



**YOUTH - Young in Occupations and Unemployment:
Thinking of their better integration in the labour market**

**Selected Measures Important
for the Employment, Good Working and Living Conditions
of the Young People:**



The Czech Republic

LIST OF SELECTED MEASURES THAT CAN BE IMPORTANT FOR THE EMPLOYMENT AND FOR GOOD WORKING AND LIVING CONDITIONS OF THE YOUNG PEOPLE AT NATIONAL OR LOCAL LEVEL.

Number of the measure	Name of the measure (with the English translation)	Main Goals	Beneficiaries	Institution/organization involved
1	Jobs for social purposes (Společensky účelná pracovní místa)	Employment of unemployed, obtaining practical work experience	Unemployed	Labour offices, employers
2	Tightening conditions for collection of unemployment benefits by school leavers (Zpřísnění podmínek pro pobírání dávek v nezaměstnanosti pro absolventy škol)	Doing away with abuse of unemployment benefits, Reducing unemployment among school leavers, Reducing education drop-out rates	Graduates	Labour offices
3	Curricular reform (Kurikulární reforma)	Shift from memorising facts to developing key competencies	Students of schools at upper secondary level	Ministry of Education, Youth and Sports, Research Institute of Pedagogy (VUP), National Institute of Technical and Vocational Education (NUOV), schools
4	Programme to acquire work experience and a job – objective for the young (Program získání praxe a práce – cíl pro mladé)	Support for young unemployed people to acquire working habits, experience and skills	Registered long-term unemployed individuals up to 25	Labour office Training provider Employers
5	Guidance related to the choice of an occupation at labour offices (Poradenství pro volbu povolání)	Assistance for young people in deciding on further studies and in entering employment	Pupils and Students	Ministry of Labour and Social Affairs - network of Labour Offices
6	Individual action plans (Individuální akční plány)	Individual approach to young unemployed aiming to improve their chance to get a job.	Unemployed up to 25 (or 30 in case of higher education graduates)	Ministry of Labour and Social Affairs - network of Labour Offices

A. General information about the measure

Measure:

Number: 1

Name: JOBS FOR SOCIAL PURPOSES (*SPOLEČENSKY ÚČELNÁ PRACOVNÍ MÍSTA*)

1. Main policy¹

The measure is part of state active employment policy which is fostered by the law on employment. Since 2004 a new law has been in place. The most important changes concerning “jobs for social purposes” (JSP) are as follows:

- A flat contribution for the creation of JSP was replaced by support that is differentiated depending on the rate of unemployment in various districts; the purpose is to ensure that creation of these jobs is concentrated in districts most stricken with unemployment,
- JSP have been expanded to include jobs designated for the unemployed to whom labour offices must pay increased attention (i.e. young people up to 25 and higher education graduates within 2 years of graduation up to 30 years of age).
- A separate instrument designed to facilitate acquisition of work experience by school leavers and acquisition of qualifications on the part of juveniles (the “work experience” measure) was cancelled. The use of the instrument in general continues, conclusion of agreements with employers is governed by uniform regulations regardless of the person who takes up the job.
- The definition of a graduate has been made more specific – secondary school leavers now fall in the group of young people up to 25, and the definition of higher education graduates is limited by age. The earlier definition did not operate with an age limit and concerned secondary school leavers and higher education graduates before entering their first job.

Involved policies

The measure is linked, above all, to social policy. The beneficiaries are expected to enhance their competitiveness in the labour market. As a consequence, they will not be dependent on social benefits and will not require further support from public resources in relation to life at the margin of society. If job creation in the business sector is supported, it also implies promotion of enterprise and, as a result, economic growth.

2. Beneficiaries

The measure is designed for all job seekers who cannot get a job in any other way. When brokering jobs labour offices are obliged by law to pay increased attention to a specific group of people that also includes young people up to 25 and higher education graduates within 2 years of graduation up to 30 years of age (“young people”).

The measure is applied nationwide. The extent to which it is used depends on

- activity of district labour offices
- activity of employers based in individual districts
- amount of resources allocated from the state budget.

The level of support is set so as to stimulate activity in districts with average and above-average rates of unemployment (see 8 – cost analyses).

¹ What is interesting here are previous measures as long as there are evaluation results so that lessons can be learnt from experience

3. Abstract

3.1. Definition

JSP is a job which the employer, based on an agreement with a labour office, (a) creates or (b) designates for job seekers for whom work cannot be found in any other way. These are particularly unemployed people who receive increased attention from labour offices in the job brokering process. JSP can also be a job which the job seeker sets up, again based on an agreement with a labour office, as self-employment. The labour office can provide a contribution for a JSP under certain conditions (see below). There is no general entitlement to such a contribution.

3.2. Goals

The goals differ depending on beneficiaries. As for young people who have not completed secondary education the goal is, above all, to acquire at least partial skills. Secondary school leavers and higher education graduates should, above all, get work experience and be able to apply theoretical knowledge in practice. Women after maternity leave must update and expand their knowledge and skills. The goal is always to secure a permanent or longer-term employment for job seekers for whom it is not possible to find a job in another way, and to increase their competitiveness in the labour market.

3.3. Contents

Support differs depending on JSP type (created vs. designated vs. self-employment) and depending on the rate of unemployment in the district. It is set in relation to the average wage in the CR. The contribution is provided based on an application by (a) an employer who wants to create or designate a job, (b) a job seekers who wants do start up self-employment. JSP can be created both in the public and private sector. A labour office evaluates the application, apart from other things, in terms of suitability of the job for a particular job seeker, provision of professional guidance, etc. People who have not completed secondary education are only placed in a JSP after other instruments have been applied – particularly guidance, motivation courses, training courses, etc.

3.4. Conditions of success

General conditions (influence the willingness of employers and job seekers to use this instrument)

- sufficient number of staff with relevant qualifications at labour offices to search for employers who could create/designate JSP
- the level of financial contributions must be stimulating enough for enterprises
- suitability of created/designated jobs in relation to the age and education of job seekers, and demand in the regional labour market
- the level of wages offered should be higher than the level of unemployment benefits – the difference should have stimulating effects

Specific conditions (influence fulfilment of the goal)

- participant is mentored by an experienced employee who is able and willing to pass on his/her experience and influence the participant in terms of identification with the given occupation
- activity and willingness of the participant to perform well the work tasks.

4. Expected specific effects and outcomes²:

It is expected that the beneficiaries acquire, above all, work experience (see also 3.2). Being part of a team should also help them gain or boost self-confidence and reduce the risk of losing the habit of adhering to a regular time schedule, which is necessary in employment. There is also a reduced risk of asocial behaviour associated with life at the margin, and of loss of motivation to work. Establishment of new contacts at work could have a positive influence in terms of seeking a new job. Colleagues can recommend a suitable employer.

From 2004 young people are the target of a specific measure concerned with work experience (see 1). The number of school leavers and juveniles in work placements differs, ranging from 11,316 people in 2000 to 7,170 people in 2004. From 1.10. 2004 when the new law on employment entered into force new contracts were not concluded. As a result, only 207 school leavers and juveniles did work placements as at 31.12.2005. From 2004 young unemployed people can acquire work experience through JSP. In 2005 a total of 10,490 young people up to 25 were placed in these jobs, and in 2006 it was 9,897 people. These are minimum figures, as acquisition of work experience is also fostered by regional targeted programmes as part of which young people get a more comprehensive support via several instruments of active employment policy, and also by programmes co-funded from the European Social Fund.

5. Institutional levels involved and respective functions (national, regional, local):

The general conditions governing JSP are laid down in the law on employment. The instrument is used by district labour offices (77 in total). Labour offices co-operate with enterprises and institutions located in their administrative area. This co-operation is voluntary, but formalised. Applications for a contribution filed by prospective employers are processed and presented on the relevant forms. The number of jobs created/designated and the number of job seekers placed in them depend on the activity of all three parties involved – i.e. prospective employers, labour office staff and job seekers.

6. Access (description of the procedure)

Labour offices offer employment opportunities depending on available job vacancies and the capacities of individual job seekers. The job seeker is admitted into employment by the employer. Individuals applying for a contribution to start up a business must first undergo a retraining course dealing with self-employment. If the job seeker was self-employed before, the area of enterprise must be different.

Work placements were, and JSP are, frequently used and successful instruments. A weakness is seen particularly in low interest on the part of employers in creating jobs for unskilled people, where the amount contributed constitutes a very feeble incentive as it is considered to be too low.

The measure is being criticised as involving too much dead weight – i.e. in many cases jobs would be created even without support. However, if the labour office actively stimulates employers to create JSP, it is not very likely that they would be created without such support. This is particularly true of employers where these jobs could not be created for economic reasons (charities, organisations dealing with community work, etc.). (Sirovátka, p.40). Moreover, it is being pointed out that these jobs are filled more with people with a higher level of educational attainment as compared to people with lower qualifications.

² If available also ex-ante evaluations could be included.

7. Suppliers:

- District labour offices are administrative bodies that implement state employment policy in line with the law on employment. There are 77 district labour offices in the CR.
- Employer – this may be an individual or a legal entity. The legal entity may be both private and public.
- Recruitment agency – a legal entity or an individual authorised by the Ministry of Labour and Social Affairs to broker jobs either for a payment or for free.

A labour office concludes an agreement with an employer on allocation of support, and the employer concludes a contract with a job seeker. In some cases labour offices co-operate with a private recruitment agency which has a permit to broker jobs. This agency concludes an employment contract with the job seeker, for example for one year. The agency may employ the job seeker itself, or transfer him/her to another employer based on a written agreement.

8. Cost analysis:

- The level of the contribution provided by labour offices for JSP is set by law as a maximum multiple of the average wage. The multiple depends on the rate of unemployment and the number of jobs created. In districts where, in the previous year, the rate of unemployment was lower than the average rate, the grant for one job created can be up to 4 times the level of the average wage. When more than 10 jobs are created, the level may be 6 times higher. In districts with average or higher unemployment the grant can amount to 6 and 8 times the average wage respectively.
- The contribution provided by labour offices for designated JSP can amount up to the level of labour costs per employee (wages paid + social and health contributions) for a maximum of 6 months.

The costs incurred by the employer are higher than the contribution. However, it may be assumed that no enterprise is willing to use this instrument if the benefits do not outweigh the costs in either short or long term. In order to reduce the initial costs related to introductory training of the new employee (who receives increased attention from the labour office), the labour office can provide a contribution for introductory training (see 11).

B. Instruments

9. Instruments of the measure

C. Information about the context of the Measure

10. Costs of the measure

- The level of the contribution is set by law, the overall amount of resources set aside for this measure per year depends on the overall finance earmarked for active employment policy measures which labour offices get from the stage budget. The way the money is distributed for individual measures is up to labour offices and their policies. In 2005 JSP consumed 37.4% of the total budget for active employment

policy, in 2006 it was 28%.

- total number of beneficiaries (all age groups) per year

2005

job seekers placed in JSP – 23, 005 individuals

self-employed – 2, 124 individuals

2006

job seekers placed in JSP – 22, 992 individuals

self-employed – 2 425 individuals

The proportion of job seekers up to 25 placed in JSP is some 40%, the proportion of self-employment is approx. 4%.

11. Complementary measures (if the case – where applicable):

- **The contribution for introductory training** is designed for employers to stimulate their interest in employing people with low skills. The maximum period during which the contribution is paid is 3 months and the contribution can amount up to 50% of the minimum wage per month.

D. Information about the evaluation of the measure

12. Results and effects of evaluation

The measure is generally evaluated in the following way:

- it is the most sought-after measure on the part of employers,
- it is the most effective measure in terms of direct placing of job seekers in the labour market,
- it is focused more on (a) women, (b) the unemployed aged 25-44, (c) the unemployed with secondary education, (d) the short-term unemployed (around 6 months),
- there may be tendency to use JSP for job seekers who require the least attention and who would find a job after some time even without this measure,
- job seekers with the poorest prospects spend more time in JSP, grants are provided for a longer period; on the other hand, as regards school leavers, grants tend to be provided for a longer period for job seekers with better qualifications,
- gross effects of the measure (reduced registration at labour offices) are comparable for all groups of job seekers,
- net effects of the measure (reduced registration at labour offices of job seekers involved in the measure as compared to those not involved) are better in the disabled, the elderly and the long-term unemployed groups.

Laws/decrees fostering evaluation of AEP measures

- Law on employment obliges labour offices to “*process statistics, analyses and outlooks*”, not to analyse directly the effects of individual AEP measures.

Research concerned with evaluation of AEP measures

- MoLSA in co-operation with the Research Institute for Labour and Social Affairs (RILSA) develops a system and methodology for regular evaluation of the effectiveness and efficiency of active employment policy measures. The methodology has not been finalised. It is expected to be used by all labour offices.

Reality

- MoLSA and labour offices develop annually an Analysis of the Development of Employment and Unemployment where they provide an overview of financial resources allocated for this measure, the number of created/designated jobs, and the

number of job seekers placed in these jobs. This is monitoring, not evaluation.

- RILSA has developed a study entitled “Evaluation of Efficiency of AEP Programmes in the CR” which was published in 2006. The conclusions concerning JSP are stated above.

13. Documentation (concerning previous points):

- On line sources

Ministry of Labour and Social Affairs, (2000, 2001, 2002, 2003, 2004, 2005,2006), *Analýza vývoje zaměstnanosti a nezaměstnanosti* (Analysis of the Development of Employment and Unemployment), Prague

http://portal.mpsv.cz/sz/politikazamest/trh_prace

14. Research (references):

- printed material

Sirovatka, T. et al., (2006), Praha, *Hodnocení efektivity programů aktivní politiky zaměstnanosti v ČR* (Evaluation of Efficiency of Active Employment Policy Measures in the CR) VUPSV, p. 257

A. General information about the measure

Measure:

Number: 2

Name: TIGHTENING CONDITIONS FOR COLLECTION OF UNEMPLOYMENT BENEFITS BY SCHOOL LEAVERS (*ZPŘÍSNĚNÍ PODMÍNEK PRO POBÍRÁNÍ DÁVEK V NEZAMĚSTNANOSTI PRO ABSOLVENTY ŠKOL*)

1. Main policy

This measure is part of employment policy – i.e. its passive component which is focused on maintaining job seekers' level of income.

Before 2004 recent school leavers, if they did not get a job and registered at a labour office, they were entitled to unemployment benefits. The period of studies was considered to be equal to years at work and entitle them for unemployment benefit if being unemployed. As with other job seekers, recent graduates could collect benefits for 6 months (the first three months 50% and another three months 40% of the so-called assessment base). In the case of unemployed school leavers the assessment base for calculation of the relevant benefit was the subsistence level for an adult over 26 years of age.

Registration at a labour office and collection of benefits were often abused by graduates with the aim of delaying entry into employment. Experts from labour offices pointed out to the fact that, in some cases, juveniles from socially disadvantaged backgrounds left school before completion with the intention to collect benefits.

Involved policies

- active employment policy – exclusion from passive employment policy measures (i.e. barring access to unemployment benefits) must be offset by enlarged access to active employment policy measures
- social policy -
- tax policy – favourable taxation of low wages stimulates the taking up of employment even if the initial pay is low

2. Beneficiaries

The measure relates to school leavers who do not meet the requirement of at least 6 months spent at work

3. Abstract

3.1. Definition

The new law on employment of 2004 no longer views a period of studies as equal to a period at work for the purpose of establishing an entitlement to unemployment benefits. From this year benefits could only be granted to those unemployed school leavers who met the same requirement as the other job seekers – i.e. 12 months at work in the course of the past three years. In 2006 this requirement was softened to 6 months. The work concerned must involve the obligation to pay pension insurance and a contribution for state employment policy.

3.2. Goals

This measure has several objectives.

- The main objective is to eliminate abuse of unemployment benefits and to exert economic pressure on school leavers so that they search for a job immediately after completion of studies, or they are more willing to take up a job or undergo retraining

offered by a labour office.

- Another objective is to reduce the education drop-out rate among young people from socially disadvantaged backgrounds.
- Besides this, the measure provides advantages for graduates who worked, at least part-time, during studies. This indirectly stimulates students to work in order to get practical experience and a better understanding of the labour market.

3.3. Contents

The essence of this measure is a legal regulation which strictly defines the conditions for collection of unemployment benefits. One precondition for application of legal requirements is assessment of entitlement by a labour office.

3.4. Conditions of success

- **general conditions** (preconditions for the use of the measure)

For the financial pressure related to this measure to result in school leavers getting work more quickly, there must be, first of all, job vacancies generated by economic growth. Another condition is a functioning active employment policy providing young people with effective support – mainly measures concerning guidance, retraining, job brokering and creation of subsidised jobs (“jobs for social purposes”).

- **specific conditions** (concerning efficiency and quality of results)

- appropriately staffed labour offices where the staff can assess the job seeker’s situation and, also, provide him/her with assistance in line with individual needs.

4. Expected specific effects and outcomes¹:

- reducing the rate of unemployment among school leavers
- reducing drop-out rates among juveniles from socially disadvantaged backgrounds

5. Institutional levels involved and respective functions (national, regional, local):

Labour offices at regional level where the unemployed graduates are registered.

6. Access (description of the procedure)

Decisions on awarding unemployment benefits are up to labour offices. They also pay out social benefits if the unemployed school leaver is entitled to them. Labour offices also provide a wide range of AEP measures, such as job brokering, guidance, retraining and subsidised jobs. A school leaver who, after completion of studies, remains jobless is subject to comprehensive monitoring by the labour office, while his/her employment chances and social situation are assessed.

7. Suppliers:

Not relevant

¹ If available also ex-ante evaluations could be included.

8. Cost analysis:

For direct costs

The measure is not associated with any major direct costs covered from **public resources**. Recurring costs incurred by labour office staff who assess entitlement to unemployment benefits can be viewed as negligible. There are savings in unpaid unemployment benefits. These resources can be estimated based on a hypothetical calculation (50% or 40% of the subsistence level) to amount to 4,689 CZK (175 EUR) per person in the first three months of unemployment, and 3,751 CZK (140 EUR) per person in the following three months.

If unemployment benefits from public resources are not granted it means that the direct costs of the graduate's unemployment are borne by his/her **family**.

For **non-direct** or opportunity costs

- costs for public institutions – There may be an increase in the expenditure on state social support if the income of the household where the unemployed graduate lives fails to reach 2.2 times the subsistence level.

B. Instruments

9. Instruments of the measure

Non relevant

C. Information about the context of the Measure

10. Costs of the measure

In 2006 (April) a total of 16, 655 unemployed recent school leavers were registered. In the event of 90% of them not fulfilling the conditions for collection of unemployment benefits, some 3.5 – 4 million EUR per year can be saved from public resources (depending on the length on unemployment).

11. Complementary measures (if the case):

Active employment policy measures have a complementary effect:

- retraining – participation in a training course where general as well as specific skills can be acquired to get a job. Signing in for retraining establishes an entitlement to support amounting to 14% of the average wage, which can be stimulating for graduates.
- jobs for social purposes
- guidance

D. Information about the evaluation of the measure

12. Results and effects evaluations

The way the tighter conditions for collection of unemployment benefits affect the willingness of young people to take up employment or stay in education is difficult to evaluate. The reason is that this measure cannot be separated from other factors influencing the labour market. Most expert studies and experts at labour offices evaluated the impact as positive in terms of lowering the rate of unemployment among school leavers.

The rate of unemployment among recent graduates by level and type of education

13. Documentation (concerning previous points):

-

14. Research (references):

- printed material

Festova, Jeny; Vojtech, Jiri, (2006), Nezaměstnanost absolventů škol se středním a vyšším odborným vzděláním – 2006 (Unemployment of School Leavers with Secondary and Tertiary Professional Qualifications), Prague, NUOV, 58 pp

http://www.nuov.cz/public/File/periodika_a_publicace/NZabspub06.pdf

E. Information about the time frame of the measure

15. Situating the measure in the time frame

Transition training to labour market

A. General information about the measure

Measure:

Number: 3

Name: CURRICULAR REFORM (*KURIKULÁRNÍ REFORMA*)

1. Main policy¹

Educational policy esp. curricular policy

Involved policies

Labour policy

2. Beneficiaries

Students at schools at upper secondary level (15-19 years): school educational programs takes into consideration both the actual capabilities of the students and their educational requirements and also the actual conditions under which the education is provided.

Curricular reform is applied on the all national territory.

3. Abstract

3.1. definition

Curricular reform is fundamental change of curriculum of the school at upper secondary level which is based on a shift from memorising facts to **developing key competencies**. This is reflected in two-level of curricula :

- **framework educational programs** (FEPs) are the only document in which the state defines requirements on the education of the students of upper secondary education (FEPs approves Ministry of Education, Youth and Sport)

- **school educational programs** (SEPs) are developed by the schools within the purview of the FEPs (the school head is fully responsible for the development of SEP and their introduction into teaching/learning process)

The fact that the responsibility for implementing SEPs lies with the school and the individual teachers not only substantially **increases the autonomy** of each individual school in the pedagogical area, but also emphasizes the professional competence of teachers- the creators and implementers of the school educational program

3.2. goals

1) The students will not be required to have encyclopaedic knowledge, but rather **key competencies**. They cover communication and information skills, communication in foreign languages, teamwork, problem solving, entrepreneurship etc.

2) Great emphasis is placed not on the content of education, but rather on the **outcomes of education**

3) Curriculum development on the basis of cooperation among experts, teachers, employers and

¹ What is interesting here: also previous measures as long as there exists evaluation results in order to learn from past lessons

other partners, higher *autonomy of schools*

4) Curricular reform increases the *influence of employers* on the outcomes of vocational education not only at the national level (FEPs), but also at the regional level (SEPs).

3.3. contents

Framework educational programs - before the end of 2006 over 60 FEPs had been developed and they have been presented for public discussion and will be further modified on this basis. The development of FEPs is a demanding process involving several rounds of consultations with all stakeholders (teachers, school associations, social partners, professional associations, regional education authorities, etc.), until they are finally approved by the Ministry of Education.

School educational programs - the development of SEPs in line with framework curricula is being tested as part of the ESF project “Pilot S”.

Curriculum reform is related to the development of a National Qualification Framework (NQF)

3.4. conditions of success

- general conditions

Financial and policy support for curricula designers and for schools

- specific conditions

Methodological support to assist curricula designers at the schools

Continuing teacher training how to integrate key competencies into a curriculum

4. Expected specific effects and outcomes²:

- better level of *key competencies* of students and graduates (esp. use of information and communication technology; foreign languages; entrepreneur skills; learn to learn) which are conceived as transferable competencies which each individual needs in his/her personal as well as working life;

- new teaching strategy how to integrate key competencies into a curriculum focused on *project teaching*;

– graduates obtain *qualification* according to requirements of employers,

5. Institutional Levels involved and respective functions (national, regional, local):

National level: defines state requirements on the education of students at the upper secondary level
Social partners cooperate in formal structures.

Regional level: not involved

Local level –schools – decided on the specific form of education and thus to react to the requirements of the regional labour market and to specific student requirements.

Social partners are involved informally.

6. Access (description of the procedure)

Methodology of the development of FEPs:

Research Institute of Pedagogy and National Institute of Technical and Vocational Education

² If available also ex-ante evaluations could be included.

developed first version of FEPs. Each FEP undergoes an extensive commentary procedure, with participation by representatives of the relevant employers, schools and their associations, selected experts from universities and other foremost professionals. FEPs are further presented and discussed at various workshops and conferences.

Methodology of the development of SEPs:

SEPs is being tested as part of the ESF project “Pilot S”(2005-08). The project involves 30 secondary technical schools (*střední odborné školy – SOŠ*) and secondary vocational schools (*střední odborná učiliště – SOU*) from all over the ČR.

7. Suppliers:

Ministerstvo školství, mládeže a tělovýchovy (***Ministry of Education, Youth and Sport***) – approves and publishes FEPs

Výzkumný ústav pedagogický (***Research Institute of Pedagogy***) – prepares FEP for general upper secondary schools

Národní ústav odborného vzdělávání (***National Institute of Technical and Vocational Education***) prepares FEP for technical and vocational upper secondary schools

Schools – responsible for the development of SEPs

Social partners (employers) – cooperate through the participation on the preparing of National Qualification Framework

8. Cost analysis:

Development of FEPs is main part of the budget of Research Institute of Pedagogy and National Institute of Technical and Vocational Education which are financed from state budget.

Development of SEPs is financed from the budget of each school, and is supported by financial resources of “Pilot S” project.

B.Instruments

9. Instruments of the measure

- ***The training of pedagogical staff – preparation for the development and evaluation of school-based curricula*** - The objective is to enhance professional competencies of teachers (didactic, general pedagogy, inter-personal, subject-related and project work) so that they are able to respond to changes in education and to design, manage and streamline the educational process at their schools.

- ***Co-operation with social partners in the region*** – The objective is to establish a mechanism for co-operation between schools and social partners on preparation and development of pilot school-based curricula, while taking account of regional labour market needs.

- ***Evaluation of the work of school – getting ready for a planned change*** – The objective of this activity is to establish foundations for the development of school-based curricula, to show what needs to be changed and why, to formulate the focus and priorities for the school’s further operations and for the curricula. Another objective is to acquaint schools with some self-evaluation and school evaluation techniques. This is an important introductory stage of the project and of the actual development of the curricula.

- ***Development of pilot school-based curricula*** based on the requirements of framework curricula, support for their practical implementation and evaluation.

C. Information about the context of the Measure

10. Costs of the measure

Typology of *sources* foreseen by the measure:

- state budget
- school budgets (from the sources of the regional budgets)
- ESF projects

Total number of beneficiaries per year:

Pilot project 2005-08 : 16 general upper secondary schools;

30 technical and vocational upper secondary schools

In the future: all upper secondary schools, their students and teachers i.e. 1,696 schools; about 500 thousands students; about 40 thousands teachers

11. Complementary measures (if the case):

Outline of State IT Policy in Education (since 2000)

The objective of the first stage of policy implementation (until 2005) was to provide schools by hardware and software and to provide teachers and students by ICT courses. The second stage establishes conditions facilitating an effective and efficient introduction of ICT in teaching at school and supports e-learning (schools are supported in producing e-learning materials and tools, in creating networks)

National outline of language teaching (2005-08)

The aim of this development plan is to enhance quality of language teaching in schools.

Consequently, the level of school graduates language skills will increase. School leavers skills will better comply with the requirements of employers. The programme is focused on language training of teachers, teaching methods and materials development, ICT integration into language teaching.

National Qualification Framework (since 2005)

The aim of the NQF is to create a system environment that will support

- comparability of learning outcomes achieved by various forms of learning and education enabling recognition of real knowledge and competences independently on the way of their acquiring; comparability of qualification levels in the ČR and in the EU;
- transfer of world of work requirements into education and training;
- public awareness of all national-wide recognized qualifications.

D. Information about the evaluation of the measure

12. Results and effects evaluations

Evaluation of the progress of curricular reform was carried out mainly by the Czech School Inspectorate. In 2004/05 and 2005/6 CSI monitored the situation at 84 *gymnázia*, 108 secondary technical schools and 63 secondary vocational schools. A total of 6,500 inspections in classrooms were made. The inspectors found out that most teachers had been acquainted with the reform policy, but it was only in sporadic cases that the training of teachers aimed to provide further detailed explanation. Teachers are still getting used to teamwork and co-operation with social partners in the development of school-based curricula. Positive is a growing interest on the part of school administering bodies and school councils to participate in implementation of the new school policies. There are also positive changes in schools as regards the organisation and implementation of the educational process. In some schools it is possible to observe multiplying effects of extensive support for curricular reform, and teachers are beginning to apply the new knowledge as regards acquisition of key competencies in other educational activities as well.

Výroční zpráva o stavu a rozvoji vzdělávací soustavy 2005 (Annual Report on Education System Development in 2005)

<http://www.msmt.cz/dokumenty/vyrocní-zpravy>

13. Documentation (concerning previous points):

Printed material

(2007) Curriculum reform and the development of educational programs in secondary vocational education. Praha, NUOV, 44p.

(2006) Manuál pro tvorbu ŠVP na gymnáziích, Praha, VUP.

(2006) Metodika tvorby školních vzdělávacích programů SOŠ a SOU. Praha NUOV.

On line sources

www.vuppraha.cz

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www.pilots.nuov.cz

www.rvp.cz

www.nsk.nuov.cz

www.e-gram.cz

14. Research (references):

E. Information about the time frame of the measure

15. Situating the measure in the time frame

Initial education

A. General information about the measure

Measure

Number 4.

Name: PROGRAMME TO ACQUIRE WORK EXPERIENCE AND A JOB – OBJECTIVE FOR THE YOUNG (*PROGRAM ZÍSKÁNÍ PRAXE A PRÁCE – CÍL PRO MLADÉ*)

1. Main policy

The measure is part of active employment policy. More specifically, it is part of targeted programmes to address employment issues. These programmes are prepared by labour offices and approved by the Ministry of Labour and Social Affairs. Their objective is to establish such conditions for individuals or groups of individuals so as to increase their employability.

The programmes supports acquisition of working habits, practical experience and working skills.

Involved policies

- education policy – continuing education; organisation of appropriate retraining courses focused on the existing needs of the labour market
- passive employment policy – if the participants get a job, the demand for unemployment benefits will be reduced;

(Note: unemployed school leavers are not entitled to unemployment benefits unless they spent 6 months in employment over the last 3 years)

2. Beneficiaries

The programme is designed for job seekers up to 25 who are registered at the Jeseník district labour office, particularly for the long-term unemployed. The target groups are divided by the level of education and length of unemployment.

3. Abstract

3.1. Definition

The programme is focused on acquisition of working habits, work experience and working skills by job seekers up to 25 who have a permanent residence in the Jeseník district. It can be implemented in other districts in the Czech Republic as well. The programme was approved by the MoLSA in April 2006 and its implementation period runs from 1.7.2006 until 30.6.2008.

Programme resources may be spent on:

- individual guidance, motivation courses, identification of personal and work-related qualities (“balance and work diagnostics”)
- retraining- education in accredited courses
- contribution to employers:
 - during theoretical and practical training
 - for introductory on-the-job training of programme participants
 - creating a job for a programme participant
 - for the wages of new recruits – programme participants
 - for transport of programme participants to the relevant location

3.2. Goals

The objective of the programme is to increase the employability of the participants by means of motivation, correct “diagnostics”, retraining, assistance in acquiring necessary theoretical and practical skills and working habits, and in seeking employment and getting used to the work process. Moreover, the aim is to support and monitor the participants throughout the programme – i.e. during introductory training on the job and during the period necessary for

stabilisation of the employment.

3.3. Contents

The programme builds a communication bridge between employers and re/training centres so as to ensure that the retraining offered to programme participants meets the actual demand for skills and occupations on the part of employers. Furthermore, it involves comprehensive guidance services based on an individual approach to each job seeker in the target group. The programme also seeks to motivate employers and support creation and retaining of jobs whereby work experience and working habits and skills may be acquired.

3.4. Conditions of success

- **general conditions** (preconditions for the use of the measure)
 - financial resources for active employment policy
 - qualified labour office staff able to do “diagnostics” and select participants, motivate them and provide necessary guidance services, identify suitable employers and win them for co-operation, conclude the relevant agreements with them and with other parties involved, organise retraining for the participants (including selection of the provider), monitor and support the participants throughout the programme, and to supervise and evaluate implementation of the tasks by the parties involved.
- **specific conditions** (concerning efficiency and quality of results)
 - proper setting of motivation instruments
 - active approach on the part of labour office staff

4. Expected specific effects and outcomes¹:

Decrease in the number of registered job seekers up to 25 in the district, acquisition of work experience and new skills, filling job vacancies in selected occupations that are in short supply

5. Institutional Levels involved and respective functions (national, regional, local):

Co-operation at regional level between a labour office, employers and training providers.
At national level – co-operation between a labour office and the MoLSA.

6. Access (description of the procedure)

A labour office designates participants and informs them at a consultative meeting about the programme and the requirements for participation, or signs them in for a week-long motivation course. Participation is voluntary, but binding. An agreement is concluded with the participant. Based on individual guidance a plan for each participant is developed.

7. Suppliers:

The labour office has initiated a regional programme that is subject to approval by the Ministry of Labour and Social Affairs. Employers file an application to enter the programme. The labour office organises group consultative meetings which prospective participants are invited to attend. Moreover, it organises motivation courses and selects programme participants. The labour office also selects retraining providers for programme participants.

¹ If available also ex-ante evaluations could be included.

8. Cost analysis:

For direct costs

- Cost per participant: max. 160, 000 CZK for all costs including retraining
- The overall contribution for retraining per participant: max. 20,000 CZK
- Cost for employers:
 - contribution to employers for programme participant's wages is provided up to the level of the wages actually paid including social and health insurance;
 - contribution for the creation of a job may be provided to cover the actual costs associated with the particular job;
 - contribution for introductory on-the-job training is provided for a maximum period of 6 months and it amounts to a half of the minimum wage per one employee who is assigned the task of providing the introductory training;
 - other costs associated with the theoretical and practical training at the employer's place (e.g. material losses) are covered at the level agreed by a Board for Implementation of Active Employment Policy Instruments operating as part of a labour office;
 - contribution for the transport of programme participants to the workplace and back is provided up to the level of the costs actually incurred.
- A contribution for the transport of participants to a place of training and other programme activities is provided up to the level of the costs actually incurred.

B. Instruments

9. Instruments of the measure

- Individual guidance, motivation courses, "balance and work diagnostics"
- retraining – in accredited courses
- creation of a new job with an employer and provision of:
 - o theoretical and practical training
 - o introductory on-the-job training

C. Information about the context of the Measure

10. Costs of the measure

- costs of the programme are covered from public resources earmarked for active employment policy; the rules for their use are stipulated in the law on employment (435/2004) and follow-up decrees (no. 518/2004 – implementation decree to law on employment, decree no. 519/2004 on retraining)

The total costs and average annual costs are not available, neither is available the number of participant per year. Partial information – see point 12.

11. Complementary measures (if the case):

D. Information about the evaluation of the measure

12. Results and effects evaluations

As at 31.12.2006 employers filed 40 applications for a contribution, and 21 agreements on the creation of 24 jobs were concluded. These new jobs in services (chambermaid, waitress, sales assistant, cook..) and in production (baker, fitter, metalworker...) were filled by 25 job seekers (including turnover) – 9 women and 16 men up to 25 years of age, predominantly with low qualifications – basic education, a vocational certificate.

In 2007 additional 3 job seekers were placed in existing jobs.

13. Documentation (concerning previous points):

Programme to acquire work experience and a job – objective for the young

http://portal.mpsv.cz/sz/politikazamest/programy_zamest/regionalni/2006regionalni/26_ziskani

14. Research (references):

-

E. Information about the time frame of the measure

15. Situating the measure in the time frame

Transition training to labour market

Unemployment after having worked

A. General information about the measure

Measure

Number: 5

Name: Poradenství pro volbu povolání (Guidance related to the choice of an occupation)

1. Main policy

National employment policy - National Lisbon programme 2005 – 2008

Guidance services in the labour sector in the Czech Republic have a relatively short history as the system has only been built since 1990. The services are well distributed geographically and receive central support from Employment Services Administration at the Ministry of Labour and Social Affairs. The law on employment stipulates that labour offices are obliged to provide assistance and support as regards the relationship between an individual and the labour market, and to pursue prevention of unemployment in their regions. A labour office “drafts employment development outlines, brokers jobs for job seekers and provides guidance, information and other services related to employment” and career choice.

Involved policies

Education policy

Recently, the schools sector has become more involved in the support for the career choice process. Newly introduced subject matter related to these issues (career choice education at basic schools and an introduction to the world of labour at secondary schools) provides the relevant support as part of the educational process. These are not new subjects – this subject matter is incorporated into the syllabi of social sciences with a view to developing key competencies necessary for self-understanding, work with information about occupations, search for such information, its classification and evaluation and, particularly, the preparation of pupils and students to plan the career choice process. In the new system of national (framework) and school curricula the subject matter is included into the subject area “Man and the World of Labour”.

2. Beneficiaries

- Pupils (ISCED 2) : 14/15- year olds in the last years of their compulsory education
- Students (ISCED 3): 18/19- year olds before completing their upper secondary education
- Others

3. Abstract

3.1. Definition

Poradenství pro volbu povolání a zaměstnání (Guidance related to the choice of an occupation/Career Guidance) is concerned with the provision of specialist information and guidance services related to study and professional orientation in relation to a suitable employment while taking account of the existing situation in the labour market and the expected changes.

3.2. Goals

The main objective of career guidance at labour offices is to assist the young people in deciding on further studies and in entering employment. For this purpose there are data collected centrally about the provision of educational institutions and the labour market,

about professions, employers and other services the labour market offers. Career guidance plays an important role in prevention of unemployment, social exclusion and reducing drop-out rates.

3.3. Contents

Career guidance is provided both for individuals and for groups and focuses primarily on basic school pupils, secondary school students and other specific client groups, regardless of whether they are registered job seekers. The activities also cover the following related areas:

- The development of the clients' individual potential, their employment prospects, and fostering a match between their personality and the requirements of the relevant profession,
- Vocational training and retraining,
- The shaping, efficiency and optimisation of the client's professional focus
- Search for suitable job opportunities for the client,
- Adaptation to social and working circumstances.

3.4. Conditions of success

- Sufficient awareness of pupils and students about guidance services related to the choice of an occupation at labour offices
- Interest of pupils and students in using such services
- Involvement of an educational/school counsellor in the collaboration with a labour office
- Availability of the service and its sufficient capacity

4. Expected specific effects and outcomes¹:

The expected effect of career guidance is the choice of an educational path that is in line with the capacities, skills and interests of the individual concerned, and that will ensure employability in the labour market.

5. Institutional Levels involved and respective functions (national, regional, local):

The provision of guidance services in the employment sector is fostered by law on employment no. 435/2004. At regional level, guidance services are provided by labour offices which are also responsible for their implementation. In career guidance labour offices co-operate with schools (educational guidance specialists). This co-operation takes place more on a voluntary basis.

6. Access (description of the procedure)

Career guidance at labour offices is provided by so-called Information and Guidance Centres (IPS). There is one centre set up at each labour office in the Czech Republic. The distribution of these services is therefore well balanced. Career guidance is provided for free to all types of client. Pupils/students can visit an IPS either as a group or on their own, based on an agreement made in advance. Many instruments used by IPSs are also available on-line on the internet (educational opportunities, tests, the "guide to the world of labour", etc.).

7. Suppliers:

Ministerstvo práce a sociálních věcí - Správa služeb zaměstnanosti - Odbor poradenství a zprostředkování (Ministry of Labour and Social Affairs - Employment Services

¹ If available also ex-ante evaluations could be included.

Administration - Department for Guidance and Job Placement): Co-ordination and methodological support for labour office in the field of guidance services

Úřad práce - Informační a poradenské středisko (IPS) (Labour Office - Information and Career Guidance Centre (IPS)):

There is a so-called *Informační a poradenské středisko* (Information and Career Guidance Centre – IPS)² at each labour office. Its objective is to assist the clients, originally mainly pupils of basic and secondary schools, in making use of the maximum amount of information for their decisions related to education and occupation.

In IPS the client is offered various printed materials, computer programmes and video-clips about various occupations (for details see 5.2.1). Some information (e.g. about educational programmes) may be found on notice boards at various places in the labour office.

Most of the IPS information sources are self-serviced. The client may also ask the counsellor for further information and seek advice as to a further step, such as the use of computers or audio-visual media. The counsellor may guide the client through the process of obtaining information. If the situation so requires, the client may be offered a test of personality or interests in order to identify his/her study and professional orientation.

8. Cost analysis:

Give some information concerning the cost per “unit” of the measure, like:

For direct costs

- Cost per participant
 - Not available
- Cost per learning or working hour
 - Not available
- Cost per day
 - Not available

For non direct or opportunity costs

cost for participants

- costs for the households in which the participants are still living
 - Not relevant
- cost for employers
 - Not relevant
- costs for public institutions (specify)
 - Not available

B. Instruments

9. Instruments of the measure

Guidance related to the choice of an occupation through a personal contact between the counsellor and the client:

<ul style="list-style-type: none"> • Collective form: normally one-off events for a large number of clients – e.g. contact or informative sessions, meetings, discussion clubs and lectures. • Group form: for a smaller group of clients, this makes use of the group dynamics – i.e. psychological strengths and processes within a group which affect the behaviour of its members, e.g. Job Clubs. • Individual form: between the counsellor and the client. <p>Guidance related to the choice of an occupation through information sources and other media</p> <ul style="list-style-type: none"> • Printed media (Education atlas; Characteristics of occupation; Occupation leaflets; bulletins concerning labour market situation; Client type sheets to facilitate work with information) • Electronic media (databases of schools and educational programmes at international, national and regional levels; databases of further vocational education; Integrated System of Standard Working Positions; Guide to the World of Occupations) • Video-clips about occupations; instructional short movies about job interview, labour offices and employers. 	
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<u>C. Information about the context of the Measure</u>	
<p>10. Costs of the measure</p> <ul style="list-style-type: none"> - typology of sources foreseen by the measure (i.e.: in the official document regulating the measure) <p>total amount per year</p> <p>Career guidance is provided by labour offices which are funded from the state budget via the Ministry of Labour and Social Affairs. The level of the financial resources differs among labour offices, therefore it is not possible to put an exact figure on the expenditure on career guidance.</p> <ul style="list-style-type: none"> - total number of beneficiaries per year <p>Statistics as to the number of clients who have used career guidance services are not officially available.</p>	Comments
<p>11. Complementary measures (if the case):</p>	

<u>D. Information about the evaluation of the measure</u>
<p>12. Results and effects evaluations</p> <p>Career guidance services are not officially evaluated at national level. Some labour offices maintain their internal statistics and carry out evaluation, but these are not available.</p>

13. Documentation (concerning previous points):

Printed:

Career Guidance at Labour Offices in the Czech Republic, Praha, 2004, National Training Fund, Ministry of labour and Social Affairs, 66 p.

On-line

www.nvf.cz/publikace/pdf_publikace/euroguidance/eng/guidance_labour_offices.pdf

14. Research (references):

Printed:

National Institute for Technical and Vocational Education, *Výzkum služeb kariérového poradenství a potřeb jeho klientů na základních a středních školách v ČR – Zpráva* (Research into Career Guidance Services and the Needs of the Clients at Basic and Secondary Schools in the CR), 2003.

On line sources

E. Information about the time frame of the measure

15. Situating the measure in the time frame

The measure is situated in:

- transition from school to school
- transition from school to the labour market

A. General information about the measure

Measure:

Number: 6

Name: INDIVIDUAL ACTION PLANS (*INDIVIDUÁLNÍ AKČNÍ PLÁNY*)

1. Main policy

The measure is part of employment policy. More specifically, it is part of policy concerned with an increased care of groups at risk in the labour market. This policy has been in place since the 1990s. Since 2002 there have been the following developments:

- In 2002 – 2004 pilot testing took place at selected labour offices of pilot individual action plans (IAP) developed for individuals up to 25 and over 50
- In 2004 a new law on employment entered into force which:
 - introduced, on a nationwide basis, the possibility of developing IAPs for all groups at risk
 - stipulated *the obligation* of labour offices to offer IAP to young people
 - expanded the group of young people to include, in addition to school leavers, all young people up to 25 (the previous definition only included juveniles after completion of compulsory schooling and school leavers within two years of completion of studies).

Involved policies

The use of the measure is also supported as part of the policy for integration of asylum seekers within the broader social inclusion policy.

2. Beneficiaries

IAPs are generally designed for all groups of job seekers who are defined by the law on employment as being at risk. In the case of young people up to 25 and school leavers within two years of completion of studies (up to 30) a labour office is obliged to offer the development of an IAP. It is up to the job seeker whether or not he/she takes up the offer.

The measure has a nationwide applicability. The extent to which it is used depends on the willingness of the job seekers to pursue the IAP path.

3. Abstract

3.1. Definition

IAP is a plan developed by a labour office based on an individual situation of the job seeker, and it aims to enhance his/her employability. It takes the form of a written agreement between the labour office and the job seeker.

3.2. Goals

The objective of IAP is to increase job seekers' chances of finding a suitable job by means of an individual approach on the part of a labour office. It should mobilise the job seeker, increase his/her motivation and, last but not least, increase his/her actual employability.

3.3. Contents

IAP contains, above all, procedures and a time schedule for implementation of various steps leading to enhanced employability. It sets out the rights and obligations of job seekers and

the labour office in relation to entering employment (e.g. forms of training, introductory training, skills enhancement, courses).

The job seeker's qualification is considered and so are his/her capacities. These are identified during an initial interview with a guidance practitioner. A job seeker who is interested in having an IAP is obliged to co-operate in its development and to adhere to its terms. If these terms are not observed, the job seeker is signed off the register of job seekers (i.e. loses entitlement to unemployment benefits).

The actual IAP is divided into three stages. The stages are limited in terms of time as agreed by the job seeker and the labour office. The schedule can be adjusted in line with the job seeker's needs. The first stage consists of an interview with a guidance practitioner, and identification of the job seeker's needs and profile. The job seeker is also informed, for example, about his/her rights and obligations, legal requirements, and services offered by the labour office (retraining, self-employment, possibilities within individual action plan, etc.). The objective of the second stage is to implement the goals agreed. It involves job brokering, analysis of information obtained, consideration of the job seeker's realistic chances, and, possibly, personal development courses, psychological guidance and the use of other AEP instruments. At the third stage specific activities and possible solutions are assessed, job brokering continues, various subjective and objective factors identified by labour office specialists are evaluated, etc.

3.4. Conditions of success

General conditions (influencing willingness to use this instrument)

- labour office and client should be sufficiently motivated to develop an IAP
- sufficient amount of financial resources for AEP
- sufficient human and wage resources at labour offices

Specific conditions (influencing implementation of the objective)

- IAP should be developed in line with the real needs and capacities of the job seeker
- IAP should include measures that will effectively increase the job seeker's employability
- Job seeker is active and willing to carry out the tasks agreed
- A maximum level of synergy between all labour office departments
- Organisation of group guidance during work with the client
- Appropriate expertise of guidance practitioners that is constantly being enhanced

4. Expected specific effects and outcomes¹:

The measure is expected to strengthen individual approach on the part of labour offices, particularly to young people. The job seekers pursuing the plan are expected to increase their competitiveness in the labour market by means of other AEP measures that will be used based on a systematic and individual identification of the client's situation. By co-operating on the development of their IAP (and its ownership as a result) the job seekers will become more active, responsible and purposeful in their pursuit of employment.

5. Institutional Levels involved and respective functions (national, regional, local):

National level: General conditions for the IAP development are stipulated by law with a nationwide applicability.

¹ If available also ex-ante evaluations could be included.

<p>Regional level: not involved</p> <p>Local level: The instrument is used by district labour offices (77 in total). Labour offices co-operate on the development of IAPs with registered job seekers.</p>
<p>6. Access (description of the procedure)</p> <p>IAP must be offered to each job seeker under 25 or to each higher education graduate within two years of graduation (up to the age of 30). If the job seeker agrees, an IAP is developed in co-operation with him/her.</p>
<p>7. Suppliers:</p> <p>IAP is developed by a labour office. Suppliers of specific measures implemented as part of IAP (e.g. training) differ according to individual needs of the job seeker (labour office, training and guidance providers, employers).</p>
<p>8. Cost analysis:</p> <p>Costs of IAP development: The measure is part of regular guidance and job brokering activities of labour offices. The costs consist of wages and running costs of labour offices. Specific separate calculations of the costs of offering and developing IAP are not available.</p> <p>The costs of implementation of the measure depend on the type and form of the measure chosen. The rules for the funding of individual measures are part of legal regulations concerned with these measures.</p>

B. Instruments

9. Instruments of the measure

C. Information about the context of the Measure

10. Costs of the measure

not available (see paragraph 8.)

11. Complementary measures (if the case):

not applicable

D. Information about the evaluation of the measure

12. Results and effects evaluations

In view of the fact that in 2004 the pilot stage was terminated and it is only since then that the measure has been applicable nationwide, there is no comprehensive evaluation of its use and success.

In 2005 a total of 14,900 people under 25 got registered and then arranged for an IAP (see Table 17). Within 6 months 7,600 thousand of them signed off and 5,600 found a job, which is 37.2% (45,800 people did not conclude an IAP, of which 47.1% found a job within 6 months of registration, and a total of 28,900 people signed off within 6 months of registration – i.e. 63%).

The proportion of people who conclude an IAP in the total number of the newly registered young people under 25 is gradually decreasing. The likely reason is that the situation in the labour market is improving, which increases the chances of finding a job, and young people rely more on themselves rather than on assistance from a labour office.

The following qualitative evaluation can be derived from available information gained during the pilot stage:

If IAPs are used:

- the programme raises awareness on the part of the participating clients
- enhanced individual approach to clients
- guidance components are incorporated to a larger degree into the work with clients
- targeted use of AEP programmes is in line with the individual characteristics of the job seeker
- a generally insufficient supply of job vacancies can cause that IAP capacity cannot be used to a full extent.

The reasons why labour offices are not sufficiently motivated to use the instrument:

- The measure increases administrative and organisational burden on labour offices, which is not appropriately compensated by financial and human resources

The reasons why clients of labour offices are not sufficiently motivated to use the instrument:

- If they conclude an IAP and do not adhere to the terms, they face the risk of being signed off the register (possibly, they can be asked to cover the costs associated with the measures in which they failed – e.g. retraining). They may therefore believe it is better for them not to agree on IAP to avoid the risk.

13. Documentation (concerning previous points):

- **printed material**

Ministry of Labour and Social Affairs, (2005), *Národní akční plán zaměstnanosti 2004 – 2006, aktualizace [National Action Plan for Employment for the period 2004-2006]*, Prague.

Ministry of Labour and Social Affairs, (2006), *Zpráva o plnění harmonogramu institucionálního, věcného a časového zabezpečení realizace opatření Národního akčního plánu zaměstnanosti na léta 2005-2006, za období I.pololetí 2005 a jeho upřesnění na 2. pololetí 2005* (Report on Adhering to the Schedule for Ensuring Institutional, Material and Time Resources to Implement Measures of the National Employment Action Plan for 2005-2006 – for the 1st half of 2005, and for its specification for the 2nd half of 2005), Prague.

- **on line sources**

Ministry of Labour and Social Affairs, (2000, 2001, 2002, 2003, 2004, 2005, 2006), *Analýza vývoje zaměstnanosti a nezaměstnanosti* (Analysis of the Development of Employment and Unemployment), Prague.

http://portal.mpsv.cz/sz/politikazamest/trh_prace

14. Research (references):

- **printed material**

Sirovatka, T. et al., (2006), Praha, *Hodnocení efektivity programů aktivní politiky zaměstnanosti v ČR*, VUPSV

- **on line sources**

Research institute for labour and social affairs: www.vupsv.cz

Analysis of a pilot phase of IAP implementation – presentation of Vyškov labour office:

http://portal.mpsv.cz/sz/local/vy_info/publikovane_clanky/prezentace/prezentace_brno_2004.pdf

E. Information about the time frame of the measure

15. Situating the measure in the time frame

Measure targets:

1. unemployed school leavers
(transition from school to labour market)
2. unemployed young people under 25
(unemployment after having worked)