

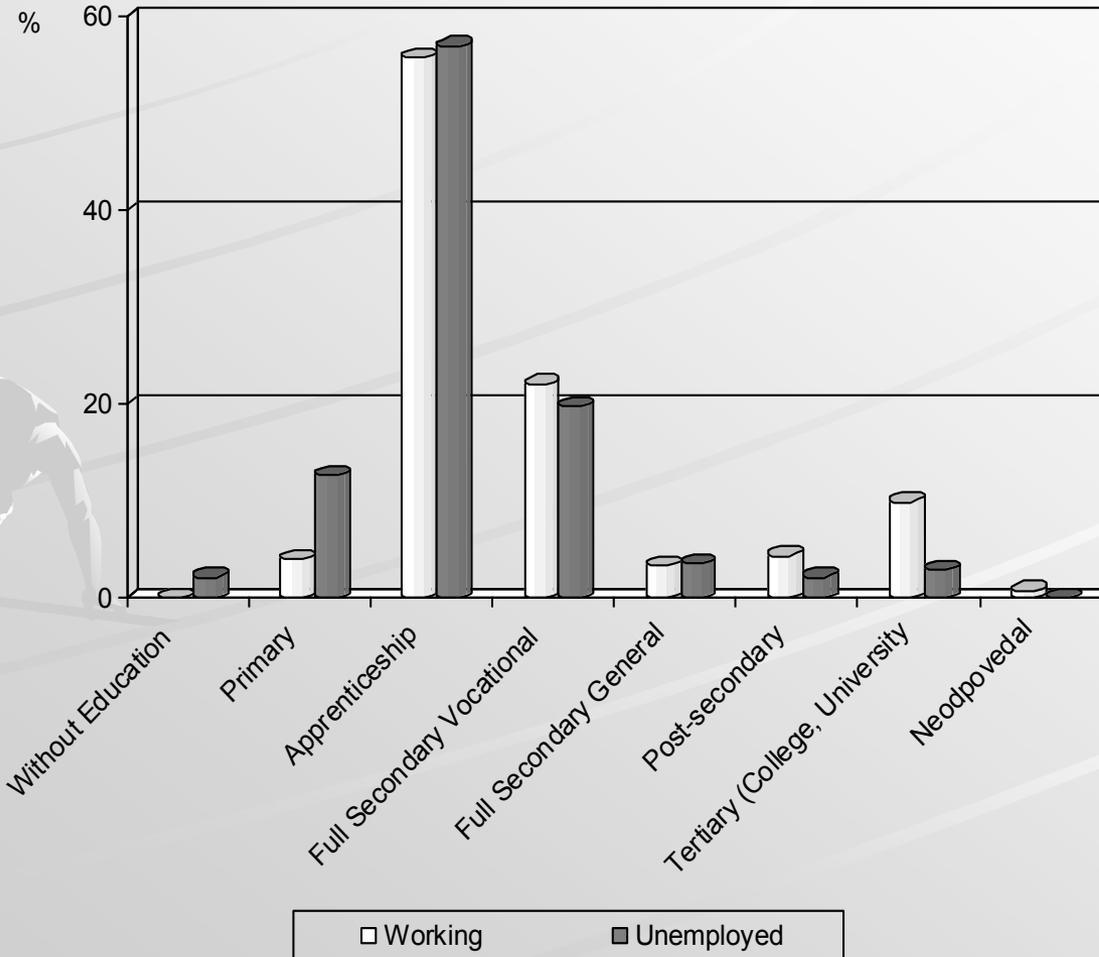
Blind and Partially Sighted People

Lifelong Learning

A faint, grayscale silhouette of a person in a starting crouch on a track, positioned to the left of the author's name.

Daniela Reichová
Institute for Labour and Family Research

Structure of Respondents by Achieved Education

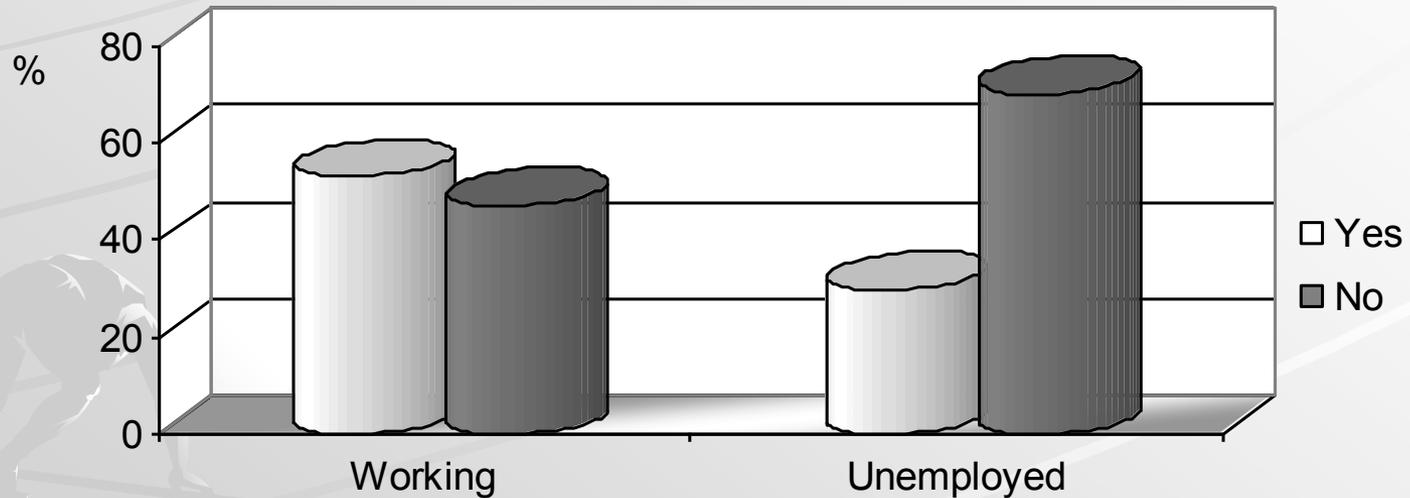


Type of schools

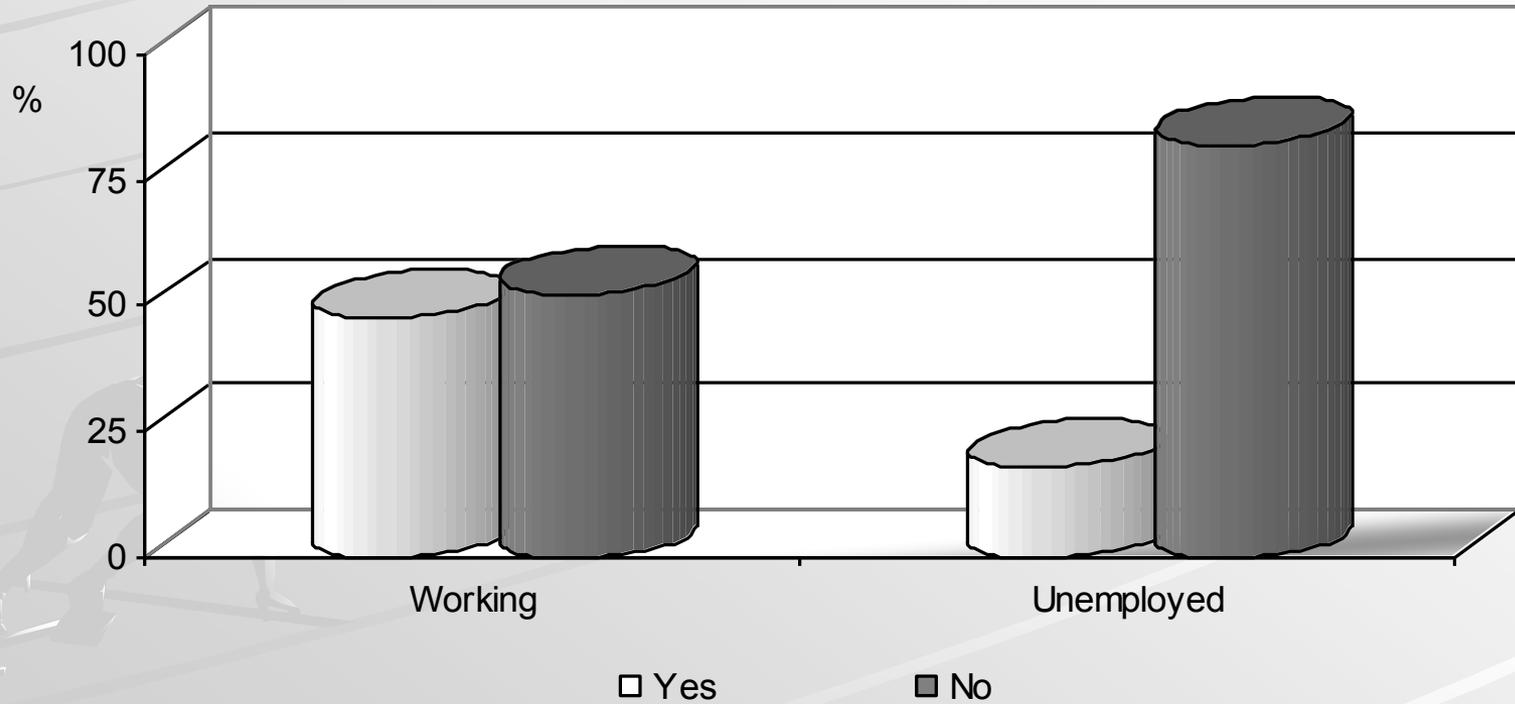
<i>Working</i>	Primary School (%)	Secondary School (%)
Integrated School	46,4	36,4
Special School	53,2	62,5
Integrated and Special Sch.	0,4	1,1
<i>Unemployed</i>	Primary School (%)	Secondary School (%)
Integrated School	77	65
Special School	23	35

Further education

Participation in social rehabilitation



Participation in further education and training at present or past employer



Education and training for labour market



Language Skills

- ✦ Not sufficient at primary and secondary education
- ✦ Higher level of foreign language proficiency in the sample of working respondents
- ✦ Educational barriers in integrated language courses
- ✦ Low level of language skills
- ✦ „No ability to speak“ the most common level of language proficiency
- ✦ Higher level of foreign language proficiency in the sample of working respondents
- ✦ In both samples the respondents with higher level of education declared higher level of language proficiency.
- ✦ More women than men declared speaking foreign language on higher level.

Computer Skills

- ✦ Face the educational barriers in integrated computer courses of further education and training
- ✦ Higher level of computer skills among working respondents.
- ✦ Mostly user skills of MS Word, MS Excel and Internet on higher level among working respondents
- ✦ MS Word: lowest number of respondents in both samples has no skills (working – 47%, unemployed – 61).
- ✦ More men than women declared ICT skills on higher level.

Barriers of Education

- ✦ Working: two thirds, Unemployed: two fifth do not feel the necessity of further education.
- ✦ Unemployed: More than one third - education does not help to find a job and this is the reason of their disinterest.
- ✦ The big problem the courses remoteness and difficult transportation.
- ✦ Offered courses and courses of their interest not suitable for VIP.
- ✦ The vast majority in both samples considers education as very important and important for getting and keeping the job.

Educational Tools

- ✦ acoustic recordings,
- ✦ compensation aids
- ✦ electronic documents.
- ✦ space without architectural barriers
- ✦ car (commuting service)

Further Education Future Interest

Differences between two samples.

Working respondents:

- ✦ improve knowledge and skills from the field of their work and interest (social science, accounting, gardening, music, arts and crafts).
- ✦ Occasionally there were some respondents who want to achieve higher qualification.

Unemployed respondents:

- ✦ courses of massage therapist.
- ✦ learn or improve their key qualifications (ICT skills, language skills)
- ✦ self-employment knowledge and skills.
- ✦ no respondents who wanted to raise their qualification despite the low educational level achieved.

Summary

- ✦ Low education level in both samples
- ✦ Higher proportion of working respondents in tertiary education
- ✦ Higher participation in further education and training
- ✦ Better language and computer skills of employed
- ✦ The most common barrier declared: remoteness, courses not suitable
- ✦ Interest in computer courses (both), massage therapist (U), self-employment courses (U), field of work courses (W), raising education level (W)