Indicator	Results[1]	Comments
1. Relevance of quality assurance systems for VET providers a) share of providers applying internal quality assurance systems defined by law/at own initiative b) share of accredited VET providers	Ad a) no data are available Act no. 472/2011 Coll., amending the Education Act no. 561/2004 Coll. abolishes the obligation of schools to prepare a report on school self-assessment. Self-assessment is no longer a basis for evaluation of the Czech School Inspectorate and is only a starting point for the annual reports on school activities. The report on self-assessment is not a part of compulsory documentation of the school or a school facility any more. The school, however, can report on the self-evaluation process, it is entirely up to each individual school. Dates, structure and content of self-evaluation are defined by each school. When processing the self-assessment, outputs of the National Project Path to Quality, which are available at www.rvp.cz. can be used. The Path to Quality national project was aimed at providing complete self-assessment support to schools. 1157 schools were registered in 2016 on the website www.evaluacninastroje.rvp.cz. Schools may find self-assessment tools on this website free of charge. It does not mean, however, that these schools have a functional internal quality assurance system. Schools very often use the Map of schools prepared by Scio.	The Map of School is used for the rapid detection of parental satisfaction,

		School/class climate and satisfaction of pedagogical staff. It is possible to involve the whole school, or only selected classes of general secondary schools and VET schools. The survey is anonymous. Questionnaires are filled students, parents, teachers, operational staff.
		The survey includes the following areas: relationship between students, teachers, students-teachers, teachers - school management, school - parents. Risky conditions and safety at school labour conditions and material security training course assessment; Selection of school satisfaction with school; school management
	Ad b The condition for business of a school or a school facility is registration in the school register; The register is publicly available on http://rejskol.msmt.cz/. Programs of tertiary professional schools listed in the register have to be accredited.	
2. Investment in training of teachers and trainers a) share of teachers and trainers participating in further training b) amount of funds invested	Ad a), Ad b) there is no national data available However: The data on teachers who have completed further education within the educational programs organised by NIDV (National Institute for Further Education of pedagogical staff) is available. In 2006 NIDV training programs were attended by about 27 000 teachers, in 2015 it was 22,500 teachers. Numbers vary from year to year for several reasons, depending both on the training provided within various projects and on so-called departmental or resort tasks	This indicator is used for monitoring, planning and target setting purposes. There are however clear differences between teachers and trainers for IVET and CVET: As far as IVET instructors is concerned, training is compulsory within the company or institution in which they are employed and for the qualification which they need for the job but not for trainer activities. As far as their training activities is concerned, continuing vocational education is optional. There is only one formal requirement for people who want to become self- employed CVET trainers: a trade certificate. But this certificate is not related to qualification or educational attainment.

	implemented by Ministry of Education, when the costs are covered by participants or their schools.	NIDV has educational centres in all regions of the Czech Republic, so it can be considered as probably the greatest educator of teachers, although obviously not the only educator in the labour market. The Ministry of Education works with the data when creating strategic documents. However, it is difficult to receive comprehensive data for all of further education (number of participants, the number of educational programs, etc.) There are also educational centres in individual regions which play important role in further education, as well as universities, NGOs and private entities.
3. Participation rate in VET programmes: Number of participants in VET programmes (1)**, according to the type of programme and the individual criteria** (2)	The participation rate is regularly captured and updated in the statistics of the Ministry of Education in formal education in a detailed breakdown by educational attainment, the categories of education and fields of study. In the field of non-formal education regularly updated data are available. The main data on adult learning is identified in the investigation of the training of employees in enterprises, organised by the CSO in 2000 as CVTS 2, 2006 as CVTS 3 and in 2011 as CVTS 4). Another statistical output is, prepared by the Interdepartmental Working Group. Statistics encompassing further education should be available in the coming years. Further data are collected under the Adult Education Survey - AES that was conducted in 2011 on a sample of 10,190 respondents, the next one is scheduled for 2016	http://www.msmt.cz/vzdelavani/skols tvi-v-cr/statistika-skolstvi/statistickevystupy-a-analyzy https://www.czso.cz/csu/czso/dalsiodborne-vzdelavani-zamestnanychosob-dov-2010-f6lqqfmyxn https://www.czso.cz/csu/czso/vzdelav ani-dospelych-specificke-vystupy-zsetreni-adult-education-survey-n8d6jxtzxhj

4. Completion rate in VET programmes: Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria	The rate of completion of vocational education and training programmes is monitored primarily through the success at graduation - at final exams. Detailed information about the school leaving examinations is available at the Centre for Evaluation of Educational	The results of final examinations are provided selectively https://vysledky.cermat.cz/, overall assessment of the interpretation is not publicly available. Monitoring is conducted annually.
	Achievement (CERMAT). Information on completion of programmes in the form of final examinations at EQF Level 3 and EQF Level 2 is clearly monitored within the register of students managed by the Ministry of Education. In the framework of informal learning the completion rate is not monitored.	This information is not publicly available, if necessary, it is created at the request of the Ministry of Education. For this indicator, the word 'drop-outs' is not defined, whether it includes, for example, a transition to another field during the first year of study, or a transition to another school or the fact that a student does not continue his/her studies for several years (for how many years ?).
5. Placement rate in VET programmes: a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (3) b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria	Ad. a) NUV monitors and evaluates the employment of graduates in the labour market as well as the situation and developments in relation to their employability, analyses the causes of development and proposes measures for schools to improve the transition of graduates from school to the labour market. However, it is not a nationwide survey, but a survey sample of graduates, which is usually repeated after three years and includes graduates for 3 and 6 years after graduation. Ad. b) This indicator is not monitored, even within the LFSS it is not possible to obtain statistically significant data due to an insufficient sample size. Data is not collected in the framework of informal learning.	http://www.infoabsolvent.cz/Temata/ PublikaceAbsolventi?Stranka=9-096&NazevSeo=Prechod-absolventustrednich-skol-na-trh-prace-, All publications are available at ww.infoabsolvent.cz in section titled 'Graduates and the labour market'.

6. Utilisation of acquired skills at the workplace: a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria b) satisfaction rate of individuals and employers with acquired skills/competences	Information on the use of acquired skills in the workplace is not individually investigated. NUV requests data on the use of education through investigations of samples and attempts to generalise from these. Information on the indicator are covered either by a sample survey of graduates 3 and 6 years after graduation, or by a survey done by employers. Investigations usually take place after three years. The subject of the inquiry is the evaluation of education and acquired competences, knowledge	Example of a publication relating to the indicator: http://www.infoabsolvent.cz/Temata/ PublikaceAbsolventi?Stranka=9-096&NazevSeo=Prechod-absolventustrednich-skol-na-trh-prace- http://www.infoabsolvent.cz/Temata/ PublikaceAbsolventi?Stranka=9-0-
	and skills used in the first year, employment in the field and alumni satisfaction in the current job. The assessment of the importance of the employee´s competence includes whether development should focus more on school, what competences schools should focus on; competences, the importance of which will increase and professions or areas where companies are struggling with the inadequate quality of young workers.	90&NazevSeo=Potrebyzamestnavatelu-a-pripravenostabsolventu- http://www.infoabsolvent.cz/Temata/ PublikaceAbsolventi?Stranka=9-0-79&NazevSeo=Potrebyzamestnavatelu-a-pripravenostabsolventu-
7. Unemployment rate (4) **according to individual criteria**	The unemployment rate according to ILO data based on LFS, with respect to the sample size, is of real use for the age group of 15-74 years. For initial training the data on the unemployment rate of graduates in a given year are used. This rate is recalculated every year by the Ministry of Labour and Social Affairs (registered unemployed) and by the Ministry of Education (number of graduates) according to various criteria regarding individual education fields.	Czech Statistical Office (ČSÚ) https://vdb.czso.cz/vdbvo2/faces/index.jsf?page=statistiky#katalog=30853 Every year a publication is being prepared: http://www.infoabsolvent.cz/Temata/ PublikaceAbsolventi?Stranka=9-0126&NazevSeo=Nezamestnanostabsolventu-skol-se-strednim-a- Web page to specify the unemployment rate for individual fields of study: http://www.infoabsolvent.cz/Temata/ ClanekAbsolventi/5-1-02/Nezamestnanost-absolventupodle-oboru-vzdelani/12

| 8. Prevalence of vulnerable groups:

a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender
b) success rate of disadvantaged groups according to age and gender | Ad a) The Ministry of Education monitors proportions of pupils with disabilities. Information on other disadvantaged pupils is not available. To specify the age and sex it would have been necessary to request specific calculations from the Ministry of Education.

Ad b) Direct data on the success rate of disadvantaged groups according to age and gender is not available. Secondarily, we can evaluate the success of people with disabilities by comparing the economic activity of the general population and people with disabilities based on data from the CSO LFS. | http://www.msmt.cz/vzdelavani/skols tvi-v-cr/statistika-skolstvi/vykonovadata-o-skolach-a-skolskych-zarizenich-2003-04-2013 |

9. Mechanisms to identify training needs in the labour market: a) information on mechanisms set up to identify changing demands at different levels b) evidence of their effectiveness	Until 2015 134 195 exams took place. There are 921 approved qualifications within the Register of National Qualifications (NSK) Every year about 40 new vocational qualifications are developed. Starting in 2016, revisions of around 300 standards of vocational qualifications yearly are planned.	In the Czech Republic mechanisms and means of support are used which help to define the current requirements of the labour market and their incorporation both into CVET programs and also into IVET programmes. Currently, mechanisms are in place to identify the actual needs of the labour market in line with the Register of National Qualifications (NSK) in the area of continuing education, which is embedded by Act no. 179/2006 Coll., Sector Councils conduct an annual analysis of needs of the labour market in a given sector. It reflects current requirements both of the content of the qualification standards and possibly suggest adequate changes in the structure of qualifications available in the NSK. Based on the legislative regulations mechanisms for creating courses and screening the requirements of the labour market are set. Decree No 176/2009 Coll. includes an obligation to adapt the education course to the requirements set out in the standards of vocational qualifications listed in the Register of National Qualifications - www.narodnikvalifikace.cz. Similarly, mechanisms have been set to use and screen up to date information about the development of requirements in the labour market into initial vocational education. These will be taken into account and reflected in the upcoming revision of national IVET curricula. As an indicator for ensuring the quality of requirements transfer from the labour market into vocational training serves the set mechanisms described above (especially information from Sector Councils that continuously monitor developments in the labour market). These will be continuously incorporated into national curricula for IVET (framework educational programmes) and thus will affect the topicality of the content in fields of education within the VET system.

10. Schemes used to promote better access to VET:	More than 75% of the age cohort participates in VET. There is nothing to preclude access and the capacity of schools is more than sufficient. Permeability within the system is regulated by legislation, e.g. change of a study field or a school to another one or interrupting the educational path.	Basic measures to support VET consists of two key information and guidance tools:
a) information on existing schemes at different levels b) evidence of their effectiveness		1. Information system www.infoabsolvent.cz, which includes educational provisions connected with current information on the situation on the labour market, the employment of graduates as well as the needs of employers.
	Career counselling is directed towards promotion of vocational education, as well in the form of career education in schools in the thematic area called Man and the world of work. Adult candidates can benefit from career services provided e.g. at labour offices or at centres for the recognition of lifelong learning.	2. www.narodnikvalifikace.cz information system that gives an overview of approved qualifications with qualification and assessment standards. The system transparently describes how citizens can demonstrate their competence and acquire a state-approved certificate.
	Further education in forms other than fulltime, or even in the form of shortened courses leading to acquisition of another (second) vocational certificate or of another (second) "Maturita" certificate is offered to the adult population. Another opportunity for adults with practical experience is the recognition of their skills and competences in coherence with the Act no. 179/2006 Coll., On verification and recognition of further education. http://www.msmt.cz/vzdelavani/dalsi -vzdelavani/zakon-c-179-2006-sb Ad b.)	
	Evidence on the effectiveness of promoting better access to VET is the fact that the proportion of new entrants to vocational education exceeds 75 %, the website traffic of www.infoabsolvent.cz is 20-25 thousand a week, which represents 20 % - 25% of the age cohort. As regards the recognition of qualifications more than 1100 authorizing persons exist and around 135,000 certificates on professional qualifications were granted.	

(1) For IVET: a period of 6 weeks of training is needed before a learner is counted as a participant. For lifelong learning: percentage of population admitted to formal VET programmes. (2) Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment. (3) For IVT: including information on the destination of learners who have dropped out. (4) Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work.