

Action 4.2.1 Country-Level Workshops

National Validation Workshop with Market Representatives on Occupational Profiles in the Long- Term Care Sector

Basic information about the workshops

- **Date-Time:** 20th October 2025 and 29th October 2025
- **Format:** On-line
- **Profile invited participants:** policy stakeholders, educational providers, market representatives of the caregiving sector
- **Number of attendees and represented entities:** a total of 22 attended the workshops. 8 attendees represented policy stakeholders (Ministry of Labour and Social Affairs 3x, local government – Vysočina region – department of social affairs and social services department 2x, advisor to the Ministry of Labor and Social Affairs 1x, local government – Roudnice nad Labem 2x). The rest of attendees represented educational providers (5x) and representatives of the caregiving sector (9x).
- **Purpose of the workshops** – to discuss the skills that need to be developed, based on identified European profiles compared to national ones, identify gaps, inconsistencies and possibilities for improvement
 - **Brief introduction of project activity** – The Eldicare 2.0 project focuses on adapting the skills of workers in the so-called silver economy sector, which continues to grow due to an ageing population. The aim of the project is to strengthen cooperation between sector partners in elderly care and education providers, in order to update occupational profiles and the competences of care workers. As part of the project, we also plan to develop a long-term strategy that will address skills shortages in the labour market.
 - **Presentation of national profiles** (caregiver, social worker and nurse in social services) and alignment with ESCO profiles – main focus on the caregiver position

The position of a **caregiver** in Czech Republic is defined in Act No. 108/2006 Coll., on Social Services. Occupational profile caregiver is regulated by Ministry of Labour and Social Affairs – all caregivers employed by registered social services providers must demonstrate that they have met the necessary qualifications.

Caregivers can obtain qualification through school education or they can complete a qualifying course of at least 150 hours. Course must be completed within 18 months of starting the position (it has now been newly approved to shorten this period to 12 months from starting



the position). School education in the field falls under the Ministry of Education, Youth, and Sports and is governed by the Education Act (Act No. 561/2004 Coll.). The qualifying course and subsequent further training of employees fall under the Ministry of Labour and Social Affairs and are governed by the Social Services Act No. 108/2006 Coll.

Caregivers don't have any professional chamber, there is no institution associating caregivers in the Czech Republic and we also don't have a registry of them or even registry of their qualification.

The interests and needs of caregivers are promoted and defended by various organizations – for example, the Association of Social Service Providers, ALICE – a trade union organization, and other non-profit organizations.

Key contribution from participants – main topics

Workshops with all participants provided a realistic view of the most common problems and challenges we face in the field of long-term care for the elderly.

- Required qualification of caregivers
- Core skills and knowledge, optional skills and knowledge
- Necessary changes in the content of the qualification course
- Enlightenment of caregiver profession
- Support of prestige of caregiver profession
- Options for solving the shortage of caregivers

Workshop main conclusions and recommendations

Planned changes in worker qualifications are very difficult to implement in practice – it is a political decision, and implementing changes requires long-term pressure from multiple sides. Partial changes can be made even without changing the legislation – for example, through methodological recommendations from the Ministry of Labour and Social Affairs. Expert discussion – strong professional opinion of the involved parties – increasing pressure for change.

Change of the qualification course – the solution to the current situation (in practice, an employee can take care of clients for up to 18 months from starting a position without the required qualification, which they can complete within 18 months – the new period will be 12 months) would be to split the qualification course, and at least the basic part should be mandatorily completed as soon as possible after starting the position, or even before starting the position. This should then be followed by specialized training – the specialization should be divided according to the target client group – inspired by ESCO profiles. The proposal for changing the qualification course has already been discussed – in the following form: increase in the length of the course – increase the scope of the course from the current 150 hours up to 200 hours. **Basic course** in first 3 months (24 hours), **universal course** in first year/6 months (120 hours) and then **specialisation course** – up to 18/12 months (48 hours) – **5 different**





modules according to the target group of clients, but unfortunately, its implementation has not been successful so far.

Low entry requirements for applicants for the caregiver position – employees are unable to meet the increasing demands for the quality of care provided – e.g., working with technology. The profile of clients in social service facilities is also changing in practice. Their care is becoming more demanding and places higher requirements on workers. Entry requirements need to be increased – meeting the qualifications must be completed before starting the position, or within a very short period after starting, at least basic education should be completed; for workers with a qualification course, raise the requirement to at least a secondary education – transitional period, for example, 5 or 7 years. Greater emphasis on further professional education – it is mandatory for 48 hours over 2 years; the requirement can be fulfilled in several ways – it is necessary to expand the offer of accredited educational programs/courses that supplement missing knowledge and develop core competencies – digital skills, soft skills.

The course needs to be complemented with new thematic areas so that it responds to developments and current needs in social services. Topics that are currently missing in the qualification course are: digitization, approaches to individualized care or prevention of risky behaviour. At the same time, the course needs to emphasize the emphasis on working with various target groups, including seniors or people with disabilities. The course content must cover a wide range of social service clients – it is a question of whether there should be one universal course for all workers or whether there should be some specialization.

Practically, more closely connect the healthcare section with direct care services – the social sphere – ensuring **functional collaboration of staff for the benefit of the client/patient**, while at the same time it is necessary to define clear boundaries of responsibility – continuously educate staff in this area. In healthcare services, patient safety is a priority, while in social services – client safety should be the priority.

Education (both further professional education and qualification training) depends on the way funding is set up – grant systems that finance social services must adequately account for funding for staff education in their structure.

Supporting the prestige of the caregiver profession – The Ministry of Labour and Social Affairs should take the lead in collaborating with public media, which could significantly help in raising awareness among the general public. The goal is to bring topics related to helping professions into popular and widely watched programs to increase general awareness of social services and the workers in this field. A secondary effect could be an increase in interest in employment in this sector.

Cooperation with Labor Office of the Czech Republic – with the aim of helping more efficient selection of retraining applicants (methodology for employment office staff available [here](#)).

The Ministry of Labour and Social Affairs defines the form of practical training – methodological guidelines – sharing best practices, placing greater emphasis on implementing new findings into practice – so that completed training brings about practical change, innovations are applied, and new approaches are tested.





The Ministry of Labour and Social Affairs should **change the concept of social services inspections** – inspections should be more about methodological guidance and support than repression and restriction– a practical guide on how to provide a quality service in practice.



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