

# Overseas Information Monitor Reports

## THE CZECH REPUBLIC



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## **Overseas Vocational Training Association**

### **Research Report**

Research Country: CZECH REPUBLIC

Reporter's Name: National Training Fund

Research Item No.: 1

Research Item Title: Employment and labour situation

## 1.1 List of laws relating to employment and labour

### **General Codes:**

Act No. 40/1964 Coll., Civil Code;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=40%2F1964&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=40%2F1964&number2=&name=&text=)  
(Czech only)

Act No. 513/1991 Coll., Commercial Code;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=455%2F1991&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=455%2F1991&number2=&name=&text=)  
(Czech only)

Act No. 455/1991 Coll., Trade Act;

- [http://portal.mpsv.cz/sz/obecne/prav\\_predpisy/akt\\_zneni/z\\_435\\_2004](http://portal.mpsv.cz/sz/obecne/prav_predpisy/akt_zneni/z_435_2004) (Czech only)

Act No. 586/1992 Coll. on Income Taxes;

- [http://cds.mfcr.cz/cps/rde/xchg/cds/xsl/182\\_795.html](http://cds.mfcr.cz/cps/rde/xchg/cds/xsl/182_795.html) (Czech only)

Act No. 72/2000 Coll., Investment Incentives Act

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=72%2F2000&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=72%2F2000&number2=&name=&text=)  
(Czech)

### **Codes related to Labour law:**

Act No. 262/2006 Coll., Labour Code;

- [http://www.mpsv.cz/files/clanky/3221/labour\\_code.pdf](http://www.mpsv.cz/files/clanky/3221/labour_code.pdf) (English)
- <http://www.mpsv.cz/files/clanky/2919/262-2006.pdf> (Czech)

Act No. 435/2004 Coll., Employment Act;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=435%2F2004&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=435%2F2004&number2=&name=&text=)  
(Czech only)

Act No. 2/1991 Coll., Collective Bargaining Act;

- [http://www.mpsv.cz/files/clanky/3620/kolektivni\\_vyjednavani.pdf](http://www.mpsv.cz/files/clanky/3620/kolektivni_vyjednavani.pdf) (Czech only)

Act No. 309/2006 Coll. which makes provision with respect to regulating other occupational health and safety requirements in occupational relations and to ensuring health and safety in activities or provision of services outside of occupational relations (Act that governs ensuring other occupational health and safety conditions);

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=309%2F2006&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=309%2F2006&number2=&name=&text=)  
(Czech only)

Act No. 118/2000 Coll. on the Protection of Employees in the Case of their Employer's Insolvency;

- [http://portal.mpsv.cz/sz/obecne/prav\\_predpisy/akt\\_zneni/z\\_118\\_2000](http://portal.mpsv.cz/sz/obecne/prav_predpisy/akt_zneni/z_118_2000) (Czech only)

Act No. 245/2000 Coll. on Public Holidays;

- <http://www.mpsv.cz/cs/75> (Czech only)

Act No. 251/2005 Coll. on Labour Inspection;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=251%2F2005&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=251%2F2005&number2=&name=&text=)  
(Czech only)

The Government Regulation No. 567/2006 Coll. that governs minimum wage, the lowest levels of guaranteed wage, definition of aggravated working conditions and amount of wage bonus for aggravated working conditions;

- <http://www.mvcr.cz/sbirka/2006/sb184-06.pdf> (Czech only)

The Government Regulation No. 590/2006 Coll. that lays down a range of other important personal obstacles to work;

- [http://www.mpsv.cz/files/clanky/3303/NV\\_prekazky.pdf](http://www.mpsv.cz/files/clanky/3303/NV_prekazky.pdf)

Decree No. 288/2003 Coll. laying down those types of work and workplaces prohibited to pregnant employees, breastfeeding employees and mothers until the end of the ninth month after childbirth and to adolescents, and laying down the conditions under which adolescents may carry out those types of work for the purpose of their occupational training;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?I=288/2003%20Sb](http://portal.gov.cz/wps/portal/_s.155/701?I=288/2003%20Sb) (Czech only)

### **Codes related to Insurance and Social security:**

Act No. 187/2006 Coll., Sickness Insurance Act, comes in force at 1.1.2008;

- [http://www.mpsv.cz/ppropo.php?ID=z187\\_2006o](http://www.mpsv.cz/ppropo.php?ID=z187_2006o) (Czech only)

Act No. 592/1992 Coll. on General Health Insurance Premiums;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=592%2F1992&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=592%2F1992&number2=&name=&text=)  
(Czech only)

Act No. 589/1992 Coll., Social Security and Employment Policy Contributions Act;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=589%2F1992&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=589%2F1992&number2=&name=&text=)  
(Czech only)

Act No. 155/1995 Coll. on Pension Insurance;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=155%2F1995&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=155%2F1995&number2=&name=&text=)  
(Czech only)

Act No. 42/1994 Coll., State-Contributory Supplementary Pension Insurance Act;

- [http://www.mfcr.cz/cps/rde/xchg/mfcr/hs.xsl/zakony\\_7741.html](http://www.mfcr.cz/cps/rde/xchg/mfcr/hs.xsl/zakony_7741.html)  
(Czech only)

Act No. 266/2006 Coll., Employee Accident Insurance Act;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=266%2F2006&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=266%2F2006&number2=&name=&text=)  
(Czech only)

Act No. 54/1956 Coll. on Sickness Insurance of Employees;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=54%2F1956&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=54%2F1956&number2=&name=&text=)  
(Czech only)

Act No. 88/1968 Coll. that governs prolongation of maternity leave, maternity benefits and allowances for children from sickness insurance;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=88%2F1968&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=88%2F1968&number2=&name=&text=)  
(Czech only)

Act. No. 258/2000 Coll., Public Health Protection Act;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=258%2F2000&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=258%2F2000&number2=&name=&text=)  
(Czech only)

Act No. 48/1997 Coll. on Public Health Insurance;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=48%2F1997&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=48%2F1997&number2=&name=&text=)  
(Czech only)

Act No. 582/1991 Coll. that governs organization and performance of social security;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=582%2F1991&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=582%2F1991&number2=&name=&text=)  
(Czech only)

Decree No. 165/1979 Coll. that governs sickness insurance of some employees and provision of sickness benefits to citizens in special cases;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=165%2F1979&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=165%2F1979&number2=&name=&text=)  
(Czech only)

Decree No. 143/1965 Coll. that governs provision of pecuniary allowances in sickness insurance;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=143%2F1965&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=143%2F1965&number2=&name=&text=)  
(Czech only)

#### **Laws related to vocational capability:**

Act No. 561/2004 Coll. on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act);

- <http://www.msmt.cz/Files/PDF/IMzakon561ponovelach.pdf> (English)

Act No. 563/2004 Coll. on Pedagogical Staff as amended;

- <http://www.msmt.cz/uploads/soubory/zakony/zakon563upraveno.doc> (English)

Act No. 217/2007 that makes changes to the Act No. 561/2004 Coll. on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act);

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=217%2F2007&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=217%2F2007&number2=&name=&text=)  
(Czech only)

Act No. 111/1998 Coll. on Higher Education Institutions;

- [http://www.msmt.cz/uploads/soubory/zakony/VKZakonplatnezneni111\\_1998.pdf](http://www.msmt.cz/uploads/soubory/zakony/VKZakonplatnezneni111_1998.pdf) (Czech only)

Act No. 179/2006 on the Validation and Recognition of the Outcomes of CVET;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=179%2F2006&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=179%2F2006&number2=&name=&text=)  
(Czech only)

The Government Regulation No. 689/2004 Coll. that governs the system of study programmes in primary, secondary and tertiary professional education;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=689%2F2004&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=689%2F2004&number2=&name=&text=)  
(Czech only)

The Government Regulation No. 515/2004 on Material Support for the Creation of New Jobs and the Retraining of Employees or Training of Employees as part of Investment Incentives;

- [http://portal.mpsv.cz/sz/obecne/prav\\_predpisy/akt\\_zneni/nv\\_515\\_2004](http://portal.mpsv.cz/sz/obecne/prav_predpisy/akt_zneni/nv_515_2004) (Czech only)

Decree No. 519/2004 Coll. on Retraining of Employment Seekers and of Employees;

- [http://portal.mpsv.cz/sz/obecne/prav\\_predpisy/akt\\_zneni/v\\_519\\_2004](http://portal.mpsv.cz/sz/obecne/prav_predpisy/akt_zneni/v_519_2004) (Czech only)

Decree No. 15/2005 Coll. that makes provision with respect to setting elements of long-term objectives, annual reports and self-assessment of schools;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=15%2F2005&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=15%2F2005&number2=&name=&text=)  
(Czech only)

Decree No. 17/2005 Coll. that governs detailed conditions as to how the Czech School Inspection is organized and how inspection activities are performed;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=17%2F2005&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=17%2F2005&number2=&name=&text=)  
(Czech only)

Decree No. 13/2005 Coll. that governs secondary education and education at a conservatoire;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=13%2F2005&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=13%2F2005&number2=&name=&text=)  
(Czech only)

Decree No. 671/2004 Coll. that makes provision with respect to stipulating details about the organization of entrance examinations to secondary schools;

- [http://www.msmt.cz/Files/HTM/vyhlaska\\_671\\_2004\\_Sb.htm](http://www.msmt.cz/Files/HTM/vyhlaska_671_2004_Sb.htm) (Czech only)

Decree No. 442/1991 Coll. that governs completion of studies at secondary schools and apprentice training centres;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=442%2F1991&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=442%2F1991&number2=&name=&text=)  
(Czech only)

Decree No. 47/2005 Coll. that governs completion of secondary school education by a final examination and completion of conservatoire education by a graduation examination;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=47%2F2005&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=47%2F2005&number2=&name=&text=)  
(Czech only)

Decree No. 208/2007 Coll. that makes provision with respect to details laid down for the purposes of implementing the Act governing validation and recognition of the outcomes of CVET;

- [http://www.nsp.cz/Lists/nsp\\_aktuality/Attachments/8/Vyhláška%20208\\_2007.doc](http://www.nsp.cz/Lists/nsp_aktuality/Attachments/8/Vyhláška%20208_2007.doc)  
(Czech only)

Decree No. 10/2005 Coll. that governs tertiary professional education;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=10%2F2005&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=10%2F2005&number2=&name=&text=)

Decree No. 73/2005 Coll. that governs education of children, pupils and students with special educational needs and gifted children, pupils and students;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=73%2F2005&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=73%2F2005&number2=&name=&text=)  
(Czech only)

Decree No. 42/1999. Coll. that governs the content of application for the accreditation of a degree programme;

- <http://www.msmt.cz/vzdelavani/vyhlaska-msmt-c-42-1999-sb-o-obsahu-zadosti-o-akreditaci-studijniho-programu>  
(Czech only)

Decree No. 317/2005 Coll. that governs further education of pedagogical staff, accreditation commission and career system of pedagogical staff;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=317%2F2005&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=317%2F2005&number2=&name=&text=)  
(Czech only)

Decree No. 524/2004 that governs the accreditation procedure of institutions providing retraining (re-qualification) of job seekers and job applicants stipulates a procedure of accreditation.

- [http://portal.mpsv.cz/sz/obecne/prav\\_predpisy/akt\\_zneni/524\\_2004\\_sb](http://portal.mpsv.cz/sz/obecne/prav_predpisy/akt_zneni/524_2004_sb) (Czech only)

**Training required by legislation for certain branches (professions):**

Decree No. 50/1978 on Professional Competence in Electrical Engineering;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=50%2F1978&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=50%2F1978&number2=&name=&text=)  
(Czech only)

Act No. 61/2000 on Maritime Transport;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=61%2F2000&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=61%2F2000&number2=&name=&text=)  
(Czech only)

Act No. 266/1994 on Railways;

- [www.mdcz.cz/NR/rdonlyres/74143B9C-8D23-4DB1-BBE0-A44AD35C71B1/0/z266940503.rtf](http://www.mdcz.cz/NR/rdonlyres/74143B9C-8D23-4DB1-BBE0-A44AD35C71B1/0/z266940503.rtf)  
(Czech only)

Act No. 95/2004 on the Requirements for Acquisition of Recognition of Professional Competence to Practise the Profession of a Physician, Dentist and Pharmacist;

- [http://www.mzcr.cz/data/c1124/lib/04\\_095.rtf](http://www.mzcr.cz/data/c1124/lib/04_095.rtf) (Czech only)

Act No. 563/2004 Coll. on Pedagogical Staff;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=563%2F2004&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=563%2F2004&number2=&name=&text=)  
(Czech only)

Act No. 312/2002 on Local Government Administrative Staff;

- [http://www.mpsv.cz/ppropo.php?ID=z312\\_2002o](http://www.mpsv.cz/ppropo.php?ID=z312_2002o) (Czech only)

#### **Procedural and Administrative Laws:**

Act No. 500/2004 Coll., Administrative Procedures Code;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?kam=zakon&c=500/2004](http://portal.gov.cz/wps/portal/_s.155/701?kam=zakon&c=500/2004) (Czech only)

Act No. 99/1963 Coll., Civil Procedure Code;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=99%2F1963&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=99%2F1963&number2=&name=&text=)  
(Czech only)

Act No. 347/1997 Coll. on the Establishment of Higher-level Administrative Units (Regions).

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=347%2F1997&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=347%2F1997&number2=&name=&text=)  
(Czech only)

#### **Legislation related to foreigners' stay in the CR:**

Act No. 326/1999 Coll. on the Stay of Foreigners in the Czech Republic ("Residency Act");

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=326%2F1999&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=326%2F1999&number2=&name=&text=)  
(Czech only)

Act No. 97/1963 Coll. on International Private and Procedural Law;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=97%2F1963&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=97%2F1963&number2=&name=&text=)  
(Czech only)

Act No. 634/2004 Coll. on Administrative Fees;

- [http://cds.mfcr.cz/cps/rde/xchg/cds/xsl/182\\_1175.html](http://cds.mfcr.cz/cps/rde/xchg/cds/xsl/182_1175.html) (Czech only)

Act No. 337/1992 Coll. on the Administration of Taxes and Fees;

- [http://cds.mfcr.cz/cps/rde/xchg/cds/xsl/182\\_973.html](http://cds.mfcr.cz/cps/rde/xchg/cds/xsl/182_973.html) (Czech only)

Act No. 221/2003 Coll. on Temporary Protection of Foreigners;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=221%2F2003&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=221%2F2003&number2=&name=&text=)



(Czech only)

Act No. 83/1990 Coll., Citizens' Association Act;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=83%2F1990&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=83%2F1990&number2=&name=&text=)  
(Czech only)

Decree No. 192/1993 Coll. on Government Stamps;

- [http://portal.gov.cz/wps/portal/\\_s.155/701?number1=192%2F1993&number2=&name=&text=](http://portal.gov.cz/wps/portal/_s.155/701?number1=192%2F1993&number2=&name=&text=)  
(Czech only)

Council Regulation (EEC) No. 1612/68 of 15 October 1968, on the Free Movement of Workers within the Community;

- [http://www.ilo.org/public/english/employment/skills/hrdr/instr/eu\\_26.htm](http://www.ilo.org/public/english/employment/skills/hrdr/instr/eu_26.htm) (English)

Council Regulation (EEC) No. 311/76 of 9 February 1976, on the Compilation of Statistics on Foreign Workers.

- [http://www.ilo.org/public/english/employment/skills/hrdr/instr/eu\\_19.htm](http://www.ilo.org/public/english/employment/skills/hrdr/instr/eu_19.htm) (English)

**Note:**

At present (September 2007) the Government and Parliament of the Czech Republic negotiate draft amendments to some legislation (e.g. the Labour Code). On those grounds minor changes in wording may occur in the near future (e.g. with effect from 2008). However, basic principles governing occupational relations should be maintained.

## 1.2 Laws relating to labour standards

### 1.2.1 Labour contract (employment agreement) (regulations of contract term, etc.)

Act no. 262/2006 Coll., the Labour Code (LC), as amended, Sections 33-47

#### 1.2.1.1 Employment relationship

An **employment contract** must be written (one copy must be given to the employee) and must include the type of work, the place of work and the date on which the employee will start working. The employer must notify his employee in writing about the basic features of his job (such as the length of annual leave, schedule of working, wage details and facts on collective agreements, rules concerning the occupational safety and health, etc.).

Before the formation of an employment relationship can be agreed a trial period (also referred to as “probationary period”). It may not be longer than three months after the day of starting a job. A period of obstacles at work (e.g. illness) due to which an employee does not perform his work shall not be included in the trial period.

#### Types of termination of the employment contract:

- **Open-end employment relationship:** An employment relationship lasts for an indefinite period.
- **Fixed-term employment relationship:** A fixed-term employment relationship may be agreed in total for a maximum period of two years; this shall also apply to every further fixed-term employment relationship between the same parties within the said period.

#### Non-competition agreement (clause)

(LC, Section 310)

A non-competition agreement is an agreement under which an employee undertakes, after the termination of his/her employment, for a certain period refrain from performance of gainful activity which would be of a competitive nature to the employer’s business activity. The period may not be longer than one year. The employer must provide monetary compensation to the employee at least in the amount of his/her average monthly earnings for each month when the said obligation is fulfilled.

#### 1.2.1.2 Agreements on work performed outside an employment relationship

The employer shall ensure performance of his (business) tasks primarily by employees being in an employment relationship. However, there is a possibility to use more flexible work agreements. Within these agreements is not applied: working hours and rest periods, obstacles to work on an employee’s part and regulations of severance pay.

**Agreement on Work Performance:** the scope of work within this agreement may not exceed 150 hours in a year. Employer is not obliged to pay social insurance contributions (see also 1.4).

**Agreement on Working Activity:** the average scope of work may not exceed one-half on normal weekly working hours. The agreement on working activity must include the type of work, the scope of working hours and the period for which it is concluded. Employer is obliged to pay social insurance contributions (see also 1.4).

**Source:** LC (Act No. 262/2006 Coll.)

### 1.2.2 Dismissal regulations

An employment relationship may be terminated by (a) agreement, (b) notice of termination (when given by an employer it is referred to as dismissal, when it is given by an employee, it is referred to as designation), (c) instant termination, (d) termination within the trial period. (LC, Sections 48-73)

(a) Employer and his employee agree on the termination of the employment by a **written agreement**, otherwise it shall be void.

(b) **Notice of termination** can be given by employer (dismissal) and by employee (resignation).

Employer can dismiss his employee/s only for the following reasons:

- if the employer, or its part, is closed down or relocated;

- if the employee becomes redundant owing to the activity/organization changes;
- if an employee is not allowed to perform his current work due to health reasons or does not meet the requirements for proper performance of his work (employer must call upon him in writing to rectify his/her failure before the eventual dismissal);
- if the employee has seriously breached some duty arising from statutory provisions and relating to the work performed by him.

The employer may **not** dismiss his employee during a **protection period**, that is: illness, period while an employee is released to exercise a public office; pregnancy or maternity/parental leave. This prohibition shall not apply in case of organizational changes or due to breaches of employee's duties. If an employee is dismissed due to closing, relocation or activities/organisational change, he/she is entitled to receive **severance pay** in the amount of at least three times his average earnings.

Employee can resign for any reason or without stating reason.

Where notice of termination has been given, the employment relationship will come to an end upon the expiry of the **notice period** which shall be at least two months.

**(c) Instant termination**

The **employer** may immediately dismiss an employee only if an employee has been sentenced for a criminal offence or has breached some duty in an especially gross manner. The employer shall consult notice of termination or immediate termination of an employment relationship with the trade union organization in advance.

The **employee** may immediately resign only if he/she is certificated that he/she cannot perform his work any longer for health reasons and the employer has not transferred him/her to suitable alternative work within 15 days; if the employer has not paid this employee's wage within 15 days of the maturity day.

**(d) Termination within trial period**

During the trial period, both the employer and the employee may terminate the employment relationship for any reason or without giving a reason. However, during the trial period the employer may not terminate the employment relationship within the first 14 days of the employee's temporarily illness.

**Termination of foreign citizen's employment relationship**

Unless a foreign citizen's employment relationship has already terminated in some other manner (see above), it shall terminate: (a) on the expiry of the stay/residence permit; (b) on the expiry of the period for which the work permit has been issued.

**Collective Dismissals**

In case of Collective dismissals (for definition – see LC, Section 62) the trade union organization or the works council and the competent labour office must be informed in writing in advance about the details of the collective dismissals (reason, number and qualifications of employees, criteria for selecting them etc.) The employer delivers a report on the results of consultation with the trade union organization to the competent labour office. Where neither trade union organization nor works council operate, the employer shall fulfil these duties to vis-à-vis every employee affected.

**1.2.3 Wages, working hours...**

Act No. 262/2006 Coll., the Labour Code, as amended (LC)

Government Decree No. 567/2006 Coll.

Civil Procedure Code (Act No. 99/1963 Coll.)

Act No. 119/2001 Coll.

Public Holidays Act No. 245/2000 Coll.

**1.2.3.1 Wages**

An employee is entitled to receive a wage, salary or remuneration pursuant to agreements in accordance with the conditions laid down in the LC (Sections 109-150). (Regulations covering salaries are not included in this report.)

The **minimum wage** shall be set out in a Government Decree, as a rule taking legal force as of the beginning of a calendar year, taking into account the development of wages and consumer prices. The minimum wage is CZK 8 000 per month or CZK 48.10 per hour in 2007 (Government Decree No. 567/2006 Coll.). It does not include any premium payment for overtime, work on public holidays, etc. For specified groups of employees (juvenile persons under age of 16, young persons aged 18-21, disabled) the wage may be lower than minimum wage.

In the case of **overtime work**, an employee is entitled to his wage for work done (attained wage) and to a premium of at least 25% of his average earnings unless the employer and the employee have agreed that instead of the premium for overtime work the employee will take compensatory time off.

When an employee **works on a public holiday**, he is entitled to his attained wage and compensatory time off (paid as average earnings).

An employee, who did not work because a **public holiday** fell on his usual working day, is entitled to a compensatory wage in the amount of his average earnings.

An employee is entitled to the attained wage and a premium in the amount of at least 10% of the average earnings for his **work at night**, unless the collective agreement provides for otherwise.

An employee is entitled to be paid a premium of at least for 10% of minimum wage rate for work in the **arduous working environment** (detailed criteria are defined in Government Decree No. 567/2006 Coll.).

An employee is entitled to the attained wage and a premium of at least 10% of his average earnings for hours of **work on Saturday and/or Sunday**.

Where, mainly due to health reasons (LC, Section 41), an employee is **transferred to work** other than agreed and is entitled to a lower wage for this new job, he/she is entitled to cash payment of the difference between his former average earnings and the new earnings. An employee is entitled to the remuneration of at least 10% of his average earnings for his period of **standby**. (Standby means a period during which an employee is ready to perform work in addition to his schedule of shifts. Place of standby is agreed with an employee and it must not be the employer's workplace).

An employee is entitled to satisfaction of his outstanding wage claims, unpaid by his employer who is in a state of **insolvency** under the Act No. 118/2000 Coll. on the Protection of Employees in the Case of their Employer's Insolvency. An employee may file an application with a labour office to satisfy his/her wage entitlements.

### 1.2.3.2 Working hours

Labour Code, sections 78-87

As a rule, working hours are scheduled over five day **working week**. The length of normal **weekly working hours** may not exceed 40 hours per week (work brakes on food are not included – see 1.2.3.3). The collective agreement or internal regulations may provide for shorter weekly working hours. According to law, the normal weekly working hours are reduced for employees who (a) work underground (37.5 hours); (b) are on a three-shift or continuous schedule of work (37.5 hours); (c) are on a two-shift schedule of work (38.75 hours); (d) are under the age of 18 years (30 hours per week, while their shift on one day may not exceed 6 hours).

When working hours are **scheduled evenly** to individual weeks, the length of a shift may not exceed 9 hours. When working hours are **scheduled unevenly**, the length of one shift may not exceed 12 hours, while the average weekly working hours for a maximum period of 26 consecutive weeks may not exceed the normal weekly working hours (collective agreement may extend this period).

The **start and the end of working hours** are resolutely determined by the employer. Besides the fixed schedule of working hours, a flexible schedule of working hours and an account of working hours may be used.

### 1.2.3.3 Leave

Labour Code, sections 88-92

Employees are entitled to (a) work breaks, (b) rest periods.

After an employee has been continuously working for 6 hours (4.5 hours in case of juvenile employee) at the utmost, he/she must be given a **work break** for food and rest lasting at least 30 minutes. The break may be divided into more parts of a minimum duration of 15 minutes; the breaks shall not be included into working hours. Where under other statutory provisions an employee is entitled to a break for safety reasons this break shall be included into his working hours.

**Rest periods** consist of (1) continuous rest periods between two shifts, (2) continuous rest periods per week and (3) rest days.

The employer shall schedule working hours in such a way so that his employee has a minimum rest period of (a) 12 hours **between subsequent shifts** within 24 consecutive hours, (b) one continuous rest period of 35 hours **per week**. In the case of an adolescent employee, such continuous rest period per week may not be less than 48 hours.

**Rest days** are those days on which an employee's rest falls in a week (Saturdays and Sundays as a rule) and public holidays (see Public Holidays Act 245/2000 Coll.). On these days the employer may order his employee to perform only necessary work (urgent repairs; loading and unloading; inventory-taking and closing of the accounts, etc.)

**Reduction of minimum rest periods** (from 12 to 8 hours between shifts and from 35 to 24 hours per week) is possible only if an employee is over 18 and in defined situations (e.g. continuous operations, provision of services to the population - see LC, Sections 90 and 92.)

#### 1.2.3.4 Paid holidays

Labour Code, Sections 211-223

The minimum length of **annual leave** in private sector is four weeks. To the annual leave is entitled each employee who worked for the employer for at least 60 days. (Proportional part of an annual leave is calculated in case that the employment did not last continuously for the entire calendar year).

An employee who works in particularly difficult work or in work which is harmful to his health, shall be entitled to **supplementary leave** in the length of one week. (For detailed list of such occupations see LC, Section 215 (2, 3).

An employee is entitled to **compensatory wage** in the amount of his average earnings for the time when he takes his leave.

**The time when leave is taken** is determined by the employer in accordance with employees' interests so that an employee could take, as a rule, his leave en bloc and by the end of the calendar year. If an employee is granted leave in two or more parts, at least one of them must be no less than two weeks long, unless the employee and the employer have agreed otherwise. In the case of urgent operational reasons or obstacles on an employees' part, the leave may be postponed however it should be taken latest by the end of the subsequent calendar year. Where an employee fails to take this leave, his entitlement to it expires.

The employer, acting in agreement with the trade union organization, may determine **collective leave** taking where this is necessary due to operational reasons; collective leave taking may not last more than two weeks.

If an employee changes his employment **the leave can be transferred** to the new employer (upon agreement among the employee and the two employers) or an employee is paid a compensatory wage for the leave that was not taken.

#### 1.2.3.5 Overtime work

Labour Code: Section 93

The employer may order overtime work only due to serious operational reasons, even within a rest period between two shifts or on rest days (LC, Section 91). Overtime work may be ordered up to maximum length of 8 hours within individual weeks and 150 hours within a year. If agreed with the employee, the overtime work can be longer, but its total scope may not exceed on average 8 hours per week calculated over a period of no more than 26 consecutive weeks. (Only the collective agreement may extend this period to 52 consecutive weeks.)

#### **1.2.3.6 Working on holidays**

Labour Code: Sections 115, 118.

On a day of continuous rest in a week (Saturdays and Sundays as a rule) and on a public holiday the employer may only order his employee to perform such necessary work which cannot be done on working days (e.g. health care, transport, inventory-taking and closing of the accounts, etc. - see LC, Section 91).

Premium for overtime work and working on holidays is included in 1.2.3.1.

#### **1.2.4 Youth, women, work safety and health, out-sourcing (business on commission or dispatched work)**

Act no. 262/2006 Coll., **the Labour Code**, as amended

Act No. 309/2006 Coll., which makes provision with respect to regulating other **occupational health and safety** requirements in occupational relations and to ensuring health and safety in activities or provision of services outside of occupational relations.

Act No. 435/2004 Coll., on employment (hereinafter referred to as the "Employment Act");

Act No. 455/1991 Coll. that governs trade (Trade Act)

Act No. 40/1964 Coll. the Civil Code

Act No. 328/1991 Coll. the Commercial Code.

Decree No. 288/2003 Coll. laying down those types of work and workplaces prohibited to pregnant employees, breastfeeding employees and mothers until the end of the ninth month after childbirth and to adolescents, and laying down the conditions under which adolescents may carry out those types of work for the purpose of their occupational training.

##### **1.2.4.1 Working Conditions for Adolescent Employees**

Work by individuals of either the age of **up to 15 years**, or older than 15 years until their conclusion of compulsory school attendance, is prohibited (with exception of some activities under the conditions laid down in another Act).

Employers may only employ adolescent employees (**15-18 year old individuals**) on those types of work which are adequate to their physical and intellectual development (definition see Decree No. 288/2003 Coll.).

The length of normal **weekly working hours** of employees who are under the age of 18 years shall be 30 hours per week and the length of their shift on individual days may not exceed six hours. The minimum **rest period** is of 12 hours between the end of one shift and the start of a subsequent shift within 24 consecutive hours and continuous rest period per week may not be less than 48 hours.

**The adolescents may not** work overtime or at night (exceptions – see LC, Section 245); work underground on the extraction of minerals; do work which expose them to an increased risk.

##### **1.2.4.2 Working Conditions for Women**

Women may not be employed as manual workers underground working on the extraction of minerals and by carrying out works which endanger their motherhood (see Decree No. 288/2003 Coll.).

**Working Conditions for pregnant female employees** (applying also for female employees who are breastfeeding, mother until the end of the ninth month after childbirth). These female employees may not carry out works for which they are not fit under the relevant medical certificate. They should be transferred to another job (with the same earnings or with the compensation). If requested, the work schedule, part-time work, or some other suitable adjustment to the weekly working hours may be applied. Breaks for breastfeeding are enabled.

The employer may not employ pregnant female employees, or female or male employees taking care of a child, who is younger than one year, on overtime work.

##### **1.2.4.3 Occupational safety and health protection**

The risk prevention duties of employers and employees concerning occupational safety and health protection are determined by LC, Section 101-108:

**The Employer** shall create the working environment and working conditions which are safe and do not endanger employees' health by organizing appropriate occupational safety and health protection and by taking measures aimed at risk prevention. The related costs shall be born by the employer. The employer duty to ensure occupational safety and health protection is related not only to employees but also to all persons who are present at his workplaces with his knowledge.

The employer duties include above all:

- not allow his employee to do some prohibited work or work which is beyond the employee's capabilities and/or health condition;
- inform employees of the health care establishment which will provide them with occupational health care, and compensate to the employee any loss in his earnings resulting from occupational health care;
- ensure for the employees to be provided with sufficient and adequate information and guidelines on health protection and occupational safety including periodical training;
- ensure the provision of first aid;
- provide his employees with personal protective equipments and clothing.

**The employee** has the right to refuse to do work which he reasonably considers as posing significant threat to his or other individuals' life or health. The employee shall to comply with the regulations concerning the safeguarding of occupational safety and health, and use prescribed protective equipments and clothing. The employee must not consume alcoholic drinks or abuse addictive substances during his working hours, and not smoke at places where non-smokers would be exposed to the effects of smoking.

Compliance with obligations ensuing from legal regulations and collective bargaining agreements concerning health and occupational is controlled by the **State Labour Inspection Office and its district labour inspectorates** (<http://www.suip.cz>).

#### **1.2.4.4 Out-sourcing (business on commission or dispatched work)**

Besides contracts upon which employees most commonly perform work for employers and that are governed by the LC (Employment contract, Agreement on Work Performance or Agreement on Working Activity – see 1.2.1) other types of contracts are contained in the Commercial Code, and in the Civil Code.

#### **Employees of employment agencies**

Sections 308-309 of the Labour Code

An agreement on **temporary assignment** (posting) of a certain employee of a given employment agency with a user must be concluded in writing. The work of this employee shall be organized, controlled and supervised by the **user**; the user shall create favourable working conditions for the employee, including occupational safety and health. An employment agency shall post its employee to carry out temporary work for a certain user on the basis of a written order (instruction) that must cover in particular: (a) the user's designation and seat; (b) the place of work performance, (c) the duration of temporary posting, (d) the information on the working conditions and wage or salary conditions of the user's comparable employee.

The employment agency and the user shall ensure that the working and wage conditions of a certain temporarily assigned employee are not worse than the conditions of the user's comparable employee. The employment agency may not assign the same employee for temporary work performance in the same user for a period longer than 12 calendar months, unless the employee requests it.

#### **1.2.5 Work rules, labour agreement**

**Sources:** Act. No. 262/2006 Coll. Labour Code;  
Act No. 187/2006 Coll. Sickness Insurance Act;  
Act No. 258/2000 Coll. Public Health Protection Act;  
Act No. 435/2004 Coll. Employment Act;  
Government Decree No. 590/2006 Coll., that lays down a range of other important personal obstacles to work.

#### 1.2.5.1 Basic duties resulting from an employment relationship

(Labour Code, Sections 13-17, 38)

The employer must:

- provide work to the employee in accordance with the employment contract, pay him/her a wage for the work done, create conditions for performance of his/her work tasks
- ensure equal treatment for all employees
- provide to each employee the information concerning labour relations

The employee must:

- personally perform the work according to his employment contract within the scheduled weekly working hours.

#### 1.2.5.2 Changes during an employment relationship

The employer (a) must transfer his employee to **alternative work** if the employee is not capable to perform his work due to health reasons, (b) may transfer his employee to alternative work if this employee has been given notice of termination (non-proper performance of the work; criminal proceedings). An employee may only be transferred to perform work at a **place** other than that agreed in the employment contract with his consent. (see LC, Section 41 and 44-47.)

#### 1.2.5.3 Obstacles to work

Labour Code, Sections 191 – 210

An employer shall excuse the absence of an **employee** from work during the period of:

- illness/injury,
- maternity or parental leave,
- taking care for a sick child whose age is below 10 years or taking care for another household member in the cases laid down in the Sickness Insurance Act.

In these cases the employee does not receive his/her's wage and he/she is entitled to receive the benefit from the sickness insurance (see also 1.4.3).

LC stipulates the situation when employee

- is granted time of and compensatory wage (for instance participation in a training course, blood donor, exercising of office of member of the trade union organization body)
- is granted time off without compensatory wage (for example, office of a Parliament, office of a council member of a self-governing local area unit).

(See LC, Section 200-205)

The Government Decree No 590/2006 Coll. also defines some obstacles which entitle an employee to the excused absence and wage compensation (e.g. medical examination/treatment, wedding, death of a family member, etc.), and other obstacles which entitle to the excused absence but not to the wage compensation (e.g. moving to a new home, new job search, etc.).

In the case that obstacles to work are on an **employer's part** (for instance breakdown of machinery, problem with the supply of raw materials or power, adverse climatic conditions) employee is entitled to compensatory wage (the rate depends on the reason and varied from 60% to 100% of average earnings).

#### 1.2.5.4 Care of employees

Employers shall create **working conditions** which enable safe performance of work by employees, in particular, the employer shall ensure:

- the establishment, maintenance and improvement of facilities for employees;
- the improvement of the fitting-out and design of workplaces;
- the creation of the conditions for the satisfaction of employees' cultural, recreational and physical educational needs and interests;
- occupational health care.



The employer shall take care of employees' **vocational development**. This shall include in particular:

- induction training and on-the-job training;
- improvement of qualification;
- vocational practice of graduates;
- qualification upgrading (may be tied with concluding a Qualification Agreement that may bind an employee to stay at his/her present employer for up to 5 years).

(see the LC, Sections 228-231)

These types of training are considered as work performance for which the employee is entitled to his/her wage.

The rules of employment of disabled persons are laid down in Sections 67-84 of Employment Act. Employer having more than 25 employees is obliged to employ disabled persons, whose share in the total number of employees shall be at least 4%. This duty can be fulfilled also by taking products or services from employers employing more than 50% of disabled persons or by paying a levy to the state budget of amount of 2.5 times the average wage for each disabled person whom an employer ought to have employed.

Working conditions for women, pregnant female employees, employees taking care for children and adolescent employees are described in the part 1.2.4 of this report.

#### **1.2.5.5 Labour agreements**

Individual companies may set any internal guidelines unless they are in contradiction to valid legislation and collective bargaining agreement.

An employer can set out **Internal Rules** if there is no trade union organization. This internal rules includes employees' wage rights and other rights.

**Work rules** details the provisions of LC or other statutory provisions, taking regard to specific conditions at a certain employer's undertaking.

(See LC, Sections 305-306)

### **1.3 Laws relating to labour –management**

#### **1.3.1 Labour union**

The main enactment of trade union role in employment relationship is included LC (Act No. 262/2006 Coll.) and in Collective Bargaining Act No. 2/1991. According to this legislation **the trade union organizations are entitled:**

- to establish conditions for exercising labour, economic, wage, social and cultural interests of its members;
- to represent members in negotiations with the employer (they act as representatives of the whole staff, i.e. also those who are not union members);
- to check compliance with the LC, Employment Act, legal regulations governing occupational health and safety and other labour regulations and obligations following from collective bargaining agreements;
- to co-decide with the employer in listed cases (e.g. about determining an allowance into the cultural and social needs fund and its drawdown pursuant to special regulations).

If there is no trade union organization in operation, a **work council** and a **representative concerned with occupational safety and healthy protection** can be elected (see LC, Section 281). Status of Work council and Trade organization is unequal. The aim of a work council is only to ensure that employees are informed and to represent them in negotiations with the employer. It has not a claim to collective bargaining. While in office, members of a council are not protected against dismissal or immediate termination of employment, as is the case of those holding an office in a trade union.

### 1.3.1.1 Rights and duties of the employer relating to a trade union organization

The employer is bound to **inform** (LC, Section 278) a trade union organization, work council or directly employees about:

- the development of wages or salaries;
- the employer's economic and financial situation;
- the employer's legal status and its changes, internal organization and person entitled to act for the employer in labour relations;
- basic working conditions issues, occupational safety and health protection measures;
- measures whereby the employer ensures equal treatment of employees;

In other listed issues (especially concerning occupational safety and health protection measures) the employer is bound to not only inform the trade union body, but also to **negotiate** the issue with the trade union body (LC, Section 278).

The employer is bound to negotiate a **dismissal or immediate termination of employment** with a trade union organization in advance. If it concerns a member of a trade union organization body in the course of his office and within 1 year following its termination, the employer is bound to request the trade union organization to grant a prior consent with the dismissal or immediate termination of employment. Provided the trade union organization has refused to grant its consent, the dismissal or immediate termination of employment is invalid. (Condition of Collective Dismissals are determined by LC, Section 62 – 64, see also chapter 1.2.2. of this report).

The employer shall create, at own costs, the conditions which will enable the employees' representatives the proper exercise of their function (**office**), in particular by providing them, within the operational possibilities, with rooms having necessary furnishings and equipment and by covering the necessary costs relating (LC, Section 277).

The employer shall enable the trade union organization to **carry out an inspection** and shall arrange for this purpose (LC, Section 321):

- access to the employer's workplaces,
- the provision of relevant necessary information and documentation by competent managerial employees and their co-operation during the inspection;
- reporting as regards measures having been taken to eliminate irregularities observed during their inspection activity.

**An employee's complaint** concerning rights and duties ensuing from the labour relations must be consulted by the employer with this employee or with the trade union organization or the works council or the representative. (LC, Section 14).

The employer may transfer employee to **alternative work** which does not conform to the employment contract and the employee does not agree to such measure only after consultation with the trade union organization. Such consultation is not necessary if a total period does not exceed 21 working days in one calendar year. (LC, Section 46)

Where, on termination of performance of a public office or activity for a trade union organization employee returns to work, the employer shall place this employee to his/her original work (job) and workplace. (LC, Section 47)

### 1.3.1.2 Collective Bargaining Agreements

Agreements are regulated by the Collective Bargaining Act (No 2/1991 Coll.). There are two kinds of Collective Agreements:

- plant agreements (between the trade union body and the employer),
- high level agreements where one such agreement, concluded between the competent higher trade union body and the relevant employer's association(s), concerns a larger number of employers.

**Plant agreement** should respect the high level agreements. Plant agreement or its part could be invalid if (a) regulates employees' rights to a lesser extend than a higher level collective agreement;

(b) guarantees wage entitlements to employees to a greater extent than the maximum provided for in the relevant higher level collective agreement.

In individual collective bargaining agreements one may negotiate a higher minimum wage than the one stipulated by the government decree governing minimum wage. In the non-business sector and in business organizations in which a collective bargaining agreement has not been concluded or where wage conditions have not been negotiated in a collective bargaining agreement, the lowest levels of guaranteed wage also apply besides minimum wage.

If the **period of validity** is not expressly determined in the agreement, it shall be assumed that it is concluded for one year.

### 1.3.2 Settlement of collective labour disputes

The main enactment of Settlement of collective labour disputes is determined by the Collective Bargaining Act. No. 2/1991 as amended.

**Mediation:** The Collective Bargaining Act regulates collective disputes relating to the conclusion of an agreement; the claims of individual employees are not included. When a collective dispute arises, the parties may agree to appoint a mediator. If they fail to agree on a mediator either party may ask the Ministry of Labour and Social Affairs to make appointment. (see Section 10 -12)

**Arbitration:** When mediation has been unsuccessful, the parties may submit their dispute to an arbitrator. (Section 13-15)

**Strikes and lock-outs:** The Collective Bargaining Act only covers strikes as a last resort to settle a collective dispute. The legislation defines a strike as a partial or total interruption of work on the part of employees. A lock-out is a partial or total interruption of work enforced by employers. Only the relevant trade union can declare a strike. (Strikes: Section 16-21, Lock-outs: Section 27-31)

**Illegal strikes:** The Collective Bargaining Act names the workplaces and professions where strikes or lock-outs are prohibited. (Section 20 and the following)

**Settlement of individual labour disputes:** Individual labour disputes appertains to (civil) court proceedings. (There are no special courts to deal with individual labour conflicts and these disputes are governed by Act No. 99/1963 Coll. Civil Procedure Code, as amended.

**Labour Inspection:** Conditions and obligations in the field of protection of labour relations and working conditions are governed by Labour Inspection Act No. 251/2005 Coll. Supervision and control are performed by the State Labour Inspection Office. It checks occupational safety, preventive health protection measures, labour regimes, compliance with labour relations and conditions, etc. (see also 1.2.4.3)

## 1.4 Laws relating to labour Insurance

### 1.4.1 Worker's accident compensation insurance

Upon Employee Accident Compensation Insurance Act No. 266/2006 Coll. employees are compulsorily insured. Contribution is paid by the employer; its amount is determined as a percentage from a set base (sum of gross wages). The percentage rate depends on the prevailing activities performed by the employer. The basic rate is 0.56%, the highest rate is 5.04% (mining and quarrying of uranic ore), the lowest rate is 0.28% (research and development in the area of humanities).

Accident compensation insurance is used for providing pecuniary allowances (a) to an **employee** in the event of an occupational accident, occupational disease, pain, deterioration of employment possibilities, damage to health, and (b) to a **beneficiary** who has paid costs related to his/her treatment and/or burial. The Act defines a procedure for calculating the allowances and a procedure for assessing damage to health.

The risk prevention **duties of employers and employees** concerning occupational safety and health protection are determined by LC, Section 101-108 (see 1.2.4).

### 1.4.2 Employment insurance

Employment policy contribution is included in Social Security and Employment Policy Contribution Act No. 589/1992 Coll. as amended.

Employers and employees are liable to pay the contribution. Self employed persons are liable to pay the contribution only if they are covered by pension insurance. The amount of contribution is determined by a percentage rate of the assessment base that is stipulated by the Act (basically it is a gross wage). The rate of contributions are as follows: employers – 1.2 %, employees – 0.4 %, self employed persons – 1.6 %. The employer must also transfer contributions which his employee is liable to pay. The employer shall deduct contributions from his employee's wages.

### 1.4.3 Health insurance

The legislation is included in **Public Health Insurance** Act No. 48/1997 Coll. as amended, and in the Czech National Council Act No. 592/1992 Coll. that governs insurance for general health insurance, as amended.

The following persons are **compulsorily insured**: (a) persons having permanent residence on the territory of the CR, (b) persons who do not have permanent residence, but are employees of an employer having registered office on the territory of the CR (hereinafter referred to as "policy holders").

**Payers** of health insurance contribution are (a) policy holders, (b) employers, (c) the state that pays contribution in particular for children, students, pensioners, the unemployed, etc. Contribution is paid to the health insurance company where the policy holder is insured. The amount of contribution stands at 13.5% out of a calculation base stipulated by the Act No. 592/1992 Coll. Two thirds of contribution is paid by the employer and one third by the employee. The employer levies the overall amount of contribution.

A policy holder is entitled in particular to: (a) selection of a health insurance company, medical doctor and medical centre; (b) gratuitous health care to the extent and under conditions stipulated by this Act; (c) gratuitous provision of medication paid from health insurance and prescribed by a medical doctor. The Act defines the extent of health care fully paid from health insurance and performances paid only partially or not at all.

Health insurance is performed by (a) the General Health Insurance Company of the Czech Republic (Act No. 551/1991 Coll. as amended), and by (b) departmental, occupational, corporate or other insurance companies (Act No. 280/1992 Coll., as amended). Persons to whom the Public Health Insurance Act does not apply (i.e. persons who do not have permanent residence in the CR and persons who are not employees of an employer having registered office in the CR – e.g. children or wife of a foreign employee) may take out health insurance offered by the General Health Insurance Company, but they have to cover it themselves.

### Sickness insurance

In the CR there exists also **sickness insurance** as one of the component of the social security (payments from sickness insurance are paid out to an employee in the event of illness, maternity, nursing a household member and in other cases defined by the Act). The sickness insurance is regulated by Sickness Insurance Act No 187/2006 Coll. as amended.

Czech employees are insured compulsorily. Self employed people and foreign employees can take part in the sickness insurance optionally. Employers and employees are liable to **pay contribution** stipulated by the Social Security and Employment Policy Contribution Act No. 589/1992 Coll. as amended. The amount of contribution is determined by a percentage rate of the assessment base (basically it is a gross wage amount). The **rate of contributions** are as follows: employers – 1.4 %, employees – 1.1 %, self employed persons – 2.5 %. The employer must also effect (i.e. transfer) contributions which his employee is liable to pay. The employer shall withdraw (i.e. deduct) contributions from his employee's wages.

**Four allowances** are provided from employee sickness insurance: (1) sickness benefits, (2) nursing allowance, (3) maternity pay compensating the difference between regular salary and sickness

benefits, (4) maternity benefit. Entitlement to allowances is exercised by submitting the required form issued by the relevant medical doctor.

#### 1.4.4 Pension

##### 1.4.4.1 General pension insurance

The legislation on pensions is included in Act No. 155/1995 Coll. on Pension Insurance and Act No. 582/1991 Coll. that governs organization and performance of social security.

Pension insurance provides **for all economically active persons**. The amount of the **pension insurance contribution** is 28% of the assessment base, that corresponds approximately to gross wage of the employees. The amount corresponding to 21.5% of the assessment base is paid by the **employer**, the amount of 6.5% is paid by the **employee**. The employer pays insurance as an aggregate of relevant amounts for all his/her employees.

The amount of contribution paid by **self-employed** is calculated as 28% of the monthly assessment base (see Act No. 586/1992 on income taxes.)

Pension insurance covers following **types of pension benefits**:

- Old-age Pension
- Full Disability Pension
- Partial Disability Pension
- Widow's and Widower's Pension
- Orphan's Pension

Helpful link: [http://www.cssz.cz/duchodove/pension\\_insurance.asp](http://www.cssz.cz/duchodove/pension_insurance.asp)

##### 1.4.4.2 Supplementary pension insurance

A natural person may become optionally a participant of the **supplementary old age pension insurance** if he/she is over 18 years of age, has permanent residence in the CR and has concluded a supplementary pension insurance with a pension fund (Act No. 42/1994 Coll. on State-Contributory Supplementary Pension Insurance). Each person who pays monthly contributions for supplementary old-age pension insurance is entitled to a **state contribution**. Its amount is proportionate to the amount the person decides to pay, however the maximum amount of the state contribution stands at CZK 150 per month. The employer may pay the contribution for supplementary pension insurance for his/her employees. This option is used in some cases as a kind of corporate employee benefits.

Additionally, a natural person may become a participant if he/she is over 18 years of age and is resident in the territory of another member state of the European Union, provided he is a participant in pension insurance or public health insurance in the CR and concludes a policy with a pension fund.

##### 1.4.4.3 Retirement

Conditions for old-age pension **entitlement** are at least 25 years of pension insurance and reaching of retirement age. If those conditions are not met, then at least 15 years of pension insurance, and the reaching of at least 65 years of age.

As of 1996, **retirement age** has been gradually increasing every year, by 2 months for men and by 4 months for women, so that men and women without children would eventually reach the same age-limit of **63 years** till the year 2013. The retirement age of women with children continues to be differentiated according to the number of children they have brought up, ranging from **59 and 62 years**.

An insured person will be entitled to **early old-age pension** provided s/he has been insured for at least 25 years and s/he has less than 3 years to reach retirement age. Such pension will be **permanently reduced**, i.e., the granting of this type of early old-age pension excludes entitlement to a regular old-age pension once retirement age is reached.

## 1.5 Laws relating to vocational capability development

### 1.5.1 Vocational capability development system (education and training, etc.)

#### 1.5.1.1 Initial vocational education and training (IVET)

##### a) Secondary vocational education and tertiary professional education

Initial vocational education and training (IVET) up to the level of tertiary professional schools is governed by the **Act No. 561/2004 on Pre-school, Basic, Secondary, Tertiary Professional and Other Education** (Education Act) as amended (see Annex). This act stipulates the conditions under which education takes place in schools and school facilities, the conditions of admission to education, the evaluation of educational results, the manners of completing education, the certifications on acquiring the relevant level of education. It establishes the tasks and responsibilities of bodies executing state administration and self-administration in education, inspection activities and activities for evaluating the educational system.

At the same time decrees of the Ministry of Education, Youth and Sports (MoEYS) and other regulations entered into force, which elaborate on the stipulations in the Education Act in more detail. As for regulations governing a vocational capability development system, these include in particular the following:

- **Decree of the MoEYS No. 13/2005 Coll. that governs secondary education and education at a conservatoire**, as amended. It defines types of secondary schools, numbers of pupils in schools and classrooms, evaluation of the outcomes of pupil education, organization of theoretical and practical education, vocational training and vocational practice;
- **Government Regulation No. 689/2004 Coll. that governs the system of study programmes in primary, secondary and tertiary professional education**, as amended. It lists an overview of all study programmes where one may achieve primary and secondary school education, secondary education with an Apprenticeship Certificate, secondary education with a school-leaving certification, and tertiary professional education;
- **Decree of the MoEYS No. 671/2004 Coll. that makes provision with respect to stipulating details about the organization of entrance examinations to secondary schools**, as amended. It defines elements for filing applications, course of the entrance examination and publishing of its results;
- **Decree of the MoEYS No. 442/1991 Coll. that governs completion of studies at secondary schools**, as amended. It governs conditions, organization and content of a School-leaving Examination at secondary schools providing technical education;
- **Decree of the MoEYS No. 47/2005 Coll. that governs completion of secondary school education by a final examination and completion of conservatoire education by a graduation examination**. It governs the content, organization and evaluation of a final examination in areas of education whereby one achieves secondary education and secondary vocational education with an Apprenticeship Certificate; it also governs the content, organization and evaluation of a graduation examination at a conservatoire;
- **Decree of the MoEYS No. 10/2005 Coll. that governs tertiary professional education**, as amended. It defines types of tertiary professional schools, governs the mode of entrance examinations, organization of education, evaluation of educational results of students, completing of studies by a graduation examination and the accreditation procedure of educational programmes;

The definition of the position of pedagogical staff and requirements for the performance of their occupation, their continuing training and career system are stipulated by the **Act No. 563/2004 Coll. on Pedagogical Staff** as amended (see Annex). It applies to pedagogical staff of schools entered into a register of schools pursuant to Act No. 561/2004 Coll., i.e. up to the level of tertiary professional schools. It does not apply to university teachers whose status is governed by Act No. 111/1998 Coll. Pursuant to Act No. 563/2004 education of pedagogical staff is further discussed in a Decree of the MoEYS No. 317/2005 Coll. that governs further education of pedagogical staff, accreditation commission and career system of pedagogical staff.

b) **Higher education** institutions are governed by the **Act No. 111/1998 Coll. on Higher Education Institutions** as amended (see Annex). The higher education institutions (HEI) also play a key role in the development of science and research. They provide accredited degree programmes as well as lifelong learning programmes. Degree programmes are of three types: Bachelor's, Master's and Doctoral. Only HEI are allowed to award academic degrees. HEI may be public, private or state institutions. Public universities are established upon the Act. Private universities are entitled to operate provided they obtain consent by the MoEYS.

#### **1.5.1.2 Continuing vocational education and training**

There is no comprehensive legislation regulating continuing vocational education and training (CVET). There are single regulations (acts or decrees) fostering other areas, but touches upon various aspects of CVET.

- **Laws covering initial education and training** (see above) which lay down the ways in which schools may provide adult education;
- **Laws concerning labour and employment:** LC (Act No 262/2006 Coll., sections 222 – 235 concern employee vocational development including conditions applicable to study in parallel to employment); the Employment Act and the Decree on Retraining of Job Seekers and Employees (Act No. 435/2004 Coll., sections 108 - 111 and the Decree of the MoLSA No. 519/2004 Coll.); the Act No.72/2000 Coll. on Investment Incentives and Changes to Other Acts (section 1(2d) and the Government Regulation No. 515/2004 on Material Support for the Creation of New Jobs and the Retraining or Training of Employees as part of Investment Incentives. Under stipulated condition, the investors can receive a financial support for training or retraining of their employees in the amount of 35% of the corresponding costs.(The Investment Incentives Act see Annex)
- **Other laws and decrees that govern specific training of employees in various industries and professions** (including statutory training). The legislation in question includes laws on healthcare (Law No. 95/2004 on the Requirements for Acquisition of Recognition of Professional Competence to Practise the Profession of a Physician, Dentist and Pharmacist), schooling (Law No.563/2004 on Pedagogical Staff), public administration (Law No. 312/2002 on Local Government Administrative Staff), maritime transport (Law No. 61/2000 on Maritime Transport), railway transport (Law No. 266/1994 on Railways), and decrees – e.g. on electrical engineering (Decree No. 50/1978 on Professional Competence in Electrical Engineering). According to these laws and decrees acquisition of the relevant certificate is conditional either upon completion of professional training or upon the passing of prescribed examinations. It is not possible to practise the relevant profession without a required certificate. The management and operations of training institutes providing statutory training differ. Some of them are directly managed by the relevant ministries, others operate as guidance and training centres providing services on a commercial basis.

A step forward in establishing a comprehensive system of further education is represented by the **Act No. 179/2006 on the Validation and Recognition of the Outcomes of CVET** which has been adopted in 2006 (its major provisions became effective on 1 August 2007). The law creates a legislative framework for the recognition of qualifications acquired through non-formal and informal learning. At the same time, work has been launched on the establishment of necessary institutional conditions for the law to be effective. This includes, above all, the development of a National Qualifications Framework (a list of national qualifications including qualification and evaluation standards) which is under preparation now, the setting up a network of institutions authorised to validate the qualifications and issue the relevant certificates, etc. Details concerning the implementation of the above Act are laid down in **Decree of MoEYS No. 208/2007 Coll.** This Decree stipulates the content, structure and mode of maintaining the National Qualifications Framework, filing data about qualifications, granting authorisation to persons who verify qualifications as well as elements of testing.

#### **1.5.2 Vocational capability evaluation system**

##### **1.5.2.1 Evaluation of secondary education (ISCED 3C, 3A) and tertiary professional education**

### **(ISCED 5B)**

**Evaluation of schools** and assurance of the quality of education are carried out as a self-evaluation and external evaluation. It is governed by the Education Act (Act No. 561/2004 Coll., Section 12, Sections 173-176) and related Decrees of the MoEYS (Decree No. 15/2005 Coll. that makes provision with respect to setting elements of long-term objectives, annual reports and self-assessment of schools, and Decree No. 17/2005 Coll. that governs organisational structure and performing of Czech School Inspectorate.

**External evaluation** authority is the **Czech School Inspectorate (CSI)**. CSI is an administrative body with a nationwide scope of operations. It identifies and evaluates the situation, implementation and outcomes of education provided by schools, their compliance with school-based curricula and the appropriate relationship between framework and school-based curricula. The results of a school may also be evaluated by its **founding body**.

**Schools self-evaluation** is carried out in compliance with regulations and deadlines determined by the MoEYS. Self-evaluation results form a basis for an annual report about the school's activities.

### **Evaluation of secondary education outcomes**

A reform of completion of upper secondary education is under development. **Final examinations in vocational programmes (ISCED 3C)** will be enhanced by rendering all their parts more objective (this concerns the written, oral and particularly the practical part of the Final examination, in which social partners should cooperate extensively). The evaluation standards which set professional competencies for various programmes and criteria for their evaluation are under development. Evaluation standards will be combined with the development of the uniform final examinations. By the end of 2008 they will be drafted and tested on a pilot basis at all ISCED 3C level programmes.

Reformed **School-leaving Examination (ISCED 3A)** will introduce two-part examination - (a) nation-wide part and (b) profiling/vocational part. A nation-wide part of the examination will be centrally administered and evaluated in following subjects: Czech language, foreign language, optional subject (mathematics, the essentials of human sciences, the essentials of science and technology, the essentials of IT). The language part of the nation-wide part of the School-leaving Examination will be implemented in 2010 and the optional part in 2012. The profiling/vocational part of the School-leaving Examination is set by individual schools, which will also be responsible for its implementation and evaluation.

**Centre for Identification of Educational Results** (<http://www.ceremat.cz/>) is organization directly managed by MoEYS. The main tasks are (a) preparation of nation-wide part of reformed School-leaving Examination, (b) preparation of evaluation standards of the educational results, (c) research and development of forms, instruments and methods of evaluation of the educational results.

### **1.5.2.2 Evaluation of Higher Education Institutions (ISCED 5A, 6)**

**Accreditation of study** programmes are governed by the Act No. 111/1998, sections 78 – 81. Study programmes are developed and submitted for accreditation by the higher education institutions (HEI). Accreditation is awarded by the MoEYS on the basis of a statement of the **accreditation commission (AK)**, which evaluates the study programme's quality. Members of the AK are appointed by the government based on a proposal by the MoEYS. Accreditation is granted for a certain period and may be repeatedly prolonged. Details concerning the implementation of the accreditation procedure are laid down in Decree of MoEYS No. 42/1999. Coll. that governs the content of application for the accreditation of a degree programme.

### **Quality assurance**

Evaluation of the quality of public and private HEI is fostered by the by the Act No. 111/1998 which commands schools to carry out regular evaluation of their activities and to publish the results in an annual report. A detailed description of **internal evaluation** (content, conditions and frequency) must be set out in the Long-Term Plan for Educational, Scientific, Research, Development, Artistic or Other Creative Activities of HEI developed for a period of five years, update annually and discuss with the MoEYS. **External evaluation is carried out by the accreditation commission** which conducts a comprehensive evaluation of activities of both public and private schools and publishes



the evaluation results.

#### **Other evaluation**

HEI are interested in external evaluation carried out by foreign and Czech experts and international organisations, and evaluation required as a condition of membership of various prestigious associations.

#### **1.5.2.3 The quality of CVET**

Quality of CVET is guaranteed by the state in the case of accredited retraining courses only. Their quality is assessed by the MoEYS during accreditation proceedings. Accreditation is only awarded for a limited period of time. The requirement of an acquirement of further education in accredited education institutions is stipulated in the Employment Act as to retraining courses. Decree of MoEYS No. 524/2004 that governs the accreditation procedure of institutions providing retraining (re-qualification) of job seekers and job applicants stipulates a procedure of accreditation. Retraining accredited courses leavers acquire a recognised nation-wide valid qualification certificate, which is not equal to the certificates received in the formal education system.

Evaluation of the quality of non-accredited courses is the responsibility of the providers and users – there are no quality standards and the quality is not assessed by any particular body or institution

### **1.6 Other laws relating to employment and labour**

#### **1.6.1 Job placement system**

An employer may obtain employees individually or may use intermediary services provided by (a) labour offices, (b) labour agencies (intermediary services – see Employment Act No. 435/2004 Coll.):

**Labour offices** are engaged in direct placement into jobs and serve as advisory and information centres. The activity of labour offices covers the whole territory of the CR; as part of international treaties they may even mediate employment abroad and from abroad. Mediation of employment is free of charge. Labour offices keep a record of job applicants. For statistical purposes they are bound to inform about the number of vacancies and number of persons placed by them.

A **labour agency** may be a legal entity or a natural person that has a permit granted by the Ministry of Labour and Social Affairs to mediate employment. Mediation of employment may be subject to payment. For statistical purposes labour agencies are bound to inform about the number of vacancies and number of persons placed by them.

#### **1.6.2 Conditions of work permit for persons invited from abroad at enterprise invested by foreign investment law**

Employment of foreign citizens is governed by Employment Act No. 435/2004 Coll.

Labour relations between a foreign employer and a foreigner are usually governed by the law of the country in which the foreign employer has its registered office. This applies to both the employment contract and health insurance and social security contributions. The employer bears full responsibility for the content of the employment contract and payment of insurance.

Foreigners from EU Member States may be employed in the CR without any limitation and they do not need a work permit from the labour office. Foreigners from countries outside the EU may work on the territory of the CR provided they have a valid work permit and a valid residence visa for the purpose of employment.

A **foreigner** or his/her representative acting upon power of attorney granted by him/her applies for a work permit by using a form (Application of a foreigner for a work permit in the CR) available at labour offices (or a portal of the MoLSA [http://portal.mpsv.cz/sz/zahr\\_zam/tiskopisy](http://portal.mpsv.cz/sz/zahr_zam/tiskopisy)). The application has to be supplemented with required certificates (Section 91(2) of the Employment Act) and settlement of the application is subject to a charge (stamp with the value of CZK 500). A work permit is granted for a maximum period of one year and is valid solely for a profession, employer and place of performance of work stated in the permit. An application for prolongation of the work permit has to be submitted at the soonest 3 months and at the latest 30 days before the validity of the

present permit expires.

A future **employer** of foreigners is bound to file an application to the pertinent labour office to grant a permit to fill vacancies with employees from abroad (this does not apply to authorized representatives). The application is filed using the relevant form; for each employee for which a permit is to be granted an administrative fee in the amount of CZK 500 has to be paid. In particular the number and profession of employees and duration of their employment are assessed. The employer is responsible for ensuring that foreigners have a valid work permit and residence permit for the whole duration of their employment.

The stay of foreigners on the territory of the CR follows Act No. 326/1999 Coll. on the stay of foreigners in the Czech Republic.

The stay of citizens from countries with which the CR has not concluded a treaty on visa-free relations is possible upon (a) short-term visa, (b) visa for residence exceeding 90 days that is valid for one year, and (c) long-term residence permit.

A foreigner may file an application for visa for **residence exceeding 90 days for the purpose of employment** provided the pertinent labour office in the CR has issued him/her a work permit. The application is filed at an embassy of the CR using the relevant form supplemented with required certificates defined by the Act. An application **for long-term residence permit for the purpose of employment** follows visa for residence exceeding 90 days that may not be prolonged. The application for long-term residence is filed by a foreigner in person at an embassy of the CR or at a foreign police department according to his/her place of temporary residence in the CR provided the same purpose of residence continues (i.e. the employer is unchanged). Settlement of the application is subject to a charge (CZK 2,500 when filed abroad and CZK 1,000 when filed in the CR). The application has to be supplemented with specific certificates whose list is stipulated by the Act.

Upon his/her arrival into the CR the foreigner is bound to notify the regional directorate of foreign and border police within a period of 3 days of the beginning, place and estimated duration of his/her stay.

### **1.6.3 Institutions to be joined by a person invited from abroad**

- Labour office;
- Embassy of the Czech Republic;
- Foreign and border police.

**Abbreviations**

AK – Accreditation Commission

CR – Czech Republic

CSI – Czech School Inspectorate

CVET – Continuing Vocational Education and Training

CZK – Czech Crown

EU – European Union

HEI – Higher Education Institution

LC – Labour Code

MoEYS – Ministry of Education, Youth and Sport

MoLSA – Ministry of Labour and Social Affairs

## **Overseas Vocational Training Association**

### **Research Report**

Research Country: CZECH REPUBLIC

Reporter's Name: National Training Fund

Research Item No.: 2

Research Item Title: Employment and labour situation

## 2.1 Labour market situation

### Labour force sample survey

Following data are mostly based on the Labour Force Sample Survey (LFS), which is taken quarterly by Czech Statistical Office. The content and international definitions used by Eurostat are fully applied and respected in the Czech LFS. The survey measures employment by sex, age, qualification, industry, and respondents' employment status. It provides data on hours worked, scope of underemployment, multiple jobs and labour force mobility, as well as on total unemployment, unemployment pattern, structure of unemployed persons in terms of social, professional and qualification characteristics, length of unemployment, etc. The LFS concentrates on households living in dwellings chosen at random. It addresses all persons living usually in the dwellings. In persons under 15, only basic data are asked for: relationship to the head of household, age, sex and nationality. Persons 15+ are supposed to answer additional questions concerning their status in the labour market. Data used in this report are mostly yearly averages.

(Source: Czech Statistical Office,

<http://www.czso.cz/csu/2007edicniplan.nsf/engpubl/3115-07-2006>)

#### 2.1.1 Number of manpower, workers and the unemployed, and rate of unemployed<sup>1</sup>

**Table 1: Manpower, employment, unemployment**

<sup>1</sup> According to ILO definitions:

As employed are considered all persons aged 15 or more who belonged to paid employed persons or were in own business during the reference week. For the purposes of the Survey, the concept of work is used for **work taking at least one hour in the reference week**. Also apprentices who receive wage, salary or remuneration like other persons are considered as employed. The same holds good for students, house persons and other persons engaged above all in other than economic activities and were employed in the reference period. On the other hand, persons on additional child-care leave, whose status is of a different character according to the ILO methodology, are not automatically included in the group of employed. **The unemployed** - comprise all persons aged 15+ who satisfied **all of the following three conditions** during the reference period:

- were **without work** - i.e., were in neither employment nor self-employment,
- were **actively seeking work**. The active form of seeking work includes registration with a labour office or private employment exchange, checking at work sites, farms, market or other assembly places, placing or answering newspaper advertisements, taking steps to establish own business, applying for permits and licenses, or looking for a job in a different manner,
- were **currently available for work** - i.e., were available during the reference period for paid employment or self-employment immediately or within 14 days.

**Unemployment rates** are calculated as **the ratio of the unemployed (numerator) to total labour force** (denominator).

**Labour force:** all persons aged 15+ who satisfy the requirements for inclusion among the employed or the unemployed.

**Employment rate** are calculated as **the ratio of the employed (numerator) to total population aged 15+** (denominator).

**Participation rate** is calculated as the ratio of the employed and unemployed (labour force) to total population aged 15+.

(Source: Czech Statistic Office, <http://www.czso.cz/csu/2007edicniplan.nsf/engo/3103-07-1993> 2006-explanatory notes on methodology)

	2004	2005	2006
Population (thousands)	10,211.6	10,229.3	10,264.8
Manpower (thousands)	5,132.5	5,174.2	5,199.4
Employed (thousands)	4,706.6	4,764.0	4,828.1
Unemployed (thousands)	425.9	410.	371.3
Unemployment rate (%)	8.3.	7.9	7.1
Participation rate (%)	59.2	59.4	59.3

Source: Czech Statistical Office, Labour Market 1993-2006,  
<http://www.czso.cz/csu/2007edicniplan.nsf/engp/3103-07>

Throughout the period 2004-2006 the labour force had been slightly increasing; in 2006 it reached 5,199 thousands persons. Out of them 4,828 thousands persons were employed, 371 thousands unemployed, unemployment rate was 7.1%. Development of the unemployment rate was positive, during monitored period the unemployment rate declined from 8.3% to 7.1%; the structural unemployment prevails. Participation rate oscillates slightly over 59%.

(Source: Ministry of Labour and Social Affairs: Analýza vývoje zaměstnanosti a nezaměstnanosti 2006, (Analysis of employment and unemployment progress 2006)  
[http://portal.mpsv.cz/sz/politikazamest/trh\\_prace/rok2006/Analyza0612.pdf](http://portal.mpsv.cz/sz/politikazamest/trh_prace/rok2006/Analyza0612.pdf))

## 2.1.2 Number of workers by industry

**Table2: Sector structure of employment (2006)**

	Thousands	%
A-B agriculture	181.7	3.8
C-F industry	1,929.4	39.9
G-Q services	2,716	56.3
N/A	0.9	0.0
<b>Total</b>	<b>4,828.1</b>	<b>100</b>

Sources: Czech Statistical Office, Labour Market 1993-2006,  
<http://www.czso.cz/csu/2007edicniplan.nsf/engp/3103-07>

Ministry of Labour and Social Affairs: Analýza vývoje zaměstnanosti a nezaměstnanosti 2006, (Analysis of employment and unemployment progress 2006)  
[http://portal.mpsv.cz/sz/politikazamest/trh\\_prace/rok2006/Analyza0612.pdf](http://portal.mpsv.cz/sz/politikazamest/trh_prace/rok2006/Analyza0612.pdf)

In the Czech Republic employment in services prevails (56.3%) and the share is increasing in the long term. The share of people employed in the industry is also high thanks to the inflow of foreign direct investments especially to the automotive industry and electrical industry. The share of employment in agriculture is low (3.8%) and is always decreasing. These tendencies are reflected in the more detailed structure of employment. (see table 3).

**Table 3: Employed persons by industry (2006)**

		Thousands	%
Agriculture, hunting, forestry related service activities	A	178.3	3.7
Fishing and related service activities	B	3.4	0.1
Mining and quarrying	C	54.9	1.1
Manufacturing	D	1,361.5	28.2
Electricity, gas and water supply	E	76.7	1.6
Construction	F	436.3	9.0
Trade, rep. of motor vehicles, personal and household goods	G	613.6	12.7
Hotels and restaurants	H	187.0	3.9
Transport, storage and communication	I	361.0	7.5
Financial intermediation	J	92.2	1.9
Real estate, renting and business activities	K	321.3	6.7
Public administration, defence, compulsory social security	L	325.6	6.7
Education	M	287.6	6.0
Health and social work	N	329.9	6.8
Other community, social and personal services	O	193.0	4.0
Activities of households	P	3.5	0.1
Extra-territorial organizations and bodies	Q	1.5	0.03
Not identified		0.9	0.0
<b>Total</b>		<b>4,828.1</b>	<b>100.0</b>

Sources: Czech Statistical Office, Labour Market 1993-2006, <http://www.czso.cz/csu/2007edicniplan.nsf/engp/3103-07>, Employment and Unemployment in the CR as Measured by the Labour Force Sample Survey - Annual Averages 2006 <http://www.czso.cz/csu/2007edicniplan.nsf/engpubl/3115-07-2006>. Ministry of Labour and Social Affairs: Analýza vývoje zaměstnanosti a nezaměstnanosti 2006, (Analysis of employment and unemployment progress 2006) [http://portal.mpsv.cz/sz/politikazamest/trh\\_prace/rok2006/Analyza0612.pdf](http://portal.mpsv.cz/sz/politikazamest/trh_prace/rok2006/Analyza0612.pdf)

In 2006 the most employees worked in manufacturing (28.2%), trade, repair of motor vehicles, personal and household goods (12.7%) and in construction (9%).

### 2.1.3 Employment of school graduates

Employment of school graduates is not statistically monitored however it is possible to deduce it from the rate of their unemployment rate. The statistical definition of unemployed school graduates is as follow: unemployed school graduates within two years after the successful completion of their study with the age limit 30 years for university graduates. Following table 4 illustrates the unemployment rate of available graduates. This rate is calculated as a quotient, where graduates who are registered in the labour offices minus the number of graduates who are also registered but they are not able to accept the job immediately (they are ill, participate in retraining courses, are on parental leave, etc.) is a numerator and the total number of graduates (employed, unemployed, in education) is denominator.

**Table 4: Graduates unemployment rate (%)**

	2005	2006	2007
Secondary vocational school	14.8	12.9	8.2
Secondary vocational school with school-leaving (maturita) exam	12.4	10.2	7.5
Secondary technical school	8.9	8.1	5.6
Grammar School	3.5	3.1	2.2
Tertiary professional school	7.3	5.8	4.2
Higher education institutions	3.5	3.0	2.2
<b>Total</b>	<b>8.4</b>	<b>7.2</b>	<b>5.0</b>

Sources: Nezaměstnanost absolventů se středním a vyšším odborným vzděláním (Unemployment of graduates with secondary and tertiary vocational education) – 2007, National Institute of Technical and Vocational Education, Prague 2007.

[http://www.nuov.cz/public/File/periodika\\_a\\_publicace/nezamestnanost%20abs%2007.pdf](http://www.nuov.cz/public/File/periodika_a_publicace/nezamestnanost%20abs%2007.pdf)

The rate of unemployment among graduates was decreasing in the last period; in the second quarter of 2007 reaches 5 per cent. This quite positive trend is the result of the general economic situation improvement (prosperous rate of GDP, higher supply of vacancies, lower overall rate of unemployment) and the widening access to tertiary education thanks to the supply expansion. Another factor was the implementation of tighter criteria in the claim of unemployment benefits<sup>2</sup> which caused that in some cases the unemployed graduates did not register at the employment office. However, this influence was reduced by the fact that in case of registration the state bears the compulsory health insurance expenses for them. The decrease in the absolute numbers of unemployed graduates is in a measure caused also by a successive decrease in the number of all graduates owing to weaker population years.

The rate of unemployment among graduates highly depends on their educational level. University graduates have the lowest rate of unemployment (2.2%), on the contrary, the highest rate is among the graduates of secondary vocational schools (without maturita examination – 8.2%, with maturita examination – 7.5%).

Following table shows the unemployment rate by fields of education for graduates of secondary and lower-tertiary education. Graduates of health services have the best situation in the labour market in all educational categories. Satisfactory job-seeking conditions in all educational categories are also in machinery manufacturing, mining, metallurgy and foundry, art and commercial art.

On the contrary, the highest unemployment shows tanning and footwear manufacture and manufacture of plastics with low absolute total number of graduates. Higher unemployment can be found also among construction, economics and administration, personal and operational services and environment protection.

Some fields, such as transport and communication, agriculture and forestry or trade, offer the job opportunities selectively for different educational categories.

<sup>2</sup> Before 2004 recent school leavers, if they did not get a job and registered at a labour office, they were entitled to unemployment benefits. The period of studies was considered to be equal to years at work and entitle them for unemployment benefit if being unemployed.



**Table 5: Unemployment of graduates by education in selected groups of fields**

Group of fields	Secondary vocational school – without matura exam – ISCED 3c		Secondary vocational school – with matura exam – ISCED 3a, 4		Secondary technical school – with matura exam – ISCED 3a		Tertiary technical school (ISCED 5b)	
	Graduates 2005 (Persons)	Unemployment rate April 2006 (%)	Graduates 2005 (Persons)	Unemployment rate April 2006 (%)	Graduates 2005 (Persons)	Unemployment rate April 2006 (%)	Graduates 2005 (Persons)	Unemployment rate April 2006 (%)
Tanning and footwear manufacture and manufacture of plastics	28	17.9	-	-	47	23.4	-	-
Economics and administration	775	17	500	20.8	10,332	10.9	1,370	12.6
Personal and operational services	2,468	17.5	239	12.1	-	-	-	-
Construction, geodesy and cartography	2,524	16.4	303	19.8	2,911	10.6	108	14.8
Trade	3,093	16	1,560	17.6	130	6.9	33	15.2
Environmentalism, environment protection	-	-	-	-	506	20	99	13.1
Agriculture and forestry	1351	11.4	276	14.9	2,182	17	219	19.6
Journalism, library and information science	-	-	-	-	116	10.3	202	5.4
Manufacturing of machinery, machine building	6,770	11.5	1,724	9.5	3,581	9.8	160	5.6
General vocational preparation	-	-	-	-	1,722	6.3	-	-
Law, legal and public legal services	-	-	64	6.3	1,748	15	585	12.5
Special and interdisciplinary technical fields	-	-	28	3.6	234	8.1	38	10.5
Mining, metallurgy and foundry	80	11.3	11	9.1	91	8.8	-	-
Transport and communication	130	10	316	11.1	1,033	12.3	16	25
Health service	42	4.8	-	-	4,013	5.7	1,693	4.5
Art and commercial art	279	9.3	471	11.7	1,297	11.2	653	6.3

Note: The unemployment rate includes only recent graduates (i.e. who finished education duty past 12 months) The table includes 3 groups of fields with the highest and lowest unemployment rate in each category of education. Source: Uplatnění absolventů škol na trhu práce – 2006 (Exercise of graduates in the labour market – 2006), National Institute of Technical and Vocational Education, Prague 2007.

[http://www.nuov.cz/index.php?page=p\\_p&s=85](http://www.nuov.cz/index.php?page=p_p&s=85).

The employment of graduates of higher education institutions is very high compared to other educational categories (see following table). The differences in unemployment among individual fields are rather low and vary in time. An exception can be seen in medical and pharmacological sciences graduates who have traditionally the lowest unemployment rate (2.3% in 2006).

**Table 6: Unemployment of upper-tertiary educated graduates**

	Number of graduates (2005)	Number of unemployed graduates (April 2006)	Unemployment rate (April 2006, %)
Natural sciences	2,587	105	4.1
Technical sciences	7,721	319	4.1
Agriculture, forestry, veterinary sciences	1,392	65	4.7
Medical and pharmacological sciences	2,083	48	2.3
Human and social sciences	4,191	220	5.2
Economical sciences	7,532	435	5.8
Law	1,180	60	5.1
Educational science and social care	3,645	185	5.1
Arts and culture	913	45	4.9

Note.: Includes only full-time students with Czech citizenship.

Sources: Uplatnění absolventů škol na trhu práce – 2006, National Institute of Technical and Vocational Education, Prague 2007. [http://www.nuov.cz/index.php?page=p\\_p&s=85](http://www.nuov.cz/index.php?page=p_p&s=85).

#### 2.1.4 Voluntary separations from job

Statistics on voluntary separations from job are not available in the Czech Republic. According to the latest edition of PricewaterhouseCoopers' annual HR controlling 2007 survey, the median turnover rate in the Czech Republic is 14.8% while in some companies it is as high as 25%. Both these figures are significantly higher than the recommend turnover rate of 5-10%. Two specific situations on the market were identified:

- Some companies struggle with lack of workforce and, at the same time, show a turnover rate of up to 25%, especially in less qualified (manual) positions.
- On the other, hand, there are companies in highly specialised sectors, such as chemistry or nuclear power, whose minimum turnover rate is less than 6%.

Turnover can be classified in two categories: involuntary termination and resignation. Currently, there is a higher level of resignations (8.5%) than involuntary terminations (5.8%). Only a negligible portion (0.4%) of involuntary terminations occurs due to disciplinary reasons or poor performance. This could be a result of the strict rules set by Czech legislation for terminating the contracts of employees whose performance is insufficient.

According to the survey, almost 60% of employees who resigned voluntarily had worked at the company for a maximum of three years. 10% left the firm in the probation period. The increased turnover rate of new employees, especially in the probation period, indicates certain flaws in the recruitment process and suggests that the expectations of new employees are different from what they really experience at work.

Following data on the reasons of job separations are based on the Labour Force Survey.

The Czech Statistical Office publishes the data only for the unemployed who had been employed during last eight years. Most of these unemployed left the job involuntarily mostly because of dismissal (53.6%) or temporary job termination (15%). 15.2% terminated their job because of personal or family reasons and 5.3 on health grounds. Women leave their job voluntarily more often than men, 17.5% currently unemployed women but only 12.4% such men left their job because of personal or family reasons. It can be explained by the fact that this category includes care of children performed mostly by women. With increasing educational level the share of dismissals decreases and the share of people leaving because of personal or family reasons increases.

**Table 7: Reasons for terminating last job – unemployed who had a job in the last eight years (2006)**

	Education attained									
	Total		Primary		Secondary without school-leaving exam		Secondary with school-leaving exam		University	
	%	Thous.	%	Thous.	%	Thous.	%	Thous.	%	Thous.
<b>Total</b>	100	278.1	100	61.7	100	134.8	100	69	100	12.6
- Dismissed	53.6	148.9	61.5	37.9	54.9	74.1	45.5	31.4	44.1	5.6
- Temporary job terminated	17	47.2	18.5	11.4	16.1	21.7	17.1	11.8	18.3	2.3
- Personal or family reason (incl. care for children)	15.2	42.1	8.9	5.5	13.6	18.4	22.3	15.4	22.6	2.9
- Health grounds	5.3	14.7	5.2	3.2	6.5	8.8	3.6	2.5	-	.
<b>Men</b>	100	129.3	100	27.5	100	70.9	100	23.4	100	7.4
- Dismissed	55.4	71.6	64.8	17.8	55.2	39.1	47.9	11.2	45.7	3.4
- Temporary job terminated	16.2	21	18.9	5.2	16.1	11.4	12.5	2.9	19.7	1.5
- Personal or family reason (incl. care for children)	12.4	16.1	8.2	2.3	12	8.5	16.7	3.9	18.6	1.4
- Health grounds	5.6	7.2	3.8	1	6.2	4.4	6.4	1.5	-	.
<b>Women</b>	100	148.8	100	34.1	100	63.9	100	45.6	100	5.2
- Dismissed	52	77.3	58.8	20.1	54.6	34.9	44.3	20.2	41.8	2.2
- Temporary job terminated	17.6	26.2	18.1	6.2	16.1	10.3	19.5	8.9	16.3	0.8
- Personal or family reason (incl. care for children)	17.5	26.1	9.5	3.2	15.5	9.9	25.1	11.5	28.2	1.5
- Health grounds	5.1	7.6	6.4	2.2	6.9	4.4	2.2	1	-	-

Notice: Includes data for unemployed persons who had a job duty past eight years.  
Source: Czech statistical office: Employment and Unemployment in the CR as Measured by the Labour Force Sample Survey - Annual Averages 2006

<http://www.czso.cz/csu/2007edicniplan.nsf/engpubl/3115-07-2006>

No data on the termination of previous job for the currently employed people (e.g. job change) are available.

Source:

PricewaterhouseCoopers: Společnostem v Česku se nedaří snižovat vysokou fluktuaci zaměstnanců [http://www.pwc.com/cz/cze/about/press-rm/2007/pressrm27\\_07\\_cz.html#](http://www.pwc.com/cz/cze/about/press-rm/2007/pressrm27_07_cz.html#).

### 2.1.5 Number of skilled workers by job

**Table 8: Skilled workers (by ISCO and ISCED, 2006)**

	%				Thousands			
	Total	Primary	Secondary	Tertiary	Total	Primary	Secondary	Tertiary
		ISCED 0-2	ISCE D 3,4	ISCED 5,6		ISCED 0-2	ISCED 3,4	ISCED 5,6
1. Legislators, senior officials and managers	100	1.1	65.0	33.9	318.1	3.4	206.7	107.9
2. Professionals	100	0.1	27.2	72.6	519.5	0.8	141.5	377.2
3. Technicians and associate professionals	100	0.8	81.6	17.6	1,056.5	8.8	861.9	185.8
4. Clerks	100	4.0	91.9	4.0	338.6	13.5	311.4	13.6
5. Service workers and shop and market sales workers	100	7.2	90.3	2.5	583.8	42.0	527.3	14.4
6. Skilled agricultural and fishery workers	100	14.9	81.9	3.2	73.7	11.0	60.4	2.4
7. Craft and related trades workers	100	4.2	95.1	0.6	878.9	37.3	836.1	5.6
8. Plant and machine operators and assemblers	100	10.3	89.1	0.6	690.4	71.2	615.2	4.1
9. Elementary occupations	100	27.2	72.0	0.7	350.8	95.5	252.5	2.6
0. Armed forces	100	-	67.3	32.4	16.8	.	11.3	5.4
No answer	100	-	69.9	-	0.8	-	0.5	.
<b>Total employed</b>	<b>100</b>	<b>5.9</b>	<b>79.2</b>	<b>14.9</b>	<b>4,828.1</b>	<b>283.5</b>	<b>3,825.0</b>	<b>719.1</b>

Notes: ISCED 0-2: primary education, ISCED 3,4: secondary education; ISCED 5,6: tertiary education

Source: Czech Statistical Office: Employment and Unemployment in the CR as Measured by the Labour Force Sample Survey - Annual Averages 2006

<http://www.czso.cz/csu/2007edicniplan.nsf/engpubl/3115-07-2006>

Among the employed the largest group perform people with secondary education (79.2%), 14.9% have tertiary education. Employees with primary or no education performs only 5.9%. The highest share of qualified people works in ISCO 1-3 professions.

Sources:

Czech Statistical Office

- Labour Market 1993-2006, <http://www.czso.cz/csu/2007edicniplan.nsf/engp/3103-07>,

<http://www.czso.cz/csu/2007edicniplan.nsf/engo/3103-07-1993> 2006-  
explanatory notes on methodology)

- Employment and Unemployment in the CR as Measured by the Labour Force Sample Survey - Annual Averages 2006  
<http://www.czso.cz/csu/2007edicniplan.nsf/engpubl/3115-07-2006>

Ministry of Labour and Social Affairs:

- Analýza vývoje zaměstnanosti a nezaměstnanosti 2006, (Analysis of employment and unemployment progress 2006)  
[http://portal.mpsv.cz/sz/politikazamest/trh\\_prace/rok2006/Analyza0612.pdf](http://portal.mpsv.cz/sz/politikazamest/trh_prace/rok2006/Analyza0612.pdf)
- Half-yearly statistics of graduates <http://portal.mpsv.cz/sz/stat/abs/polo>
- Statistics of unemployment <http://portal.mpsv.cz/sz/stat/nz/mes>

National Institute of Technical and Vocational Education (NUOV)

[http://www.nuov.cz/index.php?page=p\\_p&s=85](http://www.nuov.cz/index.php?page=p_p&s=85).

- Nezaměstnanost absolventů se středním a vyšším odborným vzděláním (Unemployment of graduates with secondary and tertiary vocational education) – 2007, National Institute of Technical and Vocational Education, Prague 2007.  
[http://www.nuov.cz/public/File/periodika\\_a\\_publicace/nezamestnanost%20abs%2007.pdf](http://www.nuov.cz/public/File/periodika_a_publicace/nezamestnanost%20abs%2007.pdf)
- Kol. autorů: Uplatnění absolventů na trhu práce – 2006. Praha, NUOV 2007.

Regionální informační systém o uplatnění absolventů na trhu práce (Regional information system of exercise of graduates in the labour market)

<http://www.risa.cz/novinky.do?chR=1>

Informační systém o uplatnění absolventů na trhu práce (Information system of exercise of graduates in the labour market) <http://www.infoabsolvent.cz/>

## 2.2 Wages

### 2.2.1 Latest trend about minimum wage

The minimum wage is prescribed universally by the government order and it is adjusted generally once a year.

**Table 9: Progress of average and minimum wage 2002-2006**

	2001	2002	2003	2004	2005	2006	2007
Average earning (CZK)	15,248	16,363	17,443	18,589	19,584	20,844	-
Minimum wage (CZK)	5,000	5,700	6,200	6,700	7,185	7,736	8,000-
Minimum to average ratio (%)	32.8	34.8	35.5	36	36.7	37.2	-
		2001-02	2002-03	2003-04	2004-05	2005-06	Average 01-06
Year-on-year average earning change (%)		7.31	6.6	6.57	5.35	6.43	6.45
Year-on-year minimum wage change (%)		14	8.77	8.06	7.24	8.04	9.22

Source: Ministry of Labour and Social Affairs <http://www.mpsv.cz/cs/871>, Czech Statistical Office [http://www.czso.cz/csu/2006edicniplan.nsf/publ/3106-06-za\\_1\\_4\\_cvtvrtleti\\_2006](http://www.czso.cz/csu/2006edicniplan.nsf/publ/3106-06-za_1_4_cvtvrtleti_2006)

During the years 2001-2006 the minimum wage increased on average of 6.45% every year, in the year 2006 it performed 37% of average earning.

All employees are entitled to minimal wage with the exception of the following cases:

- employee in the age 18-21 years during the first 6 month of his/her first job – 90% of minimal wage,
- juvenile employee (15-18 year old) – 80% of minimal wage,
- employee receiving partial disability pension - 75% of minimal wage,
- employee receiving full disability pension – 50% of minimal wage.

For the public sphere and the organisations of business sphere where wages are not included in a collective agreement the law settles also so-called guaranteed wage. It is graduated according to complexity and severity of performed work in 8 groups. The government order contains description of these groups and examples for individual occupations.

(<http://portal.gov.cz/wps/portal/s.155/701?kam=zakon&c=567/2006>,  
[http://www.mpsv.cz/files/ip/nv567\\_2006.pdf](http://www.mpsv.cz/files/ip/nv567_2006.pdf) - in Czech only)

**Table 10: Guaranteed wage (2007)**

Group of work activities	CZK per hour	CZK per month	Corresponding salary grade
1	48.1	8,000	1. a 2.
2	53.1	8,900	3. a 4.
3	58.6	9,800	5. a 6.
4	64.7	10,800	7. a 8.
5	71.5	12,000	9. a 10.
6	78.9	13,200	11. a 12.
7	87.1	14,600	13. a 14.
8	96.2	16,100	15. a 16.

Source: Government order 567/2006 Coll.

In some sectors the guaranteed wages are higher on the base of high level collective agreements which are obligatory for all companies in concerned sector. The collective agreements use usually a 12-grade-scale system of tariffs (see the following table).

**Table 11: Minimum wage rates according to collective agreements obligatory for all subjects in certain industry<sup>3</sup>(2007)**

Collective agreement No. (Coll.)	114/2007	196/2007	196/2007	196/2007	196/2007	10/2007
Salary grade/Sector	Construction	Ceramics	Pottery	Flat, cover glass, glass fibres	Lightening, household glass and other	Manufacture of furniture
1	8,000	8,000	8,000	8,000	8,000	8,000
2	8,700	8,280	8,280	8,280	8,280	8,280
3	9,400	8,690	8,650	8,650	8,650	8,650
4	10,100	9,260	9,090	9,090	9,090	9,090
5	11,100	9,920	9,710	9,710	9,710	9,710
6	12,150	10,920	10,440	10,700	10,440	10,440
7	13,500	11,930	11,260	11,710	11,260	11,260
8	14,900	12,940	12,210	12,710	12,210	12,210
9	16,300	13,940	13,270	13,600	13,270	13,270
10	17,900	14,570	14,570	14,570	14,570	14,570
11	19,700	16,120	16,120	16,120	16,120	16,120
12	21,500	17,900	17,900	17,900	17,900	17,900

Source: Collective agreements: 114/2007 Coll., 196/2007 Coll., 10/2007 Coll.

## 2.2.2 Actual survey report for wage or salary by industry and by job

The data of wages are based on the Structure of Earning Sample Survey performed by the Czech Statistical office. Only employees working 30 or more weekly hours are included. The wages include all bonuses and remunerations (for holiday etc.)

<sup>3</sup> Stated collective agreements are obligatory for following industries according to NACE classification:

114/2007 construction: 14.1 Quarrying of stone, 14.2 Quarrying of sand and clay, 20.3 Manufacture of builders' carpentry and joinery, 25.23 Manufacture of builders' ware of plastic, 26.26 Manufacture of refractory ceramic products, 26.3 Manufacture of ceramic tiles and flags, 26.4 Manufacture of bricks, tiles and construction products, in baked clay, 26.5 Manufacture of cement, lime and plaster, 26.6 Manufacture of articles of concrete, plaster and cement, 26.7 Cutting, shaping and finishing of ornamental and building stone, 26.82 Manufacture of other non-metallic mineral products n.e.c., 45 Construction

196/2007 ceramics: 26.21 2 Manufacture of ceramic household and ornamental articles, 26.22 Manufacture of ceramic sanitary fixtures

196/2007 china: 26.21.1 Manufacture of china household and ornamental articles

196/2007 flat, cover glass, glass fibres: 26.11 Manufacture of flat glass, 26.12 Shaping and processing of flat glass, 26.13 Manufacture of hollow glass, 26.14 Manufacture of glass fibres,

196/2007 lightening, household glass and other: 26.15 Manufacture and processing of other glass, including technical glassware

10/2007 Manufacture of furniture; manufacturing: 36.11 Manufacture of chairs and seats

Earnings by occupation

The highest wages draw legislators, senior offices and managers (ISCO 1). Their average earning performed a double of national average, the difference between average and median earning shows that the distribution of wages in this group is significantly unequal. Over the national average also the wages of workers in ISCO 2 and 3 are situated, the earnings of other workers (ISCO 4-9) are lower than average.

The average earning increased in average of 6.0 percentage points per annum between the years 2002-2006. The highest increase was among skilled agricultural and forestry workers (ISCO 6) and technicians and other professionals (ISCO 3), the lowest service workers and shop and market sales (ISCO 5).

**Table 12: Average and median earnings of employees by ISCO occupations**

ISCO	2002		2003		2004		2005		2006	
	Average	Median	Average	Median	Average	Median	Average	Median	Average	Median
Total	18,133	15,542	19,510	16,707	20,545	17,706	21,674	18,589	22,908	19,512
1. Legislators, senior officials and managers	37,191	27,407	40,047	29,678	42,018	30,962	43,583	32,429	46,840	34,030
2. Professionals	24,048	19,969	26,166	21,819	27,198	22,931	28,979	24,366	30,501	25,434
3. Technicians and associate professionals	19,343	17,295	20,780	18,636	22,153	20,004	23,641	21,174	25,124	22,254
4. Clerks	14,724	13,457	15,707	14,348	16,442	15,332	17,498	16,175	18,462	16,756
5. Service workers and shop and market sales workers	12,253	10,818	12,721	11,450	12,956	11,473	13,718	12,034	14,556	12,881
6. Skilled agricultural and fishery workers	11,596	11,249	12,063	11,658	13,090	12,676	13,547	13,007	15,156	14,386
7. Craft and related trades workers	15,281	14,601	16,260	15,491	16,965	16,183	17,824	17,045	18,955	18,104
8. Plant and machine operators and assemblers	15,088	14,611	16,106	15,561	16,943	16,384	17,624	17,059	18,493	17,829
9. Elementary occupations	10,601	9,841	11,355	10,450	11,831	10,840	12,261	11,298	12,898	11,737

Source: Czech Statistical Office: Structure of Earnings Survey  
<http://www.czso.cz/csu/2007edicniplan.nsf/engpubl/3109-07-2006>

Earnings by industry

The highest wages are in the sector of financial intermediation. In 2006 the average wage in this sector performed 187 % of national average. The difference between average and median wage is also the largest of all sectors which shows that the distribution of wages is significantly unequal.

Above the national average earnings the sector of electricity, gas and water supply



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(118%) is situated as well as mining and quarrying (115%), real estate, renting and business activities (110%), public administration and defence (108%), trade (103%) and construction (101%): The lowest earnings are in the sector of hotels and restaurants (66%) and other community and social service activities (84%). (Data for fishery can be unreliable due to small number of respondents).

The highest average year-to-year increase between years 2002-2006 was in trade (7.5 percentage points), public administration and defence (7.3 percentage points) and education (7.0 percentage points) On the contrary, the lowest increase saw the sector of hotels and restaurants (0.5 percentage points), where the earnings had even decreased in some of the years. Other community, social and personal services shows low increase, too (4.9 percentage points).

**Table 13: Average and median earnings of employees by industry (NACE)**

		2002		2003		2004		2005		2006	
		Average	Median	Average	Median	Average	Median	Average	Median	Average	Median
A-O	Total	18,133	15,542	19,510	16,707	20,545	17,706	21,674	18,589	22,908	19,512
A,B	Fishing and related service activities	13,854	12,614	14,423	12,971	15,440	14,057	16,046	14,677	17,499	15,845
C	Mining and quarrying	20,961	18,794	22,013	19,585	23,458	21,172	25,104	22,716	26,261	23,209
D	Manufacturing	17,275	14,905	18,441	15,984	19,354	16,898	20,300	17,677	21,509	18,677
E	Electricity, gas and water supply	20,729	18,371	22,144	19,598	23,473	20,657	24,382	21,210	27,077	23,076
C-E	Total Industry	17,677	15,317	18,860	16,436	19,808	17,353	20,730	18,105	21,991	19,055
F	Construction	17,774	15,301	19,576	16,526	20,834	17,724	21,911	18,660	23,096	19,811
G	Trade, rep. of motor vehicles, personal and household goods	17,691	13,920	18,859	14,602	20,350	15,519	21,936	16,898	23,624	17,838
H	Hotels and restaurants	15,079	12,850	14,391	12,235	13,858	11,270	14,872	12,204	15,317	12,847
I	Transport, storage and communication	19,604	16,983	21,675	17,994	21,884	18,643	23,753	19,635	24,033	20,276
J	Financial intermediation	34,256	23,778	36,608	26,049	38,524	27,174	40,165	28,714	42,863	30,202
K	Real estate, renting and business activities	20,550	16,405	22,754	17,942	24,231	19,367	24,699	19,692	25,310	19,954
L	Public administration, defence, compulsory social security	18,714	17,195	20,598	18,922	22,178	21,088	23,963	22,534	24,827	22,785
M	Education	16,414	15,891	18,023	17,760	18,753	18,531	20,181	19,819	21,494	20,877
N	Health and social work	16,673	14,939	18,064	16,156	18,674	16,610	19,697	17,452	21,327	18,927
O	Other community, social and personal services	15,989	14,166	17,404	15,284	17,376	15,355	18,136	16,344	19,296	17,114

Source: Czech Statistical Office: Structure of Earnings Survey  
<http://www.czso.cz/csu/2007edicniplan.nsf/engpubl/3109-07-2006>

### 2.2.3 Sample of salary system of each administrative post

An employee is entitled to receive a wage, salary or remuneration pursuant to agreements (agreement on work performance, agreement on working activity) in accordance with the conditions laid down in Labour Code. A **wage** is a monetary consideration (pecuniary consideration) and in-kind consideration (i.e. consideration of a monetary value) provided to an employee for work done. A **salary** is a monetary consideration provided to an employee by his employer where this employer is (a) the Government, (b) a self-governing local area entity, (c) a state fund, (d) an organization receiving contributions from the state budget or the relevant local budget where the organization's costs of salaries and standby remuneration are fully covered from the contributions.

A wage or salary is provided with regard to complexity, responsibility and strenuousness of

the work done, and with regard to the difficult working conditions, working efficiency and attained work results. Remuneration pursuant to an agreement shall be monetary consideration provided for the work done on the basis of an agreement on work performance or an agreement on working activity. The wage or salary must be agreed or determined before the start of carrying out the work. The employer shall give to his employee a written wage or salary statement on the day when the employee takes up his job (i.e. starts working). This wage statement includes the details of the manner of remuneration, the pay dates and the place of wage payment, unless these details are stated in the employment contract, collective agreement or internal regulations. A wage or salary is payable after the performance of work, namely latest in the calendar month following the month when an employee's entitlement to his wage or salary, or one of its components, arose.

Wage or salary usually consists of:

- basic wage or salary,
- premium and bonuses,
- overtime pay ,
- additional pay (night work, work on Sundays, Saturdays, Public Holidays),
- payments for days not worked (holidays, sickness etc.),
- remuneration for standby.

The share of individual items in the average earnings by individual professions (private and public sector) shows following table.

**Table 14: Structure of average earnings by ISCO (2006)**

	ISCO	Gross earnings in total (CZK/month)	Parts of gross earnings in %					Payments for days not worked	Remuneration for stand by
			Basic component	Premium and bonuses	Overtime pay	Additional component			
Total employed		22,908	67.91	15.19	0.75	6.41	9.45	0.29	
Armed forces	1	*	*	*	*	*	*	*	
Legislators and senior officials	11	35,583	54.47	12.7	0.08	22.66	9.73	0.35	
Corporate managers	12	51,519	66.58	21.86	0.11	2.76	8.58	0.1	
General managers	13	36,254	69.41	19.28	0.1	3.34	7.83	0.04	
Physical, math. and engineering science professionals	21	34,204	70.7	16.74	0.26	3.09	8.83	0.38	
Life science and health professionals	22	36,103	64.04	11.54	2.07	10.07	8.8	3.48	
Teaching professionals	23	24,640	67.39	8.3	0.08	9.12	15.07	0.04	
Other professionals	24	31,751	71.32	13.99	0.09	5.19	9.34	0.07	
Physical and engineering science associate professionals	31	26,572	69.63	15.53	0.76	4.55	9.09	0.43	
Life science and health associate professionals	32	21,240	70.46	6.84	0.85	11.05	10.04	0.77	
Teaching associate professionals	33	19,780	68.9	5.3	0.13	10.38	14.71	0.57	
Other associate professionals	34	25,706	68.76	15.07	0.23	8.18	7.54	0.23	
Office clerks	41	18,785	71.61	15.32	0.4	3.84	8.78	0.05	
Customer services clerks	42	17,564	69.71	16.21	0.34	4.91	8.78	0.05	
Personal and protective services workers	51	15,144	69.35	7.91	0.81	13.22	8.42	0.29	
Models, salespersons and demonstrators	52	13,511	69.45	17.83	0.35	4.27	8.08	0.01	
Market-oriented skilled agricultural and fishery workers	61	15,156	67.62	15.12	1.32	5.6	10.24	0.11	
Extraction and building trades workers	71	19,046	67.18	17.08	1.44	3.1	10.85	0.36	
Metal, machinery and related trades workers	72	19,930	65.81	16	1.54	5.59	10.75	0.3	
Precision, handicraft, printing and related trades workers	73	17,321	64.92	15.75	1.34	6.84	11.02	0.13	
Other craft and related trades workers	74	14,114	68.91	16.01	1.28	3.4	10.37	0.03	
Stationary-plant and related operators	81	20,277	61.02	17.62	1.63	9.33	10.25	0.14	
Machine operators and assemblers	82	16,988	65.31	15.5	1.52	7.02	10.62	0.02	
Drivers and mobile-plant operators	83	19,201	65.21	15.83	2.01	6.76	9.78	0.41	
Sales and services elementary occupations	91	11,477	73.81	9.18	0.65	6.84	9.34	0.16	
Agricultural, fishery and related labourers	92	(14,034)	72.5	11.56	1.64	4.75	9.53	0.01	
Labourers in mining, construction, manufacturing and transport	93	14,766	69.1	14.23	1.09	5.22	10.21	0.15	

Source: Czech Statistical Office: Structure of Earnings Survey  
<http://www.czso.cz/csu/2007edicniplan.nsf/engpubl/3109-07-2006>

The employees sometimes provide other financial bonuses beside the wage or salary such as:

- benefit to pension or life insurance,
- gifts to anniversaries,
- social help in difficult situations,
- additional pay to compensate the difference between wage and sick benefit

Many employers provide also other employee benefits. Following table shows their form and the share of companies providing them.

**Table 15: Usual employee benefits and their usage (% of companies)**

Year	Meal support	Refreshment at working place	Internet Access from own PC	Internet access from home	Company mobile phone	Company car	Notebook
2004	93%	71%	89%	35%	93%	92%	98%
2005	96%	72%	87%	51%	98%	94%	97%
2006	96 %	85 %	Not asked	Not asked	99%	95%	Not asked

Source: PricewaterhouseCoopers, PayWell 2004, 2005, 2006, In: <http://www.penize.cz/info/zpravvy/zprava.asp?NewsID=4681>

Most employees are provided by the meal support – in large companies by the company canteen, in the others by the meal vouchers.

Other often used benefits not mentioned in the table are:

- vouchers or permanent cards for sport, culture and recreation
- paid training courses (the most spread are language courses)
- health care above standard (company doctor or contracting medical institution)
- better conditions for purchase of company`s products (employee`s discounts for products and services, company loans or special form of savings – mostly in the bank sector, free tickets for employees of public transport companies and their family members)

Increasingly more companies provide so-called cafeteria system of benefits in which the employee can choose the benefits himself on the base of his position in the company.

#### Sources:

Act no. 65/1965 Coll., **the Labour Code**

Act no. 262/2006 Coll., **the Labour Code**, as amended

([http://www.mpsv.cz/files/clanky/3221/labour\\_code.pdf](http://www.mpsv.cz/files/clanky/3221/labour_code.pdf))

Government order 567/2006

[http://portal.gov.cz/wps/portal/\\_s.155/701?kam=zakon&c=567/2006](http://portal.gov.cz/wps/portal/_s.155/701?kam=zakon&c=567/2006)

Government order 567/2006, Appendix - groups of work activities

[http://www.mpsv.cz/files/ip/nv567\\_2006.pdf](http://www.mpsv.cz/files/ip/nv567_2006.pdf)

Collective agreements 114/2007 Coll., 196/2007 Coll., 10/2007 Coll.

Ministry of Labour and Social Affairs

- Minimum wages <http://www.mpsv.cz/cs/871>
- **Collective agreements obligatory for all subjects in certain industry**

<http://www.mpsv.cz/cs/3856>

Czech Statistical Office

- Registered Number of Employees and Their Wages  
[http://www.czso.cz/csu/2006edicniplan.nsf/publ/3106-06-za\\_1\\_4\\_ctvrtleti\\_2006](http://www.czso.cz/csu/2006edicniplan.nsf/publ/3106-06-za_1_4_ctvrtleti_2006)
- Structure of Earnings Survey  
<http://www.czso.cz/csu/2007edicniplan.nsf/engpubl/3109-07-2006>

PricewaterhouseCoopers: PayWell 2004, 2005, 2006, In:  
<http://www.penize.cz/info/zpravy/zprava.asp?NewsID=4681>

### 2.3 Current situation of working hours

The maximal length of normal weekly working hours is 40 hours since the year 2001, the lunch break (30 minutes/day) is not included. In some specific sectors the length of normal weekly working hours is shorter by law without concurrent reduction of wage. (see chapter 1.2.3). Following data on worked hours are based on Labour Force Survey annual averages.

**Table 16: Hours usually worked in the week in the main occupation (2006)**

	2001	2002	2003	2004	2005	2006
<b>Total</b>	<b>41.5</b>	<b>41.8</b>	<b>42.0</b>	<b>41.9</b>	<b>41.8</b>	<b>41.7</b>
Full-time	42.4	42.7	43.0	42.8	42.8	42.7
- Employees	41.0	41.2	41.3	41.3	41.3	41.3
- Members of producers' cooperatives	42.0	41.6	42.1	41.7	42.4	41.8
- Self-employed	49.9	50.9	51.1	50.8	50.6	50.4
- Contributing family workers	45.2	45.4	45.8	46.8	46.7	44.9
Part-time	24.6	23.5	23.5	23.5	23.3	22.9

Source: Czech Statistical Office: Employment and Unemployment in the CR as Measured by the Labour Force Sample Survey - Annual Averages 2006  
<http://www.czso.cz/csu/2007edicniplan.nsf/engpubl/3115-07-2006>

Average weekly number of usually worked hours in the first job was 42.7 among the full-time workers. It is 2.7 hours more than normal working hours which indicates a wider extension of overtime work. The highest number of hours actually worked show the self-employed (50.4), the lowest the employees (41.3). Since 2003 the number of hours usually worked has been slowly decreasing.

The largest amount of working hours saw the workers in construction (45.5), hotels and restaurants (44.0) and transport, storage and communication (43.6). The smallest number of worked hours is in mining and quarrying (39.6), where the normal working hours are shorter by law, and in education (38.2)

**Table 17: Hours usually worked in the week in the main occupation by industry (2006)**

		Total	Full-time	Part-time
<b>Total</b>		<b>41.7</b>	<b>42.7</b>	<b>22.9</b>
Agriculture, hunting and forestry	A	42.9	43.8	23.0
Fishing	B	43.6	43.6	-
Mining and quarrying	C	39.6	39.7	20.0
Manufacturing	D	40.6	41.0	24.9
Electricity, gas and water supply	E	40.5	40.9	21.8
Construction	F	45.5	45.9	23.4
Trade, repairing of motor vehicles, personal and household goods	G	42.6	43.8	24.3
Hotels and restaurants	H	44.0	45.3	23.2
Transport, storage and communication	I	43.6	44.3	22.7
Financial intermediation	J	41.9	43.1	22.6
Real estate, renting and business activities	K	42.7	44.6	21.2
Public administration, defence, compulsory social security	L	40.4	41.2	23.1
Education	M	38.2	40.4	21.8
Health and social work	N	40.4	41.8	22.9
Other community, social and personal services	O	40.2	43.0	21.1
Activities of households	P	40.5	42.4	22.6
Extra-territorial organizations and bodies	Q	42.1	46.4	20.0

Source: Czech Statistical Office: Employment and Unemployment in the CR as Measured by the Labour Force Sample Survey - Annual Averages 2006

<http://www.czso.cz/csu/2007edicniplan.nsf/engpubl/3115-07-2006>

#### Sources:

Act no. 262/2006 Coll., the Labour Code, as amended

([http://www.mpsv.cz/files/clanky/3221/labour\\_code.pdf](http://www.mpsv.cz/files/clanky/3221/labour_code.pdf))

Czech statistical office: Employment and Unemployment in the CR as Measured by the Labour Force Sample Survey - Annual Averages 2006

<http://www.czso.cz/csu/2007edicniplan.nsf/engpubl/3115-07-2006>

## 2.4 Current situation of between employers and workers relation

### 2.4.1 Current situation of national level labour unions and its feature

Trade Union Organisations (TUO) are established in the individual companies. General rule is that TUO has to have at least 5 members in the age over 18 years, however some Higher Trade Union Body (HTUB) decreases this limit to 3 members. TUO can associate to HTUB according to professions or economic activity and HTUB can associate to confederations. Nowadays in the Czech Republic, there are two confederations: Czech-Moravian Confederation associates 33 HTUB and Association of Independent Trade Unions associates 15 HTUB.

TUO signs up Plant Collective Agreement, HTUB can sign up High Level Collective Agreement. Collective Agreements are regulated by the Collective Bargaining Act

(No 2/1991 Coll.). If the period of validity is not expressly determined in the agreement, it shall be assumed that it is concluded for one year.

The representatives of two above mentioned confederations are members of **Council of Economic and Social Agreement** that is an official platform for dialogue among government, employees and employers.

High Level Collective Agreement is binding for all employers with prevailing activity in the relevant economic sector if

- the Agreement is signed by organisation of employers who employ the highest number of employees in the relevant sector on one side and on the other side by Higher Trade Union Body represents the highest number of employees in the relevant sector,
- contractors send the written proposal to the Ministry of Labour and Social Affairs (MoLSA),
- and MoLSA publishes the announcement that this High Level Collective Agreement is binding for all employers with prevailing activity in the relevant economic sector in the Collection of Laws.

The High Level Collective Agreement is not binding for employer if

- the employer is in a bankruptcy proceedings,
- the share of handicapped employees is higher then 50% of the total number of his employees,
- the employer employ less than 20 employees,
- the employer has been affected by extraordinary event and the consequences persist,
- the employer is bound by the other the High Level Collective Agreement.

The number of trade union members decreases permanently. Currently about 20% of employees are the trade union members, the members under 30 years represent about 8% of the total. We can suppose that trade union members are especially employee with permanent contracts, however the statistical data approving this hypothesis are not available.

Plant Collective Agreement covers all employees of the relevant plant with the exception of the workers with the Agreement on Work Performance. These workers do not have the status of the employee of the relevant plant.

#### **2.4.2 Current situation of labour dispute**

Central statistical data concerning the total number of labour disputes in the CR are not available. The following table states the number of labour disputes addressed by courts in 2001-2005.

**Table 18: Cognizable judgements in the field of labour disputes**

	2000	2001	2002	2003	2004	2005
Formation and duration of employment relationship (dispute about invalid termination of employment relationship)	540	638	555	600	451	388
Disputes form employment relationship with sex based discrimination and laws repression	0	0	0	0	0	1
Notice of termination and instant termination by the employee	823	639	500	541	439	389
Notice of termination by the employer	374	308	280	184	291	279
Other cases of termination of employment relationship	31	21	27	27	49	41
Wages and remunerations	4,958	3,195	2,557	2,580	2,351	2,908
Liability of an employee for damage, compensation for damage)	3,549	3,300	3,011	2,651	2,382	2,399
Liability of employers for damage (including industrial injure and occupational diseases)	651	606	590	484	526	507
Disputes about the content of employment verifications and references	105	102	77	68	61	53
Other disputes about employment relationship	363	384	293	374	396	344
Disputes about agreements of works outside an employment relationship	20	12	13	11	16	10
Protection of employees in case of employer`s insolvency					5	35
Total labour disputes	11,430	9,206	7,903	7,521	6,967	7,354
% of total number of claims in civil law	4.6	4	3.4	2.8	2.4	2.6

Source: Ministry of Justice, Statistický přehled soudních agend (Statistical overview of judicial agenda), <http://portal.justice.cz/ms/soubor.aspx?id=38655>

The largest proportion of cognisable disputes concern wage claims and employee liability for damage. The proportion of labour disputes in the overall civil agenda of courts tends to decline, which probably points to a growing proportion of disputes settled out of court. Data about out-of-court disputes settled through mediators or arbitrators are not available.

In the CR there is a State Labour Inspectorate established by the Ministry of Labour and Social Affairs pursuant to Act no. 225/2005 on labour inspection. It is a body that supervises the protection of labour relations and working conditions. It carries out inspections in companies according to a pre-defined annual inspection timetable and on the basis of complaints received. It is authorised to levy fines when it observes violation of the relevant legislation or rules on working conditions and remuneration set out in collective agreements or internal regulations. The level of the fines ranges from 200,000 CZK to 2 million CZK depending on the severity of the transgression. The fines are collected by the customs office and constitute part of state budget revenues. The inspectorate also sees to elimination of the drawbacks ascertained.



According to statistical data of the State Labour Inspectorate the largest number of complaints in 2006 concerned financial claims and employment termination. This type of complaint accounted for two thirds of all complaints. The largest number of complaints originated in the sector of ground transport, services (mainly business services), retail, hotels and restaurants, building construction and food and drinks production. In terms of company size complaints are most frequently filed in the smallest enterprises with up to 19 employees. The number of complaints is low in large companies. The reasons are both a higher level of professionalisation of some services (wage accounting, work safety, etc.), and the work of trade unions defending the rights of employees in such companies.

**Table 19: Complaints delivered to State Labour Inspectorate (2006)**

Remuneration of employees	2,212
Conclusion of labour contracts and agreements	1,407
Working hours	466
Reimbursement (of travel expenses etc.)	423
Other	288
Occupational safety	196
Leave	166
Equal treatment	145
Special working conditions (youth, taking care of children etc....)	58
Co-operation between employers and labour unions	44
Safety of technical equipment with higher possibility of health or life danger	44
Technical equipment	35
Art and advertising children activity	1
Total	5,485

Source: State Labour Inspectorate, Annual Summary Report 2006 on the results of inspections carried out by labour inspectorate in 2006.

[http://www.suip.cz/default/drvisapi.dll?MIval=/www/rubrika.html&v\\_prb\\_id=7&v\\_id\\_name=doc1&v\\_wdt=1](http://www.suip.cz/default/drvisapi.dll?MIval=/www/rubrika.html&v_prb_id=7&v_id_name=doc1&v_wdt=1)

Collective labour disputes ending by a strike action are rather exceptional in the CR. The following table provides an overview of major strike actions in recent years. The information has been obtained mostly from the media and from websites of trade unions.

**Table 20: Strikes and demonstrations**

Date	Duration of strike	Strikers	Reason	Participation	Source – link (in Czech only)
12.12.07	-	Employees of Prague Public Transport Company	Demonstration for the increase of wages in collective agreement for 2008	500 employees	<a href="http://www.financninoviny.cz/zpravodajstvi/index_vie_w.php?id=286415">http://www.financninoviny.cz/zpravodajstvi/index_vie_w.php?id=286415</a>
4.12.07	1 day	School employees	State budget for 2008	50% employees of regional schools	<a href="http://www.skolskeodbory.cz/akce/dekovny_dopis.doc">http://www.skolskeodbory.cz/akce/dekovny_dopis.doc</a>
16.-18.4.07	24 hrs. - 2,5 hrs in each shift	Škoda auto employees	Increase of earnings	nearly all	<a href="http://www.ct24.cz/index_view.php?id=211137">http://www.ct24.cz/index_view.php?id=211137</a>
1.8.06	4 days	Bus carriers in Usti nad Labem region	Loss of compensations from the regional government		<a href="http://ekonomika.idnes.cz/v-usteckem-kraji-nevyjety-tisice-autobusovych-spojup0q-/ekonomika.asp?c=A060801_080358_ekonomika_skr">http://ekonomika.idnes.cz/v-usteckem-kraji-nevyjety-tisice-autobusovych-spojup0q-/ekonomika.asp?c=A060801_080358_ekonomika_skr</a>
16.3.06	0,5 hr	Federace strojvůdců (Federation of engine drivers)	Labour code – entitles the employer to conclude a collective contract only with the biggest labour union organisation	300 trains	<a href="http://ekonomika.idnes.cz/ekonomika.asp?r=ekonomika&amp;c=A060316_112046_ekonomika_ven">http://ekonomika.idnes.cz/ekonomika.asp?r=ekonomika&amp;c=A060316_112046_ekonomika_ven</a>
14.3, 28.3 06		Doctors	Not received payments from VZP (General health insurance company)		<a href="http://zpravy.idnes.cz/nekeri-lekari-dnes-na-protest-neordinuji-fim-/domaci.asp?c=A070327_135253_domaci_bar">http://zpravy.idnes.cz/nekeri-lekari-dnes-na-protest-neordinuji-fim-/domaci.asp?c=A070327_135253_domaci_bar</a>
24.2.06		Health workers	The politics of minister Rath	8,000 health workers at the demonstration	<a href="http://www.zdrav.cz/modules.php?op=modload&amp;name=News&amp;file=article&amp;sid=6911">http://www.zdrav.cz/modules.php?op=modload&amp;name=News&amp;file=article&amp;sid=6911</a>
30.1.06	3 hrs	Pharmacists	Restrictions that will cause the decrease of number of pharmacies	92% pharmacies	<a href="http://www.protesty-lekarniku.cz/informace-protestni-akce/stavka.html">http://www.protesty-lekarniku.cz/informace-protestni-akce/stavka.html</a>
6.10.05		Private doctors - Sdružení praktických lékařů (General practitioners association), pharmacists	Delayed payments from health insurance companies	70% offices	<a href="http://zpravy.idnes.cz/domaci.asp?r=domaci&amp;c=A051006_085034_domaci_jpl">http://zpravy.idnes.cz/domaci.asp?r=domaci&amp;c=A051006_085034_domaci_jpl</a>
21.4.04	1 hr	State employees	Shortening of the 13th salary to 10%	200 thous. employees	<a href="http://www.radio.cz/cz/clanek/53038">http://www.radio.cz/cz/clanek/53038</a>

Source: press and labour unions web pages – see links

All the strike actions were more of a symbolic nature. In reality there was never a full stoppage for a long time. The only exception is the strike of bus transport providers in the Ústí nad Labem region in 2006 which lasted 4 days and caused a major stoppage in public transport in the region.

The largest number of strike actions and protests occurred in the healthcare sector. The reasons included, above all, the level of payments and adherence to payment terms on the part of the General Health Insurance Company, but also the approaches to healthcare governance on the part of the Ministry of Health. Protests organised by trade unions also concerned low pay increases for public sector employees, particularly in education.

The largest collective dispute in the private sector was the strike action of employees of the Škoda auto carmaker in 2007. After 8 rounds of negotiations (8.2-4.4.2007), which concerned mainly plans for wage increase in the following two years, the trade union OS Kovo at Škoda auto declared strike alert on 16 April. On 17 April an indefinite strike action was announced (2,5 hours in each shift) and supported by nearly all employees. On 18 April the strike was interrupted and further negotiations were held. Agreement was achieved and the strike alert called off (contact – trade unions: Jaroslav Povšík – chairman of OS Kovo trade union at Škoda auto, [jaroslav.povsik@skoda-auto.cz](mailto:jaroslav.povsik@skoda-auto.cz), employer: [info@skoda-info.cz](mailto:info@skoda-info.cz))

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Council of Economic and Social Agreement – in Czech only

<http://www.vlada.cz/cs/rvk/rhsd/uvod.html>

- protocols from plenary sessions

<http://www.vlada.cz/cs/rvk/rhsd/plenarka/default.html>

Czech-Moravian Confederation of Trade Unions

<http://www.cmkos.cz/eng/>

- structure of labour unions: <http://www.cmkos.cz/struktury.php> - in Czech only

Asociace samostatných odborů (Association of Independent Labour Unions)

<http://www.asocr.cz/> - in Czech only

Státní úřad inspekce práce State Labour Inspectorate – in Czech only

Annual Summary Report 2006 on the results of inspections carried out by labour inspectorate in 2006. 2006.

[http://www.suip.cz/default/drvisapi.dll?MIval=/www/rubrika.html&v\\_prb\\_id=7&v\\_id\\_name=doc1&v\\_wdt=1](http://www.suip.cz/default/drvisapi.dll?MIval=/www/rubrika.html&v_prb_id=7&v_id_name=doc1&v_wdt=1)

Czech Radio 7, Radio Prague <http://www.radio.cz/cz/clanek/53038> – in Czech only  
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[http://zpravy.idnes.cz/domaci.asp?r=domaci&c=A051006\\_085034\\_domaci\\_jpl](http://zpravy.idnes.cz/domaci.asp?r=domaci&c=A051006_085034_domaci_jpl)

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[http://ekonomika.idnes.cz/v-usteckem-kraji-nevyjely-tisice-autobusovych-spoju-p0q-ekonomika.asp?c=A060801\\_080358\\_ekonomika\\_skr](http://ekonomika.idnes.cz/v-usteckem-kraji-nevyjely-tisice-autobusovych-spoju-p0q-ekonomika.asp?c=A060801_080358_ekonomika_skr)

Česká lékárnická komora (Czech Pharmaceutical Chamber)- in Czech only

<http://www.protesty-lekarniku.cz/informace-protestni-akce/stavka.html>

ČT24 - in Czech only

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Ministry of Justice (<http://portal.justice.cz/ms/ms.aspx?j=221&o=23&k=2621>),  
Statistický přehled soudních agend (Statistical overview of the court agenda)  
<http://portal.justice.cz/ms/soubor.aspx?id=38656>.  
<http://portal.justice.cz/ms/soubor.aspx?id=38655> – in Czech only  
Českomoravský odborový svaz pracovníků školství (Bohemian and Moravian Trade Union of School Employees)  
[http://www.skolskeodbory.cz/akce/dekovny\\_dopis.doc](http://www.skolskeodbory.cz/akce/dekovny_dopis.doc)  
Prague Public Transport Company  
<http://www.dpp.cz/index.php?q=en>  
Finanční noviny.cz (Financial times.cz)  
[http://www.financninoviny.cz/zpravodajstvi/index\\_view.php?id=286415](http://www.financninoviny.cz/zpravodajstvi/index_view.php?id=286415) – in Czech only

## 2.5 Current job recruitment, employment and dismissal situation

In the Czech Republic, the variety of work contracts is rather limited. Following the law, the main types of **employment contract** are:

- *Permanent work contract*: An employment relationship lasts for an indefinite period. Permanent contract may be full-time or part-time. Employee is covered by the social and health insurance scheme.
- *Fixed-term work contract*: A fixed-term employment relationship may be agreed in total for a maximum period of two years; this shall also apply to every further fixed-term employment relationship between the same parties within the said period. Employee is covered by the social and health insurance scheme.

The employer shall ensure performance of his business tasks primarily by employees being in an employment relationship (permanent or fixed-term). However, there is a possibility to use more flexible work agreements: (i) Agreement on Working Activity; (ii) Agreement on Work Performance. Within these agreements is not applied: working hours and rest periods, obstacles to work on an employee's part and regulations of severance pay. These types of contracts (especially AWP) could be regarded as "contracts for a specific project" because they are usually concluded for a specific time and work.

**Agreement on Working Activity (AWA)**: the average scope of work may not exceed one-half on normal weekly working hours. The AWA must include the type of work, the scope of working hours and the period for which it is concluded. Other work conditions are similar to the permanent/fixed-term contracts, ie. employer and employee are obliged to pay social and health insurance contributions. Usually this type of contract does not include paid holidays, however it is possible.

**Agreement on Work Performance (AWP)**: the scope of work within this agreement may not exceed 150 hours in a year for one employer. Employer and the person with this type of contract are not obliged to pay social and health insurance contributions. The person has not the status of employee and is not covered by Collective Agreement..

**Employment agency workers** sign fixed-term or permanent work contract or agreement on working activity with the employment agency. The agency post the employee to the user as concluded in the agreement between the employment agency and such user. The employment agency may not assign the same employee for temporary work performance in the same user for a period longer than 12 consecutive calendar months. This restriction shall not apply if the employee concerned wishes to continue temporary work performance in such user, or if the agency's employee replaces the user's

employee being on maternity or parental leave. The scope of making use of any employment agency's employees by a certain user may only be restricted by the relevant collective agreement.

**Table 21: Types of contracts: standard contract vs. atypical contract (% , 2006)**

	Share of	
	all employees	employees in the age of 15-29
Fixed-term contracts	8.1	10.6
Temporary agency workers <sup>1)</sup> (AWA + AWP)	1.1	1.3
Permanent contract	90.4	87.6
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>

Source: LFS 2nd quarter of 2006

In the structure of contracts, there is a strong prevalence of permanent contracts. Only 9.6% of all employees had the temporary contracts in 2006. The share of temporary contracts is higher in the group of young employee (12.4%) in comparison with the whole number of employees (9.6%). The most frequent type of temporary contracts is fixed-term contract (10.6% in the group of young employees, 8.1% in all employees). The share of other types of contracts is minor.

Employment through labour agencies is on the increase in the CR and is used mainly for employing foreign employees. If foreign employees are accommodated in hostels, they are not included in LFS data; hence the actual ratio of employment through labour agencies is higher than the approximately 1% that is stated. It follows from LFS data that this form concerns only 1.1% of employees, it is slightly more represented among young people, but its ratio is still very low, ranging around 1.3%.

All types of temporary contracts are used more commonly for young employees than for employees in the age over 30 years. The most important reason for this is a lack of work experience of young people.

Job recruitment, dismissals and employers` and their employees` duties are generally regulated by the Labour Code (Act No. 262/2006 Coll.).

The employers can detail them in the working regulations, but the working regulations may not impose new duties on employees. The working regulations must be issued by in the Labour Code specified state and public employers, for the others it is voluntary. If a trade union organization exists within an employer's undertaking, the employer may issue or modify the work regulations only with a consent of the trade union organization. (Act No. 262/2006 Coll., Section 306)

Example of working regulations structure:

- Purpose
- Validity
- Responsibility
- Employment relationship
  - Formation of an employment relationship
  - Alterations of an employment relationship
  - Termination of an employment relationship
- Work discipline

- Employer's duties
- Employees' duties
- Working hours and leave
  - Schedule of working hours
  - Work breaks
  - Overtime work
  - Leave
- Obstacles to work
- Wage
- Occupational safety and health protection, environmental protection
- Final provisions

Source: <http://dokumentace.jakosti.cz/priklad-ISO-dokumentace/B0004.htm#ucel> – in Czech only

Examples of actual working regulations on the Internet: – in Czech only:

Dopravní podnik hl.m.Prahy, a.s. (Prague Public Transport Company) -

[http://www.ospea.cz/soubory/pdf/pracovni\\_rad.pdf](http://www.ospea.cz/soubory/pdf/pracovni_rad.pdf)

Soukromá střední odborná škola Hranice (Private secondary technical school Hranice)

[http://www.ssos.cz/download/rizene-dokumenty/pracovni\\_rad.doc](http://www.ssos.cz/download/rizene-dokumenty/pracovni_rad.doc)

Škoda auto, a.s. [http://www.souaou.cz/NR/rdonlyres/C67DFA48-DA07-4069-839E-1BD2C71CACBB/0/prac\\_rad.pdf](http://www.souaou.cz/NR/rdonlyres/C67DFA48-DA07-4069-839E-1BD2C71CACBB/0/prac_rad.pdf)

#### **Job recruitment:**

Job recruitment (Formation of employment relationship, employment contract) is generally regulated by the Labour Code (Act No. 262/2006, Section 30-39). The selection of individuals from job-seekers with regard to qualifications, necessary requirements or special skills is usually within the employer's competence. In connection with negotiations before the formation of an employment relationship, the employer may require from an individual seeking employment only the data (facts) being directly related to the conclusion of the employment contract in question. An employment relationship can be based only on an employment contract between the employer and his employee. An employment contract must include: (a) the type of work; (b) the place or places of work, (c) the date on which the employee will start working. The trial period must be agreed in writing, otherwise it shall be void.

Where the employment contract does not include the details of the rights and duties arising from an employment relationship, the employer has to notify his employee in writing latest within one month from the formation of employment relationship. The information must contain: (a) the employee's full name and the employer's designation and seat; (b) the type of work and place of work performance; (c) the length of annual leave, or the method of determining it; (d) the notice periods (with regard to the termination of the employment contract); (e) the weekly hours of work and their schedule; (f) wage or salary details and the remuneration method, the maturity of a wage or salary, pay days and the place and method of payment (of a wage or salary); (g) facts on collective agreements regulating the employee's working conditions and the designation of the parties to these agreements.

The employer has a duty to inform the labour office within 10 days term about all vacancies.) (Act No. 435/2004 Coll., Employment Act, section 35). Under stipulated conditions the employer can receive in the frame of active labour market policy special contribution from the labour office (contribution for training, contribution for creating new jobs).

During job recruitment and employment relationship the employer shall safeguard equal treatment with all participants and employees. Any form of discrimination in labour relations is prohibited. (Act No. 435/2004 Coll., Employment Act., section 4; Act No. 262/2006 Coll., Labour Code, section 16,17).

### **Termination of employment relationship**

Forms of terminations of employment relationship (agreement, notice of termination, instant termination, termination within trial period) are regulated by the Labour Code (Act 262/2006 Coll., Section 48-73)

Duties of employer and employees in the case of employment termination are stipulated in work regulations (a special type of internal rules). Employer for instance has to inform his/her superior about the situation of working tasks, get back all staff lent him for work performance (mobile phone, computer, books, car, etc.), office key, etc. Employer has to provide to the employee the employment verification, by employee's request the employment reference and taxable income confirmation.

In case of collective dismissals the employer shall inform the labour union organization and the competent labour office of the number and jobs of dismissed employees in advance (Source: Labour Code, Section 62).

## **2.6 Current job-hopping situation**

Fluctuation of employees in the Czech Republic is higher compared recommended turnover rate (see 2.1.4). Following table shows that nearly 50% of employees works for his/her actual employer for 5 and more years; on the contrary, nearly 20% of employees only for 1 year and less.

**Table 22: Duration of service in the enterprise (2006)**

Duration of service in the enterprise	Percentage of employees			Cumulative percentage of employees		
	Total	Men	Women	Total	Men	Women
<b>Total</b>	<b>100.0</b>	<b>57.3</b>	<b>42.7</b>	<b>100.0</b>	<b>57.3</b>	<b>42.7</b>
up to 1 year	7.2	4.2	3.0	7.2	4.2	3.0
1 year	12.2	7.1	5.2	19.4	11.3	8.2
2 years	8.9	5.2	3.7	28.3	16.4	11.9
3 years	6.8	3.9	2.9	35.2	20.3	14.9
4 years	6.2	3.5	2.7	41.4	23.8	17.6
5 - 6 years	11.1	6.5	4.7	52.5	30.3	22.2
7 - 8 years	8.0	4.6	3.4	60.5	34.9	25.6
9 - 10 years	7.6	4.4	3.2	68.1	39.3	28.8
11 - 12 years	6.8	3.9	2.9	75.0	43.3	31.7
13 - 14 years	6.0	3.6	2.4	80.9	46.8	34.1
15 - 16 years	2.7	1.4	1.3	83.6	48.2	35.4
17 - 18 years	1.7	0.8	0.9	85.3	49.1	36.3
19 - 20 years	1.6	0.8	0.8	86.9	49.8	37.1
21 - 30 years	6.8	3.5	3.3	93.7	53.3	40.4
31 or more	5.0	3.2	1.8	98.8	56.6	42.2
Unknown	1.2	0.7	0.5	100.0	57.3	42.7

Source: Czech Statistical Office. Structure of Earnings Survey 2006  
<http://www.czso.cz/csu/2007edicniplan.nsf/engpubl/3109-07-2006>

## **2.7 Other habitual practices for employee**

### **2.7.1 Other companies practices for employees**

Most companies arrange various company events for their employees (e.g. Christmas parties, leisure and sport activities), sometimes also family members are invited or the event is arranged directly for employees` children. The interest in team-building activities has grown recently.

Beside that many companies provide their employees with other benefits. Refreshment on working place is common, permanent cards or vouchers for culture events and sport or leisure activities are sometimes provided. In some companies the benefits are provided to all employees, in other they are bound to employees` membership in social clubs.

Company housing or provision of flats is not very common, if it is provided it concerns only top management positions or highly specialised employees. New company flats are build only in case of big investments projects which create a high number of job opportunities and exceed the capacity of regional labour market.



**List of acronyms**

<b>AWA</b>	Agreement on Working Activity
<b>AWP</b>	Agreement on Work Performance
<b>Coll.</b>	Collection of Laws
<b>CR</b>	Czech Republic
<b>CZK</b>	Czech Crown (Czech currency)
<b>ESF</b>	European Social Fund
<b>EU</b>	European Union
<b>GDP</b>	Gross Domestic Product
<b>HR</b>	Human Resources
<b>HTUB</b>	Higher Trade Union Body
<b>ISCO</b>	International Standard Classification of Occupation
<b>LFS</b>	labour Force Survey
<b>MoLSA</b>	Ministry of Labour and Social Affairs
<b>NACE</b>	Classification of Economic Activities
<b>No.</b>	number
<b>TUO</b>	Trade Union Organisations

## **Overseas Vocational Training Association**

### **Research Report**

Research Country: CZECH REPUBLIC

Reporter's Name: National Training Fund

Research Item No.: 3

Research Item Title: Vocational capability development policies and its current implementation

**3.1 Background of vocational capability development**  
[Describe source of information (link address) for the following items.] (need for vocational capability development in the country)

**Ministries involved in VET:**

Ministry of Education, Youth and Sports (MŠMT)

- [www.msmt.cz](http://www.msmt.cz)

Ministry of Finance (involved in funding and some support programmes)

- [www.mfcr.cz](http://www.mfcr.cz)

Ministry of Industry and Trade (MPO)

- [www.mpo.cz](http://www.mpo.cz)

Ministry of Labour and Social Affairs (MPSV)

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

**Other institutions involved in VET:**

Academic information agency (AIA)

- <http://www.dzs.cz/scripts/detail.asp?id=156> (in Czech)

Accreditation Commission for Higher Education

- <http://www.msmt.cz/education/akreditacni-komise>

Centre for Higher Education Studies

- [www.csvs.cz](http://www.csvs.cz)

Centre for International Services of the Ministry of Education, Youth and Sports

- <http://www.dzs.cz>

Czechinvest (Investment and Business Development Agency)

- [www.czechinvest.org](http://www.czechinvest.org)

Czech School Inspectorate

- [www.csicr.cz](http://www.csicr.cz)

Czech Statistical Office

- [www.czso.cz](http://www.czso.cz)

Eurostat (statistical information on European countries)

- [www.ec.europa.eu/eurostat](http://www.ec.europa.eu/eurostat)

Institute for Information on Education (ÚIV)

- [www.uiv.cz](http://www.uiv.cz)

Institute of Sociology of the Academy of Sciences of the CR

- [www.soc.cas.cz](http://www.soc.cas.cz)

National Agency for European Educational Programmes (NAEP)

- <http://www.naep.cz>

National Centre for Distance Education

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

National Institute for Vocational Education and Training (NÚOV)

- [www.nuov.cz](http://www.nuov.cz) (in Czech)

National Observatory of Employment and Training

- <http://www.nvf.cz/observatory>

National Training Fund

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

Open Society Fund Prague

- <http://www.osf.cz/en/>

Research Institute of Education in Prague

- [www.vuppraha.cz](http://www.vuppraha.cz) (in Czech)

Research Institute of Labour and Social Affairs

- [www.vupsv.cz](http://www.vupsv.cz)

#### Internet information resources:

- Directory of higher education institutions and organisations directly run governed by the Ministry of Education, Youth and Sports (Institute for Information on Education, ÚIV)

- <http://founder.uiv.cz/proavs/pro.htm> (in Czech)

eKnowVet: online database of information on VET system in EU member states (based on ReferNet reports)

- [http://www.trainingvillage.gr/etv/Information\\_resources/NationalVet/Thematic/\(Thematic Overviews\)](http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/(Thematic%20Overviews))
- [http://www.trainingvillage.gr/etv/Information\\_resources/NationalVet/Thematic/analysis.asp](http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/analysis.asp) (Detailed Thematic Analyses)

eLABYRINT (database of e-learning courses)

- [www.elabyrinth.cz](http://www.elabyrinth.cz) (in Czech)

eTwinning (Project on partnership development among European schools)

- [www.etwinning.cz](http://www.etwinning.cz) (in Czech)

EURES (European Job Mobility Portal)

- <http://ec.europa.eu/eures>

European social fund in the CR

- [www.esfcr.cz](http://www.esfcr.cz) (In Czech)
- [www.nvf.cz/esf/enindex.htm](http://www.nvf.cz/esf/enindex.htm)

EURYDICE (information network on education in Europe)

- [http://www.eurydice.org/portal/page/portal/Eurydice/DB\\_Eurybase\\_Home](http://www.eurydice.org/portal/page/portal/Eurydice/DB_Eurybase_Home)
- <http://www.uiv.cz>

EU Structural funds in the CR

- <http://www.strukturalni-fondy.cz>
  - Index of schools and education institutions (Ministry of Education, Youth and Sports) – all schools except for higher education institutions
- <http://rejskol.msmt.cz/> (in Czech)

Integrated System of Typal Positions

- <http://www.istp.cz>

PLOTEUS (Portal on Learning Opportunities throughout the European Space)

- <http://ec.europa.eu/ploteus>

ReferNet (European network of reference and expertise in the field of VET)

- [www.refernet.cz](http://www.refernet.cz)

Statistical Yearbooks of the CR, ÚIV

- <http://www.uiv.cz/rubrika/97> (in Czech)

### Documents, publications

Act No. 72/2000 Coll., Investment Incentives Act

- <http://portal.gov.cz/wps/portal/s.155/701?number1=72%2F2000&number2=&name=&text=> (in Czech)

Act No. 561/2004 Coll., the Education Act

- <http://www.msmt.cz/uploads/soubory/IMzakon561ponovelach.pdf>

Act No. 563/2004 Coll. on Pedagogical Staff

- <http://www.msmt.cz/uploads/soubory/zakony/zakon563upraveno.doc>

Annual Report on the State of Education at Higher Education Institutions for the Year 2006, Ministry of Education, Youth and Sports.

- [http://www.msmt.cz/uploads/soubory/vysoke\\_skoly/web\\_VZ\\_2006\\_cinnost.doc](http://www.msmt.cz/uploads/soubory/vysoke_skoly/web_VZ_2006_cinnost.doc) (in Czech)

Continuing education and training in the CR. ReferNet 2006.

- [http://www.refernet.cz/dokumenty/continuing\\_education.pdf](http://www.refernet.cz/dokumenty/continuing_education.pdf)

Czech School Inspection Annual Report for the Year 2005/06

- [http://www.csicr.cz/upload/vyrocní\\_zpráva\\_2005-2006.pdf](http://www.csicr.cz/upload/vyrocní_zpráva_2005-2006.pdf) (in Czech)

Initial vocational education and training in the CR. ReferNet 2005.

- [http://www.refernet.cz/dokumenty/initial\\_education\\_report.pdf](http://www.refernet.cz/dokumenty/initial_education_report.pdf)

Kalousková, P.: Employers Needs and Preparedness of School Graduates – Survey in the Quaternary Sector. Prague, NÚOV 2007.

- [http://www.nuov.cz/public/File/periodika\\_a\\_publicace/Setrení%20potřeb%20zamestnavatelů%20kvarter%202007-final-www.pdf](http://www.nuov.cz/public/File/periodika_a_publicace/Setrení%20potřeb%20zamestnavatelů%20kvarter%202007-final-www.pdf) (in Czech)

Kleňhová, M. – Vojtěch, J.: How Successful Are Secondary School Graduates in Studies at Higher Education Institutions; Drop Out Rate. Prague, NÚOV 2007.

- [http://www.nuov.cz/public/File/periodika\\_a\\_publicace/Terciér-předčasné%20odchody-pro%20WWW.pdf](http://www.nuov.cz/public/File/periodika_a_publicace/Terciér-předčasné%20odchody-pro%20WWW.pdf) (in Czech)

Long-term plan of education and development of the education system 2005

- <http://www.msmt.cz/Files/HTM/KTDlounhodobyZamer.htm> (in Czech)

National programme for the development of education (the so-called White Paper)

- <http://www.msmt.cz/files/pdf/whitepaper.pdf>

Skills and competences development and innovative pedagogy. ReferNet 2007.

- [http://www.refernet.cz/dokumenty/skills\\_competen\\_develop\\_final.doc](http://www.refernet.cz/dokumenty/skills_competen_develop_final.doc)

Training VET teachers and trainers. ReferNet 2006.

- [http://www.refernet.cz/dokumenty/training\\_teachers.pdf](http://www.refernet.cz/dokumenty/training_teachers.pdf)

Trhlíková, J.: How Vocational School Graduates View Their Selected School Type; Their Preparedness and Position in the Labour Market. Comparison between Graduates of Secondary Vocational Schools, Secondary Technical Schools and Tertiary Professional Schools, NÚOV 2007.

- <http://www.nuov.cz/public/File/Připravenost%20abs%20SOS%20a%20VOŠ%20do%20Opraxe.pdf> (in Czech)

Úlovcová, H. – Vojtěch, J. – Festová, J. – Trhlíková, J. – Doležalová, G. – Kalousková, P. – Kleňhová, M. – Šťastná, P.: Position of School Graduates in the Labour Market –

2006. Prague, NÚOV 2007.

- [http://www.nuov.cz/public/File/periodika\\_a\\_publicace/uplatneni\\_absolventů-2006-final%20www.pdf](http://www.nuov.cz/public/File/periodika_a_publicace/uplatneni_absolventů-2006-final%20www.pdf) (in Czech)

Vocational Education and Training in the CR. ReferNet 2007.

- [http://www.refernet.cz/dokumenty/to\\_2006\\_update07\\_english.pdf](http://www.refernet.cz/dokumenty/to_2006_update07_english.pdf)

Vojtěch, J. – Chamoutová, D.: The Development of Level and Field Structure of Students in Secondary and Tertiary professional Education in the CR and in Czech Regions and the Position of Young People in the Labour in Comparison with the Situation in the European Union – 2006/07. Prague, NÚOV 2007

- [http://www.nuov.cz/public/File/periodika\\_a\\_publicace/VYVOJVZDELSTRUKTURY\\_06.pdf](http://www.nuov.cz/public/File/periodika_a_publicace/VYVOJVZDELSTRUKTURY_06.pdf) (in Czech)

### 3.2 National policies to promote vocational capability development (policies of national development plan, grant, subsidy and their function)

#### Key strategic documents

##### **Background: European strategy – “Lisbon objectives”**

In Lisbon in 2000 the Council of Europe set out the main strategic objectives for the European Communities for 2000-2010. The following strategic objectives are related to vocational education: **Improving Quality and Efficiency of Systems of Education and Vocational Training, Ensuring Access to Education and Vocational Training for All, Opening of Education and Vocational Training to the Outside World.** These objectives are specified in Czech political documents with view to situation in the Czech Republic.

##### **Economic and employment strategy**

- **National Reform Programme for the 2005-2008** sets out the main national objectives. As regards education it stresses curricular reform, enlarged access to tertiary education and transferability between its levels, support for co-operation between employers and educational institutions, links between initial and continuing education (accessible for all), expansion of CVET in enterprises and an increase in information literacy levels.

##### **Education in general**

- **National programme for the development of education (the so-called White Paper)** describes main national priorities in education. Based on it a key strategic documents are prepared and updated every two years:
  - **at national level:** Ministry of Education, Youth and Sports prepares a **Long-term plan of education and development of the education system.** (Drafted in 2002, updated 2005.) It is an instrument for ensuring coherence between state policy under the responsibility of Ministry and regional policies. The 2005 Long-Term Plan focused on education policy in the European context, taking particular account of the Lisbon objectives (see above) and lifelong learning concept.
  - **at regional level:** Following from the Long-term plan at state level, **Regional long-term plans for the development of education** are drawn up by regions (14).

##### **Higher education**

- **Higher Education Reform Concept** was adopted the in 2004 (updated in 2005)

by the Government which is aimed at the development of structure and quality of higher education.

- **Long-term plan for the development of education, science, research, artistic and other creative activities of higher education institutions** (for the period 2006-10) implements main reform priorities. It covers three areas: internationalisation, quality and excellence of academic activities, and the culture and quality of academic life.

### **Life-long learning**

- The **Human Resources Development Strategy** (2003) sets out the main directions and recommendations for the development of continuing education. At regional level the councils for human resources development (*radý pro pro rozvoj lidských zdrojů* – RRLZ) were formed as a regional bodies with advisory and co-ordination functions.
- **Lifelong Learning Strategy** (2007) sets out seven strategic directions for the development of lifelong learning (recognition/transmigration, equal access, teracy, social partnership, demand stimulation, quality and guidance\_services).

### **Main policies**

The aforementioned policy documents set out the main developmental priorities and directions in the field of education. They include the following:

- **Curricular reform** based on a shift from memorising facts to the development of key competencies, such as work with information and information technologies, foreign language and communication skills and others, and on contacts between schools and the labour market. This trend is reflected in a two-level development of curricula (see chapter 3.8.3).
- **Curricular reform** based on a shift from memorising facts to the development of key competencies, such as work with information and information technologies, foreign language and communication skills and others, and on contacts between schools and the labour market. This trend is reflected in a two-level development of curricula (see chapter 3.8.3).
- **Ensuring quality, monitoring and evaluation of educational outcomes.** The relatively extensive autonomy of schools will be ensured by a systematic external and internal evaluation of educational outcomes. A coherent system of monitoring and evaluation of schools will be developed with the use of external evaluation and the introduction of a system for quality care based on self-evaluation and student assessment.
- A **reform of completion of upper secondary education** is under development. Final examinations in vocational programmes ISCED 3C will be enhanced by rendering all their parts more objective (this concerns the written, oral and particularly the practical part of final exam, in which social partners should cooperate extensively). Reforming the school leaving examination “*Maturita*” (ISCED 3A) will mean the introduction of a two-part examination, consisting of a nation-wide part and a profiling/vocational part. A national wide part of the examination will be centrally administered and evaluated in three general subjects: Czech language, foreign language and optional subject (one of the following subjects may be selected: mathematics, the essentials of human sciences, the essentials of science and technology, the essentials of IT). The profiling/vocational part of the “*Maturita*” will be set by individual schools, which will also be responsible for its implementation and evaluation.
- **The development of integrated information and counselling system in education,** which expands the school based services by integrating the present pedagogical-

psychological counselling and career, guidance services. Counselling standards have already been adopted for the purpose of quality assurance. A system for the provision of information about the situation of school leavers in the labour market is being developed to serve the needs of career guidance.

- **Ensuring equal opportunities in education.** The objective is to develop an integrative education system which takes account of children with special learning needs, socially disadvantaged children and gifted children. Mainstream schools are beginning to co-operate closely with special schools which are gradually being transformed into methodological centres. Measures and schemes are being implemented to support the education of ethnic minorities and immigrants and to eliminate pathological disorders.
- **Increasing the professional standards and social position of teachers.** The objective is to increase the quality of teachers, to prevent the ageing of pedagogical staff and to support their involvement in reform processes in schools. One important step was the adoption of the law on pedagogical staff (see chapter 1.5.1.1) which links the continuing training of teachers to a career system. Work on a professional standard is under way defining the competencies for the practice of the teaching profession and the ways of their acquisition. Teacher training schemes are being implemented in relation to the introduction of curricular reform and support for innovation in teaching.
- **Support for the development of tertiary education.** The main objectives of the higher education reform are to complete and assess the transition to the three-level structure of higher education (bachelor's, master's and doctorate – see chapter 3.8.4), support the establishment of public non-university higher education institutions, promote assessment of higher education institutions, support their internationalisation, their research and development as well as their share of lifelong learning programmes. Programmes at ISCED 5B level (provided by tertiary professional schools - VOŠ) are accredited by newly created Accreditation Commission for VOŠ. Moreover the VOŠ schools can apply to have their bachelor programmes (ISCED 5A) accredited and thus become public non-university higher education institutions.
- **The development of continuing vocational education and training (CVET) as part of lifelong learning.** The priority is to set up a coherent legislation regulating this sector, to increase investment in HRD and participation of people in CVET, to introduce mechanisms for quality assurance in CVET, and to finalise the development of the counselling/information system including databases of providers. **Act on the Validation and Recognition of the Outcomes of CVET** (see chapter 1.5.1.2) has been adopted (2006). The law makes it possible to acquire a generally recognised certificate of a specific professional competence level regardless of how it was acquired. To obtain the certificate, those interested have to take an exam with an authorised commission (or individual). A list of full or partial qualifications which can be validated and recognised along with the relevant evaluation standards will be part of the National System of Qualifications which is under development.

**Funding** – see please chapter 3.4

**3.3 Organisations involved and total system (including functions and responsibilities of both central and local governments)**  
(Describe system, organisation and function for vocational capability development.)

**Initial vocational education and training (IVET)**



1) NATIONAL LEVEL – Ministry of Education, Youth and Sports (MŠMT). Its responsibilities include:

- development of national education policy and strategy, primarily in the form of the Long-term plan for the development of education and the education system, and provision of methodology for and coordination of long-term plans for the development of education in regions;
- development of curricular policy and care for the quality of education on the basis of the objectives and content of education, set as part of an approved system of vocational education fields and approved national curricula (*rámcové vzdělávací programy*); operation of a system for monitoring and evaluation of student and school performance;
- coordination of public administration and funding in the area of education, including communication with social partners at national level; issuing decrees regulating educational conditions in schools; initiation of developmental and innovative schemes, etc.

2) REGIONAL LEVEL. Responsibility of regions include:

- establishing and closing down VET schools and school facilities. (Established schools must be approved by the MŠMT and ranged into the school register for being eligible for funding from public sources.)
- administrating the schools and covering their capital and operational costs. They appoint directors of the schools set up by them based on appointment procedures and upon ministerial approval.

**Regional self-governing bodies** – regional assembly and regional council:

- a) The **regional assembly** (which has decision-making powers), is obliged to form a commission for education and employment, which has its say on e.g. the number and the structure of the schools and their educational provision, the quality of schools, the funding of education in the regions, etc.
- b) The **regional council** (9-11 members) is elected by the assembly and holds executive powers. It forms expert commissions in various areas that have an advisory function. One of the commissions is concerned with young people and education.

**Regional Authority:**

A regional body of state administration is a **regional authority** (*krajský úřad*). One of its departments deals with education, youth and sports. The authority is responsible for the execution of state administration in the region, and its main tasks in the area of education include, above all, the development of a regional long-term plan for the development of education and the education system, and a report about the situation in education in the region. Moreover, the regional authority allocates resources from the state budget to schools to cover pedagogical staffs' wages and direct educational costs, and checks upon their use.

3) SCHOOLS LEVEL – school directors are responsible for:

- implementation of approved curricula
- the quality of pedagogical work and human resources policy

- educational management and efficient use of financial resources.

A **school council** as a consultative body is established at schools. Its members include representatives of the school founding body, pedagogical staff and parents (possibly pupils of age).

**Table: IVET Governance and Administration**

Function Level	Decision-making	Executive	Consultative
<b>National</b>	Parliament	Ministry of Education, Youth and Sports	
<b>Regional</b>	Regional assembly	Regional council (self-administration) Regional authority – department for education, youth and sports (delegated state administration)	Education Commission Regional Council for Human Resources Development
<b>Local</b>	Director (public schools) Director + school council (private schools)	Director of school or school facility	School council (public schools)

### Continuing vocational education and training

As regards CVET, the responsibility is fragmented and borne by various ministries of the government.

The education of adults provided by secondary schools and tertiary professional schools is under the responsibility of the **Ministry of Education, Youth and Sports (MŠMT)**. Adult education provided by higher education institutions – i.e. distance and lifelong learning including the “Third Age University” - fall within the competence of higher education institutions (*vyšoké školy* – VŠ). MŠMT has overall responsibility for the acquisition of qualifications in the system of continuing education and training, including their testing and recognition.

The responsibility for retraining is borne by the **Ministry of Labour and Social Affairs (MPSV)** which determines the conditions under which training organisations providing retraining courses operate (must be accredited by the MŠMT). Retraining is organised by **labour offices** which determine the types and nature of the courses depending on the needs and requirements of regional labour markets, or potential employers.

The systems of statutory training (*normativní vzdělávání*) administered by ministries are subject to the law, regulations and decrees of the relevant ministries (e.g. the Ministry of Health responsible for training of health staff, Ministry of Interior Affairs responsible for public administration staff training, MŠMT responsible for pedagogical staff training). The situation is similar as regard the training of specific occupations provided by organisations with nationwide operations (e.g. in energy). The regulations are binding for all employers.

The provision of **training services on a commercial basis** is not governed by any regulatory body. One exception is institutions which want to have the right to award certificates of CVET with nationwide validity (they ask the relevant ministerial body

for accreditation), and institutions providing language education (they ask the MŠMT for accreditation).

At regional level, there are set up **Regional Councils for Human Resources Development**. They have consultative, initiation and co-ordination functions in the area of strategic management of human resources including CVET development.

### 3.4 Budget and financial resources

**(Total budget amount of national/federal and/or local governments and the budgets dedicated to vocational capability development together with the ratios to the totals)**

#### **Funding of IVET**

##### **Secondary schools and tertiary professional schools (VOŠ)**

The expenditure of **public schools** providing initial VET set up by regions is covered from the state budget (via the budget of the Ministry of Education, Youth and Sports) and from the relevant regional budget via regional authorities, which allocate the resources to individual schools. Public VOŠ schools can collect fees for the provision of education. The levels of the fees are set out by MŠMT – the maximum fees are generally very low (up to 5,000 CZK per year).

**Private schools** included in the school register are funded in a similar manner from public resources, and only a smaller part of their revenues comes from private sources. Private schools usually collect tuition fees and their level is fully at their discretion.

##### **Higher education institutions (VŠ)**

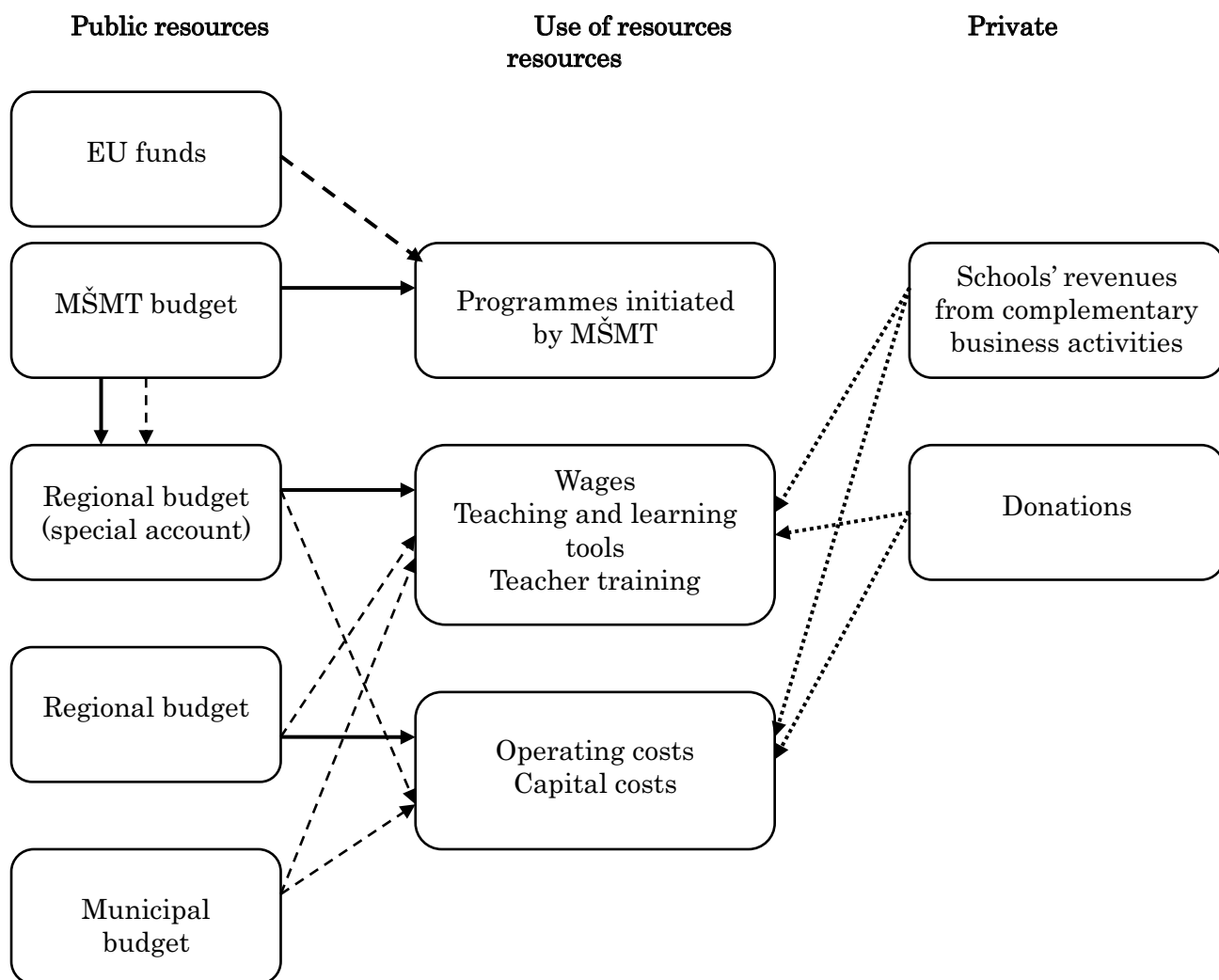
Each **public VŠ** is entitled to contributions from the state budget. Their level is derived from the long-term plan of the VŠ, the MŠMT's and school's long-term plan for the development, the number of students, the achievements in educational activities etc. A public VŠ may collect study-related fees (their level is derived from a "basic fee" which is set by the MŠMT for each academic year) and they can also perform paid activities which follow from its educational and creative activities.

**Private VŠ** must secure, by their own means, financial resources for the implementation of the activities for which they have received authorisation. Study-related fees are set by the institution in line with its internal regulations. The MŠMT may also provide a subsidy to private VŠ, but there is no legal entitlement to it.

Financing of the education system is provided within following mechanisms:

- a) Financing *per capita* from the state budget according to defined rules (see above) – covers common costs of schools for their service and operation.
- b) Financing through large systemic projects launched by the Ministry (typically supporting policy and reforms implementation). Schools get funding assigned to given project;  
- these projects are often co-funded from the European Union (EU) funds.
- c) Financing provided within the development grant schemes of the Ministry. The grant schemes are designed specifically for different levels of education and they respect the development priorities of the Ministry. Schools and other institutions can submit projects and can obtain funding for them.

A chart of financial flows in public initial secondary vocational education and training<sup>1)</sup>

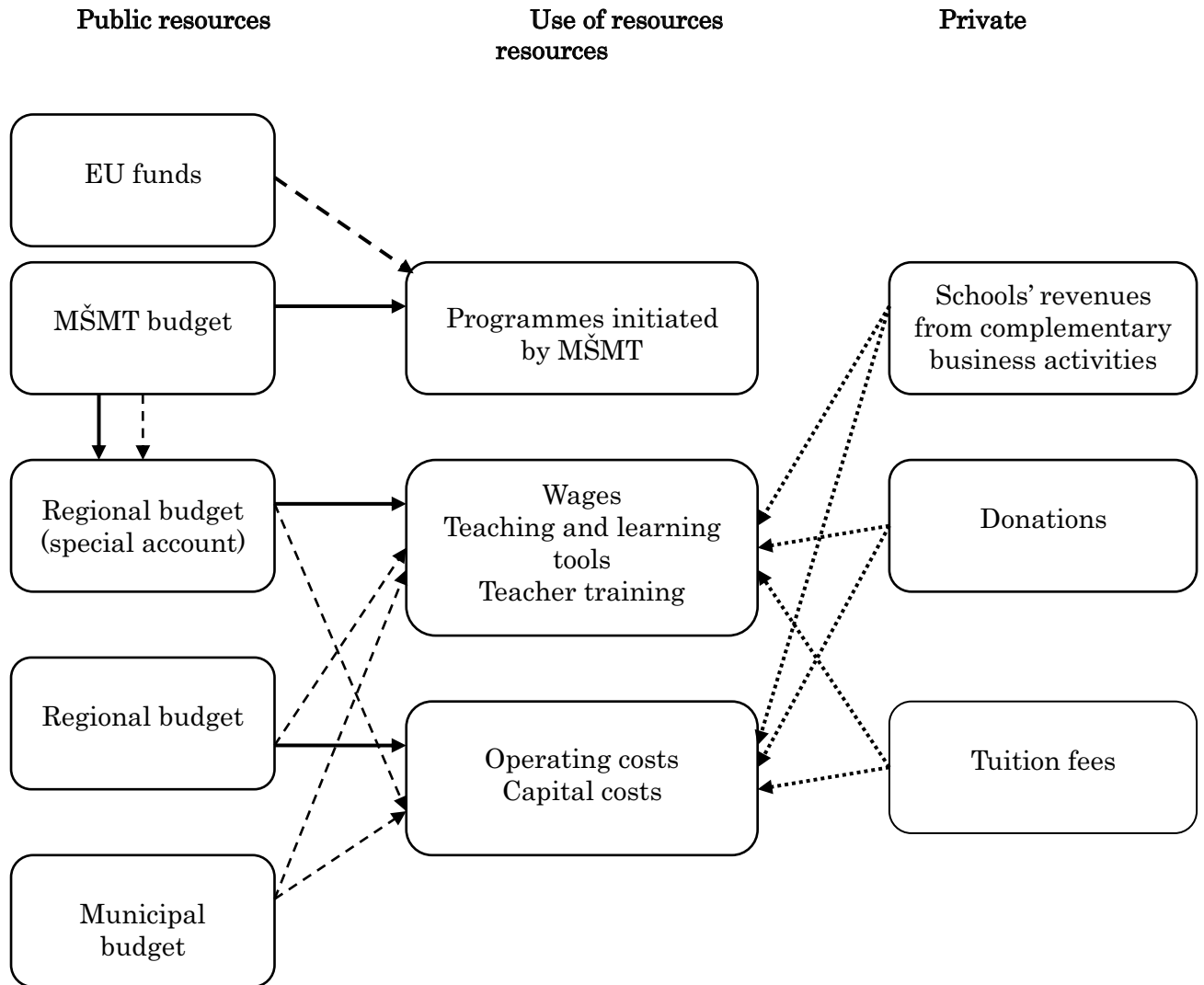


- ▶ mandatory transfers from public sources
- - - - -▶ voluntary transfers from public sources
- .....▶ transfers of private resources

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

1) The chart concerns schools whose founding body is the region – i.e. 76 % of all secondary vocational and technical schools

A chart of financial flows in tertiary education – tertiary professional schools (VOŠ)



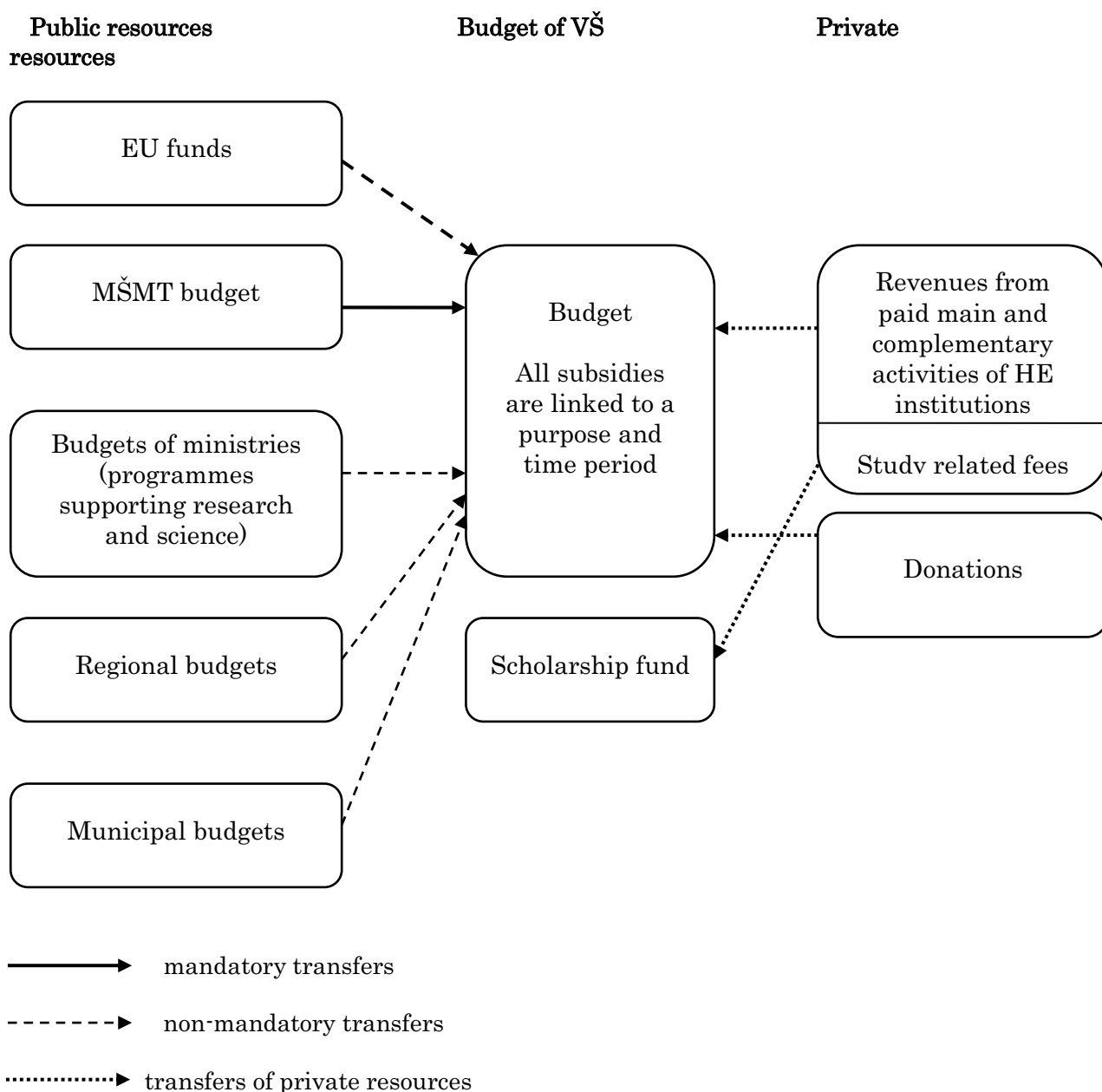
—————> mandatory transfers from public sources

- - - - -> voluntary transfers from public sources

.....> transfers of private resources

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

**A chart of financial flows in tertiary education – public HE institutions (VŠ)**



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

**Public expenditure on education in current prices, its share in GDP and total state budget expenditure (2006, in mil. CZK)**

Public expenditure on education in current prices <sup>1)</sup>	142,834.1
Public expenditure on education in % of GDP	4.5%
Public expenditure on education in % of the state budget	14.5%

notes: <sup>1)</sup> Without expenditure of Ministry of Interior and Ministry of Justice

Source: Statistical Yearbook on Education 2006/07, Institute for Information on Education (ÚIV)

**Public expenditure on vocational education (in percent from total public expenditure on education)**

	2005	2006
Basic art school (providing leisure art education for children and adults)	2.3%	2.2%
Secondary technical schools (SOŠ) and conservatoires including tertiary professional schools (VOŠ) <sup>2) 3)</sup>	8.5%	8.5%
Secondary vocational schools (SOU), vocational schools, practical training centres <sup>2) 3)</sup>	8.3%	7.8%
Higher education institutions (VŠ) <sup>1)</sup>	20.3%	20.3%

Source: Statistical Yearbook on Education 2006/07, Institute for Information on Education, (ÚIV)

Notes:

<sup>1)</sup> Including costs of dormitories and students' dining halls of higher education institutions.

<sup>2)</sup> Without schools for children, pupils and students with special education needs.

<sup>3)</sup> Does not include costs of pupil meals and accommodation.

**Structure of public expenditure on education (2006)**

<b>Total public expenditure on education (in mil. CZK)</b>	<b>142,834.1</b>
<i>of which (in %):</i>	
<b>Vocational education</b>	<b>38.8%</b>
<i>of which</i> basic art schools (providing leisure art education for children and adults)	2.2%
secondary technical schools (SOŠ) and conservatoires including tertiary professional schools (VOŠ) <sup>1) 3)</sup>	8.5%
secondary vocational schools (SOU), vocational schools, practical training centres <sup>1) 3)</sup>	7.8%
higher education institutions (VŠ) <sup>2)</sup>	20.3%
<b>Related costs<sup>4)</sup></b>	<b>13.3%</b>
<i>of which</i> meals of pupils of nursery, basic and secondary schools	2.4%
accommodation facilities	2.9%
state administration (including costs of MŠMT's own body, Czech School Inspection)	0.5%
other costs (including costs of financial and statistical services, children and youth centres, guidance and counselling services, sports, cultural and health care facilities, environmental protection etc.)	7.5%
<b>General (non-vocational) education</b>	<b>46.8%</b>
<i>of which</i> pre-school education <sup>3)</sup>	8.4%
primary education <sup>3)</sup>	33.7%
grammar schools (gymnázia) including sports schools <sup>1) 3)</sup>	4.7%

Source: Statistical Yearbook on Education 2006/07, Institute for Information on Education, ÚIV

Notes:

<sup>1)</sup> Without schools for children, pupils and students with special education needs.

<sup>2)</sup> Including costs of dormitories and students' dining halls of higher education institutions.

<sup>3)</sup> Without meals and accommodation costs.

<sup>4)</sup> The items include costs related to vocational as well as general education. A more detailed breakdown is not available.

### **Funding of CVET**

- 1) The **education of adults in schools** leading to the acquisition of a qualification is, in legal terms, considered to be initial education (this part-time education is subject to the same regulations as those in place for initial education).

Schools may provide, as part of their educational activities, specialist courses, lifelong learning programmes etc. for adults either for a fee or for free.

- 2) The **training of employees** is largely financed by employers, and the resources spent are accounted for as company costs. There are no legal regulations stipulating the level of expenditure for this purpose. One exception is the obligatory training of the staff performing specific occupations which the employer is obliged to arrange for.

Companies may obtain contributions for the training of their employees. As part of an active employment policy they may receive a contribution from the labour office for retraining designed for the relevant employees to retain them in the company. Following the ČR's accession to the EU it is also possible to draw resources for specific training from the European Social Fund.

Large investors (investment in manufacturing exceeding CZK 100 million (cca EUR 3.4 million) in regions with an above-average rate of unemployment) may, as part of investment incentive schemes (Law on investment incentives No 72/2000), get a subsidy of up to 35% of their training or retraining costs. Smaller investors (investments exceeding CZK 10 million (cca EUR 340 000) in regions most afflicted with unemployment) may obtain a similar subsidy of up to CZK 30 thousand (cca EUR 1 000) per one employee participating in training or retraining. These subsidies are provided within the Programme for the support for the creation of new jobs in regions most afflicted with unemployment.

In the ČR there is no regular monitoring of the data on employers' spending on the training of employees. However, the EUROSTAT survey in 1999 showed that it was 1.13% of total gross wages. This data only covers direct training costs. If we add the cost of the wages of the trainees, the proportion of the overall costs of training which companies pay is around 1.9% of total labour costs.

- 3) The **retraining of job seekers** is funded exclusively from the budget of the Ministry of Labour and Social Affairs. The financial resources are distributed to individual labour offices. The share of retraining costs is about 12.5% from the total costs of active employment policy.

### **3.5 Support from foreign countries and from international organisations (Teaching/ training/ dispatch of instructors, equipment and materials, preparation to receive candidates aimed to leader/ trainees, financial support, etc.)**

The Czech Republic has been a member of the European Union since May 2004. The European Union and its institutions serve as the main sources of international support the Czech Republic makes use of.



### **Financial support from EU funds**

EU funds serves as an instrument for the implementation of European Union policy of economic and social cohesion, which aims at reducing the differences between the levels of development of EU regions and member countries and the degree of backwardness of the most disadvantaged regions.

The government (ministries) prepare operational programmes for each programming period, which reflect the development priorities of the CR and the EU and form a platform for national drawdown of financial assistance. At present final negotiations are under way between the CR and the EU about the programmes for the period 2007–2013. Hence, the following information might be slightly changed.

In the period between 2007–2013 the CR can make use of about EUR 26.7 billion, which is about CZK 752.7 billion from EU funds. For comparison, the level of the CR state budget expenditures for 2007 is CZK 1 040.8 billion. The country has to contribute approximately CZK 132.83 billion from national sources to co-finance the projects to succeed in drawing money as the European Union finances a maximum 85 % of the expenses.

Mainly the following programmes will be related to vocational education in the period 2007–2013:

- **Operational Programme Education for Competitiveness (OP EC)** focused on quality improvements in, and modernisation of educational systems, their interconnection with comprehensive lifelong learning system and conditions for improvements in research and development.
  - For OP EC is earmarked EUR 1.83 billion (approx. CZK 51.09 billion). Czech public resources should contribute a further EUR 0.32 billion to the programme.
  - The Managing Authority of the OP EC is the Ministry of Education, Youth and Sports, European Union Affairs Department.
  - For support can apply: schools and school institutions, educational and career consultancy organisations, scientific and research institutions, national administration institutions, municipalities, regions, health institutions, independent non-profit organisations, professional associations, employers, permanent residents in the CR and others.
  - Programme has 5 priorities, from which following 4 can be can be applied for funding of vocational training related projects:

**Initial education** (budget of about 33,5 % OP EC) – e.g. implementation of new teaching methods, organization forms and teaching activities, expansion of foreign language teaching, development of teachers' competences, etc.

**Tertiary education, research and development** (budget of about 34,3 % OP EC) - e.g. support for business, entrepreneurial attitude and innovative solutions in tertiary education institutions, innovations in educational programs, expansion of foreign language teaching, further education for teachers, managers and administrative workers of VOŠ, support workers' mobility between research departments and the business sector, cooperation between tertiary educational institutions and the private and/or public sectors in the creation and realisation of

study programs, etc.

**Continuing education** (budget of about 15,8 % OP EC) - e.g. establishing a comprehensive system of continuing education in CR, creation of educational modules focusing on support for general competencies (language skills, IT, entrepreneurial skills), development of educational programs for adults, their teachers, lecturers, etc.

**Systemic lifelong learning framework** (budget of about 12.4% OP EC) – funding for activities that contribute to the lifelong learning system in the field of initial, tertiary and continuing education.

- **Operational Programme Human Resources and Employment (OP HRE)** - is focused on reducing unemployment through active policies on the labour market, professional education, the integration of socially disadvantaged people back into society, quality improvements in public administration and international cooperation in the above stated areas.

- For OP HRE is earmarked EUR 1.84 billion (approx. CZK 52.03 billion). Czech public sources should contribute a further EUR 0.32 billion to the programme.
- The Managing Authority of the OP HRE is the Ministry of Labour and Social Affairs, section No. 72.
- For support can apply: Social service suppliers, educational organisations and consultancies, employers, institutions of public administration, regions, municipalities, groups of municipalities and their associations, institutions for employment services and others.
- Programme has 6 priorities, from which the following 3 can be applied for funding of vocational training related projects:

**Adaptability** (budget of about 28,6 % OP HRE) - e.g. continuing professional education supported by employers, drawing up new educational programs for employees including the training of company lecturers and instructors, use of flexible working practices, etc.

**Active labour market policies** (33,0 % OP HRE) – e.g. professional re-qualification, employment mediation, skills and work ability diagnostics, ensuring practical experience, developing systems to anticipate changes on the labour market, etc.

**Social integration and equal opportunities** (21,7 % OP HRE) – e.g. supply of social integration, incl. professional education for social disadvantaged people, consultancy services for employers, making further education accessible, development of distance learning education, etc.

- **Regional operational programmes (ROP):** a total of 7 regional operational programmes, determined for the entire Czech Republic, with the exception of the Capital City of Prague, have been prepared. The regional operational programmes cover several thematic areas with the aim of increasing regions competitiveness, acceleration their development and increasing attractiveness of regions for investors. Within thematic area „Regional development of business” are supported, among others, investments improving material-technical equipment and conditions of schools and training centres for school leavers' training for and learning practical skills.

- EUR 4.6 billion (approx. CZK 131.4 billion) have been earmarked for regional operational programmes from EU funds.

- Every ROP is controlled separately by a regional council (RC) of an appropriate region.
- **Operational programmes Prague** (OP Prague Competitiveness and OP Prague Adaptability) are designed only for the capital region and they deal with a large scale of problem areas. Within the Adaptability Programme funds may be drawn down among others for innovative education activities (e.g. for creating cooperation among research institutions, higher education institutions and companies or for increasing quality of education processes). OP Competitiveness supports the development of knowledge economy (among others continuing education courses, increasing qualifications of employees and school graduates by means of internships and experience transfer, etc.) and modernisation of initial education including vocational education.
  - EUR 343.3 millions (approx. CZK 9.7 billion) have been earmarked for operational programmes Prague.
  - The Managing Authority of the Prague programmes is the capital city's Capital City of Prague, Magistrate.
- **Operational Programmes Cross-Border Cooperation** apply to border regions neighbouring with regions in a different EU member country. There is an operational programme in the Czech Republic for cross-border cooperation with Poland, Saxony, Bavaria, Austria and Slovakia. The programmes are administered by different independent authorities focusing on large scale of topics, incl. cross-border cooperation in the field of vocational education.

### **European Educational Programmes**

European Educational Programmes are EU programmes that support international activities in the field of education. In the CR they are managed by the National Agency for European Educational Programmes (NAEP).

- **Lifelong Learning Programme (LLP)** (covers the period 2007–2013)
  - Supports exchange programmes for students, teachers and also persons on the labour market (in particular Gruntwig or Leonardo da Vinci programmes); partnership among schools and other institutions; exchanges of experience; building of thematic networks; advisory services, etc.
  - Joins together the following sub-programmes:
    - COMENIUS** - focuses on the first phase of education, from pre-school to secondary school, and it is addressed to all members of the education community in the broad sense – pupils, teachers, other education staff, but also local authorities, parents' associations, non-government organisations.
    - ERASMUS** - is targeted mainly at higher education institutions and their students, teachers and other staff and also at enterprises and other representatives of working life.
    - LEONARDO DA VINCI** – focuses on vocational education and preparation at other level than at the level of higher education institutions.
    - GRUNDTVIG** - addresses the teaching and learning needs of people in all forms of adult education, life-long learning, as well as the institutions and organisations providing or counselling such education.

- **Erasmus Mundus (2004-2008)** is a programme focusing on the support of cooperation and mobility in higher education. It supports quality master study programmes and provides scholarships for students and teaching staff from third countries who would like to participate in the EM programmes in EU Member States. Students from EU Member States will be able to obtain scholarships to complete a part of an EM masters programme in third countries.
- **Tempus IV (2007 -2013)** supports cooperation among higher education institutions through joint European projects, structural and supplementary activities and individual grants. The aim is to support mutual interconnectedness of higher education in partnership countries with European standards and support partnership countries in implementing reforms and modernising their higher education systems.

- **EEA Financial Mechanism and Norwegian Financial Mechanism**

In 2004 Iceland and Lichtenstein established a Financial Mechanism of the European Economic Area (EEA), Norway established Norwegian financial mechanism. The financial mechanism programmes are for five years (2004 – 2009); they provide assistance to poorer European Union Member States (including the CR). In particular **Scholarship Fund** (Fund for Support of Cooperation among Schools/Scholarships) is designated for education support. The main aim of this fund is to foster cooperation among educational institutions in the Czech Republic and educational institutions in Iceland/ Liechtenstein/ Norway. The Fund provides funding for study/work stays of students and teachers in these three countries, development of cooperation among education institutions in the CR and in partnership countries, development of curricula, study materials, human resources, lifelong learning, etc. Fund covers 90% of costs, 10% is co-funded from the Czech state budget.

- **eTwinning** activity supports cooperation among pupils and teachers from nursery, primary and secondary schools across the European Union. Two or more schools from different countries perform educational long-distance communication and projects through informative and communicative technology. eTwinning offers technological tools for school cooperation on the portal [www.etwinning.cz](http://www.etwinning.cz).

#### Other international cooperation projects (outside the EU)

**Government scholarships**”: are provided to students studying abroad on the basis of international contracts.

#### **International programmes, funds, foundations – e.g.:**

- CEEPUS (Central European Exchange Programme for University Studies) is a Central European exchange programme for higher education institutions focusing on regional cooperation within the university network. A total of 13 Central and South-Eastern European countries have signed the agreement. The programme is designated for undergraduate students who have completed at least the second semester, graduate students and teachers at higher education institutions and focuses on what is specific for the Central European region.
- AKTION Czech Republic – Austria: cooperation in science and education. The programme provides for field trips, scholarships and summer education

courses for students of higher education institutions and research workers from the CR and Austria.

- Fulbright Fellowship: programme of study stays or internships in the USA designated for students and teachers at higher education institutions, secondary school teachers and research workers.
- Mellon Fellowship (“Andrew W. Mellon East-Central European Fellowship Program”): a scholarship programme for research workers from Central and Eastern European countries.
- International Visegrad Fund (IVF): supports regional cooperation of CR, Poland, Slovakia, Hungary through supporting cultural, scientific and education projects, exchange programmes for young people and transnational cooperation.
- Open Society Fund Prague: scholarships for secondary school students and students of higher education institutions.

#### **Information agencies and portals:**

Academic Information Agency (AIA) (<http://www.dzs.cz/scripts/detail.asp?id=156>) attached to the Centre for International Services of the Ministry of Education, Youth and Sports

- collects and publishes information about scholarship possibilities abroad
- mediates services for foreign applicants for the position of English teacher in the CR

#### **EURES**

- European information portal
- provides information, advice and recruitment/placement (job-matching) services for citizens throughout Europe (<http://ec.europa.eu/eures/home.jsp?lang=en&langChanged=true>)

#### **PLOTEUS**

- portal on learning opportunities throughout Europe set up by the European Commission. (<http://ec.europa.eu/ploteus/portal/home.jsp>)

### **3.6 Assessment of achievements from implementation of vocational capability development policies**

**(Describe assessment of its effectiveness about policies for way of policy implementation, and about policies of effectiveness against cost.)**

Reforms taking place in education (see chapter 3.2) are comprehensive and long-term. They are accompanied by demographic changes, economic development and other social processes; hence it is very difficult to analyse the impacts of individual reform steps. In the CR comprehensive evaluation of efficiency of political measures in education is not carried out. Only results of the following surveys are available: position of school graduates on the labour market; drop out rate (see chapter 3.1); education results (OECD – PISA, SIALS). Based on these surveys and statistical data current achievements in education can be described.

The annual development of the education system and reflected legislative changes are summarised in annual reports prepared by the Ministry of Education, Youth and Sports. They are available at the Ministry’s website only in Czech (the latest report covers the year 2005). The latest report describes how the curricular reform has proceeded in secondary vocational education. The report states that, the ratio of

general education has increased, school is able to shape the content of curriculum, graduate profile has been expanded and basics of vocational education have been increased.

The following indicators may give some evidence about the success of implemented reforms (see chapter 3.2):

• **Drop out rate from secondary schools**

Compared with other European countries, drop out rate from schools is relatively low in the CR. Most young people achieve secondary education. The ratio of young people who have only primary education is low and has been stagnating long term.

**Ratio of persons aged 18-24 with at most lower secondary education and not in continuing education or training (in % out of the given age group)**

2002	2003	2004	2005	2006
5.5	6.0 <sup>b</sup>	6.1	6.4	5.5

Source: EUROSTAT – Data tree – Population and Social Conditions. Table Code: lfsi\_edu\_a. Date: 18/6/2007.

Note: b – change in the survey methodology (for details see epp.eurostat.cec.eu.int).

• **Students in educational programmes ending with the maturita examination:**

**The ratio of students studying longer education programmes that end with the maturita examination has been increasing at secondary schools.**

	2000	2001	2002	2003	2004	2005
Share of all students (%)	58.7	60.3	61.7	62.5	63.8	65.1
Share of IVET students (%)	40.3	42.0	43.7	44.5	45.4	45.9

Source: The Development of Education and Programme Structure of Students in Secondary and Tertiary Professional Education in the CR and in its Regions 2005/06. NUOV (2006).

Note: first-year students of secondary schools

• **Participation in tertiary education**

The policy of expanding capacity and opening of tertiary education to a higher number of interested youth has been successful. The number and ratio of students of higher education institutions and tertiary professional schools has been gradually increasing. At present reform steps in tertiary education focus on evaluating the quality of schools according to quality of education programmes quality of teaching and involvement in scientific activities.

**Ratio of persons participating in tertiary education out of a population typical for this level of education (in %)**

1999	2000	2001	2002	2003	2004
26.3	29.3	30.7	34.9	36.9	43.2

Source: UNESCO. Institute for Statistics.

### ■ Participation of adults in continuing education

Adults in the CR participate in continuing education relatively little compared with European average and the ratio of participation stagnates. Continuing education policy is not fully consistent and the range of tools, in particular stimulating ones, is limited. Preparation of a National Recognition System of Qualifications that are the result of non-formal education is only in the beginnings.

#### Ratio of the population aged 25-64 participating in education and training (in the 4 weeks, in %)

2002	2003	2004	2005
5.6	5.1 <sup>b</sup>	5.8	5.6

Note: data relates to participation during the last 4 week before the survey; b – interruption of the time series due to methodological changes

Source: EUROSTAT – Long-term Indicators/Population and Social Conditions/Education and Lifelong Learning/Lifelong Learning, February 2007.

### ■ Foreign languages:

In spite of changes taking place in the curriculum the extent and quality of language education at secondary schools is improving only slowly.

#### Foreign languages learnt per student (ISCED 2 and 3)

1998		1999		2000		2001		2002		2003		2004		2005	
ISCED		ISCED		ISCED		ISCED		ISCED		ISCED		ISCED		ISCED	
2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
1,0 <sup>i</sup>	1,3 <sup>i</sup>	1,0 <sup>i</sup>	1,3 <sup>i</sup>	1,1 <sup>i</sup>	1,3 <sup>i</sup>	1,0 <sup>i</sup>	1,3 <sup>i</sup>	1,0 <sup>i</sup>	1,3 <sup>i</sup>	1,0	1,4 <sup>i</sup>	1,0	1,4	1,0	1,4

Source: EUROSTAT – Data tree. Population and Social Conditions, 18. 6. 2007.

Note: <sup>i</sup> data refer to full-time students only.

### 3.7 Implementation of vocational capability development implementation (Types of courses, number of courses for each type, number of trainees, number of facilities, etc. including contact information. Also describe distance-learning courses and internet courses.)

#### 3.7.1 Main IVET programmes

At upper secondary level (upon completion of compulsory education):

- duration: typically 3 or 4 years depending on the educational programme, a few programmes last 1-2 years; typical age of students: 15 - 18/19.

a) 1- or 2-year programmes (ISCED 2C): provided by **secondary vocational schools (střední odborné učiliště - SOU)**:

Description: designed for pupils who completed compulsory education (have attended the basic school for 9 years) but failed to complete successfully all nine grades of basic school, young people with special learning needs and those who complete special programmes at basic schools. The training is largely focused on practice. (The number of students in these programmes is very low, they are not statistically monitored separately and are included in the overall number of students of ISCED 3).

b) 2-to-3-year programmes (ISCED 3C): provided mostly by **secondary vocational schools** (*střední odborné učiliště* - **SOU**):

Description: main focus on vocational subjects, particularly on practical training, general education subjects account for at least 30 %.

Completion: Final exam based on which vocational certificate can be in most cases obtained.

There are currently some 180 programmes within VET with a vocational certificate in the field of manufacturing and services. Fields of education are grouped into “groups of fields of education” At SOU education is provided in 16 groups of fields of education - most frequently studied groups are (approx. percentage of first-year students in 2006): Gastronomy, hotels and tourism (24%), Mechanical engineering and production (19%); Construction (9%), Personal and operating services (8%), Agriculture and forestry (8%); Business (8%); Electrical engineering, telecommunications and IT (7%).

**Tab: SOU programmes – number of schools and students (2006)**

	Number of schools providing the programme			Number of students			Number of new first-year students in 2005/06			Graduates in 2005/06		
	total	of which providing		total	of which		total	of which		total	of which	
		full-time programmes	other programmes <sup>1)</sup>		full-time students	others <sup>1)</sup>		full-time students	others <sup>1)</sup>			
<b>SOU programmes</b>	572 <sup>2)</sup>	565	40	167,032	165,239	1,793	56,887	56,175	712	46,417	45,792	625

Source: ÚIV databases, 2006

Notes:

<sup>1)</sup> Other forms of programmes comprise distance education, evening courses, self-study with consultations and combined programmes.

<sup>2)</sup> The total number of schools is not sum of the schools providing full-time programmes and schools providing the other forms as some schools provide both types.

c) 4-year programmes (ISCED 3A): provided mostly by **secondary technical schools** (*střední odborná škola* - **SOŠ**):

Description: main focus on occupational related theory, although work placements form an important part of the programme, include a minimum of 45% general education subjects; graduates who have passed the so-called *maturita* examination may continue studies at tertiary level.

Completion: “Maturita” exam.

There are currently some 370 programmes in the field of manufacturing and services within education with *maturita*. At SOŠ education is provided in 24 groups of these programmes - most frequently studied groups are (approx. percentage of first-year students in 2006): Business and administration (17%), Electrical engineering, telecommunications and IT (13%); Mechanical engineering and production (9%); Gastronomy, hotels and tourism (7%); Healthcare (6%) Construction (5%).



**Tab: SOŠ programmes – number of schools and students (2006)**

	Number of schools providing the programme			Number of students			Number of new first-year students in 2005/06			Graduates in 2005/06		
	total	of which providing		total	of which		total	of which		total	of which	
		full-time programmes	other programmes <sup>1)</sup>		full-time students	others <sup>1)</sup>		full-time students	others <sup>1)</sup>		full-time students	others <sup>1)</sup>
<b>SOŠ programmes<sup>3)</sup></b>	905 <sup>2)</sup>	902	140	219,959	210,359	9,600	60,459	57,320	3,139	47,885	46,567	1,318

Source: ÚIV databases, 2006

Notes:

<sup>1)</sup> Other forms of programmes comprise distance education, evening courses, self-study with consultations and combined programmes.

<sup>2)</sup> The total number of schools is not sum of the schools providing full-time programmes and schools providing the other forms as some schools provide both types.

<sup>3)</sup> Includes also students of ISCED 2C programmes.

**At post-secondary level:**

follow-up programmes (ISCED 4A): delivered by secondary schools which provide secondary education with *maturita* in the relevant field

• duration: 2 years, typical age of students: 19-20

Description: admission is conditional upon completion of a an upper secondary VET (ISCED 3C) programme with the same or similar focus.

Completion: “Maturita” exam.

**Tab: Follow-up programmes – number of schools and students (2006)**

	Number of schools providing the programme			Number of students			Number of new first-year students in 2005/06			Graduates in 2005/06		
	total	of which providing		total	of which		total	of which		total	of which	
		full-time programmes	other programmes <sup>1)</sup>		full-time students	others <sup>1)</sup>		full-time students	others <sup>1)</sup>		full-time students	others <sup>1)</sup>
<b>Follow-up programmes</b>	442 <sup>2)</sup>	366	281	43,240	20,722	22,518	20,955	11,174	9,781	14,182	8,273	5,909

Source: ÚIV databases, 2006

Notes:

<sup>1)</sup> Other forms of programmes comprise distance education, evening courses, self-study with consultations and combined programmes.

<sup>2)</sup> The total number of schools is not sum of the schools providing full-time programmes and schools providing the other forms as some schools provide both types.

**Tab: Share of students of VET in the overall number of students in secondary level education (2006, in %)**

	Total	New first-year students	Graduates in 2005/06
SOU	29.0%	34.3%	35.0%
SOŠ <sup>1)</sup>	38.1%	36.4%	36.1%
Follow-up	7.5%	12.6%	10.7%

Source: ÚIV databases, 2006

Notes:

<sup>1)</sup> Includes also students of ISCED 2C programmes.

**At tertiary level:**

a) **tertiary professional schools** (*vyšší odborná škola – VOŠ*, non-university tertiary education, ISCED 5B):

- duration: 3 - 3.5 years (for general nursing) including a work placement, typical age of students: 19-21

Description: offer students the opportunity of obtaining a vocational qualification for the performance of demanding professional activities, or of enhancing the qualification they have already achieved. Admission is conditional upon completion of secondary education with a *maturita* examination (ISCED 3A).

Completion: “Absolutorium”.

VOŠ in the Czech Republic offer 188 study programmes, joined together in 21 groups of programmes - most frequently studied groups are (percentage of first-year students in 2006): Healthcare (19%), Business and administration (19%); Pedagogy, teaching and social care (15%); Laws (10%); Gastronomy, hotels and tourism (7%); Electrical engineering, telecommunications and IT (5%).

**Tab: VOŠ programmes – number of schools and students (2006)**

Form of programme		Number of schools providing the programme	Study groups <sup>3)</sup>	Students	Number of new first-year students	Graduates in 2005/06
<b>Total</b>		<b>174<sup>2)</sup></b>	<b>1,201</b>	<b>27,650</b>	<b>11,052</b>	<b>7,521</b>
of which	full-time	170	1,201	22,696	9,103	6,338
	other <sup>1)</sup>	59	x	4,954	1,949	1,183

Source: ÚIV databases, 2006

Notes:

<sup>1)</sup> Other forms of programmes comprise distance education, evening courses, self-study with consultations and combined programmes.

<sup>2)</sup> The total number of schools is not sum of the schools providing full-time programmes and schools providing the other forms as some schools provide both types.

<sup>3)</sup> Only study groups of full-time students are monitored.

b) **higher education institutions** (*vysoká škola – VŠ*, ISCED 5A and 6)

- duration: 3-6 years
- typical age of students: 19-24 (-27 for doctoral studies)

Description: **Bachelor study programmes** (ISCED 5A) are designed to prepare students for the performance of an occupation and for further studies in a Master study programme. They last 3-4 years. **Master study programmes** (ISCED 5A) focus on the

acquisition of theoretical knowledge in line with modern science, research and development, on mastering its practical application, and on nurturing creative activities. In arts disciplines it is focused on demanding artistic training and the development of talents. Master study programmes usually follow on from Bachelor programmes. The standard length is 1-3 years (in case they do not follow from a Bachelor programme it is 4-6 years). **Doctoral study programme** (ISCED 6) may follow only after the completion of a Master programme. These programmes focus on research and independent creative activities concerned with research and development, or on independent theoretical or creative work in arts. The standard length is 3 years. Completion: State exam with relevant degree awarded.

Most often studied fields (approx. percentage of first year students in 2006): Technical (engineering) sciences (28%), humanities and social sciences (23%), economical (business) sciences (16%); pedagogy and social care (13%), natural sciences (8%).

**Tab: VŠ programmes – number of schools and students (2006)**

	Total	Full-time programmes					Distance and combined programmes				
		total	type of programme				total	type of programme			
			Bachelor	Master <sup>2)</sup>	Follow-up Master <sup>1)</sup>	Doctoral		Bachelor	Master <sup>2)</sup>	Follow-up Master <sup>1)</sup>	Doctoral
<b>Higher education institutions (VŠ)<sup>5)</sup></b>	64	62	59	25	34	23	52	48	22	31	24
<b>Faculties<sup>6)</sup></b>	125	125	120	104	103	115	120	105	88	73	113
<b>Students - total</b>	323,765	241,151	135,137	74,418	24,600	10,191	85,815	52,557	7,380	12,108	14,102
<b>New first-year students<sup>3)</sup></b>	73,099	55,971	50,597	10,035	14,116	3,341	17,141	18,879	881	6,542	1,755
<b>Graduates in 2006</b>	53,368	40,669	17,835	17,850	4,632	411	12,753	7,212	1,538	2,455	1,598

Source: ÚIV, 2006.

Notes:

- 1) Master programmes of duration 1 to 3 years, which follow on from Bachelor programmes.
- 2) Master programmes of duration 4 to 6 years.
- 3) Students accessing the follow-up master and doctoral programmes are not included.
- 5) Number of higher education institutions (VŠ) providing the programme.
- 6) Number of faculties providing the programme.

**Specific educational pathways** at upper secondary (ISCED 3A), and tertiary levels (ISCED 5B) are **Conservatoires** (*konzervatoře*):

- duration: 6 years (dancing starts at lower secondary and lasts 8 years), typical age of students: 12-21

Description: develop artistic talents and skills acquired in basic and basic arts education, provide general education and prepare students for demanding artistic activities in music, dance, singing and drama.

Completion: Absolutorium.

**Contact information** related to schools and other education institutions including lists of programmes is available on the following websites:

- Index of schools and education institutions (Ministry of Education, Youth and Sports) – all schools except for higher education institutions  
<http://rejskol.msmt.cz/> (in Czech)
- Address list of higher education institutions and organisations directly governed by the Ministry of Education, Youth and Sports (Institute for Information on Education, ÚIV)  
<http://founder.uiv.cz/proavs/pro.htm> (in Czech)

### **3.7.2 Main CVET types**

#### **A. Adult education in schools, leading to qualification**

Education in schools which leads to the acquisition of the relevant qualification is, in legal terms, considered to be a part of initial education.

Adults can study at all types of vocational schools – i.e. secondary vocational schools (SOU), secondary technical schools (SOŠ), conservatoires, tertiary professional schools (VOŠ) and higher education institutions (VŠ) – on a full-time or part-time basis. The content of the studies and completion requirements are identical in all forms of study, and graduates get the same certificates of the education acquired. Adult learners mostly opt for part-time (e.g. distance or evening) courses which may be combined with employment. Education is provided for free.

Since not every school is possessing with the necessary facilities and range of programmes in addition to the regular/full-time studies, the availability of part-time programmes is rather limited. The situation is gradually improving. Due to the demographic changes (falling the number of youth) schools increasingly adapt their educational programmes to the needs of adults.

#### **B. Retraining**

The provision of retraining is fostered by the law no. 435/2004 – Act on Employment and the related Decree no. 519/2004 on retraining (see chapter 1.5.1). Mainly the following individuals may take part in retraining: job seekers, employees of companies undergoing restructuring, people who wish to change their job and who register at the labour office, with the aim of finding a new job.

Retraining is provided for free to registered job seekers and sometime to job applicants. The costs of the retraining of people who are at risk of becoming redundant are covered by their employer and the labour office. Other applicants may take part in retraining for a payment.

Retraining courses may only be provided by those entities which have been accredited by the Ministry of Education, Youth and Sports. Retraining is completed by a final examination and graduates obtain a nationally valid certificate of retraining.

#### **C. Training in enterprises**

The obligations of companies in relation to the training of employees are regulated by the law No. 262/2006 - Labour Code (see chapter 1.5.1 and 1.2.5.4). Most of the training in companies is provided by external training organisations and consultancies. A very small part of training in companies is provided by secondary or tertiary schools. The certificates acquired via company training are only valid within the particular company.

For some professions and industries specific CVET is required by legal regulations. The professions cannot be practiced without the relevant formal certificate. It is called statutory training and concerns various professions in public administration,

healthcare, maritime transport, railway transport, electrical engineering, etc.

#### **D. Individual training**

Adults have the following opportunities for individual training:

- Demand driven courses offered by commercial training providers for payment. Graduates get a certification of course completion.
- Courses and programmes offered by public institutions such as regional and local culture and training centres, libraries, museums, etc., or by church establishment. The range of courses is very wide and they are accessible for all those interested in the relevant subject area. They can be provided for payment.
- Specialist courses, courses in various subjects or subject areas, and “post-maturita” specialisation courses focused on acquiring additional general and vocational knowledge and skills necessary for the practice of a profession. These courses may be offered by secondary schools and tertiary professional schools for a payment. A certificate is awarded upon successful completion of a course.
- So-called “lifelong learning programmes” of Higher education institutions (VŠ) focusing on a profession or being part of leisure activities. These programmes may be provided for free or for a payment. Graduates get a certificate.
- Courses offered by other institutions which are part of the schools system (basic art schools, state language schools, leisure centres). Their range is wide and they are provided for a payment.

#### **Special forms of education – distance learning and e-learning**

Distance education system is in the CR under development. It is not envisaged as a centralist system with one managing institution, rather, it should be a network of co-operating entities accessible for all those involved in this form of education.

In the ČR exists a network of distance education centres, operating at several VŠ. The centres have facilities connected to the Internet and a library with theoretical publications about distance learning techniques and examples of distance learning programmes both in the ČR and abroad. Besides the consultancy service for other providers, they organise distance courses in practice. Nevertheless, in general the provision of distance learning is yet not very extensive in the ČR.

This fact is related to several factors:

- A conservative attitude on the part of providers. Distance learning requires a very different pedagogical approach. So far there are only a few teachers who have the theoretical and practical competencies to implement it.
- A conservative attitude on the part of learners. There is no tradition of this type of education in the ČR. It requires extensive preparation in terms of information and marketing, and support for a change in the thinking of potential participants.
- High costs of preparation – insufficient financial and human resources.

**Distance education at secondary and tertiary professional schools** is not yet much widespread. At secondary level (ISCED 3) it is possible to undergo distance education in three-to-five-year programmes and acquire a vocational qualification or a *maturita* certificate. Most programmes focus on business, economics/administration and technical disciplines (construction, electrical engineering...). These programmes are

open for all applicants who meet the entry requirements set by the relevant school. Distance education at VOŠs (ISCED 5B) has so far only been piloted in some schools.

**Distance education at higher education institutions (VŠ):** According to the database of distance and combined study programmes (for the academic year 2005/06), predominate combined courses (i.e. courses which combine distance forms of learning with some part of attendance required). However, some VŠ also offer one or more distance courses where the participation of the student in direct instruction is minimal or none. The courses are often implemented with the support of e-learning. These are mostly short (1–2 semesters) lifelong courses for students or graduates of VŠs. They are also open for the general public. The objective of the courses is to complement or update a vocational qualification. Institutions issue certificates of course completion. In single cases it is possible to complete a bachelor or master programme via distance learning. Distance programmes are mostly provided in technical fields and computing, in teacher training, management and language training.

### **E-learning**

In the Czech Republic, e-learning is not formally included in individual school curricula and has no organized support from State institutions. In the same way, with the exception of the accreditation of pedagogical staff for further education, no quality standards exist for e-learning.

The development of e-learning in the ČR is not being statistically monitored, nor has there been any nationwide survey chartering this area. It is therefore only possible to estimate the extent of e-learning based on an ad-hoc examination of websites. It is obvious that its development is to a large degree linked to the development of distance education, as described above.

E-learning is used in in-service training at nearly all of the large companies. In some companies, educational portals are becoming the part of shared information portals.

E-learning courses are provided by various organisations via the Internet, in some cases even for free. These most frequently include language (mainly English) and IT courses, but also courses concerned with work safety, accountancy, management, etc. There is a database of e-learning courses – eLABYRINT ([www.elabyrint.cz](http://www.elabyrint.cz)).

## **3.8 Public vocational training development institution (examples of typical institution)**

### **3.8.1 Objectives, organisations, facilities (size: floor area, number of classrooms, etc.; equipment used: items and quantity), etc.**

#### **3.8.1.1 Organisations**

##### **Main public IVET providers:**

- Secondary vocational schools (SOU) – they offer mostly programmes at ISCED 3C level but they often provide also ISCED 3A and ISCED 4A programmes and sometimes ISCED 2C too.
- Secondary technical schools (SOŠ) – they offer mostly programmes at ISCED 3A level but they often provide also ISCED 3C and ISCED 4A programmes and sometimes ISCED 2C too.
- Conservatoires – they provide programmes at ISCED 3B level and 5B
- Tertiary professional schools (VOŠ) – they provide programmes at ISCED 5B level

- Higher education institutions (VŠ) – they provide programmes at ISCED 5A, 6 level

#### Main public CVET providers:

- schools
- regional culture and training centres, libraries, museums
- training and consultancy organisations and independent consultants and lecturers providing courses supported from public programmes or grants
- basic art schools, language schools

#### 3.8.1.2 Objectives

The objectives of the schools and other providers are closely interlinked with the educational programmes they offer (see chapter 3.7).

#### 3.8.1.3 Facilities

##### Number and size of schools:

##### a) SOU, SOŠ, VOŠ

Study programmes at SOU and SOŠ or SOŠ and VOŠ are often provided for within one facility. This facility may then be entitled: “Střední odborná škola a střední odborná učiliště...” (“Secondary technical school and secondary vocational school”) or “Střední odborná škola a vyšší odborná škola...” (“Secondary technical school and tertiary professional school...”).

#### SOŠ – schools, classrooms, pupils and re-calculated number of teachers in full-time education

	2001/02	2002/03	2003/04	2004/05	2005/06
<b>Number of pupils per school</b>	241.0	244.4	250.0	259.1	259.4
<b>Number of pupils per class</b>	26.5	26.7	26.8	26.8	26.7
<b>Number of pupils per full-time teacher</b>	10.7	10.7	10.7	10.9	-

Source: Annual report on the state and development of the education system in the Czech Republic in 2005, MŠMT, 2006.

Notes: Re-calculated number of teachers according to a new methodology have been reported since 2005/06 and may not be determined in a time series.

#### SOU – schools, classrooms, pupils and re-calculated number of teachers in full time education

	2001/02	2002/03	2003/04	2004/05	2005/06
<b>Number of pupils per school</b>	323.1	323.9	330.1	342.4	317.7
<b>Number of pupils per class</b>	23.9	24.1	24.1	24.2	24.1
<b>Number of pupils per full-time teacher</b>	8.3	8.3	8.3	8.3	-

Source: Annual report on the state and development of the system of education in the Czech Republic in the year 2005, MŠMT, 2006.

Notes: Re-calculated number of teachers according to a new methodology have been reported since 2005/06 and may not be determined in a time series.

### Conservatoires in the school year 2005/06

Number of schools	Number of students
17	3,334

Source: Annual report on the state and development of the system of education in the Czech Republic in the year 2005, MŠMT, 2006.

### VOŠ – schools, students, teachers

	2001/02	2002/03	2003/04	2004/05	2005/06
Number of students per school	160.7	164.2	182.6	171.5	171.0
Number of students per full-time teacher	12.9	13.2	14.0	14.3	15.0

Source: Annual report on the state and development of the system of education in the Czech Republic in the year 2005, MŠMT, 2006.

### Average number of classrooms (study groups) in vocational schools (full-time study, 2006)

SOŠ	9.7
SOU	12.7
VOŠ	6.9

Source: Statistical year book 2005/2006, IIE, 2006, own calculation.

### Schools equipment:

Besides standard class-rooms vocational schools are usually also provided with specialised class-rooms, laboratories and workrooms according to given study programmes, language classrooms (equipped with didactic technology and headsets), computer labs (provided with PCs, often with high-speed Internet access).

Schools are provided with various other didactic aids, such as notebooks, data projectors, overhead projectors, radios, CD-players and other audio and video technology.

Practical training is done either in the school's own facilities or at workplaces of companies with which a contract has been signed. The number of contractual workplaces is fairly high, which makes it possible to interconnect teaching and job experience at specific workplaces. The number of these contracts may be illustrated by the results of a survey by the Czech School Inspectorate in 2005/06 that surveyed a sample of selected study programmes:

### Overview of the number of vocational classrooms and workplaces that have been available in monitored schools:

Selected fields of education	Number of schools where the selected field was examined	Facilities – number of vocational classrooms			Number of contractual workplaces (average per school)
		Vocational subjects <sup>1</sup>	Foreign languages <sup>2</sup>	IT <sup>2</sup>	
Car mechanic	18	53	54	35	243 (13.5)
Electrician	7	26	9	15	101 (14.4)
Cook – waiter	12	25	13	26	179 (14.9)
Locksmith	5	7	3	8	13 (2.6)
Bricklayer	9	12	10	17	31 (3.4)



Notes:

- 1) Including school's own facilities for vocational training;
- 2) The classrooms are not designated only to the monitored fields of education, but are used by all students of the school.

## b) VŠ

Studies at VŠ involve attendance of lectures and seminars; no records are kept about study groups. Records are kept about the number of students in a particular study programme at a given faculty. These numbers differ greatly according to the nature of the programme, ranging between several persons and hundreds of students.

Higher education institutions (VŠ) in the CR are divided into institutions of a university and non-university type:

- **University type institutions** may provide all three levels of higher education (Bachelor, Master, Doctoral). They are divided into faculties. The faculties consist of several academic workplaces (departments, institutes, etc.), faculties provide study programmes that are carried out by these academic workplaces.

University type institutions include in particular large traditional universities and also newer regional universities established in most regional cities of the CR.

For details - see web pages of individual universities – mostly available in English as well. Examples:

Charles University in Prague (the biggest university in the CR):

<http://www.cuni.cz/UKENG-1.html>;

University of Economics in Prague: <http://www.vse.cz/index-en.php?lang=en>;

Czech Technical University in Prague: [http://www.cvut.cz/en?set\\_language=en](http://www.cvut.cz/en?set_language=en)

„Regional“ universities:

University of South Bohemia in České Budějovice:

[http://www.jcu.cz/home/view?set\\_language=en](http://www.jcu.cz/home/view?set_language=en);

Silesian University in Opava: <http://english.slu.cz/>

- **Non-university type of higher education institutions** provide predominantly Bachelor study programmes, but may also provide Master programmes. They are not divided into faculties. Non-university higher education institutions do not have a long tradition in the CR, as their establishment was made possible by the year 1998. They are often private-owned.

For details - see web pages of individual schools – mostly available in English as well. Examples:

The Institute of Finance and Administration: <http://www.vsfs.cz/english/>;

Škoda Auto University\*: <http://www.savs.cz/gbr/about/basic/>;

\*) The term “university” is commonly used to translate the Czech expression “vysoká škola” (higher education institution) and can thus be found in English equivalents of many schools of non-university type.

**Equipment and facilities of higher education institutions** are very diverse due to their great variability. Large schools often have several buildings or premises located in some cases even in different cities and they operate students' dormitories and students' dining halls. Higher education institutions that do not have their own facilities usually rent the facilities of another higher education institution in the same town for these purposes. Higher education institutions are provided with specialised classrooms and laboratories reflecting their specialisation.

Information technologies are used in higher education institutions for teaching as such and also as a source of information for students and through the websites also for

public. For teaching and scientific work, higher education institutions make use of specialised software, they have a high-speed access to Internet. This network is fully comparable with academic networks in Europe and the USA. Higher education institutions operate a network of libraries and study rooms that provide also other information services besides borrowing services.

### **3.8.2 Main teaching materials, budget and financial resources, courses (title, curriculum, duration period, class hours, etc.)**

#### **3.8.2.1 Main teaching materials:**

Teams of experts prepare textbooks for individual subjects taught at secondary schools. Textbooks are subject to approval by the Ministry of Education, which publishes a list of approved textbooks.

Besides textbooks and study texts given in the list, schools may also use other textbooks and study texts unless they contradict education objectives. The school headmaster, who is responsible for meeting the given conditions, makes a decision on the use and selection of textbooks and study texts.

In some cases when a textbook is unavailable on the market (e.g. for some specialised technical or vocational school subjects) teachers prepare teaching materials themselves with the help of school facilities. These materials are either distributed to pupils or are available online.

Pupils purchase textbooks mostly at their own costs; textbooks are lent to pupils from socially deprived families.

Besides selected textbooks school libraries in most cases contain also other professional literature that pupils may borrow.

No binding study materials are centrally stipulated for higher education institutions and tertiary professional schools. Requirements are set by the individual departments or individual teachers. Students obtain the materials at their own costs or may borrow them in libraries.

#### **3.8.2.2 Budget**

##### **Secondary schools**

National economic indicators show that in 2005 total costs per secondary school student (SOŠ, SOU, grammar schools) stood at CZK 47,292.

##### **Higher education institutions – public**

In 2006 average annual costs of a public higher education institution stood at CZK 1,251,072,000; ranging between approximately CZK 4,644,000 and 6,644,085,000.

**Financial resources:** See chapter 3.4.

#### **3.8.2.3 Courses**

See chapters 3.7 (types of courses, duration period), 3.8.3 (curriculums)

**3.8.3 Typical curriculums and how they are developed, teaching materials and how they are developed (including how to obtain them, how they are used, etc.), number of instructors, application for training courses, benefits available to trainees (financial support, assistance to find a job, etc.)**

#### **3.8.3.1 Curriculum**

##### **IVET - secondary education (ISCED 3)**

### ●● Curricular reform

At present a curricular reform is under way, which aims at introducing a two-level development of curricula. National curricula (*rámcové vzdělávací programy*) will be binding nationwide for a specific level and field of education. School-based curricula (*školní vzdělávací programy*) will allow schools to shape their distinct profiles, and to meet the needs of students and regional labour markets.

In 2007, national curricula for the first set of IVET programmes has been finalised and given to the public discussion. Schools are supposed to implement this new method of curricula development stepwise from 2007.

Responsibility for the development and continuous innovation of curricular documents has the National Institute for Technical and Vocational Education (NÚOV), which also provides methodological assistance to schools and various entities (e.g. groups of schools) which intend to present to MŠMT their own curriculum for approval.

When developing curricular documents, information collected by so-called “branch groups” operating at the NÚOV is used. They are groups of experts (representatives of schools and social partners, particularly employers) dealing with given branch. A draft curriculum is submitted to the MŠMT for approval. The curricula reflect the knowledge gained from labour market research, the situation of school leavers, and professional requirements for the performance of various occupations (set out in the Integrated System of Typical Work Positions).

### ●● Curricula content (current stage)

The main document for curriculum development is Standard of Secondary Vocational Education and Training of 1998, which sets out the objectives and content requirements of secondary VET at national level. They are differentiated in terms of:

- levels of education – i.e. secondary education leading to a vocational certificate (ISCED 3C) and secondary education leading to *maturita* (ISCED 3A),
- sectors– e.g. mechanical engineering, agriculture, electrical engineering, etc.

The document sets out the proportions of the different programme elements and the respective requirements:

- general education
- basic vocational education (for various fields)
- and key competences

**Table: General education – VET ratio**

Type of Programme	General education elements	VET elements
<b>Programme leading to maturita (ISCED 3A)</b> - for ex. secondary technical schools (SOŠ)	45%	55%
<b>Programme leading to a vocational certificate (ISCED 3C)</b> - for ex. secondary vocational schools (SOU)	30%	70%

Source: Initial vocational education and training in the CR. ReferNet 2005.

This ratio is not identical in all years and all programmes. Recently, there has been a trend, particularly in VET programmes with *maturita*, towards strengthening general education due to the expansion of language teaching and ICT. Moreover, basic knowledge of economics is increasingly considered to be part of general education.

In line with this standard requirements, National Institute for Technical and Vocational Education (Národní ústav odborného vzdělávání – NÚOV) or schools themselves develop curricula for various fields of education. Each curriculum normally includes a graduate profile (profile of competences of the graduate), a study plan and subject syllabi.

**General education elements:** In all curricula comprise Czech language and literature, a foreign language, mathematics, civic education, physical education and ICT. Natural sciences are included in line with the sector requirements. All curricula include the “Business” features unless the programme is specifically geared towards business education and thus business constitutes the main vocational element.

Programme leading to *maturita* (ISCED 3A): also includes history.

Programme leading to a vocational certificate (ISCED 3C): history forms part of civic education.

**Vocational education elements:** Vocational education includes theoretical knowledge and practical skills. Practical skills are acquired in practical training, laboratories and workshops, through work placements

**Programme leading to *maturita* (ISCED 3A):** emphasis on broad vocational knowledge and skills, preparing students for medium-level jobs in engineering, business etc. Curricula also include **practical training:** on average 6 – 8 weeks either in school facilities (either a school farm or workshop), or in companies; form part of curricula either on a continuous basis as part of classes, or in blocks (full weeks). The proportions of theory and practice and the scope of placements vary depending on the programme. The school is responsible for providing the placements.

**Programme leading to a vocational certificate (ISCED 3C):** stronger focus on preparation for the specific jobs/activities; curricula also include **vocational training/work placement:** it accounts for 30-45 % of instruction. It takes place in school workshops, training centres, or in authorised companies (possibly small business owner’s premises).

Some schools take innovative approaches to the acquisition of practical skills. These include small practice/training firms. In 2004, 13 % of SOŠ and SOU employed these methods.

**Key competences:** Curricula also set out the requirements for **key competence** development (i.e. communication and social competencies, work with information and ICT, problem solving, application of mathematical procedures). A new element called “Introduction to the world of work” aims to prepare students for their transition to the labour market and to help them take an active approach to employment and career development. It is a cross-curricular issue and it is incorporated into various subjects.

**Overview** on secondary education programmes structure – see chapter 3.7.

**School autonomy:** Schools may adjust the curricula (or their parts) in line with the respective rules so that they respond to the conditions and needs of the specific school. Schools may change up to 10 % of the overall number of teaching periods, allocate the

subject matter in various subjects to individual years, or amend the content of subject syllabi (up to 30 %).

#### **IVET – follow-up courses (ISCED 4A)**

##### **Curricula development**

The curricula are developed in a similar manner to the curricula for other types of secondary VET (see above).

##### **Curricula content**

There is a separate curriculum for each field of education. The curriculum in follow-up programmes follows on from the curriculum of three-year programmes with a vocational certificate in the relevant field and complements it so that it corresponds to secondary education with *maturita*. There is both vocational and general education (the ratio is approximately 55:45). The vocational component contains more theory as compared to the three-year programmes, and places more emphasis on intellectual rather than manual skills, and develops organisational and management skills. In addition to vocational knowledge, there is a focus on enhancing business and management knowledge and ICT skills, including special SW. The necessary skills are developed by means of practical exercises within individual subjects at school, or by means of work placements in companies.

General education comprises following subjects: Czech language and literature, foreign language, mathematics, history, civic education, natural sciences (physics, chemistry, ecology), in full-time study also physical education.

#### **IVET tertiary level**

#### **TERTIARY PROFESSIONAL SCHOOLS (VOŠ) (ISCED 5B)**

##### **Curricula development**

**Schools develop draft curricula** based on the relevant field of education and labour market requirements. They are mostly designed by a team of teachers, often in co-operation with employers. The draft curriculum contains also the profile of the graduate (targeted knowledge, competencies and skills) and employment opportunities for graduates (a list of professional tasks or professions for which the graduate is prepared).

The draft curriculum is assessed by the **Accreditation Commission**, which is composed of representatives of higher education institutions (VŠ), tertiary professional schools (VOŠ) and industry. Based on a statement of the commission, the relevant ministry (in most cases it is the MŠMT) grants accreditation to the programme.

##### **Content of the curricula**

Tertiary professional studies have a strong professional focus. Even general subjects, such as foreign languages or ICT, are professionally focused. Professional training is complemented by **work placements** where students test their theoretical knowledge at the workplace in companies, from which students also draw the topic of their graduate thesis.

VOŠ curricula are either traditional (consisting of subjects) or modular. Many schools use credits to give weight to the study load (always in line with the European credit transfer system).

The structure of VOŠ programmes in terms of focus is very diverse and responds flexibly to labour market requirements. VOŠ in the Czech Republic offer 188 study programmes in 46 fields of education. Most students are in business programmes. In 2003/04 these students accounted for some 27 % of all VOŠ students. Technical programmes were studied by 23 % of students, humanities by 13 % of students, 8 %

study healthcare programmes and some 7 % were in programmes concerned with agriculture/forestry, ecology and environmental protection. (see also chapter 3.7)

### **HIGHER EDUCATION INSTITUTIONS (*vysoké školy* - VŠ) (ISCED 5-6)**

#### **Development of study programmes**

Study programmes are developed and submitted for accreditation by the relevant VŠ. Accreditation is awarded by the MŠMT on the basis of a statement of the **accreditation commission for VŠ**, which evaluates the study programme's quality.

#### **Study programmes content**

Overview on higher education study programmes structure – see chapter 3.7.

Some study programmes include a **work placement**. This is carried out in

- establishments which pursue long-term close co-operation with the VŠ or a faculty (e.g. clinical and practical training in medicine, pharmacy and other healthcare disciplines takes place in faculty hospitals)
- facilities which conclude a contract on student work placements with the relevant VŠ or faculty (e.g. work placements of teachers-to-be are implemented at basic and secondary schools, in pre-school facilities, etc.)

In most other disciplines there are various ways of carrying out work placements. Their length, position within the programme and the places where they are conducted differ, depending on the relevant field of study. There may even be different work placements in the same field of study provided by different faculties.

#### **3.8.3.2 Number of students**

Number of students per teacher/instructor – see chapter 3.8.1

#### **3.8.3.3 Teaching materials**

Development of teaching materials – see chapter 3.8.2

#### **3.8.3.4 Benefits available to students**

##### **• Wages for students' work**

Secondary school students and tertiary professional school students are remunerated for work performed as part of practical preparation in the school's facilities (only those generating income) or contractual workplaces. The minimum amount of this remuneration stands at 30% of the minimum wage.

##### **• Scholarships**

#### **VOŠ**

The school director may also grant various financial allowances to students from socially disadvantaged backgrounds. In the case of public VOŠ, where regulated tuition fees are paid, the amount may be reduced to as low as 50% of the fee set. Moreover, students may be granted achievement-related scholarships based on the school's regulations. The scholarship regulations are issued by the school director based on the consent of the school's founding body.

#### **VŠ**

Students at VŠ may be provided with scholarships from the institution's resources in line with the scholarship regulations. The regulations are set by each VŠ in line with its preferences and financial means. Scholarships are provided to all students who meet the relevant requirements laid down in the regulations. Their provision and amount is normally linked to the study performance and social background of the student.

### • Other benefits

The Ministry of Education grants a subsidy to schools (SOU, SOŠ, VOŠ) where students of Roma nationality are educated. The money is designated for partial or full payment of costs of tuition fees, meals, accommodation, travel expenses and other school things of Roma students who meet set conditions (who go to school regularly, do not have problems with discipline, etc.)

### 3.8.4 Qualifications given at completion of courses, aftercare for those who have completed courses (including survey of destinations, etc.), destinations of those who have completed courses (number of employment by industry, etc.)

#### 3.8.4.1 IVET

Graduates of IVET programmes acquire an **initial vocational qualification** depending on the level and branch of education. The qualifications acquired in VET at upper secondary level correspond to the following levels of education:

#### **SECONDARY EDUCATION WITH A VOCATIONAL CERTIFICATE** (ISCED 2C, ISCED 3C)

Graduates who passed a final examination acquire secondary education with a vocational certificate and a qualification for the performance of the relevant manual or related occupation. Graduates receive a *certificate of a final examination* and a *vocational certificate*. They may either enter the labour market or continue studying in follow-up programmes (ISCED 4A).

- **Transition to the labour market.** Graduates acquire the qualifications to perform of manual occupations and most of them enter the labour market.
- **Progression to further education.** Graduates can continue studying in **follow-up programmes** (ISCED 4A) to either enhance their vocational qualification or achieve knowledge necessary for entrepreneurship. At the same time, they achieve a higher level of education, i.e. secondary education with *maturita*, which makes it possible for them to study at tertiary level. Follow-up programmes are attended by almost 25 % of graduates with vocational certificate and some 70 % complete them successfully. After completion they work as highly qualified workers or heads of production departments.

#### **SECONDARY EDUCATION WITH *MATURITA*** (ISCED 3A)

Graduates who passed a *maturita* examination acquire “secondary education with *maturita*” (ISCED 3A) and a qualification for the performance of the relevant middle-level technical, business and similar jobs or occupations depending on the programme they studied. Successful passing of *maturita* is documented by a *maturita* certificate.

**Double qualification:** Graduates acquire both the qualification to perform medium-level jobs in technical fields, business, agriculture, healthcare and other areas. At the same time, they are prepared for entering tertiary education.

- **Progression to tertiary education.** Over one half of the graduates with *maturita* continue studying at tertiary level; some 20 % of them are admitted to tertiary professional schools (VOŠ) and the remaining 80 % take up bachelor or master programmes at higher education institutions.
- **Transition to the labour market.** Those who enter the labour market find employment more easily compared to those with a vocational certificate (see table).

### Unemployment of school leavers 1 and 5 years after completion of school

Rate of unemployment among school leavers (%)		
	1 year after completion of school	5 years after completion of school
Vocational and technical education -average (ISCED 3C, 3A)	22.7 %	10.1 %
of which: - with a vocational certificate (ISCED 3C)	26.1 %	13.6 %
- with <i>maturita</i> (ISCED 3A)	19.8 %	6.7 %

Source: Calculations of NÚOV according to Labour Force Survey 2003 (ČSÚ).

A *maturita* examination at a **conservatoire** (ISCED 3A) is governed by different rules.

### FOLLOW-UP COURSES (ISCED 4A)

Follow-up courses constitute an element in the education system promoting transferability between educational pathways. The general purpose is to open up a path for graduates of three-year vocational programmes with vocational certificate (ISCED 3C) and prepare qualified manual workers for the acquisition of a more advanced education (“secondary education with *maturita*”). This both facilitates access to tertiary education and provides a broader range of employment opportunities. The main destination of the graduates is the labour market, however they may also seek admission to studies at tertiary level, i.e. tertiary professional school (VOŠ) or higher education institution (VŠ).

### TERTIARY PROFESSIONAL SCHOOLS (VOŠ) (ISCED 5B)

The studies are completed by an *absolutorium*, consisting of a theoretical examination in vocational subjects, a foreign language and the defence of a thesis. Graduates are entitled to use the title specialist with a diploma (DiS). Tertiary professional studies are not recognised as equivalent to Bachelor studies at VŠ (ISCED 5A), and *absolutorium* does not give a graduate a right to apply for Master studies following from a Bachelor programme. VOŠ do not undertake research and students are therefore not trained to combine studying with research activities.

- **Transition to the labour market.** The acquisition of a tertiary professional qualification facilitates direct access to the labour market. Most VOŠ graduates head directly for employment. VOŠ graduates can enter regulated professions (e.g. non-physician medical professions).

Employers accept VOŠ graduates quite good for their good professional knowledge and skills, the capacity to adjust quickly to job requirements and their language skills. The rate of unemployment among them remains lower than the average unemployment rate for school leavers in general. In 2003 the average rate of unemployment for all school leavers was 15 %, whereas for VOŠ leavers it was only 10.6 %

- **Progress to the higher education institutions.** Large part of VOŠ graduates also apply for higher education studies.



## HIGHER EDUCATION INSTITUTIONS (VŠ) (ISCED 5-6)

The studies in Bachelor and Master study programmes are completed by a **state final examination** one component of which is the **defence of a Bachelor / Master (diploma) thesis**. Programmes in medicine, veterinary medicine and hygiene are completed by a so-called state rigorous examination. State examinations are taken in front of an examination board. Members of the board must be professors, associate professors or experts approved by the scientific council of the relevant VŠ or faculty, and renowned experts appointed by the Ministry of Education, Youth and Sports.

### • **Bachelor study programmes**

Graduates of Bachelor study programmes acquire the title of Bachelor (*bakalář* - Bc.).

### • **Master study programmes**

Graduates of Master study programmes acquire academic titles. The most common are following: Engineer – Ing. (awarded in economics, engineering and technologies and agriculture); Doctor of Medicine – MUDr.; and Master – Mgr. (in other areas, such as humanities, social sciences, languages...). After having acquired the academic title of “Master” it is possible to take a state “rigorous” examination in the same field, upon which are awarded for example following academic titles: JUDr. in law, PhDr. in humanities, pedagogical and social sciences, RNDr. in natural sciences, etc.

### • **Doctoral study programmes**

The studies in Doctoral study programmes are completed by a state doctoral examination and the defence of a dissertation. Upon successful passing of the examination the academic degree Doctor (Ph.D.) is awarded.

## **Relation to the labour market**

The relationship between the academic environment (VŠ) and the labour market is typically somewhat distant. VŠ fail to respond flexibly enough to labour market needs and requirements. One of the reasons for this is the low rate of unemployment among individuals with VŠ degrees. In 2003 the overall rate of unemployment was 7.8 %, while it was only 2.2 % for people with VŠ qualifications. The rate of unemployment among VŠ graduates was 6.9 %.

However, graduates very often find their jobs out of the field which they studied. Reinforcing co-operation between VŠ and companies was the objective of a number of projects, development programmes and targeted activities of the MŠMT (primarily focused on technical VŠ). In the future, co-operation between VŠ and companies and the private sector, as well as support for the employability of VŠ graduates, will be supported, among others, by the European Social Fund.

### **3.8.4.2 CVET**

**Adult education in schools, leading to qualification** – adults studying schools obtain the same qualifications as mentioned under IVET qualifications (see above).

**Retraining** - is completed by a final examination and graduates obtain a nationally valid certificate of retraining.

**Training in enterprises** - The certificates acquired via company training are only valid within the particular company.

For some professions and industries specific CVET is required by legal regulations. The professions cannot be practiced without the relevant formal certificate and the training has to be undertaken in certain intervals. It is so called statutory training and concerns various professions in public administration, healthcare, maritime transport, railway transport, electrical engineering, etc.

**Individual training** - Graduates get a certification of course completion which is issued based on attendance or upon passing an examination or test.

### 3.9 Support for vocational training by private firms

#### VOCATIONAL DEVELOPMENT OF EMPLOYEES

According to the Labour Code, the employer shall take care of employees' vocational development. This shall include in particular:

- (a) induction training and on-the-job training;
- (c) improvement of qualification;
- (b) vocational practice of graduates;
- (d) qualification upgrading (may be tied with concluding a Qualification Agreement that may bind an employee to stay at his/her present employer for up to 5 years).

(For detailed definitions see the Labour Code, Sections 228-231)

In some sectors and industries the necessary training and other requirements for the practice of some professions are regulated by laws and degrees. The training is normally provided by sectoral training institutes that are set up most frequently by and fall within the purview of the relevant ministries.

#### 3.9.1 Support by public vocational capability development institutions (offering facilities for training use, sending instructors introduction or order-made training courses technical supports)

##### IVET

Officially, the enterprises are involved in IVET through their representatives in tripartite-based bodies. The involvement of social partners in IVET and the definition of their role is codified in the new schools law which came into effect on 1. 1. 2005. It stipulates an obligation for employers' organisations to take part in discussions on framework curricula for IVET. An expert from industry must, according to the law, be represented on the examination board for final examinations at the end of vocational programmes with a vocational certificate (ISCED 3C).

**National level.** At national level, social partners are involved – via Council for Economic and Social Agreement (RHSD) – mainly in formulating and commenting upon legal regulations, government papers and education development and funding policies. There is a “working team for education and human resources” on the RHSD.

**Regional level.** At regional level social partners are represented on regional RHSDs and regional Councils for HRD. However, the situation differs region by region. In practice, they contribute, above all, to commenting on proposals for optimisation of the schools network and changes to the IVET programme structure. Their aim is to interlink employment, IVET, qualifications and entrepreneurship issues.

**Sectoral level.** At sectoral level there are examples of good co-operation between social partners and IVET schools. It is usually initiated by sectoral professional associations (economic chambers). The importance of the sector in the regional economy plays a major role in this co-operation. Professional associations test the quality of prospective specialists.

**Company level.** At company level there are also examples of good co-operation with schools, particularly where the company “takes” graduates and requires that they receive good practical training. The reason is that companies normally have state-of-the-art technology, while schools do not have human, material and technical resources to teach the relevant issues.

In some cases the companies even assist tertiary level students in writing their papers during studies and later Bachelor and Master thesis. This makes it possible for companies to select their future employees, and students have a chance to get used to the environment and prepare for their future employment.

**Social partners’ role in curricula development:** One positive development, as regards the pursuit of harmony between the content of IVET and labour market needs, is representation of social partners on so-called “branch groups” that are involved in development of national curricula. There are currently 25 “branch groups” covering the entire spectrum of occupations. The groups bring together representatives of professional organisations, trade unions or trade organisations and school associations.

At regional level it is possible to set up regional working groups composed of representatives of local companies, entrepreneurs, regional and municipal authorities etc., which may contribute directly to the design and implementation of school-based curricula.

**Individual projects.** The involvement of enterprises in the development of IVET is also the subject of various projects (particularly within the Leonardo da Vinci programme – see chapter 3.5). When addressing these issues problems occur which, as mentioned above, concern social dialogue and, particularly, the lack of motivation on the part of enterprises and non-existent legislation.

## CVET

### **Support of training of employees by enterprises**

The analysis of the training support by enterprises is based on a EUROSTAT study of 2000 which relates to 1999 (CVTS 2 – Continuing Vocational Training Survey).

Out of the total number of companies in the Czech Republic 67% of them provided continuing vocational training to their employees. (Continuing vocational training meant various forms of education both at the workplace and outside of it; e.g. education courses taking place in the company or external organisations, trainings at the workplace, formal education in SOU, SOŠ, VOŠ, VŠ, individual self-education, lectures, workshops, conferences, etc.) On average, training costs stand at 1.9% of total labour costs in companies.

Employee education is more intense in large companies than in small one.

### **Ratio of companies that provide continuing vocational training to their employees:**

Number of employees	10-49	62%
	50-249	84%
	250 and more	96%

Source: Continuing Vocational Training Survey – CVTS 2, 1999.

**Total training costs of enterprises calculated per one participant (PPS\*), 1999)**

		PPS
Number of employees	10-49	575
	50-249	597
	250 and more	608
Branch (NACE)	Manufacturing (D)	416
	Wholesale and retail sale (G)	651
	Financial intermediation (J)	1,449
	Real estate, renting (K)	1,436
	Other community, social and personal service activities (O)	589
	Other	529

Source: Continuing Training in Enterprises in Europe, European Commission, 2005. Own calculations.

Note: \*) PPS – Purchasing Parity Standard (in EUR).

Enterprises in the CR can obtain public resources for the training of their employees. In 1999 these subsidies (calculated per one trainee) were 4 PPS per one employee in training, which was approximately 1% of the direct costs.

**Contributions and subsidies to/from public training fund/institutions and total direct costs of CVT courses and their structure in 1999**

Contributions PPS*	Subsidies PPS*	Direct costs PPS*	Structure of the direct costs (%)			
			External PPS*	Travel, accommodation, alimentation	Wages of internal trainers	Rooms, equipments, utilities
0	4	372	60	10	10	19

Source: Continuing Training in Enterprises in Europe, EUROSTAT (2005), own calculation.

Note: \*) PPS – Purchasing Parity Standard (in EUR).

**Public programmes supporting training in enterprises**

Training in enterprises is supported by programmes funded from the state budget or co-funded from European structural funds. As part of these programmes either all companies, companies in certain industries or SMEs may apply for funding. The actual content of training activities depends on the needs of the relevant companies (the programmes normally do not specify this). Apart from companies, institutions providing CVET are also supported. It is clear that the support for training in enterprises has increased in 2004-2006 thanks to the opportunity for drawing on European structural funds.

The most remarkable programmes are the followings (The programmes co-funded from the EU structural funds<sup>1</sup> have their title stated in brackets. The other programmes are only funded from national resources):

- Support for the retraining of employees in companies undergoing restructuring. The programme is part of the active employment policy and the retraining costs are covered by labour offices.

<sup>1</sup> At present final negotiations are under way between the CR and the EU about the nature of programmes for the period 2007–2013. Hence, the information on programmes co-funded from EU funds might be slightly changed.

- “Training Centres“. (Operational Programme Enterprise and Innovation, 2007-2013). Companies may apply for funds for the establishment or refurbishment (or for the necessary equipment) of a facility for human resources training in a selected sectors. Business entities operating in fields set out in the programme or other entities (e.g. training institutions) are eligible to apply. The subsidy is between CZK 200,000 and CZK 150 million for one project, and it may cover the eligible costs up to the given percentage. The maximum percentage differs according to the size of the enterprise and the region (from 30% to 60%).

Apart from these programmes, which are exclusively focused on the development of training in enterprises, this type of training is also supported from programmes aiming to support innovation or to create new jobs (where there are also funds for training or retraining). They include the following:

- “Technological Centres and Strategic Services Centres“. It is possible to obtain support for innovative and strategic entrepreneurship and for related training and retraining of the staff. Maximum limit for the staff training is around 35% (depending on the number of newly created jobs, region etc.)
- “Investment Incentives“. Investors introducing new or expanding the existing production in the manufacturing industry – worth at least CZK 50-100 million, (the minimum level of investment depends on the rate of unemployment in the region where the investment is planned. In regions with higher unemployment the minimum level is lower) – are entitled to investment incentives pursuant to the Act on investment incentives (no. 72/2000). These incentives include financial support for the retraining or training of employees that may amount up to 35% the training costs in regions with high rate of unemployment.
- “Programme for Support for New Jobs Creation in Regions Most Stricken by Unemployment“. The programme supports investment projects over CZK 10 million implemented in designated regions, and it focuses on industrial production, customer support centres and shared services centres. Apart from funding aimed directly to support job creation, companies may also apply for funds for the retraining and training of their employees up to 35% of the training costs – a maximum of CZK 30 thousand per one employee.

Most of the abovementioned programmes are administered by **Czechinvest** [www.czechinvest.org](http://www.czechinvest.org). It is the investment and business development agency established by the Ministry of Industry and Trade, whose services and development programmes contribute to attracting foreign investment and to developing Czech companies. CzechInvest provides the following services free-of-charge:

- Comprehensive services for investors - full information assistance, handling of investment incentives, business property identification, location of Czech suppliers, aftercare services
- Business infrastructure development
- Access to structural funds.

### 3.9.2 Others (technical exchange, etc.)

None

**Attachment: List of acronyms**

<b>ČR</b>	Czech Republic
<b>CVET</b>	continuing vocational education and training
<b>CVTS</b>	Continuing Vocational Training Survey
<b>CZK</b>	Czech crown (Czech currency)
<b>ČŠI</b>	Česká školní inspekce (Czech School Inspectorate)
<b>ESF</b>	European Social Fund
<b>EU</b>	European Union
<b>GDP</b>	gross domestic product
<b>ISCED</b>	International Standard Classification of Education
<b>IT</b>	information technology
<b>IVET</b>	initial vocational education and training
<b>MPSV</b>	Ministerstvo práce a sociálních věcí (Ministry of Labour and Social Affairs)
<b>MŠMT</b>	Ministerstvo školství, mládeže a tělovýchovy - (Ministry of Education, Youth and Sports)
<b>NÚOV</b>	Národní ústav odborného vzdělávání (National Institute of Technical and Vocational Education)
<b>RHSD</b>	Rada hospodářské a sociální dohody (Regional Council for Social and Economic Agreement)
<b>RVP</b>	Rámcové vzdělávací programy (national curricula)
<b>SME</b>	small and medium-sized enterprises
<b>SOŠ</b>	střední odborné školy (secondary technical schools)
<b>SOU</b>	střední odborná učiliště (secondary vocational schools)
<b>ŠVP</b>	Školní vzdělávací programy (school curricula)
<b>ÚIV</b>	Ústav pro informace ve vzdělávání (Institute for Information on Education)
<b>VET</b>	vocational education and training
<b>VOŠ</b>	vyšší odborné školy (tertiary professional schools)
<b>VŠ</b>	vysoké školy (higher education institutions)

## **Overseas Vocational Training Association**

### **Research Report**

Research Country: CZECH REPUBLIC

Reporter's Name: National Training Fund

Research Item No.: 4

Research Item Title: Vocational capability standards, vocational capability evaluation  
system

#### 4.1 Vocational capability standards

Information sources (link address) for the below items.

Act No. 179/2006 Coll. on Verification and Recognition of Continuing Education Results

- [http://www.msmt.cz/uploads/Law\\_No.\\_179\\_2006\\_English\\_version.doc](http://www.msmt.cz/uploads/Law_No._179_2006_English_version.doc) (English)

Act No.561/2004 Coll. on Pre-school, Elementary, Secondary, Higher and Other Types of Education (Education Act)

- <http://www.msmt.cz/Files/PDF/IMzakon561ponovelach.pdf> (English)

Act No. 18/2004 Coll. on recognition of vocational qualification and other competencies of the citizens of EU member states (Law on recognition of vocational qualification)

- [http://portal.gov.cz/wps/portal/\\_s.155/701/.cmd/ad/.c/313/.ce/10821/.p/8411?PC\\_8411\\_number1=18/2004&PC\\_8411\\_l=18/2004&PC\\_8411\\_ps=10#10821](http://portal.gov.cz/wps/portal/_s.155/701/.cmd/ad/.c/313/.ce/10821/.p/8411?PC_8411_number1=18/2004&PC_8411_l=18/2004&PC_8411_ps=10#10821) (Czech)

Act No. 111/1998 Coll. on higher education institutions (the Higher Education Act)

- [http://www.naric.cz/relevant\\_legislation.html](http://www.naric.cz/relevant_legislation.html) (English)

Regulation of the Ministry of Education No.12/2005 on the conditions for the recognition of equivalence and nostrification of certificates issued by schools abroad

- [http://portal.gov.cz/wps/portal/\\_s.155/696/\\_s.155/701?l=12/2005](http://portal.gov.cz/wps/portal/_s.155/696/_s.155/701?l=12/2005) (Czech)

Decree no. 208/2007 on details related to implementation of the Act on Verification and Recognition of Continuing Education Results

- [http://portal.gov.cz/wps/portal/\\_s.155/701/.cmd/ad/.c/313/.ce/10821/.p/8411?PC\\_8411\\_number1=208/2007&PC\\_8411\\_l=208/2007&PC\\_8411\\_ps=10#10821](http://portal.gov.cz/wps/portal/_s.155/701/.cmd/ad/.c/313/.ce/10821/.p/8411?PC_8411_number1=208/2007&PC_8411_l=208/2007&PC_8411_ps=10#10821) (Czech)

Directive 2005/36/EC of the European Parliament and of the Council on the recognition of professional qualifications

- [http://eur-lex.europa.eu/LexUriServ/site/en/oj/2005/l\\_255/l\\_25520050930en00220142.pdf](http://eur-lex.europa.eu/LexUriServ/site/en/oj/2005/l_255/l_25520050930en00220142.pdf)

Ministry of Education, Youth and Sports

- [www.msmt.cz](http://www.msmt.cz)

National Qualifications Framework (NQF)

- project description: [www.nsk.nuov.cz](http://www.nsk.nuov.cz)
- online database: [www.narodni-kvalifikace.cz](http://www.narodni-kvalifikace.cz) (Czech)

Integrated System of Typal Positions (ISTP)

- [www.istp.cz](http://www.istp.cz)

Centre for Identification of Educational Results (CZVV) – also referred to as CERMAT

- [www.cermat.cz](http://www.cermat.cz)

Centre for Higher Education Studies (CŠVS)

- [www.csvs.cz](http://www.csvs.cz)

Centre for Higher Education Studies - Centre for Equivalence Documents about Education - ENIC/NARIC

- [www.naric.cz](http://www.naric.cz)

National Institute of Technical and Vocational Education (NÚOV)

- [www.nuov.cz](http://www.nuov.cz)

European Qualifications Framework (EQF)

- [http://ec.europa.eu/education/policies/educ/eqf/index\\_en.html](http://ec.europa.eu/education/policies/educ/eqf/index_en.html)

European Credit Transfer System (ECTS)



- [http://ec.europa.eu/education/programmes/socrates/ects/index\\_en.html](http://ec.europa.eu/education/programmes/socrates/ects/index_en.html)

ECVET consultation process

- [http://ec.europa.eu/education/ecvt/results\\_en.html](http://ec.europa.eu/education/ecvt/results_en.html)

Europass website

- <http://europass.cedefop.europa.eu/>

National Europass Centre of the Czech Republic

- <http://www.europass.cz/>

Skills and Competences Development and Innovative Pedagogy. Detailed Analysis, ReferNet 2007

- [http://www.refernet.cz/dokumenty/skills\\_competen\\_develop.pdf](http://www.refernet.cz/dokumenty/skills_competen_develop.pdf)

#### 4.1.1 Summary of the system

There are two vocational capability standards systems in the CR: a) for education and b) for professions.

a) The system of standards for initial secondary technical and vocational education sets out the scope and content of knowledge pupils/students at various schools must acquire through the curriculum. Up to now the curricula has to respect the Standard of Secondary Vocational Education and Training of 1998, which sets out the objectives and content requirements of secondary VET at national level. At present a curricular reform is under way, so-called framework education programmes (curricula) are being developed at national level, and school education programmes at school level.

The standards of continuing education are developed by individual education providers for specific courses. As regards so-called statutory training (see chapter 3.3), standards are set up centrally by the relevant ministries or professional associations.

b) The standards for certain professions are set out in the relevant legal regulations – decrees (see examples in chapter 4.1.2).

At present the National Career Framework and the National Qualifications Framework are under development. The National Career Framework will cover all occupations that exist in the labour market in the Czech Republic and provide a description of all occupational requirements. It will serve as a principal source of information for all individuals interested in performing an occupation, and for education providers who will be able to adjust their provision to the changing occupational requirements. This function has so far been performed, to an extent, by the Integrated System of Typical Work Positions. The National Qualifications Framework contains qualification and evaluation standards for full and partial qualifications (see chapter 4.2.2.2.). The development of this system is a precondition for granting national certificates of vocational competencies that an individual acquired outside the formal education system.

#### 4.1.2 Preparation of the system of vocational capability standards

In the Czech Republic **vocational capability standards** are regulated namely by three acts and several other legal instruments. These are (a) Act No. 561/2004 on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (Education Act) – sets education/training standards in the form curriculum standards. (b) Act no. 179/2006 Coll. on Verification and Recognition of Continuing education Results – regulates qualification and assessment standards. (c) Act no. 18/2004 Coll. on recognition of vocational qualification and other competencies of the citizens of EU member states

(Law on recognition of vocational qualification) – governs the process of recognition professional qualifications gained in the other member states of EU for performing regulated professions in the Czech Republic. Other legal regulations stipulate specific capabilities or exams that are necessary for performing some professions.

**Act No. 561/2004 on Pre-school, Basic, Secondary, Tertiary Professional and Other Education** (Education Act) defines curriculum standards. At present a curricular reform is under way, which aims at introducing a two-level development of curricula. National curricula (*rámcové vzdělávací programy*) will be binding nationwide for a specific level and field of education. School-based curricula (*školní vzdělávací programy*) will allow schools to shape their distinct profiles, and to meet the needs of students and regional labour markets.

In 2007, national curricula for the first set of IVET programmes has been finalised and given to the public discussion. Schools are supposed to implement this new method of curricula development stepwise from 2007.

Up to now the curricula has to respect the **Standard of Secondary Vocational Education and Training** of 1998, which sets out the objectives and content requirements of secondary VET at national level. They are differentiated in terms of:

- levels of education – i.e. secondary education leading to a vocational certificate (ISCED 3C) and secondary education leading to “maturita“ (ISCED 3A),
- sectors – e.g. mechanical engineering, agriculture, electrical engineering, etc.

The document sets out the proportions of the different programme elements and the respective requirements:

- general education,
- basic vocational education (for various fields),
- and key competences.

The proportion of general education and VET education differs. In curricula leading to “maturita“ (ISCED 3A) the share of VET education reaches 55 per cent, in curricula leading to vocational certificate reaches 70 per cent. This ratio is not identical in all years and all programmes. Recently, there has been a trend, particularly in VET programmes with “maturita”, towards strengthening general education due to the expansion of language teaching and ICT. Moreover, basic knowledge of economics is increasingly considered to be part of general education.

**Act no. 179/2006 Coll. on Verification and Recognition of Continuing Education Results** regulates the system of verification and recognition of continuing education results; qualification standards for partial qualifications; assessment standards for partial qualifications; the National Qualifications Framework; rules for granting, extending validity and withdrawing authorisation for the verification of continuing education results and the scope of competences of bodies executing state administration with regard to verifying and recognizing continuing education results.

The details regarding the content, structure and management of the National Qualifications Framework are specified in Decree no. 208/2007 on details related to implementation of the Act on Verification and Recognition of Continuing Education Results.

The **law No.18/2004 Coll. on recognition of vocational qualification and other competences of the citizens of EU member states** (the Law on recognition of vocational qualification) specifies the procedure of administrative bodies and professional associations concerned with recognition of vocational qualifications and other

competencies for the practice of regulated professions in the Czech Republic, if these were acquired by EU nationals in other EU member countries. The law facilitates free movement of persons between members states of the European Union – particularly their employability in other EU countries.

In the Czech Republic there are also a lot of other statutory instruments that contain standards for performing some specific professions. These partial regulations are abundant and they concern, for example the professional competence of healthcare workers, individuals working in electrical engineering etc. Act No. 95/2004 Coll. on Conditions for Attaining and Recognising Professional Qualifications and Special Qualifications to Perform Professions of a Surgeon, Dentist and Pharmacist, as amended by Act No. 125/2005 Coll.; Act No. 96/2004 Coll., on Conditions for Attaining and Recognizing Qualifications to Perform Professions Other than Medical Professions and to Perform Activities relating to Health Care Provision and on the Amendment to Some Other Acts (the Act on Professions Other than Medical Professions), as amended by Act. 125/2005 Coll.; Act No. 85/1996 Coll. on Advocacy, as mended; Act No. 312/2002 Coll., on Officials of Territorial Self-governing Units and on the Amendment to Some Other Acts as amended by Act No. 46/2004 Coll.; Act No. 360/1992 Coll., on Performing the Profession of Certified Architects and on Performing the Profession of Certified Engineers and Technicians Working in Construction, as amended; Act No. 111/1994 Coll., on Road Traffic as amended; Decree No. 224/1995 Coll. on Qualifications of Persons to Navigate and Service Vessels as amended, etc.

#### 4.1.2.1 National Career Framework

**National Career Framework** has been developed since 2007 on the basis of existing Integrated System of Typal Work Positions ([www.istp.cz](http://www.istp.cz)) – see chapter 4.1.2.2. In line with labour market requirements defined on the basis of suggestions made by sectoral boards, the National Career Framework will contain, and continuously update, a file of all job positions in the Czech Republic and the relevant occupational requirements. The National Career Framework will be fully operational in the 2<sup>nd</sup> half of 2008. It will be an important source of information for educational institutions that should innovate their programmes in line with the updated requirements. The Framework will also contain details about the nature of the relevant work and working activities (including examples) and the requirements for their performance in terms of qualifications, personal qualities and health condition.

In the target condition, National Career Framework will serve as the background for the **National Qualifications Framework** (NQF), which will play the key role. NQF is a public register of all full and partial qualifications (see chapter 4.2.2.2) that are verified and recognised in the Czech Republic. The NQF also contains both the qualification and the assessment standards for partial and complete qualifications. The law establishing the NQF entered into force in August 2007, nevertheless the NQF is not completed yet and will be finalized gradually. For details please see chapter 4.2.1.1.

#### Sectoral boards

Sectoral boards play an important role in the development of the National Career Framework. They are set up by representatives of guilds, professional associations, major employers in the relevant sector, and other experts. The boards will ensure relevance of the system of job positions and qualifications when the NQF is launched, and it will see to its being updated and maintained. Moreover, sectoral boards make it possible for the professional as well as lay public to influence the definition of competencies necessary for the practice of various occupations. At present there are

several sectoral boards operating – e.g. sectoral board for energy, for furniture manufacturers, for textile and clothing industry.

#### 4.1.2.2 Integrated System of Typal Work Positions (ISTP)

The development of this system started in 1998. It was created and is being maintained under the support from the Ministry of Labour and Social Affairs. Its implementation and management is co-ordinated by ISTP Heading Board and carried out by an expert teams made up of specialists of all the respective government departments as well as research institutions, consultation companies, top employers and trade union centres. Experts in relevant fields participate in on-going monitoring of labour distribution and labour analysis. They are selected by the Czech Association of Industry and Transport, Chamber of Commerce, Agrarian Chamber and Association of Employers. The core part of the system is based on what is referred to as a Registry of Standard Positions, which are generalised representations of real job positions created and existing in practice. For the education sector (namely the Ministry of Education, Youth and Sports and the National Institute of Technical and Vocational Education) the data gathered in the ISTP is an important source of information about the labour world (skill needs), and is used to prepare education programmes. The ISTP is not based on legal provisions, therefore it must be able to proof its quality to stand the competition. Its quality has been confirmed by the results of international contents audits.

The system should also ensure comparability with the relevant requirements in the European Union.

The system is opened for public access via the web page [www.istp.cz](http://www.istp.cz). It is designed to be used mainly by following **target groups**:

- employment services,
- job seekers,
- people wishing to change job/occupation,
- pupils and students,
- employers,
- employees,
- educational and training institutions.

System offers following **services**:

- maintenance of up-to-date databases of occupations and typal positions
- description of aspects and requirements of different jobs
- tools for vocational counselling and career guidance
- job mediation (placement) instruments
- links to other labour market, education and training information systems
- matching vocational training with the requirements of the labour market
- background material for companies to make their practice of human resource management more effective
- recommendations for personal growth of individuals and improvement of their skills
- possibility to enter any requests for the description of new standard positions/qualifications. The requests are processed by the relevant experts and the final outcome may be addition of the new position to the system.

**ISTP main content:**

System of occupations and typal positions

- up-to-date structure of the world of labour, reflecting real division of labour, arranged according to type of occupation, complexity and degree of specialization
- constantly updated and complemented overview of about 500 occupations and 1200 typical positions

#### Registry of Standard Positions

- set of information describing the structure, contents and requirements of typical “representatives” of real jobs across all sectors of the Czech national economy
- describing aspects of job practice (activities, conditions, working means etc.) and defining requirements to be met by the job practitioner

**Contents of the Typical Position Profile** is following:

#### Characteristics of Typical Position

- identification
- general characteristics
- working activities

#### Typical job aspects

- examples of working activities
- character of work
- object of work
- working means
- working conditions

#### Requirements to be met by the job practitioner

- health condition
- personal qualities
- general skills
- specific vocational skills

#### Labour market situation

- labour demand and supply
- price of labour

#### Individual Potential Analysis

- programme for collecting information on individuals’ skills, personal qualities, health condition and personal preferences (special interests, talents, ideas about and expectations of future job)
- possibility of choosing the depth of the analysis and degree of the profile detail

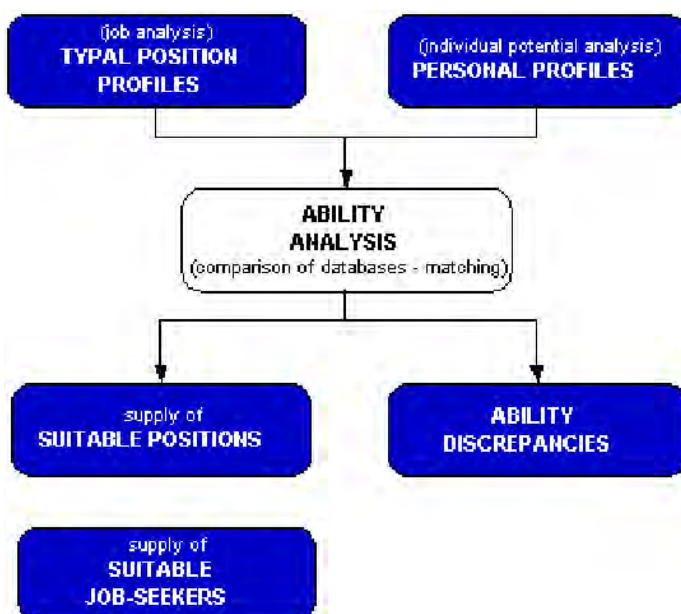
#### Ability Analysis – Matching

- programme for comparing individual profiles with the typical position set
- list of suitable occupations and typical positions matched with job seekers’ ability

#### **Basic principle of ISTP function:**

Job requirements are compared with personal qualities and qualifications, using the same criteria. A personal profile is defined by means of individual potential analysis, which takes into account qualifications, training, general and vocational skills, work experience and health conditions. Software is used to compare these data with the job profiles and to look for the best correspondence. The main output is recommendation of suitable employment from a list of specifically or generally defined jobs, or identification of suitable job seekers for employers who offer vacancies. Recommendations for personal growth of individuals and improvement of their skills are based on identified discrepancies between requirements and prerequisites.

### Scheme of ISTP:



Source: MPSV

### Statistics of use

There are no statistics concerning the use of this information system. It is used by individuals who intend to change a job, as well as by young people who want to have a clearer picture about existing jobs in the labour market. Based on this information they decide on which school to choose. The system is also used by employers for developing structured descriptions of various jobs.

#### 4.1.2.3 Classification of Occupations

In the Czech Republic International Standard of Occupations is used for statistical purposes. Czech Statistical Office introduced in 1994 classification of occupation KZAM, that was elaborated based on the international standard ISCO-88. KZAM is more detailed in the comparison with ISCO. ISCO uses four digit structure KZAM five digit structure. Alphabetical list of occupation is published by the Czech Statistical Office and nowadays it includes about 8,000 items.

## 4.2 Vocational capability evaluation, qualification system and its current implementation

### 4.2.1 Summary of the system (Describe kinds or characteristic of competency standards or national qualification system and skill qualification, etc.)

At present, only the following educational results – certificates - are recognised at national level in the Czech Republic:

- certificates of **formal IVET** and the corresponding outputs of the so-called “second chance” education within the framework of **adult education provided by schools**;

- certificates of **statutory education** leading to the acquisition and updating of special professional competences which constitute a prerequisite for the performance of certain activities (e.g. driving licences for certain vehicles, welding licences, judicial and other experts' licences, etc.);
- certificates of **accredited retraining courses** offered, above all, to registered job seekers and others who seek employment opportunities.

There is no direct binding link between individual jobs (the performance of specific tasks or occupations) and qualifications acquired in education and training (the only exceptions are specific regulated professions and activities defined by law for the performance of which a special certificate is required). It is therefore up to the employer to assess the qualifications of job applicants.

#### **4.2.1.1 National Qualifications Framework (NQF)**

Since 2005, steps are taken to create a central level system of development and implementation qualification standards, the National Qualifications Framework (sometimes also referred as "National Qualification System" or "National Register of Qualifications"), which will serve as a common system framework for initial and continuing education and recognition of education results and as a bridge between the labour world and the education. It has been provided for in a new act in effect from August 2007 (Act on Verification and Recognition of Continuing education Results), nevertheless the NQF is not completed yet and will be finalized gradually. In the result, the qualifications will be easy to compare with each other and have a clear link to the European Qualifications Framework (EQF).

##### **Content of the NQF**

The NQF is maintained and published by the National Institute of Technical and Vocational Education (NÚOV) electronically in a manner enabling remote access. NQF differentiates complete and partial qualifications (see chapter 4.2.2.2.). Partial qualifications are usually part of complete qualifications. One and the same partial qualification may be part of two or more complete qualifications. Complete qualifications means professional qualifications of a natural person to duly perform all work activities pertaining to a relevant profession; partial qualifications means professional qualifications of a natural person to duly perform a certain work activity or a set of work activities in a relevant profession or in two or more professions respectively, in the scope defined in a qualification standard. Qualification standard for partial qualifications means a structured description of professional competence of a natural person for the due performance of a certain work activity or a set of work activities in a relevant profession or in two or more professions respectively.

The Ministry of Education, Youth and Sports shall approve, amend, repeal and publish in the National Register of Qualifications the list of complete and partial qualifications distinguished, acknowledged and recognized in the Czech Republic.

The following data on complete qualifications shall be at all times included in the National Qualifications System:

- the name and number ('the code') of a complete qualification;
- determination of the profession or professions which the relevant complete qualification relates to;
- in case of a complete qualification broken down into partial qualifications, the list of all partial qualifications the attainment of which is a precondition for attaining the complete qualification; and

- evidence confirming attainment of the relevant complete qualification.

The following data on partial qualifications shall be at all times included in the NQF:

- the name and number ('the code') of a partial qualification;
- the qualification standard for the partial qualification concerned including its links to other qualifications;
- determination of the profession or professions which the relevant partial qualification relates to;
- the assessment standard for the partial qualification concerned and data indicating whether a certain health condition shall be required for taking an examination;
- in case of a partial qualification which is part of a complete qualification, the list of all related partial qualifications the attainment of which is a precondition for attaining a complete qualification
- the name of a competent authorising body;
- the list of authorised persons competent to verify hereunder the attainment of professional competence required for attaining a partial qualification including their identification data; and
- data indicating whether the relevant examination shall be taken before an authorised person or an examination panel; and in the case of an examination taken before an examination panel, the necessary number of members of such panel for the partial qualification concerned.

An assessment standard for partial qualifications means a set of criteria, organisational and methodological procedures and material and technical prerequisites specified for the verification of the attainment of professional qualifications to duly perform a certain work activity or a set of work activities in a relevant profession or in two or more professions respectively.

The Ministry of Education, Youth and Sports, acting in agreement with the relevant authorising body, shall approve, amend or repeal qualification standards. A draft qualification standard or its amendments shall be prepared by the National Institute of Technical and Vocational Education in cooperation with the National Board for Qualifications and the Ministry of Labour and Social Affairs, and shall be submitted to the Ministry of Education, Youth and Sports for its approval. In so doing, the National Institute of Technical and Vocational Education shall also cooperate with professional chambers, interest and occupational associations, organisations of employers, professional societies, associations of legal entities carrying out activities of schools included in the Register of Schools and School Facilities, and representatives of higher education institutions. The approval, amendment and repeal of qualification standards shall be published in the Official Journal of the Ministry of Education, Youth and Sports.

#### **4.2.2 Current implementation of the evaluation**

##### **4.2.2.1 Evaluation of formal learning**

Certificates issued in formal education are governed by the Ministry of Education, Youth and Sports legislation. Apart from other things, these regulations stipulate evaluation procedures for the relevant programmes and rules for issuing certificates of their successful completion.

Final examinations and certification are currently performed by schools and take the form of public examinations in front of an examination board in line with central



regulations providing for their content and implementation. Currently, there is no official system of student performance assessment standards.

The certificates acquired within the system of initial vocational education and training (IVET) which testify to the relevant qualification only serve employers as a guideline indicating the level of education and vocational competencies of prospective employers. In line with Czech labour legislation, it is up to the employer to assess whether the applicant's qualification is appropriate. Nevertheless, formal education in the relevant discipline and at the appropriate level is normally required in the labour market.

There are certain exceptions, mainly as regards specific professional competencies (e.g. handling poisons), trades (regulated trades), and regulated professions (architects, physicians, lawyers). In these areas the qualification requirements are stipulated in legislation and the occupation cannot be performed unless they are fulfilled.

### **Secondary education level**

All final examinations carried out within VET programmes (for overview of IVET programmes see chapter 3.7.1.) are either entirely (final examinations in ISCED 3C vocational programmes) or predominantly focused on testing student knowledge in the vocational component of the programme. The “maturita” examination (ISCED 3A) programmes contains a component designed to test the knowledge of the students in general subjects (the compulsory “maturita” subjects at the moment are the Czech language and either mathematics or a foreign language depending on the student's decision).

At “maturita” and lower levels examinations a five-grade scale is used to assess student performance (1= excellent; 5= fail). A final examination is considered to be passed if none of its components is assessed by the “fail” mark.

Common **features of current student assessment** at secondary vocational level:

- formative as well as summative evaluation is applied during studies;
- there is no general description of student performance in relation to marking;
- there are no student assessment standards to be used in the course of studies;
- at the end of studies students take comprehensive final examinations. The law stipulates that the performance of the student during the examinations should be assessed with no regard to his/her previous performance;
- final examinations are not standardised;
- assessment is therefore very subjective and can differ school by school.

### **Reforms envisaged:**

In view of the aforementioned drawbacks of certification new regulations for the completion of VET studies have been prepared.

A **reformed “maturita” (ISCED 3A) examination** will consist of two parts:

1. The **common part** is the responsibility of the state as it is centrally developed and evaluated. It consists of an examination in the mother tongue, a foreign language and an optional subject (the student may choose from mathematics, basic civic and social issues, basic science/technology issues, basics of information technology). This concept makes it possible to standardise the examination, to improve its transparency and enhance the relevance of the “maturita” certificate to be used for entering further education – primarily at tertiary level.

2. The **“profile-based”** component is the responsibility of the school director. It takes account of the nature of the discipline, the graduate profile, targeted competencies and the relevant programme. This part of “maturita” will make it possible for the school to shape its profile distinctly.

There are still discussions in process concerning the final form of a reformed “maturita” examination. By now, the transition to the new model is planned for the period 2010-2012.

A **final examination** in VET programmes at **ISCED 3C** level will be enhanced by rendering all their parts more objective (this concerns the written, oral and particularly the practical part of final exam, in which social partners should cooperate extensively).

A comprehensive approach to the issue of completion of training in vocational programmes at ISCED 3C level is supported by a systemic project entitled “QUALITY – Development of a Comprehensive System for Monitoring and Evaluation, including establishment of a Centre for Identification of Educational Results (CZVV)”. The starting point for the project is evaluation standards which set professional competencies for various programmes and criteria for their evaluation. In the project evaluation standards will be combined with the development of the uniform final examinations. By the end of 2008 they will be drafted and tested on a pilot basis at all ISCED 3C level programmes.

### **Tertiary level**

Certificates of tertiary level education are issued by tertiary professional schools (VOŠ) and higher education institutions (VŠ) which must be authorised to do so by the Accreditation Commission of the Ministry of Education, Youth and Sports (there are two separate commissions for VOŠ and for VŠ).

#### **Tertiary professional education (ISCED 5B)**

The assessment of learning outcomes and marking are fostered by assessment regulations designed by each school, which must be in line with the relevant legislation and approved by the Ministry of Education, Youth and Sports. The assessment regulations provide for a marking scale (four grades, 1= excellent; 4= fail), and assessment methods. The curriculum sets out the ways in which study results will be evaluated.

Studies at the tertiary professional schools are completed with the so-called **“absolutorium”**. It is a vocational examination consisting of an examination in the theory of vocational subjects, a foreign language, a graduate thesis and its defence. The composition and number of vocational subjects in which the exam is taken are determined by the relevant curricula. The defence of the graduate thesis may include a test of practical skills. Upon a successful passing of “absolutorium”, the graduate attains the title of “diplomovaný specialista” (specialist with a diploma, abbreviated as DiS.) and a diploma and a certificate of “absolutorium” – this qualification facilitates the performance of highly qualified, specialised independent professional activities depending on the nature of the programme.

#### **Higher education:**

The studies in Bachelor programmes are completed by a state final examination and the defence of a Bachelor thesis. The graduates are awarded the degree of Bachelor (Bc.), or Bachelor of Arts (BcA.).

The studies in Master programmes are completed by a state final examination and the defence of a Master thesis. Graduates of Master programmes achieve the degree of Master (Mgr.), Master of Arts (MgA.), engineer (Ing.), engineer-architect (Ing.arch.), MUDr. or MVDr. After obtaining the degree of Master, a so-called “rigorous” examination may be taken, which also involves the defence of a thesis. When the examination is passed successfully, the following academic degrees are awarded: JUDr. in law, PhDr. in humanities, pedagogy and social sciences, RNDr. in natural sciences, PharmDr. in pharmacy, etc. The studies in Doctoral programmes are completed by a state doctoral examination and the defence of a dissertation. Upon successful passing of the examination the degree of Doctor (Ph.D.) is awarded.

Graduates obtain a diploma and a certificate of a state final examination (Bachelor, Master or Doctoral, ISCED 5A, 6). Graduates of Bachelor study programmes usually continue in a Master study programme however they are prepared also for performance of relevant occupation. Graduates of a Master programme have a range of theoretical knowledge in the relevant field based on the current state of science, research and development, and are able to apply it and pursue creative activities. Doctoral programmes further develop a professional qualification and are focused on independent research and development activities, or independent theoretical and creative work in arts.

#### **4.2.2.2 Evaluation of non-formal/informal learning**

**Responsibility:** The Ministry of Education, Youth and Sports is responsible for setting out strategy of non-formal and informal learning validation.

There are also number of specific sub-regulations within decrees issued by the Ministry of Labour and Social Affairs (MPSV) and other ministries (agriculture, industry and trade, health, the interior, and defence) which govern various specific types of CVET or qualification testing. (For details see chapter 4.1.2.) In line with the relevant regulations they are required either to have obtained the respective certificate, or to have passed the relevant examinations. What is most important in this respect is that it is impossible to perform the respective activity unless the individual holds the relevant formal certificate.

Until 2005 there was no comprehensive legislation governing the recognition of non-formal and informal learning outcomes. Since 2005 some partial changes have come about, directed towards gradual steps resulting in facilitating recognition of qualifications and transferability of knowledge. They are represented by (a) a new Education Act and (b) the Act on Verification and Recognition of Continuing Education Results.

#### **New Education Act**

The new Education Act (Act no. 561/2004) effective from 1 January 2005 makes it possible for adults to acquire a partial qualification by passing a single examination as a part of final examination at secondary vocational schools or a part of “maturita” examination at secondary technical schools (for the schools system see chapter 3.7.1). An individual can obtain a certificate of the single examination, regardless of how he/she has acquired the relevant knowledge and skills.

This single certificate, however, does not constitute a complete qualification (level of education). A complete qualification can be acquired without prior education in secondary or tertiary professional school based on passing examinations in all subjects for all years, and the final or “maturita” examination. It is obvious that the

requirements for acquiring a complete qualification are set so that, virtually, they cannot be met without a long period of self-study or without undergoing the entire programme (be it full-time or part-time).

#### **Act on Verification and Recognition of Continuing Education Results**

A more systemic step in terms of non-formal and informal learning recognition is the **Act on Verification and Recognition of Continuing education Results** (No. 179/2006), which has been adopted in 2006 and its major provisions have been since effective since 1 August 2007. The law creates a systemic framework for the recognition of qualifications acquired through non-formal and informal learning. Ministry of Education, Youth and Sports is responsible for the implementation of main principles of the Act. The National Institute of Technical and Vocational Education (NÚOV) has been charged with the development of qualification and assessment standards. When fulfilling this task it cooperates with the Ministry of Labour and Social Affairs and social partners.

The act makes a distinction between partial and complete qualifications:

- **partial qualifications** – usually corresponds to the ability to perform specific occupation. Verification of the partial competencies achieved will be done by means of contrasting the competencies demonstrated with the relevant evaluation standard. This validation of the outcomes of non-formal and informal learning should be done by a so-called “authorised person” (individual or organisation) appointed by an authorising body (relevant ministry). Authorised persons must meet formal and professional requirements relevant within the discipline for which the authorisation is awarded. The validation of partial qualification should be done by means of an examination for which anyone who has the necessary skills to pass it may apply. The examination should be performed at the presence of the “authorised person”, and it may be oral, written or practical, while its content should be in line with the job requirements. The acquisition and demonstration of professional skills is then confirmed by a certificate that corresponds to the relevant partial qualification. A list of the skills acquired should also be part of the certificate. These certificates acquired as a recognised outcome of non-formal or informal learning should be recognised both in the system of initial education and in the labour market.
- **complete qualification** (level of education) – usually corresponds to perform specific activity or more activities on the labour market. It may only be verified and awarded by schools included in the school registry. If an individual has acquired partial qualifications confirming his/her professional competence to perform all tasks within a particular occupation, he/she may acquire the relevant complete qualification upon passing a final examination at SOU, “maturita” examination at SOŠ or “absolutorium” at conservatories. This is a shift as compared to the existing legislation which requires that examinations be passed in all subjects for all years (see above).

A definition of qualifications (partial and complete), qualification standards, evaluation standards and a list of authorised persons will be contained in the **National Qualifications Framework** which is currently under development. (See chapter 4.2.1.1).

Assessment as to whether a natural person acquired relevant professional competence defined by a qualification standard for a relevant partial qualification is carried out by an examination in accordance with an assessment standard for the partial qualification concerned. An applicant for taking an examination may be any natural person older

than eighteen years who has achieved at least basic education. An applicant shall send the application form to any authorised person authorised for the partial qualification concerned and shall pay a specified amount for the examination.

The evidence confirming that an examination was passed successfully and that the relevant partial qualification was attained shall be a certificate. Such certificate, which is a public document, shall be issued by the authorised person – examiner, and in the case of an examination taken before an examination panel it shall be issued by the chair of the examination panel. A certificate shall contain the following data: the name, academic title and scientific degree of the applicant; the birth identification number of the applicant, the place of birth of the applicant; the date of the examination and the date of issue of the certificate; the name of the partial qualification the attainment of which is being confirmed on the basis of acquiring professional competence. A certificate shall also include a list of attained professional competences. Furthermore, it shall contain data on the examiner.

Examiner is an authorised natural person or legal entity. Authorising body shall decide on granting authorisation on the basis of a written application. An authorising body shall mean a central administration body competent to make decisions on granting, extending or withdrawing authorisation.

Where an applicant for granting authorisation is a natural person, an authorising body shall grant authorisation to the applicant provided that he/she (a) is fully legally competent; (b) has reached the age of twenty three years; (c) is without a criminal record; (d) proves the attainment of professional competence corresponding to the partial qualification concerned; (e) proves not less than five years of experience in the profession for the performance of which a professional competence he/she will verify, (f) submits an affidavit proving that he/she is aware of the current development in the field of the relevant partial qualification and related professions; (g) proves necessary material and technical prerequisites for the organisation of examinations; (h) proves that his/her assets have not, during the recent five years been subject to bankruptcy or insolvency proceedings and has not been deficient in payments of social security contributions, health security contributions, contributions to national employment policy or payments of related fines.

Where an applicant for granting authorisation is a legal entity, an authorising body shall grant authorisation to an applicant provided that (a) the subject of the activities of the applicant relates to a relevant partial qualification; (b) the applicant proves necessary material and technical prerequisites for the organisation of examinations, (c) the applicant designates at least one natural person about whom the applicant shall prove that such person satisfies conditions stipulated for natural person (see above) and will carry out the activities of an authorised person on behalf of the applicant as an authorised representative; (d) the assets of the applicant have not been during the recent five years subject to bankruptcy or insolvency proceedings and has not been deficient in payments of social security contributions, health security contributions, contributions to national employment policy or payments of related fines; (e) the person who carries out the duties of a statutory body of the applicant or a member of the statutory body of an applicant are without a criminal record.

**Current status of implementation:** Up to the beginning of 2008 there are 57 approved partial qualifications, mostly in agriculture and food industry. First authorisations were granted to authorised persons. The approved qualifications together with evaluation and education standards are available at [www.narodni-kvalifikace.cz](http://www.narodni-kvalifikace.cz), and new ones will be gradually added. Only a few individuals have received a certificate of

professional competence so far.

Along with the introduction and implementation of the National Qualifications Framework, the existing education fields and their systems will be revised. New fields of education will be created, maintained and modified in a manner so as to make sure that curriculum standards exist for the related complete qualifications, based on the respective qualification and assessment standards describing in terms of competences the results of learning to be achieved in the fields of education concerned.

#### **Retraining courses organised by labour offices**

Graduates of accredited retraining courses acquire formally recognised national certificates of qualification, which, however, are not equivalent to the certificates obtained in the formal education system. Whether or not these certificates are recognised in the labour market is therefore not sure, and depends on the specific employer.

#### **4.3 Mutual certification**

(Describe the mutual certification system to work in foreign countries and its current implementation.)

The Ministry of Education, Youth and Sports is a roofing body in the system of mutual recognition of qualifications in the Czech Republic. Within its purview operate also individual recognising and advisory bodies:

- Centre for Higher Education Studies - Centre for Equivalence Documents about Education - ENRIC/NARIC ([www.csvs.cz](http://www.csvs.cz), [www.naric.cz](http://www.naric.cz))
- National Institute of Technical and Vocational Education ([www.nuov.cz](http://www.nuov.cz)).

##### **4.3.1. Recognition of foreign certificates and degrees**

#### **SECONDARY EDUCATION - NOSTRIFICATION**

Secondary school leaving certificates gained abroad are subject to "nostrification". If an international agreement on recognition of equivalence exists, confirmation of the equivalence is issued. The process of "nostrification" of documents enabling access to higher education is regulated by decrees of the Ministry of Education, Youth and Sport - Act No. 561/2004, § 108 on Pre-school, Elementary, Secondary, Higher and Other Types of Education (Education Act) and Regulation of the Ministry of Education No. 12/2005 on the conditions for the recognition of equivalence and nostrification of certificates issued by schools abroad.

#### **Recognition of equivalence**

Certificate recognizing the equivalence of a foreign school credentials is issued by the department of education of Regional Authorities in cases, where the Czech Republic has international agreements regarding equivalence of educational documents with given country. If a foreign school certificate does not clearly show the subjects studied, the applicant shall provide a document stating the content and scope of programmes he/she studied.

List of departments of education in individual Regional Authorities is available through the website of NARIC

([http://www.naric.cz/docs/Regional Education Authorities.doc](http://www.naric.cz/docs/Regional_Education_Authorities.doc)).

#### **Nostrification**

If the Czech Republic is not bound by an international agreement on the recognition of equivalence of educational documents concluded with a given country, it is the department of education of Regional Authorities that makes a decision upon the validation of a submitted foreign school certificate original, or its officially certified copy. In case that a foreign educational document does not show clearly the subjects studied, the applicant is obliged to submit an overall outline of the programme he/she studied.

#### **Validation exam**

In case that the content and the scope of the programme of a school abroad differs in parts, or in case that the applicant does not submit complete documentation showing the content and scope of subjects studied, the department of education of Regional Authorities orders a validation exam. Passing the exam is a pre-requisite of the issuance of the document recognizing the validity of a foreign school certificate in the Czech Republic.

#### **Legalization of documents regarding the level of education**

Unless the international agreement does not set otherwise, the authenticity of signatures and stamps on the original certificate from abroad and the fact that the school is recognized in the state where the certificate has been issued needs to be verified by a respective representative office of the Czech Republic and by the Ministry of Foreign Affairs of the state, where the school which has issued the certificate is based (or by a notary of that state). The officially certified translation of the educational documents into Czech shall be enclosed with the application.

#### **Applications procedure**

Applicants have to submit an application to the relevant department, enclose related documents (documents about long-time stay or other stay, authenticated copy of school leaving certificate (diploma) with translation and legalization and authenticated copy of study plan with translation) and pay a fee (CZK 200). Processing of Application takes 30-60 days.

### **HIGHER EDUCATION**

The process of recognition of higher education documents is prescribed by the § 89 and 90 of Higher Education Act (Act No. 111/1998 Coll. on higher education institutions).

#### **Procedure of the recognition**

Applicants for the recognition have to submit an application which contains personal details, description of higher education institution and the studies, previous education, reasons of the recognition and enclose related documents: a diploma or its authenticated copy, a diploma supplement (see below) or its authenticated copy or full record of educational history, and, the officially certified translation of these documents if requested.

The recognition of the diploma depends on an examination of the diploma by a relevant public higher education institution providing a study programme similar in its contents. If in doubt, the appurtenance of the public higher education institution shall be determined by the Ministry of Education, Youth and Sports, or the Ministry shall resolve upon recognition of higher education by itself. Decisions pertaining to the recognition of higher education acquired abroad and qualifications acquired at a public higher education institution are made by the Rector.

The authorities competent to make decisions on recognition:

- Public higher education institutions

(their list is available through the NARIC website: [http://www.naric.cz/docs/Czech\\_public\\_higher\\_education\\_institutions\\_konecna.doc](http://www.naric.cz/docs/Czech_public_higher_education_institutions_konecna.doc))

- on recognition of foreign higher education diplomas and periods of study.
- Ministry of Education, Youth and Sport ([www.msmt.cz](http://www.msmt.cz))
  - for confirmation of equivalence if there is an international agreement on recognition of equivalence of higher education diplomas between the Czech Republic and the country where the documents were issued,
  - for all questionable cases.
- Ministry of Defence ([www.army.cz](http://www.army.cz))
  - for military fields of study.
- Ministry of the Interior ([www.mvcr.cz](http://www.mvcr.cz))
  - for safety fields of study.

### Legalisation

Unless an international agreement state otherwise, the authenticity of signatures and stamps on original documentation must be verified by the ministry of foreign affairs of the state which is the seat of the institution that has issued the document or by a notary in the state concerned and also by a relevant embassy or a consulate of the Czech Republic in the respective country. For members of the Hague Convention (the list of members is available at the web page [http://www.hcch.net/index\\_en.php?act=conventions.authorities&cid=41](http://www.hcch.net/index_en.php?act=conventions.authorities&cid=41)) the legalisation proceeds by Apostille, which is a certificate of public documents recognition. More information about Apostille is available on <http://www.hcch.net>. Such legalisation is not required for documents coming from countries which are parties to a relevant international agreement abolishing the requirement of legalisation for foreign public documents. The Czech Republic is a member of several agreements about legal cooperation. Their list is available through the NARIC web page ([http://www.naric.cz/docs/smlouvy\\_o\\_pravni\\_pomoci\\_konecna.doc](http://www.naric.cz/docs/smlouvy_o_pravni_pomoci_konecna.doc)).

### 4.3.2. Recognition of qualifications for purposes of work

In the Czech Republic the issue of mutual recognition of vocational qualifications for the purposes of work concerns 480 professions and professional activities. There are statutory requirements for the practice of these professions and professional activities (regulated professions). With other professions the practice of which is not regulated by law it is up to the employer to assess the suitability of the applicant for the relevant job. The list of regulated professions and competent bodies in the Czech Republic is available on the address <http://www.atre.cz/normy/page0362.htm>.

The **Act No.18/2004 Coll. on recognition of vocational qualification and other competences of the citizens of EU member states** (the Law on recognition of vocational qualification), which was supplemented by the directives of the European Union regulating the general system of vocational qualification recognition in the EU, builds up the first framework for mutual recognition of vocational qualifications in the ČR. The law sets out the procedure of administrative bodies and professional associations concerned with recognition of professional qualifications and other competencies for the practice of regulated professions in the Czech Republic, if these were acquired by EU nationals in other EU member countries.

In 2005 a European Directive 2005/36/EC on the recognition of professional qualifications came into force. It is a complex document which describes concrete



recognition processes of various professions, including lists of relevant certificates in European countries. Its English wording is available on the legislation portal of European Union ([http://eur-lex.europa.eu/LexUriServ/site/en/oj/2005/l\\_255/l\\_25520050930en00220142.pdf](http://eur-lex.europa.eu/LexUriServ/site/en/oj/2005/l_255/l_25520050930en00220142.pdf)).

At present this directive is being implemented into the legislation of the Czech Republic. The law No. 18/2004 Coll. on recognition of vocational qualification is supposed to be amended.

Within European Union there are implemented several **European-level projects** aimed to foster the mutual recognition of qualifications, but they are not a guarantee in terms of legal binding:

• **European Qualification Framework (EQF)**

EQF is a basic framework for national qualifications comparison. The core element of the European Qualifications Framework (EQF) is a set of eight reference levels covering basic to most advanced qualifications. These describe what a learner knows, understands and is able to do — their ‘learning outcomes’ — regardless of the system where a particular qualification was acquired. The Recommendation on the establishment of EQF was adopted by European Parliament in October 2007. It foresees that Member States relate their national qualifications systems to the EQF by 2010, and that individual certificates or diplomas should bear an EQF reference by 2012. First step to realisation of this goal is creation of national qualification frameworks in individual states of the EU (for Czech National Qualifications Framework implementation see please chapter 4.2.1).

• **European Credit Transfer System (ECTS)**

The European Credit Transfer (and Accumulation) System is a system of credits awarding in higher education. It is based on the student workload required to achieve the objectives of a programme objectives preferably specified in terms of the learning outcomes and competences to be acquired. According to the necessary workload, certain number of credits is attached to certain components of an educational programme.

ECTS was introduced in 1989 and it is the only credit system which has been successfully tested and used across Europe. ECTS was set up initially for credit transfer. The system facilitated the recognition of periods of study abroad and thus enhanced the quality and volume of student mobility in Europe. Recently ECTS is developing into an accumulation system to be implemented at institutional, regional, national and European level.

• **European Credit Transfer in Vocational Education and Training (ECVET)**

The consultancy process of the European Credit Transfer in Vocational Education and Training (ECVET) has started. The objective of the planned ECVET is to create an European device which will facilitate the transfer, validation and recognition of learning outcomes acquired by individuals moving from one learning context to another or from one qualification system to another, in particular during a mobility period, and who wish to obtain a qualification. ECVET will be used on a voluntary basis.

• **Europass**

Europass is a voluntary based tool developed in 2004 to be used by individuals intending to intelligibly present their skills, qualification and experience to potential employer or training provider throughout Europe. It is a set of five documents in standard form:

Europass CV – created by the individual,

Europass Language Passport – overview of language skills created by the individual according to the standard assessment scale,

Europass Mobility – overview of training or work experiences abroad, issued by the relevant institutions (home and host organisations of the individual)

Europass Certificate Supplement – supplements a vocational certificate, explains the qualification obtained in an internationally understandable form, is issued by the relevant certifying authorities.

Europass Diploma Supplement – supplements a higher education diploma, explains the qualification obtained in an internationally understandable form, is issued by the higher education institution, which awarded the diploma.

More information in English is available at the Europass website: <http://europass.cedefop.europa.eu/>.

### **Diploma Supplement**

In the CR, Diploma Supplement was set up by the Act on Higher Education Institutions in 1998 (based on recommendation of UNESCO, Council of Europe and European Commission), i.e. long before it became a voluntary part of Europass. Since 2005 it is a regularly complement of the higher education diploma and the graduates need not to apply for it. The legislation does not provide the obligatory form and language of the supplement, nevertheless the recommendation of the relevant experts is to issue bilingual version – Czech and English, which should be free of charge.

**Attachment: List of acronyms**

<b>ČR</b>	Czech Republic
<b>CSVŠ</b>	Centrum pro studium vysokého školství (Centre for Higher Education Studies)
<b>CVET</b>	continuing vocational education and training
<b>CZK</b>	Czech crown (Czech currency)
<b>CZVV</b>	Centrum pro zjišťování výsledků vzdělávání (Centre for Identification of Educational Results) – also referred to as CERMAT
<b>ECTS</b>	European Credit Transfer System
<b>ECVET</b>	European Credit Transfer in Vocational Education and Training
<b>ENIC</b>	Národní informační středisko ENIC (European National Information Centre ENIC)
<b>EQF</b>	European Qualifications Framework
<b>EU</b>	European Union
<b>ISCED</b>	International Standard Classification of Education
<b>ISCO</b>	International Standard classification of Occupations
<b>ISTP</b>	Integrovaný systém typových pozic (Integrated System of Typical Work Positions)
<b>IVET</b>	initial vocational education and training
<b>KZAM</b>	Klasifikace zaměstnání (national Classification of Occupations)
<b>MPSV</b>	Ministerstvo práce a sociálních věcí (Ministry of Labour and Social Affairs)
<b>MŠMT</b>	Ministerstvo školství, mládeže a tělovýchovy - (Ministry of Education, Youth and Sports)
<b>NARIC</b>	National Academic Recognition Information Centre
<b>NQF</b>	Národní soustava kvalifikací (National Qualifications Framework)
<b>NÚOV</b>	Národní ústav odborného vzdělávání (National Institute of Technical and Vocational Education)
<b>SOŠ</b>	střední odborné školy (secondary technical schools)
<b>SOU</b>	střední odborná učiliště (secondary vocational schools)
<b>VCS</b>	Vocational Capability Standards
<b>VET</b>	vocational education and training
<b>VOŠ</b>	vyšší odborné školy (tertiary professional schools)
<b>VŠ</b>	vyšší odborné školy (higher education institutions)