



European Centre for the
Development of Vocational Training

ERO National Research Report

Country:	Czech Republic
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1. LINKS BETWEEN NATIONAL VET/HRD RESEARCH AND DEVELOPMENT INITIATIVES AND VET/HRD POLICIES (IN PARTICULAR RECENT REFORMS/INNOVATIONS).

Research carried out in the VET/HRD area affects the implementation of national policies to a varying degree. Policymaking and reforms are directly influenced by the work of research institutions set up for this purpose by the relevant ministries – i.e. the Ministry of Education (NÚOV, ÚIV, VÚP, CSVŠ) and the Ministry of Labour and Social Affairs (VUPSV) (for explanation of acronyms – see Part 4). Additional research is conducted as part of grant funding for which research institutions compete. This concerns either projects on very specific issues (i.e. research for the needs of state administration) or research dealing with broad theme areas.

Key strategic documents in the field of education (Long-Term Plan of Education and Development of Education System,) are developed and based on numerous analyses conducted by research institutions of the Ministry of Education (see above). 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.

Long-term research and pilot projects are implemented by the NTF in the area of **HRD and continuing education**. They resulted in the adoption of the Human Resources Development Strategy. Based on this Strategy the Council for HRD was set up as an advisory body to the national government, and Regional Councils for HRD were formed at the level of regional self-administration. Research work in this area is focused on the development of instruments for strategic management of HRD at national and regional levels.

The new Schools law stipulates **new principles for curricula development** (framework curricula and school curricula). Framework curricula binding nationwide for specific levels and branches of education are gradually introduced from 2006. Framework VET curricula is developed by NÚOV, which also provides methodological assistance to schools. Development of curricular documents is supported by so-called “branch groups” (representatives of schools and social partners). Several pilot projects are aiming to test both framework and school curricula.

In recent years considerable attention has been paid to the **transparency of qualifications as part of lifelong learning and to quality assurance in education**. A law has been passed on the recognition of the outcomes of continuing education which, when signed by the President of the CR, should come into effect on 1 August 2007. The law envisages the establishment of a National Qualifications System including professional as well as evaluation standards. The System is being developed by the NÚOV as part of a systemic research project. Some other pilot measures are aiming to develop a system of occupational standards. Reform is also underway as regards the transparency of qualifications in initial education. Many years of research have resulted in a reformed “maturita” examination which is being prepared by the Centre for Identification of Learning Outcomes. The Centre is also developing instruments for evaluation in education and is involved in the evaluation of results obtained via application of these instruments.

One important priority of education policy is the **development of tertiary education and the reform of higher education**. The existing reform policy has been updated and a document entitled Long-Term Plan for Educational, Research and Development, Artistic and other Creative Activities in Higher Education until 2010 has been adopted. The development of the Plan and the reform policy is supported by research carried out by CSVŠ. Research is primarily focused on capacity and quality of tertiary education. As a part of long-term plan a comprehensive system for monitoring and evaluating HE institutions is being developed. The quality of tertiary education providers and their links to the business sector are being tested by specific research projects. As part of higher education reform the issues of funding of tertiary education are also being discussed, and they are also the subject of research conducted by various institutions and universities.

In the field of **employment and social policy**, several strategic documents were adopted (National Employment Action Plan 2004-06 and National Programme concerned with Preparation for Population Ageing for 2003-2007). 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, 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 (including labour forces mobility). 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.

2. LINKS BETWEEN EU SPONSORED VET/HRD RESEARCH AND DEVELOPMENT INITIATIVES AND VET/HRD POLICIES (IN PARTICULAR RECENT REFORMS/INNOVATIONS).

LEONARDO DA VINCI PROJECTS

In the years 2004-2005 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
- 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
The objective is to test the methods for evaluating the skills needs in SMEs.
- CVTS 2 – revisited (NÚOV, Coordinator: 3s Unternehmensberatung GesmbH, Austria), 2004 - 2007
In addition to obtaining new information about in-service education in companies, the objective is to understand better the differences between the EU countries in this area (based on the CVTS II data and qualitative surveys within the project).
- QualiVET – Quality development and quality assurance with labour market reference for the VET systems in the metal sector (NÚOV, Coordinator: ITB Bremen), 2005 - 2007

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. ESF operational programmes were launched in 2004. During 2005 a number of large systemic projects were started which should contribute to the implementation of curricular reform, the development of the National Qualifications System, the establishment of conditions for quality assurance in education and the development of career guidance for young people.

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 counselling activities
- Pilot S – The design and testing of school-based curricula in selected SOŠ and SOU (MŠMT, NÚOV)
- UNIV - Recognition of the Outcomes of Non-Formal and Informal Education (MŠMT, NÚOV)
- VIP Kariéra – Education – Guidance – Counselling (MŠMT, NÚOV)
The project aims to develop a system interlinking information about schools with information about the position of school leavers in the labour market and the employers' needs.

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 education policy and system development, especially 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/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 AND SIXTH FRAMEWORK PROGRAMME

Most of projects are focused on thematic networks creation 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
- HERN (Higher Education Reform Network) (CSVŠ, Coordinator: SRHE, London, UK), 2002-2005

The CR also joined the 6th Framework Programme of the EU. The relevant consultation and information activities are carried out by the National Information Centre for European Research (NICER) which was set up by the Technological Centre of the Academy of Sciences. It provides a comprehensive support to Czech organisations pursuing their integration into the European Research Area (ERA).

Project example:

- NETIES - NETworking for Innovation and knowledge Economy among SMEs in the associated candidate (VIP PARK, s.r.o.)
The overall project objective is to encourage SMEs to network in clusters and alliances and increase the FP6 participation.

3. OVERVIEW OF IMPORTANT ISSUES AND THEMES ADDRESSED IN CURRENT VET/HRD RESEARCH AND DEVELOPMENT PROJECTS.

a) Analysis of and support for the development of quality in education. 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.

b) 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.

c) Research support for the development of National qualifications system and 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.

d) HRD and CVT analysis. 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.

e) 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.

f) Equal access to education. A number of projects examine the reasons for and implications of 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. Analytical work builds on sociological surveys some of which are longitudinal.

g) Tertiary education development - 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. Special attention is devoted to access to education.

h) ICT in education – support for ICT introduction and implementation, e-learning

ANNEX: SELECTION OF ERO BASE PROJECTS.

The following are the key research themes of the most recent projects within the ERO-Base:

NSK - Development of National Qualification Framework promoting lifelong learning

http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=935

Pilot-S Development and verification of pilot school educational programmes at selected technical schools and secondary vocational schools

http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=934

Kvalita 1 - Development of system of external monitoring and evaluation including instalation of Centre for evaluation of educational achievments (external evaluation, information and counseling services)

http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=936

VIP Career – Education Information Counselling

http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=938

The Causes and Mechanism of the Creation of Educational Barriers of Different Sociocultural Background Members and the Formulation of the Strategies for their Surmounting.

http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=927

Changes on the labour markets and perspectives of education in the Czech Republic

http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=919

Knowledge Society - Requirements on Human Resource Skills and Continuing Training

http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=457

Research center on competitiveness of Czech economy

http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=925

Support of elderly people employment

http://www.trainingvillage.gr/etv/projects_networks/ero/prj_view.asp?theID=926#

4. MAJOR INSTITUTIONS INVOLVED IN VET/HRD R&D IN YOUR COUNTRY.

Národní vzdělávací fond (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.

www.nvf.cz

Národní ústav odborného vzdělávání (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, monitors the situation of graduates in the labour market, develops the National Qualifications System including the relevant qualification and evaluation standards.

www.nuov.cz

Ústav pro informace ve vzdělávání (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.

www.uiv.cz

Výzkumný ústav pedagogický v Praze (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.

www.vuppraha.cz

Ústav výzkumu a rozvoje vzdělávání (ÚVRV- 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.

www.pedf.cuni.cz/uvrv

CERGE-EI (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.

www.cerge-ei.cz

Výzkumný ústav práce a sociálních věcí (VÚPSV-Research Institute for Labour and Social Affairs) - provides applied research on labour and social affairs at regional, national and international levels. In the field of HRD it focuses mainly on labour market issues, projections of qualification needs, social dialogue, equal opportunities, incomes and wages.

www.vupsv.cz

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.

www.soc.cas.cz

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.

www.csvs.cz

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.

www.fss.muni.cz/

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.

www.fsv.cuni.cz

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.

www.ped.muni.cz/weduresearch

GOVERNMENTAL BODIES INVOLVED IN VET/HRD RESEARCH:

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

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

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

www.rlz.vlada.cz

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

www.mpsv.cz

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

www.msmt.cz

5. FUNDING FRAMEWORKS AND SUPPORT STRUCTURES.

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.

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, comment briefly on the status, effectiveness and impact of current VET/HRD R&D activities in your country.

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.

In relation to increased research funding more emphasis is being placed on evaluation of project quality – as part of both ex ante and ex post evaluation. Ex post evaluation is focused not only on the eligibility of the funds used, but also, and to a larger extent, on the quality of the research results. Those who achieve better results over the long term will be given preference when resources are allocated in years to come.

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, briefly outline and comment on those issues that need to be addressed by R&D in the future.

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.

Full name	E-mail address	Function	Particular expertise related to VET/HRD research
Czesaná, Věra	czesana@nvf.cz	Head of National Observatory of Employment and Training, NVF	Labour market policy, continuing training, education policy
Kotíková, Jaromíra	jaromira.kotikova@vupsv.cz	Head of research team - Labour Market policy, VÚPSV	Labour market policy, employment of target groups
Krause, Danica	danica.krause@vupsv.cz	Researcher in the team “Labour Market policy”, VÚPSV	Labour market policy
Matoušková, Zdeňka	matouskova@nvf.cz	Senior Expert, NVF	Employment, education policy, lifelong learning
Münich, Daniel	daniel.munich@cerge-ei.cz	Deputy director, CERGE	Labour market policy, HRD investment, return to education
Nováček, Libor	novacek@csvs.cz	Expert, Centre for Higher education Studies	HE statistics, HE student mobility
Procházka, Miroslav	prochazka@nuov.cz	Director of National Institute of Technical and Vocational Education	VET policy, national system of qualification, curriculum reform
Sirovátka, Tomáš	tomas.sirovatka@vupsv.cz	Vice-dean for science and research, FSS MU	Labour market policy
Straková, Jana	strakova@soc.cas.cz	Researcher, SOÚ AVČR	Education inequalities
Šebková, Helena	sebkova@csvs.cz	Director of Centre for Higher education Studies	Higher education
Šimová, Zdeňka	simova@nvf.cz	Project manager, NVF	Human resources development, VET
Úlovcová, Helena	ulovcova@nuov.cz	Deputy director of National Institute of Technical and Vocational Education	Vocational education and training, unemployment of graduates, career guidance
Večerník, Jiří	vecernik@soc.cas.cz	Head of unit, SOÚ AVČR	Equal access to education and labour market
Zieleniecová, Pavla	zieleniecova@uiv.cz	Director of Institute for Information on Education	Statistics of education, evaluation in education, quality assurance

9. REFERENCES TO VET/HRD RESEARCH RESOURCES.

PUBLICATIONS / DOCUMENTS:

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>

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 RESOURCES / DATABASES:

CEP – Centrální evidence projektů (The Central Register of R&D Projects), <http://www.vyzkum.cz/FrontClanek.aspx?idsekce=1026>

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

Národní informační centrum pro evropský výzkum (National Information Centre for European Research) – provides information regarding the 5th and 6th Framework Programme: <http://www.nicer.cz>

Websites of involved institutions (see chapter 4)

10. ABSTRACT.

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.