

ERO National Research Report (ENRR)

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1. INFLUENCE OF NATIONAL RESEARCH AND DEVELOPMENT INITIATIVES, ACTIONS AND/OR PROGRAMMES ON VET/HRD POLICIES, IN PARTICULAR RECENT REFORMS/INNOVATIONS.

Give a brief outline of the **National** VET/HRD policies and reforms/innovations that have been influenced or supported by National Research and Development initiatives or actions, including programmes, studies, evaluations, reports or projects. Please use the box format below and modify the width of the left and right boxes as appropriate.

The ‘two directional arrow’ in the box below is meant to show that there can be two ways of looking at the relationship between research and policy. Sometimes, ‘research’ initiates policy change whereas on other occasions, research is an accompanying action that follows on from or supports a policy innovation/ policy change.

Please keep in mind that some R&D and policy initiatives may be only partly related to VET/HRD matters. They may only deal with VET/HRD in the context of a wider socio-economic or educational policy development. **(2/3 page)**

National VET/HRD Research & Development initiatives	National VET/HRD policies, reforms and innovations
<p>The national and regional plans are developed based on numerous analyses conducted by research institutions of the Ministry of Education, Youth and Sports. The analyses aim to assess the match between the educational supply and the demand for education at various levels in regions. They also elaborate on the priorities set as part of on-going reforms in education.</p>	<p>GENERAL POLICY FRAMEWORK: Long-Term Plan of Education and Development of Education System (2002, 2005) - key strategic document, setting out priorities and defines key measures to be introduced to attain these objectives in the areas of education policy. Following the Long-Term Plan at state level, Regional Long-Term Plans for the Development of Education are drawn up by the regions (14).</p>
<p>-----</p> <p>Research projects in the area of continuing education in the CR are currently focused on two themes: The first involves the development of systemic conditions for the development continuing education, especially quality assessment, national qualification framework, access to information on educational supply, investment into human capital. The second involves an analysis of the role of lifelong learning in terms of a broad range of requirements resulting from the economic and social development (the role of lifelong learning in a knowledge based economy; links between technological development and qualification requirements; early identification of labour market skills needs; role of CVT and HRD in enterprises; role of education in different stages of adult’s life cycle, etc.)</p> <p>Project examples:</p> <ul style="list-style-type: none"> ▪ Education, research and development as key factors of social and economic advancement , (NVF), 2003 ▪ Adult education in various stages of the life cycle: priorities, opportunities and possibilities of development, (MU Brno), 2004 - 2008 ▪ Effectiveness of Investing into Human Capital (Vysoká škola finanční a správní, o.p.s.), 2003 - 2005 ▪ Knowledge Based Society – Requirements on Human Resource Skills and Continuing Training, (NVF), 2004 - 2009 	<p>-----</p> <p>DEVELOPMENT OF CONTINUING EDUCATION</p> <p>Propositions for the law on continuing education which is in the making</p> <p>Activities of the Council for Human Resources Development</p> <p>Activities of Regional Councils for Human Resources Development</p> <p>Implementation of the Human Resources Development Strategy</p>
<p>-----</p> <p>Some pilot measures are aiming to develop a system of information about individual occupations in the labour market including the relevant qualification requirements. In its final version the system should inter-link qualification requirements in various fields of</p>	<p>-----</p> <p>TRANSPARENCY OF QUALIFICATIONS</p>

<p>initial and continuing education and labour market requirements.</p> <p>Project example:</p> <ul style="list-style-type: none"> ▪ ISTP - Integrated System of Standard Working Positions, (Employment Services Administration at the MPSV, implementer: Trexima, s.r.o.), since 1999 – continues 	
<p>-----</p> <p>Several pilot projects are aiming to support the development and testing of both framework and school curricula. The curricula are designed so as to promote key competencies of students and to ensure links between school and the labour market.</p> <p>Project examples:</p> <ul style="list-style-type: none"> ▪ Project Pilot-S (NÚOV), 2005-2008 ▪ Project POSUN – Northwest region (Helping Schools to Teach in a New Way) (NÚOV), 2002-2003. 	<p>-----</p> <p>CURRICULAR REFORM</p> <p>The new schools law stipulates, from 2005, new principles for curricula development. There are two-level curricula: framework curricula are binding nationwide for specific levels and branches of education. School-based curricula are derived from framework curricula and make it possible for schools to shape their own profiles. Framework curricula will gradually be introduced from 2006.</p>
<p>-----</p> <p>There is a long-term research supporting reform of completion of education at secondary level. Research is focused primarily on pilot projects aiming to assist schools in getting ready for changes expected in the wake of the new “maturita” introduction.</p> <p>Project example:</p> <ul style="list-style-type: none"> ▪ Step by Step to New “Maturita” (UIV). 	<p>-----</p> <p>REFORM OF COMPLETION OF EDUCATION AND TRAINING AT SECONDARY SCHOOLS</p> <p>“Maturita” examination reform</p>
<p>-----</p> <p>Pilot project aiming to develop the regional information system on the situation of school leavers in the labour market</p> <p>Project example:</p> <ul style="list-style-type: none"> ▪ ISA (RISA) – (Regional) Information System on the Labour Market (NÚOV), 2002 - 2004 	<p>-----</p> <p>INFORMATION AND COUNSELLING SYSTEM</p>
<p>-----</p> <p>Many research projects deal with various aspects of the development of tertiary education – from specific funding issues, through quality evaluation processes in tertiary education to broader links between tertiary education, demographic changes and labour market developments.</p> <p>Project examples:</p> <ul style="list-style-type: none"> ▪ Obstacles to the implementation of a cost-sharing principle in financing university education (SOÚ AV), 2003 - 2005 ▪ Priorities of the Long-Term development of public Higher Education Institutions till 2010 in the context of demographic development, (CSVŠ), 2003-2005 ▪ An Analysis of Co-operation between Higher Education Institutions and Manufacturing and Service Companies, (CSVŠ), 2002-2004 ▪ Social portrait of the Higher Education Students in the Czech Republic - V. (including equal opportunities for women in education and science) (CSVŠ), 2003 - 2005 ▪ Evaluation of quality of higher education institutions, (CSVŠ), 2004 – 2007 ▪ A Draft Methodology and Requirements of Assessment of Non-university Higher Education Institutes (MAINE), 2003 – 2004 <p>-----</p> <p>A number of projects examine the reasons for and implications of</p>	<p>-----</p> <p>DEVELOPMENT OF TERTIARY EDUCATION, PARTICULARLY BACHELOR STUDIES</p> <p>Higher education funding</p> <p>Long-Term Plan for Educational, Research and Development, Artistic and other Creative Activities in Higher Education until 2010</p> <p>Quality of tertiary education (developing a comprehensive system for monitoring and evaluating HE institutions)</p>

<p>unequal access to education, the mechanisms behind inequality reproduction, the openness of the education system in terms of access to education for children from socially disadvantaged backgrounds, and specific issues related to social inclusion. Recently this research has also been focused on gender aspects.</p> <p>Project examples:</p> <ul style="list-style-type: none"> ▪ Unequal access to education: the extent, sources, social and economic consequences, policy strategies, (SOÚ AV) 2004 - 2009 ▪ Sources and mechanisms of educational barriers faced by people from different socio-cultural background and strategies for their elimination, (UJEP), 2005 - 2008 ▪ Reproduction of social inequalities under conditions of equality policies, (UK Praha), 2005 - 2008 ▪ Economic, social and cultural sources of educational inequality and determinants of life-success : The initial phase of a longitudinal study, (SOÚ AV) 2003 - 2005 ▪ Gender aspects of transfer of students between levels of education (SOÚ AV) 2004 - 2005 <p>-----</p> <p>Research into labour market issues responds to a large degree to the needs for employment policy development and programme priorities of action plans concerned with employment and social development. Various projects examine the links between labour market requirements and their effects on social and family areas, including harmonisation of family and professional lives and establishment of conditions for social inclusion. When analysing the employment policy considerable attention is devoted to the causes of and solutions to problems related to the continuing high rate of unemployment and population ageing. Some studies assess the existing and possible future consequences of the CR's accession to the EU. Most research projects also include analyses of qualification requirements and the conditions concerning access to education as one of the main ways of increasing the employability and flexibility of individuals in the labour market.</p> <p>Project examples:</p> <ul style="list-style-type: none"> ▪ Family, employment and education, (MU Brno) 2005 - 2008 ▪ Structural tensions between the labour market and social policies from the viewpoint of human resources development and social inclusion, (SOÚ AV), 2003-2004 ▪ Labour market and employment policy problems (MU Brno), 2003 ▪ Risk of a brain drain in the Czech Republic. (VÚPSV), 2004 – 2008 ▪ Support of elderly people employment (Markent, VÚPSV), 2005 - 2007 	<p>-----</p> <p>EQUAL OPPORTUNITIES AND SOCIAL INCLUSION POLICY</p> <p>a) Equal access to education – the policy is the responsibility of the Ministry of Education, Youth and Sport</p> <p>b) Social inclusion policy – mainly the responsibility of the Ministry of Labour and Social Affairs. It is set out mainly in the following documents:</p> <p>National Action Plan for Social Inclusion 2004-06</p> <p>Government priorities and procedures pursued in enforcing gender equality– a continuously updated government paper the development of which is co-ordinated by the Ministry of Labour and Social Affairs</p> <p>-----</p> <p>EMPLOYMENT POLICY</p> <p>National Employment Action Plan 2004-06 – updated continuously, an overview of priorities and objectives in terms of employment policy (responsibility of the Ministry of Labour and Social Affairs)</p> <p>National Programme concerned with Preparation for Population Ageing for 2003-2007. This is a comprehensive programme which, apart from ethical and social objectives, sets out goals as regards the establishment of conditions for enhancing employment of elderly workers, improving their training in companies and their working conditions, work organisation, and increasing their adaptability to technological and other changes in the labour market.</p>
<p>2. INFLUENCE OF EU RESEARCH AND DEVELOPMENT INITIATIVES, ACTIONS AND/OR PROGRAMMES ON VET/HRD POLICIES, IN PARTICULAR RECENT REFORMS/INNOVATIONS.</p>	
<p>Briefly specify the National VET/HRD policy areas and innovations that have been influenced and/or supported by <u>EU research and development programmes/projects</u>, including the Research Framework, ESF and Education & Training (e.g. Leonardo da Vinci) Programmes, etc. (2/3 page)</p>	
<p>EU R&D programmes/projects</p>	<p>National VET/HRD policies, reforms and innovations</p>

LEONARDO DA VINCI PROJECTS

In 2004 several extensive pilot projects were implemented in the CR as part of the Leonardo da Vinci programme. Most of projects were focused on supporting of transparency and recognition of education. Some projects aimed at the development and piloting of competence evaluation methods as concerning professional or personal development.

One project was implemented in the field of teachers training.

Project examples:

- EPANIL - European Common Principles for the Accreditation of Non-formal and Informal Learning in Lifelong Learning, (Coordinator: NÚOV), 2004 - 2006
- VQTS - Vocational Qualification Transfer System, (NÚOV, Coordinator: 3s research laboratory, Austria), 2003 - 2006
- SELF-EVALUATION – International methods and models of self-evaluation of non-formal personal competencies (NÚOV, Coordinator: Berufsbildungsinstitut Arbeit und Technik (biat), Universität Flensburg - Germany), 2001 – 2004
- EVABCOM – Evaluation of Vocational Competence Development through Development Tasks Based on the Work Process, (NVF, Coordinator: ITB Bremen), 2003 – 2005
- TrainSME - Innovative Vocational Training Approaches in Small and Micro Enterprises (NVF), 2004 – 2007
- PRIVET - Promoting Regular Improvement Of Teachers' Qualification In Technical Vocational Schools, (NÚOV, Coordinator: National Institute of Education, Sofia), 2002 – 2004

Support for transparency and recognition of qualifications

Support of competence evaluation development

Support for the development of HRD in SMEs

Preparation and implementation of the law on pedagogical staff (in force from 1. 1. 2005)

ESF PROJECTS

The measures of the OP HRD and JPD3 operational programmes co-funded from the ESF which concern education and human resources development are focused both on large systemic projects supporting the development of education and HRD at national and regional levels, and on smaller projects funded from grants which support various target groups or educational activities. As the ESF operational programmes were only launched in 2004, very few projects are underway. If some projects did get off the ground, they are at a very early stage of implementation.

Examples of system projects:

- NSK – National System of Qualifications, (NUOV, 2005 – 2008)
The project aims to develop a uniform system of qualifications, including development of standards and procedures for competence evaluation.
- Quality, (NUOV, 2005-2008)
The objective of the project is to improve the system of quality monitoring and evaluation at all levels (student, school, education system), including information and

Support for transparency and recognition of qualifications

Care for the quality of educational outcomes and their monitoring and evaluation
The development of a coherent system for monitoring and evaluation of student and school results

counselling activities.

OECD PROJECTS

The Czech Republic has for long been involved in OECD projects which periodically assess the competencies and literacy on the part of students as well as the adult population.

Another large part of projects is focused on analyses and recommendations concerning the development of tertiary education.

Project examples:

- PIAAC - Programme for international assessment of adult competencies (ÚIV), 2005 - 2008
- PISA - Implementation of 3rd phase of Programme for international student assessment in the Czech Republic, (ÚIV), 2005 - 2008
- OECD Qualification Systems: The Role of National Qualification Systems in Promoting Lifelong Learning (NÚOV), 2002 – 2004
- OECD/IMHE – Funding System and their Effects on Higher Education System (CSVŠ), 2004-2006
- OECD – Thematic Review of Tertiary Education (CSVŠ), 2004-2007

EC PROJECTS

Project examples:

- EURODATA (Coordinator: ACA Brussels), 2004-2005
Project aims at producing data on student mobility into and between 32 European countries.
- Changes in University Incomes and Their Impact on University-Based Research and Innovation (CHINC) (Coordinator: NIFU STEP, Oslo, Norway), 2005
The goal of the project is to collect information about the pan-European research environment and the research incomes of higher education institutions.

FIFTH FRAMEWORK PROGRAMME

As part of the fifth framework programme three major projects are being implemented in the CR. In most cases these concern networks based on international thematic co-operation where the perspective of European enlargement and integration is applied:

Project examples:

- **EURONE&T - Towards the European Society: Challenges for Education and Training Policies and Research Arising from the European Integration and Enlargement**, (NVF, Coordinator: ITB Bremen), 2001 – 2005
- **SPECIAL - Social Protection in Europe – Convergence, Integration, Accession and Labour**, (VÚPSV, Coordinator: Univeriteit Gent, Belgium), 2001 - 2004
- **HERN (Higher Education Reform Network)** (CSVŠ, Coordinator: SRHE, London, UK), 2002-2005

Care for the quality of educational outcomes and their monitoring and evaluation

The development of a coherent system for monitoring and evaluation of student and school results

The development of a national system of qualifications

Preparation for reform of higher education funding

Development of tertiary education

Educational mobility support

Encouraging research at higher education

Development of education policy

National Action Plan for Social Inclusion

Development of tertiary education

3. OVERVIEW AND BRIEF COMMENTARY ON CURRENT VET/HRD RESEARCH & DEVELOPMENT PROJECTS THAT ARE PRESENTED IN THE ERO BASE.

3.1. Firstly, specify and comment briefly on those VET/HRD themes/issues featuring in the ERO Base that are considered most important in your country. Use the ERO descriptions (see list in annex of this document). (1/3 page)

Most important themes covered	ERO descr's
<p>As the ERO Base creation is at the initial stage in the Czech Republic, only few projects are recorded there. The researchers are becoming acquainted only gradually with the ERO Base and therefore information on many large research projects is still missing.</p> <p>Currently, from the recorded projects, the following important themes are covered:</p> <p>Knowledge Society - Requirements on Human Resource Skills and Continuing Training</p> <p>Training, Research and Development as Key Factors of the development of society and economy</p> <p>Themes of international projects recorded in the ERO Base where the Czech research institutions/researchers are involved as a partner:</p> <p>Gender Mainstreaming (project GenderNet)</p> <p>Knowledge Management (project Knowmakers)</p> <p>Evaluation of the training investment (project Return of Investment in Training)</p> <p>Learning policies within a framework of EU enlargement process (project EURONE&T)</p> <p>Non-formal personal competencies (project SELF-EVALUATION)</p> <p>International transfer of qualifications (project VQTS)</p>	<p>E/LM/SP; HRD</p> <p>E/LM/SP; VET(C); HRD</p> <p>VET(I/C)</p> <p>IT; HRD</p> <p>VET;HRD; C/L/C&SD;C/Q/G</p> <p>P/S/P; E/LM/SP; VET(C/I)</p> <p>C/Q/G</p> <p>VET(C/I); C/L/C&SD</p>

3.2. Secondly, summarise and comment briefly on the themes covered for all projects, classifying them in line with the ERO Descriptors (see list in annex of document).

NB: Information on selected projects should be minimal here. Full details are to be provided in the ERO Base. Only overall summaries & grouping of projects are required here. (1/3 page)

Summary of themes covered for all projects	ERO descr's
<p>1. Human resources development strategy and policy. Work in this area is focused on the development of frameworks for national HRD policies and support instruments for strategic management of HRD at national and regional levels. The projects being implemented in this area are concerned with the design of information and counselling instruments. The relevant research is conducted primarily by the National Training Fund.</p>	HRD
<p>2. Education policy and the development of educational sectors. Comparative analyses are underway focusing on identification and specification of strategic plans for the development of the education system in the medium term. Research is primarily focused on tertiary education the capacity and performance of which are still insufficient. The quality of tertiary education providers is being tested and so are their links to the business sector, funding requirements, etc. The relevant research is carried out primarily by ÚRVŠ, CSVŠ and SOÚ AVČR.</p>	P/S/P
<p>3. National qualifications system including recognition of non-formal and informal learning. Research in this area is focused on the development of a system of qualifications incorporating level and branch-related considerations. The issue of international transfer of qualifications is also being explored. At the same time, methods and instruments for verification and recognition of non-formal and informal learning are being developed. Individual steps are being piloted. The relevant research is conducted primarily by NÚOV, ÚIV, URVŠ.</p>	C/Q/G
<p>4. Quality in the education system. Research in this area is focused on the development of external evaluation of educational outcomes (standardised “maturita” examination, standardised student assessment at various points of their educational pathway) and on self-evaluation of students and schools. Methods and instruments for standardised assessment and self-evaluation are being designed. Periodical analyses based on international surveys concerned with young people’s competencies (e.g. PISA) are being conducted. Pilot projects support the work of the Centre for Evaluation of Educational Outcomes. The relevant research is carried out primarily by ÚIV, NÚOV.</p>	EI/E
<p>5. Curriculum development. Research is focused on supporting curricular reform and its pilot testing (development of national curricular documents for various levels and fields of education, methodological support for the design of school-based curricula). At the same time, instruments are being developed facilitating links between educational and professional standards. Research in this area is carried out particularly by NÚOV and Trexima.</p>	C/L/C&SD
<p>6. Development of the system of continuing education and the quality of HR. It is possible to identify two lines of research. Firstly, the trends as regards participation in continuing education are being analysed in view of the requirements for improving the quality of human resources, enhancing competitiveness and facilitating social inclusion. Secondly, research projects are concerned with analysing and piloting actions focused on enhancing institutional and systemic conditions for CVET development in terms of accessibility (information, counselling, funding), quality assurance and recognition of outcomes. The relevant research is carried out primarily by the NVF, SOÚ AVČR and Masaryk University.</p>	HRD VET (C)
<p>7. Analysis and forecasting labour market qualification needs. Research in this area is focused on two areas. Firstly, there is empirical monitoring of labour market development trends and the situation of school leavers, including surveys focused on employers’ needs. Secondly, there is work underway focused on modelling and medium-term projections of qualification needs with the use of quantitative and qualitative methods. Both areas are concerned with the development of a structured and regularly updated information base that could be used in career and other forms of counselling. The research is carried out primarily by the NVF, NÚOV, VÚPSV a CERGE.</p>	E/LM/SP C/Q/G
<p>8. Equal access to education. Research in this area concentrates on the evaluation of trends,</p>	

conditions and barriers related to access to education from the perspective of social and gender aspects, educational mobility and social inclusion. Analytical work builds on sociological surveys some of which are longitudinal. The research is carried out primarily by SOÚ AVČR, Masaryk University and CSVŠ.	P/S/P
9. ICT in education – support for ICT introduction and implementation, e-learning	IT

4. MAJOR INSTITUTIONS INVOLVED IN VET/HRD R&D IN YOUR COUNTRY.	
Give an overview of the main research centres (including bodies/departments/units within universities) undertaking VET/HRD research. Give a short description of their research profiles (using ERO Descriptors – see annex of document).	
<i>NB: Only the names, acronyms and locations of the institutions <u>without full addresses (etc)</u> are to be given in the text Full data should be provided in VET-Instit. (1/3 page)</i>	
Main research centres	ERO descr's
<i>Národní vzdělávací fond</i> (NVF-National Training Fund) supports human resources development, lifelong learning, employment and social development. One section of the NVF is the National Observatory of Employment and Training which focuses on analysing trends and policies in employment and education, forecasting labour market qualification needs, and on research into the quality of human resources as a competitiveness factor.	E/LM/SP HRD P/SP A/F
<i>Národní ústav odborného vzdělávání</i> (NÚOV-National Institute of Technical and Vocational Education) is part of the MŠMT. It supports the development of and carries out research into secondary vocational and higher professional education, develops the relevant development strategies and policies and takes part in their implementation. In particular, it co-ordinates the development of curricular documents and the system of branches of education, and monitors the situation of graduates in the labour market.	VET (I) C/L/C&SD C/Q/G
<i>Ústav pro informace ve vzdělávání</i> (ÚIV-Institute for Information on Education) falls within the purview of the MŠMT and focuses mainly on carrying out statistical surveys and data on the Czech education system, and providing analyses and international comparisons. It is involved in international research concerning measurement of results in education - assessment of reading, science, and mathematics literacy.	VET (I) G/AE
<i>Výzkumný ústav pedagogický v Praze</i> (VÚP-Research Institute of Education in Prague) falls within the purview of the MŠMT. It supports the development of and carries out research into pre-school, primary and secondary general education, and the education of children and young people with special learning needs. Its main responsibility is the development of curricula documents and methodological materials.	G/AE C/L/C&SD
<i>Ústav výzkumu a rozvoje školství</i> (ÚRVŠ- Institute of Research and Development of Education) is part of the Pedagogical Faculty of Charles University. It supports the development of pedagogical sciences and education policies. The Centre for Education Policy operates within the Institute, which co-ordinates the development of principal documents concerned with education policy.	P/S/P
<i>CERGE-EI</i> (Centre for Economic Research and Graduate Education of Charles University - Economics Institute of the Academy of Sciences of the CR) - provides theoretical and empirical research related to the ongoing transition to the market system and economic integration. In the field of HRD it focuses on returns to human capital investment, quantitative models and analysis concerning individual issues of labour market development, wages and qualification needs.	E/LM/SP HRD
<i>Výzkumný ústav práce a sociálních věcí</i> (VÚPSV-Research Institute for Labour and Social Affairs) - provides applied research on labour and social affairs at regional, national and international levels. In	HRD

<p>the field of HRD it focuses mainly on labour market issues, projections of qualification needs, social dialogue, equal opportunities, incomes and wages.</p> <p>Sociologický ústav Akademie věd České republiky (SOÚ AVČR-Institute of Sociology of the Academy of Sciences of the Czech Republic) carries out basic and applied sociological research, conducts empirical surveys, comparative research studies, public opinion surveys, and case studies. Apart from this it is concerned with sociological aspects of access to education and HRD conditions.</p> <p>Centrum pro studium vysokého školství (CSVŠ-Centre for Higher Education Studies) – concerns in analytical and comparative studies of higher education and research policy, especially legislation, quality management, strategic planning, research management, funding, staff development and students' affairs.</p> <p>Fakulta sociálních studií Masarykovy univerzity (FSS MU - European School for Social Science - faculty of Masaryk University.) Researchers at the faculty conduct research into the issues of social inclusion and exclusion and adult education at various stages of the lifecycle.</p> <p>Fakulta sociálních věd Univerzity Karlovy (FSV UK - Faculty of Social Sciences of Charles University) develops teaching and research in those aspects of the social sciences, which relate to the public administration, or to the economic and cultural life of society.</p> <p>Centrum pedagogického výzkumu Pedagogické fakulty MU (CPV PedF MU - Educational Research Centre at Faculty of Education, Masaryk University) is primarily focused on the didactics of general and vocational subjects. As regards VET it carries out research projects focusing on the training of teachers and on promoting the European dimension in education.</p>	<p>P/S/P HRD</p> <p>G/AE P/S/P C/Q/G</p> <p>P/S/P VET(C)</p> <p>P/S/P E/LM/SP</p> <p>G/AE T/T S/T</p>
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5. FUNDING FRAMEWORKS AND SUPPORT STRUCTURES.

Give an overview of the major national frameworks, foundations and programmes promoting and supporting R&D related to VET/HRD. Give a brief description of the kind of support provided and the financial resources available. **(1/3 page)**

Support for R&D currently falls within the framework of **National R&D Policy for the years 2004-2008** (NP). This documents sets out both the actual focus of R&D and the anticipated level of public resources needed. The actual amount of resources allocated to support R&D is specified annually as part of state budget development and approval.

State support for R&D takes two forms: (a) purpose-linked support and (b) institutional support. **Purpose-linked support** is the major instrument for implementation of the priorities within the national policies set out in the National Research Programme, and the priorities of ministerial policies that are not, for various reasons, included in the National Programme. Resources to support R&D related to VET/HRD are provided from the budgets of the Ministry of Education, Youth and Sports (MŠMT) and the Ministry of Labour and Social Affairs (MPSV).

In recent years purpose-linked support has been largely provided in the form of grants for activities covering several years. This makes it possible to finance comprehensive research projects and promotes co-operation between research institutions.

Institutional support is focused on medium-term plans of research institutions and on specific research carried out by higher education institutions. Resources are provided from the budgets of the relevant ministries. R&D related to VET/HRD is primarily implemented by research institutions set up by the MŠMT (National Institute for Technical and Vocational Education, Institute for Information on Education, Centre for Higher Education Studies), and by the MPSV (Research Institute for Labour and Social Affairs, Work Safety Research Institute).

Basic research is financed by the Grant Agency of the CR, which is an independent institution. On the basis of bidding procedures it allocates grants to the best projects in all areas of science. Financial resources are provided from the state budget (the part earmarked for the GA CR). The Grant Agency of the Academy of Sciences of the CR performs a similar task (it is part of the GA CR). Based on public tenders it allocates a certain part of its

budgetary resources.

R&D is also supported by means of **programmes co-funded from the European Social Fund** as part of the Operating Programme Human Resources Development and the Single Programming Document for Objective 3 NUTS 2 – the capital Prague. In the 2004-06 period this particularly concerns research and pilot projects supporting the development of the systems of initial and continuing education (e.g. a system for evaluation of educational outcomes, a national qualifications system).

In 2000 the government pledged to ensure that state support for R&D should reach 0.7% of GDP. However, this promise was not met and the actual support only accounted for 0.54% of GDP. The approved outlook for the state budget envisages a year-on-year increase in this expenditure by 0.01 percentage points for 2005-2006. In 2006 the level of public support should reach 0.6% of GDP. In view of the very limited increase in expenditure and the pressing need to reduce the state budget deficit it will be difficult for the CR to meet the Barcelona objective – i.e. to allocate public resources for R&D accounting for 1% of GDP by 2010.

It is expected that direct state support will be largely complemented by **indirect support** the actual form of which is being considered (e.g. tax instruments, depreciation policy, better loan conditions, etc.). This should contribute to the objective of private investment in R&D reaching 2% of GDP by 2010. Suitable instruments should be put into practice in connection with public finances reform.

6. PROFESSIONAL RESEARCH ASSOCIATIONS AND NETWORKS.

Give an overview of the national associations and/or networks, which facilitate VET/HRD research. Give a brief description of major activities (including annual national/European/international events) organised by these associations. (1/3 page)

Česká společnost ekonomická (ČSE – Czech Economic Society) is a civic association of specialists in and supporters of economics. The main objective of ČSE is to promote the development and increase popular awareness of economics in the CR. It organises lectures, seminars and conferences, and prepares and issues publications on economic issues. ČSE seeks to improve the quality of business education and research, and organises annual competitions for young economists. On some occasions it awards a prize for a long-standing contribution to the development of Czech business learning. The Society holds annual conferences.

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

Česká asociace pedagogického výzkumu (ČAPV – Czech Education Research Association) is a member of the EERA (European Education Research Association). It is an organisation for both experts and laypeople and its mission is to improve the quality of the education process by means of pedagogical research, exchange of information among the researchers, dissemination of the research results and their practical application. Pedagogical research is perceived from an inter-disciplinary perspective – as all research activities in education and schooling. ČAPV organises annual conferences dealing with topical issues in pedagogical research.

<http://www.phil.muni.cz/capv/>

Česká společnost pro rozvoj lidských zdrojů (ČSRLZ – Czech Society for Human Resources Development) is a member of the EAPM (European Association of Personnel Management) and WFPMA (World Federation of Personnel Management Associations). It is a professional non-profit association of legal entities and aims to increase awareness on the part of the Czech population of HR management in companies, and to facilitate mutual communication of HR professionals and management. It provides a platform for the exchange of information, reliable references and experience related to HRD, co-operates with other professional institutions and facilitates transfer of international experience.

<http://www.lidske-zdroje.org/>

Česká demografická společnost (ČDS - Czech Demographic Society) is an organisation with a selective membership consisting of researchers, teachers and specialists in the area of demography and related disciplines. The Society promotes the development of demography by means of supporting scientific and scientific/popular studies and disseminating new knowledge. It develops prognostic activities and assists its members in their professional work. It also organises lectures, conferences and seminars and puts forward proposals and suggestions concerning the development of demography to the relevant professional organisations and bodies. It co-operates with international and foreign companies with a similar orientation.

<http://www.natur.cuni.cz/~demodept/cds/>

Česká pedagogická společnost (ČPdS – Czech Pedagogical Society) is a scientific society associating researchers, teachers and other individuals who show a professional interest in pedagogy and borderline and related disciplines. It is a member of the Council of Scientific Societies of the Academy of Sciences of the CR. Its objective is to support the development of pedagogical and related sciences and practical application of the new knowledge. It focuses on the education of all age categories, organises regional and national events with international participation (e.g. annual national conferences dealing with topical pedagogical issues, panel discussions on topical educational issues etc.), seminars, courses, etc. Moreover, it provides various specialist services for decision-makers – e.g. the MŠMT (expertises, projects, etc.), and issues a professional journal “Pedagogická orientace” and, as need may be, other non-periodical publications.

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

Česká statistická společnost (ČSS – Czech Statistical Society) associates a broad spectrum of statisticians including specialists in business and state statistics, demography and social sciences. It establishes preconditions for the development of statistics in the Czech Republic and provides its members with professional information about new knowledge in this area. It facilitates co-operation between statisticians-theorists and statisticians-practitioners, and the maintenance of high standards of education and statistical practices in the CR. The Society also supports professional events, organises seminars on various topics and issues a specialist bulletin.

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

Masarykova česká sociologická společnost (MČSS - The Masaryk Czech Sociological Association) associates sociologists, specialists in related professions and laypeople who are interested in sociological issues. Its main objective is to support the development of sociology in research, teaching and practice, and to popularise the results of sociological research among the professional as well as lay public. It is focused on professional events dealing with key issues related to the current and future development of society, organises discussion forums for its members and specialists in other disciplines. It supports the development of international co-operation between institutions concerned with sociological issues, universities and associations.

<http://www.ceskasociologicka.org/>

7. BRIEF REVIEW/ASSESSMENT OF THE CURRENT R&D ACTIVITIES AND INDICATION OF FUTURE ISSUES THAT NEED TO BE ADDRESSED. THIS SECTION SHOULD BE COMPLETED BY A RESEARCH EXPERT.

7.1. Firstly, comments are sought on the status, effectiveness and impact of current VET/HRD R&D activities in your country. (1/3 page)

Status a effectiveness

Research into education and HRD in the 1990s, similarly to research in other social sciences, was largely influenced by the transformation processes in society. Recent years have seen increased effectiveness of this research, although in terms of international comparison the results are still below average (e.g. a very low indicators of the relative quotation index etc.).

The involvement of Czech HRD research teams in European research projects is insufficient (it is lower than in other disciplines). The CR's participation in the 6th Framework Programme (Human Resources and Mobility) was as low as two thirds of the EU-25 average. The rate of success in terms of projects promoted in this area is also among the lowest.

There is a positive trend in that research has been shifting from general to thematic projects, and from one-year projects to those lasting several years. As regards research initiated by various ministries there is a marked shift from operational research tasks commissioned by ministries to support for reforming strategies, and from regular statutory funding of ministerial research institutions to project-based allocations. Other research activities are funded based on bidding procedures. The development and updating of the National R&D Programme, which started in 2002, promotes a more policy-based research.

Impact

In view of the fact that, since 2000, there has been a large shift in government policies from operational to strategic decision-making, research in the area of education and HRD is now more linked to the formulation of strategies and implementation of measures as part of ongoing reforms.

7.2. Secondly, issues that need to be addressed by R&D in the future should be outlined. (1/3 page)

Research in the future should continue focusing on **support for ongoing reforms** in the area of education. This particularly concerns (i) introduction of the two-level development of curricula resting on competencies, (ii) the establishment of a system for the monitoring of quality and evaluation of outcomes of education, (iii) the development of a national qualifications system, and (iv) recognition of non-formal and informal learning. The effectiveness of this research could be enhanced and reforms speeded up thanks to new opportunities for pilot testing and implementation of research results via co-funding from the ESF.

The **other issues that need to be addressed by R&D in the future** are:

- Tertiary education – examining the issue of equal access to tertiary education and barriers to such access, analysing the conditions for expanding the provision of tertiary education, inclusion of higher professional education into the system of tertiary education, the conditions for quality improvement and the system of participative funding.
- Continuing education and training – analysing the role of CVET in supporting employment and HR flexibility, the links between education and population ageing, research support for the development of a system for stimulating participation, quality evaluation and access to information about CVET; research into the preconditions for increased involvement of private investment (companies and individuals) in CVET funding.
- Research into the links between the nature of a knowledge society, innovativeness and the requirements related to initial and continuing education, a system for identification and development of talent within

the education system, flexibility of the education system in terms of modern technological requirements

- Early identification of qualification needs in relation to the future development in the labour market, the development of an information system using this data, the use of this data in career counselling and for the purpose of developing the education system
- The development of career counselling and “balance” diagnostics for adults as support for a system for recognition of non-formal and informal learning.

Section 7 completed by: Vera Czesana, research expert (National Training Fund, National Observatory of Employment and Training.)

8. VET/HRD CONTACT PEOPLE.

Make a selection of a small number of persons (researchers, administrators or consultants), who are willing to make themselves available for consultation on national VET/HRD research, including the author(s) of this report. Provide alphabetical listing, giving names and e-mail addresses of each person, plus information on their professional function and particular expertise related to VET/HRD research, using the ERO descriptors.

NB: Full data on each contact person should only be made available in the ERO Expert Base. (1/3 page)

Full name	e-mail address	Function	Particular expertise related to VET/HRD research	ERO descr's
Czesaná, Věra	czesana@nvf.cz	Head of National Observatory of Employment and Training, NVF	Labour market policy, continuing training, education policy	E/LM/SP, VET (C), P/S/P
Kotíková, Jaromíra	jaromira.kotikova@vupsv.cz	Head of research team - Labour Market policy, VÚPSV	Labour market policy, employment of disabled people	E/LM/SP, HRD
Krause, Danica	danica.krause@vupsv.cz	Researcher in the team "Labour Market policy", VÚPSV	Labour market policy	E/LM/SP, HRD
Matoušková, Zdeňka	matouskova@nvf.cz	Senior Expert, NVF	Employment, education policy, lifelong learning	E/LM/SP, VET (C)
Münich, Daniel	daniel.munich@cerge.cuni.cz	Deputy director, CERGE		E/LM/SP
Nováček, Libor	novacek@csvs.cz	Expert, CSVŠ		G/AE, S/T/AL
Procházka, Miroslav	prochazka@nuov.cz	Head of National Institute of Technical and Vocational Education		VET (I), C/L/C/&S D
Sirovátka, Tomáš	tomas.sirovatka@vupsv.cz	Vice-dean for science and research, FSS MU	Labour market policy	E/LM/SP, P/S/P
Straková, Jana	strakova@soc.cas.cz	Researcher, SOÚ AVČR	Education inequalities	P/S/P
Šebková, Helena	sebkova@csvs.cz	Director of Centre for Higher education Studies	Higher education	EI/E, G/AE
Šimová, Zdeňka	simova@nvf.cz	Project manager, NVF	Human resources development, VET	HRD, VET (C)
Večerník, Jiří	vecernik@soc.cas.cz	Head of unit, SOÚ AVČR		P/S/P
Zieleniecová., Pavla	zieleniecova@uiv.cz	Director of Institute for Information on Education		VET (I) G/AE

9. REFERENCES TO VET/HRD RESEARCH RESOURCES.

All sources/resources used in preparing this report should be listed here. Alphabetical listings, with full bibliographical details (according to Cedefop standards), divided into sub-groups of types of resources - a) publications, b) databases and c) web-based resources, should be provided.

NB: The resources in the ERO Base should just be mentioned briefly here.

(1 page)

INSTITUTIONS:

<http://wtd.vlada.cz/vrk/vrk.htm>

Rada vlády pro výzkum a vývoj
(Research and Development Council)

<http://rlz.vlada.cz>

Rada vlády pro rozvoj lidských zdrojů
(Government Council for Human Resources Development)

<http://www.nvf.cz>

NVF - Národní vzdělávací fond
(National Training Fund)

<http://www.nuov.cz>

NÚOV - Národní ústav odborného vzdělávání
(National Institute for Technical and Vocational Education)

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

ÚIV - Ústav pro informace ve vzdělávání
(Institute for Information on Education)

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

VÚP - Výzkumný ústav pedagogický v Praze
(Research Institute of Education in Prague)

<http://www.pedf.cuni.cz/uvrs/eng/index.htm>

ÚVRŠ - Ústav výzkumu a rozvoje školství
(Institute of Research and Development of Education)

<http://www.cerge.cuni.cz/>

CERGE-EI
(Centre for Economic Research and Graduate Education of Charles University - Economics Institute of the Academy of Sciences of the CR)

<http://www.vupsv.cz>

VÚPSV - Výzkumný ústav práce a sociálních věcí
(Research Institute for Labour and Social Affairs)

<http://www.soc.cas.cz/index.php3?lang=eng>

SOÚ AV - Sociologický ústav Akademie věd ČR
(Institute of Sociology of the Academy of Sciences of the CR)

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

CSVŠ - Centrum pro studium vysokého školství
(Centre for Higher Education Studies)

<http://www.fss.muni.cz/>

FSS MU - Fakulta sociálních studií Masarykovy univerzity
(School of Social Studies – Masaryk University)

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

UK Praha – Universita Karlova v Praze
(Charles University in Prague)

<http://www.fsv.cuni.cz/>

FSV UK - Fakulta sociálních věd Univerzity Karlovy
(Faculty of Social Sciences – Charles University in Prague)

<http://fos.ujep.cz/>

UJEP – Univerzita Jana Evangelisty Purkyně
(Jan Evangelista Purkyně University)

<http://mpsv.cz>

MPSV – Ministerstvo práce a sociálních věcí
(Ministry of Labour and Social Affairs)

<http://msmt.cz>

MŠMT – Ministerstvo školství, mládeže a tělovýchovy
(Ministry of Education, Youth and Sports)

PUBLICATIONS AND DATABASES:

Národní program výzkumu (National programme of research and development), Government resolution 2003, <http://www.vyzkum.cz/FrontClanek.aspx?idsekce=613>

Národní politika výzkumu a vývoje České republiky na léta 2004 – 2008 (National policy in research and development in the CR for period 2004 – 2006), Government resolution 2004, <http://www.vyzkum.cz/FrontClanek.aspx?idsekce=5580>

CEP – „The Central Register of R&D Projects“, <http://www.vyzkum.cz/FrontClanek.aspx?idsekce=1026>

Analýza stavu výzkumu a vývoje v ČR a jejich srovnání se zahraničím v roce 2004 (Analysis of the current state of the R&D in the Czech Republic and comparison with the situation abroad in 2004), Rada pro výzkum a vývoj, Úřad vlády ČR, ISBN 80-86734-35-8, Praha, 2004

Information base on research and development in the Czech Republic, central web page, www.vyzkum.cz

10. ABSTRACT.

Short summary of 1-9 above.

(1/3 page)

In the Czech Republic recent years have seen increased effectiveness of education/HRD research, although in terms of international comparison the results are still below average (e.g. a very low indicators of the relative quotation index etc.).

There is a positive trend in that research has been shifting from general to thematic projects, and from one-year projects to those lasting several years. As regards research initiated by various ministries there is a marked shift from operational research tasks commissioned by ministries to support for reforming strategies, and from regular statutory funding of ministerial research institutions to project-based allocations. Other research activities are funded based on bidding procedures. The development and updating of the National R&D Programme, which started in 2002, promotes a more policy-based research.

The main themes covered by VET/HRD research activities are following:

Human resources development strategy and policy; education policy and the development of educational sectors; national qualifications system including recognition of non-formal and informal learning; quality in the education system; curriculum development; development of the system of continuing education and the quality of HR; analysis and forecasting labour market qualification needs; equal access to education; ICT in education.

Most research activities are carried out in specialised research institutes run by ministries: the MoEYS - NÚOV (National Institute for Technical and Vocational Education), UIV (Institute for Information on Education), and CSVŠ (Centre for Higher Education Studies); and the MoLSA – VÚPSV (Research Institute of Labour and Social Affairs). The NTF is an independent non-profit organisation which carries out research. Other research activities take place in the academic environment – i.e. at higher education institutions and their institutes (FSS MU, Charles University, CERGE) and in the Academy of Sciences (SOÚ AV). Several studies are also carried out by private organisations.

ANNEX:

ERO Descriptors :

- IT: (information technology)
- P/S/P: (politics/society/population)
- E/LM/SP: (economy/labour market/social partners)
- A/F: (administration/finance of education & training)
- EI/E: (educational institution/enterprise)
- G/AE: (general/academic education)
- VET (I/C): (vocational education & training [initial/continuing])
- HRD: (human resource development)
- C/L/C&SD: (curriculum/learning/competence & skill development)
- C/Q/G: (certification/qualification/guidance/career/occupation)
- S/T/AL: (student/trainee/adult learner)
- T/T/P: (teacher/trainer/professional)