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# Training VET teachers and trainers

Detailed analyses

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## 6.1 Types of Teachers and Trainers in VET

**Teachers** work almost exclusively in the IVET context, above all in the context of formal learning.

A special category of educators in IVET are IVET trainers, who lead the training of students (apprentice) from secondary vocational schools in companies. They are not pedagogical workers and they are not employees of the school.

**Trainers** work almost exclusively in the CVET context, in the context of non-formal learning. CVET trainers are a very heterogeneous group of professionals, providing various educational services.

(Terminology of educational professions and roles is, especially in the CVET context, non-uniform and non-equivalent with respect to the European terminology.<sup>1)</sup>)

### Basic segmentation of educators in VET

| main types of educators   | Czech equivalent  | context | provider of VET   | target group         | defined by law |
|---|---|---------|---|----------------------|----------------|
| IVET teachers <sup>2</sup>  | <i>učitelé POV</i>  | IVET    | VET schools (ISCED 3, 4, 5)                                 | apprentice, students | yes            |
| IVET trainers   | <i>instruktoři</i>  | IVET    | schools in cooperation with companies                       | apprentice, students | no             |
| CVET trainers   | <i>lektori</i>  | CVET    | companies, training institutions or individual trainers     | adult trainees       | partly         |
| CVET teachers – teachers at institutions for the further education of pedagogical staff | <i>učitelé v zařízení pro další vzdělávání pedagogických pracovníků</i> | CVET    | institutions for the further education of pedagogical staff | teachers             | yes            |

#### Notice:

Teachers very rarely work in the CVET context.

Trainers very rarely work in the IVET context.

<sup>1</sup> Overview of Czech – English equivalents

| the term in Czech                | equivalent in English      | context                         | place of teaching/training |
|----------------------------------|----------------------------|---------------------------------|----------------------------|
| „učitel“                         | „teacher“                  | IVET                            | schools                    |
| „instruktor“                     | „IVET trainer“             | IVET                            | companies                  |
| „lektor“                         | „CVET trainer“             | CVET                            | all places                 |
| „trenér“<br>(from EN. „trainer“) | a) „coach“ (more frequent) | sport                           |                            |
|                                  | b) „trainer“ (seldom)      | educational services management | for companies              |

<sup>2</sup> Beside VET teachers, teachers of general subjects work at vocational schools

## IVET teachers

| subcategories  | Czech equivalent   | place of teaching/training                                | character of subjects           |
|--|--|---|---------------------------------|
| <b>teachers of vocational subjects at secondary school</b>                                       | <i>učitelé odborných předmětů střední školy</i>                                      | secondary technical schools, secondary vocational schools | theoretical vocational subjects |
| <b>teachers of practicum<sup>3</sup></b>   | <i>učitelé praktického vyučování</i>   | secondary technical schools                               | practical vocational subjects   |
| <b>teachers of vocational training<sup>4</sup></b>   | <i>učitelé odborného výcviku</i>   | secondary vocational schools                              | vocational training             |
| <b>teachers of artistic subjects at secondary technical school and conservatory</b>              | <i>učitelé uměleckých odborných předmětů ve střední odborné škole a konzervatoři</i> | secondary technical schools and conservatories            | artistic subjects               |
| <b>teachers of vocational subjects at tertiary professional school</b>                           | <i>učitelé odborných předmětů na vyšší odborné škole</i>                             | tertiary professional schools (ISCED 5B)                  | theoretical vocational subjects |
| <b>teachers of practicum and vocational training at tertiary professional school<sup>5</sup></b> | <i>učitelé praktického vyučování a odborné praxe na vyšší odborné škole</i>          | tertiary professional schools (ISCED 5B)                  | practicum                       |
| <b>teachers of religion</b>  | <i>učitelé náboženství</i>   | can be at all types of schools                            | religion                        |

It should be noted that teachers of higher education institutions are classified as ACADEMIC teachers/lectors rather than VET teachers/trainers. For this reason this category of teachers is not considered in this report.

## IVET trainers

| category            | Czech equivalent   | place of teaching/training  | character of subjects |
|---------------------|--|-----------------------------|-----------------------|
| <b>IVET trainer</b> | instruktor praktického výcviku pro žáky středního odborného učiliště | companies and organisations | work experience       |

<sup>3</sup> There is a subcategory of practicum teachers in the field of medical study. For their qualifications according to the law further requirements are necessary.

<sup>4</sup> There is a subcategory „teachers of vocational training in a facility providing social care“. For their qualifications according to the law further requirements are necessary.

<sup>5</sup> There is a subcategory „teachers of practicum and vocational training of medical study subjects“. For their qualifications according to the law further requirements are necessary.

## CVET trainers

| subcategories<br>(non-formal categorisation<br>– these categories are not<br>at legislation) | Czech equivalent   | place of<br>teaching/training  | character of<br>education |
|--|--|--|---------------------------|
| <b>trainers –<br/>entrepreneurs</b><br>(self-employed persons)                               | <i>lektor – podnikatel<br/>(osoby výdělečně<br/>činné)</i> | all contexts of non-<br>formal learning,<br>marginally at schools <sup>6</sup> | CVET                      |
| <b>trainers – employees</b>  | <i>lektor- zaměstnanec</i>                                 | all contexts of non-<br>formal learning,<br>marginally at schools              | CVET                      |
| <b>managers and experts</b>  | <i>lektor – manažer,<br/>specialista</i>                   | all contexts of non-<br>formal learning,<br>marginally at schools              | CVET                      |
| <b>trainers – volunteers</b>   | <i>lektor - dobrovolník</i>                                | all contexts of non-<br>formal learning,<br>marginally at schools              | CVET                      |

1. trainers - entrepreneurs are self-employed people working on the basis of a trade licence. These people perform the trainer's job as a part-time or full-time job;
2. trainers – employees: their working activity is mostly oriented towards the teaching and training of educational institution and company staff (in-company training, out-of-company training );
3. managers and experts who perform teaching as a part of their professional activities or as an auxiliary activity;
4. trainers – volunteers from non-profit organisations performing useful public activities based on a voluntary principle;

In addition to the above mentioned classifications it is possible to note further trainer classifications according to roles: trainer of management, mentor, coach, tutor, supervisor, facilitator etc.

The trainer's job is regulated by the Trade Act. Trainer's job is regarded as a so-called non-regulated profession which does not require proving vocational or other competences. This job can be performed if certain basic requirements laid down by this law are fulfilled. However, if the trainer performs his/her job as part of educational programmes accredited by the Ministry of Education or the Interior Ministry, he/she must have at least secondary education and some work experience.

## CVET teachers

The term “teacher” is not used in the CVET context, it is used (nearly always) in connection with pedagogical work within the framework of schools and school facilities (IVET context).

But there is an exception: Within the framework of further education of pedagogical staff there exists a small group of CVET teachers – the exact name of this occupation (according to law) is „teacher at institutions for the further education of pedagogical staff“. But this group is very marginal. Most often the further education of teachers is provided by CVET trainers. This occupation is completely newly defined by law, that is why the statistical data are not available.

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<sup>6</sup> Contexts, natures and work places, in which trainers work are very heterogeneous: companies and organisations, training centres, culture centres, out-door, private natures, schools etc.

### 6.1.1 Differences between teachers and trainers

| teachers  | trainers  |
|---|---|
| segment: IVET (schools, there are exemptions)               | segment: CVET (educational institutions, enterprises, trainers-entrepreneurs) |
| high rate of legislative regulations                        | low rate of legislative regulations   |
| high formal prerequisites for the performance of profession | low formal prerequisites for the performance of profession                    |

### 6.1.2 Development of policies for VET teachers, VET trainers and other learning facilitators

#### Policies for VET teachers

Main strategies of the Czech Republic in the field of development of (IVET) teachers are defined in the „**National Programme for the Development of Education in the Czech Republic – White Paper**“ (Prague, 2001).

**This paper formulates the following recommendations:**

*To improve the position of educational staff as a socio-professional group*

- To increase gradually salary levels in education. To focus the increase in salaries primarily on quality improvement and differentiation of activities.
- To encourage various forms of professional associations and initiate the establishment of a professional umbrella organisation.
- To prepare a fundamental document on the position of teachers that will define their rights and duties.

*To improve the quality and functionality of initial teacher education*

- To introduce a requirement of higher education for other categories of educational staff (kindergarten teachers, educators, instructors).
- To introduce a standard for teacher qualifications as a criterion for the accreditation of study programmes.
- To elaborate and introduce instruments for the selection of suitable applicants for the teaching profession.
- To define the position and role of faculty (clinical and laboratory) schools in the dissemination of the new concept of education and in providing teaching practice. To promote the development of specialist and subject-specific methodology.
- To revive the practice of mentoring beginning teachers.
- To support systematic research, development and action projects of faculties of education.

*To differentiate education activities and to implement a system of career and salary progression*

- To differentiate individual education activities, to introduce adequate categories and degrees of qualification.
- To introduce a system of career progression based on reaching a qualification category and degree.
- To link salary progression with career progression.

*To establish a system of human resource development*

- To propose a system of monitoring selected data on teachers and other educational staff.
- To establish a system of preliminary selection and long-term preparation for demanding managerial and methodological functions.
- To develop study programmes leading to a certificate for new qualification categories of educational staff.

On 1.1.2005 the Act on Pedagogical Staff came in force and some of intentions mentioned came in to operation. This Act regulates the prerequisites for the performance of duties by pedagogical staff, their further education, and the career scheme (details are included in following text).

### **Policies for VET trainers**

After 1989, when social changes took place, this system disintegrated and the regulation from the state bodies was terminated. Market mechanisms based on the supply of and demand for education predominated, which affected the role of trainers accordingly. The role of social partners (state, trade unions and employers) became nearly irrelevant.

A great range of new international market-oriented educational institutions started to play an important role in the educational sphere. In addition, many educational for-profit and non-profit institutions appeared on the domestic market. Only retraining was regulated by the state.

Since 1990 no complex legislation has been enacted. Some issues concerning retraining are a part of the Employment Act and related legal regulations. in-company training is regulated by the Labour Code. From this situation follows that there is no law or regulation determining either the position of trainers in adult education or their system of training.

Main strategies of the Czech Republic in the field of development of VET trainers are defined in „**Strategy of Human Resources Development for the Czech Republic**“(Prague, 2003).

- To develop and introduce self-contained mechanism for the certification of tutors, educational programmes and educational institutions that would increase the quality of different forms of adult education and would introduce more systematic and clear certification of the completed level of education or acquired skills.
- To support the development and mutual interconnection of a network of consulting and information centres and available databases of providers of different types of further education for applicants (institutions or individuals).
- To support the role of trainers as part of the development of e-learning. This includes the development of new and translations of existing foreign ICT programmes suitable for further education and self-education. The development of effective teaching methods and of learning based on ICT must be supported.

### **6.1.3 Role of VET teachers and trainers in the VET system**

#### **VET teachers**

The increased complexity, psychological strain and time load of teachers has made their work much more demanding. Requirements for their personal and professional qualities have risen, their duties and personal responsibilities have increased.



## **Overview on roles and activities of VET teachers**

1. curriculum development
2. teaching
3. methodical activities
4. assessment
5. consulting
6. conceptual activities
7. administration
8. operative activities
9. partnership and involving into public life
10. self-development
11. participation in the development of teachers profession

## **VET trainers**

The focal point of trainers' activity rests on their didactical approach based on the methodology of andragogy i.e. the theory of adult education as a complementary theory to general pedagogy and didactics.

The initial prerequisite of an andragogical approach takes into account the fact that participants in educational programmes are mostly people whose views and attitudes have already been formed (as apposed to youth and children). Adult people usually have certain personal experience and a pragmatic approach to the assessment opportunities in education on the labour market.

This educational category has relatively high and strongly motivated needs of exchange and highly specialised experience and knowledge. In addition, they also need to present their views personally when they look for answers and solutions to problems following from the teaching process. These aspects stress strongly the necessity for practical educational content. They define (to a large extent) the role of trainers - playing in particular the role of consultants, in other words specialised moderators and facilitators searching interactively for optimal solution to practical problems.

## 6.2 Types of Teachers and Trainers in IVET

### Types of Teachers in IVET

| subcategories <sup>7</sup>   | Czech equivalent   | place of teaching/training                                | character of subjects           |
|--|--|---|---------------------------------|
| <b>teachers of vocational subjects at secondary school</b>                           | <i>učitelé odborných předmětů střední školy</i>                                      | secondary technical schools, secondary vocational schools | theoretical vocational subjects |
| <b>teachers of practicum</b>   | <i>učitelé praktického vyučování</i>   | secondary technical schools                               | practical vocational subjects   |
| <b>teachers of vocational training</b>   | <i>učitelé odborného výcviku</i>   | secondary vocational schools                              | vocational training             |
| <b>teachers of artistic subjects at secondary technical schools and conservatory</b> | <i>učitelé uměleckých odborných předmětů ve střední odborné škole a konzervatoři</i> | secondary technical schools and conservatories            | artistic subjects               |
| <b>teachers of vocational subjects at tertiary professional school</b>               | <i>učitelé odborných předmětů na vyšší odborné škole</i>                             | tertiary professional schools                             | theoretical vocational subjects |
| <b>teachers of practicum and vocational training at tertiary professional school</b> | <i>učitelé praktického vyučování a odborné praxe na vyšší odborné škole</i>          | tertiary professional schools                             | practicum                       |
| <b>Teachers of religion</b>  | <i>učitelé náboženství</i>   | can be at all types of schools                            | religion                        |

### Age distribution a gender balance of IVET teachers

| age      | %     | %     |       |
|----------|-------|-------|-------|
|          |       | women | men   |
| >70      | 0,53  | 30,19 | 69,81 |
| 60 - 70  | 5,44  | 30,39 | 69,61 |
| 50 - 60  | 27,25 | 53,93 | 46,07 |
| 40 - 50  | 31,13 | 65,27 | 34,73 |
| 30 - 40  | 25,89 | 70,39 | 29,61 |
| 20 - 30  | 9,61  | 71,74 | 28,26 |
| <20      | 0,14  | 57,14 | 42,86 |
| together | 100   | 62,03 | 37,97 |

**Source:** Institute for Information on Education – statistical data, reference year 1999

<sup>7</sup> Beside VET teachers, teachers of general subjects work at vocational schools.

## Teachers' salaries

A teacher's salary consists of two parts: a scaled component and supplementary payment. The scaled component is determined according to the number of years one is employed in education and its amount is stipulated by the government.. The amount of supplementary payment is determined by the head of the school on the basis of the value of an individual teacher's work. The qualification acquired in initial teacher education today is the most important criterion for the salary range of teachers. Salary increments are influenced by years of service.

### The average monthly teacher's salary at secondary school in 2004

|     |       |
|-----|-------|
| CZK | 21712 |
| EUR | 749   |

**Source:** Institute for Information on Education – statistical data, reference year 2004

## Recruiting

There is no structure for attracting and recruiting people to become teachers. Recruiting runs individually by each school.

## IVET trainers

| category            | Czech equivalent   | place of teaching/training  | character of subject |
|---------------------|--|-----------------------------|----------------------|
| <b>IVET trainer</b> | instruktor praktického výcviku pro žáky středního odborného učiliště | companies and organisations | work experience      |

Practical training of students at secondary vocational schools takes place in companies under the leadership of IVET teachers (so-called „instructors“). They are employees of the company providing the training. Usually there is a contract between the school, the company and the IVET trainer. Information about remuneration for their work with students is not collected. Recruiting of IVET trainers is carried out in companies and based on cooperation of school and companies. IVET trainer – instructor is not a profession, it is a training role.

In the school year 2003/2004 in IVET 5270 instructors worked. The age and gender structure is not monitored.

### 6.2.1 Pre-service training for IVET teachers

In the VET system there are the following types of IVET teachers: teachers of vocational subjects at secondary schools, teachers of practicum, teachers of vocational training, teachers of artistic subjects at secondary vocational schools and conservatories, teachers of vocational subjects at post-secondary technical schools, teachers of practicum and vocational training at post-secondary technical schools and teachers of religion. (see 6.1)

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Teaching qualification for all types of IVET teachers consists of two components: vocational and pedagogical. Teachers gain both of these components within the framework of their pre-service training. There are two basic models of pre-service training for IVET teachers:

- integrative model,
- consecutive model.

(for more detailed explanations see also 06020102)

### **Pre-service training for teachers of vocational subjects at secondary schools**

Teachers of vocational subjects at secondary schools work at secondary technical schools and secondary vocational schools. These teachers are trained mainly within the framework of the consecutive model; they are rarely trained within the framework of the integrative model.

#### **a) consecutive model of pre-service training for teachers of vocational subjects at secondary schools**

Teachers gain the vocational component of teacher's qualification through higher education by completing an accredited master's study programme in the field appropriate to the nature of the subjects to be taught. Then, the pedagogical component of teacher's qualification can be acquired through the following ways:

- through higher education by completing an accredited bachelor's study programme in the field of pedagogical sciences OR
- through higher education by completing programmes of lifelong learning focused on educating secondary school teachers (which are not subject to mandatory accreditation, but can be accredited) OR
- by studying of pedagogy organised by an institution for the further education of pedagogical staff (accredited programmes in the scope of at least 120 hours).

#### **b) integrative model of pre-service training for teachers of vocational subjects at secondary schools**

Within this model both components of teacher's qualification are gained through higher education by completing an accredited master's degree programme in the field of pedagogical sciences focused on educating teachers of vocational subjects to be taught at secondary schools. This model works only for pre-service training for teachers of economics at the moment.

### **Pre-service training for teachers of practicum**

Teachers of practicum work at secondary technical schools. These teachers are trained only within the framework of the consecutive model. They have three pathways:

The vocational component of teacher's qualification is gained:

- a) through higher education by completing an accredited study programme in the field appropriate to the nature of the subjects to be taught OR
- b) at tertiary professional schools by completing an accredited educational programme in the field appropriate to the nature of the subjects to be taught OR
- c) through secondary education accomplished by a school-leaving examination acquired by completing an educational programme in the field appropriate to the nature of the subject to be taught.

Then, the pedagogical component of teacher's qualification is gained through the following three ways:

- through higher education by completing an accredited bachelor's degree programme in the field of pedagogical sciences OR
- through higher education by completing programmes of lifelong learning focused on educating secondary school teachers (which are not subject to mandatory accreditation, but can be accredited) OR
- by studying pedagogy organised by an institution for the further education of pedagogical staff (accredited programmes in the scope of at least 120 hours).

Those, who are graduates of secondary schools (point c)) must have practical experience of not less than three years in the relevant field.

### **Pre-service training for teachers of vocational training**

Teachers of vocational training work at secondary vocational schools. These teachers are trained only within the framework of the consecutive model. They have four pathways:

The vocational component of teacher's qualification is gained:

- a) through higher education by completing an accredited study programme in the field appropriate to the nature of the subjects to be taught OR
- b) at tertiary professional schools by completing an accredited educational programme in the field appropriate to the nature of the subjects to be taught OR
- c) through secondary education accomplished by a school-leaving examination acquired by completing an educational programme in the field appropriate to the nature of the subject to be taught OR
- d) through secondary education with an apprenticeship certificate by completing an educational programme in a field appropriate to the nature of the vocational training to be taught.

Then, the pedagogical component of teacher's qualification is gained these by following three ways:

- through higher education by completing an accredited bachelor's degree programme in the field of pedagogical sciences OR
- through higher education by completing programmes of lifelong learning focused on educating secondary school teachers (which are not subject to mandatory accreditation, but can be accredited) OR
- by studying pedagogy organised by an institution for the further education of pedagogical staff (accredited programmes in the scope of at least 120 hours).

Those, who are graduates of secondary schools (point c)) must have practical experience in the relevant field of not less than three years.

### **Pre-service training for teachers of artistic subjects at secondary technical schools and conservatories**

A teacher of artistic vocational subjects at a secondary technical school or a conservatory shall acquire teacher's qualifications through

- a) higher education by completing an accredited study programme in the field corresponding to the nature of the artistic subject to be taught (vocational component of teacher's qualification) and through higher education by completing an accredited bachelor's study programme in the field of pedagogical sciences, or by completing a life-long learning programme organised by a higher education institution and focused on pedagogy, or by studying pedagogy organised by an institution for the further education of pedagogical staff (accredited programmes in the scope of at least 120 hours (pedagogical component of teacher's qualification),
- b) tertiary professional education by completing an eight-year or six-year educational programme in the relevant field at a conservatory<sup>1</sup> corresponding to the nature of the artistic subject to be taught (integrative model of pre-service training);
- c) tertiary professional education by completing an accredited educational programme at a tertiary professional school in a field appropriate to the nature of the artistic subject to be taught (vocational component of teacher's qualification) and through higher education by

completing an accredited bachelor's study programme in the field of pedagogical sciences or by completing a life-long learning programme organised by a higher education institution and focused on pedagogy, or by studying pedagogy organised by an institution for the further education of pedagogical staff (accredited programmes in the scope of at least 120 hours) (pedagogical component of teacher's qualification);

- d) secondary education accomplished by a school-leaving examination acquired by completing the corresponding part of an educational programme of a conservatory (vocational component of teacher's qualification) and through higher education by completing an accredited bachelor's study programme in the field of pedagogical sciences, or by completing a life-long learning programme organised by a higher education institution and focused on pedagogy, or by studying pedagogy organised by an institution for the further education of pedagogical staff (accredited programmes in the scope of at least 120 hours) (pedagogical component of teacher's qualification),; or
- e) secondary education accomplished by a school-leaving examination acquired by completing the educational programme of a secondary vocational school in a field appropriate to the nature of the creative subject to be taught (vocational component of teacher's qualification) and through higher education by completing an accredited bachelor's study programme in the field of pedagogical sciences or by completing a life-long learning programme organised by a higher education institution and focused on pedagogy, or by studying pedagogy organised by an institution for the further education of pedagogical staff (accredited programmes in the scope of at least 120 hours) (pedagogical component of teacher's qualification),.

#### **Pre-service training for teachers of vocational subjects at tertiary professional schools**

A teacher of vocational subjects teaching at a post-secondary technical schools shall acquire teacher's qualifications through higher education by completing an accredited master's degree programme in a field appropriate to the nature of the general subject or vocational subject to be taught.

#### **Pre-service training for teachers of practicum and vocational training at post-secondary technical schools**

A teacher of practicum and vocational training shall acquire teacher's qualifications through:

- a) higher education by completing an accredited study programme in a field appropriate to the nature of the subjects to be taught in practicum;
- b) tertiary professional education by completing an accredited educational programme at a tertiary professional school in a field appropriate to the nature of the subjects to be taught in practicum; or
- c) secondary education accomplished by a school-leaving examination acquired by completing an educational programme of secondary education in a field appropriate to the nature of the subject to be taught and having practical experience in the relevant field of not less than three years.

#### **Pre-service training for teachers of religion**

A teacher of religion shall acquire teacher's qualifications through higher education by completing an accredited master's study programme

- a) in the field of theological sciences;
  - b) in the field of pedagogical sciences focused on educating teachers of religion; or
- in the field of pedagogical or social sciences and through higher education by completing an accredited bachelor's degree programme in the field of pedagogical sciences focused on

educating teachers of religion, or by completing a life-long learning programme organised by a higher education institution and focused on educating teachers of religion.

There is no specific guidance designed for those interested in studying teacher training programmes. These individuals may use guidance services (as part of the education system and the employment services system) which are available for all people who seek educational counselling and professional orientation. Training institutions provide individually reasonable and accessible information about their study programmes (catalogues and web pages), they give „open door days“.

### **6.2.1.1 Admission requirements**

In the VET system there are these types of IVET teachers: teachers of vocational subjects at secondary schools, teachers of practicum, teachers of vocational training, teachers of artistic subjects at secondary vocational schools and conservatories, teachers of vocational subjects at post-secondary technical schools, teachers of practicum and vocational training at post-secondary technical schools and teachers of religion. (see 6.1).

#### **Prerequisites for performing activities of teachers (by Act No. 561/2004)**

A person satisfying the following prerequisites may be a teacher. Such a person:

- a) shall have teacher's qualification (SEE 6.2.1);
- b) shall be without a criminal record;
- c) shall be in good health; and
- d) shall prove his/her knowledge of the Czech language.

A person "without a criminal record" shall be understood as a person who has not been sentenced by a final and conclusive judgement in a court of law

- a) for an intentional criminal offence; or
- b) for a negligent criminal offence committed in relation to the performance of activities of a pedagogical worker,

unless his/her conviction has been erased.

The teacher's qualification for all types of IVET teachers is described in 6.2.1.

### **6.2.1.2 Training models and process**

There are two **models of initial teacher/trainer training** in the Czech Republic: integrative and consecutive. The **integrative model** is characterising initial training of teachers of general subjects. In this model all components of teacher training – i.e. vocational subjects, pedagogical-psychological disciplines and practical training – are integrated into one study programme. At the end of the studies students take final examinations on the subjects they will teach as well as on the related didactical, pedagogical and psychological disciplines. In this way they meet the requirements for vocational and pedagogical competencies.

Trainee teachers, trained within the integrative model take **accredited Master study programmes at public higher education institutions**. Most teachers of general subjects study at the teacher training faculties of universities. The curricula are developed by individual faculties. Each study programme is subject to accreditation awarded by the Ministry of Education (MoEYS) for a period at most twice as long as the standard length of the relevant programme.

**The consecutive model** is characterising initial training of teachers of vocational subjects. The student is first trained to become an expert in the chosen field. Therefore the choice of subject matter and teaching methods correspond to this objective. After passing the relevant state examinations, the student achieves the qualification of “inženýr” (engineer) in mechanical or chemical engineering, economics, agriculture, etc. If he/she opts for the teaching profession, the additional requirements for the so-called “pedagogical competence” must be fulfilled. This competence is achieved through **pedagogical studies** which may run either in parallel with undergraduate training in the specialised disciplines, or after completion of undergraduate studies.

Until 1998 there were specific requirements set by the MoEYS for (complementary) pedagogical studies concerning, for example, admission, the length of studies, a list of disciplines that had to be included, final examinations, etc. However, since 1998 these studies have been part of lifelong learning as the law on higher education institutions stipulates. **Lifelong learning courses** need not be accredited, and their scope and content are neither set, nor evaluated. After completion the student obtains a certificate of completion of the course. It is then up to the employer to respect or not to respect it – i.e. to acknowledge or not to acknowledge the pedagogical competence acquired. Lifelong learning courses – i.e. also pedagogical studies, may be provided by higher education (HE) institutions **for a fee**. The state does not subsidise their implementation. This is why individual HE institutions (faculties) often either “subsidise” pedagogical studies from resources allocated to them by the state for accredited programmes, or ask a minimum fee from the students.

The basic requirement for admission to pedagogical studies concerns prior education: trainee teachers must have an accredited Master degree. However, since HE institutions do not provide appropriate programmes for future teachers of certain vocational subjects taught at secondary vocational schools (ISCED 3C) and also at tertiary professional schools (ISCED 5B) – e.g. subjects in courses such as those which produce hairdressers, waiters, dental technicians, orthopaedic/prosthetic laboratory workers, applicants with secondary education with “maturita” (ISCED 3A) are also admitted to pedagogical studies. These teachers have therefore lower qualification, with consequences for their remuneration and social security.

With the exception of parallel studies, pedagogical studies are not provided on a full-time basis. Students mostly work as teachers of vocational subjects during their studies. Some VET schools where the students in pedagogical programmes work provide resources to cover part of the studies. Some schools provide their teachers with leave for studying, others compress their teaching load into four days per week. At some schools teachers must take regular holidays for their studies.

### **6.2.1.3 Training content and Curricula**

There is no formal profession standard for IVET teachers and no qualification standard as well. There is no specific regulation on the requirements for the pre-service training for IVET teachers. The curriculum of pre-service training is developed by each higher institution responsible for their implementation. The quality of the curricula is evaluated as part of evaluation by the Accreditation Commission. If the evaluation outcome is positive, the Commission recommends that the Ministry of Education should grant accreditation. Analysis of existing study programmes and fields of teacher education has revealed that the basic profiles, contents of study and output requirements are so different that there is no guarantee that all graduates are of the same standard.

#### **Curriculum for teachers of vocational subjects**

Example: Masaryk University, Brno, College of Education



Obligatory subjects: Education in society based on information, ICT, General pedagogy, Introduction to study, Sociology, Introduction to psychology, Introduction to philosophy, Social and pedagogical anthropology, Practicum of ICT, Comparative pedagogy, Introduction to legislative, General didactics, Development of psychology, Pedagogical psychology, Practicum on didactics of vocational subjects, Special pedagogy, Theory of education..

#### **Curriculum for teachers of vocational training**

#### **Curriculum for teachers of practicum (identical curriculum)**

Example: Masaryk University, Brno, College of Education

Obligatory subjects: Education in society based on information, ICT, General pedagogy, Introduction to study, Sociology, Introduction to psychology, Introduction to philosophy, Social and pedagogical anthropology, Practicum of ICT, Introduction to legislative, General didactics, Development psychology, Introduction to hygiene, Practicum on didactics of vocational training and practicum, Didactics of practicum, Special pedagogy, Theory of education..

### **6.2.1.4 Assessment and quality monitoring**

#### **teachers of vocational subjects at secondary schools**

In **Master's degree programmes** the students sit for a state final examination, which consists of an exam in pedagogy and psychology, exam in subject field(s) and the defence of a thesis. The content is also set by the faculties. On passing the state final examination, he/she receives a certificate and a diploma, which acts as a qualification for the particular level of education and gives them the right to use the title “Magistr” (Mgr.).

At the end of a three-year **Bachelor's degree programme**, the student sits for a final state examination, a defence of Bachelor's thesis is usually part of it. The content is set by the faculties. It consists mostly of an oral examination in pedagogy, educational psychology, optional specialisation. The topic of Bachelor's thesis is facultative. On passing the exam, students receive a certificate and a diploma providing them with the right to use the title “Bakalář” (Bc.).

Successful participants of qualification **programmes at institutions for the further education of pedagogical staff** receive a certificate stating the institution and training. Individual programmes are assessed according to the institution's own rules. The completion and certification of various forms of further training of teachers at higher education institutions are governed by the relevant faculty's study regulations, especially by the lifelong education rules of the higher education institution.

#### **teachers of practicum**

At the end of a three-year **Bachelor's degree programme**, the student sits for a final state examination; a defence of Bachelor's thesis is usually part of it. The content is set by the faculties. It consists mostly of an oral examination in pedagogy, educational psychology, optional specialisation. The topic of Bachelor's thesis is facultative. On passing the exam, students receive a certificate and a diploma and give them the right to use the title “Bakalář” (Bc.).

Successful participants of qualification **programmes at institutions for the further education of pedagogical staff** receive a certificate stating the institution and training. Individual programmes are assessed according to the institution's own rules. The completion and certification of various forms of further training of teachers at higher education

institutions are governed by the relevant faculty's study regulations, especially by the lifelong education rules of the higher education institution.

### **teachers of vocational training**

At the end of a three-year **Bachelor's degree programme**, the student sits for a final state examination; a defence of Bachelor's thesis is usually part of it. The content is set by the faculties. It consists mostly of an oral examination in pedagogy, educational psychology, optional specialisation. The topic of Bachelor's thesis is facultative. On passing the exam, students receive a certificate and a diploma which gives them the right to use the title “Bakalář” (Bc.).

Successful participants of qualification **programmes at institutions for the further education of pedagogical staff** receive a certificate stating the institution and training. Individual programmes are assessed according to the institution's own rules. The completion and certification of various forms of further training of teachers at higher education institutions are governed by the relevant faculty's study regulations, especially by the lifelong education rules of the higher education institution.

### **teachers of artistic subjects at secondary technical schools and conservatories,**

In **Master's degree programmes** the students sit for a state final examination, which consists of an exam in pedagogy and psychology, exam in subject field(s) and the defence of a thesis. The content is also set by the faculties. On passing the state final examination, he/she receives a certificate and a diploma, which acts as a qualification for the particular level of education and gives them the right to use the title “Magistr” (Mgr.).

At the end of a three-year **Bachelor's degree programme**, the student sits for a final state examination; a defence of Bachelor's thesis is usually part of it. The content is set by the faculties. It consists mostly of an oral examination in pedagogy, educational psychology, optional specialisation. The topic of Bachelor's thesis is facultative. On passing the exam, students receive a certificate and a diploma which gives them the right to use the title “Bakalář” (Bc.).

Successful participants of qualification **programmes at institutions for the further education of pedagogical staff** receive a certificate stating the institution and training. Individual programmes are assessed according to the institution's own rules. The completion and certification of various forms of further training of teachers at higher education institutions are governed by the relevant faculty's study regulations, especially by the lifelong education rules of the higher education institution.

A head teacher of a conservatory may, in well justified cases, decide that he/she shall withdraw the prerequisite of professional qualifications of a teacher of an artistic subject who performs artistic-pedagogical activities provided that such a teacher has been an performing artist. Such decision must be issued in writing. For the purpose of labour-law relations the prerequisite of professional qualifications of a teacher at the relevant school shall be satisfied by the issue of such a decision.

### **teachers of religion**

In **Master's degree programmes** the students sit for a state final examination. The content is set by the faculties. On passing the state final examination, he/she receives a certificate and a diploma, which acts as a qualification for the particular level of education and gives them the right to use the title “Magistr” (Mgr.).

At the end of a three-year **Bachelor's degree programme**, the student sits for a final state examination; a defence of Bachelor's thesis is usually part of it. The content is set by the faculties. The topic of Bachelor's thesis is facultative. On passing the exam, students receive a certificate and a diploma giving them the right to use the title “Bakalář” (Bc.).

Successful participants of qualification **programmes at institutions for the further education of pedagogical staff** receive a certificate stating the institution and training. Individual programmes are assessed according to the institution's own rules. The completion and certification of various forms of further training of teachers at higher education institutions are governed by the relevant faculty's study regulations, especially by the lifelong education rules of the higher education institution.

### **Quality management**

*The Czech School Inspectorate* at schools and school facilities registered in the Register of Educational Facilities and at workplaces where practicum or vocational training is carried out shall, within its inspections:

- a) acquire and analyse information on the education of children, pupils and students, on the activities of schools and school facilities registered in the Register of Educational Facilities, and monitor and evaluate the effectiveness of the educational system;
- b) determine and assess the conditions, course and results of education in accordance with relevant school educational programmes;
- c) determine and assess to what extent the school educational programme is met and whether it is in compliance with legal regulations and the framework educational programme;
- d) perform state checks to determine whether legal regulations relating to provision of education and school services are met; state checks shall be executed in accordance with a special legal regulation;

On 1.9.2005 the Decree on the continuing training of pedagogical staff, the accreditation commission and the career system of pedagogical staff came in force (Decree 317/2005). After this Decree pedagogical workers are introduced into career stages according to:

- a) complicity, responsibility and severity of their activities,
- b) specialised activities which they eventually perform,
- c) fulfilment of profession prerequisites.

Career stages are defined for each type of teachers and create a basis grid for evaluation and remuneration of teachers.

### **6.2.2 In-service, continuing training and development for IVET teachers**

Continuing training and self-education of educational staff is an important characteristic of the teaching profession, its right and duty, and one of the fundamental criteria for assessment of teacher quality.

The obligation of continuing education of workers is very generally specified in the Labour Code.

The Act No. 563/2004 (the school act) states:

- (1) Whilst performing direct educational function pedagogical staff is obliged to undergo different further education activities for renewing, strengthening, and supplementing their qualifications.

(2) In order to increase qualifications pedagogical staff may follow further educational courses. (Under a special regulation “increasing qualifications” means either the acquisition of a required qualification or the extending of existing ones.)

(3) A head teacher shall organise further education for pedagogical staff in accordance with a plan already negotiated with a relevant trade union body. When laying down the further education plan, apart from the individual study interests, also the school needs and the budget have to be considered..

(4) Further education of pedagogical staff shall be held

- a) at higher education institutions, at institutions of further education of pedagogical workers and at other facilities (hereinafter referred to as “educational institutions”) on the basis of accreditation granted by the Ministry;
- b) by self-education;
- c) by the further education of medical staff under a special legal regulation in the case of teachers of medical subjects.

(5) Evidence of the completion of further education under sub-section 4 (a) shall be a certificate issued by an educational institution which organised further education.

Continuing training for (VET) teachers must always be paid. Ministry of Education, Youth and Sports (MEYS) provides schools with a certain amount of money, which is bound to this activity. School can cover continuing training programmes, which are accredited by the Accreditation Commission of MEYS, from this budget.

In March 2006 initiated the Ministry of Education two so-called development programmes for the training of pedagogical staff:

- a) “Education of pedagogical workers”
- b) “Support of further education of pedagogical workers offered by institutions for the further education of pedagogical staff established by regional authorities.

Continuing training programmes aim at knowledge updating, the broadening and deepening of professional competence of teachers. There are only few programmes for VET teachers, mainly for the following reasons:

- The spectrum of vocational subjects is very broad, even though, the number of teachers of individual subjects is very low in comparison with other pedagogical staff.
- Generally, there are not many experts dealing with this issue (for example the didactics of vocational subjects, the didactics of vocational training etc.)

Apart from educational institutions, companies may also be involved in the training of teachers (particularly continuing training). Such training is most often provided by companies whose technologies and products are getting established in the market (e.g. plasterboard systems, cars). However, there is no relevant information about the scope of this type of training that could facilitate comparison of any kind. The training of teachers in companies is rather sporadic and is not governed by any systemic regulations. Its provision is up to the initiative of schools and companies and depends on the quality of the relationship between the school and the potential employers of its graduates.

### **Leonardo da Vinci Programme - Mobility Projects**

The mobility projects take the form of exchanges facilitating an exchange of experience between Czech and foreign teachers, trainers, human resources managers and career counsellors. Mobility projects are therefore in great demand (there were 23 exchange projects

in 2004). In 2004 some 740 VET teachers/trainers took part in the „exchange“ projects. There are no precise statistical data. The figures can only be estimated based on data and information about individual projects. Apart from VET teachers/trainers the participants also include a small number of school counsellors. There are no detailed statistical data as to the breakdown of participants according to these professions.)

VET teachers participate within the Socrates Programme as well. (Statistical data about the Socrates programme participants are not publicly available.)

### ***6.2.3 Pre-service training for IVET trainers and other learning facilitators***

IVET trainer is not a profession, it is rather a role taken by a worker in a company, who has a contract with a school. There is no qualification standard for an IVET trainer. The qualification level which is necessary for performing the role of IVET trainer is not defined. There is no formal system of pre-service training for IVET trainers. Some schools provide short pedagogical courses for their IVET trainers, but these activities are not documented and assessed.

#### **6.2.3.1 Admission requirements**

There is no pre-defined level of teaching qualification necessary to become a IVET trainer. The IVET trainer can be a person who has vocational qualification. Most schools utilise informal procedures to search for IVET teachers – these activities are not documented. The procedures for the recognition of non-formal and informal learning results or competences (acquired through experience) are not used.

#### **6.2.3.2. Training models and process**

IVET trainers who graduated from secondary vocational schools and secondary technical schools have vocational qualification, but teaching qualification is not required. However, in some cases they pass through short pedagogical courses provided by the school.

#### **6.2.3.3. Training content and Curricula**

The curriculum for pre-service training for IVET trainers is not defined. Some schools provide short pedagogical courses for IVET teachers. The content of these courses mainly consist of basic pedagogical and psychological information – these activities are not documented.

#### **6.2.3.4. Assessment and quality monitoring**

No institutions assess, award or accredit formal qualifications for IVET trainers. Assessment has no formal framework.

Most schools provide quality monitoring of their IVET trainers by chosen VET teachers at these schools. These activities are not documented.

### ***6.2.4. In-service, continuing training and development for IVET trainers and other learning facilitators***

The continuing vocational training of IVET trainers is compulsory within the company in which they are employed and for the qualification which they need for the job but not for

trainer's activities. As far as their training activities are concerned, continuing vocational education is optional.

Note: Statistical data about exchange programmes are not publicly available. The number of participants can only be estimated based on individual project data.

### **6.2.5. Issues of interest**

The fourth chapter of White paper (Ministry of Education, Youth and Sports, Prague 2001) „Educational Staff as Supporters of Changes“ brings all main issues relevant to (VET) teachers.

Authors of this chapter: Eliška Walterová, Jaroslava Vašutová, Vlastimil Švec, Jana Švecová, Zdeněk Helus, Jiří Kotásek

#### **Educational Staff as Supporters of Changes**

The implementation of changes in education is unthinkable without the active co-operation and direct participation of teachers and other educational staff. The increased complexity, psychological strain and time load of their work has made it much more demanding. Requirements for their personal and professional qualities have risen, their duties and personal responsibilities have increased. Human resource development in education is therefore a task of primary importance which has to be carried out in different aspects at the same time. It is necessary to introduce a new concept of teacher education at higher education institutions and of in-service training as well, in order to systematically support their work, to improve their motivation for active personal and school development and to make teaching an attractive profession. The precondition is *improving the levels of teachers' salaries* as formulated in the *Main Goals of Educational Policy*. The participation of teacher representatives not only in formulating educational policy and the development of educational programmes but also in stipulating goals of in-service training and changing working conditions is equally important. The efforts of teacher trade unions and pedagogical initiatives to date have to be brought together and the process of *shaping an autonomous socio-professional group* leading to working out an ethical code for the teaching profession and the establishment of an umbrella professional association must be strengthened.

Moreover, it is necessary to *stipulate obligatory general and specific preconditions* for entering educational professions. A new way of selecting applicants for teacher education based on an assessment of their motivation and personal qualities should be introduced. Analysis of existing study programmes and fields of teacher education has revealed that the basic profiles, contents of study and output requirements used in state examinations for first degrees are so different that there is no guarantee that all graduates are of the same standard. One remedy would be to introduce legislation prescribing a standard for teacher qualifications to be used as criterion for the accreditation of study programmes and fields designed by faculties, while still fully respecting the autonomy of higher education institutions. The standard would also include a binding framework structure of output requirements, define key components of qualifications (subject-specific, general education and personal, pedagogical-psychological, subject-related methodological and teaching practical) and the resulting structure of study components. The pedagogical-psychological component should be strengthened to 20-25% of time or credit requirements, with general university basics set at around 30%. Teaching practice involved in pedagogical-psychological and subject specific training should represent 10-12% of the time schedule of teaching study programmes. The quality of subject-specific study should also be improved and the development of field and

subject specific methodology should be promoted. It is also necessary to solve the problem of so-called complementary pedagogical study, which enables graduates from other faculties to gain the pedagogical qualification that is required of subject teachers. This should be a consecutive study programme leading to a state examination, which is subject to accreditation under the same conditions as other teaching study programmes.

The academic level of study does not in itself guarantee a sufficient quality of teacher training. For a long time, teacher education has been criticised for being out of touch with practice, and inadequately focused on the *development of socio-personal qualities and professional abilities*. Teacher education at present is stronger in pedagogical traditionalism than in the application of innovative approaches and the development of new relationships between education and social life. Therefore, it will be necessary to replace the traditional academic concept of teaching the pedagogical component of teacher education in isolated disciplines by a *functionally integrated* concept based on experiential learning, training in theoretical reflection and self-reflection and on the application of methods of action research, with the subject specific component being more bound to the pedagogical-psychological one. Socio-personal development and training in communicative skills will occupy a very important position.

Further changes in teacher training are due to changes in teaching, new requirements placed on schools, such as increasing differentiation or even individualisation of teaching, new forms of group and independent work by pupils, integration of children with special needs, the introduction of compensatory programmes, promoting the education function of schools, inclusive education, new forms of team work by teachers, and the development of curricular and other documents. One essential part of initial education of teachers and other educational staff is an introduction to multicultural education, education for tolerance and against racism, including questions connected with the Holocaust. These increasingly demanding tasks require full higher education qualification at the master's level for teachers in basic and secondary schools and bachelor's studies for teachers in kindergartens, out-of-school activities educators and instructors. (In this respect, it is necessary to consider a definition of a new category of 'auxiliary teaching staff' or 'teacher's assistant' with reduced demands for qualifications.)

In accordance with such a concept of initial education, the practice of *mentoring beginning teachers* must be renewed. This is a task for experienced teachers with a specific qualification. The obvious shortcomings in the effectiveness of teacher education are rooted largely in the present concept of clinical training schools. It will be necessary to legislatively define the relations between them and the respective faculty, similar to teaching hospitals. Beside these 'clinical' schools, there is also a need to substantially raise the number of quality 'laboratory' schools, where some faculty teachers can work and students can do their teaching practice. Adequate conditions for such schools must be created.

Another important measure is the institutional reinforcing of faculties of education within universities. In comparison with other faculties, where teachers are also trained, the faculties of education have specific, indispensable tasks – to shape the scientific basis for education research, to disseminate innovation and to become centres of professional communication among all categories of teachers and with education authorities at central and regional levels. They have a central, coordinating role to play in the fields of teacher education and educational research and the Ministry of Education will support their role.

The qualification acquired in initial teacher education today is the most important criterion for the salary range of teachers. Salary increments are influenced by years of service. If we want to distinguish between the quality and complexity of the work of teachers and other

educational staff and express this in salary terms, it is necessary to develop *a system of career progression with a related salary progression*. This system, *based on the differentiation and categorisation of education activities* and on defining their qualification requirements, will allow an individual to advance professionally according to his functional specialisation as well as the quality and creativity of his work (in the case of heads of schools) towards a higher qualification and so higher salary levels. The system will introduce a number of qualification categories for teachers with a right to higher salaries. These qualifications are:

- a) a specialist in the development of a school educational programme and evaluation of school performance,
- b) a head of a methodological commission,
- c) an educational adviser,
- d) a co-operating or faculty teacher,
- e) a methodological and inspection expert.

It will continue with other categories of management staff (starting with school heads) defining the standards for their qualifications. This system would link the individual and the team, providing school-wide dimensions of teacher work. It is expected to motivate teachers and other educational staff to work towards their professional and personal development, but above all for the development of the school as a whole.

Another complex system that is to be established is *a system of sector personnel policy* in the sense of human resource development. The main goal of the system is gradual long-term preparation and preliminary selection of suitable officials for demanding managerial and methodological tasks at the levels of schools, local and regional administration, supporting infrastructure and centre (the Ministry of Education and its subordinate organisations, the Czech School Inspectorate). The system of career progress will thus be enriched in terms of further development of the education system and at the same time create prerequisites for this development. Quantitative and qualitative monitoring of qualification structures, features, conditions and attitudes of teachers will constitute a basis for management and decision-making in education and for proposals for necessary intervention.

*Continuing education and self-education* of educational staff is an important characteristic of the teaching profession, its right and duty, and one of the fundamental criteria for assessment of teacher quality. Nowadays, the roles and everyday work of teachers and other educational staff, especially school heads and inspectors are changing greatly, and continuing in-service training represents an important component of individual development as well as one of the most significant elements of the organisation of school life. One of the main tasks of the Ministry of Education in managing the change is the *systematic support* of in-service training through its planned financing, the introduction of developmental programmes and ensuring the underpinning infrastructure. The proposed *common underpinning infrastructure* based on the network of pedagogical centres is sufficiently broad and flexible to link all those who need further education and those who are able to provide it. It will allow for the *participation of the best teachers and schools* and maximum utilisation of their experience, and at the same time the maximum *use of the potential* of higher education institutions, namely *faculties of education*.



## **6.3. Types of Teachers and Trainers in CVET**

### **CVET teachers**

The term „teacher“ is not used in the CVET context, it is used (nearly always) in connection with pedagogical work within the framework of schools and school facilities (IVET context).

But there is an exception: Within the framework of further education of pedagogical staff there exists a small group of CVET teachers – the exact name of this occupation (according to law) is „teacher at institutions for the further education of pedagogical staff“. But this group is very marginal. Most often the further education of teachers is provided by CVET trainers. This occupation (teacher at institutions for the further education of pedagogical staff) is completely newly defined by law, that is why the statistical data are not available.

### **CVET trainers**

1. trainers - entrepreneurs are self-employed people working on the basis of a trade licence. These people perform the trainer's job as a part-time or full-time job;
2. trainers – employees: their working activity is mostly oriented towards the teaching and training of educational institution and company staff (in-company training, out-of-company training );
3. managers and experts who perform teaching as a part of their professional activities or as an auxiliary activity;
4. trainers – volunteers from non-profit organisations performing useful public activities based on a voluntary principle;

#### **1. Trainers – self-employed persons**

These trainers work in all contexts of adult education, above all in the context of continuing vocational education. They have contracts with educational institutions, companies or with individual persons. Their places of work are various: training centres, companies, school premises, out-doors). Statistical data (number of trainers, age distribution or gender balance, salary) are not collected. Salary rates are not regulated. There is no structure for attracting and recruiting people to become trainers.

#### **2. Trainers – employees**

Trainers – employees work in adult educational institutions, for example in language schools, managerial education centres or other specialised training and educational institutions. These institutions (mostly from large to medium sized) build their image and the concept of activities upon the specialised staff of trainers. They mostly provide the trainers with methodological and logistical support and assure their development. This is the main difference on the market between them and those agencies which employ part-time trainers.

Trainers – employees are also active in companies, mainly in the field of services. These positions are mostly in banking, insurance and other financial services and have different names e.g. trainers, coaches, methodologists, mentors, etc. They focus mainly on introducing new workers to a job, training for key positions (sales representatives, managers) as well as all staff training in product innovation, legislation, communication and market strategies, etc. These trainers, like other clerks in the financial sphere, are generously remunerated in comparison to Czech earnings. The salary range is 30 - 40 000 CZK monthly (€1000 – 1300). A great many companies also pay bonuses based on graduate study results in certain types of courses. Another area where professional trainers are employed is retail (large chain stores) as

well as hospitality. Trainers are employed at the company and partially at the inter-company level.

Statistical data (number of trainers, age distribution or gender balance) are not collected. Salary rates are not regulated. There is no structure for attracting and recruiting people to become trainers.

### **3. Managers and experts**

Managers and experts provide training within their profession or as a part-time job as well. These trainers frequently work in those sectors and branches which organise training activities for their staff within in-company training. The group of professional trainers, managers and experts in the sphere of business is not systematically monitored or analysed.

Statistical data (number of trainers, age distribution or gender balance) are not collected. Salary rates are not regulated. There is no structure for attracting and recruiting people to become trainers.

### **4. Trainers – members or staff of organisations in the non-profit sphere**

A very broad and heterogeneous group of trainers work in non-profit organisations. A great range of people and experts in the field of social services, culture, amateur education, leisure, sports, etc. work as trainers. Trainers aim at explaining the purpose of particular institutions to the general public and focus on recruiting new people interested in this work or in supporting this field.

Statistical data (number of trainers, age distribution or gender balance) are not collected. Salary rates are not regulated. There is no structure for attracting and recruiting people to become trainers.

#### ***6.3.1 Pre-service training for CVET teachers***

The term „teacher” is not used in the CVET context, it is used (nearly always) in connection with pedagogical work within the framework of schools and school facilities (IVET context).

But there is an exception: Within the framework of further education of pedagogical staff there exists a small group of CVET teachers – the exact name of this occupation (according to law) is „teacher at institutions for the further education of pedagogical staff“. But this group is very marginal. Most often the further education of teachers is provided by CVET trainers („lecturers“). This occupation (teacher at institutions for the further education of pedagogical staff) is completely newly defined by law, that is why the statistical data are not available.

There is no special pre-service training for „teachers at institutions for the further education of pedagogical staff“. The Admission requirements are defined by law. (see 6.3.1.1).

##### **6.3.1.1 Admission requirements**

A teacher at an institution for the further education of pedagogical staff shall acquire professional qualifications through:

- a) higher education by completing an accredited master’s degree programme in the field of pedagogical sciences; or
- b) higher education by completing an accredited master’s study programme different to the programme stipulated in letter a)

and by pedagogical practical experience or practical experience in a field appropriate to the nature of educational subjects for not less than seven years and in a scope corresponding at least to half of the determined working hours per week

### **6.3.1.2 Training models and process**

There are no special training models for teacher at an institution for the further education of pedagogical staff. Pre-service training is identical to pre-service training of IVET teachers of vocational subjects (see 6.2.1).

### **6.3.1.3 Training content and Curricula**

There is no special curriculum for teachers at an institution for the further education of pedagogical staff. The curriculum is identical to the curriculum for IVET teachers of vocational subjects (see 6.1.3).

### **6.3.1.4 Assessment and quality monitoring**

The occupation of „teacher at an institution for the further education of pedagogical staff” is completely newly defined by law; there is no system of assessment or quality monitoring.

## ***6.3.2 In-service, continuing training and development for CVET teachers***

No data available.

## ***6.3.3 Pre-service training for CVET trainers and other learning facilitators***

There is no formal profession standard for CVET trainer and no qualification standard as well. There is no specific regulation on the requirements for the pre-service training for CVET trainers. Within this opened legislative space a few of pre-service training models work:

- master’s degree programmes including trainer’s qualification,
- bachelor’s programmes including trainer’s qualification,
- study courses for trainers at higher education institutions,
- courses focused on trainer’s skills at CVT institutions.

### **Pre-service training for CVET trainers at higher education institutions**

Several higher education institutions offer study programmes whose graduates are qualified, among others, for CVET trainer profession. That means that these programmes are not specialised for further trainers, nevertheless the graduate profile of these programmes contains the trainer qualification.

- master’s degree programme at the Philosophical Faculty at Charles University in Prague, the Department of Andragogy and Personal Management
- master’s degree programme at the Philosophical Faculty of Palacky University in Olomouc in the Department of Sociology and Andragogy
- study courses for trainers within lifelong learning at the Centre of Distance Education at the Palacky University, Philosophical Faculty
- bachelor’s degree programme at Jan Amos Komensky University (private institution).

The graduates of master's and bachelor's degree and lifelong education programmes from the aforementioned institutions acquire the qualifications and competences which entitle them to carry out the trainer's job.

### **Pre-service training for CVET trainer at training institutions**

Outside the system of formal education several training institutions offer educational programmes (courses) focused on trainer's skills. The curriculum of these courses is very diverse. Certificates from these courses have non-formal force.

#### **6.3.3.1 Admission requirements**

There is no a pre-defined level of qualifications necessary to become a trainer in CVET. There is no formal profession standard for CVET trainer and no qualification standard as well. Particular CVET training institutions define their own admission requirements. These requirements are probably different – information is not collected.

There is only one formal requirement for people, who want to be VET trainers - self-employed persons: trade certificate. But this certificate is unrelated to qualification or educational attainment.

#### **6.3.3.2 Training models and process**

There is no a pre-defined level of qualifications necessary to become a trainer in CVET. There is no formal profession standard for CVET trainer and no qualification standard as well. Particular CVET training institutions define their own training models.

### **Training models and process at higher education institutions**

Within aforementioned higher educational programmes (see 6.3.3) student are simultaneously prepared for several different types of occupations: personal manager, consultant, trainer. The graduates are not specialists – for example: trainer in the field of economy. Their profile is general. They usually profile themselves after the study. This model is not frequented. This model is used by all four main types of CVET teachers mentioned above.

### **Training models and process at training institutions**

The clients of basic training skills courses at training institutions usually have the vocational qualification – they are programmers or economists for example. At training skills courses they obtain the trainer's qualification. Training skills courses are usually open courses for broad spectrum of clients. This, frequented model is used by all four, main types of CVET teachers mentioned above.

#### **6.3.3.3 Training content and Curricula**

There is no formal profession standard for CVET trainer and no qualification standard as well. That is why particular CVET training institutions define their own curriculum. These curricula are different, but they usually have common components.

### **Training content and curriculum at higher educational institutions**

**Example I:** master's degree programme at the Philosophical Faculty at Charles University in Prague, the Department of Andragogy and Personal Management

### **Subjects of the 1st. cycle of study**

Introduction to philosophy  
Elements of law  
Elements of economy  
Introduction to ICT  
Theory of management  
Introduction to pedagogy  
Introduction to andragogy<sup>8</sup>  
Vocational education of adults  
Pedagogical and psychological diagnostics  
Introduction to psychology  
Social psychology  
Pedagogical psychology  
Introduction to sociology  
Methodology of social research  
Personal management  
Hobby educational of adults  
History and philosophy of education  
Didactics of adult education  
Statistics

### **Subjects of the 2nd cycle of study**

Mental hygiene  
Vocational education of adults II  
Co-operative andragogy  
Educational counselling for adults  
Didactics of adult education II  
Citizenship education  
Pedagogical psychology  
Sociology of education  
Adult education management  
Methodology of social-psychology training

#### **Example II:** Training programme for trainers – Association of Adult Education Institutions

The participants of the combined programme have the following eight study text at their disposal:

- Socio-economic fundamentals of adult education
- Psychological fundamentals of adult education
- Projecting educational activities
- The methodology of adult education
- Assessment in adult education
- New technology in adult education
- The art of presentation and communication

Knowledge and skills gained through self-study are deepened in the framework of six two-day workshops including both consultations and training.

A prerequisite for awarding the certification is drafting the final written paper of the given structure

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<sup>8</sup> Andragogy – theory of adult education (special Czech term)

#### **6.3.3.4 Assessment and quality monitoring**

There are not common accepted criteria for the evaluation of trainer's work. Therefore the evaluation proceeds according to internal standards of individual training suppliers, if they have some. There are several institutions which operate in the field of evaluation on transregional level.

The International Education Society (IES) is a significant organisation dealing with the quality of trainers and the certification of educational institutions countrywide. All ISE activities are focused on the development of international and national cooperation between educational institutions and the economic sphere. IES certifies the trainers of lifelong education institutions and teachers and trainers at all types of schools. It issues the certificates in English having an international validity. It declares education and practical experience of certified trainers.

At present the reform of public administration is connected with the implementation of extensive educational programmes for the different groups of clerks. The educational institutions which want to take part in this process must apply for the accreditation of the particular educational programme co-ordinated by the Ministry of Interior (the responsible body). Within this accreditation they must also proof the qualification of trainers. The Accreditation Committee of the Ministry of Interior - composed of leading experts in public administration and the representatives of regional self-government units - assesses the quality of trainers by the following criteria: the highest attained education, practical experience in the last 10 years and certification.

The qualification of trainers is not defined precisely but a higher educational qualification and practical experience in public administration and adult education are usually required. The requirements for trainers in public administration are defined and checked by the Ministry of Interior. There can also be special requirements by teaching profile – as far as the specific fields of public administration are concerned, the practical experience is an asset, while regarding general subjects the level of education is assessed.

When selecting a trainer, first of all his or her professional competence i.e. ability to train people and communicate with them is assessed. The certification of trainers for a certain specific purpose is being gradually developed. The standard for the qualification of trainers is used especially in foreign language teaching where the examination of trainers must correspond to the international certificates (e.g. examination in English or German). Another example is the Association of Institutions for Adult Education (AIVD) which organises courses for trainers leading to a certificate. This certificate strengthens the position of trainers both on the part of “providers” (educational institutions) and “customers” (companies and institutions). Another certificate is the ATKM certificate (Association of trainers and consultants for management), which verifies the quality of those trainers as members of professional associations. Further verification of the professional capability of trainers is carried out indirectly. In this process, educational institutions ask the Ministry of Education (MŠMT) for awarding certification for retraining. The Czech Association of MBA Schools (CAMBAS) works similarly and awards the accreditation for MBA study courses in the Czech Republic.

The trainer's qualification is verified by awarding education quality standards (ISO, QFOR, IES or Cametin certification).

### ***6.3.4 In-service, continuing training and development for CVET trainers and other learning facilitators***

In-service, continuing training and development for CVET trainers runs within the framework of educational market. It is not regulated or centrally organised. (There is no formal profession standard for CVET trainer and no qualification standard as well.) It depends on the activities of individual trainers if they like to continue their education to keep up with recent knowledge, be capable of competition and perform the trainer's job in various institutions. Some CVET institutions have one's own HRD strategy supported by sub-budget and provide training for their trainers, but these activities are not documented.

This characteristic of in-service training is significant for all mentioned types of CVET trainers.

On the educational market there are lot of training courses and development opportunities for trainers.

#### **Examples of training courses:**

- Presentation skills
- Assessment techniques
- Training needs analyses
- Power point for trainers
- Non verbal communication
- Rhetorics
- Evaluation of education courses
- Coaching
- Supervision
- How to write the educational text for adults

#### **Examples of training/development services for trainers**

- Development counselling
- Supervision
- Coaching

### **Leonardo da Vinci Programme - Mobility Projects**

The mobility projects take the form of exchanges facilitating an exchange of experience between Czech and foreign teachers, trainers, human resources managers and career counsellors. Mobility projects are therefore in great demand (there were 23 exchange projects in 2004).

### ***6.3.5 Issues of interest***

## 6.4 Unions/Associations and Resources

- Government Agencies:

### **Ministerstvo školství, mládeže a tělovýchovy** - Ministry of Education, Youth and Sports

Karmelitská 7, 118 12 Praha 1

tel.: +420 257 193 111,

fax: +420 257 193 753

[info@msmt.cz](mailto:info@msmt.cz)

<http://www.msmt.cz>

### **Ministerstvo práce a sociálních věcí** - Ministry of Labour and Social Affairs

Na Poříčnickém právu 1, 128 01 Praha 2

tel./fax.: +420 221 921 111

[www.mpsv.cz](http://www.mpsv.cz)

- Unions/Associations and Resources:

### **Asociace institucí vzdělávání dospělých České republiky** – Association of Institutions for Adult Education in Czech Republic

AIVD ČR P.O.Box 16, 160 05 Praha 6

tel.: +420 224 500 570

fax.: +420 224 500 504

[www.aivd.cz](http://www.aivd.cz)

### **Asociace trenérů a konzultantů managementu** – Association of Management Trainers and Consultants

Údolní 5, 602 00 BRNO

tel./fax: +420 542 217 483

<http://www.atkm.cz>

e-mail: [atkm@atkm.cz](mailto:atkm@atkm.cz)

### **Asociace univerzit třetího věku** - Association of the Universities of Third Age

Centrum VUT Antonínská 1, 601 90 Brno

tel.: +420 541 145 131

fax: +420 541 145 115

[lenkas@ro.vutbr.cz](mailto:lenkas@ro.vutbr.cz); [vavrin@ro.vutbr.cz](mailto:vavrin@ro.vutbr.cz)

<http://www.vutbr.cz/au3v>

### **Centrum pro studium vysokého školství** – Centre for Higher Education Studies

U Lužického semináře 13/90, 118 00 Praha 1 - Malá Strana

tel.: +420 257 011 312

fax: +420 257 011 323

[sebkova@csvs.cz](mailto:sebkova@csvs.cz)

<http://www.csvs.cz>



**Národní ústav odborného vzdělávání - National Institute of Technical and Vocational Education**

Weilova 1271/6, 102 00 Praha 10 - areál Vltava

tel.: +420 274 862 251-56

fax: +420 274 863 380

[nuov@nuov.cz](mailto:nuov@nuov.cz)

<http://www.nuov.cz>

**Ústav pro informace ve vzdělávání - Institute for Information on Education**

Senovážné nám. 26, P.O. Box č. 1, 110 06 Praha 1

tel.: +420 224 398 111

fax: +420 224 237 596

[zieleniecova@uiv.cz](mailto:zieleniecova@uiv.cz)

<http://www.uiv.cz>

**Národní oddělení EURYDICE, Ústav pro informace ve vzdělávání - Eurydice National Unit**

Senovážné nám. 26, P.O.Box 1, 110 06 Praha 1

tel.: +420 224 398 353

fax: +420 224 237 596

[eurydice@uiv.cz](mailto:eurydice@uiv.cz)

Chyba! Odkaz není platný.

**Ústav výzkumu a rozvoje školství - Institute of Research and Development of Education**

Pedagogická fakulta UK Myslíkova 7, 110 00 Praha 1

tel.: +420 224 933 857

fax: +420 224 930 751

[secretar@uvrs.pedf.cuni.cz](mailto:secretar@uvrs.pedf.cuni.cz)

<http://www.pedf.cuni.cz/uvrs/cz/index2.htm>

**Výzkumný ústav pedagogický v Praze - Research Institute of Education in Prague**

Novodvorská 1010/14, 142 01 Praha 4

tel.: +420 261 341 441

[vuppraha@vuppraha.cz](mailto:vuppraha@vuppraha.cz); [jerabek@vuppraha.cz](mailto:jerabek@vuppraha.cz)

<http://www.vuppraha.cz>

**Národní vzdělávací fond – National Training Fund**

Opletalova 25, 110 00 Praha 1

tel.: +420 224 500 500, +420 224 500 511

fax: +420 224 500 501

[mail@nvf.cz](mailto:mail@nvf.cz)

[www.nvf.cz](http://www.nvf.cz)

**Národní institut pro další vzdělávání – National institute for Further Education**

Učňovská 100/1, 190 00 Praha 9 – Jarov

tel.: +420 266 106 307

fax: +420 224 228 334

[info@nidv.cz](mailto:info@nidv.cz)

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

**AGRO vzdělávání, poradenství**

Ústav zemědělských a potravinářských informací - Institute of Agricultural and Food Information (IAFI)

Slezská 7, 120 56 Praha 2

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

**Databáze akcí profesního vzdělávání - Database Advanced Training**

Trexima, spol. s r. o., tř. T. Bati 299, 764 21 Zlín-Louky

tel.: +420 577 601 385

[dat@trexima.cz](mailto:dat@trexima.cz)

[http://www.eu-dat.cz/charlie/dat/act/dat\\_index.act](http://www.eu-dat.cz/charlie/dat/act/dat_index.act)

**Centrum vzdělanosti Libereckého kraje - Centre of Education of the Liberec Region**

Masarykova 18, 460 01 Liberec 1

tel.: +420 485 101 872

<http://www.cvlk.cz>

**Akreditační komise - Accreditation Commission**

Odbor vysokých škol MŠMT Karmelitská 7, 118 12 Praha 1

tel.: +420 257 193 457

[info@msmt.cz](mailto:info@msmt.cz)

<http://www.msmt.cz/DOMEK/default.asp?CAI=2417>

**SKAV (stálá konference asociací ve vzdělání) - Standing conference of the educational associations**

ZŠ nám. Interbrigády 1022/2, 160 00 Praha 6

tel./fax: +420;233 340 795

[info@skav.cz](mailto:info@skav.cz)

[WWW.SKAV.CZ](http://WWW.SKAV.CZ)

**Asociace pro poradenství v podnikání (APP) – Association for Counselling in Entrepreneurship**

Veletržní 21, 170 00 Praha 7,

tel./fax: +420 220 879 043

[asocpor@asocpor.cz](mailto:asocpor@asocpor.cz)

**Bankovní akademie a.s. – Banking Academy**

Vlkova 458/12, 130 00 Praha 3

tel.:+420 210 088 880

fax: +420 222 720 566

[www.bank-akademie.cz](http://www.bank-akademie.cz)

[info@bank-akademie.cz](mailto:info@bank-akademie.cz)

**Centrum otevřeného a distančního vzdělávání – Centre of open and distance education**

Univerzita Palackého v Olomouci

Biskupské nám. 1, 771 47 Olomouc

**Česká asociace MBA škol** ,CAMBAS - Czech Association of MBA Schools  
Josef Martího 2, 162 00 Praha 6  
tel.:+420 235 363 782  
fax: +420 235 363 780  
[www.cambas.cz](http://www.cambas.cz).  
[info@cambas.cz](mailto:info@cambas.cz)

**Česká manažerská asociace (ČMA)** – Czech Management Association  
Podolská 50, 147 00 Praha 4  
tel.: +420 241 430 510  
fax: +420 241 431 149  
[www.cma.cz](http://www.cma.cz).  
[cma@cma.cz](mailto:cma@cma.cz)

**Česká marketingová společnost (ČMS)** – Czech Marketing Association  
Novotného lávka 200/5, 116 68 Praha 1  
tel./fax:+420 221 082 395  
[www.cms-cma.cz](http://www.cms-cma.cz)  
[cms@csvts.cz](mailto:cms@csvts.cz)

**Český institut pro marketing (CIMA)** – Czech Institute of Marketing  
Geologická 275/2, 152 00 Praha 5  
tel.:+420 296 555 411  
fax.:+420 251 681 575  
[www.cima.cz/](http://www.cima.cz/)  
[cima@cima.cz](mailto:cima@cima.cz)

**Open University v ČR (OUČR)** – Open University in the Czech Republic  
Těšnov 5, 110 00 Praha 1  
tel: +420 222 246 371  
fax: +420 224 213 413  
[www.openuniv.cz](http://www.openuniv.cz).  
[paha@openuniv.cz](mailto:paha@openuniv.cz),

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- [http://www.mvcr.cz/reforma/zpravy/system/o\\_sprave.html](http://www.mvcr.cz/reforma/zpravy/system/o_sprave.html) - Systém vzdělávání pracovníků ve veřejné správě a o veřejné správě. The system of education of workers in public administration.
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- <http://www.asocpor.cz/> – Asociace pro poradenství v podnikání (APP) Association for Counselling in Entrepreneurship
- <http://www.atkm.cz/> – Asociace trenérů a konzultantů managementu (ATKM) Association of Management Trainers and Consultants.
- <http://www.businessinfo.cz/cz/clanky/lidske-zdroje-vzdelavani/1000439/> – BusinessInfo, portál pro podnikatele, obsahuje odkazy na vzdělávání zaměřené na podporu podnikatelů. BusinessInfo, the gateway for Entrepreneurs.
- <http://www.csvs.cz> – Centrum pro studium vysokého školství (CSVs), Centre for Higher Education Studies.
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- <http://www.cms-cma.cz/web/public/cs> – Česká marketingová společnost (ČMS), Czech Marketing Association.
- <http://www.cima.cz/> – Český institut pro marketing (CIMA) Czech Institute of Marketing.
- [http://www.eu-dat.cz/charlie/dat/act/dat\\_index.act](http://www.eu-dat.cz/charlie/dat/act/dat_index.act) – DAT CZ, databáze akcí dalšího profesního vzdělávání. On-line database for further education.
- <http://www.educity.cz/> – portál EduCity.cz The gateway for further education.
- [http://europass.cedefop.eu.int/img/dynamic/c313/cv-1\\_en\\_US\\_glossary\\_4030\\_6k.pdf](http://europass.cedefop.eu.int/img/dynamic/c313/cv-1_en_US_glossary_4030_6k.pdf) – glosář klíčových termínů evropské politiky odborného vzdělávání a přípravy (česky, německy, anglicky, francouzsky, maďarsky a polsky) Terminology of Vocational Training Policy (Cedefop).
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