

The lifelong education or recently more used term lifelong learning conception, is a very actual topic at several sessions, used colloquially, and in many documents written by representatives of several organizations like the European Union, OECD, UNESCO etc. Modern society is associated with a growing volume of information and with the knowledge on how to work with it. On the basis of this fact the idea of a knowledge society was established.

In the modern knowledge society the education process is a very important part of social and individual life. Thus, this work deals with the issue of lifelong education (learning) which consists of formal education, non-formal education and informal education. Although formal education is a very important part of lifelong education, from a lifelong education point of view non-formal education is the most important, especially if we focus our attention on the connection between lifelong education and the labour market.

The work is based on the concept of human capital, human resources and strives to also include the cultural capital theory. Regarding the development of Czech society after the year 1989, it describes changes in the educational structure which have occurred up to now. It focuses on the secondary and tertiary levels of the educational sphere and compares them briefly with the situation before 1989. The number of students on secondary and tertiary levels grew during the period from 1989 till present and also their percentage changed. On the secondary level the share of students increased while on the other hand the share of apprentices declined. Due to communist ideology, education was not thoroughly evaluated (especially on tertiary level) before 1989 and after the fall of the communist party the situation changed and the idea of a meritorious system was established. This may be the reason for the increased number of students on both the secondary level and tertiary level.