



**Lucie Zormanová**

The Czech Republic

## **The Comparison of Distance Learning Between the Czech Republic and Other European Countries<sup>1</sup>**

### **Abstract**

This article examines distance learning in individual European countries and the Czech Republic. It analyses and compares the development of distance learning, and the supply of study options in the form of distance learning in European countries; it covers the development, conditions, and history of distance learning in European countries.

The carried out analysis shows that currently there is an emphasis on lifelong learning, and the development of distance learning has become a priority. It can be further stated there are significant differences in the development of distance learning in individual European countries, and in the Czech Republic distance learning has only started to develop in the past twenty years.

**Key words:** lifelong learning, e-learning, distance education, open distance learning, foreign experience, European countries, Czech Republic

---

<sup>1</sup> This article appears in: Zormanová, L. (2016). Distance education in european countries. In E. Smyrnova-Trybulska (Ed.), *E-learning. Volume 8. E-learning methodology – Implementation and evaluation* (monograph) (pp. 19–28). Katowice/Cieszyn: STUDIO NOA for University of Silesia.

## Introduction

Nowadays, the emphasis on lifelong learning, learning, self-study, and education is becoming a regular part of everybody's life. Since the society realises the fact that combining work, family responsibilities, and study requirements is demanding, it is already possible to acquire higher qualifications in many fields by means of distance learning, using an electronic system of learning, i.e. e-learning.

Since the society understands that it is difficult to harmonise work, family, and study duties, many fields of study offer obtaining a higher qualification through a distance form of study, which is carried out through e-learning. E-learning provides education opportunities to various groups of disadvantaged people, who would not be able to attend the classic daily or combined classes, such as women on maternity leaves, single mothers with small children, the health-impaired, people working in shifts, convicts, army personnel, but also people living in regions with insufficient transportation system, etc.

There are new opportunities at the level of university studies. Universities are facing the fact that demand exceeds supply. In other words, universities are not able to accept all prospective applicants. The interest in lifelong learning at universities is also growing.

## Distance Education

Distance learning has a years-long tradition in many European countries, especially the United Kingdom, Germany, and France. Currently, a dynamic development of distance learning is characteristic for European countries; the trend is connected with the development of technology.

### **Historical Development of Distance Learning in Europe and the Czech Republic**

Distance learning was originally carried out as correspondence courses (courses started in 1840 in the United Kingdom); with the development of radio communication, broadcast courses came to existence (e.g. broadcast courses of French universities). Later on, the development of distance learning significantly accelerated by the development of cinematography, telephone and telegraph, television broadcast, and satellite systems. In the second half of the 20<sup>th</sup> century, another significant technological advancement came with the development of ICT, which played an important role in distance learning as well, because information

and communication technologies were quickly and intensively used as support of the education process, particularly at universities.

Distance learning, particularly at universities, is not as established in the Czech Republic as it is in other countries. In this country, distance learning only started to properly develop in the 1990s. A dual system is supported in the Czech Republic – in other words, education institutions may offer distance learning and full-time study simultaneously. Since 1998, the Higher Education Act has placed full-time study and distance learning on an equal level of quality. At secondary school and tertiary technical school levels, the equality between full-time and distance learning was legislatively approved in 2004.

In the Czech Republic, the form of distance education of studies existed before the introduction of e-learning, albeit on a much smaller scale than in the United Kingdom, France, Germany, etc., where distance learning had had a long tradition and had always been relatively popular. After 2000, however, it became apparent that distance learning using old media had become obsolete; e-learning started to dominate distance learning. The development of e-learning, which increases the comfort of students and the quality of distance learning, supports the cooperation between universities and organisations focusing on the development of e-learning and its application in the education process. The most important organisations in the Czech Republic include: National Centre for Distance Education, Czech Association for Distance University Education, Centre of Further Education (Klement & Dostál, 2012).

The development of distance learning further benefits from the recommendation of the Accreditation Commission, Czech Republic, aimed at combined fields of study, which states 30% of the education should be carried out as distance learning (Vinš, 2000).

## **Distance Education in Europe**

In order to implement effective e-learning education, states have to meet requirements such as introducing an accessible Internet infrastructure of high quality, a large percentage of fully literate people (including computer literacy), an emphasis on lifelong learning in a particular country, and culture which values education and supports lifelong learning, etc.

E-learning with the full backing of national institutions is regarded as the significant factor (Mackeogh, 2004).

Scandinavian countries are remarkable for their excellent information infrastructure and people's readiness for ICT integration into all areas of life (Paulsen, 2003; Zlámalová, 2007a).

In Europe, we can find different implementation forms of distance learning within the education system of each country (Baumeister, 1999; Hampl, Česal & Vaškovic, 2008).

There are enormous differences in distance education within European countries. Western European and Scandinavian countries have a long-established tradition of distance education realised in the correspondence form of studies. Central and Eastern European countries have rather a tradition of evening and combined learning supported by their governments. In these countries, the development of distance learning started in the 1990s (Baumeister, 1999; Mackeogh, 2004; Hampl, Česal & Vaškovic, 2008).

In most European countries, open and distance learning up to the level of secondary education is mostly provided by local bodies (organised as e.g. ad hoc projects on the level of school institutes) or actively offered by private education providers. Rarely are these initiatives or solutions provided by national-level institutions (Kostolányová, 2013; Zlámalová, 2007a; Mackeogh, 2004).

In most developed countries, the issues of adult education and distant education are systematically addressed. In these countries, the distance form of education is also commonplace. Usually this form of study is supported by the state in its entirety or in large portion (Baumeister, 1999; Hampl, Česal & Vaškovic, 2008).

Table 1.  
*Examples for distance education in European countries*

Country	Important university with dual system	Open university	Associations or consortia of conventional universities
Austria	University of Klagenfurt, Johannes Kepler Universität Linz, Fachhochschule Wiener Neustadt, Danube Unveristy Krems, Vienna University of Economics and Business, University of Applied Science Technikum Wien	Ferdinand Porsche Fern-Fachhochschule	
Bulgaria	International Business School		
Cyprus		Open University of Cyprus	
Czech Republic	Jan Amos Komensky University, Brno University of Technology, Palacký University in Olomouc, Technical university of Liberec, University of South Bohemia, University of Ostrava, Tomas Bata University in Zlín, University of Hradec Králové, Technical University of Ostrava, Metropolitan University Prague, Global University	Open University	Czech Association of the Distance Teaching Universities

Denmark	University of Copenhagen, Copenhagen Business School, University of Southern Denmark, Aalborg University, Aarhus University	Danish Association of Open Universities (DAOU)
Estonia	University of Tartu, Tallinn University	Estonian e-University
Finland	Helsinki University of Technology, University of Tampere, University of Jyväskylä	Finnish Association for Distance Education (FADE)
France		National Center of Distance Education (CNED)
Germany	University of Applied Science Fresenius, Freie Universität Berlin, Beuth University of Applied Science, University of Kassel	Fernuniversität in Hagen, AKAD University, Leuphana University of Lüneburg
Greece	Athens University of Economics and Business	Hellenic Open University
Ireland	Dublin City University, University College Cork, National University of Ireland in Galway, Dublin Institute of Technology	National Distance Education Centre (NDEC), National Institute for Digital Learning
Italy	Università di Pisa, Politecnico di Milano,	The International Telematic University UNINETTUNO
Latvia	Liepāja Pedagogical Higher School, University of Latvia, Riga Technical University, Daugavpils Pedagogical University	
Lithuania	Kaunas University of Technology	Lithuanian National Distance Education Association
Netherlands		Open University of the Netherlands (OUNL)
Norway	University of Tromsø	Norwegian Agency for Digital Learning in Higher Education

Poland	University of Humanities and Economics in Lodz (AHE), AGH University of Science and Technology in Kraków, University of Opole, Centre of Distance Education in University of Szczecin, University of Economics in Katowice	Polish Virtual University (PUW)
Portugal		University of Aberta
Russia	Moscow State University of Economics, Statistics, and Informatics	
Slovakia	Žilina University in Žilina	Slovakian Association for Distance Higher Education
Spain	Technical University of Madrid	National University of Distance Education (UNED) in Madrid, Open University of Catalonia (UOC) in Barcelona
Sweden		Swedish Association for Distance Education in Linköping University, Swedish Net University
Switzerland		Fernfachhochschule Schweiz
UK		Open University The University of London (External System)

Source: own work.

### Models of Distance Education

According to V. Jochman (as cited in Palán, 1997 and supplemented), it is possible to define several different models of distance learning that we encounter in European countries. Naturally, it is a certain simplification. The variety of distance learning models and distance education is caused by different cultural aspects of the given countries and different education systems. Furthermore, there are different legislative norms, laws regulating the education and education systems, including

distance learning. The tradition of distance education and distance learning also plays a major role. The development of information and communication technology together with its use in education, school environment, and adult education performs a significant role. A principal aspect which supports the development of distance education and distance forms of studies covers the population density in a particular country and accessibility of educational institutions to the whole population in terms of spatial dimensions (Hampl, Česal & Vaškovic, 2008).

### **British model**

In the UK, there is a large institution, which is financially supported by the government. This institution, with its headquarters in Milton, is widespread throughout the country and has branches in other European countries. The branches are also set up in the Czech Republic, Slovakia, and Spain. This large institution is specialising in distance education of all types and levels.

The UK is known for its Open University (<http://www.open.ac.uk/>), which is the largest open university in Europe. The Open University is the world's largest open, distance, multi-channel university, founded in 1969 by the order of the UK government in order to make quality education available for people whose work or family duties prevented them from regular participation in university education. Currently, this university has lived up to its set goal and offers quality education; its graduates enjoy social recognition and proper evaluation on the labour market (<http://www.open.ac.uk/>). The Open University is also the largest European education institution, which offers MBA programmes, and currently offers also studies programmes in nearly all fields, with the exception of medicine (<http://www.open.ac.uk/>; Zlámálová, 2007a). Moreover, it focuses on research, also in the field of distance learning (HEA, 2009; Zlámálová, 2007a).

Distance learning in the UK is not regulated by the government, and there is no state law regulating the distance form of studies. This is because the educational institutions which provide distance learning are completely independent of the government (Owusu-Boampong & Holmberg, 2015).

The Open University in the UK is guided by its Founding Principles, which define the equality distance learning with other forms of education and include the guidance for the education quality, stipulating the responsibilities and status of teachers, and rights and responsibilities of students (<http://www.open.ac.uk/about/main/>).

Currently, increasing numbers of British students are joined by international students as the university has become popular worldwide, welcoming students from China, Japan, and other South-East Asian countries. To support its global expansion, the Open University is founding branches around the world, especially in the US, China, Japan, Germany, and Austria. There is a branch in the Czech Republic with Faculties of Business, Art & Design, and Media & IT.

The British model is known for its support from one national institution financed by public funds, which specialises in distance learning of all types and levels. This model is being adopted by other European countries, especially Spain (Zlámálová, 2007a).

Spain has also developed distance learning, and the distance form of study has become an important part of the Spanish education system. The traditional National University of Distance Education (Universidad Nacional de Educación a Distancia, UNED) was established in 1972 (<http://portal.uned.es/>).

### **German model**

In Germany, a specialised distance university of the central European type is implemented and focuses only on the university education. Fern Universität (FU) in Hagen (<https://www.fernuni-hagen.de/>) is an important German university which offers distance learning. It was founded in 1975. One of the reasons its education is readily accessible is that it is provided free of charge; students only pay for study materials. This university provides bachelor's, master's, and doctoral programmes, with branches all over Germany, Austria, and other countries of the Central and Eastern Europe (<https://www.fernuni-hagen.de/>). Fern Universität is not the only university or university college providing distance learning in Germany.

Deutsches Institut für Fernstudienforschung in Tübingen (DIFF) was founded in 1967, with its activities terminated in 2000; however it has a successor in the Institut für Wissensmedien in Tübingen (IWM) ([http://www.uni-tuebingen.de/fileadmin/Uni\\_Tuebingen/Einrichtungen/Universitaetsbibliothek/Universitaetsarchiv/Dokumente/diff.htm](http://www.uni-tuebingen.de/fileadmin/Uni_Tuebingen/Einrichtungen/Universitaetsbibliothek/Universitaetsarchiv/Dokumente/diff.htm)). Another university offering distance education is Fernfachhochschule (AKAD) (<https://www.akad.de/>), with its headquarters in Stuttgart and 33% share in Germany. Fernfachhochschule has a branch in Switzerland (with its headquarters in Brig, and sub-branches in Basilej, Zurich, and Bern); as a federally acknowledged university, it provides bachelor's and master's study programmes predominantly in the fields of trade, industry, law, and IT (<https://www.ffhs.ch/>). Other German universities with distance studies are Funkkolleg in Hessen, founded in 1966 (Greven, 1998), and Tellekolleg (<http://www.br.de/telekolleg/startseite-106.html>), which has taught adults since 1967; the distance form of study is offered by other traditional German universities, like Universities in Dresden, Hannover, Oldenburg, Paderborn, etc. (Zlámálová, 2007a). In Germany, the distance form of studies is regulated by the Student Protection Act to protect students who study at distance learning programmes (Owusu-Boampong & Holmberg, 2015). This law has been in force since 1976, with several amendments. It regulates distance education and is valid for all federal states. The law defines forms of studies, and rights and obligations of students.

The German model is used in Portugal and the Netherlands (Zlámálová, 2007a). In Portugal the distance form of studies is also regulated by the government (Kommers et al., 2014).

The German model is used in Italy (Zlámalová, 2007a). Distance learning in Italy started to develop relatively recently – in the 1990s. The important step leading to its development was the creation of the Open Education Consortium (Consorzio NETTUNO) in 1992. Residing in Rome, the Consortium associates several Italian and foreign universities and companies, which deal with new technology and communication channels. All study is carried through distance learning with the use of ICT. Distance learning has its place at traditional universities as well, specifically at universities in Rome and Florence (Zlámalová, 2007a).

### **French model**

France has cherished a tradition of the distance form of studies since the 1920s, when the radio used to broadcast education courses was implemented by Sorbonne University. France is characteristic of state-supported institutions for distance learning. These institutions are interdisciplinary structured and enable education at all levels (Kostolányová, 2013). The institutions which offer distance learning are interconnected with traditional universities, colleges, and other education institutions providing full-time studies (Zlámalová, 2007a).

The distance form of studies is also regulated by the state. Further Education and Training Act and the Apprentices Act define the distance form of studies as an integral part of the education system in the context of continuing education (Zlámalová, 2007a).

France has CNED (<http://www.cned.fr/>), a centre for distance learning founded in 1939. This institution is the largest educational institute in Europe that offers distance learning. CNED runs bachelor's, master's, and doctoral study programmes in the fields that include administration, librarianship, law, social work, etc. This institution is financially supported by the state. Its headquarters are in Poitiers, and it has another seven branches in French cities such as Lille, Vanves, Rouen, Rennes, Lyon, Grenoble, Toulouse, and also in former French colonies, Martinique, Guyana, French Polynesia, New Caledonia, and others (<http://www.cned.fr/>).

The French model is used in Belgium. Distance learning is widespread particularly in Belgium, where the form of distance learning is provided by twenty commercial institutions (Kostolányová, 2013; Zlámalová, 2007a). In Belgium, there has been a distance learning state school founded by the government of the French-speaking Belgian community, L'Enseignement a Distance (<http://www.ead.cfwb.be/>). Studiecentrum Open Onderwijs (STOHO) has been operating in Belgium since 1987, directed by a consortium of Flemish universities and university colleges, with six study centres (Kostolányová, 2013).

### **Irish model**

In Ireland, distance learning has a relatively long tradition, with a number of institutions specialising in further education of adults in a distance form (e.g. Flexible Learning Ireland in Cork-LIT Flexible Learning, functioning since 1932,

in the beginning through correspondence course (<http://flexiblelearning.lit.ie/>); Chartered Institute for Personnel and Development, founded in Dublin, functioning since 1937 (<http://www.cipd.co.uk/global/europe/ireland/about/>); Kilroy's College (<http://www.kilroyscollege.ie/>); Home Study Institute; McKeon Murray Business Training Services). Distance learning is provided by universities (OSCAIL Distance Education at Dublin City University, whose education and research institution focuses on lifelong and distance learning (<http://dcu.ie/openeducation/index.shtml>); University College Cork (<http://www.ucc.ie/en/>); National University of Ireland, Galway, founded in 1849 (<http://www.nuigalway.ie/>); Dublin Institute of Technology (<http://www.dit.ie/>)) and other educational institutions, which work closely with National Distance Education Centre (NDEC), which is financially supported and directed by the state (Zlámálová, 2007a; HEA, 2009).

Irish education institutions which provide distance learning are often linked to the British Open University they co-operate with (Owusu-Boampong & Holmberg, 2015; HEA, 2009).

### **Nordic model**

Association of universities and other educational institutions offering distance learning is typical of the Nordic model of education. These units mostly have a mutual managing authority within the association, i.e. a common regional centre (Amft, 2014). A dual education system – that is, a combination of both full-time and distance learning at the same time – is typical of these institutions (Kostolányová, 2013). These educational institutions provide graduate studies and various types of adult education courses (Owusu-Boampong & Holmberg, 2015).

In Finland, Sweden, and Denmark, distance learning is highly detailed, functioning as an addition for students of the traditional higher secondary schools or students of expert education studying in parallel; it is also used for university education, aimed at adults to expand their education and qualifications, and for migrants to adopt the national language of the new country.

In Sweden, a tradition of distance education dates back to 1898, when the oldest Swedish institution providing distance learning, Liber Hermonds (Zlámálová, 2007a), was founded, and it still exists. In Sweden, Swedish Association for Distance Education (SADE) (<http://www.sverd.se/swedish-association-for-distance-education/>) has been operating since 1884 – it is a national association of dual universities.

Finland with its high level of ICT is sparsely populated, which is considered to be ideal conditions for the development of distance learning. Finnish Association for Distance Education (FADE) ([http://www.virtualschoolsandcolleges.eu/index.php/Finnish\\_Association\\_for\\_Distance\\_Education](http://www.virtualschoolsandcolleges.eu/index.php/Finnish_Association_for_Distance_Education)) has operated in Finland since 1991, and all Finnish universities are its members (Moore & Kearsley, 2012).

Denmark has a great tradition of evening and weekend study forms. The idea of lifelong learning has been applied there since the 19<sup>th</sup> century. The concept was

popularised by N. F. S. Grundtvig, a founder of the so-called folk colleges focusing on students' personal development (Zlámalová, 2007a). In Denmark, there has been Danish Association of Open Universities (DAOU) since 1982, which is an association of universities offering dual education (Kostolányová, 2013). Norway has a highly developed system of distance learning which represents a part of its education system. Norway was the first country where the distance form of study was regulated by a specific act. The Act of Education concerning distance education was adopted there in 1947.

Distance learning is widespread in Norway, which is a pioneer country in utilising distance learning (Zlámalová, 2007a; Hampl, Česal & Vaškovic, 2008).

There is no independent distance university; distance learning is organised by the Norwegian Association for Distance Education (NADE), which was established in 1968 and coordinates the development of distance learning ([http://www.virtualschoolsandcolleges.eu/index.php/Norwegian\\_Association\\_for\\_Distance\\_Education](http://www.virtualschoolsandcolleges.eu/index.php/Norwegian_Association_for_Distance_Education)). In Norway, a significant role in distance learning is played by private institutions focusing on adult education. In 1990, at Tromsø University The Norwegian Agency for Flexible Learning (SOFF) was launched, which focuses on the coordination of distance learning at Norwegian universities and university colleges at national level (OECD, 2002).

In addition to these five models of distance education, mixed models also exist, and they only adopt some organisational elements.

## **Distance Education in the Czech Republic**

The tradition of distance education in the Czech Republic does not exist. This is why its implementation is rather complicated and lengthy (Hampl, Česal & Vaškovic, 2008; Poulová, 2009). In the Czech Republic, distance learning only started to develop after 1989. During this time, when the existing options of evening studies at secondary or vocational schools and distance learning at universities had been limited or closed down due to their cost ineffectiveness, the demand for new options to study while employed started to appear, boosted by changes on the job market, changes in wages based on education, and the low proportion of university educated people. To adapt to these changes, developing distance learning appeared to be one of the effective solutions (Zlámalová, 2007b).

Therefore, in the beginning of 1990s, expert discussions on implementing distance education into the existing education system of the Czech Republic took place, which led to the legal decision to create a dual system, which enabled the individual study programmes to be offered both as a full-time study option and in the distance learning format. Universities had these programmes accredited, they

carried them out and offered them to the public. The decision has been grounded on the Accreditation Commission regulation and on the act on higher education (Kostolányová, 2013; Poulová, 2009). The Higher Education Act of 1998 put both forms on the equal level of quality and significance. At secondary school and tertiary technical school education, the equality between all forms of study was put in effect by a new education act of 2004.

If we research the available study programmes offered in the distance learning form, the results show that, with the exception of several experiments of introducing distance learning at institutions that focused on adult education such as the Jan Amos Komenský University or the European School for Correspondence Courses, this form has gained gradual acceptance mainly at universities. They are especially Brno University of Technology, Palacký University in Olomouc, and Technical University of Liberec; all of these universities started to organise this form of studies in the 1990s. Later they were followed by University of West Bohemia, University of Ostrava, Tomas Bata University in Zlín, Technical University in Ostrava, University of Economics, Prague, Global University, and Metropolitan University Prague. It can be therefore stated that distance education in the Czech Republic has mostly focused on adult education and mostly at the tertiary level; other activities around further education of adults, such as interest education of adults, company education, and civic or family education have not been carried out in the distance form of learning as frequently.

Currently, the development of distance education at the university level is carried out through various development projects, such as those by the Ministry of Education, Youth and Sports, university development funds, ESF projects, etc. These projects focus on the innovation of study programmes, support for using ICT, support for the development of education technologies, and innovation of offered study programmes (Zlámalová, 2007b). Some private-owned educational institutes became proactive in utilising distance education, focusing primarily on ICT, and use e-learning and learning management software, such as Moodle or EDEN. These institutions include Net University and Gopas (Zlámalová, 2007b)

Basing on the available sum of available distance study options, it has to be stated that the Czech Republic is behind other European countries. However, the situation has been quickly improving. Distance learning in the Czech Republic has come a long way since 1991, when the first conference on this topic was held in Prague.

Nowadays, the issue of distance education and distance learning support is discussed in the Czech Republic. This form of studies meets the needs in the education process of adults who have work, family, and study responsibilities, and it is sometimes extremely difficult to handle them all (Barešová, 2011; Poulová, 2009). The government of the Czech Republic also deals with the issue at the level of strategic documents, for example the government document on the Strategy of Lifelong Learning in the CR.

The important role in the support of distance education is played by the National Centre for Distance Education, which has held an international conference every two years since 1999, with experts in the field from other European countries, especially Slovakia, Austria, the United Kingdom, and Finland. The aim of these conferences is to map the development of distance learning in the country and implement distance learning into the education system of the given country, discover common topics for discussion, and, unifying interests, start cooperation, exchange information on positive and negative experiences with distance learning and e-learning forms, and collect good practice (Zlámalová, 2007b).

The international Phare programme called “Multi-country Cooperation in Distance Education,” which took place in the Czech Republic in 1994–1999, had a significant impact on the development of distance learning. The programme provided theoretical and financial support to implementing distance learning into the education systems of eleven countries of Central and Eastern Europe which participated in it. This project also helped create the National Centre for Distance Education, which further supports the development of distance learning in the Czech Republic with its array of organisational, educational, and expert activities. The National Centre for Distance Education is part of the Centre for Higher Education Studies, as a national coordination body, which is also aimed at supporting distance education in the Czech Republic through its activities (Zlámalová, 2007b).

Table 2.  
*Students in distance education in the Czech Republic*

Year	Total number of students
1994	14 953
2005	29 297
2006	34 186
2007	39 692
2008	44 573
2009	44 337
2010	47 611
2011	46 443
2012	43 320
2013	40 066
2014	36 184

Source: Ministry of Education, Youth and Sports, 2015.

## Conclusion

A new information society has been born in the past few years, with ICT in its forefront. Services rendered by ICT are part of everyday activities and education. In the last decade, the ICT supported form of distance education developed in the Czech Republic as well.

Not every study content can be taught in the distance form, but it can be stated that any field can be studied via distance learning. However, it has to be well thought out what percentage of direct education needs to be included in distance learning in order for the studies to be effective. Face to face study is necessary because while knowledge can be effectively passed in the distance form of education, skills are more complicated to be passed on, and it is frequently not possible to do it at all. On the other hand, it should be noted that distance learning is currently an important and perspective area, which gains more prominence within any information society, and will continue to develop and become an important part of study options.

## References

- Amft, A. (2014). *Higher education in Sweden. Status report*. Stockholm: Swedish Higher Education Authority. Accessed 9 August 2016. Retrieved from <http://www.uka.se/download/18.7ff11e3e146297d1aa65b4/higher-education-in-Sweden-2014-status-report.pdf>.
- Baumeister, H. P. (1999). Western Europe. In K. Harry (Ed.), *Higher education through open and distance learning: World review of distance education and open learning* (pp. 244–255). New York: Routledge.
- Barešová, A. (2011). *E-learning ve vzdělávání dospělých*. Praha: VOX.
- Brockett, R. G., & Hiemstra, R. (1991). A conceptual framework for understanding self-direction in adult learning. In *Self direction in adult learning: Perspectives on theory, research, and practice*. London: Routledge.
- Greven, J. (Ed.). (1998). *Das Funkkolleg 1966–1998. Ein Modell wissenschaftlicher Weiterbildung im Medienverbund*. Weinheim: Deutscher Studien Verlag.
- Hámpl, S., Česal, J., & Vaškovice, P. (2008). *Srovnání role a postavení e-learningu ve vzdělávacím systému vybraných zemí*. Praha: ČVUT.
- HEA (Higher Education Authority). (2009). *Open and flexible learning*. HEA Position Paper.
- Klement, M., & Dostál, J. (2012). Využívání a role e-learningu v současném vysokoškolském vzdělávání. *Aula, 1*, 93–110.
- Kommers, P., Smyrnova-Trybulska, E., Morze, N., Noskova, T., Yakovleva, T., Pavlova, T., ... Issa, T. (2014). Contrastive analyses and evaluation of the ICT and e-learning competences in Australia, Czech Republic, the Netherlands, Poland, Portugal, Russia, Slovakia, Spain and Ukraine within the framework of the IRNet International Research Network Project. In Smyrnova-Trybulska

- (Ed.), *E-learning and intercultural competences development in different countries* (pp. 13–30). Katowice/Cieszyn: Wydawnictwo Uniwersytetu Śląskiego.
- Kostolányová, K. (2013). *Distanční vzdělávání*. Ostrava: Ostravská univerzita. Accessed 9 August 2016. Retrieved from <https://publi.cz/download/publication/27?online=1>.
- Mackeogh, K. (2004). *EU policies in distance education, mass-individualisation of higher education for the knowledge-based society*. Herleen: Open University of Netherlands, European Association of Distance Teaching Universities.
- Moore, M., & Kearsley, G. (2012). *Distance education: A system view of on-line learning*. Belmont: Wadsworth, Cengage Learning.
- OECD. (2002). *Review of national policies for education. Lifelong learning in Norway*. OECD.
- Owusu-Boampong, A., & Holmberg, C. (2015). *Distance education in European higher education – the potential*. Oslo: UNESCO Institute for Lifelong Learning, International Council for Open and Distance Education and StudyPortals B.V.
- Palán, Z. (1997). *Výkladový slovník vzdělávání dospělých*. Olomouc: DAHA.
- Paulsen, M. F. (2003). *Online education and learning management systems – Global e-learning in a Scandinavian perspective*. Oslo: NKI Forlaget.
- Poulová, P. (2009). The role of e-learning in university education in the Czech Republic. In Šimonová, I., Poulová, P., & Šabatová, M. *On contribution of modern technologies towards developing key competences*. Hradec Králové: M. Vognar.
- Vinš, V. *Akreditace jednotlivých forem studia studijních programů vysokých škol*. Accessed 18 April 2016. Retrieved from [http://www.csvs.cz/konference/lisalova\\_cd/Sbornik%20anotaci/Vins.pdf](http://www.csvs.cz/konference/lisalova_cd/Sbornik%20anotaci/Vins.pdf).
- Zlámalová, H. (2007a). Distanční vzdělávání a elearning v evropských zemích. *Aula*, 15(4), 38–50.
- Zlámalová, H. (2007b). Distanční vzdělávání-včera, dnes a zítra. *E-Pedagogium*, III, 29–44.

Lucie Zormanová

### Porównanie kształcenia na odległość pomiędzy Czechami a innymi krajami europejskimi

#### Streszczenie

Niniejszy artykuł bada kształcenie na odległość w poszczególnych krajach europejskich i w Czechach. Analizuje on i porównuje rozwój kształcenia na odległość oraz zapewnianie opcji uczenia się w formie kształcenia na odległość w krajach europejskich; obejmuje on rozwój, warunki i historię kształcenia na odległość w krajach europejskich. Przeprowadzona analiza pokazuje, że obecnie kładzie się nacisk na uczenie się przez całe życie, a rozwój kształcenia na odległość stał się priorytetem. Można też stwierdzić, że istnieją istotne różnice w rozwoju kształcenia na odległość w poszczególnych krajach europejskich, a w Czechach kształcenie na odległość zaczęło się rozwijać dopiero w okresie ostatnich dwudziestu lat.

Słowa kluczowe: uczenie się przez całe życie, e-learning, edukacja na odległość, otwarte kształcenie na odległość, zagraniczne doświadczenia, kraje europejskie, Czechy.

Lucie Zormanová

### **Сравнение дистанционного обучения в Чехии и других европейских странах**

#### **Аннотация**

В данной статье рассматривается дистанционное обучение в отдельных европейских странах и Чехии. Анализируется и сравнивается развитие дистанционного обучения, варианты обучения в форме дистанционного обучения в европейских странах, условия развития и история дистанционного обучения в европейских странах.

Проведенный анализ показывает, что в настоящее время акценты на идеях непрерывного образования и развитии дистанционного обучения стали приоритетными. Можно также утверждать, что существуют значительные различия в развитии дистанционного обучения в каждой из европейских стран; в Чехии дистанционное обучение развивается в течение последних двадцати лет.

**Ключевые слова:** непрерывное образование, электронное обучение, дистанционное обучение, открытое дистанционное обучение, зарубежный опыт, европейские страны, Чехия

Lucie Zormanová

### **Comparación del aprendizaje a distancia entre la República Checa y otros países europeos**

#### **Resumen**

Este artículo analiza el aprendizaje a distancia en La República Checa y en otros países europeos. Se estudia y compara el desarrollo del aprendizaje a distancia, la oferta de opciones de estudio en forma de educación a distancia en los países europeos; informa también del desarrollo, las condiciones y la historia del aprendizaje a distancia en los países europeos. El estudio realizado demuestra que actualmente se hace hincapié en el aprendizaje a lo largo de la vida y que el desarrollo del aprendizaje a distancia se ha convertido en una prioridad. Se han encontrado diferencias significativas en el desarrollo del aprendizaje a distancia entre la República Checa y otros países europeos.

**Palabras clave:** aprendizaje a lo largo de la vida, e-learning, educación a distancia, enseñanza abierta a distancia, experiencia extranjera, países europeos, República Checa