



Annual National Review (ANaR) on the Validation of Non-formal and Informal Learning (VNF-IFL) on the national context

ANaR Report Year 1 – 2008-2010

Country: Czech Republic

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Date: 8. 12. 2008 – Updated information for 2010 in red

I. The general situation regarding VNF-IFL

1. National strategy: is there one? *What* is in place re the VNF-IFL, at *which level*? If not, are there regional, local or institutional strategies?
Any reference or URL links to official documents, Websites?

On 1st of August 2007 came into force the act. No 179/2006 on Verification and Recognition of Further Education Results and on the Amendment to Some Other Acts (the Act on the Recognition of Further Education Results) which regulates the system of verification and recognition of further education results, qualifications, qualification standards for partial qualifications, assessment standards for partial qualifications, the National Register of Qualifications (The National Register of Qualifications is maintained and published by the National institute of technical and vocational education (NUOV), an organisation receiving contributions from the state budget, electronically in a manner enabling remote access), rules for granting, extending validity and

withdrawing authorisation for the verification of further education results, rights and duties of participants of further education and the scope of competencies of bodies executing state administration with regard to verifying and recognizing further education results.

UNIV project

In June 2008, the nationwide project of the Ministry of Education, Youth and Sports called UNIV – Recognition of the results of informal learning and non-formal education was finished by networks of schools providing the education service for adults. It was financed by the European Social Fund and state budget of the Czech Republic. The pilot project was realized in 8 regions of the Czech Republic.

The project was divided in two parts. First one focused on further education. The project formed 138 educational programmes and 172 training and methodological documents. 78 schools cooperated on this part of the project, 269 guides and evaluators were trained. Teachers at schools were trained to know how to prepare modular educational programmes, thus interconnecting each other. A new experience was gained – psychology of adult students.

In the scope of the second part of the project, the pilot verification of the particular established evaluating and educational programmes – the main results of the project - was realized. These results will enable adults to complete their partial or complete qualification followed by their successful entry to the labour market. This type of education evaluation standards will allow validating and recognising knowledge and skills acquired not only in various courses, but also through the work and life experience. Promptly and easily it will be possible to acquire new partial or complete qualification.

54 schools participated in pilot verification and 47 partial qualifications were verified. 210 participants passed through the pilot evaluating process of the non-formal education; however, only 8 of them were not successful. Participants were mainly formal students, who left the initial education and worked in the field of their formal education. Others, who participated, were people who did not find work in their own field and also employees of the cooperating companies.

UNIV II

The UNIV project at present enters its second phase – UNIV II., which is aimed at deepening the existing educational network, establishing the educational programmes in the level ISCED 3A and 3B (high school graduation exam) and spreading the project through all regions of the Czech Republic. There are 325 schools cooperating on the UNIV II project. They will become centres of lifelong education that will, beside the basic education to the regular student, offer also different forms of further education. These will be aimed at widening the spectrum of interested adults. The centres of lifelong education will create minimally 3 programmes of further education reflecting educational needs as well as the needs of labour market in particular region. The centres will be connected into the regional network, which will bring better coordination and cooperation beyond the project.

UNIV III

The UNIV III project will follow the UNIV I project (Recognition of the results of informal learning and non-formal education and the use of results of the National Qualifications Framework II project). As there is a low public interest at present, the main accent will be put on promotion. Approximately 500 educational programmes will be validated (including the programmes matching the level ISCED 3A and 3B). Not only the public secondary schools will be connected to the project, but also the private educational institutions, institutions offering retraining programmes and further education programmes and company education systems as well.

http://www.msmt.cz/uploads/Law_No._179_2006_English_version.doc

Act no. 179/2006 on Verification and Recognition of Further Education Results and on the Amendment to Some Other Acts (the Act on the Recognition of Further Education Results)

<http://www.msmt.cz/education/system-of-recognition-of-qualifications>

Ministry of Education, Youth and Sports: Info about recognition of qualifications

<http://www.univ.nuov.cz/index.php?r=237>

Recognition of the results of informal learning and non-formal education by networks of schools providing the education service for adults

	<p>http://www.europass.cz/index.php?lng=en National Europass Centre, Czech Republic</p> <p>www.nidm.cz National institut of youth and children</p> <p>http://www.mladezvakci.cz/informace-o-programu/neformalni-vzdelavani/ Programme Youth in Action – Informal learning</p> <p>www.nuov.cz National Institute of Technical and Vocational Education</p> <p>www.msmt.cz Ministry of Education, Youth and Sports</p> <p>www.mpsv.cz Ministry of Labour and Social Affairs</p>
<p>2. main responsibility for VNF-IFL, regulations, monitoring and evaluation:</p> <ul style="list-style-type: none"> •Who has the main responsibility for VNF-IFL? Which ministry (ies), which institution (s), organisation or body (ies)? Who gives the main impetus and direction? •Who regulates, monitors and assesses practices and pilots new initiatives? •Or are they local, regional, sectoral, institutional initiatives? 	

<p>3. Sectors: where, which sectors:</p> <ul style="list-style-type: none"> •Does VNF-IFL apply to all educational sectors? Or to specific ones (vocational education & training, Further Educ. Colleges, universities, adult education etc....) •Or/ and does it apply to other sectors: 3rd sector, private sector <p><i>Name some examples or references to examples (websites, documents etc....?)</i></p>	<p>Recognition of further education knowledge and skills covers the qualifications appropriate for the ISCED 2 and ISCED 3C education levels. Presently, it is possible to apply for recognition of education in 186 partial qualifications. The main interest is within the competence of the Ministry for Regional Development and the Ministry of Agriculture (trades and services, gastronomy, manufacturing, food processing and agriculture as well as fields such as engineering, electro technical field etc.)</p>
<p>4. Terminology:</p> <p>Is there a common definition of VNF-IFL, or are there specific terms used by different institutions implementing VNF-IFL? What would be the best way to translate it / them into English?</p>	<p>Give the definition (s) and terms used in your own language, and your translation in English</p> <p>Formální vzdělávání - formal learning /education is defined as learning which takes place in an organised and structured way (at school, in the vocational training center or at work) and which is explicitly classified as learning (in terms of goals, time and resources). Formal learning is an intentional activity from the point of view of the learner. It usually results in certification.</p> <p>Neformální vzdělávání - non-formal learning /education is learning embedded in intentional activities which are not explicitly classified as learning (in terms of goals, time and resources) but learning is an important part of such activities. Non-formal learning is an intentional activity from the point of view of the individual who learns. It usually does not result in certification.</p> <p>Informální vzdělávání - the informal learning is the learning as a result of everyday activities connected with family, work or leisure activities. It is neither organised, nor structured (in terms of goals, time and resources). The informal learning is usually not intentional from the point of view of the individual who learns. It usually does not result in certification. The informal learning is sometimes described as learning from experience, unintentional, non-institutional.</p>
<p>5. National Qualification Framework:</p> <p>How do VNF-IFL practices or initiatives relate to NQF in place or in construction,</p>	<p>National Qualifications Framework</p> <p>In April 2005 the Ministry of Education started the project „The development of the National Qualifications</p>

if they do? If not, why not?
*Brief description of the NQF (diagram
etc)? Reference to docs or website?*

Framework supporting links between initial and further education“ (NQF) in cooperation with the National Institute of Technical and Vocational Education. This system (i.e. nationwide) project is co-financed by the state budget of the Czech Republic and the European Social Fund.
Solving the project tasks, the National Institute of Technical and Vocational Education cooperates with Trexima, s. r. o., a company selected following a call for tender, and with other experts from the world of work, especially with social partners and schools till the end of the project in November 2007.
National qualifications framework, whose creation is a core activity of the project and which is in line of the **European Qualification Framework (EQF)**, is embedded in the **act. No 179/2006 on Verification and Recognition of Further Education Results** and on the Amendment to Some Other Acts (the Act on the Recognition of Further Education Results).

The mentioned Act No. 179/2009 and the ministry order no. 10 from 19.2.2007 declares to establish the **National Board for Qualifications**. The main task of the Board is to negotiate about the documents concerning the preparation of the National Qualifications Framework. Further, the Board puts NQF in practice and addresses other qualification and further education field tasks required by the Ministry of Education, Youth and Sports. The Board meets twice a year.

The National Board for Qualifications is the advising authority of the Ministry of Education and expresses its opinion about the following issues:

- Preparation and completion of National Qualifications Framework
- Qualifications for further education
- Proposal of establishment of new partial qualifications
- Proposal of changes in structure and context of qualifications
- Monitoring of the labour market demands
- Reflection of changes in the content of qualifications in the education field's job descriptions
- Critique of the new partial qualifications proposals offered by natural or legal persons
- Participation in the foundation of Sector Councils etc.

The inner HR structure of the National Board for Qualifications reflects the requirements of the Verification and Recognition of Further Education Results Act. No. 179/2009. The Board addresses the educational scope as well as the labour market needs. The Board consists of members of the 5 ministries (Ministry of Education, Youth and Sports, Ministry for Regional Development, Ministry of Agriculture, Ministry of Labour and Social Affairs, Ministry of Industry and Trade), employers, employees and educators (the board has 18 members).

	<p>NQF distinguishes two types of qualifications:</p> <ul style="list-style-type: none"> – Complete qualification is ability to perform an occupation (e.g. confectioner, electrician, architect, doctor, etc.) and it is nothing new in the system; it is acquired in vocational or technical schools or higher education institutions by completing a relevant field of study. – Partial qualification is ability to perform only a part of an occupation, i.e. a work activity or several work activities, which together gives opportunity to apply for a job (e.g. preparation of cold food, gingerbread making, sewing and repairing textile decorations, figural porcelain casting and retouching, website design or above mentioned cake and gateau making).
<p>5. National Qualification Framework: How do VNF-IFL practices or initiatives relate to NQF in place or in construction, if they do? If not, why not? <i>Brief description of the NQF (diagram etc)? Reference to docs or website?</i></p>	<p>National Qualifications Framework 2 (NQF 2) The national project of the Ministry of Education, Youth and Sports is co-financed by the European Social Fund and by the Czech Republic state budget. The partner is the National Institute of Technical and Vocational Education (NUOV). The project started on May 1st, 2009. At present, the national qualifications framework contains mostly qualifications in business (trading) and service fields. The qualification standards have been established in the course of the system project NQF (2005-2008). The main objective of the NQF 2 project is to include qualifications based on the high school graduation exam (ISCED 3A) as well as higher qualifications, in relation to the labour market requirements. The representative employer organizations and, mainly, the sector councils will be involved in the process of designing and approving the qualifications, which will ensure their high quality. A public register of all qualifications asserted in the CR labour market will be created. It will not only describe what each qualification requires, but it will also describe all the means and conditions leading to the qualification acquirement. This achievement enables the recognition of real employable knowledge and competences independent of the way in which they are acquired. The flexibility and adaptability of the labour force in the labour market should therefore be enhanced and the competitiveness of economy of the Czech Republic should grow as a consequence. The project's secondary effect should present strengthening of the public interest in all forms of lifelong learning.</p>

Recognition of qualifications

The National Qualifications Framework can be used by people interested in having their knowledge and skills recognized, which they have acquired during their work, in courses or through self-study. The standards enable people to be re-examined and gain a certificate of their partial qualification valid throughout the Czech Republic. The application form and the list of partial and complete qualifications (in which they can ask for recognition) are available on the Internet pages of the Ministry of Education, Youth and Sports. The more detailed information concerning particular qualifications is available at the National Qualifications Framework website (www.narodni-kvalifikace.cz)

Interested people can pass the exams according to the evaluation standards of the relevant partial qualification. If the applicants pass all parts of the complete qualification, they then gain the apprenticeship certificate. The re-examination takes place by authorized persons, i.e. in schools and others subjects guaranteeing the exam standards. Also, people without jobs during the economical crises can acquire a qualification in this way.

It is possible to obtain authorisation for partial qualifications. It is not possible to validate complete qualifications, only some of them is possible to set together of the relevant partial qualifications. At present, there are 186 partial qualifications being accredited, which enables individuals to apply for recognition and authorisation of qualification.

144 applicants passed the exam validating their knowledge and obtained the authorisation for partial qualification in the January-September 2009 period. At present, the partial qualifications trade and service exams can be mainly taken from gastronomy, manufacturing, food processing and from agriculture as well as engineering, electrotechnical field, etc. (the main part of the recognized qualifications is in the competence of the Ministry for Regional Development and the Ministry of Agriculture).

<http://www.nsk.nuov.cz/>

National Qualifications framework

<p>6. Impact on individuals</p> <ul style="list-style-type: none"> •What impact has VNF-IFL had on individuals? On whom, in your opinion, has it had the most impact: Validation candidates/ learners, practitioners, teachers/ academics/ tutors/facilitators in adult education, careers advisers, human resource managers...any more? •In what way has it had an impact: <ul style="list-style-type: none"> •in the actors/ stakeholders' attitudes, practices and methodologies, interaction with each others, understanding of different types of learning, better understanding of adult learners' needs, assessment practices, etc...? •Do you have evidence whether it is felt as a positive, negative, problematic impact? <p><i>Some evidence/ reference to examples of this impact?</i></p>	<p>The recognition of non-formal and informal education is in its infancy. It is impossible to answer these questions at this time. In the pilot phase of the UNIV project, about 200 applicants were certified as their qualification was recognized. So far, the initiatives were directed mostly to the experts and those internally involved in the project. The recognition of non-formal and informal education assures the participants better and more successful position at work or on the labour market in general. The task of the process is to positively change the people's opinion of the lifelong education. Poor company culture, attitudes of employers and the lack of understanding of the importance of investing into employees' education have been ongoing issues.</p> <p>The official examination of the impact on potential or real participants was not made.</p> <p>Since the beginning of the 2009, a wide public can apply for the recognition of non-formal and informal education. This possibility was used by 144 applicants, which a relatively small number. The reason for the low interest is insufficient publicity (NIV III project is expected to bring a solution to this).</p>
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<p>7. structural and institutional impact:</p> <ul style="list-style-type: none">•Has it had an impact on education and training (or lifelong learning) policies?•On other legislation, official/ governmental organisations, bodies, institutions?•On the negotiations between social partners (who are those anyway in your country?)•On human resource management in the private sector?•On civil society/ NGOs/ adult education sector?•On building bridges (of communication, working partnerships...) between different systems of certification, sectors etc?	<p>The process of recognition of non-formal and informal education is closely linked to the system of further education (see the description of the UNIV II and UNIV III projects) and to the National Qualifications Framework. There is an ongoing cooperation amongst representatives of particular sectors, employers, educators and social partners. Although the process has not been long recognized, cooperation among all concerned parties has been undertaken. The important aspect of this process is a strong support of the regions.</p>
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III. Your analysis of the national situation regarding Validation

<p>8. Stakeholders' engagement: how would you rate the stakeholders' level of interest in your country regarding the VNF-IFL?</p> <ul style="list-style-type: none"> •Which stakeholders in particular are very interested? •Which ones are not so/ not at all interested? <p>Why is that so? Any particular or obvious reasons? <i>Reference to examples, documents?</i></p>	<p>1 to 5: Very Low to High?</p> <p>The evaluation of the above mentioned project and initiatives shows that generally there is low interest of employers, their ability to participate is also complicated. While small enterprises cannot afford to become members of various panels and working groups, large companies are usually only those who are actively involved since they can delegate one representative.</p>
<p>9. Debates-discussions: Are there any (few/many) discussions concerning VNF-IFL?</p> <ul style="list-style-type: none"> •Has it stimulated discussion on specific issues (social inclusion, employability, learning society, accessibility for older learners, women, migrants...) •On the nature of assessment, knowledge...? •Between which stakeholders mainly/ or within which sector mainly? <p><i>Any evidence or references to those?</i></p>	<p>Nowadays, the process is being reflected mostly by experts, decision-makers and active stakeholders. The process has not been publicly addressed. The next phase is now being negotiated (see UNIV III).</p>

<p>10. Research and VNF-IFL: Does research feed these debates? <i>Are there examples of this? Reference to reports, research findings etc...?</i></p>	<p>Yes, please see the bibliography.</p>
<p>11. Problems/ difficulties, and resistance:</p> <ul style="list-style-type: none"> •Are there any emerging? If so which ones? What type? (strategic, operational, organisational, attitudinal, cultural, financial etc...) <p>Is there resistance appearing?</p> <ul style="list-style-type: none"> •At which level? •In which sector in particular? •From which category of actors/ stakeholders? <p><i>Evidence available? Some examples?</i></p>	<p>Low interest of the small and medium enterprises. Missing benchmarking with other EU states.</p>

<p style="text-align: center;">Any other comments</p> <p style="text-align: center;">Events proceeded in the Czech Republic 2008:</p> <p style="text-align: center;">Final conference of the National qualifications framework project, 28. 2. 2008 (National Institute of Technical and Vocational Education)</p> <p style="text-align: center;">European workshop on validation of non-formal education, 9. -11. 6. 2008 (Youth programme, Czech national agency and the Ministry of Education, Youth and Sports)</p>
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