

Questionnaire on intellectual output 5

- 1. Describe the system of further education in your country, including the legislative definition.**
- 2. Provide a general description of the functioning of the accreditation and requalification system and its interconnection with the continuing education system, with an emphasis on the description of its settings, actors, target groups, funding method, control system, guidance and legislative definition.**

Now focus on the detailed description according to the structure below:

1. How is the re-qualification system created, who is responsible for its functioning and ensuring the implementation of specific courses (organization, technical support, etc.)?
2. Is there a qualification system in your country and, if so, is there a link between that system and requalification? If yes, please describe how and in what cases.
3. Do you use the European Qualifications Framework (EQF) for further training, especially for requalification? If yes, please describe how and in what cases.
4. Is there a system of accreditation or certification of further education courses in your country? Is there such a system for requalification? If so, describe their structure and functioning.
5. Describe the individual actors and their role in the requalification system (eg. employers, participants themselves, educators, state representatives - whether and how they participate in defining the content and scope of requalification, are involved in the realization of requalification, etc.).
6. Who is the provider / implementer of requalification? How are the providers selected (according to what criteria, such as form - eg public tender, or is there a list of providers to whom the provision of individual requalification is allocated, etc.)? Are there any requirements that a candidate must meet to be a requalification provider?
7. What is the role of public employment services in the system of requalification and their implementation?

8. Is there a system for assessing the quality of requalification? If yes, who is responsible for it, how is it applied and how does it react to the identified stimuli?

9. How can the requalification system respond quickly to changing labor market demands, particularly in connection with Industry 4.0? Does the requalification with the structure, focus, organization correspond to the current needs of employers? How is their flexibility and usability in the labor market ensured?

10. Are requalification courses modularized, ie allow the trainee to complete only that part of the requalification where he / she only needs to complete the knowledge and skills? Is the knowledge and skills he / she knows recognized? If so, who performs the initial screening of the applicant's knowledge and skills and what is the procedure (re-qualification, selection of the appropriate course, etc.)?

11. How are the individual requalifications selected? What are the criteria for classification among recognized requalification? Do requalification have a nationwide certificate or are requalification valid only for a particular employer?

12. In case the requalification course has a practical part of the training, where does the training take place (in training centers, at the employer, etc.)? What is its setting from the technical, personnel and organizational point of view? Who ensures it, how it is financed, how is the potential employer involved (personnel, material, financial)? If the employer is involved in the practical part, does requalification take place under real conditions at a potential employer? How is the requirement updated from practice? How are requalification comprehensible for employers and employees, so does everyone know what they "get" after requalification? How is monitoring of its implementation ensured?

13. Describe what forms of counselling (in the field of requalification, in-service training) are used, how is the work done with unrefined clients (here unrefined clients mean persons employed and unemployed who are not satisfied with their current professional development and its focus and seek change) but they cannot determine the form of change and its goal). Who most often provides counselling (the state through eg. public employment services, self-governing bodies - regional, local). Are public or private sector services used in the counselling process? If so, how. How and by whom is the personality diagnostics carried out by the candidate for requalification? Are employers involved in the counselling process?

14. Do you have special requalification courses or other professional training courses for specific population groups in your country (eg. migrants, people over 50, graduates...)? In which cases are they used? How does it differ from "mainstream" courses?

15. Describe the method of financing the requalification system. From what sources the system is financed, how the resources are created and by whom and how they participate in their financing (eg they are involved and / or how employers – eg. pay contributions to a fund or directly pay the costs of a specific requalification; requalification, or how much is their share (state - what is its share in financing, etc.)? Who manages the funding system and what is the timetable for managing the funds (ie. is it an annual budget or are funds allocated for a shorter / longer period)?

16. There is an incentive system supporting the interest of both participants and employers for participation, participation in requalification (eg financial or non-financial support of participants during requalification, for employers eg. tax deductible education costs, financial participation of public funds, eg. wages, costs of requalification participant or other related costs, etc.)?

17. Is there a monitoring of the employment of requalification graduates (ie the success of requalification graduates on the labour market is evaluated)? What variables are monitored in the monitoring - eg length of their employment, event. return to unemployment etc., type of profession...? Are the causes of failure analysed and are there any measures taken to eliminate their occurrence / influence? To what extent is the monitoring carried out (is it a comprehensive monitoring of all graduates, selection, ...)? For what period is this monitoring carried out (half a year, year, etc.)? Who is responsible for the evaluation process - who carries it out (also in technical and organizational terms). Who does the evaluation process take (employers, clients, educators...)?

As this is an exploratory study, it is important for us to evaluate whether any of the important aspects of the requalification system have been omitted in the questionnaire. If yes, please indicate also other aspects not covered in the previous paragraphs and which are also important when considering requalification and its importance in the continuing education system.