Supporting school digitisation through the Recovery and resilience plan

POLICY DEVELOPMENT | **PRACTICAL MEASURE/INITIATIVE** | CZECHIA

Timeline

2021 **Approved/Agreed** 2022 **Implementation** 2023 **Implementation** 2024 **Implementation** 2025 **Implementation**

ID number 41951

Background

The pandemic has highlighted the digital skills gap and the need for digital transformation; it has accelerated actions seeking to support the development of digital skills and competences of teachers and students in VET. The pandemic has deepened inequalities in access to digital technologies and pointed out the need to increase and improve the level of digital equipment in schools. Advanced digital skills will help students develop their potential, adaptability to change, to be ready to enter the labour market or be involved in innovation in sustainable business. Effective use of digital technologies is also paramount to ensure high quality education.

Objectives

The ultimate objective of this component under the National recovery and resilience plan is to adapt education to the changing needs of the labour market, address the lack of IT specialists and advanced digital skills across the labour force, and ensure long-term employability.

Description

The financial support provided by the Ministry of Education, Youth and Sports (MŠMT) will, at the same time, contribute to the transformation of educational content. Schools will build their own supply of mobile digital technologies and will be able to lend them. However, this should not lead to an unjustified acquisition and accumulation of technological equipment which is actually not needed.

Under Component 3.1 Innovation in education in the context of digitisation, funding is provided to schools for two purposes:

(a) digital teaching aids designed for the development of computational thinking of students and their digital competences (available to upper secondary schools and conservatoires in 2023); private and church schools will be able to acquire the funding through a grant call;
(b) mobile digital devices for both in-person and distance learning for disadvantaged

students to prevent the digital divide (available to basic schools, upper secondary schools and conservatoires in 2022); criteria will reflect whether the school is located in a socially excluded area. The aim is that at least 80% of schools have their own supply of mobile digital devices to lend to students in need.

School headmasters have a free choice in terms of selecting what kind of digital teaching aids they want to buy. They may pick and choose based on the focus of their school. The schools will be able to purchase digital teaching aids for the development of students' digital competences and computational thinking, such as robotic kits, 3D printers and pens, programmable learning elements, augmented virtual reality devices. If they are not yet equipped with the basic digital technologies, schools will be able to purchase also tablets, laptops, Chrome books. At the same time, they will receive funding for mobile digital technologies for disadvantaged students in order to prevent a digital divide (available to basic schools, upper secondary schools and conservatoires from 2022). Free loans will allow students to borrow basic mobile digital devices to be able to participate in both in-person and remote learning.

Each school will be obliged to report on the provision of funds and how they were used through extraordinary collection of data (qualitative and quantitative) carried out by the Ministry of Education, Youth and Sports. The schools will provide information, among other things, on the quantity of equipment purchased and the equipment available to be borrowed by their disadvantaged students. In the area of teachers' digital competences, the National Pedagogical Institute (NPI) is preparing comprehensive support and training courses, which will be provided to all schools, beneficiaries of the funds allocated by the Ministry of Education.

2021 Approved/Agreed

Since the end of 2021, methodological support has been available to schools via a specialised website. Here they can find, for example, inspiring interviews with examples of good practices and a manual for headmasters. It also includes the new Connectivity and cyber security standards, and educational videos on secure digital infrastructure for schools. In this field, the professional consultants of the National Pedagogical Institute in regional centres provide help to headmasters and teachers with digitisation and the selection of equipment.

2022 Implementation

In 2022, priority for funding was given to basic schools and Gymnázia (upper-secondary general schools) that adopted the revised framework educational programmes. Secondary VET schools and conservatoires will receive funding in the next wave.

In 2022, the National Pedagogical Institute (NPI ČR), in cooperation with the MŠMT, created the IT Guru network, designed to provide support and advise to schools on the purchases of digital technologies for teaching in line with the revised framework educational programmes and also on the digitisation process, the introduction of tools for digital audits of schools or the overall set-up of digital infrastructure. The aim is to ensure that funds for IT equipment are spent as efficiently as possible and bring the greatest possible benefits to schools; and that the school leaders are motivated to manage the digital infrastructure in a comprehensive and strategic manner. The IT Guru network operates at regional level and cooperates with existing regional ICT methodologists (SYPO project) who focus on the pedagogical aspects of integrating digital technologies into the curriculum and support school ICT coordinators and schools management in particular.

Further on, the IT Guru cooperates with regional coordinators supported by the Ministry of Industry and Trade with regard to the deployment of high-speed Internet in specific regions. IT Guru's activities also follow up on the 2020 reform of school funding, which introduced the role of network administrators in the new non-teaching job funding system, for which a year later the MŠMT increased the budget allocated to basic schools. In December 2022, the first Digi-roadshow organised by the NPI ČR for

schools and interested members of general public was held in all regions. Participants were informed about the introduction of new informatics and digital competences in schools, and schools shared their experiences, views and opinions.

2023 Implementation

In 2023, it was the opportunity to draw from a single financial intervention to equip students with advanced digital teaching aids aimed at developing computational thinking and digital competences in coherence with the revision of curricula. As a result, Czech schools successfully digitised teaching across various subjects, facilitating educational innovations in the context of digitisation. The changes introduced by the Framework Educational Programmes bring new opportunities for schools to utilise digital competences in all educational areas.

Through this funding, which has an overall budget of CZK 385 million (approximately EUR 15.9 million) and a timeframe from January 2022 to March 2026, it has been possible to digitise, for example, the teaching of science, robotics, physics and other educational areas. In 2023, CZK 93 million is allocated for the call, which includes CZK 17.8 million to support the prevention of the digital divide, and CZK 75.3 million to support the provision of digital teaching aids to schools. The main purpose of the funding was to enable schools to purchase advanced digital teaching tools to develop students' computational thinking and digital competences. Schools will continue to purchase digital teaching aids for their students in the next period from other non-investment expenditure from the state budget. A recurrent financial intervention is underway during 2022-2024 to address the digital gap. The focus of this intervention is on students who are disadvantaged by lack of mobile digital devices essential for their regular or distance learning education. The purpose of this intervention is that over three years, schools build a 'mobile inventory' of these devices to lend to students. It is therefore not a digital teaching aid that is brought into the classroom by the teacher, but students borrow these mobile digital devices according to their needs, as long as the teacher supports the use of students' own digital devices (BYOD) in the classroom. The school is obliged to demonstrate that it lends these devices to students and it is up to the school to decide how to record and to whom to lend these devices, taking into account the needs of the school and its knowledge of the environment.

Methodological support for schools, examples of good practice in schools on how to use funding to prevent the digital gap was prepared. Methodological support for schools has been provided through various channels, including direct support (face-to-face and online courses, workshops, seminars) and indirect support (methodological materials, recommendations, video guides, podcasts - KYBCAST and DIGI IN). Artificial Intelligence (AI) was also a focus of the programme, and recommendations on AI in schools and training courses were developed in cooperation with other actors. In 2023, 3 274 schools received support, 1 690 events were held, engaging 15 153 unique participants. Additionally, 441 schools benefited from the methodological support network managed by IT gurus across all regions.

During the year, 3 DIGI roadshows were held aimed at sharing experiences. NPO 3.1. also contributed to national events dedicated to digitalisation (Digital Czechia, Czech digital week) In 2023, these events aimed to promote digital skills across various themes, including the future of the labour market, online safety, and accessible digital education. The events included training, lectures, webinars, and discussions organised by partners from non-profits, universities, companies, and public administration, all free of charge. Digital Czechia serves as a comprehensive vision for the country's digital future, integrating multiple strategies focused on digital economy, society, and education.

2024 Implementation

2024 is the last year for primary and secondary schools including conservatoires to benefit from funding (CZK 37.1 million, i.e. approximately EUR 1.53 million) aimed at preventing the digital gap. This financial intervention is intended for schools established by regional authorities, municipalities, or voluntary associations and private and church schools. It is not an automatic nationwide financial intervention.

Financial support is provided upon request.

A change from previous years for the prevention of the digital gap is the possibility to purchase software for newly-acquired basic mobile digital devices through the National Recovery Plan. The software must support educational purposes, or serve as a training tool (such as educational software or operating systems).

One of the key steps to successful integration of technology into education is to ensure quality and secure connectivity in schools. The Ministry of Education, Youth and Sports in cooperation with experts and school technicians, has developed the School Connectivity Standard, which provides detailed technical parameters for establishing a modern and stable network in school premises.

With funding from the National Recovery Plan, schools have been equipped with advanced digital teaching aids and therefore increased attention to cyber-prevention and cyber-security is needed as part of integrating these technologies into educational practice.

The Cyber Prevention Catalogue has been developed by the Coalition for Digital Skills and Jobs (Digikoalice) Advisory Group and is based on the results of an extensive two-round survey of experts and organisations involved in cyber security and cyber prevention. It is updated and expanded twice a year to provide up-to-date knowledge and information on cyber threat prevention. It aims to offer maximum quality outputs in one place for planning and implementing school and leisure activities.

The catalogue now includes nearly 142 programmes for students, and for educators, parents and the public, including over 30 educational programmes that provide advice and information needed to support children's safe online behaviour. The catalogue also provides 62 methodological materials for educators and school prevention officers. The Cyber Prevention Catalogue also includes the Fourteen Points of Effective Cyber Prevention, which present basic principles and recommendations for preventing cyber threats. Its content highlights the constant monitoring of new trends and threats in cyberspace, the use of expert advice and cooperation with organisations focused on cyber security, the use of technical tools and software to protect against cyber threats, and open and transparent communication between the school, students and parents.

The NPI CR also provides other methodological support and study materials in the area of cyber prevention. Under the auspices of the National Office for Cyber Security, the NPI CR regularly publishes a podcast focused on cyber security, and NPI CR educational programmes are also dedicated to the topic.

The NPI CR launched a new series of training programmes for primary and secondary school teachers starting in August 2024, focusing on systematic support in artificial intelligence (AI) including opportunities for experience sharing and feedback among teachers. Participants will have the opportunity to learn how to effectively use AI as a tool to create engaging and innovative learning materials. The training programmes also offer practical examples and demonstrations for implementing AI directly in the classroom. Examples of the educational programmes offered include Introduction to Generative AI for Teachers (workshop and webinar) and Practical Introduction to Artificial Intelligence (workshop).

Methodological support to schools via IT gurus and regional information methodologists continued during the year. This methodological support also aimed at facilitating the implementation of the revised curriculum - new content in computer science and new key digital competences for pupils.

A new NPO 3.1 - AIDIG project was implemented to develop teachers' digital competences according to the European DigCompEdu competency framework. Digital competences will be developed with a focus on new topics of AI in teaching, misinformation, cyber security, etc. The project will run from April 2024 to January 2026, with a budget of CZK 44 million.

Under the auspices of the Ministry of Education, Youth and Sports a Roadshow for schools took place in October 2024, which included 13 regional events across the

country. The aim of the event was to provide school principals, teachers, ICT coordinators and other interested parties with the latest information on modern technologies in education, including artificial intelligence, 3D printing, robotics, and more.

2025 Implementation

There was an online competition organised for students aged 13+ from March to May 2025. The Catch the AI competition was organised by EDU-AI o.p.s,. a non-profit organisation focused on research, development, and education in the field of artificial intelligence in education.

The Catch the AI competition offered students a unique opportunity to learn how to work with artificial intelligence in a fun way, develop critical thinking, and better understand risks such as misinformation and half-truths. In addition, this team project combines modern technological trends with the teaching of any subjects, making learning more interesting and beneficial. There were several categories—for example, the worst hallucination, the best-formulated prompt, or the most popular catch.

DIGI Summer School for Teachers of Students with SEN was organised and supported by project AIDIG. The summer school provided inspiration and experience sharing with a team of experienced NPI ČR lecturers who have long been involved in online education for teachers of students with special educational needs. They were introduced to expanded teaching modules, which now include more practical examples and tips that can be used when working with students with various types of disabilities – mental, physical, visual, specific learning disorders, or autism spectrum disorders. Participants tried out proven pedagogical approaches with digital tools, possibilities for using AI in teaching, and specific methods for working with compensatory aids.

The EDUCA 2025 conference, titled ‘Navigating the DIGI world: From uncertainty to opportunities in education’ took place on October 6, 2025. This event was for teachers and administrators from primary to secondary schools. It offered participants practical examples of developing digital skills in students and teaching computer science – from elementary school to secondary school; functional use of technology in solving subject-specific topics; inspirational activities from various educational areas that use (not only) digital technology; experience of activities from the perspective of a student – and subsequent reflection from the perspective of a teacher; proven tips and experience sharing from colleagues in the field; media and information literacy topics – how to talk to students about misinformation, how to recognise a quality source, and how to support their digital confidence in this regard.

The DIGI roadshow took place in all regions (NPI regional branches) of the Czech Republic on 30 September. It was an opportunity for teachers to try out new approaches to integrating digital skills across subjects and to acquire practical tools for effectively and safely incorporating AI into their teaching. Exchanging experiences with colleagues, under the guidance of experienced lecturers, it helped to overcome the challenges associated with rapid technological development. Participants could also learn how to develop students' ability to think critically about information, how to promote digital wellbeing, and how to gain greater confidence in introducing digital tools into teaching. They received specific practical examples from experienced teachers and lecturers. The aim of the roadshow was above all to connect educators who want to share, learn from each other, and be part of the change.

AIDIG project experts created a number of posters, infographics and methodological materials that simplify the integration of topics related to AI development into teaching content and help teachers identify opportunities and threats. Methodological materials are available also for secondary VET schools, for individual types of programmes

A comprehensive online guide to implement the digitalisation in Framework Educational Programmes dedicated to secondary VET offers subject-specific materials and a brief overview of what the use of digital technologies should lead to in each category of education, e.g. concluded with Maturita examination in four-year

programmes or Final Exam in three-year programmes. For example, in the field of natural sciences in three year practically oriented VET programmes, the aim is to support students' ability to perform simple experiments, solve practical problems, process data, and present results. This is followed by tips on how to develop digital competences in physics, chemistry, and biology/ecology.

Methodological cards with examples tailored to the development of digital competences are part of the support for teachers of individual subjects. They combine the method with examples of activities that can be used to develop a specific digital competence.. The specific professional focus of the subjects already suggests which digital technologies are used in each subject and how, so the methodological cards focus primarily on developing digital skills in general education subjects. However, there are also specific examples targeting a wide range of professional fields. Each card is dedicated to a specific digital competence and its application—in addition, the level of difficulty is graded according to subject category.

Recommendations on the use of artificial intelligence in primary and secondary schools have also been developed.

Bodies responsible

- Ministry of Education, Youth and Sports
- National Pedagogical Institute of the Czech Republic

Target group

Learners

Learners in upper secondary, including apprentices
Young people (15-29 years old)
Learners at risk of early leaving or/and early leavers

Education professionals

Teachers
School leaders

Entities providing VET

VET providers (all kinds)

Thematic categories

Governance of VET and lifelong learning

Coordinating VET and other policies

Modernising VET infrastructure

Improving digital infrastructure of VET provision

Modernising VET offer and delivery

Acquiring key competences

Integrating digital skills and competences in VET curricula and programmes

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Supporting teachers and trainers for and through digital

Subsystem

IVET

Further reading

Website of the Czech National recovery and resilience plan

Website of the Ministry of Education, Youth and Sports dealing with 3.1. Component

We digitise the schools portal

IT guru network

Digital teaching aid for schools on portal of the Ministry of Education

Digital materials for secondary VET schools supporting the development of digital competences in individual subjects on the website of National Pedagogical Institute

School Connectivity Standard

AI support and courses offered by the National Pedagogical Institute including Recommendations for AI in schools

Fourteen Points of Effective Cyberprevention (Cyber prevention Catalogue by Coalition for Digital Skills and Jobs)

Related policy developments

2025 **Completed**

VET-related measures in the Czech National recovery and resilience plan

Section 3 of the plan, Education and labour market, proposes the following reforms and measures in education and training:

Transforming HE institutions to adapt to new forms of learning and changing the labour market needs by 2026:

CZECHIA

Type of development

Strategy/Action plan

Subsystem

IVET CVET

2025 **Implementation**

National Coalition for Digital Skills and Jobs (DigiKoalice)

In October 2016, the National Coalition for Digital Skills and Jobs (DigiKoalice) was

established by the Ministries of Education, Labour and Social Affairs, Industry and Trade, the Office of the Government, and the Czech ICT Alliance, as part of the digital education strategy.

CZECHIA

Type of development

Strategy/Action plan

Subsystem

IVET CVET

2023 **Completed**

The SYPO project – System for the support of professional development of teachers and directors

The SYPO project (System for the support of professional development of teachers and directors) was launched in January 2018 and is carried out in cooperation with a range of stakeholders, including representatives of the Czech School Inspectorate, the National Institute for Education, higher edu

CZECHIA

Type of development

Practical measure/Initiative

Subsystem

CVET

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