centre for Distance Learning at the Centre for Higher Education Studies in Prague and many centres at 24 higher education institutions.

The university study programmes in a combined or a distance form are financed in the same way as the programmes in the full-time form.

The following table illustrates the number of adults in lifelong learning which is provided by higher education institutions.

Lifelong learning at vysoké školy – number of studies									
	2004/2005*			2005/2006**			2007/2008***		
	Total	Women	Women (%)	Total	Women	Women (%)	Total	Women	Women (%)
In whole lifelong learning	38 393	24 888	64.8	40 064	24 946	62.3	43 659	28 440	65.1
of which in distance form	10 177	6 489	63.8	9 389	5 985	63.7	12 003	7 021	58.5
of which at public vysoké školy	35 055	22 658	64.6	36 688	22 717	61.9	39 731	26 202	65.9
of which the study for acquiring teaching qualification	6 594	4 426	67.1	6 083	4 256	70.0	6 445	4 404	68.3
of which the study for extending teaching qualification	4 768	3 668	76.9	6 293	4 687	74.5	5 856	4 693	80.1
of which other types****	27 031	16 794	62.1	27 688	16 003	57.8	31 358	19 343	61.7
Leavers – completed studies	16 997	10 468	61.6	15 491	8 854	57.2	16 487	10 159	61.6

Source: Institute for Information on Education

* Data from 1 November 2004 to 31 January 2005.

** Data from 1 November 2005 to 31 January 2006.

*** Data from 1 November 2006 to 31 January 2007.

**** E.g.: University of the Third Age, study of chosen subjects, retraining courses, etc.

3.4.2. *Quality of lifelong learning education*

Quality of further education depends on three aspects: quality of institution, quality of teachers (lectors) and quality of studying program.

3.4.2.1. The quality of studying program

The quality of studying program is provided by accreditations. There are departmental accreditation systems for the area of accreditation of educational programs that are implemented using funds from the state budget (*Průvodce dalším vzděláváním*, MŠMT 2010):

- Accreditation retraining programs
- Accreditation of further education teachers
- Accreditation of training civil servants and local government
- Accreditation of continuing education of health
- Accreditation of training workers in social services
- Accreditation of training in sport

3.4.2.2. The quality of lecturers

The most common form of verification of the quality of lecturers is their certification according to specific regulations. The EU is currently dominated by certification standards as defined in ISO 17024-based national accreditation under that standard. Certification of lecturers is not currently widely taken place in the Czech Republic, only in some partial activities (for example a certified course instructors and managers of adult education - AIVD, the current list of certified trainers listed on www.aivd.cz includes 251 names). The project "Quality in further professional education", which was co-financed from public budgets, was realized in this area (*Průvodce dalším vzděláváním*, MŠMT 2010).

3.4.2.3. Quality of institutions

For verification of the quality of educational institutions is currently used in the Czech Republic (or ready to use) several systems that can be divided into three groups (*Průvodce dalším vzděláváním*, MŠMT 2010):

- private certification systems (Qfor, BenchFor)
- certification systems based on ISO standards 9000 and treated internationally recognized accreditation

- on ISO 9001 (classic) - certified by dozens of organizations, only the NIS database, PJ, which is not complete, is 145 training organizations certified to ISO 9001, generally are the number of ISO 9001 in the CR estimate at least 300
- the ISO / IWA 2:2003 (and 2007) - Guidelines for the application of ISO 9001:2000 in education (published by NIS-PK in 2003 and 2007) - gradually begins to use
- EDuIQ of 9001 - a system developed within the project KDPV, ready to use
- systems based on self-education institutions
 - the CAF (Common Assessment Framework) - developed by the European Institute (CAF Application Guide for schools issued by the NIS-PK in 2007)
 - the EFQM model (European model of excellence)
 - KVIS - system developed within the project KDPV, ready to use

3.5. Role of the Bologna process in shaping TLL

The role of Bologna process has been influencing the area of tertiary lifelong education. In Bologna process are in area of the national activities organized conferences and seminars. There is the project Bologna Experts 2009/2011, specific activities are for example:

- Seminars aimed at promoting the implementation of ECTS and processing methodology
- Seminar on quality assurance
- Seminar to promote the increasing mobility of students and teachers
- Seminar on the issue of recognition of prior learning and study abroad and processing methodology
- Seminar aimed to encourage the creation of joint programs and development methodology

There is also the project Q-RAM: The national qualification framework for tertiary education (Národní kvalifikační rámec terciárního vzdělávání). The project aim is to create qualification framework for outcomes of tertiary education which will be compatible with the qualification framework in the European Higher Education Area.

4. Current Policy and Priorities

The priorities and strategic goals in lifelong education in the Czech Republic are formulated in the legal framework and strategic papers. Strategic documents in the Czech Republic reflected the papers from abroad and international organizations, especial EU and OECD.

The fundamental document in education is National Programme for the development of Education in the Czech Republic (the White Paper) from 2001. Main aims of this strategy are to create a legal framework for the development of adult education, further to develop a system of

financial and non-financial incentives for the development of lifelong learning and to establish mechanisms for the systematic development of adult education [*Organisation of the education system in the Czech Republic 2008/2009*: 204].

The Human Resources Development Strategy in the CR (**Strategie rozvoje lidských zdrojů v ČR**) was prepared in 2003. The strategy formulated the main challenges for society and education, focused on the changes in education, influence of ICT, education in the private companies, technological development and research. Other document is the Strategy for Education for Sustainable Development of the Czech Republic for period 2008 – 2015 (Strategie vzdělávání pro udržitelný rozvoj České republiky).

The Strategy of Lifelong Learning in the Czech Republic (Strategie celoživotního učení ČR) and Long-term Plan for education and development of the educational system of the CR (Dlouhodobý záměr vzdělávání a rozvoje vzdělávací soustavy ČR) were written in 2007. One of the strategic goals of these documents is adult education and support of other forms of education than is fulltime form.

The tertiary lifelong learning is one of the goals of the Ministry of education, youth and sports. The specific goals in area tertiary lifelong learning are (according III. Implementation Plan of the lifelong Learning Strategy: 2008):

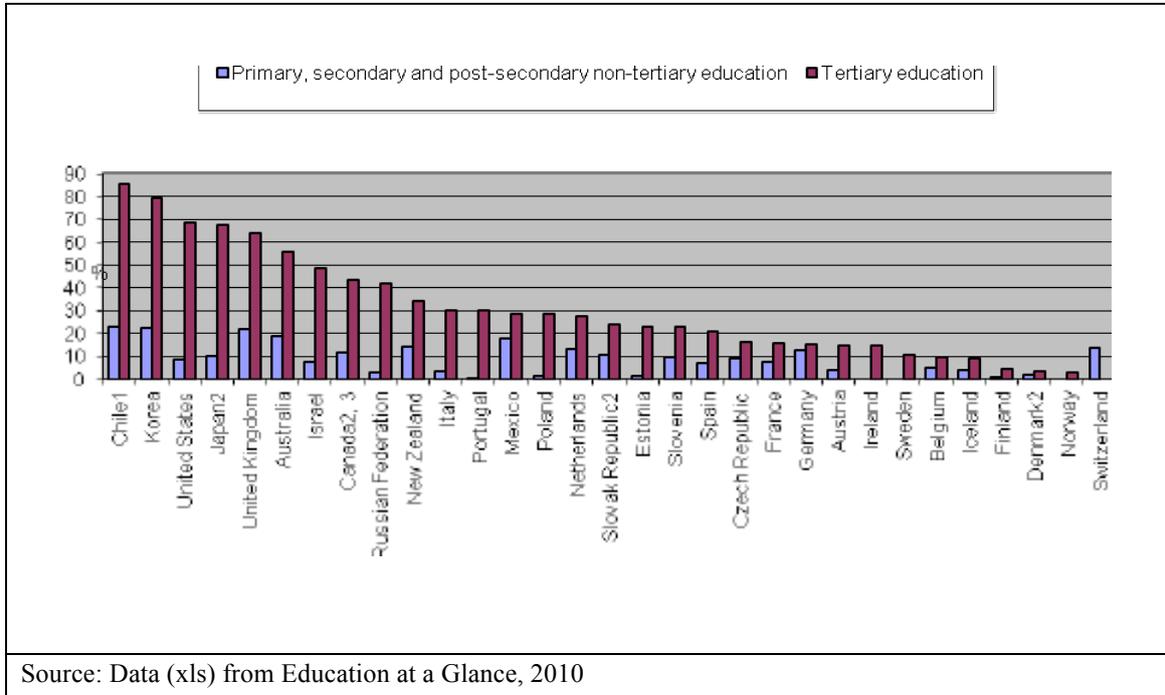
- to support a development of the alternative study forms education (combined and distance study etc.),
- to support ICT to help the tertiary lifelong learning (e-learning),
- to support the institutions providing the tertiary lifelong learning (the centres for lifelong learning),
- to support the academic staff at the universities for education of adults (to support their education, specific competencies as a tutors),
- to finance of the tertiary sector.

5. Financial Aspects of education in the Czech Republic and adult education

5.1. Expenditures on education in the Czech Republic

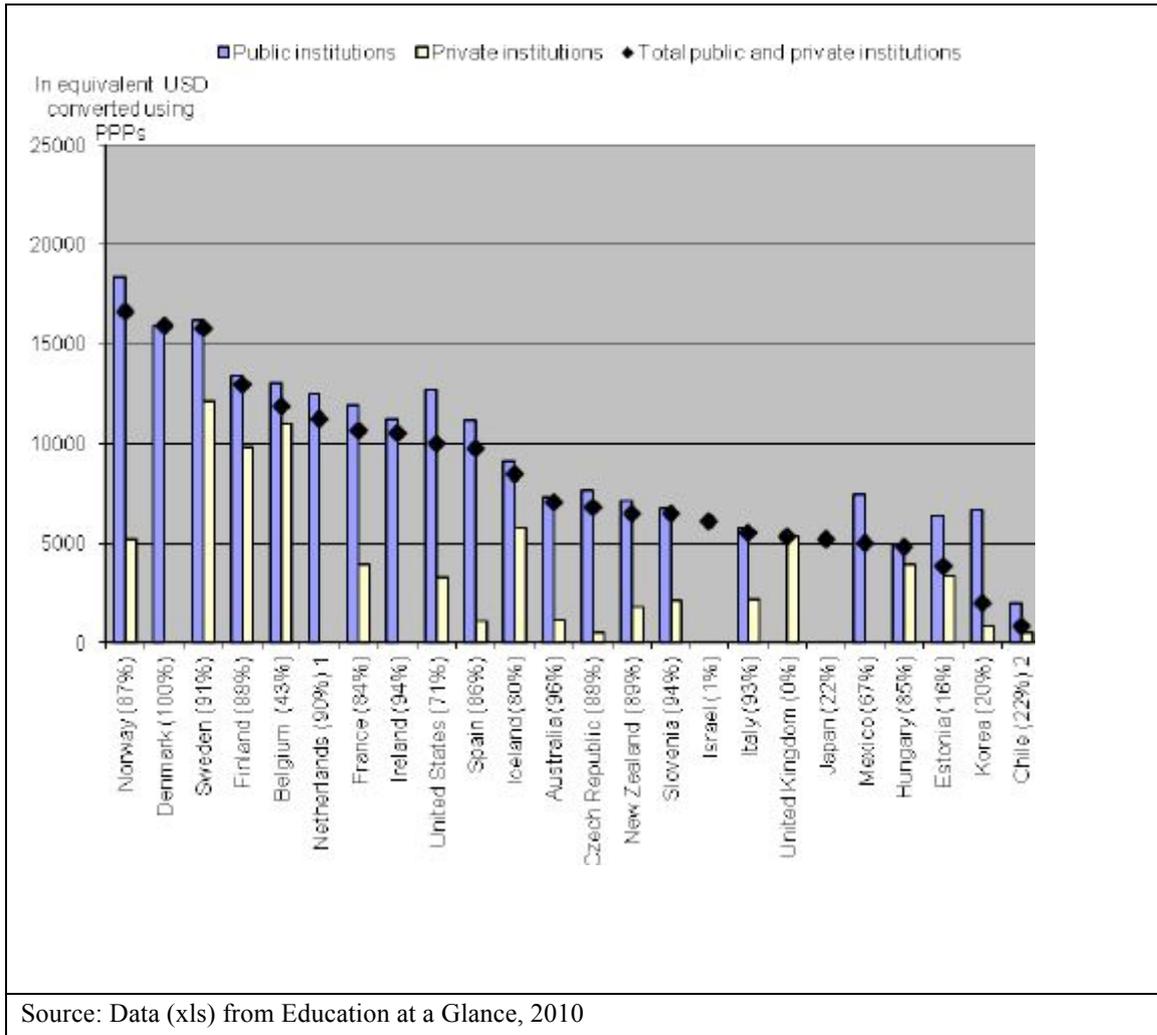
Over 90 % expenditure on primary, secondary and post-secondary non-tertiary education is public in many OECD countries. The Czech Republic is no exception, private expenditure on primary, secondary and post-secondary non-tertiary education is around 10 %. The other situation is in tertiary education where the proportion of expenditure is wider in OECD countries. In the Czech Republic the private expenditure is around 20 %, but in some countries (such as Chile, Korea or USA) the private expenditure on tertiary education is over 70 %.

In the following chart is the share of private expenditure on educational institutions in 2007 (in primary, secondary and postsecondary non-tertiary education and tertiary education). The chart shows private spending on educational institutions as a percentage of total spending on educational institutions.

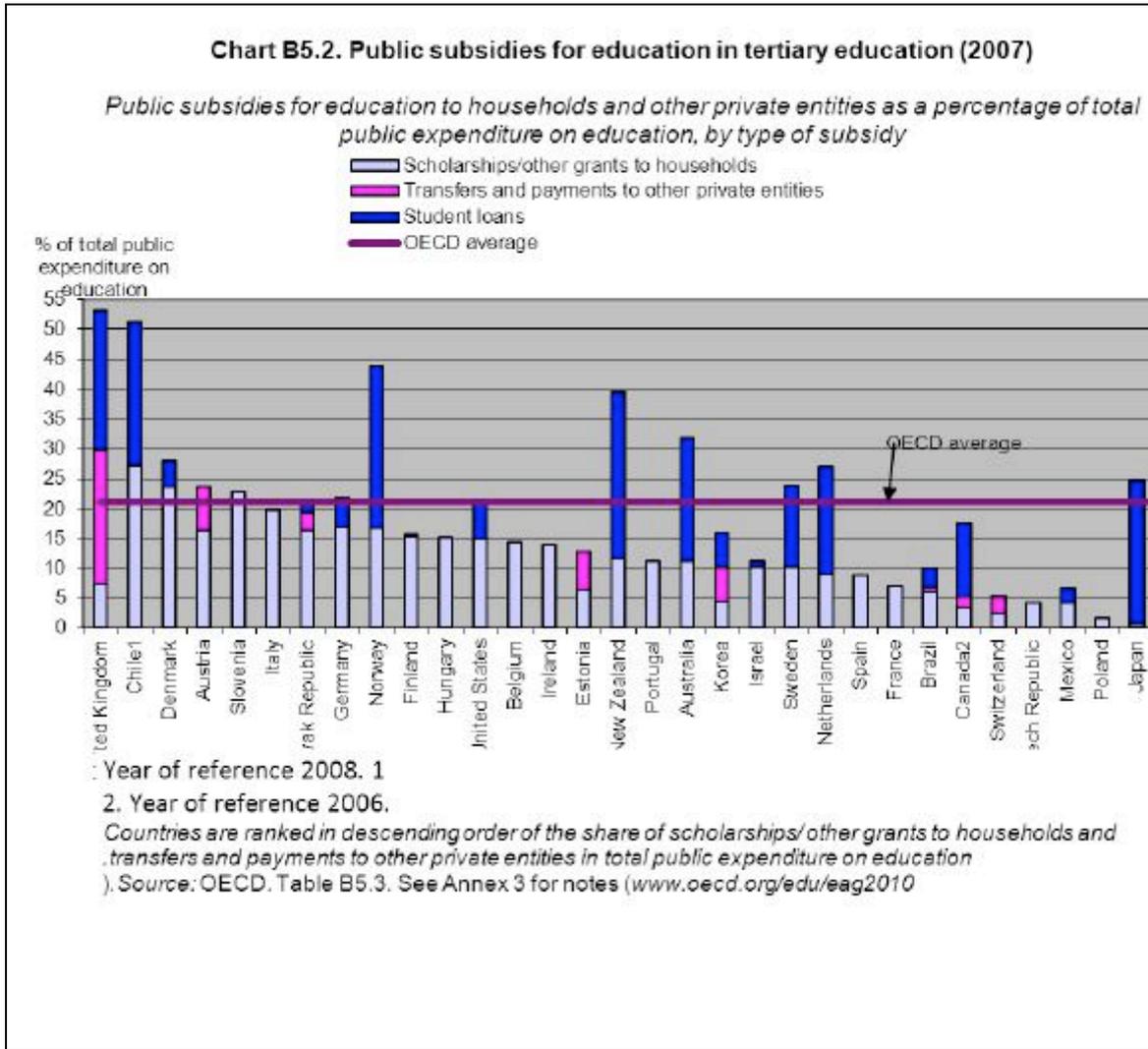


Source: Data (xls) from Education at a Glance, 2010

The main part of expenditure on tertiary education is public expenditure on educational institutions (it is more than 80 %) and expenditure of other private entities and household expenditure (*Education at a glance*, OECD 2010). The amount of public expenditure on educational institutions is higher than in other OECD countries and expenditure of other private entities is lower than in OECD countries. Annual public expenditure on educational institutions per student in tertiary education, by type of institution in 2007 is in chart below.



The other chart shows the public subsidies (to households and other private entities as a percentage of total public expenditure on education) for education in tertiary education in 2007. The situation in the Czech Republic is very specific in this area, because the range of public subsidies for education is very low. There is only one type of subsidy, specifically scholarships or other grants to households.



5.2. Expenditures on further education

The sources on further education are:

1. Public sources (state or regional budgets)
2. Private sources (companies, individuals, social partners etc.)
3. Sources from EU (ESF)

The Expenditures on further education are provided by companies (88 % in the Czech Republic and 72 % in EU), by state (11 % in the Czech Republic and 18 % in EU) and by individuals (1 % in the Czech Republic and 10 % in EU) [Palán 2007]. The further education is provided mainly by big company (54 % employees in big companies are educated) and less frequently in small companies (21 % employees in small companies are educated), the mean is 49 % employees [Palán 2007].

The expenditures per habitant were 1,262 Kč in the Czech Republic in 2007 (53 EUR). It was less than in other European countries, for example in Germany it was 12,304 Kč (513 EUR) per habitant in 2007 [Palán 2007].

6. Main sources

Legislative:

Act on Higher Education Institutions (the Higher Education Act).

Act on Educational Staff and on the Amendments of Several Acts.

Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act).

Act on Verification and Recognition of Further Education Outcomes.

Employment Act.

Framework Educational Program (Ramcový vzdělávací program).

Fundamental Rights and Freedoms (the constitutional law).

Labour Code.

Other documents:

III. Implementační plán Strategie celoživotního učení, Ministry of Education, Youth and Sports, 2008.

Adult Education Survey (Další vzdělávání dospělých), 2007, Available on Internet: <http://www.czso.cz/csu/2009edicniplan.nsf/publ/3313-09-2007>

Alternative Approaches to Financing Lifelong Learning. Country Report. The Czech Republic. OECD, 1999.

Celoživotní učení – procento populace ve věku 25 až 64 let účastnících se vzdělávání a školení. Available on Internet: http://www.msmt.cz/uploads/adult_education/Statistiky_DV.pdf

Dlouhodobý záměr vzdělávání a rozvoje vzdělávací soustavy ČR (vládní usnesení č. 535).

Education at a Glance 2010. OECD 2010.

Národní akční plán zaměstnanosti na léta 2004-2006.

National Programme for the Development of Education in the Czech Republic (White Paper), Ministry of Education, Youth and Sports, 2001.

National summary sheets on education systems in Europe and ongoing reforms, 2010 Edition, EURYDICE, European Commission.

Organisation of the education system in the Czech Republic 2008/2009, EURYBASE, European Commission.

Palán, Z. *Další vzdělávání: současný stav a trendy*. Národní vzdělávací fond. Konference TVD Ústí nad Labem, 14. 11. 2007.

Průvodce dalším vzděláváním, MŠMT 2010.

Strategie rozvoje lidských zdrojů v ČR (2003).

Structures of Education and Training Systems in Europe. The Czech Republic. Edition 2009/2010. European Commission, 2010.

The Strategy of Lifelong Learning in the Czech Republic (Strategie celoživotního učení ČR), Ministry of Education, Youth and Sports, 2007.

The Act on the Recognition of Further Education Results, 2006, Available on Internet: http://www.msmt.cz/uploads/Law_No._179_2006_English_version.doc

Výkonové ukazatele 2009/10. Institute for Information on Education. Available on Internet: <http://www.uiv.cz/clanek/726/2030>.

White Paper on Tertiary Education. Ministry of Education, Youth and Sports, 2009, Available on Internet: http://www.msmt.cz/uploads/bila_kniha/schvalena_bktv/White_Paper_on_Tertiary_Education_fin.pdf.

7. Annex 1: Institutions in the Czech Republic (Tertiary education)

Public schools:

- [Akademie múzických umění v Praze](#)
- [Akademie výtvarných umění v Praze](#)
- [Česká zemědělská univerzita v Praze](#)
- [České vysoké učení technické v Praze](#)
- [Janáčkova akademie múzických umění v Brně](#)
- [Jihočeská univerzita v Českých Budějovicích](#)
- [Masarykova univerzita v Brně](#)
- [Mendelova zemědělská a lesnická universita v Brně](#)
- [Ostravská univerzita v Ostravě](#)
- [Slezská univerzita v Opavě](#)
- [Technická univerzita v Liberci](#)
- [Univerzita Hradec Králové](#)
- [Univerzita Jana Evangelisty Purkyně v Ústí nad Labem](#)
- [Univerzita Karlova v Praze](#)
- [Univerzita Palackého v Olomouci](#)
- [Univerzita Pardubice](#)
- [Univerzita Tomáše Bati ve Zlíně](#)
- [Veterinární a farmaceutická univerzita Brno](#)
- [Vysoká škola báňská-Technická univerzita Ostrava](#)
- [Vysoká škola ekonomická v Praze](#)
- [Vysoká škola chemicko-technologická v Praze](#)
- [Vysoká škola technická a ekonomická v Českých Budějovicích](#)
- [Vysoká škola umělecko-průmyslová v Praze](#)
- [Vysoké učení technické v Brně](#)
- [Západočeská univerzita v Plzni](#)
- [Vysoká škola polytechnická Jihlava](#)

State schools:

- [Policejní akademie České republiky v Praze](#)
- [Univerzita obrany v Brně](#)

Private schools:

- [Bankovní institut vysoká škola, a.s. - Praha](#)
- [Evropský polytechnický institut, s.r.o. - Kunovice](#)

- [Vysoká škola hotelová v Praze 8, s.r.o.](#)
- [Vysoká škola finanční a správní, o.p.s. - Praha](#)
- [Vysoká škola Karlovy Vary, o.p.s.](#)
- [Vysoká škola podnikání, a.s. - Ostrava](#)
- [ŠKODA AUTO a.s. Vysoká škola - Mladá Boleslav](#)
- [Literární akademie \(Soukromá vysoká škola Josefa Škvoreckého\), s.r.o. - Praha](#)
- [Vysoká škola cestovního ruchu, hotelnictví a lázeňství, s.r.o. - Praha](#)
- [Soukromá vysoká škola ekonomických studií, s.r.o. - Praha](#)
- [Vysoká škola obchodní v Praze, o.p.s.](#)
- [Akademie STING, o.p.s. - Brno](#)
- [Metropolitní univerzita Praha, o.p.s.](#)
- [Univerzita Jana Amose Komenského Praha, s.r.o.](#)
- [Vysoká škola Karla Engliše v Brně, a.s.](#)
- [Anglo-americká vysoká škola, o.p.s. - Praha](#)
- [Pražská vysoká škola psychosociálních studií, s.r.o. - Praha](#)
- [Vysoká škola aplikovaného práva, s.r.o. - Praha](#)
- [Vysoká škola ekonomie a managementu, o.p.s. - Praha](#)
- [University of New York in Prague, s.r.o.](#)
- [Vysoká škola manažerské informatiky a ekonomiky, a.s. - Praha](#)
- [Vysoká škola mezinárodních a veřejných vztahů Praha, o.p.s.](#)
- [Středočeský vysokoškolský institut, s.r.o. - Kladno](#)
- [Mezinárodní baptistický teologický seminář Evropské baptistické federace, o.p.s. - Praha](#)
- [Západomoravská vysoká škola Třebíč, o.p.s.](#)
- [Academia Rerum Civilium - Vysoká škola politických a společenských věd, s.r.o. - Kolín](#)
- [Vysoká škola evropských a regionálních studií, o.p.s. - České Budějovice](#)
- [Rašínova vysoká škola s.r.o. - Brno](#)
- [Vysoká škola regionálního rozvoje, s.r.o. - Praha](#)
- [Filmová akademi Miroslava Ondříčka v Písku, o.p.s.](#)
- [Vysoká škola tělesné výchovy a sportu Palestra, s.r.o. - Praha](#)
- [NEWTON College, a.s. - Brno](#)
- [Vysoká škola logistiky, o.p.s. - Přerov](#)
- [Vysoká škola zdravotnická, o.p.s. - Praha](#)
- [B.I.B.S., a.s. Brno International Business School](#)
- [Soukromá vysoká škola ekonomická Znojmo, s.r.o.](#)
- [Moravská vysoká škola Olomouc, o.p.s.](#)
- [Vysoká škola obchodní a hotelová, s.r.o. - Brno](#)
- [CEVRO Institut, o.p.s. - Praha](#)

- [Unicorn College s.r.o. - Praha](#)
- [Vysoká škola aplikovaných ekonomických studií v Českých Budějovicích, s.r.o.](#)
- [Vysoká škola realitní - Institut Franka Dysona s.r.o.](#)
- [Vysoká škola sociálně-správní, Institut celoživotního vzdělávání Havířov, o.p.s.](#)
- [AKCENT College, s.r.o. - Praha](#)
- [Archip, s.r.o.](#)