

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

POLICY DEVELOPMENT

STRATEGY/ACTION PLAN

 CZECHIA

## Timeline

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

ID number 41940

## Background

As in other EU countries, the Czech National recovery and resilience plan (NRRP) was drafted as a strategic measure to overcome economic recession that followed the unprecedented COVID-19 pandemic. Its general aim is to support labour market stability and consequently improve macro-economic stability. It is presumed that advancing digitalisation will lead to increasing share of jobs in segments with higher added value at the expense of reducing jobs in the secondary sector, mainly in heavy industry. The education and training system needs to reflect this development, especially at the regional level, to prepare adequately trained people for the changing needs in the given region. The plan takes into account regional imbalances in the quality of education and training and aims to prevent widening gaps between more developed regions around metropolitan areas and other parts of the country. The plan also reflects the specific recommendations of the European Council from 2019 and 2020 provided in the framework of the European Semester.

## Objectives

The main objectives of the plan for education and training include:

- (a) improving the digital skills of students and teachers;
- (b) adapting school programmes in tertiary, primary and lower-secondary education to new forms of learning and the changing needs of the labour market;
- (c) modernising employment services and labour market development. In education and training, this goal is aimed at increasing the adaptability of the workforce by developing their skills, particularly in the digital field.

## Description

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:

The plan foresees measures to increase the ability of higher education (HE) institutions to adapt study programmes to new forms of learning and new fields, particularly digital expertise, in line with changing labour market needs. It includes especially expansion and modernisation of medical and pharmaceutical science in tertiary education improving inclusiveness and equal access at lower levels and general promotion of teaching professions.

The plan also envisages adjustments of the range of study programmes to new trends and changing needs in the labour market, particularly to the digital transformation (priority sectors to be identified at the national level, a share of work-based learning to be increased). The support of new, mainly digital forms of learning, such as blended learning and distance learning is planned, including investments in digital equipment and technologies and related training of HE institution staff, as well as enhancing capacities of HE institutions for reskilling and upskilling of workers in knowledge-intensive areas. The support is proposed to be channelled to universities through an open call administered by the Ministry of Education, Youth and Sports. The Plan states concrete numbers of new study programmes and lifelong learning courses to be supported: at least 35 new study programmes to receive accreditation and at least 20 new lifelong learning courses to be offered by universities.

Investment is foreseen to expand the facilities of universities in medicine, biomedicine and pharmaceutical science.

Supporting disadvantaged schools:

The Plan foresees the support of most vulnerable schools with an above-average proportion of pupils with disadvantaged socio-economic backgrounds, e.g. by training for teachers to work with heterogeneous groups and disadvantaged pupils, to cooperate effectively with school psychologists, teachers' assistants and school social workers. Reform of school financing, reflecting the level of socio-economic disadvantage is to be proposed by the Ministry of Education, Youth and Sports to reinforce funding of the most vulnerable schools and narrowing disparities between schools. The reform is planned to be completed by 2025.

Funds are allocated to provide catch-up classes for pupils with a disadvantaged socio-economic background, whose education outcomes deteriorated due to the prolonged school lockdown, thus preventing further widening of inequalities between pupils, students and schools. The investment shall be completed by 2023.

Development of labour market policies:

The reform supports measures for lifelong learning, such as:

- (a) by 2022, setting up a tripartite mechanism involving the Ministry of Labour, the Ministry of Education and employers and trade union representatives, to coordinate development of lifelong learning programmes in line with the actual and anticipated demand for skills;
- (b) by 2023, creating a database of reskilling and upskilling courses to increase the offer of retraining courses and improve matching of supply and demand;
- (c) expanding the target groups for retraining organised by the Labour Office to include employed people at risk of outplacement and employed people seeking upskilling;
- (d) establishing by 2025 at least 14 regional training centres, under the responsibility of the Labour Office, equipped to provide lifelong learning in digital technologies and Industry 4.0;
- (e) by 2025, develop a legislative amendment to increase the flexibility and effectiveness of retraining courses organised by the Labour Office and to target support better to the most vulnerable groups.

Investment is assigned by 2025 to projects in reskilling and upskilling that increase the adaptability of the labour force to the changing needs of the labour market, with a focus on people who have reduced adaptability to changing labour market conditions. The plan sets out specific figures for the number of people to be supported either through the Labour Office or through professional training provided directly by employers, e.g. 130 000 people are planned to receive training in digital skills.

### **2021 Approved/Agreed**

The plan was approved by the European Commission in June 2021. At the end of 2021, preparatory activities for announcement of call for proposals were initiated.

### **2022 Implementation**

In the area of (a) transforming HE institutions there were the following developments:

At least 26 HE institutions were supported under a programme aimed at adapting HE institutions to new forms of education and introducing new curricula. The programme targets high added value sectors such as cyber security, artificial intelligence, Industry 4.0 or e-government services, which suffer from a shortage of highly qualified professionals.

In the area of (b) supporting disadvantaged schools and especially the supporting positions (such as school psychologist or special pedagogue) in schools will be financed through projects with simplified reporting and a call under the new operational programme Jan Amos Komenský.

In the area of (c) development of labour market policies, there were following developments:

A tripartite committee for retraining and up-skilling has been established, consisting of representatives of the Ministry of Labour and Social Affairs, the Ministry of Education, Youth and Sports, employers' associations and trade unions.

A new online database of training courses is being prepared by the Ministry of Labour and Social Affairs that includes not only accredited re-training courses offered by the Labour Office branches, but also other free-market training courses. The aim is to enhance the supply of training courses to a wider group of adults and to create a system that allows adults to apply for training of their choice and receive targeted financial support.

### **2023 Implementation**

The project, Improving access to education at the university level through the promotion of microcredentials (part of the National Recovery Plan for Higher Education, 2022 - 2024), addresses objectives set out in reform 3.2.1 (Transform universities to adapt to new forms of learning and in response to changing labour market needs) under Component 3. 2 (Adaptation of the capacity and focus of the school programmes of the National Recovery Plan). The project involved 26 Czech public universities coordinated by the Charles University to share experiences and work systematically on the development of an analytical and methodological framework, along with supporting information systems, for the implementation of the microcredentials concept within public universities in the Czech Republic and their connection to the broader European framework. Overall budget for the project of 26 universities was CZK 51 million.

The project analyses current practices in national and international microcredential documentation, developing a methodology for recognising prior learning within courses that meet microcredential requirements. This includes designing a unified microcredential format, standardising short-term learning outcomes using the ECTS credit system, and creating an online catalogue of courses of public universities that fulfil the requirements for microcredentials. A unified verification system for microcredentials, including a repository, is also under development.

An international conference was held in November 2023 to provide updates on the project and share the current status at individual universities.

A separate initiative, the online database of reskilling and upskilling courses was created (and funded under the National Recovery Plan - 3.3 Modernisation of

employment services and labour market development). It was developed by the Ministry of Labour and Social Affairs and the pilot was launched in 2023. This database contains courses for improving qualifications and courses for retraining certified under the Employment Act No. 435/2004 Coll, provided by the Labour Office of the Czech Republic and courses offered by VET schools, higher education institutions and adult education providers.

The Labour Office subsidises 82% of the cost for non-retraining courses (under the Employment Act) listed in the database, which specifically include digital training courses. Courses can be delivered in person (usually at educators' premises), online or as blended courses.

Digital training courses focus on:

- (a) developing digital skills in the area of IT – training that includes exclusively the acquisition of transferable digital skills and IT competences (e.g. software development and management)
- (b) developing digital skills for Industry 4.0 – training related to the concept of Industry 4.0, robotisation and digitalisation of work and the use of autonomous systems and AI (e.g. operation of CNC machines).

### 2024 Implementation

A conference on microcredentials was held in November 2024 showcasing current developments and progress achieved in the field of microcredentials in Czech higher education, including implementation within individual institutions and best practices from Czech and international universities. The conference also discussed the challenges and opportunities for the future development of microcredentials within the context of education and employment in the Czech Republic.

The pilot of the database of upskilling and reskilling courses continued in 2024. As of mid-September 2024, 26 472 persons had completed courses and 7 172 applications were pending approval.

### 2025 Completed

Microcertificates are addressed in the MŠMT-OECD project (see related Policy Development: Microcredentials – towards a harmonised approach).

## Bodies responsible

- Ministry of Industry and Trade
- Ministry of Education, Youth and Sports
- Ministry of Labour and Social Affairs
- General Directorate of the Czech Labour Office

## Target group

### Learners

Learners in upper secondary, including apprentices

Young people (15-29 years old)

Adult learners

Unemployed and jobseekers

Persons in employment, including those at risk of unemployment

### Education professionals

Teachers

### Entities providing VET

## Thematic categories

### Governance of VET and lifelong learning

Coordinating VET and other policies

Optimising VET funding

### Modernising VET infrastructure

Modernising infrastructure for vocational training

Improving digital infrastructure of VET provision

### Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses

Diversifying modes of learning: face-to-face, digital and/or blended learning; adaptable/flexible training formats

Acquiring key competences

Integrating digital skills and competences in VET curricula and programmes

Reinforcing work-based learning, including apprenticeships

### 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

### Supporting lifelong learning culture and increasing participation

Providing for individuals' re- and upskilling needs

Ensuring equal opportunities and inclusiveness in education and training

## Subsystem

IVET CVET

## Further reading

[Website of the Czech National resilience and recovery plan](#)

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[Website with common outputs \(methodologies, analysis, etc.\) of the project involving 26 public universities on implementing microcredentials in the HE environment](#)

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[Database of upskilling and reskilling courses of the Ministry of Labour and Social Affairs](#)

## Related policy developments

**2025 Implementation**

### Microcredentials - towards a harmonised approach

On December 14. 2021. a call was announced for public universities with the aim of

adapting the content and forms of teaching to digital transformation and the changing needs of the labour market.

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**Type of development**

Practical  
measure/Initiative

**Subsystem**

CVET

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**2025 Pilot**

## Database of reskilling and upskilling courses

The target groups of the Database include all the adults with links to the labour market (including students aged 18+ who are preparing to enter the labour market).

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**Type of development**

Practical  
measure/Initiative

**Subsystem**

CVET

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**2025 Implementation**

## Social partner concept for Continuing Education

The proposal was drafted in the framework of the project Social dialogue and society 4.0 (2019-22), It is implemented by the Czech-Moravian Confederation of Trade Unions, the biggest trade union association in the Czech Republic, in partnership with the Confederation of Industry, the biggest empl

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**Type of development**

Strategy/Action  
plan

**Subsystem**

CVET

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**2025 Implementation**

## Supporting school digitisation through the Recovery and resilience plan

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.

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**Type of development**

Practical  
measure/Initiative

**Subsystem**

IVET

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**2024 Completed**

## The strategic plan for higher education for the period 2021+

The SP2021+ formulates a general vision for higher education and its significance for society.

Six priority objectives have been set:

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**Type of development**

Strategy/Action  
plan

**Subsystem**

IVET CVET

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**2024 Completed**

## National artificial intelligence strategy of the Czech Republic

The NAIS follows up on and meets the objectives of the Government Innovation Strategy 2019–30 and is linked to the Digital Czech Republic programme. It was inspired by similar foreign strategic documents concerning AI and support for the digitisation of the industry and services.

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**Type of development**

Strategy/Action  
plan

**Subsystem**

IVET CVET

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**2025 Completed**

## Additional funding for teaching special education needs learners

An amendment to the School Act came into force in September 2016, which legally guarantees targeted support for children with special needs. Schools (including VET schools) are now legally entitled to additional funding for the necessary measures for

teaching children with special needs.

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**Type of development**

Regulation/Legislation

**Subsystem**

IVET

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/41940>