

# SHIFT FROM **VET** TO **LLL** IN THE CZECH REPUBLIC

Jitka Pohanková

The National Institute for Technical and Vocational  
Education (NÚOV)

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# Necessary conditions to realise the 'Open Learning Society' scenario...

**CZ Country Background Report for OECD Activity on RNFIL, 2007**

- Further education must be diverse, flexible, financially affordable and locally available and accessible to all. It must provide an enriching personal development, i. e., it should provide more than 'second chance' or maintenance, development, modification of initial qualification.
- Further education will provide various opportunities for new and shorter ways to achieve the same formally recognised qualifications via identification and validation non-formal and informal learning.
- The NSK should be open for all stakeholders in lifelong learning – authors of strategies and policy makers, social partners of the labour market, schools and other education providers, career guiding centres and of course learners and those interested in lifelong learning.
- LLL should stay open in a sense of being neither too monopolised nor too rigid for a comprehensive updating.

# The Context of Creating the „NSK“

(the “NQF“)

- Curricular Reform
- Lifelong Learning Strategy (LLL)
- The Act on Recognition of the Results of Continuing Education

The objective of the “NSK“ is to create a system environment which will support comparability of learning outcomes achieved by different forms of learning, enabling the recognition of actual knowledge and skills regardless how they were acquired.

**The “NSK“ does not replace present qualification and education systems, but attempts to make them coherent, transparent and unified.**

# The Act of Recognition the Outcomes of Continuing Education

Approved 2006, valid from August 2007  
„legal framework for NQF development“

... defines or regulates:

- system of verifying and recognising the outcomes of continuing education
- qualifications
- qualification standards for partial qualifications
- assessment standards for partial qualifications
- rules on authorisation and authorised persons
- rights and obligations of the participants in the RNFIL system
- responsibility for the RNFIL system

## **Qualification Standard**

defines requirements for a certain qualification

## **Assessment Standard**

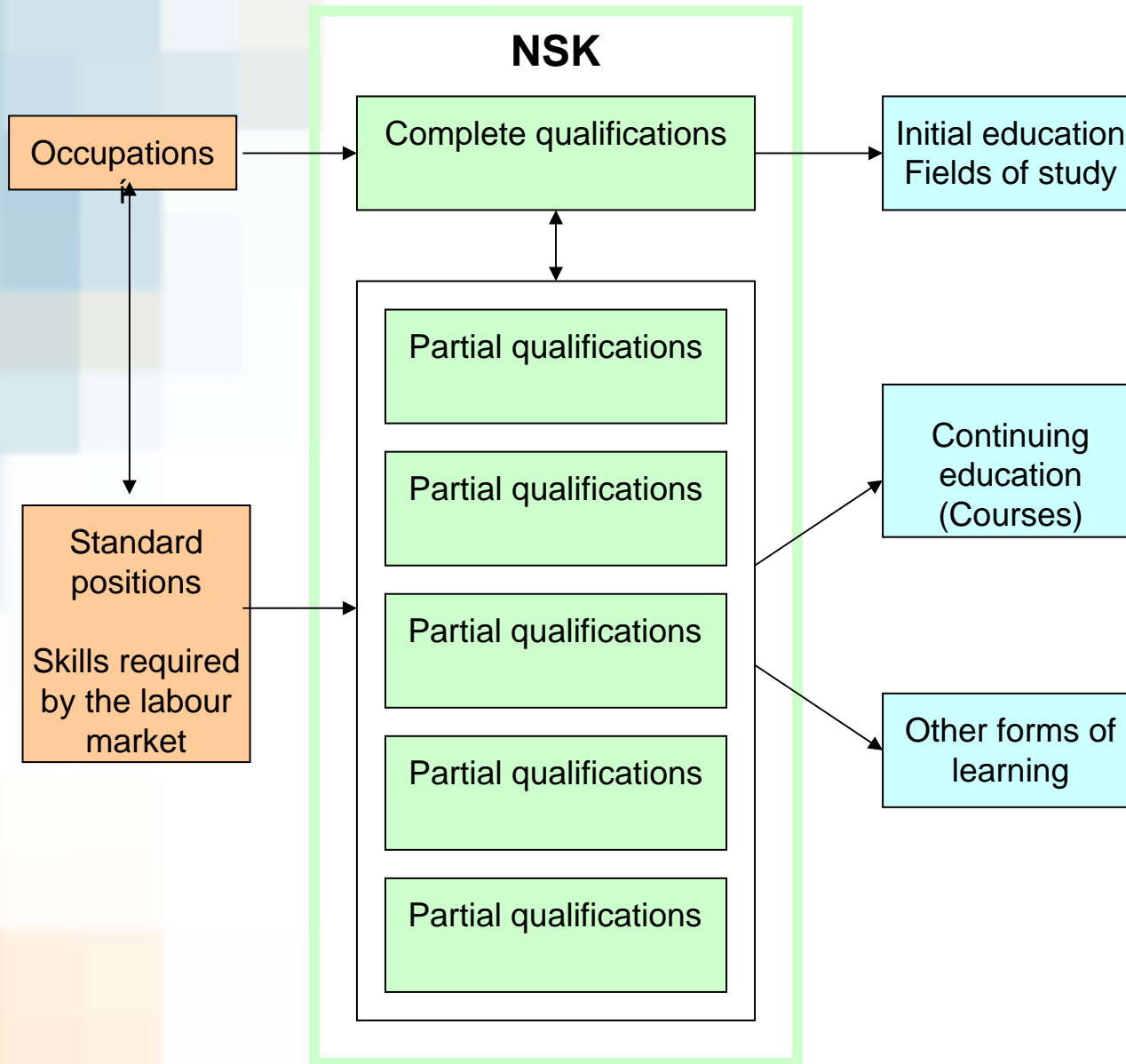
defines a set of criteria and procedures for assessing whether a candidate fulfils the requirements of a qualification standard

### ***Standards of partial qualifications***

*are binding standards for verification and recognition of partial qualifications*

### ***Standards of complete qualifications***

*are the bases for creation of national curriculum ,  
are instruments for transferring labour market requirements to the  
educational sector*



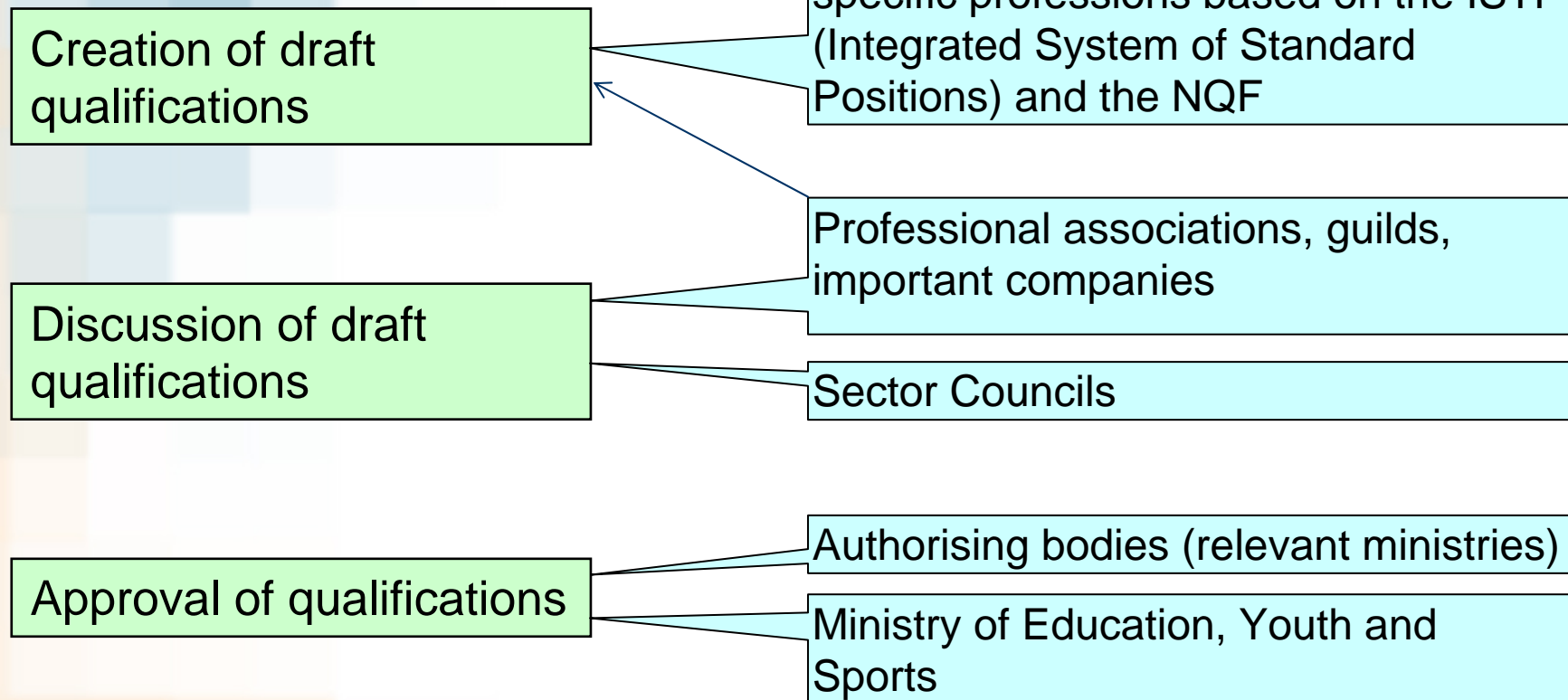
Every complete and partial qualification registered in the “NSK“ corresponds to a certain qualification level. Each qualification level is described in terms of skills, knowledge and competencies. These levels form a comprehensive scale, each qualification refers to a certain level.

## The EQF Coordination Point

### The organisation structure

The NUOV Work Group	Tasks concerning the necessary paperwork; support to other groups <i>Carried out by employees of NUOV</i>
The Advisory Group	Consulting, methodical and evaluating activities <i>Using members of the existing expert groups</i>
The work group of the National Council for Qualifications	Ensuring gradual fulfilment of the requirements of the documents approved by the EP and the Council / referencing national qualifications levels to the EQF <i>New group composed of representatives of the relevant partners, on the basis of the existing NCQ</i>

## Stages of creation, discussion and approval of partial qualifications





**Examinations** according to assessment standards of partial qualifications will be provided by

**AUTHORISED PERSONS**

**Authorisation**, i.e. licensing of examiners and administration of certificates for partial qualifications will be administered by

**AUTHORISING BODIES** i.e. relevant ministries

Representatives of employers

## **SECTOR COUNCILS**

- ...are a new type of partnership at national level which has a potential to influence and to overall develop the future and to define jobs and qualifications
- ...are created to acquire complex and objective information necessary for preparation of a comprehensive and logical overview about jobs on the labour market

# The UNIV Project (2005-2008)

- Creating the network of schools providing education for adults (66 schools in 6 regions)
- More than two hundred people involved in verification within the UNIV project
- Methodological documents (study text for future guides and assessors, study text for teachers)
- Support of co-operation with social partners (engaging 264 social partners in preparing and evaluating the programmes of continuing education)
- Proposal of a general concept for recognising the outcomes of non-formal and informal learning for the Czech Republic.

## Some data

[www.narodni-kvalifikace.cz](http://www.narodni-kvalifikace.cz)

- Number of partial qualifications registered in the NSK: **160**
- Number of authorised persons: **84**
- Number of certificates: **40**

# Challenges / Barriers

- Different ways of recognition
- Costs and benefits
- Higher level of qualifications
- Soft competencies
- Quality
- ECVET

And (and before all)

**... to change our way of thinking ...**

**Thank you.**