

**On Adult Education
in the Czech Republic.
Who Participates and Why?**

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Table 1. Educational attainment in selected OECD countries:
adult population 25 to 64-year old, 2002 (in %)

Country	Primary	Lower secondary	ISCED 3C (vocational)	ISCED 3A (secondary completed)	Post secondary (non-tertiary)	Tertiary (type B+A)	Average years of schooling
Canada	6	12	0	28	12	43	12,9
USA	5	8	0	49	0	38	12,7
Finland	0	25	0	42	0	33	12,4
Belgium	19	21	8	24	1	28	11,2
Netherlands	12	22	24	13	5	25	13,5
France	17	18	30	10	0	24	10,9
Germany	2	15	52	3	5	23	13,4
Austria	0	22	49	7	7	14	11,3
Hungary	3	26	29	27	2	14	11,5
CR	0	12	43	33	0	12	12,4
Poland	0	18	35	31	4	12	11,9
Italy	20	33	8	26	2	10	9,4
OECD mean	14	18	19	22	3	23	11,8

Note: Countries are ranked with respect to column of tertiary education

Source: *Education at a Glance. OECD Indicators 2004*. 2004, OECD, Browse-it Edition.

The share of GDP allocated into education:

CR	4.5% (2001)
OECD countries	5–7% (2001)

- ◆ Czech politicians verbally aware that attention paid to education is the key factor to Czech social and economic wellness.
- ◆ Czech educational documents also verbally accentuate the role of life-long learning and adult education.

Main features of life long learning

1. Education not limited to a certain stage of one's life course. It is an organic part of its all stages.
2. It is not only formal education in 'classical' educational institutions but it includes all forms and types of learning
3. It means opportunities to learn for everyone, regardless of age, social status, level of education attained so far, and talent

The aim of the presentation

- Who are the persons who participate in the adult education programs?
- What type of learning they attend (formal + non-formal) and what is their motivation?
- What are the perceived barriers?
- With this knowledge to confront how far is the Czech adult education reality from ideal concepts of “life-long learning”

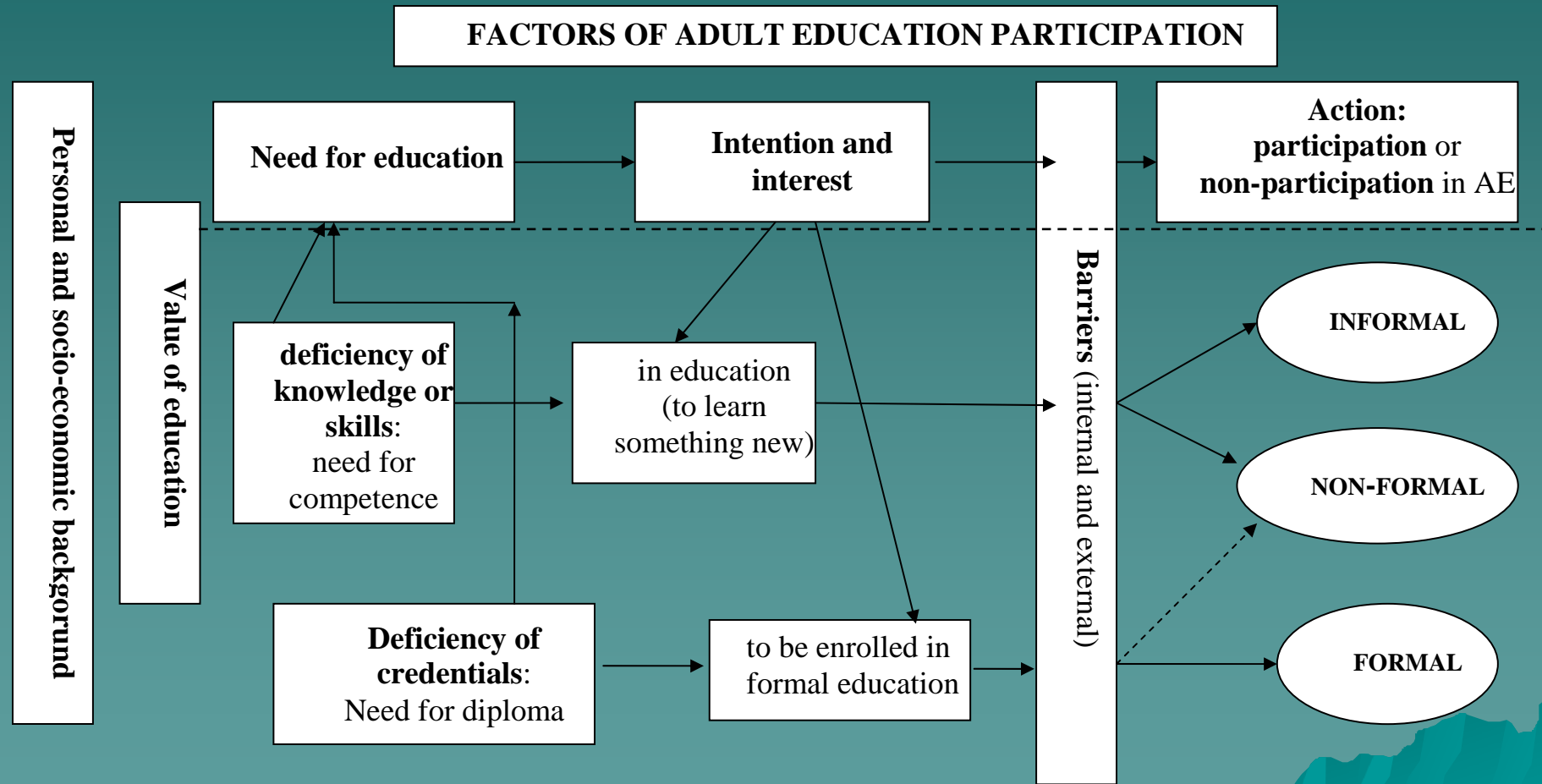
Conceptual framework

- social-psychological theory of reasoned action (Ajzen and Fishbein, 1980)
- rational choice theory based on Becker's assumption that people in their behaviour are weighing the benefits and costs of that behaviour (Becker, 1993).

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. It 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.

Figure 1: Model of factors having impact on one's participation in adult learning



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

Inspirations:

Catalogue no. 81-586-XIE

A Report on Adult Education and Training in Canada

Learning a Living



Statistics
Canada
Human Resources
Development Canada

Statistique
Canada
Développement des ressources
humaines Canada

Canada



U.S. Department of Education
Institute of Education Sciences
NCES 2004-050

National Household Education Surveys of 2001

Participation in Adult Education and Lifelong Learning: 2000-01

September 2004

Kwang Kim
Mary Hagedorn
Jennifer Williamson
Westat

Christopher Chapman
National Center for Education Statistics

A E S 2 0 0 0

Adult
Education
Survey
2000

Introduction
and
Questionnaire

Adult Education Statistics
Statistics Finland

Literacy in the Information Age

FINAL REPORT OF
THE INTERNATIONAL
ADULT LITERACY SURVEY



OECD 

 Statistique
Canada Statistique
Canada

Results

Participation in formal education

Traditional educational trajectory: once the Czechs finish their schooling they do not return back to school. Only 9% did in the past.

Of those, 39% started their study to obtain secondary education certificate, 12% to get higher vocational school diploma and 39% to get the university education.

Motivation:.

- ◆ Job-related reasons: 70% (to get better working position 53% + demand of employers 17%)
- ◆ Personal development declared by 23% of respondents.

Table 2: Reasons why respondents did not continue in formal education

	Adult-education 2005	IALS 1997
Reached sufficient education	27,5 %	13,4 %
Wanted to start working	22,9	20,6
Had to start working	16,3	24,5
Family reasons	7,4	16,6
Did not like the school	7,0	8,8
Was not successful at school	6,5	3,0
Did not get to the proper school	5,4	4,3
Other reasons	3,2	6,4
Left for the army	2,9	0,6
Health reasons	1,1	1,8
Total	100,0	100,0

Plans to participate in formal adult education in near future

Czechs do not plan to participate in formal education in near future:

88% do not intend to do so.

Short summary on formal education

Our data suggest that in the sphere of adult formal education the impact of knowledge society has not been recorded yet in the lives of Czech population .

Participation in non-formal education

Measurement:

questions about learning activities in which respondents may have participated during the 12-month period prior to the interview.

We have distinguished seven types of non-formal learning activities

- (1) work-related courses,
- (2) foreign languages courses,
- (3) ICT courses,
- (4) courses for personal development (e.g. courses on psychology, mental development and so on),
- (5) courses on parenting or partner relationships,
- (6) courses on activities of the leisure time (e.g. to learn how to do some sports or how to paint, etc.),
- (7) courses on civic activities (e.g. to understand matters of local administration, to learn about environmental activities and so on).

As far as the intentions are concerned, we also asked whether a respondent intends to participate in these learning activities in near future.

Participation in non-formal education – results



Table 3. Participation in non-formal education in CR, Finland, Canada and the US.

	Czech Republic*			Finland		Canada		USA		
	1997	2003	2005	1995	2000	1993	1997	1995	1999	2001
	27%	11%	34%	48%	54%	30%	28%	40%	45%	46%
Population surveyed:	20–65	15 +	20-65	18–64		17 + but regular students excl.		16 +		

Measurement in Czechia:

1997: *Have you attended in the past 12 months a course or training? For instance course to increase your qualification, to change your qualification, language course, distance learning, course increasing your skills or any other types of learning? (Yes or no question)*

2003: *Did you attend (or finish) an education within non-formal education in the last 12 months? (Yes, 1 course; Yes, 2 courses; Yes, 3 courses; Yes, more than 3 courses; No)*

2005: *Have you attended in the past 12 months: work-related courses, foreign languages courses, PC courses, courses for personal development (e.g. courses on psychology, mental development and so on), courses on parenting or partner relationships, courses on activities of the leisure time (e.g. to learn how to do some sports or how to paint, etc.), courses on civic activities (e.g. to understand matters of local administration, to learn about environmental activities and so on). (Yes or no question)*

How was the participation in non-formal education measured?

The USA: Adults were asked about participation in seven types of adult education activities during the 12 months prior to the interview: English as a Second Language (ESL), basic skills education, part-time postsecondary degree or diploma programs, apprenticeship programs, work-related courses, and personal interest courses.

Finland: *'Have you participated in training at the following general education institutes in the past 12 months?'* A detailed list of 19 possibilities of adult education followed (see Adult, 2000: 7-9).

Canada: *'At any time during 1997, did you receive any training or education including courses, private lessons, correspondence courses (written or electronic), workshops, apprenticeship training, arts, crafts, recreation courses or any other training or education?'* Respondents were also asked to make a distinction between participation for job or career-related purposes and participation for personal interest.

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Table 2a: Overall participation in the non-formal education in the past 12 months and intention to participate in such activities in next 12 months by sex, education level and age, CR, 2005 (in %)

	Participation in AE	Intention to participace
<i>Sex</i>		
Male	34	34
Female	34	37
<i>Level of education</i>		
Below secondary	12	12
Vocational	23	29
Secondary completed	49	49
Tertiary	68	66
<i>Age groups</i>		
20-29	42	47
30-39	43	48
40-49	39	39
50-59	32	32
60-65	12	13

Table 2b: Overall participation in the non-formal education in the past 12 months and intention to participate in such activities in next 12 months by occupation and job status, CR, 2005 (in %)

	Participation in AE (%)	Intention to participate
<i>Occupation</i>		
Employee	47	45
Self-employed	37	34
Unemployed	19	31
Retired	7	12
Parental leave	25	31
<i>Job status</i>		
Blue collar-unqualified	27	29
Blue collar-qualified	31	29
Clerical, sales, service	53	57
Professional, managerial	77	64
Self employed	38	34
<i>Importance of education</i>		
Low importance	31	33
High importance	43	46

Table 3. Binary logistic regression - participation in the non-formal education in the past 12 months and intention to participate in such activities in next 12 months by sex, education, age, and job status, CR, 2005 (odds ratio)

	Participation (adjusted odds ratio)	Intention (adjusted odds ratio)
<i>Sex:</i>		
Male	0.00 (ref.)	0.00 (ref.)
Female	1.20 n.s.	1.22 n.s.
<i>Education:</i>		
Below secondary	0.00 (ref.)	0.00 (ref.)
Vocational	1,50 n.s.	1.35 n.s.
Secondary completed	3,47 **	1.79 n.s.
Tertiary	6,27 **	3.48 *
<i>Age groups</i>		
20-29	0.00 (ref.)	0.00 (ref.)
30-39	1.68 *	1.48 n.s.
40-49	1.10 n.s.	0.74 n.s.
50-59	1.05 n.s.	0.84 n.s.
60-65	0.87 n.s.	0.22 **
<i>Job status:</i>		
Blue collar-unqualified	0.00 (ref.)	0.00 (ref.)
Blue collar-qualified	1,16 n.s.	0.94 n.s.
Clerical, sales, service	1,53 n.s.	2.29 **
Professional, managerial	2,78 **	2.29 *
Self employed	1,02 n.s.	1.08 n.s.
<i>Importance of education:</i>		
Low	0.00 (ref.)	0.00 (ref.)
High	1,09 n.s.	1.28 n.s.
<i>Constant</i>	<i>0.19 **</i>	<i>0.29 **</i>

Table 4. Typology of adult education participation based on past and intended one.

	Not intending	Intending	Total
Not participated	56 %	10 %	66 %
Participated	8 %	26 %	34 %
Total	64 %	36 %	100 %

Table 5: Adjusted odds ratios of intentions to participate in adult education in the next 12 months by selected characteristics, CR, 2005

	Intention (adjusted odds ratio)
<i>Sex:</i>	
Male	0.00 (ref.)
Female	1.13 n.s.
<i>Education:</i>	
Below secondary	0.00 (ref.)
Vocational	1.14 n.s.
Secondary completed	0.80 n.s.
Tertiary	1.42 n.s.
<i>Age groups</i>	
20-29	0.00 (ref.)
30-39	1.15 n.s.
40-49	0.59 n.s.
50-59	0.73 n.s.
60-65	0.14 **
<i>Job status:</i>	
Blue collar-unqualified	0.00 (ref.)
Blue collar-qualified	0.83 n.s.
Clerical, sales, service	2.48 **
Professional, managerial	1.44 n.s.
Self employed	1.08 n.s.
<i>Importance of education:</i>	
Low	0.00 (ref.)
High	1.33 n.s.
<i>Intention to participate in AE</i>	
No	0.00 (ref.)
Yes	18.23 **
<i>Constant</i>	0.13 **

CONCLUSIONS

1. Education not limited to a certain stage of one's life course. It is an organic part of its all stages.

Reality is different. Our research suggests that we have still the classical type of life course: stage of study preceeds stages of employment and establishing the family.

Conclusions...

2. It is not only formal education in 'classical' educational institutions but it includes all forms and types of learning

The Czechs adults are included in non-formal educational activities. The share of 1/3 of adult population is not a bad result. Typically, it concerns mostly younger people and people with higher education. Range of educational courses is relatively wide, nevertheless the main motivation is associated with the requirements of labour market.

Conclusions...

3. It means opportunities to learn for everyone regardless of age, social status, level of education attained so far, and talent

We are not able to say whether this feature is fulfilled. However, we have a battery of questions on barriers to adult education. Therefore we shall be able to find out what the Czech population think about the possibilities of their participation.