

Czechoslovakia

PREPARATION OF YOUTH FOR EMPLOYMENT AT SECONDARY SCHOOLS
IN THE CZECHOSLOVAK SOCIALIST REPUBLIC

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Education, vocational training and employment (pertaining to secondary schools, their objectives, structure and educational contents) in the Czechoslovak Socialist Republic

Work, particularly regular employment, is one of significant forms of the participation of individual people in the life of social entities whose members they are. Consequently, the preparation of youth for work and employment takes an important place among the numerous tasks of school education constituting the preparation of the young generation for their future full and fruitful life in the human community.

The problem of educating and preparing youth for work and employment in schools has become a very serious theoretical pedagogical question in all countries having advanced educational system and the striving for practically developing the preparation of the entire young generation for its future participation in work in regular occupation constitutes a general feature of all practical progressive educational systems in the contemporary world. These efforts are the response of schools to one of the paramount needs of the society, they attest to the democratization of the educational process and, last but not least, also an important instrument of fully developing the personality of each individual.

The requirement of education directed also at preparing youth for work in some occupation comes to the fore all the clearly and urgently in the elaboration of the general concept of education, its objectives and concrete tasks, the higher the social value of work in the respective society, the more clearly and resolutely

it is expected from every man - as it is the case precisely in the socialist countries- that he will, according to his talents and capacities, take part in the creation of material and spiritual values necessary for the life of the society and its further development.

The part of shaping the young generation which in the educational system is usually referred to as vocational preparation and which is organized in these types of schools and their courses focussed by their objectives and contents upon professional training leads unequivocally to the preparation of the young generation for its future regular work in some profession or occupation. Here advanced educational systems embrace practically specific kinds and types of schools of secondary level providing elementary / workers/ or secondary vocational qualification (in the CSSR the so-called vocational centres and apprentice schools as well as secondary vocational and vocational schools) and, furthermore, universities preparing highly qualified experts for research, scientific work and also routine field work.

During vocational training at the above-mentioned schools young people acquire concrete specific vocational knowledge, knowhow and habits necessary for successful work in some concrete occupation of the respective level and develop their specific physical and spiritual abilities constituting another condition of successful and effective work in the respective field of activities. In each system of vocational training- whether it concerns elementary, secondary or university professional qualification - we always find

its theoretical and practical components as well as its strictly delimited interrelation as to time, contents and quantity.

Its introductory part consisting usually from a more general, mostly theoretical basis representing more detailed general knowledge of mathematics, the respective discipline of natural history or social science having close relation to the specific profession or to their group of professions for which students are trained plays always an important role in vocational training. The introductory component of vocational training constitutes the application of natural history or social science to the respective profession or group of adjacent professions and, at the same time, the transition from general education to professional training. Likewise, general theoretical and practical technological knowledge and knowhow developed in the socialist countries as polytechnical education have, in a sense, the character of introductory training for vocational preparation.

Likewise, general education plays an important and entirely indispensable role in the preparation of youth for its future regular work. General education is important for vocational training primarily since it shapes a significant basis of facts for the formation of theoretical and practical general and also narrowly professional knowledge and abilities and constitutes an important basis for future professional growth of every worker, his possible re-qualification or advancement of his professional qualification. The importance of general education resides in the fact that it provides young people with general knowledge mainly of social sciences (history,

geography, civics, literature, sociology, psychology, economics etc.) so that they might understand better and more deeply more general and wider social interrelations and form on this basis correct and firm opinions, beliefs and attitudes which are of unquestionable importance for their activities in their occupations, are conducive to correct understanding of working tasks and influence greatly the moulding of the working morale. The importance of general education is particularly underlined in those instances when general educational school is the highest finished school, when the school preparation of the young person for life is hereby terminated and when the young graduate proceeds directly to work having only general education which should be a basis for further vocational professional training which is immediate preparation for his activity in the working process.

However, in the process of school education not only its cognitive (the so-called orientative and informative function of education) component takes part in the preparation of youth for regular work in employment. An important role is also played by generally educational aspect of the school educational and instructive work focussed on the shaping of the whole personality of a young person and directed at moulding noble features of each individual which manifests itself positively also in his work. In this process both the preceding of general education and vocational education are of importance. In both components of school education it is primarily the organization of the educational process and vocational training as well as the impact of teacher's or instructor's personality which are of significance for the shaping of personal character of a good worker. Like-

wise the educational contents plays an important role in this respect. This concerns in the first place the development and creation of intellectual and moral qualities of young people and their attitudes constituting intellectual, volitional and emotional prerequisites for the correct inclusion of young people in work and their successful and socially desirable activities therein. Similarly, the share of education in social integration- in creating and strengthening fundamental social entities and groups, the so-called collective education, and in establishing social relations conforming to the organization of a progressive democratic society and to the developing socialist relations of production is of major importance. In the end, we cannot forget linguistic and expressional talents and abilities which are a basis for establishing communication among people, which are important not only generally for full satisfaction of human needs but are of special importance also for successful activity in any profession in view of the present organization of work, the importance of co-operation in its process and needs of communication through word, letter and other graphic means-abilities which should be developed in order to ensure future successful activity of young people in their respective occupations. In this respect we speak about the application of antropogenetic, sociogenetic and communication function of education in the process of preparing youth for their working activity and occupations.

In general, we may note that the preparation of youth for its future activity in regular occupation is not an isolated, narrow affair in the education of the young generation but, on the contrary,

an integral part of the entire educational process which penetrates it and requires from it that each its particle be aimed at preparing youth for an effective and socially desirable participation in this important form of its share in the life of the society. It is obvious that the preparation of youth for its future employment is focused upon their acquiring in the process of education and training of an all-round whole of concrete knowledge, abilities and habits, in their acquiring during the selfsame process of some attitudes, moral qualities, volitional features and physical and spiritual abilities the system of which is an important feature of qualification and characterizes a good worker in his profession in the same way as the system of his professional knowledge and skill. Moreover, it is obvious that both general education and training of the young generation in the most general sense (forming of personality) and the vocational training for a specific profession or for a group of relative professions contribute to such preparation in a specific manner. Theoretical and practical aspects of the preparation are equally important and the principle of linking theory with practice is one of the cardinal principles of progressive educational systems. Last but not least, it should be noted that all components and parts of education- ranging from intellectual over technical, moral, working, esthetical to physical education-take part in the preparation of the young generation for its tasks in work and all functions as mentioned above play a role therein. All the above angles, components and functions of education and vocational training constitute, in the process of preparing the young generation

for its future work , an inseparable unity within which they mutually join, complement and thus create a basis upon which the personality of a good worker should be formed in the course of a concrete profession, a worker who is not only a narrow specialist but perceives his professional activity as well as that of his colleagues in wider social connotations and can devote his professional work to socially noble objectives of peaceful co-operation among nations.

On the whole, these theses are generally valid but their concrete reflection takes - in specific historical conditions underlying various educational systems - very diverse concrete images shaped in connection with the socio-economic conditions in which the education of youth in the respective country takes place. Concretely those differences are reflected primarily in the way of formulating the objectives and tasks of education and vocational training of youth, in the stipulation of the contents of education and structure of education and training of youth mainly in schools on the basis of those objectives and tasks.

In the Czechoslovak Socialist Republic the educational system as a whole has undergone very substantial changes in the past twenty-five years and in this connection also the preparation of youth for its future regular activity in work. These changes were caused by

1. fundamental social changes resulting from the building of the socialist State and from the development of a socialist society which in the field of education were conducive to basic changes in educational State policy and , consequently, to entirely new

formulations of the goals and tasks of education in accordance with the preparation of the young generation for the life in a socialist society;

2. considerable development of science and technology which brings about such prominent and rapid changes in the sphere of production and lives of people and, consequently, influences also the preparation of youth for occupation, that recently those changes have been referred to as scientific-technical revolution.

The most prominent external change which took place in the system of preparing youth for its work in the Czechoslovak Socialist Republic in the above-mentioned period resides in the fact that while in the preceding period a great part of youth terminated its school attendance and preparation for work at the age of fourteen, i.e. by terminating elementary or junior high school, in the period from 1948 to 1973 a significant shift takes place, a shift in consequence of which an overwhelming majority of youth (about 93 per cent) continues following nine years of attendance of elementary schools its education and preparation for work in some of the main four types of secondary schools (vocational centre- apprentice school, secondary vocational school, vocational school, secondary general educational school- " gymnasium") for three or four years, less frequently for two years. This development is evident from the following tables:

TABLE 1. Survey of development of the number of pupils attending secondary schools in the CSSR

School year	Number appr. in appr. centres and voc. centres	Number stud. gen.ed. sec. sch.	Number graduat. gen.ed. sec. sch.	Number stud. sec. voc. sch. voc. sch.	Number graduat sec. voc. sch. voc. sch.
1933/34		30,000 ^x	7,333		
1936/37				65,035	15,000 ^x
1948/49		30,000 ^x		92,610	
1953/54	140,232	47,232		123,882	27,976
1958/59	222,056	96,372	21,328	140,577	39,504
1963/64	326,597	88,155	22,354	176,591	38,398
1968/69	360,506	98,918	29,434	196,246	49,358
1970/71	353,209	101,730	29,645	218,900	48,159
1972/73	363,997	121,317	19,698	203,490	58,629

^x Only estimated figures

Data concerning graduates from secondary general educational schools and secondary vocational schools and vocational schools concern always the preceding year

TABLE 2. Development of the total number of pupils and apprentices at secondary schools in the CSSR

School year	Number of pupils and apprentices
1953/54	311,346
1958/59	460,005
1963/64	591,343
1968/69	655,670
1970/71	673,839
1972/73	688,804

Statistical data attest to a distinct growth in the number of pupils in all kinds of secondary schools. Only in the past twenty years this number doubled and if we took into consideration the situation shortly prior to World War II and compared it with the present one we would see a threefold or fourfold increase. The described growth reflects fundamentally higher attendance of secondary schools since in view of the population development in the CSSR after World War II the demographic influences upon the above data are entirely negligible (in comparison e.g. with similar data from some West European countries). Even if, for example, vocational centres and apprentice schools offer education combined with practical vocational training, their educational impact is considerable since educational and instructive work itself consisting in theoretical instruction of generally educational, introductory and vocational subjects takes full three days per week while the so-called post-elementary schools which existed in their place before the Second World War (and their counterparts still exist in some West European countries) education proper took only one day a week (often with practical work in school working shops). The former post-elementary schools could be hardly included among secondary schools and raised only slightly the level of its pupils above that of pupils from elementary schools.

As a result of this development the number of youth who received education and preparation for work only in elementary schools and left, after having reached the age of fifteen, for practical life without any school education at secondary schools has decreased to a very low number. In recent years this number fell to about

7 per cent of the total number of those fifteen years old. At present we experiment with those young people who went to work directly after having finished primary school and prepare measures under which they would get at least one additional year of education.

It was precisely these prominent changes in school education of youth in the Czechoslovak Socialist Republic before they start working as well as the considerable growth of the number of young people attending secondary schools which evoked some changes in the educational concept in the CSSR- i.e. changes in the objectives and tasks in education at Czechoslovak secondary schools. Of course, the fundamental social changes which took place after the year of 1948 in connection with the gradual building of the socialist State and with the development of the socialist society as well as the application of these conditions also to the development of education contributed greatly to the above transformations.

The before-mentioned change in educational concept concerns in the first place general educational secondary schools, called traditionally gymnasia in the Czechoslovak Socialist Republic. Prior to 1948 the task of these schools was to give students general education and to develop their personality in an all-round manner. The education had general character at secondary level and was divided into several branches from exclusively classical education accentuating classical languages, over education combining Latin and modern languages as well as culture to a branch emphasizing natural science and technical subjects. Even if the previous general educational

els (gymnasia) were for some part of students their highest
el by which their formal school education terminated before their
y into practical life and the type of education which these
els offered was identical with their preparation for employment,
general education which they provided was interpreted mainly as
graduate's qualification to enroll university, i.e. they gave
the right which the former secondary vocational schools lacked.
rt of the youth studying at that time at secondary general educ-
nal schools (gymnasia), graduated from them- in conditions of
then capitalistic State- only in order to enhance by their educ-
n their social prestige resulting mainly from the property of
r families. That applied mainly to a part of girls, 30 per cent
hom studied then at Czechoslovak secondary schools.
zechoslovak secondary general educational schools preserved the
le task of providing higher general education and preparing
ents mainly for university studies several years after World
II. In this sense its task was formulated in Educational Acts
.948 and 1953. After 1953 the number of students at secondary
ral educational schools has grown considerably. Consequently,
r slightly more than a half of their graduates could continue
ir studies at the university. The school with its traditionally
ulated tasks was unable to fulfil its new function. The then
ndary general educational school became namely the highest school
a growing number of students but their transition to work was
y difficult since students had not been prepared for that during
eir studies. They not only lacked due professional knowledge for

practical professional work but they did not wish to go to work and requested - in the spirit of traditional objectives of that school - to be enrolled at universities which had not by far such capacity.

Consequently, at the end of the fifties a new approach to the educational concept of secondary general educational schools was found and in this spirit the 1960 Educational Act provides that "secondary general educational school provides youth with complete secondary general and polytechnical education and with fundamental vocational education appropriate for work in some sector of the national economy and culture. One of the main tasks of this type of school resides in preparing youth for university studies". (Para. 12 of the Act on the System of Education and Instruction of December 15, 1960). The Act stipulated clearly for the first time the tasks of secondary general educational schools in the CSSR in the field of preparing youth for work in employment. In this process an important role should be played precisely by polytechnical education acquainting pupils especially with some general technical knowledge and skills and developing in pupils also moral features necessary in the working process not only by theoretical instruction, but also, and in the first place, by the participation of the secondary school youth in production. The above-mentioned tasks set up for secondary general educational schools remain intact also in the 1968 Act on Gymnasia, only the problem of practical preparation of youth for concrete professional work was regulated on this occasion in order to conform better to possibilities of secondary schools. According to this Act "the gymnasium offers complete secondary general education and prepares for university studies; graduates of gymnasium

may hold offices in the field of administration and economy in accordance with their education" (Para. 1, Section 2 of the quoted Act).

The new socio-economic situation in the CSSR following the year of 1948 obviously influences the formulation of objectives and tasks of education and instruction on secondary vocational schools. In reference to these schools already the 1948 Act emphasizes that they provide together with specialized vocational education " also higher general education", namely " of such an extent as to enable pupils' access to university studies" (Para. 52 of the Act of April 21, 1948). In comparison with the preceding state of affairs the Act not only expanded the scope of education but also the tasks of secondary vocational schools. Secondary vocational schools which were before that schools preparing pupils directly for a specific profession, now may send their graduates to study further at universities and to acquire better qualification for their occupations. In this respect, these schools gained the same status as secondary general educational schools, the two main types of secondary schools became more similar and the prestige of secondary vocational schools began rising among students and their parents since they entitled its graduates to university enrolment similarly as secondary general educational schools and prepared them better for practical work in their occupation. Therefore, it is understandable that the interest in studying at these schools has grown particularly among talented male youth even if specific preparations for university studies have not been so deep as at secondary general educational schools.

In the past twenty-five years when developing the concept of

of secondary vocational schools we have been confronted with the question as to how narrowly or widely we should interpret vocational qualification acquired by pupils at these schools. This question was solved and we refrained from determining very narrow specialized profiles of these schools since precisely that aspect would complicate the inclusion of students in the working process or their possible changes of the working place. However, in spite of this fact there is a wide range of professional lines at these schools if compared with the past state of affairs. In the post-war period the needs of the development of the national economy and culture brought to life many new disciplines and specializations at these schools, not only in the productive sphere. Likewise secondary vocational schools preparing specialists with secondary vocational qualification for non-productive branches, the tertiary sphere, (e.g. health services, libraries, paedagogy, drama, music etc.) have been expanding considerably.

It is natural that also apprentice schools as educational institutions for preparing qualified workers for most diverse fields of the economic life had to undergo major changes in their concept. In the first place, we should accentuate the expansion of their tasks residing- as pointed out in the 1960 Act - in providing apprentices also with " secondary general and vocational education" along with vocational training. The above provision brings closer also apprentice schools to traditional types of secondary schools. At the present time, we organize experiments with apprentice centers which should give together with worker's qualification also complete secondary

education terminated with final examination within the four-year curriculum.

It is, no doubt, obvious that all the changes which have taken place in the basic concept relating to secondary schools as well as in their objectives and tasks have resulted in developing the concrete contents of education in the above schools. Even if not all problems have been solved in this field, the past years witnessed many concrete measures yielding much experience. This experience will be used in further measures under preparation for the coming period. Here we shall mention at least briefly the main tendencies concerning the changes in the educational contents of secondary schools in the recent period in connection with the preparation for occupation.

In the first place, it is the trend to extend general education at general educational schools with some elements of vocational education which - even if they cannot provide the graduates mostly with complete vocational qualification - should go in his concrete preparation for qualified work at least so far as to orientate him for a specific field of work and to give him such basic knowledge and skills in this field so that he could start working in a corresponding occupation and acquire full qualification within short time.

Contrary to the previous solution based on immediate participation of students in the working process in enterprises, at present professional preparation at gymnasia is approached through various theoretical and practical obligatory and non-obligatory, optional subjects. Many of them should develop interests in hobbies, but

they/
mostly are instrumental in preparing for work in some occupation (e.g. essential economics and organization, essential administrative work, basic technology- from the fields of engineering, electrical engineering, industrial chemistry or agricultural research, technical drawing, shorthand etc.) or in furnishing additional knowledge in some theoretical field and preparing for future university studies.

On the other hand, at secondary vocational schools we have witnessed together with modernization and betterment of vocational preparation also efforts aimed at improving and extending the general educational component of the educational contents. This applies not only to mathematics and natural history. These efforts should serve in the first place the establishment of the due, more general scientific basis for the development and work of students of these schools in the field of their qualification. This practice proceeds from the conclusion that any professional work is based all the more on scientific theoretical knowledge at the present time and, consequently, that deeper knowledge in fundamental natural history as well as in the field of social sciences which have been so far parts of general education is becoming at present a necessary condition for good preparation for qualified work in any kind of profession. It is remarkable how in this respect social sciences came to the fore at schools for technical cadres in industry (e.g. study of psychology) as preparation for their work as chiefs of working groups. Even if during the materialization of these principles Czechoslovak secondary vocational schools are often confronted with very difficult

practical organizational tasks how to meet all the requirements during the four years of study, considerable progress has been achieved in practice in this respect (it is, for example, remarkable how students of these schools study often two languages in order to be able to communicate about their field of professional activity).

Similar trend may be seen at apprentice schools and training centres. A similar principle is pursued here as at secondary schools. General educational facts should constitute in the first place a basis for technical development of apprentices, for grasping the scientific foundations of productional operations, technical equipment etc. However, at the same time also the possibility of further professional and social growth of apprentices is followed, their general education should be a basis for their further study which may be continued until the university and also a basis for their future participation in the management of national economy, in the work of self-governing organs and social organizations, in the exercise of civic duties and obligations so that members of the working class could take part in the entire social life as equal and, last but not least, in the cultural spending of leisure time. Even if at present apprentice schools do not provide apprentices with complete secondary education - if they want to achieve that, they have to continue the study after the termination of apprentice schools in at least two-year evening secondary schools- in foreseeable future new measures will be taken, measures under which apprentices will get in apprentice centers within four years vocational training for qualified work in some worker's occupation and at the same time

complete secondary education giving them all rights of a secondary school graduate, including the right to apply for the enrolment at the university of any specialization immediately after the termination of the before-mentioned studies.

The implementation of all measures in the field of educational contents at secondary schools, which we have briefly outlined, would not be possible without some changes and interventions in the structure of these schools.

Compared with the previous four types of secondary general educational schools (gymnasium, reálné gymnasium, reformní reálné gymnasium and reálka) following World War II a unified secondary school with the internal division of studies into the so-called humanistic branches emphasizing social sciences, languages and literature and the so-called mathematical-natural history branches accentuating mathematics and natural sciences. Modern requirements of life- the requirement of deeper specialization for higher studies or practical work in some occupation compelled some schools to open also classes with expanded study of modern or classical languages, biology and chemistry, mathematics and physics, mathematics specializing in preparing computer technicians, creative arts, sports, musical education etc.

Complex requirements of life and work and the growing demands of universities which expect better knowledge from students who wish to enrol were conducive to the prolongation of the general educational study to four years in 1968 so that this school could prepare its students for universities as well as for some practic-

al occupation.

Secondary vocational schools preserved their traditional external structure in their four-year study. However, their present internal structure is incomparably different. Compared with about four basic study lines in these schools (industry, agriculture, forestry and trade) with a small number of specializations in each of them, at the present time these schools embrace eight great basic lines of study (industrial, economic, agricultural-technical, forestry-technical, librarian, pedagogical, conservatoires and health service schools). At the same time, in connection with the needs of the national economy and culture these basic lines were subdivided into more specialized lines (e.g. in the field of industrial schools into schools for technical and nuclear physics, applied geology and mining, metallurgy, engineering, electrical technology, chemical industry, food industry etc.) and within them even into more specialized studies (e.g. in the field of mining depth drilling and geological research, mine geometry, opening of coal layers, exploitation of ore deposits etc.) It is natural that the introduction of new study specializations at these schools was caused by the needs in life which are changing all the time and becoming bigger and, consequently the outlined process can never come to an end.

Along with the traditional study at secondary vocational schools which follows the elementary nine-year education and takes four years, these schools expand constantly the number of two-year courses which follow complete secondary general education and enrol gymnasium graduates. This offers further possibilities for graduates from sec-

secondary general educational schools to acquire special qualification for some occupations. Simultaneously, it gives the opportunity to develop the demanding specialized preparation of medium-level workers in various fields of national economy and culture already on the basis of terminated general education which corresponds to the modern requirement of deeper theoretically founded preparation of workers. In some branches there is even the trend to prepare medium-level workers only or predominantly in this way. That applies particularly to those cases where specialists need for their work not only profound vision and deep theoretical knowledge but also personal maturity (e.g. at secondary vocational schools of social, legal, pedagogical character etc.). The development of such study courses may be often interpreted as a trend of giving the courses university level.

The great structural changes in connection with the before-mentioned requirements will influence primarily apprentice schools and vocational training centers. Even if substantial changes took place in comparison with the previous state of affairs (prolongation of theoretical education, the intensification of general education parallely with the vocational theoretical and practical preparation, the development of a new system of vocational training in connection with modern requirements in production), it is evident that all these measures are still insufficient and that it will be necessary to change the external and internal structures of these institutions in such a way as to conform best to the requirements of modern times and to become an equal component in the secondary

school system within the Czechoslovak educational system. Especially in some disciplines it will be necessary to prolong the time of preparation, to think over its concept, to intensify the contents of education and vocational training, to consider their organization, mutual interrelation so that the entire training would correspond better to the growing demands of the national economy as well as to perspectives of future education and vocational growth of graduates from these institutions. Some structures of this education were intensively tested in practice in the past years, at the present time a new series of experiments which should lead to more general practical conclusions in this field of preparation for employment in near future will be opened.

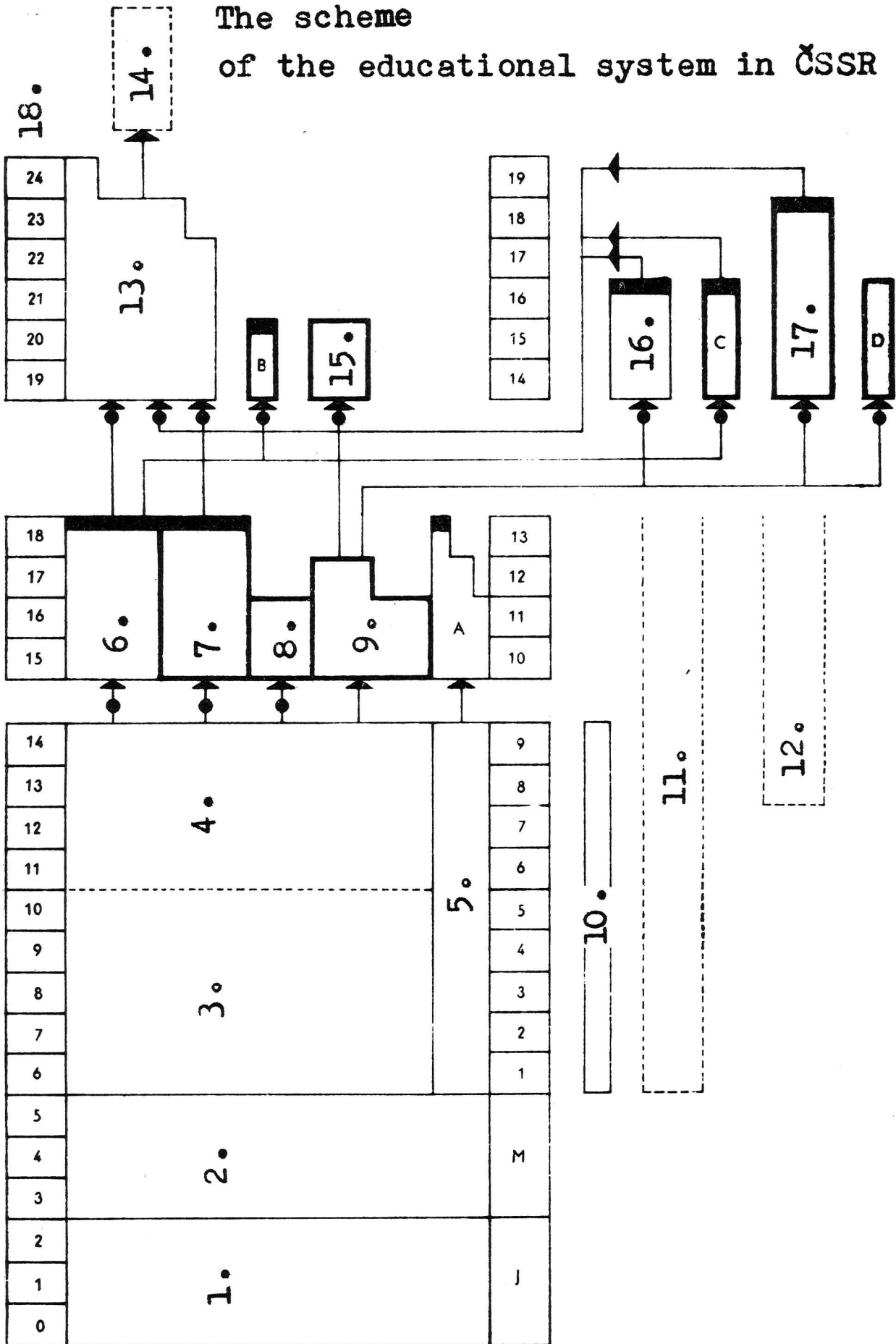
In conclusion it may be noted that at present one may notice that all types of secondary schools in the school system in the Czechoslovak Socialist Republic considerably intensify their care for preparing their pupils for their future work in some occupation, both in the field of their vocational training and in the field of general education. They realize the importance of general education for vocational development of the worker, they understand also its significance for the shaping of his personality- for the development of his abilities, views, positions, moral and volitional features, for the creation of the personality of a mature worker required by the present and perspective system of work in any occupation. A great role in the evaluation of general education in the system of preparation of young people for their work in some occupation is played by the fact that the dynamics of the contemporary science and

technology , and consequently production necessitate constant growth of each worker, but also may cause his possible perspective re-qualification in connection with the needs of further growth of national economy.

On the other hand, some elements of vocational training gradually penetrate also the educational contents of secondary general educational schools and shape thus the new image of secondary general education conforming better to the present and future social conditions and individual needs of graduates from these schools.

At the same time, it may be noted that the above principles pertaining to the preparation of the young generation for its tasks in future occupations will also contribute to the gradual coming together and integration of the main types of Czechoslovak secondary schools and to the strengthening of the principle of the unity of the entire school system in the Czechoslovak Socialist Republic.

The scheme
of the educational system in ĀSSR



Texts

1. Nurseries
 2. Kindergartens
 3. Elementary schools
 4. Secondary school
 5. School for youth requiring special care
 6. Gymnasium
 7. Secondary vocational schools and conservatoires
 8. Vocational schools I
 9. Apprentice centres
 10. Obligatory school attendance
 11. People's schools of art
 12. People's schools of languages and language schools
 13. Universities
 14. Scientific preparation
 15. Vocational schools II
 16. Secondary schools for the working people
 17. Secondary vocational schools for the working people
 18. Age
- A schools and centres providing vocational education to youth requiring special care
- B studies of graduates of secondary general educational schools (gymnasia) at secondary vocational schools
- C the selfsame during employment
- D vocational school for the working people (only in divided study)
- enrolment proceeding
 - study, terminated by final examination
 - ∴ those schools do not issue final examination certificates
- Nurseries are administered by the Ministry of Health