

1 Describe any specific policies in your country at national or regional level which are relevant to the provision of learning services by public libraries

- a) for children/schools
- b) for adults
- Say how these policies are disseminated or promoted and by who (government, education or training bodies, local or central government etc)
- Attach or give URLs for any relevant policy documents

Policy documents in Lifelong learning:

- National Education Development Programme (White Book) (2001)
<http://pdc.ceu.hu/archive/00002885/01/WhitePaper.pdf>
- The Programme lifelong learning is in the strategy of the Ministry of culture
<http://www.mkcr.cz/scripts/detail.php?id=399>
- Strategy on Lifelong Learning in the Czech Republic (11.06.2007)
http://www.msmt.cz/uploads/Strategy_LLL_eng_final.pdf

There is no single law in the Czech Republic, which would deal with LLL, adult education or further education. If we see LLL as education throughout life, then the key laws are:

- act No. 561/2004 on pre-school, primary, secondary, higher vocational and other education (the act on education)
- act No. 111/1998 on tertiary education (the act on university education)

Both of these acts deal with education at the types of schools mentioned, but also with further education that can be attended at these schools.

A law on further education as an established part of the education system does not exist and never has existed.

The strategy on Lifelong Learning emphasises three main tools to be provided by libraries to the public:

- University of free time
- Third Age University (U3V)
- Centre for information and education

Please see implementation examples under section 4.

Information and Communication Policy in the Czech Republic:

The document was accepted by the government on 24.03.2004 including an implementation strategy to 2006. The libraries were supported to develop access to

communication services and modern on-line services for the public, and provide courses in computer and information literacy.

Main legal and strategic documents for Libraries:

- No. 257/2001 Coll. of June 29, 2001, on Libraries and Terms of Operating Public Library and Information Services (Library Act), came into effect on January 1, 2002. <http://knihovnam.nkp.cz/docs/00-121eng.doc>
- No. 341/2006 modifying Library Act No. 257/2001
- "Strategy for development of libraries 2004 – 2010"
http://knihovnam.nkp.cz/english/sekce.php3?page=01_Concept.htm
 - Scope: create and information infrastructure for education and lifelong learning

Supporting documents:

- Act no. 130/2002 Coll., on the support for research and development from the public funds and amendments to some related Acts (Act on support for research and development),
- Regulation of the Government of the Czech Republic no. 288/2002 Coll., stipulating the rules of providing grants for the support of libraries,
- Regulation of the Ministry of Culture no. 88/2002 Coll. to implement Act no. 257/2001 Coll., on libraries and conditions of operating public library and information services (Library Act).

What regards the dissemination and promotion of these documents, it can be more or less stated that it is not done. It was hard to find the necessary information. The two main sources are the Ministry of Culture and the National Library based in Prague.

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2 Say in general what difference you think these policies have made to the strategies and services public libraries actually offer (and why)

Each library in the Czech Republic provides educational courses to the public. In most cases the courses focus on computer literacy and information literacy competence development. The courses are mainly provided for requalification purposes to disadvantaged groups of people, such as women on maternity leave, long term unemployed, or handicapped persons. As included in the strategy on lifelong learning some bigger libraries run University of Free Time or University of Third Age or developed a centre for information and education.

Because of the underdeveloped IT and Human infrastructure, the library and LLP supporting programmes mainly focus on the training of librarians, purchase of computers and connecting them to the Internet.

The problem in LLL implementation consists in the unclear competencies and responsibilities between the central authorities, regions and cities, and also in the relations of central authorities, representatives of employers and employees' representatives. There is an absolute non-clarity in competencies, especially between the Ministry of Labour and Social Affairs and the Ministry of Education, Youth and Sports Education, where competition for powers is reflected more than

endeavour for real solutions.

Neither of these principal documents has ever been assessed.

The second main part of the concept "Strategy for development of libraries 2004 – 2010" refers to "Equal access to public library and information services" (To improve the role of libraries in the process of lifelong learning. To support in libraries the availability of services and funds for learning by means of the Internet. To create in libraries multimedia multifunctional centres providing access to training and facilities for work with digital documents, to make these services available also to the population in small villages.) *Included in the PLIS programme*

The programme "**Public Library and Information Services**" (PLIS) designed for libraries and funded by the Ministry of Culture is divided into nine sub-programmes dealing with different areas where information technologies are being used in libraries.

This programme was complemented by the "**Internet for Libraries**" project launched by the Ministry of Informatics in 2005. Its aim is to provide high-speed connection to the Internet for all public libraries. At present, 2500 public libraries have an Internet connection.

In accordance with its strategic goals of expanding computer literacy within four years, the Ministry of Information Technology (MI) started the "**National Educational Program for Computer Literacy**". The goal of this project is to allow anyone who is interested in learning the basics of working with a computer and basic orientation when working with the Internet to have the ability to do so.

Thanks to the above in almost each library there is Internet and there are basic Computer courses running in 2008. Main target groups are unemployed people, elderly people, women on maternity leave and other disadvantages groups.

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3 Describe and categorise in your own way the types of learning services which public libraries offer and who they offer them for (eg adults, children, disadvantaged or excluded groups, ICT learners, etc). What sources of learning materials are being used? What are the qualifications and competencies of learning service managers?

Regular courses:

Trainers are librarians and lecturers coming from a higher educational organisation or other specialised organisation which cooperates with the library.

<i>Activity</i>	<i>Target group</i>	<i>Type of education, learning materials</i>	<i>Source of financing</i>
University of free time	Adults, elderly	Traditional lectures	Small Participation fee, own sources, grants (SF)
Third Age University	Adults, elderly	Traditional lectures	Small Participation fee, own sources, grants (SF)
IT, PC skills: Basic PC Basic Internet use	Mainly disadvantaged groups: women on maternity leave, unemployed, handicapped	Work in computer rooms	Supported by national grants, or by the library. A very small fee is paid by participants.
Requalification courses (IT, administration skills)	Mainly disadvantaged groups: women on maternity leave, unemployed, handicapped	Traditional lectures and work in computer rooms	Supported by national grants, or by the library. A very small fee is paid by participants.
Language courses	All interested	Traditional lectures and work in computer rooms	Participation fee

Special courses, available in more developed libraries:

Trainers are librarians and lecturers coming from specialised organisations.

<i>Type of courses</i>	<i>Target group</i>	<i>Source of financing</i>
Summer courses on specific topics	Adults	Participation fee
Psychological, motivational trainings	Focused on disadvantaged groups	Small Participation fee, own sources, grants (SF)
Photo, design, dancing, etc	All interested	Participation fee

Courses targeted to children and youth:

These courses are much more interactive, generally organised as club activities, free time activities in the afternoons, weekends or during holidays or other special community actions. The activities vary between readership promotion (e.g. a night with Andersen), prevention (e.g. how to spend your free time), and competitions (e.g. in drawing or literature). There are always librarians available for personal consultations. Invited lecturers help their work.

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4 Describe up to ten cases where public libraries have successfully introduced learning services of various kinds, including as far as possible

- Name and location of the library
- Contact details (including email address)
- Type of learning service (s)
- When service(s) began
- Target group (s)
- How service(s) is/are delivered (scheduled classes, 'walk-in', e-Learning etc)
- What type of technologies are deployed (PCs, broadband, games, other learning software, Web 2.0 etc)
- Whether service(s) offered in partnership with other organisation(s)
- Extent of service(s): opening hours, number and frequency of events etc)
- Use of service (number of users per day, month, year etc)
- Funding of learning services (from public budgets, at cost to user etc)
- Any information on user evaluation of learning services
- Attach any publicity material, images etc
- Provide URLs for any websites pointing to learning services

Project: Masaryk Public Library as institution of community activities and lifelong learning in Vsetín (Masarykova veřejná knihovna jako instituce komunitních aktivit a celoživotního vzdělávání ve Vsetíně)

Library: Masaryk Public Library in Vsetín (Masarykova veřejná knihovna Vsetín)
Financed by the Joint Regional Operational Programme (Zlín Region) of Structural Funds

Start of the project: 01.01.2006.

End of the project: 14.02.2008

Target groups: long term unemployed, mothers with small children, disadvantaged youth

Educational services:

- 40-hour course on how work with PCs: operation of the computer, MS Word, electronic mails, Internet (6 courses between 01.01.2007 – 19.10.2007 for 12 persons in average)
- 1-day course with Internet: How to search for a job (3 courses between 01.01.2007 – 19.10.2007 for 20 persons in average)

- 1-day course for mothers on maternity leave on how to communicate with the help of Internet: Skype and ICQ
- Special interactive courses for young people from elementary and high schools with a high potential of social exclusion. e.g Drugs and me; Environment is my friend; Children of the streets
- How to spend your free time (Club activities every day): games, PC work, drawing and Workshops such as "World of snowboarding", "History of Hip-Hop", "Ready for criminal collection", "Gamezone", "Paragliding" and many others – *workshop every week* (Between 01.01.2007 – 19.10.2007 for about 780 persons)

Extra services besides the above training programmes: for mothers - childcare service, psychological consultations; for unemployed - individual consultations, motivational training; for youth – community actions, preparation to working life; for all of them – ecological training, every-day healthcare training
In cooperation with: City of Vsetín; Labour Office; Family and Parental Centre (Sunshine); Elementary School in Vsetín

Web: www.mvk.cz

Contact person: PhDr. Helena Gajdušková; Kateřina Janošková:
kjanoskova@mvk.cz

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Library in Kroměříž created a model of lifelong learning centre financed by the European Social Fund (second part of the project focused on training, in the first part the new building of the library was built up)

Start date: January 2006 - End date: August 2007

The programme had four main modules:

1. Accredited course on Computer literacy (80 hours)
2. Accredited course on Information literacy (40 hours)
3. Motivation, communication, self-development (20 hours)
4. Environmental education (6 hours)

Target groups:

- Long term unemployed
- Unemployed above 45 years
- Disabled people

Course details: 146 hours; 75 trained in 2006, 50 persons trained in 2007

User Evaluation: 125 persons filled in the questionnaire.

- 125 were satisfied with the courses
- 110 understood fully the materials, 9 partly and 5 not at all
- 106 considered the practical part satisfying, 1 partly, 18 not satisfying

Contact person: PhDr. Šárka Kašpárková, kasparko@knihkm.cz

Web: <http://www.knihkm.cz/>, <http://www.knihkm.cz/cz/cz/oddeleni/centrum-celozivotniho-uceni/24.html>

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County Library in Pardubice

Course: Digital photography and Computer graphics

Dates: February - May 2008

Target group: Interested adults

Lessons:

1. Basic work with digital photo camera, XnView software
2. CorelDraw software
3. Practical part: making pictures in a given topic
4. Graphics: opportunities with photos
5. Practical part II: making pictures in a given topic

Source of financing: Fee from the participants (2900 CZK/course or 700 CZK for lesson)

Web: <http://www.kulturni-sluzby.cz/vzdelani/kurzy>

Contact: linkova.okpce@volny.cz

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Project: Lifelong learning for elderly people in Třebíč

Library: Třebíč Public Library

Target group: elderly people

The project is based on the idea of Third Age University. On Universities and Colleges special courses run for elderly people. But not in all Czech cities are higher educational organisations, and not in all of them have the elderly people the possibility to attend. The Library in Třebíč developed an own programme in 2007. It consisted of two semesters:

I. semester programme:

- Internet for elderly people
- Contemporary Czech literature
- Singing poets, painting music
- European Union
- History and development of libraries
- I do not regret anything (Life of Edith Piaf)

II. Semester programme:

- Working with e-mails
- Contemporary English-American literature
- Voskovec and Werich (Theatre)
- Intercultural dialogue
- Training memory
- Literature café

The semesters could be concluded separately. At the end of each semester certificates were distributed. The programme continues in 2008.

Contact person: Mgr. Eva Bazalová, ebazalova@knihovnatr.cz

<http://www.knihovnatr.cz/Vzdelavani/verejnost/senior.htm>

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Project: University of Free Time

Library: County Library Vysočina (in Havlíčkův Brod)

Target group: Anybody who is interested

The participants do not receive any qualification or certificate. The scope of the project is to increase people's willingness to go back to the classroom. The project started in 2002 and the number of students is continuously growing.

In 2008 the following courses will be held:

- Healthy life style
- History of Music, Philosophy, Psychology
- Effective work with memory
- World literature of 20th century
- Chapters from European History of Culture
- PC courses

Fee:

- for workers in their productive age and student 300 CZK for non-PC courses, 500 CZK for PC-courses
- For mothers on maternity leave, people in pension, handicapped, unemployed 200 CZK for non-PC courses, 300 CZK for PC-courses

Contact persons: Marcela Josková, DiS.; PhDr. Ivana Štrossová

Web: http://www.kkvysociny.cz/modul_sluzby/uvc.aspx

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Project: Development of the Centre for Education and Information

Location: Rožmitál pod Třemšínem

Library: Public Library Manželů Tomanových

Project duration: 2005-2006

The whole project was funded by Structural Funds – Regional Development Operational Programme.

Scopes of the project:

- Requalification and lifelong learning of inhabitants
- Strengthening active employment policy
- Strengthening regional and local communication places
- Development of the library and information database

- Better access to public information for inhabitants

Now the library runs 5 requalification courses (administration – 100 hours, basic entrepreneurship – 120 hours, business representative – 100 hours, accounting – 120 hours, PC work – 80 hours) and 21 other training courses in different areas such as psychology, management, rights of employees, motivation, emotional intelligence, how to raise funds from Structural Funds, communication, conflict management, accounting and many others. All courses are accredited and are developed in cooperation with the Academy J.A Komenský in Nymburk. Depending on the topic each course is held in the form of 1, 2, 3 or 5-day seminars.

The library also offers language and computer courses and runs a dance studio. Each language course is planned for 68 hours; the price varies between 1600-2950 CZK.

Target group: all inhabitants

Web: <http://vcentrum.tremsinsko.cz/>

E-mail: knihovna@rozmitalptr.cz, infocentrum@rozmitalptr.cz

Director: Dana Petrášková

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5 Describe any evaluation or impact assessment frameworks in use at national, regional or institutional level which are relevant to learning through public libraries

- Summarise the results of any data collection exercises which have used these frameworks.
- Attach or send URLs for any reports or statistical outputs which make use of this data

There is no such framework developed in the Czech Republic, which concentrates on the learning through public libraries. There has been one national research done about how to evaluate the services of the public libraries in CZ. But there is no special section included for educational services. (Zpráva o výsledcích průzkumu: Jak hodnotíte služby Národní knihovny ČR - December 2006/January 2007)

In 2003-2004 218 libraries filled in a questionnaire about their educational services to the public. This research was part of a thesis work. The libraries self-evaluated their services. 38% were satisfied, the rest was planning to widen their educational services. The main reasons for dissatisfaction were: insufficient financial support, lack of modern infrastructure, non-interest of users and lack of personnel. More than 80% of the courses have been financed from own sources of the libraries. (Research done by Ms. Lenka Černá, Masaryk University in Brno)

Since 2007 public libraries in the Czech Republic can launch the project "Benchmarking of Libraries", which is managed by the Librarianship Institute of the

National Library of the Czech Republic. Main goals of the project are:

- to enable to public libraries of different sizes analyzing their own performances through the benchmarking method to compare these performances with another libraries and to find the best ways of solutions for the future development
- to use effectively library statistical data which are available

Performances and activity of libraries are followed with the help of 29 indicators, which are divided into three basic groups

- **conditions for library activities**
- **users and services**
- **funding and efficiency**

To be able to compare acquired data, an independent database was established, enabling mutual comparison of performances of two libraries which are compared to minimal, average and maximal values reached in a certain size category of libraries according to the number of inhabitants. The database can be accessed only by participants of the project. Currently 57 public libraries of a different size take part in the project – county libraries, municipal libraries and libraries in small villages.

<http://www.nipos-mk.cz/benchmarking/srovnani.asp>

[no prescribed length]