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ADULT EDUCATION IN OLDER AGE IN THE CZECH REPUBLIC



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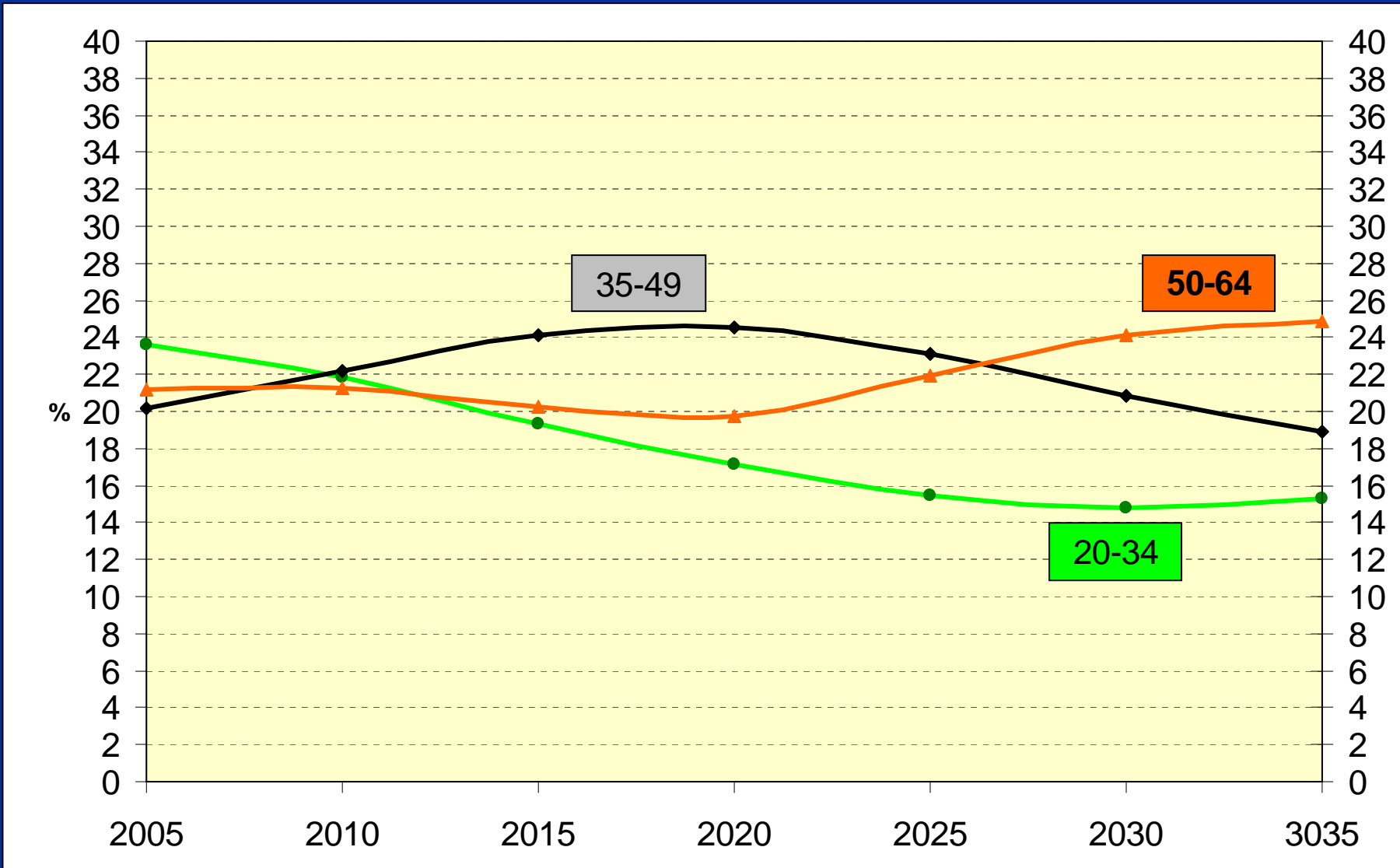
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The context:

3 structural factors:

- (1) projection of future demographic development,
- (2) existing situation in the labour market,
- (3) the current education structure of people in the age referred to as presenior and senior (persons from 50 to 64)

Fig.1: The demographic projection of age groups 20-34, 35-49 and 50-64 in 2005-2035 (the medium variant of the projection by the Czech Statistical Office (2003))



Labour market and the elderly

Table 1: Specific employment and unemployment rates among the 50-64 (shares within the age group) and the shares of retired people by age group in the Czech Republic in 2005

Age groups	(i) Employed			(ii) Unemployed			(iii) Retired*		
	M	F	Tot.	M	F	Tot.	M	F	Tot.
50-54	85,3	79,5	82,3	6.1	9.0	7.6	7.4	8.5	8,0
55-59	78,5	45,8	61,6	5.3	6.5	5.8	15.2	48.2	32.2
60-64	33,7	12,3	22,3	2.0	5.3	3.0	63.9	85.2	75.5

*Both old age and disability pension.

Note: figures do not add to 100%

Source: *Statistical Year Book, Czech Republic, 2005*, Tables 10-10 for columns (i) and (ii) and 10-15 for column (iii).

Level of education

The level of education among the generation of elderly Czech employees, is relatively low when seen from the perspective of a knowledge society.

80% of them has level of education lower than high school.

Necessity of adult education

Questions:

Is today's generation of the Czech elderly willing to continue their education?

Do they realize how important continuing education is for their professional lives?

Which barriers preventing them from attending all kinds of non-formal education do they perceive?

Three categories of learning activities

- Formal learning - leads to recognised diplomas and qualifications.
- Non-formal learning - takes place alongside the mainstream systems of education. Does not lead to certificates. Is provided in the workplace and through the activities of civil society organisations and groups.
- Informal learning is a natural component of everyday life. It is not necessarily intentional learning, and so may well not be recognised even by individuals themselves as contributing to their knowledge and skills.

The elderly and adult education

Participation of elderly persons in continuing education in the Czech Republic is relatively low.

Ad hoc module on lifelong learning survey
(Eurostat in 2003):

CR: Among people aged 55-64 participating in formal, non-formal or informal education and training –mere 20%.

The average for the 25 EU member countries was 30%

To compare: Austria (93%), Slovenia (78%) and Denmark (72%).

Hungary (4%), Greece (7%) and Spain (14%).

Method and Data

National representative survey

Sample of Czech adult population aged 20-65

N = 1,314 respondents

Sampling method: Probability sampling – random walk with Kisch' s tables

The elderly and adult education – results of a special Czech representative survey (Spring 2005)

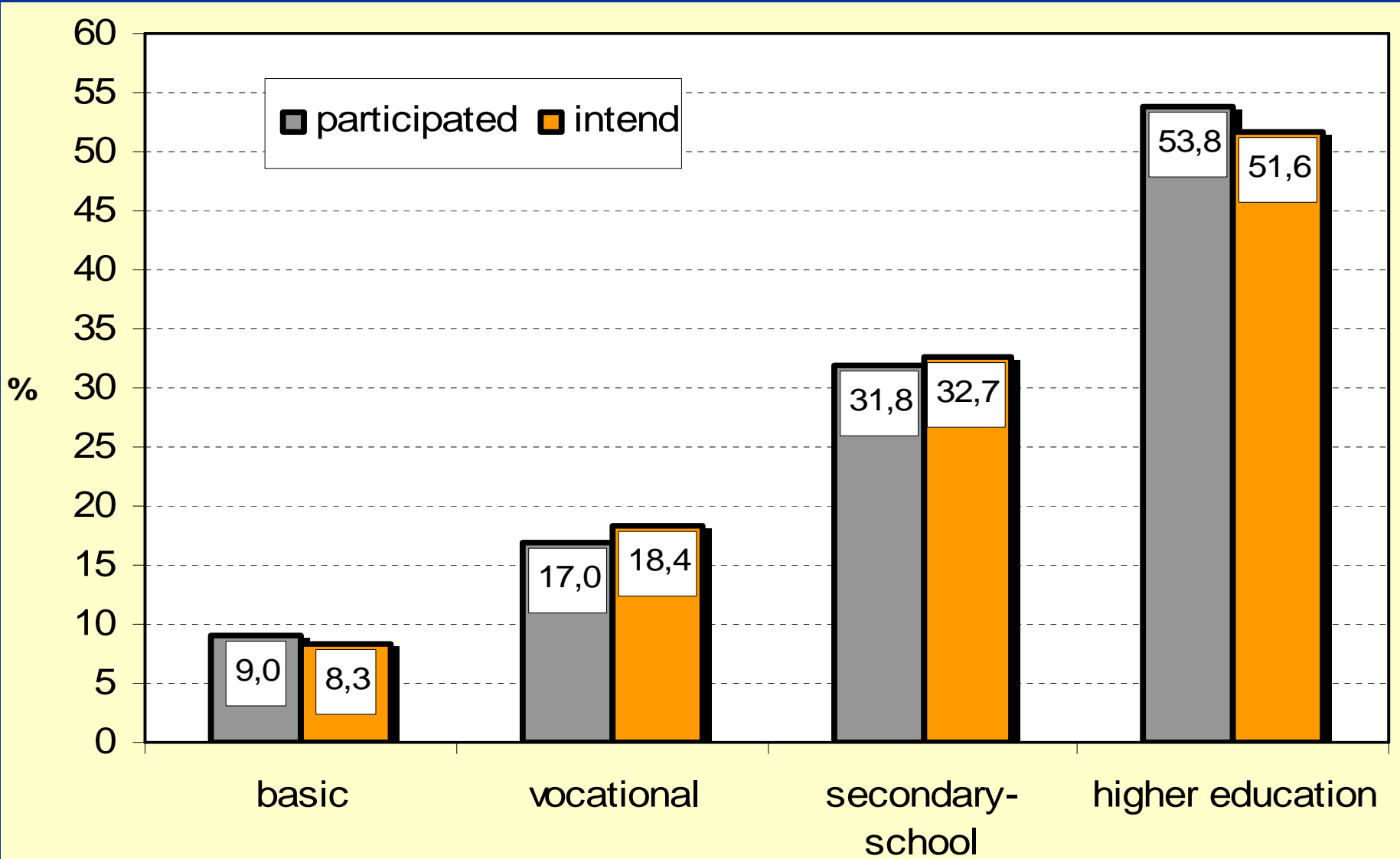
Naturally, no participation in the system of formal education.

Also, majority of respondents in this age (98%) plans no further studies within the formal system of education

Table 4: Overall participation in non-formal education activities by the age group within the last 12 months and planned participation within next 12 months (in % for the age group), N = 1,383

Age group	Participation	Intend to participate
20-29	42	46
30-39	43	48
40-49	39	39
50-59	32	32
60-65	12	13
Total	34	36

Figure 3: The share of respondents 50-65 who had participated in courses of non-formal education in the past 12 months and who were planning to participate in one or another course of non-formal education in the following 12 months, by the level of achieved education (in %)



Achieved level of education



participation in courses



plans for future participation

Table 6: Logistic regression for respondent's participation in courses of adult education in the preceding 12 months by selected characteristics

	Adjusted odds ratios
<i>Gender:</i>	
Male	0.00 (ref.)
Female	1.56 not signif.
<i>Education:</i>	
Basic	0.00 (ref.)
Vocational certificate	1.11 not sign.
Secondary school	2.47 *
Higher education	6.18 **
<i>Age groups:</i>	
50-59	0.00 (ref.)
60-65	0.79 not signif.
<i>Job status:</i>	
Employed	0.00 (ref.)
Unemployed	0.23 *
Retired	0.10 *
<i>Importance of education:</i>	
Low	0.00 (ref.)
High	1.16 not signif.
<i>Participation in preceding 12 months:</i>	
No	X
Yes	X
<i>Constant</i>	0.33 **

Conclusion

Many of the Czech elderly seem not to be aware of a important link between the quality of their lives and the quality of information they have about the world around them.

It is vital to wake them to this awareness.

Thank you for your attention