

DRAFT

Concept of Further Education from the Point of View of Social Partners in the Czech Republic



Co-funded by
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DOCUMENT



Originally published: September 2021
English version published: February 2023

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This document was drafted under the “Social Dialogue and Society 4.0” project, Reg. No: CZ.03.1.52/0.0/0.0/18_094/0010266, which is financed from ESF funds through the Employment Operational Programme and the state budget of the Czech Republic.

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www.cmkos.cz

Prague, September 2021

ISBN: 978-80-86809-29-8

This document was translated within the “Social dialogue for social peace and economic growth” project, Reg. No: CZ.03.01.03/00/22_001/0000084, which is financed from ESF funds through the Employment Plus Operational Programme and the state budget of the Czech Republic.

Prague, February 2023

Translation by Alice Lamb

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LIST OF ABBREVIATIONS USED

MEYS / MŠMT in Czech	The Ministry of Education, Youth and Sports
MoLSA / MPSV in Czech	The Ministry of Labour and Social Affairs
MIT / MPO in Czech	The Ministry of Industry and Trade
ILO	International Labour Organization
OECD	Organisation for Economic Cooperation and Development
TUAC	Trade Union Advisory Committee to the OECD
COOPERATION	Coordination of Vocational Training as a Tool of Employment Services
ČMKOS	The Czech-Moravian Confederation of Trade Unions
SP ČR	The Confederation of Industry and Transport of the Czech Republic
CEDEFOP	The European Centre for the Development of Vocational Training
FEF	Further Education Fund
CESA	The Council of Economic and Social Agreement
NRP	The National Recovery Plan
NQF	National Qualifications Framework
NOC	National Occupational Classification

1. INTRODUCTION

Technological changes (Industry 4.0) provide hope for increased human life quality, due to the increase in work productivity and the disappearance of monotonous and physically demanding jobs. This hope will certainly go parallel with a radical transformation of the world of work and society per se. Transformational changes entail both opportunities and risks. Let us focus, for example, on the incompatibility of the current further education system with emerging megatrends in the world of work. This incompatibility is the driving force behind the creation of the *Draft Concept of Further Education from the Point of View of Social Partners in the Czech Republic*. The motivation is to emphasise the role social partners may and must play in the area of lifelong learning, or further professional education.

One of the key characteristics of a technological change is its unpredictability. We are not able to predict how the situation will develop in the future, not even in the relatively short term of a few years. It is therefore necessary to approach the educational process from the perspective of lifelong learning and rather than attempting to solve current challenges in primary education only, we must also focus on further education. This is relevant for almost four million adult employees in the Czech Republic who are currently on the labour market. It is therefore necessary to seek a common direction for the development of skills in a lifelong perspective within the framework of social dialogue and collective bargaining. It is advisable to initiate a debate on the further professional education framework that will focus on people in an attempt to help them with their employability within the perspective of their entire productive life.

The concept of further education cannot be limited only to people with a compromised ability to succeed in the labour market, but it must become part of lifelong learning for all of us. It is necessary to boost the demand for further education and to motivate individuals – to inform them thoroughly of the possibilities and advantages of increasing their qualifications. People need to acquire new perspectives and attitudes, being aware of opportunities and values that recognise the need to constantly advance their knowledge and skills. The task of social partners will be to support workers in acquiring a sense of a new perception of their identity as active students. Further education will therefore not be just an exceptional crisis intervention to satisfy the current needs of the labour market, but an entirely natural part of the educational path of every one of us.

Social partners are convinced that one of the pillars of the future of work must be adequate and continuous investments in increasing human skills and abilities. After all, this is also one of the conclusions of the Global Commission on the Future of Work (ILO

2019), established by the International Labour Organization, the largest institutional authority in the world of work.

The Draft Concept of Further Education from the Point of View of Social Partners in the Czech Republic was created as part of the implementation of the “Social Dialogue and Company 4.0” project, carried out by the Czech-Moravian Confederation of Trade Unions in partnership with the Confederation of Industry and Transport of the Czech Republic in 2019–2022. One of the ambitious objectives of the project is to introduce within the social dialogue, and Czech society as such, the belief in the necessity and usefulness of building a learning culture based on systemic support of lifelong learning, or more precisely of further professional education.

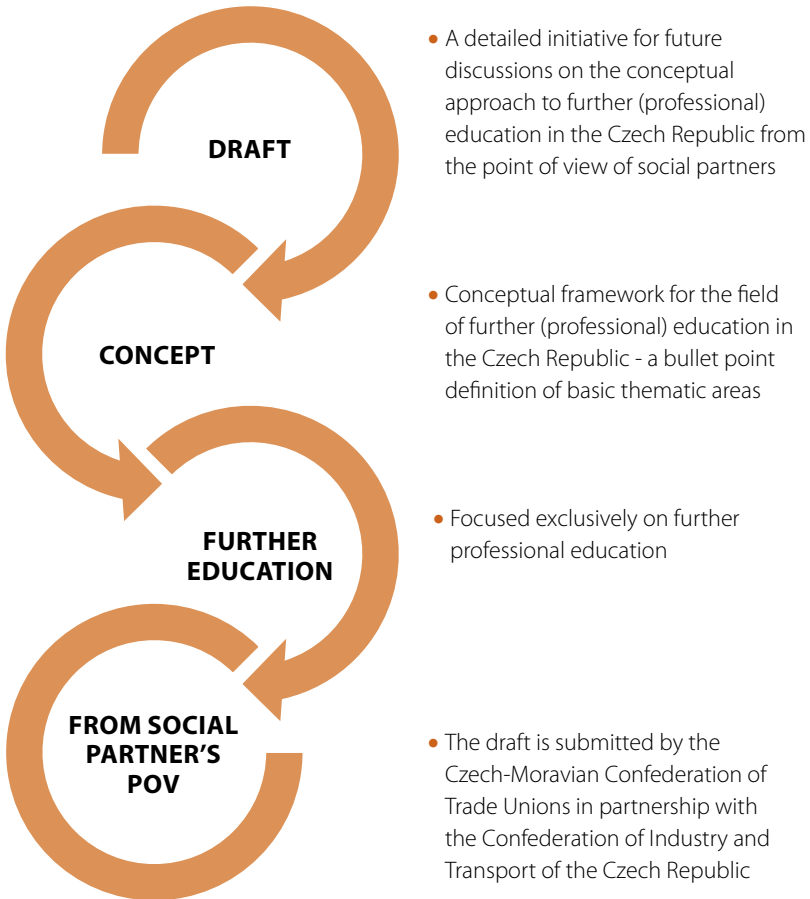
In 2020 and 2021, we organised a total of 18 discussion forums on the topic of further education throughout the Czech Republic, at which, working with employers, trade union representatives, employees, and both the professional and the general public, we worded the key ideas materialised in a comprehensive Draft Concept (see below, e.g., a section of an image from a collaborative JamBoard work within the discussion forum in the South Moravian Region).



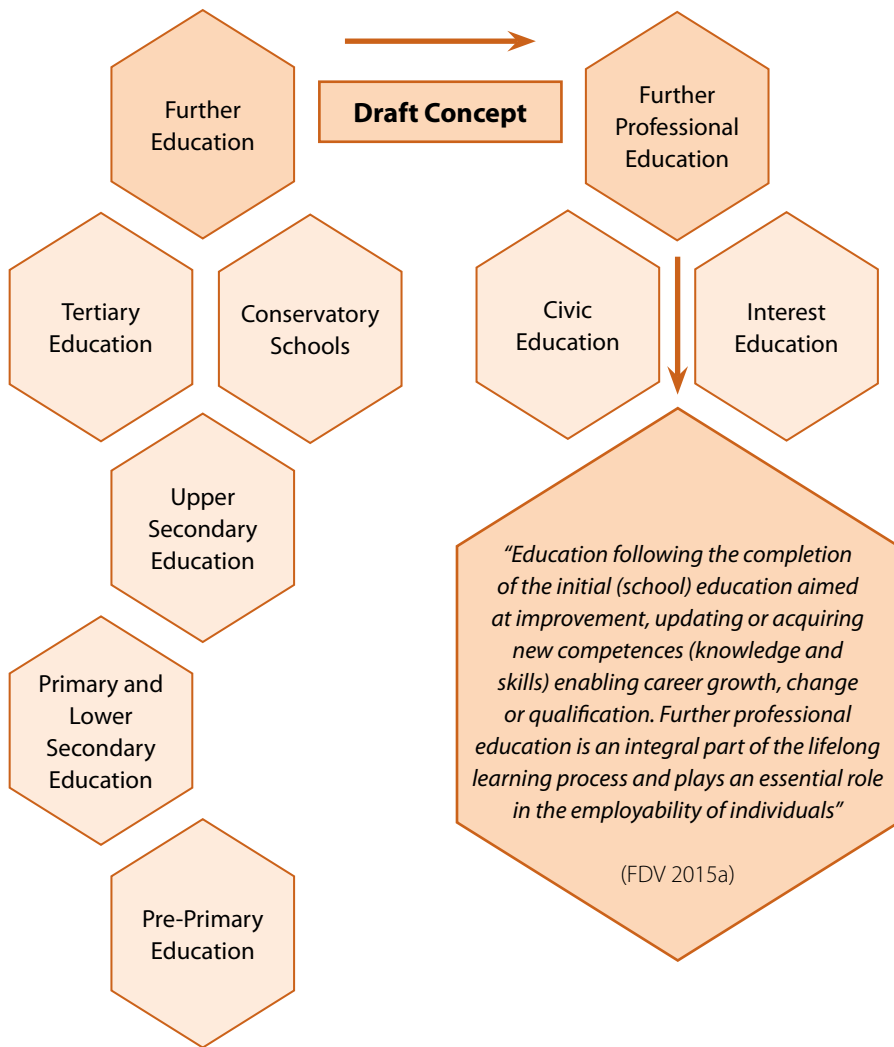
Until the end of 2021, we will organise another 12 discussion forums, at which we will present the Draft Concept and search national and regional options for applying the Draft Concept framework pillars.

We will seek key support for the Draft Concept at the national level through social dialogue. Thus, we will present it to the Plenary Meeting of the Council of the Economic and Social Agreement of the Czech Republic for review. Our goal is to transparently and confidently introduce the topic of further professional education from the point of view of social partners at the top level. Key labour market players, representatives of both employers and employees, respectively the Confederation of Industry and Transport and the Czech-Moravian Confederation of Trade Unions, are ready.

2. BASIC VISUALIZATION

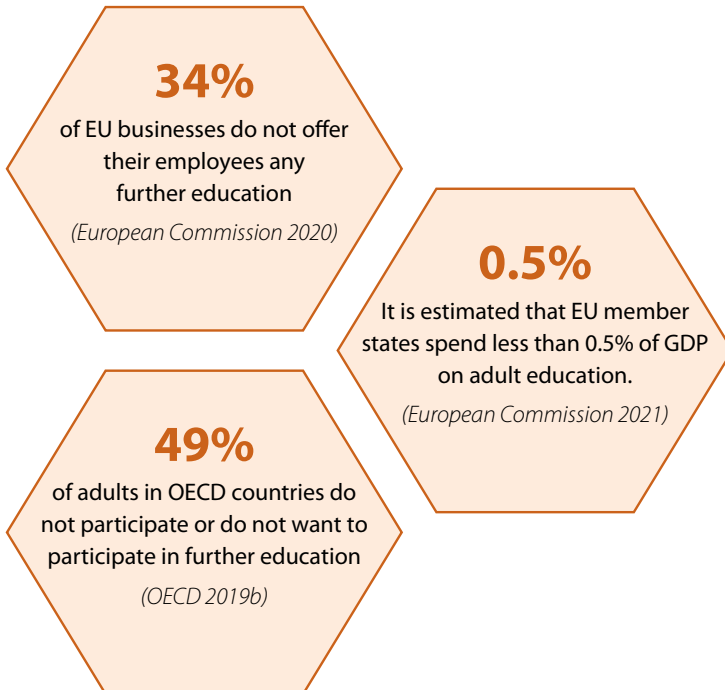


Adult education is a very broad term comprising the education of the adult population, which can include adult school education (obtaining a degree), further education, and senior education. The primary interest of social partners in the Czech Republic is the area of professional and vocational training during active working life, i.e., the area of further professional education. This prioritization of professional education, at the expense of civic and interest-based education, stems from the understandable prioritization of the world of work. *“With the workplace being of central importance to much adult education and training, the social partners have a key role to play in getting our adult learning systems ready for the future.”* (OECD 2019a).



3. FURTHER EDUCATION CHALLENGES

The reasons, often quoted by companies, comprise high costs or simply the lack of time of their employees to participate in further education. The internal dynamics of the organisation is also key. According to extensive research by two EU organisations, Cedefop and Eurofound from 2019 (Eurofound and Cedefop 2020) *European Company Survey*, only one in five organisations have properly implemented internal processes that support employee voice in the workplace and support further skills development. We cannot also ignore the increasing number of those who work in the contract economy, i.e., without a permanent employment relationship and therefore without direct access to an employer, or without direct access to further (corporate) education. In a globalized economy, companies often use outsourcing, which strongly disrupts the paradigm of the corporate workplace as the primary point of the further development of adult skills. Finally, small and medium-sized enterprises are very fragile with regard to the demands of further education, as these enterprises often do not have the administrative, financial, and time resources to secure further education.



Adults have many responsibilities (work, family, personal) they need to consider when thinking about participating in further education. The biggest barriers to participation in further education (expressed as percentages of people between 25-64 in EU countries in 2016) are: workload (39.9%), family ties (32.5%), price of further education (28.4%), and lack of employer or state support (20.9%) (Eurostat 2019). The following aspects also play a role: the quality of further education, the motivation to further education (especially for people with low qualifications), or the interconnection of further education with career counselling (the ability to answer the question: Why am I seeking further education?).

Technological innovations, demographic trends, globalization, and the transition to a low-carbon economy will lead to a profound transformation of the world of work. A full 32% of jobs in OECD countries are expected to undergo profound changes over the next twenty years (OECD 2019b). According to Cedefop estimates, a full 46% of the EU's adult population (126 million inhabitants) will need to update their skills or acquire new ones in order to keep or get a job corresponding to their competences and skill level (Cedefop 2020). This will put enormous pressure on adult education systems (retraining, qualifications, corporate education, etc.). Yet, public and private investments are still insufficient.

3.1 FOCUSED ON: THE CZECH REPUBLIC

One of the EU priorities was to reach 15% of adults in education by the end of 2020. Only nine member countries had met this target by 2018, whereas the remaining member countries have very little or no chance of fulfilling the objective. This is also true for the Czech Republic, which does not come close to the European average of 11.1% of adults in further education (ČMKOS 2019). Moreover, the share of participation in further education in the Czech Republic has been declining in recent years. The area of support and development of the further education system is politically invisible and underestimated; participation in further education has been low for a long time. This statement is all the more alarming if viewed in the context of social megatrends such as digitization, automation or the transition to a low-carbon economy.

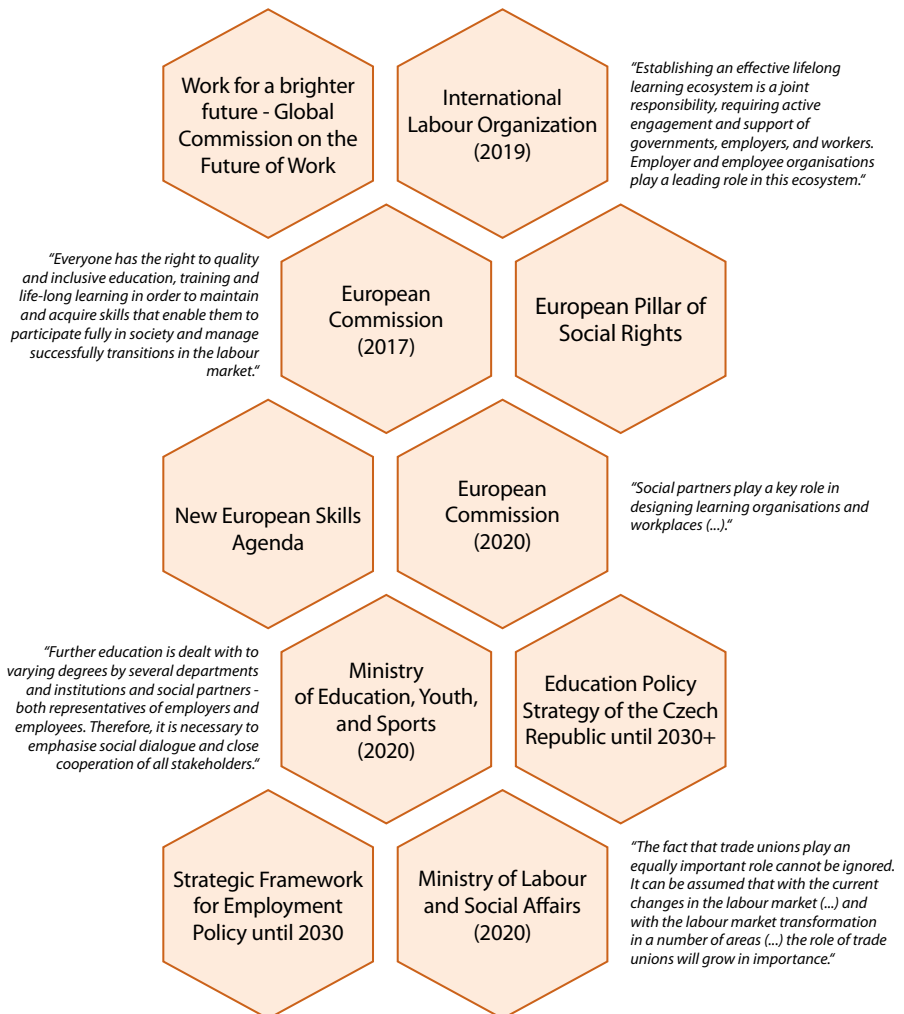
The key to a post-Covid-19 economic restart comprises investing in people and increasing their resilience and adaptability. Just like employees, employers also had to adapt to the "new era" and look for innovative solutions for their future. In the international environment, this looking into the future is connected with strategic investments in development (of people). Of the OECD countries, the Czech Republic is among the countries with the largest share of statutory training, but it is at the very bottom of the list of countries with investments in strategic development (of people), i.e., in percentage of training and re-training hours at the workplace that go beyond the statutory training mandate (ILO and OECD 2020).

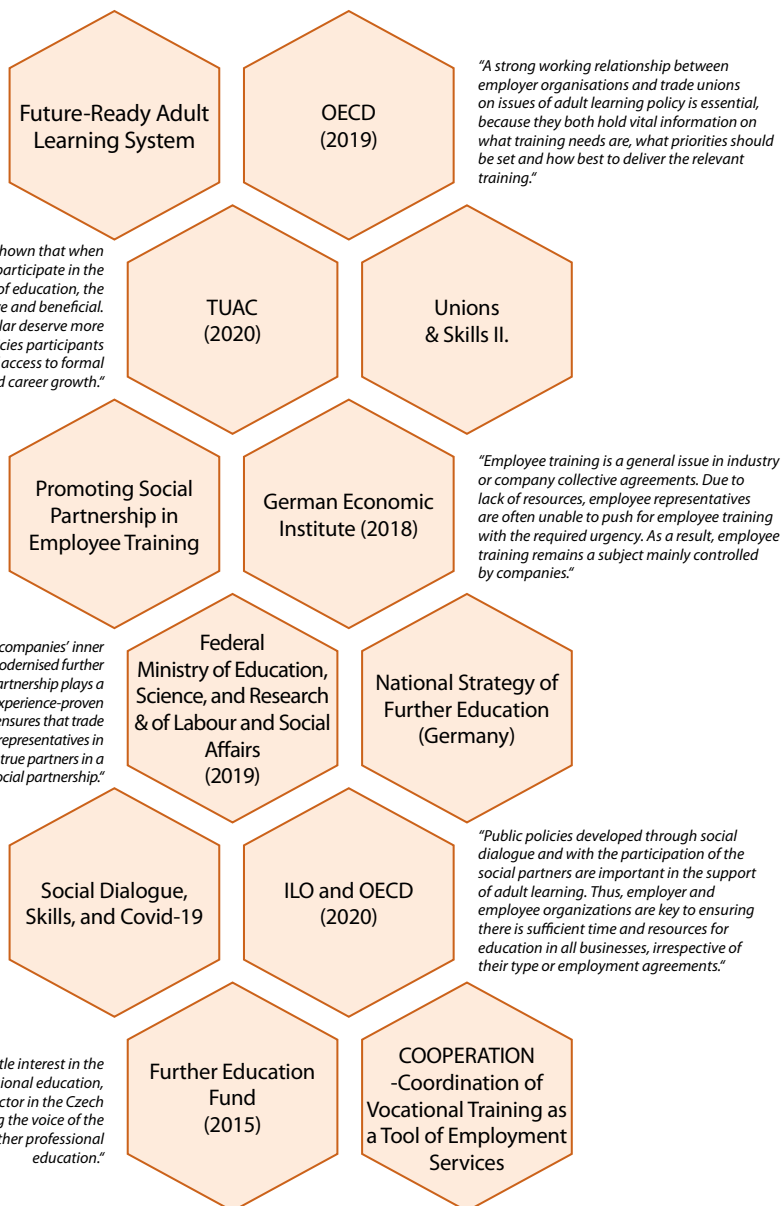
The necessary change in the dynamics of further professional education is introduced by employee representatives, who are the driving force, for example, for higher participation of adults with low qualifications in further professional education or who actively negotiate at the national, sectoral, and company level on the topic of skills and lifelong learning. Unfortunately, Czech trade unions are not very active in relation to further professional education tools, as confirmed by both national (FEF 2015a) and international reports (German Economic Institute 2018). The small capacity of Czech trade unions in further professional education is then reflected in the conduct of social dialogue and collective bargaining in the area of skills. In 2019, only 2% of collective agreements in the corporate sector contained specific programs in the area of further professional development of employees with the number of employees affected.



4. INTER-NATIONAL DRAFT CONCEPT INITIATIVES

The Draft Concept responds to the challenges of further education in a comprehensive and systemic manner. It uses inspiring stimuli from abroad that respond relevantly to social megatrends affecting the world of work. It actively works with analytical materials that were processed in the Czech environment in previous years, the outputs of which have not lost their validity and relevance.





5. SOCIAL DIALOGUE BENEFITS FOR FURTHER EDUCATION

Adult education systems play a key role in society's adaptability to up-coming changes, increase the resilience of individuals, and support innovation at the enterprise level. However, in order for investments in further professional education to be effective, employees to benefit from these systems to the maximum, and businesses to have systemic support for their up-skilling and re-skilling initiatives, it is necessary to implement a partnership approach in the field of further professional education, with the social dialogue being the ideal platform, i.e., a structured dialogue between key actors in the world of work, namely the state, employee representatives, and employers. Social dialogue and collective bargaining in the field of skills and further professional education is a means of making adult education not only functional and future-oriented, but also inclusive and fair for every category of workers.

Future Oriented

The goal of further professional education is to ensure that workers have the skills necessary for successful participation in the labour market.

However, data from the *European Adult Education Survey* show that a full third of adults who participate in further professional education think that it will not help them in the labour market (OECD 2019a). In an ideal case, joint prediction of training needs and definition of further training goals by trade unions and employers works— employers know what skills are needed to develop their business, trade unions have information about the skills and training needs of their members. It is an ideal scenario where the employer and employee representatives identify together the skills and outline the course, thus avoiding unnecessary financial losses resulting from the creation of unnecessary training content, i.e., drafting irrelevant training courses. For the employees, it is beneficial to jointly define training goals, as that way, the goals better correspond to their real needs. Society 4.0 and its demands for the field of work will require the active involvement of employees in corporate solutions in the area of further education, innovation, and the implementation of technological changes in practice. Corporate innovation and development go hand in hand with an emphasis on further professional education of employees.

100 mil EUR

IG Metall, the German trade union in the metal industry, the works council at Siemens, and Siemens have created a Fund for the Future, where Siemens can invest up to EUR 100 million to finance employees' own ideas for corporate innovation.

(World Economic Forum 2019)

Inclusive

According to a research report on the potential of artificial intelligence in the Czech Republic, part of primarily routine skills will be replaceable by technology as follows: within five years for 1.3 million Czech employees, within 15 years for 2.2 million, and within 30 years for almost 3.4 million employees (Government of the Czech Republic 2018). Routine professions are associated in the labour market with low-skilled labour force, which will be most threatened by disruptive changes caused by digitization and automation. Yet only 20% of low-skilled workers participate in further professional education, which is in sharp contrast to the 37% of medium-skilled and 57% of highly-skilled people who participate in further education (TUAC 2020b). However, the problem is not necessarily the motivation of people with low qualifications, but mainly their time and financial barriers that play a role, and their position in the company. Persons with low qualifications do not have equal access to the company's HR department, where persons with higher qualifications are prioritised. Active social dialogue, e.g., through company or industry trade union educational ambassadors who actively work with low-skilled people, such is the case in the Netherlands or Great Britain, offers the way forward. They not only increase the participation of people with low qualifications in further professional education, but also increase the overall participation of employees in further education (Actrav and Skills 2019; Coenen 2020; Roper 2021). In 2016 in Great Britain, for example, employers stated (Stuart et al. 2016), in the context of the work of trade union educational ambassadors in their workplace, the following:



5.1 FOCUSED ON: UNIONS AND SKILLS

Tom Wilson, 2003–2015 Director of Unionlearn, the UK Trade Union Congress's learning and skills organisation, described an example of further professional education at a company level for OECD (Wilson 2016).

“There is nothing harder than a new idea. Many years ago, as a Trade Union officer, I tried to persuade a factory manager that trade unions could help him upskill his workforce. He looked at me suspiciously and asked if I was joking. He said “unions in this place just cause problems, nothing but problems, I try to avoid talking to them. What could they possibly do to help me with training?” Shortly afterwards he went bankrupt, and the factory was sold.

The new owners invested in new machines. The factory was soon flourishing. But new machines demand for new skills. Again, we urged the managers to work with the trade unions to organise the retraining. At first, the new managers were equally suspicious. They too did not see how trade unions could help. The difference was that they listened. The unions presented the evidence. The managers accepted the new idea.

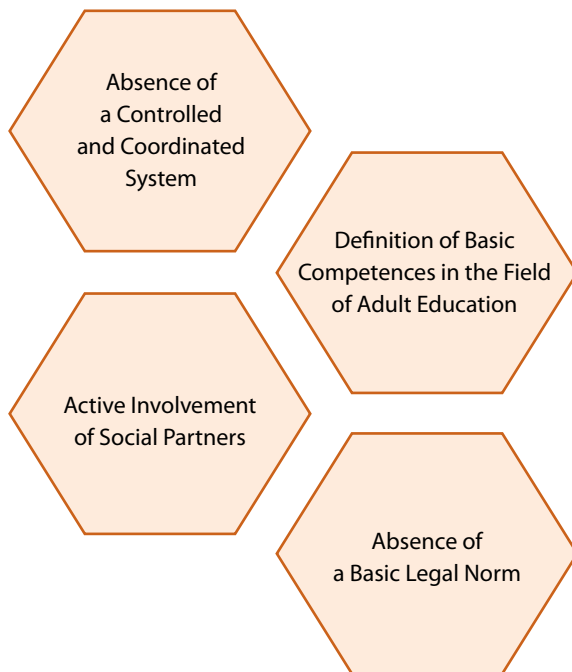
Within six months both managers and unions were enthusiastic partners. The union helped organise the training provider and helped ensure the training was well delivered. Workers were keen to take part where before they had been reluctant. Pass rates rose. The cost per learner fell. The union urged that everyone should have a chance to be trained. Upskilling went through the whole factory: customer sales, accounts, HR, and management. For the first time, everyone had the chance to be trained. Productivity soared and absenteeism fell. The new idea had taken hold.”

Christina Colclough, senior adviser at UNI Global, specialising in the futures of work(ers) & the politics of digital technology, and founder of **The Why Not Lab**, a global consultancy with the motto of “Put workers’ interests centre stage in current and future digital policies.”, is a vocal advocate of an active role of trade unions and social dialogue in skills policy. Together with her colleagues from The Why Not Lab, she stands behind the principle of the “People Plan”, adopted by the World Economic Forum and PricewaterhouseCoopers in their current report “Upskilling for Shared Prosperity” (World Economic Forum and PricewaterhouseCoopers 2021). So, what’s the “People Plan”?

“Before the disruptive technologies are introduced the company, together with the workers and the unions, should map skills and competency profiles. Further training should be co-determined. To ensure that all workers, regardless of their private responsibilities, have access to the training, it must take place within working time and be regarded as an element of their work duties - not an addition to.”
(Colclough 2021).

6. CZECH REPUBLIC: STILL AT THE BEGINNING

The state of adult education, or more precisely further education, in the Czech Republic is not a bed of roses. Czech legislators and political representation in general have never considered adult education as their (political) priority. The future of the country as seen in the Czech political debate is through initial education. However, the employers themselves have come up with a corrective statement: *“It is not enough to develop and improve the education of children and youth in schools, even though it is very important. Each year, only about 100 thousand people enter the labour market having graduated schools, which represents only 1.9% of workers. At this rate, the economy will not be able to supplement the new skills needed for the international competitiveness of companies and the modern way of working of public institutions. We need a functional lifelong learning system with an emphasis on adult education”* (SP ČR 2021). Nevertheless, in the last few years, the topic of adult education in the Czech Republic has remained a marginal one, often haphazard and systemically unanchored. *“Currently, all we can (...) state so far is that we are still at the beginning of a long-term process (...)”* (Šerák 2021).



Definition of Basic Competences, Basic Legal Norm

The development of skills in a lifelong perspective is only possible if there is a respective institutional and legislative framework in place. Foreign analyses show that in such an environment (Act on Further Education; Act on Adult Education; Act on Lifelong Learning; Active Social Dialogue on Further Education), adults participate significantly more in further education. It is no coincidence that more and more EU member states comprise such an institutional or legislative framework. In the Czech Republic, such a basic legal norm for the field of adult education is absent, and the issue is addressed by partial norms (see chapter 6.1 ADULT EDUCATION IN THE CURRENT LEGAL STANDARDS OF THE CZECH REPUBLIC). The definition of basic competences in the field of adult education has been discussed for a long time in the debate between key actors in the world of work, representatives of employees, and employers. Currently, there is no state administration body in charge of adult education. Further education officially falls under the competence of the Ministry of Education, Youth and Sports (MEYS), but many initiatives and activities related to the issue of further professional education are in fact covered by the Ministry of Labour and Social Affairs (MoLSA). This fragmentation was also the conclusion of the Legal Analysis of Competences of Actors in the Field of Further Education, drafted by the Bělina & Partners law firm for the COOPERATION system project. *“In relation to the division of competences between MoLSA and MEYS in the field of further education, it is necessary to draw attention to the overlap of the competences of these actors with regard to their generally defined competences pursuant to the Competence Act. Although the field of further education inevitably affects both the competence of MoLSA and MEYS, the competence of these ministries is not properly specified even within the framework of special legal regulations in order to establish clear boundaries of competence under the current conditions of due cooperation”* (FEF 2015b).

Absence of System

In previous years, a lot of work and financial resources were invested in the Czech Republic in the formation of partial segments of the lifelong learning system, namely further education (e.g., system projects of COOPERATION, CONCEPT, NQF, NOC, UNIV). Unfortunately, these segments do not yet work as a complex and unified system, which is an integral part of the educational policy in the Czech Republic. Sub-segments are managed by the Ministry of Education, Youth and Sports, the Ministry of Labour and Social Affairs, the Ministry of Industry and Trade, and other ministries. The involvement of other key actors in skills policy, i.e., employers, trade unions, and commercial educators, is random, and publicly defined financial incentives for stimulating the demand for further education in the Czech Republic do not exist or are limited (Šerák 2021). So far, no government has managed to ensure the sustainability and further development of activities in the given area after the conclusion of projects financed by the European Social Fund. A major challenge for the entire field of adult education from a systemic point of view is also the issue of the quality of further education, both in terms of the content of education and the quality of lecturers and institutions. There is no unified quality management system implemented in the Czech Republic.

Active Involvement of Social Partners

Back in 2007, the Ministry of Education, Youth and Sports stated in its Lifelong Learning Strategy (MEYS 2007) that the share of social partners in the development of lifelong learning in the Czech Republic was low. However, after 2007, this statement is no longer true, at least in relation to employers, as they actively participated and are still trying to participate in the field of further education, in the creation and development of the National Occupational Classification and National Qualifications Framework, alongside their further participation in system projects of the Ministry of Labour and Social Affairs. Unfortunately, for employee representatives, the statement of the MEYS from 2007 is still valid, at least as far as further education is concerned. A comparative analytical study by the German Economic Institute (German Economic Institute 2018), which was drafted for the European Trade Union Confederation in 2018, confirms the insufficient involvement of Czech employee representatives in the field of further professional education. The study compares twelve European countries within four thematic areas (information, support, and advice; verification and recognition of competences and qualifications; mobilisation of resources; anticipation and identification of qualification needs), and the Czech Republic lags behind both the defined leaders of further professional education and countries with similar economic status. A similar statement is also included in the output of the COOPERATION system project – Coordination of Vocational Training as a Tool of Employment Services (FEF 2015a): It is the minimal involvement of employee representatives in the development of skills in a lifelong perspective that creates an imbalance in the field of further (professional) education, namely in topics such as the (un)availability of company education, (un)equal conditions for the participation of adults in further education, zero vs. positive career growth based on further education, wage / salary stagnation vs. wage / salary increase based on completion of further professional education and others.

6.1 FOCUSED ON: ADULT EDUCATION IN THE CURRENT LEGAL STANDARDS OF THE CZECH REPUBLIC¹

Alongside the legal measures listed below, there are a number of standards in force outlining required professional competence for certain professions.

Constitutional Act No. 2/1993 Coll. as amended by Constitutional Act No. 162/1998 Coll., Charter of Fundamental Rights and Freedoms

- the right to free education in Basic and Secondary schools, and according to the capabilities of the citizen and the possibilities of society, also in universities
- the right to further education, or the right to lifelong learning, respectively, is not part of the constitutional order of the Czech Republic, i.e., it is therefore not guaranteed

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

- therein declared the right of every individual to be educated throughout their entire life, but pursuant to the Education Act, the educational system consists of schools and educational facilities (hence the absence of lifelong learning principles)

Act No. 111/1998 Coll., on Higher Education Institutions and on Amendments and Supplements to Some Other Acts (The Higher Education Act)

- lifelong learning – for a fee, universities can offer lifelong learning courses designed to provide qualification for the performance of a profession or as a leisure time activity

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

- the employer's obligation to provide employees with training on regulations to ensure occupational health and safety awareness
- conditions for the professional development of employees (initial training and introduction, school graduates vocational training, additional qualifications and qualification increases)

Act No. 435/2004 Coll., on Employment

- retraining

Act No. 179/2006 Coll., on the Verification and Recognition of Further Education Results

- National Qualifications Framework

¹ Adapted from Šerák 2021.

7. ACTIVE SOCIAL DIALOGUE AS A STEP FORWARD

For the field of education and further professional development, on the blueprint of social dialogue, there is no single tried and tested manual that could be replicated internationally with guaranteed success. On the contrary, there is a varying degree of participation of the social partners in defining and managing the development of skills.



However, we can say that in most EU countries, the social partners play an important role in the process of building a lifelong learning system, or more precisely further professional education. Foreign experience shows that shared responsibility for the development of the further professional education system, as opposed to the “unilateral” departmental or “only” employer management, has the greatest positive effects on the practice of the labour market and the development of a qualified workforce. The systems thus go far beyond the consultative role of social partners.

Social partners in the Czech Republic are currently classified in international comparisons among countries where social partners have a consultative role (OECD 2019a). However, the effort is to pursue the opposite direction, i.e., that based on shared responsibility, where social partners can define and co-manage the system of further professional education in the Czech Republic.

Social partners, i.e., ČMKOS and SP ČR, therefore, in the following chapter, present the basic pillars of the Draft Concept of Further Education, which assertively reflects this effort to turn the course and take such an important step forward. The Draft Concept is inspired by the latest analytical research and recommendations of the International Labour Organization and the Organization for Economic Policy and Development (primarily OECD 2019b; ILO and OECD 2020). An important source used for verifying the relevance of the basic points of the Draft Concept were the discussion forums for further education and lifelong learning, which ČMKOS, in cooperation with SP ČR, implemented in 2020 and 2021 as part of the project “Social dialogue and Society 4.0” under the name “How not to lose one’s head in times of major social transformations”.

8. DRAFT CONCEPT PILLARS: TRUST, COOPERATION, COMMITMENT, REFLECTION



8.1 MUTUAL TRUST – PROMOTING SHARED PRIORITIES

Relevance

Further education represents a very diverse scope of educational options, such as basic skills courses for adults (libraries, non-profit organizations) who struggle with numbers or the written word; second chance schools for additional qualifications (schools), corporate education (businesses), ICT courses (non-profit organizations, schools, libraries), retraining (Labour Office), etc. However, this at first glance positive richness means that there are many actors involved in the area adult education who do not see themselves as part of an integrated system. Everyone has their goals, their target groups, and even different funding mechanisms. This fragmentation reduces the performance of the entire system of utilization of adult skills, which has its consequences in the areas of productivity and implementation of innovations. The search for shared priorities, for example in the form of creating a comprehensive further education strategy, in the creation of which all key actors participate from the very beginning (BEWARE: commenting is not enough), can provide the much-needed transparent, fair, and future-oriented framework for all involved and create space for a true long-term commitment. Naturally, the involvement of more actors means more time needed for the creation of the strategy. Fortunately, it is also true that the greater the direct participation, the more solid the agreed results, and the easier their implementation.

Inspiration from Abroad (National Further Education Strategy) – Germany

In 2018, the new German government committed in its coalition agreement to develop a National Further Education Strategy under the shared responsibility of all key actors in order to implement a new further education culture. The subsequent creation of the strategy was then led in tandem by the Federal Ministry of Labour and Social Affairs and the Federal Ministry of Education and Research. The following actors were involved in the creation of the strategy from the very beginning: the Federal Ministry of Economy and Energy, the Federal Labour Office, the individual federal states through their expert ministerial conferences, employee representatives and employer associations – chambers. At the national level, a clear commitment and basic boundaries of the designed strategy were expressed, which were then elaborated into individual areas with the help of workshop meetings of key actors involved. The strategy was published in June 2019. It contains 10 objectives and 70 tasks that individual actors have endorsed.

Opportunity

Although almost every OECD member country has its own strategy for the field of adult education (ILO and OECD 2020), the Czech Republic does not yet have such a strategy drafted. The acceleration of Industry 4.0 as a result of Covid-19 and the ever-increasing pressure on innovation and technological change will certainly lead to the need to respond strategically at the national level to the challenges of up-skilling and re-skilling. However, these challenges must not be solved through the lens of one sector, but cross-sectionally within the entire society. The adaptability of the workforce and the competitiveness of the Czech economy depend on investments in people. In order for such investments to be effective and bring long-term benefits, these efforts need to be coordinated, endorsed, and properly targeted. The National Recovery Plan appears to provide an opportunity for the creation of a strategic approach in the area of adult skills, specifically the provision on the establishment of the Committee for Retraining and Further Education. *“Therefore, at the national level, the Committee for Retraining and Further Education will be established on a tripartite basis under the shared responsibility of MoLSA and MEYS, the core task of which being the coordination of activities within the framework of initial vocational and further education from the system setting perspective, with the aim of creating a transparent and stable environment in the field of further education, ensuring effective legislation and standardization processes in this area, increasing the quality and attractiveness of the education provided (...)”* (MIT 2021).

Proposed Recommendations

- The Council of Economic and Social Agreement plenum will propose the development of a National Strategy for Further Education for the Czech Republic.
- The Council of Economic and Social Agreement plenum recommends the Committee for Retraining and Further Education, which is being established as part of the implementation of the National Recovery Plan under the shared management of MoLSA and MEYS, to be the unit assigned to draft the National Strategy for Further Education.
- The Committee for Retraining and Further Education is to ensure a representative scope of actors involved in the work on the National Strategy – the list is to be approved by the Council of Economic and Social Agreement plenum.
- The National Strategy for Further Education draft implementation timeline is to be approved by the Council of Economic and Social Agreement plenum.
- The National Strategy for Further Education is to be submitted to the Government of the Czech Republic for approval.

8.2 MUTUAL TRUST – ENHANCED MANAGEMENT SYSTEM

Relevance

Adult education and its design permeate various public fields in a complex way. Therefore, we cannot view this individual field as solitary, working on its own. On the contrary, we must look for synergies, i.e., intersections where adult education policy positively collides with other public policies and avoid the areas where its interaction has a negative effect. For example, if we raise the retirement threshold, companies can respond to this act by increasing efforts to invest in corporate education for older workers, or alternatively, if we ensure sufficient preschool education capacity, we can free up time for further education of parents. A negative example of an intersection where individual public policies are not mutually supported is the case of the Czech Republic, to be precise, the non-inclusion of further education courses in the reduced rate of value added tax or even complete exemption from value added tax. It is therefore crucial that there is either a horizontal management system (inter-departmental), a vertical management system (centre vs. region) or a tripartite management system (government + employers + trade unions) to ensure that adult education and related policies are not inappropriately duplicated and unnecessarily overlapped, but rather set up to be complementary with other public systems and policies. In its general and long-term recommendations, the World Bank clearly links the government coordination mechanism with the degree of efficiency in the utilization of resources directed to adult education (World Bank 2014).

Inspiration from Abroad – Poland and Denmark

In OECD countries, the horizontal mechanism for managing and coordinating adult education ordinarily takes the form of interdepartmental advisory bodies that can deal with the entire area of adult education across individual ministries or control only a certain area of adult education, e.g., the area of further professional education. To give an example, we can use Poland, where the Interdepartmental Team for Lifelong Learning operates, led by the Ministry of Education, with the participation of ten other ministries and the Prime Minister's Office. A federal system (e.g., Austria or Germany) provides an example of vertical governance, where the national government only defines the "playing field", and the lower levels assume full responsibility for the respective policy management. A certain advantage of this system is not only greater responsiveness to regional and local topics within the national skills policy, but also greater understanding of national goals in the regional environment. Denmark is a good example of a tripartite management system. In 2017, Danish trade unions, employers, and the government concluded a tripartite agreement for the years 2018-2021 on adult education and further education. The agreement contains over 80 commitments, including the creation of training funds for employees, raising awareness of adult education, and training courses to improve the basic skills of workers.

Opportunity

In 2021, the Union of Industry and Transport presented a proposal for the Partnership Management of the Lifelong Learning System (SP ČR 2021). The drafted model envisages the establishment of the Government Council for Qualifications and Education, managed on the basis of a partnership between the state, employers, and employee representatives. The Council would have decision-making authority in the management of the lifelong learning system, and its decision-making process would take place on a partnership basis. The Council's executive apparatus would become the Alliance of the National Network of Sectoral Councils managed by umbrella employer entities (Union of Industry and Transport, Chamber of Commerce, Chamber of Agriculture, Confederation of Employers and Business Unions). According to employers, the system would be able to correctly chain and connect already existing national and system solutions (already verified via a project), predict changes in the supply and demand for qualified labour on the labour market (COMPASS [in Czech KOMPAS] system project), identify shifts in required skills (pilot COMPETENCE 4.0), update professional and qualification standards (NOC and NQF), innovate school education (Framework Educational Programmes) and adult educational programmes (modularization of retraining, recognition of results of non-formal education and informal learning).

Proposed Recommendations

- **Obtaining an independent audit of the current state of management of the adult educational system in the Czech Republic**
- **Creation of a permanent coordination mechanism at government level with a tripartite basis (government + social partners, i.e., employers and trade unions) for adult education, or further professional education**
- **Creation of a permanent working team of the Economic and Social Agreement Council for the area of further professional education**

8.3 MUTUAL TRUST – COMMON SKILLS FORESIGHT

Relevance

One of the key goals of adult education, or further professional education, is to equip its participants with skills that ensure their employability on the labour market and increase their career opportunities. According to the data collected, we also know that adults participate in further education mainly for professional reasons, i.e., in order to secure a better position on the labour market. However, the big challenge is to define who needs which particular skills, which skills are needed now, and which skills will be needed in five, ten or 20 years' time, and last but by no means least, to ensure the content of further education has its relevance, i.e., a real impact for the participant. Although various actors engage in skill prediction (in the Czech Republic at the company level, at the sectoral level (the Sector Council) or at the system level (COMPAS)), their predictions are not widely shared and coordinated into a unified output that could form the basis for the creation of public policy. Moreover, prediction results are seldom reflected in the design of further professional education. In OECD countries, social partners and other key actors see the coordination and management system of skills prediction as the biggest challenge (obstacle) as either not all relevant actors are included, or the individual steps in the skills prediction are not purposefully coordinated across individual actors (OECD 2019b). The joint prediction of skills based on social partnership ensures that the design of further professional education is strategically directed and meets the needs of the labour market, people, and businesses.

Inspiration from Abroad – France and Finland

France identified the coordination and harmonization of the creation of prediction systems for the labour market as one of the big challenges. Labour market predictions were implemented at the national, regional, sectoral level, with each actor using their own methodology and unique approach. The French government has therefore set up *Strategy France*, a government think-tank with the sole aim to coordinate activities, share experience, methods, and tools. *Strategy France* then created the *Réseau Emplois Compétences* to form a common methodological framework for all additional anticipatory studies. In Finland, 26 National Education and Vocational Committees have been established, covering various sectors of economic activity. These Committees are created on a tripartite basis by the Ministry of Education and are perceived as an expert body for predicting skills and competences in the future labour market.

Opportunity

Since 2007, sector councils, i.e., independent and employer-organised associations of experts among important employers, representatives of professional associations, and specialists in the development of human resources in the given sector, have been systematically developed. The members of the given sectoral council then jointly monitor the labour market and identify development trends and changes therein, and exchange information about the needs of

the sector in the development of human resources. The aim of the sector councils is to create a system reflecting the real requirements of employers on employee activities, their skills, and educational opportunities. They are thus an ideal platform where current changes in job performance requirements in connection with the 4.0 concept (Society 4.0; Work 4.0) can be discussed. Sector councils can be the drivers of requirements from practice for the design of further professional education. The sector councils were fundamentally involved in the creation of national systems, namely the National Occupational Classification and the National Qualifications Framework, i.e., the pillars of the Czech subsystem of further professional education, or tools for the effective functioning of the Act on the Verification and Recognition of Further Education Results in the Czech Republic. The National Occupational Classification is an available catalogue of jobs that should reflect the real situation on the Czech labour market through the activities of the Sector Councils. They monitor and record the description of detailed requirements for employees (work performers) in the form of general and professional competencies. The National Occupational Classification forms the basis for the creation of the National Qualifications Framework, which works as a publicly available register of professional and complex professional qualifications. Furthermore, Act No. 179/2006 Coll., on the Verification and Recognition of Further Education Results, also comprises the rules for the verification of individual qualifications, i.e., the evaluation standard, which contains the conditions, content, and procedure for the verification of relevant competences as part of an examination by an authorised person.

Proposed Recommendations

- To ensure the sustainability of sector council operations in the medium and long-term using the public commitment of the state
- To ensure the existence and effective working of national systems, the National Occupational Classification and the National Qualifications Framework, in the medium and long-term using the public commitment of the state
- Purposefully umbrella both systems within the framework of strengthening the management mechanisms of the adult education system in the Czech Republic and/or set transparent rules for the consistent coordination of both systems, or of their administrators (MoLSA vs. MEYS)
- To transform sectoral councils from a tool of employers into a tool of partnership management on a tripartite basis (government + social partners, i.e., employers and trade unions)
- To improve social dialogue within the sector council way of working, or to ensure the regular participation of employee representatives in individual sector councils
- To purposefully support the capacities of social partners, especially employee representatives, within the topic of skills prediction in the context of disruptive social changes due to technological innovations

8.4 MUTUAL COOPERATION – OVERCOMING FURTHER PROFESSIONAL EDUCATION BARRIERS

Relevance

If we stand by the belief that the future should be open to everyone, we should offer opportunities and space for participation in further professional education to everyone. It is precisely the field of adult education in which decisions will be made about the nature of our future, as no one will escape the necessity to adapt to Society 4.0 (technological innovations, new business models, job changes). And yet, the options are not open to everyone. *“Groups of workers face varying degrees of challenges in upskilling based on demographics or employment status or skill level. The difference between those who wanted to participate in further education during the last 12 months but could not is greatest between the highly qualified and the low qualified. There are also significant differences between older and younger people, or those working in jobs with high and low risk of automation (...).”* (TUAC 2020a). For many, great barriers to participation in further professional education prevail, predominantly existing work obligations, family issues, and the financial demands of further professional education. Although there is, for example, a general legislative environment for further education, people do not have the time and money to effectively use this environment to their advantage. This applies specially to disadvantaged groups on the labour market, including people with low qualifications. In many countries, it is social dialogue and collective bargaining that give people much-needed time and money to participate in further education. Paid study leave, wage compensation or reimbursement of further education courses are all subject to collective agreements or tripartite agreements at the sectoral level. According to the TUAC position paper, which mapped case studies in OECD countries, it is demonstrable that: *“Collective agreements and social dialogue processes can implement or support frameworks that outline the rights to education, paid leaves of absence / educational compensation, and time dedicated to education (...). With union support, acceptance, retention, and progress rates have increased at all levels of education. Unions advocate a culture of dynamic and continuing education for adults throughout their working life (...).”* (TUAC 2020a).

Inspiration from Abroad – Italy

Collective bargaining requires a sense of dialogue and a willingness to seek a common compromise where there were completely different positions at the beginning. In 2016, the four-year collective agreement for workers in the metal industry was renewed in Italy after a long dispute. Local unions and employers agreed on amended rights in the area of further professional education in exchange for reducing demands for wage growth. To the already existing authorisation of 150 hours of training per employee over three years, unions and employers then agreed on an additional 300 euros per employee for further training purposes and an increase of 24 hours of paid leave of absence for training purposes.

Opportunity

In the Czech Republic, there are barriers to participation in further education that copy the international reality (time, money), and in the absence of a law on further education or another comprehensive legal norm regulating the entire field of further education, social dialogue and collective bargaining may be a way to provide people with finances and time to participate in further education. In the Czech Republic, there is a huge potential to manage this topic through social dialogue, which is completely unused in the field of adult skills development.

Proposed Recommendations

- To specify more often the conditions for professional development of employees in collective agreements
- To establish further professional education as part of working hours in collective agreements
- Within the corporate social dialogue framework, place greater emphasis on specific and transparent motivational elements for workers who participate in further education (e.g., salary increase after obtaining a certificate of post-graduation)
- To motivate employee representatives more to focus their activities on further education
- To focus on further education for those who are threatened by automation and digitization or have low qualifications
- To include both systems, the National Occupational Classification and the National Qualifications Framework, in the social partners' agenda, or to the agenda of employee and employer representatives at the corporate level
- To create a public database of examples of good practice in the field of cooperation between employers and employees and their representatives on the implementation of innovative business solutions
- At the state level, to design more innovative and pilot projects aimed at hard-to-reach groups of people in the field of further professional education

8.5 MUTUAL COOPERATION – ADEQUATE PUBLIC FUNDING

Relevance

In order for the adult education system to run well, it cannot do without financial support, which should ensure the standard operation of all its components, alongside intended goals. There is no clearly defined “correct” amount of funding, but it is clear that, compared to other education subsystems, it is not doing well. According to available data for OECD countries from 2009, “expenditure on adult education averaged 0.9% of GDP in OECD countries with available data, while it was 2.6% of GDP for primary education, 1.3% for secondary education, and 1.6% for tertiary education” (OECD 2019b). The challenges for adult education will only increase with the megatrends affecting the world of work, which is why the question of the financial “health” of further education is pressing.

Inspiration from Abroad (Employer Professional Development Funds) – Ireland

Skillnet Ireland is the Irish Government business support agency. Its key idea is based on the theme of cooperation: “Companies in the same sector or region, which have similar needs in the area of development of their employees, implement further professional education courses together (if everyone were to do it alone, it would not be feasible for many).” The Skillnet funding is ensured through the Irish tax system (employers pay a specific tax) and the whole agency is managed on a tripartite basis. Skillnet coordinates 66 educational networks, which include approx. 15 thousand companies, with 94% within the category of small and medium-sized enterprises. In 2017, 30.2 million euros were invested in educational activities through Skillnet, and approx. 50 thousand employees underwent professional development.

Inspiration from Abroad (Individual Educational Accounts) – France and Singapore

Individual educational accounts are a top priority of the current European Commission, although we can find their true and full implementation in two countries in the world only, namely France and Singapore. In France, we are talking about the “Compte Personnel de Formation” (CPF), which can be used by any French worker (employee, self-employed, job seeker) since 2015. These individual educational accounts are available to workers throughout their active work life. Individual educational accounts are funded by medium-size and large enterprises (tax deductions). Users are entitled to draw 500 euros per year for education (people with low qualifications 800 euros) for a period of 10 years. In 2015, Singapore introduced the “SkillFuture Initiative” with a primary growth goal of more motivating employees to pursue their own path in the labour market. All citizens over the age of 25 have a special account opened totalling 500 Singapore dollars, which they

can use on professional development (only). This credit has no expiration date, and the Singapore government plans to continue to top it up.

Inspiration from Abroad (Corporate Professional Development Funds) – the Netherlands

Dutch unions negotiate with employers the use of company funds for professional development (“O&O fondsen”), which are financed by employers through the tax system. There are 125 such funds in the Netherlands, which are managed on a tripartite basis. Funds implement various types of professional development according to their specific focus. In the automotive industry, for example, career coaches were reimbursed through the fund for better planning of the future of employees in the automotive industry. Another fund provided seasonal workers with educational vouchers worth up to 500 euros that could be used to purchase accredited programmes.

Opportunity

Compared to OECD countries, the Czech Republic spends a very small part of public resources on further education (OECD 2019b). For example, in 2015, it spent a total of 43.2% of its employment policy funds on active employment policy, while in 2019, it was only 12.6% (ČMKOS 2021). Although it is obvious that the explanation can be found in the very low level of unemployment during the period of growth of the Czech economy, future megatrends, such as digitization and automation, were not unknown in the Czech Republic, i.e., their possible impacts on the Czech labour market were not unknown. The huge challenges in the field of up-skilling and re-skilling are an opportunity to change the trend in public spending for further education and adapt public policies in this area to adequately respond to the coming challenges. The state is not the only actor in the field of further education and in the future, in the context of budgetary challenges in general, the costs of further education will need to be shared among several actors. The benefits arising from further education are evenly distributed between the state (competitiveness), the company (innovation), and the individual (employability). Therefore, it is possible to legitimately consider their financial contribution (share) to the functioning of the entire system. Financing in the Czech Republic should be based on the principle of shared contribution and joint decision-making, ideally on a tripartite basis. It should therefore involve the state (in the form of direct payments for education and an active employment policy), employers (in the form of a contribution to education, payments of the employee’s non-productive activity or their part of the statutory contributions), and, last but not least, the employees, for whom the costs could be reimbursed upon successful completion of education either by the company or the state. An alternative source of systemic funding could be the levy of a certain part (e.g., 0.5%) of the income tax of legal entities or around 1% of the volume of wages paid to a special tripartite educational fund,

from which activities in the field of skill development would subsequently be financed. A reasonable volume of funds should be set aside to motivate citizens to participate in further education even if they are not clients of the Labour Office and their education is not financed by their employer. It could comprise the introduction of a system of individual education accounts or vouchers covering all or part of the education.

Proposed Recommendations

- To increase active employment policy fundings as a unique tool for active intervention on the labour market in the context of future challenges
- To balance out public spending on initial and further education – to make both pillars of lifelong learning equal on a political and financial level
- To implement stimulating tax incentives for both employers and individuals who participate in further skills development
- For the sake of a strategically oriented discussion, to draft an analysis of scenarios for the possible funding of further professional education in the context of existing and emerging social megatrends – focusing on forms of strengthening the elements of direct support (employer; individual) and the tripartite educational fund
- To draft an up-to-date analysis of possible scenarios for the implementation of individual educational accounts in the Czech Republic

8.6 MUTUAL COMMITMENT – NOURISHING FURTHER PROFESSIONAL EDUCATION CULTURE

Relevance

Europe faces huge challenges in the adaptability of its workforce – 126 million people will need to update their skills or acquire new ones in order to keep or get jobs that match their competences and skill levels. Moreover, almost 48% of the adult population does not want to engage in further education, while 12% would like to, but cannot, because time and financial reasons prevent them from so doing. The fact that those who need to learn the most (people with low qualifications; people threatened by automation and digitalization) participate in further education the least is the most alarming aspect (TUAC 2020b). These are not challenges that can be solved in the short term and managed with ad hoc solutions. A strong social culture of further education needs to be built, which is to be effectively linked to initial education in the concept of lifelong learning and shared by all key social actors in order to reach the majority of the population. There is a need to build a broad coalition of actors, including research institutions, academic workplaces, and educational organizations, which will ensure the sustainability of further education in the medium and long term, and able to survive the electoral cycle. Most vocational training in OECD countries takes place in the workplace, with only 20% of those participating in further professional education attending a classroom (formal education to obtain a degree). Social dialogue and the active participation of social partners appear to be at the core of successful further professional education programmes that support and develop a culture of continuing vocational training at the workplace and in society (ILO and OECD 2020). It is the activity of social partners directly at the workplace which makes further professional education visible, increases awareness of the necessity and purpose of further education throughout their professional life, and activates those who “do not need further professional education”. Social partners, or employee representatives, can be relevant partners for the company’s personnel policy and, with their “different” knowledge of the workplace, help to introduce innovative procedures into production and manufacturing. There is a simple and proven rule of “the more available information on further education, the more the participation of adults in further professional education grows”. Proven principles include, for example, educational ambassadors at the workplace, the institute of worker co-determination, and public counselling centres.

Inspiration from Abroad – Netherlands, USA

In the past, the headquarters of the Dutch Federation of Trade Unions (*Federatie Nederlandse Vakbeweging, FNV*) has test run the project of trade union representatives as educational ambassadors in a large manufacturing company. Educational ambassadors are workers who inform their colleagues on the rights and options of further professional development and try to motivate them to participate in further professional education. The entire year-long pilot project was financed by the employer. After a year of working in the company, the educational ambassadors engaged hard-to-reach employees in further professional growth, and the company was very satisfied with the results. The FNV headquarters is now implementing the project in other sectors and collective agreements, as it believes that qualified employees handle change more easily, are more willing to stand up for their rights, and thus gain a stronger position on the labour market. In the USA, through the initiatives of the United Auto Workers Union, employees participated in the implementation of the World Class Manufacturing concept at the Fiat Chrysler Automobiles factory. The concept of World Class Manufacturing encourages employees to take more responsibility, but also allows them to have more autonomy. The goal is to reflect on their own work in the company and to propose new solutions in areas such as work organisation and the implementation of new methods. The concept provides them with the opportunity to acquire new skills, e.g., in data collection and analyses or in acquiring critical thinking.

Opportunity

The ministries in charge of further education, i.e., the Ministry of Labour and Social Affairs (MoLSA), and The Ministry of Education, Youth and Sports (MEYS), in their strategic materials, primarily the Strategy 2030+ (MEYS 2020), and the Strategic Framework for Employment Policy until 2030 (MoLSA 2020), emphasise the role of social partners in the area of the labour market and further education. The expressed trust and proposed co-operation therein need to be actively explored. New EU instruments, such as the National Recovery Plan, can help materialise this strategic co-operation, e.g., through strengthening the systems of further professional education management or by designing innovative solutions for the entire field of adult education. The role played by social partners in meeting the goals of the European Pillar of Social Rights and its Action Plan (European Commission 2021), which aims to ensure that by 2030 at least 60% of all adults participate in annual vocational training, is of no lesser importance. It can also be expected that the activity of employers in the field of further professional education will grow in the context of up-skilling and re-skilling challenges, and the role of employee representatives will strengthen, as the trade union members themselves consider the topic to be important for unions (TREXIMA and ČMKOS 2020). A great opportunity thereto is provided by the National Qualifications Framework (NQF) and its interconnection with the activities of social partners, predominantly its active and

practical implementation in everyday activities. The retraining field is another broad source of action in terms of the opportunity for increasing its prestige in the eyes of employers and promoting its efficiency and flexibility towards applicants, for example in the form of modularisation of education.

Proposed Recommendations

- Within the social dialogue, to open the possibility of appointing educational ambassadors in the Czech Republic as an effective tool to strengthen the culture of further education in the workplace, especially in the field of career, or lifelong, counselling
- To create a public communication campaign aimed at supporting further professional education in the Czech Republic
- To create a public and easily accessible online repository of information on further professional education in the Czech Republic
- To increase the capacities of social partners (especially expertise) in the field of counselling for people with low qualifications and for people threatened by automation, or other hard-to-reach groups in further professional education
- To increase the capacities of employee representatives in new trends in digitization and automation – increasing the active participation of employees and their representatives in the formation of corporate innovations

8.7 MUTUAL REFLECTION – FURTHER PROFESSIONAL EDUCATION QUALITY

Relevance

Most adults participate in further professional education because they want to improve their position on the labour market. Yet, according to data from the European Adult Education Survey, only one in three adults reports that participating in further professional education has helped them improve their position on the labour market. This is often related to the quality of further professional education, or to the content relevance of the course, or the quality of the lecturer or provider of further professional education. The quality of further professional education, e.g., its transparent assessment including quality control of final exams, the possibility of systematic and effective user feedback, and continuous monitoring of the quality of lecturers and providers of further education are important factors of the entire system. Quality helps build the credibility of the entire system, i.e., increases participants' interest in further education. Credibility is also a strong determinant for the distribution of public and private funds throughout the system. The quality of further education is inherently linked to the question of: "What should further education aim for?" "What should it achieve?" Answers to those question cannot be found without key actors of the labour market – social partners.

Inspiration from Abroad – Denmark, Belgium

In Belgian Flanders, social partners certify adult education providers in order to guarantee that vocational education courses, their content, and objectives correspond to the needs of the labour market. In Denmark, the social partners are members of 11 vocational training and further education committees that monitor further professional education in different sectors of the labour market. Together, they administer a system that collects data from each participant of a training course (e.g., their satisfaction) or data from employers whose employees participated in further professional education courses. System data is then used to identify quality indicators of further professional education and its modifications.

Opportunity

In the Czech Republic, the quality of further education is not regulated in any way, or there is no unified quality management system. This non-transparency leads to an unbalanced offer of further education with variable quality.

Proposed Recommendations

- Introducing a method of assessing the quality of further education providers

9. PROPOSED RESOLUTION OF THE CZECH REPUBLIC COUNCIL OF ECONOMIC AND SOCIAL AGREEMENT PLENARY MEETING

The Council of Economic and Social Agreement Plenary Meeting

1. Has Reviewed and Acknowledged

The document called "Draft Concept of Further Education from the Point of View of Social Partners in the Czech Republic" processed within the ČMKOS project

2. Has recommended

- a) social partners (representatives of employers and employees) to appoint their members to the Committee for Retraining and Further Education, which should be created as part of the implementation of the National Recovery Plan with the aim of coordinating and covering activities in the framework of further professional education in the Czech Republic;
- b) MoLSA, MEYS, and MIT to ensure the invitation of social partners (representatives of employers and employees) to the Committee for Retraining and Further Education, allowing their effective participation in the activities of the Committee for Retraining and Further Education, incl. shared decision-making;
- c) the Committee for Retraining and Further Education to draft a National Strategy for Further Education in the Czech Republic, which will reflect the topics and recommendations outlined in the submitted Draft Concept of Further Education from the Point of View of Social Partners in the Czech Republic;
- d) the Council of Economic and Social Agreement Board to discuss the state of preparation and implementation of the National Strategy for Further Education in the Czech Republic in the second half of 2022.

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