

National Report on Adult Education

Czech Republic

**(Prepared for the International Conference for Adult Education)
September 2003**

1. Building structures and institutional frameworks (in the area of adult education)

1.1. Adult education for democratisation, peace and active citizenship

Legislators and all others involved with adult education create all the concepts, goals and plans within the framework of democratic standards and these act subsequently towards educating adults towards democratisation, peace and active citizenship.

There are several existing programmes and programme concepts that also deal with these issues in part. One such example is the concept presented in the proposed plan under the management of the public library section of IFLA (International Federation of Library Associations and Institutions). This project is concerned with the collection and analysis of information on the best practical examples on preparing public libraries for work within society and emphasising lifelong learning. Several major points are included, one of which is: *The pivotal task of public libraries lies in the support and promotion of the principles of democracy, free access to information and freedom of expression.*

http://www.nkp.cz/o_knihovnach/konsorcia/skip/VerCelo.htm

The “Strategy for the Development of Human Resources in the Czech Republic” is also very important from this perspective; it serves as a project that instructs during the introduction of general principles for the development of human potential (human resources) in the Czech Republic. The first heading in the first section of this document is the “Strategy for balancing the democratic, economic, methodological and existential literacy of the Czech population”. Democratic literacy rests in the capability of the citizens to understand the essence of democracy, its priorities, typical problems and insufficiencies, knowledge of the basics of democratic decision-making, building democratic institutions, understanding and knowing the possible threats to democracy, knowledge of human rights and freedoms, acceptance of the basic beliefs of civic participation, etc. It is necessary to reconfirm the status of civics in primary and secondary schools and provide it with new options.

<http://www.mpsv.cz/scripts/clanek/asp?lg=1&id=180>

1.2. Improving the conditions and quality of adult education

Building the structures and institutional frameworks from the perspective of improving the conditions and quality of adult education is currently in the beginning stages in the Czech Republic. Since 1989, adult education has been left to develop independently and was exposed to the effects of market mechanisms.

From the viewpoint of legal and institutional frameworks in the area of adult education, there is no law (and there never was) that independently addresses adult education. The educational policies in this area, which were defined by public interest, were not formulated until 2001 in a White Paper – “Proposed Principles for the Act on Lifelong Learning”, which was prepared during 1991-1994 and never reached the negotiating stages because it was impossible to resolve the questions conditional for the financing of this area, mainly amendments to the tax structure and employer obligations.

The current legislation consists of older regulations that have less legal strength and newly accepted acts and decrees.

The general framework for improving the quality in the areas of pre-school, primary, secondary and higher professional and other education is thus implemented on the basis of Act No. 564/1990 Coll., on state administration and self-government in the school system, as amended by Act No. 132/2000 Coll., which assigns the responsibility for preparing the “Long-Term Objectives for Education and the Expansion of the Educational Training Structure in the Czech Republic” (hereinafter referred to as the “Long-Term Objectives of the CR”) to the Ministry of Education, Youth and Sport (MŠMT) and subsequently the responsibility for preparing similar objectives for each region to the regional authorities.

These “Long-Term Objectives” undergo review meetings during which all the ministries and any other partners that may be involved provide input regarding the quality and reality of these objectives. The quality of the Long-Term Objectives is thus guaranteed, which in turn should then guarantee the quality of the above-mentioned areas.

It is however the government’s goal as well as that of all other interested organisations, both state and civil (i.e. the MŠMT, AIVD [Association of Adult Education Institutions], etc.), to support the improvement of the conditions and quality of adult education. This goal should be realised mainly through the finalisation of the concepts regarding adult education and the implementation of functional systems in each individual area of lifelong learning.

1.3. Literacy and basic education

Access to basic knowledge originates in the Charter of Fundamental Rights and Freedoms and (as a part of the Constitutional Order of the Czech Republic) is one of the inherent, inalienable, indefeasible and irrevocable rights. In Section 33, Subsections 1 and 2, which relate to the approach to education in the Czech Republic, it states:

- (1) Every individual has the right to education. School attendance is mandatory for the term as provided by law.
- (2) Citizens have the right to free education in primary and secondary schools and, depending on the citizen’s capabilities and the possibilities offered by society, also at institutions of higher learning.

Access to basic skills and knowledge is thus guaranteed by the state within the framework of mandatory school attendance, which is established by the Schools Act. Mandatory school attendance is nine years and commences at the start of the school year that starts after the child’s sixth birthday. It is completed at primary school. Gifted children who, during the course of fulfilling the mandatory schooling requirements, transfer to a multiple-year secondary grammar school or a multiple-year conservatory fulfil their remaining schooling requirements at these schools.

The pupil completes his/her mandatory school attendance at the end of the school year of the ninth year of schooling even in the event that he/she has not advanced to the ninth grade of primary school and thus has not attained a basic education. A basic education may be attained either by supplementary school attendance during the following year or at a later time by attending courses for supplementing a basic education. For handicapped children (whether they attend basic or special schools) schooling begins at the age in which school maturity is determined and ends upon the completion of the mandatory attendance of all nine years of basic schooling.

Schooling for pupils who cannot attend school due to a health condition is ensured by the Department of Education of the regional authorities in a form that shall allow the pupil to attain the same level of education as if school had been attended (exemption from mandatory school attendance).

Citizens of foreign countries are provided an education within the framework of mandatory school attendance unconditionally and free of charge. Refugees are provided with Czech language courses free of charge (secondary education is provided free of charge if residency has been legalised).

Within the concept of the strategy for the development of human resources in the Czech Republic, which serves for the introduction of basic principles into the development of human potential (human resources) in the Czech Republic, literacy (in whatever form) is the basic and primary goal. The first point in the first section of this document deals with the strategy for the equalisation of the democratic, economic, methodological and existential literacy of the Czech population. Democratic literacy consists of the ability of the citizens to understand the foundations of democracy, its priorities, typical problems and insufficiencies, to have knowledge of the basics of democratic decision making and the building of democratic institutions, to understand and know the possible threats to democracy, to have knowledge of human rights and freedoms, to accept the basic concepts of civic participation, etc. It is necessary to reconfirm the status of civics education in schools and to provide new opportunities for tis.

Further mention of literacy is contained in Section 1.7.

1.4. Supporting women's equality

If we look at the problems surrounding this issue from the legislative point of view, the "Charter of Fundamental Rights and Freedoms", which is a part of the Constitutional Order of the Czech Republic, states in the first section that "All people are free and equal in their dignity and their rights. Their fundamental rights and freedoms are inherent, inalienable, infeasible and irrevocable," thus support for women's equality is ensured legislatively.

Another significant document is Act. No. 1/1991 Coll.– the Labour Act - which is dedicated among other things to the field of employment (job market). It forbids discrimination on the basis of gender in addressing the right to be employed.

In relation to its accession to the European Union and in relation to the fact that it is a signatory of the UN Convention in the matter of removing all forms of discrimination against women, the Czech government is actively involved in addressing questions related to equal opportunities for men and women in all spheres and at all levels of society. With Resolution No. 236, approved in April 1998, the government accepted the first programme document for promoting equal opportunities for men and women – "Government Priorities and Procedures in the Enforcement of Equal Opportunities for Men and Women" (hereinafter referred to as the "Government Priorities"). The concept behind the state policy on gender equality as formulated by the specified document includes approximately forty basic provisions and measures, the fulfilment of which is evaluated by the government annually and these provisions and measures are then updated according to the results and changes that have been accomplished. The Government Priorities were last updated by Resolution No. 486 of the Czech Government as passed on 15 May 2002. Measure 1.10. of the Government Priorities assigns all sections of the government the task of annually preparing their own special priorities and procedures for the purposes of enforcing gender equality in those areas that fall under the jurisdiction of individual departments.

There are, in addition, generally socially beneficial organisations such as La Strada or the civic association Rozkoš bez Rizika (Pleasure without Risk), which concern themselves with the problems related to trafficking in women. These organisations dedicate their activities, among other things, to providing information, prevention and training for professionals who work with at-risk groups.

www.strada.cz www.msmt.cz
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1.5. Adult education and the changing employment environment

The best example of developing structures and institutional frameworks for adult education in relation to the changing employment environment is the work of two ministries, specifically the Ministry of Labour and Social Affairs (MPSV) and the Ministry of Education, Youth and Sport (MSMT). A number of organisations work in conjunction with these ministries, which help adults become oriented in the employment environment.

The employment offices that work under the MPSV are institutions that are involved in each region with the problems of education and the changing employment environment. They are involved with groups of unemployed people and for those who are in need of major attention from an educational perspective; state (or multi-source) financed requalification courses are prepared (motivational, refresher, practical, etc.). The unemployed are registered at employment offices, which evaluate their situations and strive to return the unemployed to the work force or provide support to the unemployed to begin self-supporting activities.

The employment offices co-ordinate the following for job seekers (the unemployed):

- services related to co-ordinating appropriate employment
- if the legally stipulated conditions are met, payment for substantial security prior to starting employment
- additionally, based on the situation on the labour market and the level of difficulty of finding appropriate employment, they may provide applicants with:
 - the possibility of supplementing or changing existing qualifications with re-qualification courses
 - contributions towards starting self-supporting activities.

Motivation is strengthened through various guidance and information centres. Various private guidance centres have developed and are continuing to develop but state guidance centres also exist and these are under the administration of the employment offices.

They provide up-to-date information on:

the network of secondary schools and institutes of higher education, study and training departments in the region and throughout the entire Czech Republic
the conditions and progress of acceptance proceedings
the demands and requirements for individual occupations
the practical opportunities available for graduates of individual departments
the situation on the labour market in the region and throughout the entire Czech Republic
the possibilities of re-qualification

The guidance centres provide:

the opportunity to search for study or training fields throughout the entire Czech Republic using a computer programme, including information on supplementary, higher professional (post-graduate) and university studies
the opportunity to view short informational videos, which document both visually and orally the basic work activities of individual professions, including demonstrations of specific work environments,

detailed descriptions of individual professions, including a listing of the work activities, the work tools used, a description of the work environment and health prerequisites.

These guidance centres are continuously developing and expanding the possibilities of their services.

In conjunction with developing the structures and institutional frameworks, it is necessary to point out the "Strategy for the Development of Human Resources", which intends to be the guide for all public and private organisations and institutions that are involved in the development of human resources and have an interest in supporting it.

1.6. Adult education, environment, health and the population

The Ministry of the Environment (M P) assumes the main role in this area. This ministry, in addition to its other activities, has the responsibility for supporting education, training and public education in the Czech Republic.

The first example can be considered to be Resolution No. 1048 as passed by the government of the Czech Republic on 23 October 2000, which approved the plans for the "State Programme on Environmental Education, Training and Public education in the Czech Republic". This programme assigns the ministries (those to which it relates) and the regions the responsibility for securing the financial resources and creating groups for environmental education, training and public education that will inform the public on issues related to the environment, which shall occupy themselves further with these topics and additionally, the ministries and regions must support the activities of these groups.

Another example of the development of structures is the gradual expansion of the network of participating subjects dedicated to environmental education, training and public education in a manner whereby they can work and cover the Czech Republic in the most balanced manner possible. The M P had been working towards this goal since 1999, when it announced a specialised tender for non-governmental non-profit organisations to assist in securing environmental education, training and public education in the Czech Republic. This project was completed in 1999-2000 by the winner of this tender – the Association of Ecological Education Centres (SSEV) Pavuřina - which worked closely on the project with the Czech Union for Nature Conservation (SOP). In 2000 the project was titled "Fulfillment of the Tasks for the Public Interest by a Network of Agencies and Centres for Ecological Education in the Czech Republic".

1.7. Adult education – media, culture and ICT

1) Culture and the media have traditionally been under the administration of the Ministry of Culture (MK). In accordance with Section 8 of Act No. 2/1969 Coll., on the establishment of ministries and other central agencies of state administration in the Czech Republic as amended by later legislation, the MK is the central state administrative agency for:

art, cultural education activities, cultural landmarks, clerical issues and religious organisations, the print media including the publication of non-periodical publications and other sources of information, the preparation of proposals for acts and other legal regulations in the area of radio and television broadcasting, enforcement of the Copyright Act, and production and sales in the area of culture.

2) Building structures in the area of ICT has been influenced the most by the recent creation of the Ministry of Information Technology (MI) that was established as of 1 January 2003 on the basis of amendments to Act No. 2/1969 Coll. The full scope of responsibilities of the Office for Public Information Systems (which was terminated as of the effective date of the Act) was also transferred to the MI, as well as the communications section of the Ministry of Transport (MDV) and the responsibilities in the area of electronic signatures as administered by the Office for the Protection of Personal Data.

3) According to the AP SIP the responsibilities in this area will be assumed by the MŠMT and the time frame for the completion of the project and accomplishing its goals has been established as 2005.

According to Resolution No. 531/2000 passed by the Czech government on 10 April 2000, the "Action Plan for the Implementation of State Information Policy until 2003" (hereinafter referred to as the "AP SIP") became the official document in the area of information policies. The first chapter of the AP SIP deals with the above-specified topic and is titled "Information Literacy". The goals of this programme should include:

- achieving the information literacy of all citizens
- mastering work with information with the use of information and communications technologies (ICT)
- integrating ICT into training, education of university employees, lifelong learning, remote education, re-qualification, etc.

The financial framework as defined by the AP SIP is as follows:

Year	2001	2002	2003	2004	2005
Financing in CZK	1,644,000	200,000,000	123,000,000	377,000,000	333,000,000

The basic document in education is the "Long-term Objectives for Education and the Expansion of Training Systems in the Czech Republic". In Chapter 4.1.2. Section C, this document mentions the need for improving the quality of teaching information literacy whereby it points out the insufficiencies (poor facilities at schools, the high expense of Internet connection, the low literacy rate of instructors in the field of ICT). Additional solutions are related to the above-specified AP SIP of the Czech Republic.

Further information on the Long-Term Objectives is included in Section 1.2.

1.8. Adult education and groups with special educational needs

Creating frameworks in the area of adult education for individuals with special educational needs takes place at the state level as well as at the level of civic organisations and private companies.

Assistance for those with specialised educational needs has traditionally been provided at schools from the pre-primary level. Special schools that are established by the state also cover primary and secondary schooling.

Attention is also given in this area as far as adults are concerned directly. Some universities offer educational opportunities, as do a large number of civic associations and publicly beneficial organisations (LORM, the Institute for the Social Care of the Visually Impaired in Brno-Chrlice, and others).

In order to improve orientation throughout the entire Czech Republic there are study guidance, professional guidance and psychological and socio-legal centres which assist handicapped citizens in selecting their further education, advise current students on continuing their education, etc. One example is the creation of the information and guidance centre at Charles University where handicapped students can resolve their study problems, discover their future potential, etc. Informational and guidance centres attempt to place handicapped students in standard as well as specialised classes at universities (projects and attempts ranging from integration to inclusion). There are several existing fields designed especially for students with specialised educational needs, such as certain technical fields or fields that deal directly with the handicap (i.e. for the hard of hearing or the deaf – sign language, etc.) and the physical education faculties include a number of rehabilitation courses and programmes. In order to complete the picture, there are 120 severely handicapped students registered at Charles University.

In the field of psycho-pedagogy for the mentally handicapped, evening schools exist which adult citizens can attend in order to improve their knowledge in minor subjects (reading, writing, arithmetic) and certain other special interest subjects (swimming, drawing, ceramics, and others) where their motor and other skills improve. These evening schools are financed mainly by the individual regions or from multiple resources.

Private organisations and civic associations that are involved with individual groups of handicapped adults also ensure their education and other improvement (compensation) for their handicap.

A large quantity of associations of this type exists and there is at least one for each type of handicap. For example, the civic association LORM, which unites the deaf/blind, in addition to guidance and other services provides training in orientation and teaches Braille and Lorm's sign language thus compensating for the incurred or congenital handicap.

Other associations and organisations work in a similar manner.

1.9. Economics of adult education: adult education as an investment

This area is covered in Section 2.

1.10 Increasing international co-operation, solidarity and connectivity for the purposes of adult education and connectivity through adult education

International co-operation in the field of adult education is developed intensively, mainly through projects implemented by institutions that are directly administered by the MPSV and MŠMT. These include the National Institute for Technical and Vocational Education (NÚOV), the Institute for Information on Education (ÚIV) and the National Education Fund (NVF).

One example is the "Socrates" programme, which in and of itself is based on international co-operation. The "Socrates II" project, in which a large number of institutions and individuals from the Czech Republic participated (schools, etc.), places emphasis on strengthening the European dimension in education through the planned co-operation of schools and other educational institutions, the mobility of students and teachers, improvement in the quality of language training in all types of schools and all types of education, promoting innovations in education including the introduction of information and communication technologies in teaching.

The National Institute for Technical and Vocational Education (NÚOV) has already completed or is currently working on twenty projects in the field of education. All the projects and descriptions of them are available on NÚOV's Internet site (www.nuov.cz). Four examples of the programmes are included here to provide the broadest possible picture:

1) Lifelong Education on Sustainable Micro-region Development – “Municipalities Association 1866”

Partners: Czech Republic – Hradec Kralové University, the Náchod Regional Authorities – refer to the concluding report – Great Britain – Borough Council, Warrington

Contents/Purpose of the Project: This is a programme for mobility within ecological and agricultural organisations and institutions for lifelong learning. The purpose of the study is to obtain knowledge and experience within the field of lifelong learning related to questions of maintaining and restoring the countryside of Great Britain. Subsequent seminars will be held related to the specified issues in the Náchod region. The knowledge obtained concerning these issues will be applied towards the implementation of lifelong learning modules within the subsequent “Renewal of the Countryside” project.

2) Training for Promoters in the Area of Teacher Education for the "Introduction to the World of Employment " Project

Partners: Kulturkontakt Austria

Goal/Purpose of the Project: The goal of the project was to train promoters who will prepare, organise and implement teacher training for teaching the “Introduction to the World of Employment” in individual regions. There will be one pedagogical employee trained for each region's Pedagogical Centre who will co-ordinate and methodically influence the training of teachers as well as one lecturer who will implement teacher training in practise in each specific district.

3) DUOQUAL – Double-oriented Qualification for Employment or for a University Level Education (Leonardo Da Vinci Project)

Partners: *Austria, Germany, Denmark, Greece, France, Finland, Italy, Norway, the Netherlands, Portugal, Sweden, and Great Britain*

Goal/Purpose of the Project: The project was aimed at comparative analysis of the direction being taken by education, which in addition to considering professional preparation geared towards employment value, allows for preparation towards university study.

4) The Role of National Qualification Systems towards Promoting Lifelong Learning (OECD)

Partners: *ILO, CEDEFOP, ETF, the European Commission, and organisations in other OECD countries involved in the project*

Goal/Purpose of the Project: The OECD project attempts to define the role of national qualification systems within the sphere of lifelong learning. NÚOV did not fully share in the project but was invited to participate, which will enable Czech experts to influence its progress and mainly to utilise all of its results.

The Institute for Information on Education (ÚIV) was involved in dozens of projects of an international nature within the field of education. For orientation purposes and to present an example these two projects were selected:

1. Building structures and institutional frameworks (in the area of adult education)

eEUROPE+

Goal/Purpose of the Project: This is a European Union project, which was accepted by the member countries as the eEUROPE+ Action Plan. The Czech Republic joined this plan by a unanimous decision of the Czech government in April 2001. The project crosses several boundaries and thus had to be approved by a multi-departmental commission that guides the entire project. Data on information technologies, connection of schools to the Internet, using the Internet for educational purposes, etc. are collected on behalf of the department of education.

2) EURYDICE

Goal/Purpose of the Project: To form an information network for the exchange of information on the school systems and educational policies of individual member states of the European Union, the countries of the ESVO/EHP and candidate countries.

The National Education Fund (NVF) has concluded a number of projects and is currently working on several international projects related to education. These are the projects of the OECD, the CEI (Central European Initiative), the Pro-active Fund Labour Market Intervention Fund (PALMIF), the Leonardo da Vinci project, etc.

2. Increasing Investment in Adult Education

Summary/Basic Information

Adult studies that provide a defined level of education are financed by the resources of the MŠMT either based on enrolment lists at universities or, at the secondary school level, a certain percentage of enrolment levels per student per day according to the applicable school and field of study.

Lifelong learning is based on the principle of multi-resource financing. It is mostly the participants in the education who share in the direct financing of educational activities and the employer may also cover the expenses. Individual regions may contribute significantly in order to expand the scope and quality of the lifelong learning offered.

Within the framework of lifelong learning, the MŠMT is responsible for defining the overall framework and supports development in this area mainly by attempting to reform the educational programmes provided, supporting the expansion of offers for further education within the framework of individual schools, financing developmental programmes, etc.

The MPSV finances requalification courses within the framework of additional professional education.

To a significant degree, financial resources from the European Union also support lifelong learning in the Czech Republic. Significant amounts are spent within the framework of sub-programmes such as the Socrates Grundwig programme or through the pre-accession support of the PHARE programme (and after accession to the European Union, from the resources of the European Social Fund).

Interested parties may finance special interest and professional education from their own resources. The cost is freely defined by the market.

According to Chapter 5.6., "Strategy for the Development of Human Resources in the Czech Republic", the area of investments and financing in human resources is very complicated and sensitive. The main problems arise due to the fact that a lack of resources develops with all the main participants which, under normal circumstances, would cover the entire financial outlays for

the development of human resources, i.e. the state, the private business sector and households (families). The search for new financing methods and resources must be undertaken very scrupulously and cautiously.

The strategy specified in the first part of "5.6., Financing" evaluates the situation in the Czech Republic using several points and indicates the insufficiencies. The second part of the chapter defines the main strategic directions and recommendations. These are divided into possible (planned) measures for stimulating higher investments for education, recommendations and planned measures for instigating an increase in the interest of individuals in education and recommendations for the financial support of socially disadvantaged but talented pupils.

[Http://www.nvf.cz/strategie/cz/dokumenty/strategie2003.pdf](http://www.nvf.cz/strategie/cz/dokumenty/strategie2003.pdf)

STATISTICS:

The statistics that are relevant and accessible are mainly statistics from the area of supplemental education provided by educational institutions included in the school network register (other forms of study), statistics obtained on company education from studies performed by the Czech Statistical Office and statistics on re-qualification education as recorded by the MPSV.

2000/2001 and 2001/2002

a) Other forms of study at individual levels of education

Level of Education	2000/2001		2001/2002		2001/2003	
	Number of Students	% of students at the applicable level	Number of Students	% of students at the applicable level	Number of Students	% of students at the applicable level
Secondary Schools, Total	29,424	5.9	28,605	5.6	29,821	5.7
Of the above, Grammar Schools	667	0.7	748	0.8	789	0.8
Secondary Professional Schools (including extended education)	15,215	7.2	14,802	7.0	15,072	7.1
Secondary Professional Training Centres	13,542	6.6	13,055	6.6	13,960	7.1
Tertiary Professional Schools	3,914	14.7	4,121	15.5	4,726	17.1
Universities*						
– B.A. M.A.	27,631	14.5	30,793	15.3	37,054	16.3
– post-graduate	9,672	58.4	10,572	58.8	12,092	57.3
–supplemental education	17,099	-	27,861	-	29,837	-
– of this, long-distance education	3,397	-	8,956	-	7,596	-

*solely citizens of the Czech Republic

	2000/2001	2001/2002	2002/2003
Courses for supplementing primary education	1,157	898	784
Courses for supplementing education from a special school	393	123	84
Courses for supplementing education provided by a remedial school	177	194	174
Study of individual subjects	3,481	3,807	3,596

b) Education in course format, provided on a commercial basis

Schools have offered commercial courses only since 1998/99.

	2000	2001	2002
Re-qualification courses at secondary professional training centres	627	780	576
Re-qualification courses at secondary professional schools and grammar schools	4,174	2,772	1,793

Note: The data are always for the preceding school year

For universities, all types of courses are included under "supplemental education" in Table a).

Other available information was obtained from selective studies.

Currently, approximately 12% of the active population is studying. It is mainly short-term courses that are involved.

In 2000 about 2,000 educational institutions offered supplemental education, of which 15-20% were schools, 10% were company education centres and 2.5%, foreign educational companies. Approximately 38,000 educational courses were offered with a total of approximately 650,000 participants, which is approximately one-seventh of all employed persons.

c) Re-qualification courses

Information was obtained from studies performed by the MŠMT

	1996	1997	1998	1999
Number employed	4,972,000	4,936,500	4,865,700	4,800,000
Number unemployed	201,500	248,300	335,700	487,623
Percentage unemployed	3.5	5.2	6.5	8.5
Requalified by the MPSV*	12.133	11.918	16,381	22.136
Percentage of unemployed that were requalified	6.0	4.8	4.9	4.5
Resources expended by the MPSV* (in millions of CZK)	91.73	90.42	147.32	236.23

Even though the total financial resources expended by the MPSV for re-qualification are steadily increasing (this year the state spent CZK 350,000,000 on re-qualification), the percentage of re-qualified unemployed individuals is decreasing. An increase in the financial resources is steadily falling behind the increase in unemployment. In the member countries of the European Union the percentage of re-qualified persons is indicated to be four to five times higher – approximately 20-25%.

d) Company education

The data provided are from research on company education for 2002:

Employers are placing increasing significance on the additional education of their employees – more than 70% of all companies organise educational courses for their employees.

A significant percentage of employers (40%) provides a contribution to the education of their employees that is beyond the scope of their requirements

Source: www.uiv.cz – Eurydice

3. Increasing Co-operation

Summary/Basic Information:

Increasing co-operation has not been resolved by any legislation. The new National Council for the Development of Human Resources (established by Resolution No. 210 of the Czech government passed on 3 March 2003) administers all activities in the area of the strategic administration of the development of human resources in the Czech Republic (including areas of lifelong learning). This council co-ordinates and ensures co-operation between the central government administrative agencies, regional self-administrative agencies in the area of developing human resources, employer organisations, professional associations and other legal entities and natural persons involved in the area of developing human resources.

Other measures within the framework of increasing co-operation are provided directly by the “Strategy for the Development of Human Resources in the Czech Republic”, which the government approved in the above-specified resolution. Chapter 5.2, “Regional Administration of the Development of Human Resources” addresses the responsibilities that the regions have and the vision for the future on how the regions should proceed in the area of developing human resources.

Structure of the Regional Council for the Development of Human Resources

- (1) The Council has no more than twenty-six members, including the chairperson, vice-chairperson and additional members.
- (2) The chairperson of the Council is appointed and recalled by the government; he/she is a member of the government.
- (3) The vice-chairperson and other members of the Council are appointed and recalled by the government on the basis of a recommendation by the chairperson of the Council. An individual may be appointed for no more than two consecutive terms.
- (4) The additional member of the Council are:
 - (a) representatives of the state administration – six members
 - (b) representatives of self-government – six members
 - (c) representatives of employer organisations – six members
 - (d) representatives of trade associations – six members

[Http://racek.vláda.cz/usneseni/usneseni_test.nsf/usneseni/usneseni_test.nsf/A32F05C5734B2E79C1256CE70030B959?opendocument](http://racek.vlada.cz/usneseni/usneseni_test.nsf/usneseni/usneseni_test.nsf/A32F05C5734B2E79C1256CE70030B959?opendocument)

Social partners play a large role in increasing co-operation for education.

Social partners for education have only been active for a short time – approximately since 1996.

Social partners are mainly professional chambers, employer organisations, trade associations, state institutions (Malá tripartita RVHS, the Government Council for the Development of Human Resources, the Regional Councils for the Development of Human Resources), the regions, the Economic Chamber, professional organisations, the Industrial Union, major companies, the Confederation of Employer Associations, employers, unions, educational organisations associated in non-profit organisations, etc. Social partners should influence adult education not only on the basis of co-operation during conceptual meetings, but should also share in defining

more specific requirements for adult education, namely during the creation and definition of the contents of general education programmes. The social partners' role is also important in sharing in the financing of educational activities.

There are additional specific programmes in existence, such as the NÚOV programme "MATRA – Social Partnership in Professional Education in the Czech Republic" which is currently underway. The goal of this specific programme is to increase the awareness of the co-operation between social partners with educational institutions in the field of professional education, namely in designating the requirements for the qualifications and educational programmes, defining the tasks that result from mutual co-operation at the national and regional levels and strengthening the responsibility of trade associations for including representatives in the relevant social partners.

Another project of the above-mentioned NÚOV which is specifically related to the involvement of social partners is the "KRAJ" project that is currently underway, which has as its main goal organising regional centres for lifelong learning in the Moravia-Silesia Region. The work on this project is concentrated mainly on the creation of the lifelong learning offerings of the newly established centres. New, mutually transparent educational programmes at the secondary level, but mainly at the tertiary level, and courses for lifelong learning with an up-to-date offer.

The project has also established as its goal the creation of a system of co-operation with social partners and their participation in the preparation of the educational offering, namely in the area of the primary evaluation of this offering and the creation of the conditions for its implementation in the actual professional practise of its participants. The ultimate goal of the KRAJ project is the development of lifelong learning programmes which will help to decrease the level of unemployment in the Moravia-Silesia Region.

Activities aimed at the development of the professional competencies of the teachers at the participating schools which are necessary for developing the educational offering with the specified characteristics (i.e. modules, credits, long-distance form), form an integral part of this project.

Http://www.nuov.cz Http://www.vlada.cz
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The international co-operation in the projects is described in detail in Section 1.10.

4. Research Studies in this Field

Summary/Basic Information:

A basic and determining document in the education field is the "National Programme for the Expansion of Education in the Czech Republic", also called the "White Book". This document originated as the result of Resolution No. 277 of the Czech Government as approved on 7 April 1999, which, in connection with the programme resolution of July 1998, approved the main goals of educational policies. The goals that were accepted became the basis of the "Educational Concept and Expansion of the Educational System in the Czech Republic", which was published by the MŠMT on 13 May 1999. With this concept, the Ministry acknowledged the principle that the expansion of schools and all other educational institutions and activities that share in building national knowledge will in the future be based on the generally accepted framework of educational policy and the clearly defined mid- and long-term goals, which will be made public in the form of a binding government document (White Book). The Czech White Book

is considered a systematic project that expresses the underlying thoughts, general purposes and expansion programmes that should be the standard for the expansion of the educational system within a mid-term time frame.

Another significant study is the "Strategy for the Development of Human Resources in the Czech Republic". This strategic document is the result of many years of work of the NVF with the participation of the MPSV, professionals from all economic and social areas and recently the Office of the Deputy Prime Minister for Science, Research and Human Resources. During its preparation, basic conceptual materials, Czech as well as foreign, were taken into consideration. Taking a strategic approach is necessary in situations when optimal paths for attaining fairly demanding goals must be sought and selected while deciding on the acquisition and allocation of resources required (and usually limited). The development of human resources in the Czech Republic most definitely meets these criteria. In upcoming years the Czech population must come to terms with an entire range of new and demanding challenges, which will undeniably bring possibilities and opportunities but will also create uncommon pressures and risks. The inability to react to these challenges on time and adequately will endanger employment, competitive capabilities, the speed of economic development and social cohesion. The challenges that the Czech Republic faces are the result of the proposed strategy. It is necessary to emphasise at the very beginning that the strategy for the development of human resources must evolve from firm practical positions and solid information on economic and social realities, not merely from certain wishes and ideals. The strategy must also contain strong elements of criticism and self-criticism.

Resolution No. 545 + P on the National Action Plan for Employment in 2003 as passed by the government of the Czech Republic on 4 June 2003 is directly related to the next point. With this resolution, the government approved the Action Plan for Employment in 2003 and assigned the representatives of strategic areas responsibilities so that the plan might be realised and evaluated.

The National Action Plan for Employment consists of three sections:

- An introduction and presentation of the actual developments (mapped results of the previous National Action Plan for Employment for 2002)
- The situation on the labour market (studies that map out the current situation on the labour market, trends, etc.)
- The measures of the action plan for 2003 (individual measures that arise from the previous National Action Plan and the current situation).

Another study that is important for adult education is the "Analytical Study of Adult Education within the Framework of Lifelong Learning".

The study was prepared by the NVF on the basis of an order of the MŠMT. The goal of the project according to the requestor's requirements is *"to analyse the current situation and the expansion of adult education within the framework of lifelong learning in the Czech Republic and to compare this status with trends in the European Union, to chart the infrastructure of adult education mainly from a legislative perspective, financing, ensuring and evaluating quality, auxiliary systems and the informational environment in accordance with the international perspective and trends and to prepare a proposal for supplementing the infrastructures in conjunction with the existing capacities."*

There are a number of other studies in existence covering this topic prepared by the above-named ministries (MŠMT, MPSV, etc.) and institutions (NVF, ÚIV, NUOV, etc.) Refer to Section 1.10.

5. Adult Educators/Statute of Facilitators and Trainers

Summary/Basic Information:

Adult educators, not including university professors, are not organised and operate through various organisations that compensate them and ensure their placement according to market principles. There are some marginal differences in the valuation of adult educators in various regions and within different branches of adult education.

There are also organisations under which adult educators are associated. For example, there is the Association of Management Trainers and Consultants (ATKM), which associates all types of educators with all types of specialisations. This organisation, in a manner that is similar to others, cares for these lecturers in the sense that it helps to increase their abilities and knowledge and subsequent certification and re-certification. It publishes a list of lecturers in individual municipalities and with individual specialisations and recommends its lecturers to educational organisations. Participation in these associations and societies is not mandatory however and the general rule applies that teachers in adult education are not prepared in any special manner. The further education of teachers, however, includes topics oriented towards adult education.

Professionals for adult education are prepared by:

Andragogical and Personnel Management Department of the Charles University Philosophical Faculty;

Sociology and Andragogy Department of the Palacký University Philosophical Faculty in Olomouc; and

University of John Amos Komenský, field: Adult Education

6. Improving the Status of Adult Educators

Summary/Basic Information:

Measures for supporting educators (of primary and secondary level schools and universities) are implemented within the framework of the Long-Term Objectives for Education and the Expansion of the Educational Training Structure in the Czech Republic wherein Chapter 4.6.1 is dedicated to “Measures for Improving the Quality of Work Conditions of School Employees” (hereinafter referred to as the “Measures”). The Measures for monitoring this goal can be divided into the following groups.

- increasing the salary levels and differentiation in the compensation of pedagogical employees;
- creating career perspectives and defining the requirements for individual categories of pedagogical activities;
- supporting professional growth through systems of additional education for pedagogical employees;
- developing educational opportunities in preparatory and additional education at universities;
- providing informational and communications support for the work of pedagogical employees; and
- supporting the increase in qualifications for school administrators.

Increasing the salary levels and differentiation in the compensation of pedagogical employees is covered in the Long-Term Objectives of the Government of the Czech Republic and the MSMT.

An obligation has been defined to “increase the level of the average salary of teachers in regional education to 130% of the average salary in the Czech Republic within a time frame of three to five years.”

Within the scope of creating career perspectives and defining the requirements for individual categories of pedagogical activities, the MŠMT anticipates that by the year of 2003 the following steps will be implemented:

- a definition of a “teacher profile”, including standards for the teaching profession and competence;
- measures for supporting the differentiation and categorisation of pedagogical activities (salary schedule) in co-operation with the MPSV; and
- the creation of a system for career and salary advancement in co-operation with the MPSV.

Another very important point is the support of professional growth through systems of additional education for pedagogical employees. In this area, emphasis will be placed namely on education in areas related to the directions of expansion that have been given priority, namely:

- changing the goals and contents of education (curricular reform) and the related development of new teaching forms and methods at primary and secondary schools and the creation of school educational programmes;
- increasing the quality of education in foreign languages and informational literacy (including the use of information and communications technologies) in primary and secondary schools;
- monitoring and evaluating the quality of schools, preparing plans for school expansion, introducing self-evaluation of schools, creating and using external evaluation resources in primary and secondary schools;
- addressing the problems ensuing from the prepared reform of completing studies at secondary schools (reform of graduation and school leaving examinations);
- career and pedago-psychological consulting, including dealing with the problems of preventing socio-pathological phenomena; increasing the quality of education for pupils with special educational needs; co-operation between schools and parents;
- conceptual changes in the area of higher professional education including the accreditation system, the evaluation and creation of the educational programmes of schools;
- satisfying qualification prerequisites within the framework of a career and salary advancement system for teachers in primary and secondary schools; and
- educating school administrators, school inspection employees and employees of public administration in education.

According to the Long-Term Expansion, the following are extraordinarily welcome and effective instruments for supporting changes in the teaching profession:

- informational support for teachers, i.e. ensuring efficient access to information that is significant to their work and personal development; in addition to traditional information channels, a significant role will be played by the development of informational services provided by the Internet (refer to the text above); and
- support of the innovative behaviour of schools; support of communications platforms that allow interconnectivity between schools; sharing and discussing real topics and experiences;

creating a network of co-operating schools, etc. An irreplaceable role is assumed by pedagogical initiatives, which will be supported from the part of the ministry.

Attempts to increase the quality of pedagogical work and to simplify it are also being made by some institutions in the Czech Republic which, in considering the planned quality system for additional education, have prepared certification courses for lecturers involved in adult education. These courses should be included in a unified certification system in the Czech Republic during the course of the next few years.

Legislative Framework:

Additional education for pedagogical employees involves the methodical procedures 17 720/01-25 published by the MŠMT, which are directed at the definition and contents of the expansion programme “Additional Education of Pedagogical Employees” (DVPP) and establish the conditions and procedures for providing and accounting for the financial resources provided to schools and school facilities included in the school network, DVPP facilities, non-governmental non-profit organisations, trade companies, etc. The methodological procedures establish the basic definition and goals of the Programme and define the conditions for the accounting of financial resources. In 2002 the MŠMT published further methodological procedures for the DVPP Expansion programme implemented through grants in 2002 (17 533/02-25). These methodical procedures define the contents and intentions of the development programme titled “Additional Education of Pedagogical Employees” and establishes the conditions and procedures for providing and accounting for the financial resources provided to schools and school facilities included in the school network, DVPP facilities, non-governmental non-profit organisations, business companies, etc. The use of the financial resources for this educational programme are also addressed by MŠMT procedures 11 336/2001-25, which are concerned with the use and control of specific-purpose financial resources provided to state, regional and public schools, pre-school facilities and school facilities for the additional education of pedagogical employees.

7. Examples of “Best Practice” and Innovation

Summary/Basic Information:

One example of “Best Practice” is one of the NÚOV projects currently underway. This is the “KRAJ” project, whose main goal was the establishment of a lifelong learning centre in the Moravia-Silesia Region. More information is provided in Section 3.

The “best practice” principle will be applied by using this model in other regions of the Czech Republic. The project may also serve as a functional model for some of the regions of the European Union.

Another example is the “Career Guidance in the Czech Republic” project, which includes participation in the national research activity of the OECD – Review of Career Guidance Policies. This project is being solved by NÚOV and the national co-ordinator in the Czech Republic is the OECD. The goal of the project is to analyse the current system of career guidance in the Czech Republic, describe its basic limitations and problems at a system level and identify its developmental potential. The output of the project should be a collection of measures and activities intended to stabilise, standardise, strengthen and develop career guidance and formulate national policies in the field of career guidance.

Another NÚOV project completed under the auspices of the OECD, the “Role of National Qualification Systems in the Support of Lifelong Learning”, may also serve as a “best practice” in the future both in the Czech and the European environments. This project attempted to define the roles of national qualification systems within the area of lifelong learning. NÚOV did not share fully in the project but was invited to provide co-operation, which will allow Czech experts to influence its course and primarily utilise all of the results.

The project is divided into three theme groups:

- I) The development and use of “qualification frameworks” as a means of making changes and administering the qualification system.
- II) Standards and the determination of the quality of the qualifications with special consideration to acknowledging the results of informal study.
- III) Co-operation of various institution and participants (including social partners). NÚOV will participate with the authorisation of the MŠMT.

The MPSV also participates in OECD projects. Through the NVF it will focus on activities related to work with theme group III.

Generally, NÚOV’s work in this field has great significance. Following is a list of tasks that NÚOV has this year in the field of career guidance:

- 1. Career Guidance Centre
- 2. Career guidance in the Czech Republic
- 3. Modular, long-distance education for European mobility of career counsellors
- 4. A concept for career guidance in the Czech Republic

And the outputs should include:

- A national questionnaire
- A national report
- A national conference
- Regional workshops
- An Internet presentation

In the area of education (university level) for adults with special educational requirements, the “best practice” approach appears to be “from integration to inclusion” with the assistance of career guidance centres. Refer to Section 1.8.

When considering “best practice” and social partnerships, the NÚOV project “MATRA –Social Partnerships in Professional Education” could serve as an example.

Contents/Project Goal:

to increase knowledge on the co-operation of social partners in educational institutions for professional education, namely in specifying the requirements for qualifications and educational programmes;
to define the tasks resulting from mutual co-operation at both the national and regional levels; and
to strengthen the responsibility of trade associations by the inclusion of representatives from relevant social partners.

The project is oriented towards selected trade associations with the intent of using the results in other trade associations.

The pilot trade associations are:
electrotechnology, telecommunications, computer technology
food industry
commerce

Another example may be the ÚIV project "Media in Education 2003". This project is described in more detail in Section 8.7.

8. Future Events and Specific Goals through 2009

Summary/Basic Information:

There are several spheres of basic concepts and plans for individual periods and areas of education in existence in the Czech Republic.

A key document of the Czech Republic that is concerned with education is the '**Long-Term Objectives for Education and the Expansion of the Educational Training Structure in the Czech Republic**'.

The long-term objective of the Czech Republic is the implementation of a National Programme for the Expansion of Education in the Czech Republic – the White Books – that the government approved in February 2001. The proposal includes an overall summary of the concept line and emphasises the most important points from the National Programme for the Expansion of Education in the Czech Republic. The other sections of the proposal include the basic parameters for the quantitative development and changes to the school structure and from these certain conclusions are drawn, criteria and rules that give direction to the preparation and discussion of regional long-term objectives. The regions are required to prepare these long-term objectives every two years according to the conditions of each individual region.

The key section of the proposal limits the sphere of actually implemented strategic priorities for expansion in subsequent years. The other portions discuss other areas of the education system, to which attention must be devoted at the central and the regional levels.

The Long-Term Objectives of the Czech Republic include an analytical section titled "Selected Data on the Expansion of Education in the Regions of the Czech Republic", which elaborates mainly on the issues of the offers, access and participation in education, the area of school structures and networks, the economics of school networks and the area of demand for school graduates.

An additional document that is concerned with education and the development of human resources is the "Strategy for the Development of Human Resources" and is the result of many years of work of the NVF with participation from the MPSV, professionals from all spheres of

financial and social life and most recently, the Vice-Chairman for Science, Research and Human Resources.

The goals of this strategy are approximately as follows:

Goal 1 – To install lifelong learning as a common practise.

Goal 2 – To prepare human resources in the Czech Republic for the challenges which an informed and knowledgeable society brings, global economics, the need for sustainable expansion and the approaching membership in the European Union.

Goal 3 – To increase the international competitive ability of the Czech economy and its appeal to investors.

Goal 4 – To increase the employability of the labour force and thus influence employment in a positive manner.

Goal 5 – To improve the use of limited resources and mobilise the requisite resources for education and the development of human resources.

No less important are the individual projects of the ministries, the organisations managed directly by them and private organisations. Projects of an international nature are described in Section 10.1. and projects of a national nature are described below according to the grid provided.

8.1. Adult education towards democratisation, peace and active citizenship

Recently there was a campaign for a referendum on the accession to the European Union. Various institutions of the Czech Republic participated in the campaign, namely the MZV. The event also took place in the spirit of educating adults towards democratisation, peace, active citizenship and personal responsibility.

The campaign served its purpose because as can be seen, 77% of the voters voted in favour of the referendum. Fifty-five percent of the eligible persons voted, which is not customary in similar political elections. In recounting the total number of all people who could have voted, it could be seen that a majority greater than one half approved the inclusion of our country in the member countries of the European Union.

<http://www.euroskop.cz/cze/article.asp?id=41616&cat=5183&ts=9ec12>

8.2. Improving the conditions and quality of adult education

These efforts are a part of the documents and concepts of the Czech Republic (i.e. the above-mentioned “Long-Term Educational Objectives and Expansion of the Training System in the Czech Republic” and the “Strategy for the Development of Human Resources.” Additionally, the MŠMT and the MPSV as well as other organisations managed by them are attempting to improve the quality of adult education.

8.3. Literacy and basic education

Literacy and a basic education are ensured (refer to Section 1.2.) by educational institutions and, for individuals/groups with special educational requirements, by other organisations (refer to Section 1.8).

A specific area includes the problems surrounding the issue of refugees who are incapable of receiving an education at standard types of schools without preparation and knowledge of the Czech language. This area is resolved by measures provided by the

MŠMT, which in Prague on 4 June 2000 published methodological procedures for ensuring courses in the Czech language for refugees (Ref. No. 21 153/2000-35). These methodological procedures specify that the MŠMT will ensure the implementation of Czech language courses for refugees with the condition that this free opportunity will be offered to refugees thirty days after the Ministry of the Interior (MV) grants refugee status.

The courses offered to refugees, including instruction, are organised through educational institutions contractually authorised on the basis of a public tender. Instruction is provided in both group and individual courses with 100 hours provided for individual instruction and 150 hours provided for group instruction and with a course length of no more than ten months at a location that will be agreed upon with the refugee(s) at the time the offer is made. The educational institution will provide the participants with a completion certificate once the course has been passed.

8.5. Adult education and the changing employment environment

The MPSV is responsible for the area of adult education in connection with the changing employment environment, where the main role is assumed by the "National Action Plan for Employment for 2003". These action plans are prepared for each individual year and are concerned with the individual dimensions of the changing employment environment and in connection with adult education. The action plan defines the main direction to be taken in each individual segment of this area and include measures for each main direction. This plan was approved by Resolution No. 545+P, on the National Action Plan for Employment in 2003, passed by the government on 4 June 2003 and is thus binding for the Czech Republic.

As part of this section, it is necessary to mention re-qualification, which was covered in Section 1.5. and Section 2 and in which the Czech Republic will continue and will attempt to achieve the highest level of effectiveness possible.

8.6. Adult education, environment, health and the population

The M P will continuously improve the knowledge and awareness of the population in accordance with Ordinance No. 1048 issued on 23 October 2000 by the government of the Czech Republic on the "Plan for the State Programme on Environmental Education, Training and Public education in the Czech Republic" in the manner described in Section 1.6.

8.7. Adult education – media, culture and ICT

ÚIV – Media and education 2003

The ÚIV has prepared the "Media and Education 2003" project in the area of education, media, culture and ICT. The project was conceived as the first part of long-term objectives for monitoring and performing quantitative and qualitative analyses and evaluating the influence of the Czech media in the areas of schooling and education. The objective is gradually and regularly to chart the Czech media scene and its influence in the schooling and education areas while taking into consideration the dynamic expansion of new information technologies and the gradual use of these in Czech educational practises.

At the dawn of the new millennium, information technology and the mass media, such as radio and television, create a new medial and virtual space, which exerts a strong influence on children and youths and presents a potentially significant educational tool. The need thus arises to analyse and systematically monitor and evaluate this influence. The ÚIV has prepared a project for the MŠMT of the Czech Republic, which has set as its goal the mapping of various areas and aspects of the relationship of media – schools – education.

The goal of the project is to analyse and compare various types of Czech media specialising in the fields of schooling and education, evaluate their influence, level and scope of providing information on the problems related to schooling and education – on a regular basis. An additional goal within the project framework is the dynamic development of media training and further education through the use of information technologies and television and radio educational programmes as training materials even during supplemental education.

The project was conceived as the first part of long-term objectives for monitoring and performing quantitative and qualitative analyses and evaluating the influence of the Czech media in the areas of schooling and education. The objective is gradually and regularly to chart the Czech media scene and its influence in the schooling and education areas while taking into consideration the dynamic expansion of new information technologies and the gradual use of these in Czech educational practises. Also taken into consideration will be the implementation of similar projects in the member states of the European Union and the European Council (refer to the reports from the ministerial conference on education of the European Council related to issues related to informatisation and the media).

The project is divided into relatively independent modules

1. Analysis of the media focused on schooling and education.
2. Educational television and radio programmes.
3. Educational portals and Internet projects in the Czech Republic and the European Union and the use of ICT in education.

Selected project goals

to provide regular quantitative and qualitative analyses of the information published on schooling and education in the media as a foundation for the tasks of the state education administration and self-administration with the public;
to support the use of information technologies in schools and supplemental education programmes with an emphasis on the contextual aspects;
to obtain, compare and summarise data on radio and television educational and training programs and on educational audio-visual programmes; to compare the situation with that in countries of the European Union and prepare for the use of these in schooling and educational practises and the needs of the media;
to assist the Czech pedagogical public, pupils and students and the media as well in becoming well-oriented with the various types of educational programmes broadcast by the public and private media in the Czech Republic (through publications and web pages);
to make Czech and foreign (mainly European) educational portals and Internet projects accessible to the public (through publications and web pages);
to map and analyse the opinions of the Czech educational public on the information provided by the Czech media on education and in education; to map the current situation and the requirements for using this information in educational practises.

Users of the project outputs

The user groups to which the project outputs will be provided are employees of the MŠMT, teachers and other pedagogical workers, pupils, students, state administration employees, self-administration employees (regional offices) and mass media employees.

National Educational Program for Computer Literacy in the Czech Republic

In accordance with its strategic goals of expanding computer literacy within four years, the Ministry of Information Technology (MI) is starting the “National Educational Program for Computer Literacy”. The goal of this project is to allow anyone who is interested in learning the basics of

working with a computer and basic orientation when working with the Internet to have the ability to do so. The project is prepared in partnership with the government and private sectors and will take place in Internet cafés, libraries and some schools in approximately 100 cities, towns and municipalities in the Czech Republic. Intensive two-hour courses are organised in a manner whereby people who have never come into contact with a computer before can master it. Emphasis is placed on linearity and comprehensibility and the selection and training of professional lecturers was based on this.

There are two types of courses – for complete beginners who have never worked with a computer and for more advanced individuals who have basic experience with a computer but do not have practical experience with the Internet. Whereas the beginner's courses are intended mainly to break through the basic psychological barriers in relation to using a computer, the advanced courses are aimed at increasing work efficiency with a computer and increasing the awareness of the possible benefits of the Internet. The number of participants for each course is limited to ten so that each participant may receive individual attention. The number of participants expected to complete the courses this year is expected to be approximately thirty thousand.

The project initiators are the MI of the Czech Republic and Intel, which is also the major business partner of the project and which tried out the courses on a pilot basis last year. The technical organisation for the project is provided by Centrum Internet in partnership with the National Library. The fee for each course participant is CZK 100.00 and the MI and Intel will contribute an additional CZK 100.00 for each participant.

The project was centrally initiated on Tuesday, 4 February 2003 in Prague and in individual regional cities on subsequent days.

8.8. Adult education and groups with specialised educational needs

The most marked efforts in this area are to introduce informational and guidance centres and to achieve the maximum integration possible for all students who wish to study and share in adult education and are capable of doing so.

List of Abbreviations Used

Institutions

- MPSV** – Ministry of Labour and Social Affairs (www.mpsv.cz)
- MŠMT** – Ministry of Education, Youth and Sport (www.msmt.cz)
- MK** – Ministry of Culture (www.mkcr.cz)
- M P** – Ministry of the Environment (www.mzv.cz)
- MI** – Ministry of Information Technology (www.micr.cz)
- MDV** – Ministry of Transport (www.mdcz.cz)
- MZV** – Ministry of Foreign Affairs (www.mzv.cz)
- MV** – Ministry of the Interior

- AIVD** – Association of Adult Education Institutions (www.aivd.cz)
- ATKM** – Association of Marketing Trainers and Consultants (www.atkm.cz)

- NVF** – National Education Fund (www.nvf.cz)
- ÚIV** – Institute for Information on Education (www.uiv.cz)
- NÚOV** – National Institute for Technical and Professional Education (www.nuov.cz)
- ATKM** – Association of Marketing Trainers and Consultants

Other abbreviations used:

- DVPP** – Additional Education of Pedagogical Employees
- SIP** – State Information Policy
- VS** – Public Administration