

# Quality standards for company and school-based workplaces for practical training

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 CZECHIA

## Timeline

2020 Design

2021 Design

2022 Design

2023 Design

2024 Design

2025 Approved/Agreed

ID number 39019

## Background

One of the priority objectives of the Long-term plan for education and the development of the education system of the Czech Republic 2019-23 is to increase the involvement of employers and relevant ministries in upper secondary education and to foster the introduction and strengthening of elements of dual system in vocational education and training.

The Strategy 2030+ roadmap of key measures for the period of 2020-23, Innovation of the fields of study system, under Measure 3 among the objectives of Key Action 3.1, Improving the quality of practical training calls for creating the quality standards and parameters of practical training implemented in company and school-based workplaces.

Employers are successfully involved in the practical training and work-based learning of students. There are many examples of good practice, however, there is still no systemic and well-functioning link between education and the world of work that would enable the school system to respond to changing labour market requirements and needs. It is necessary to increase student learning options in a real-work environment. Therefore, the introduction of a modified form of dual system of vocational education adapted to the Czech circumstances is supported while implementing the broadest possible forms of cooperation between schools and companies. Direct communication with employer representatives will also be encouraged in order to set up a system facilitating the transfer of information on student vocational training options at real workplaces in companies and on the benefits of such cooperation.

## Objectives

Provision of practical training in real-life environment is not mandatory for employers in the Czech Republic. VET school directors are exclusively responsible for the quality of practical training, yet they can influence the quality of workplace training only to a limited extent. The standard should be motivational for employers; it should support the comparability of conditions and circumstances under which practical training is implemented. The standard will be developed in line with the principles of the EQAVET quality assurance and the Framework for quality and effective apprenticeships.

## Description

The Ministry of Education, Youth and Sports focuses on expanding options for students to get practical training in a real work environment with the use of elements of the dual system of VET. Favourable conditions will continue to be created to increase the involvement of experts from practice in teaching and implementation of internships for pedagogical staff in companies. Cooperation with employer representatives will be developed based on the Agreement on the division of responsibilities for individual areas of initial education (2016). The measure will include the development of quality standards for company and school-based workplaces where practical training is implemented. The standard will reflect the results of the Analysis on quality and performance of practical training especially in relation to the acquisition of professional, civic and personal competences. The analysis will be conducted by the Technology Agency of the Czech Republic in 2021/22.

### 2020 Design

An internal working group of the Ministry of Education, Youth and Sports and an internal working group of the National Pedagogical Institute were established.

### 2021 Design

The internal working group of the National Pedagogical Institute prepared a draft standard for practical education provided at a company workplace, based on the quality cycle and selected criteria of the Framework for quality and effective apprenticeships. The draft was communicated to the Ministry of Education, Youth and Sports and a sample of upper secondary VET schools and employers.

### 2022 Design

The analysis on quality and performance of practical training by the Technology Agency of the Czech Republic planned for 2021/22 was not conducted.

In 2022, the working group of the NPI CR prepared the draft of quality standards for practical training at employers' premises. The draft was in the form of a checklist and the working group also prepared a separate checklist for school workplaces (school workshops). The draft incorporated some of the CSI criteria from the Quality School framework (criteria for assessing the conditions, course and outcomes of education in the modification for upper-secondary VET).

In cooperation with NRP EQAVET CZ, the set of quality criteria and conditions of practical training at employers' and school workplaces was adapted into a self-evaluation tool for assessing conditions of practical training at employers' and school workplaces. The actual piloting took place in October and November in selected secondary VET schools across all regions of the Czech Republic in order to capture diversity of practical training conditions. For the purposes of the pilot, 40 schools had been approached and 17 of them signed up for participating. Feedback will be processed in early 2023.

In October 2022 the "Standards of practice" developed by the Confederation of Industry within the Competence 4.0. project were published. They constitute a practical tool for establishing cooperation between companies and schools. It guides the cooperating entities through all key procedural and organisational steps when providing practical vocational training in companies' workplaces.

### 2023 Design

A report on the pilot validation of practical training assessment tools for secondary vocational schools was published on the EQAVET website in Q1 2023. The pilot highlighted that some schools welcome quality assurance support for practical

training. Two tools were piloted with schools and their social partners. At the same time, it was confirmed that the piloted tools vary, and none of them define quality conditions under which practical training should or can take place. The first tool is an evaluation tool designed to assess the conditions of practical training at a particular school, focusing on self-evaluation through cooperation with employers. Regardless of the location of the practical training (either in school or in a company worksite), the responsibility for the course and quality of the practical training remains with the head teacher. The aim is to offer the management of secondary vocational schools a tool to evaluate the conditions that are crucial for the acquisition of a relatively narrowly specified set of learning outcomes, i.e. the learning outcomes that pupils acquire during practical training. This tool should enable schools to evaluate not only the ongoing learning outcomes, but also the ways in which students acquire them in different workplaces. This tool is a basis for the evaluation of criteria based on the Czech School Inspectorate Criteria for the Evaluation of Conditions, Process and Results of Education (in modification for Vocational Secondary Education). The second tool is a checklist for both school workshops and employer worksites, aimed at assessing the required level of provision for practical teaching, including a table of workplace equipment. The 'checklists' have the potential to capture the current situation in line with the legislation in force and allow for ongoing or periodic evaluations aligned with the EQAVET quality cycle. Therefore, each tool can serve different purposes and at different stages of school development, but neither tool is suitable for conservatories.

The biggest pitfall and potential barrier to the use of both tools is the evaluation of the pedagogical process in schools. Effective strategies for improvement depend on how schools identify, implement, and assess improvement measures. Based on the feedback from pilot schools and employers working with these tools, certain quality criteria for both tools were revised.

Given the findings of the pilot validation, it is clear that the preference for the tools and the usage will vary. Both tools are available on the EQAVET website and schools may choose which tool best meets their needs.

## 2024 Design

The pilot testing in 2022 showed among others that the practical teaching assessment tools needed a more user-friendly form. It was decided to adapt the Evaluation tool into an electronic format that will also support additional functionalities, such as comparing the development of the provision of practical training over the years. This development started in 2024 and is implemented in two phases, with planned completion date in 2025.

This tool is designed to assess conditions that are crucial for learners to achieve the expected learning outcomes during practical training. It reflects the current legislation of the Czech Republic (School Act, Labour Code, Act on Specific Health Services, Decree on Secondary and Higher Vocational Education, etc.), relevant criteria for learning and working conditions, the EU Council Recommendation of 15 March 2018 on the European Framework for Quality and Effective Apprenticeships (2018/C 153/01), the European Quality Assurance Framework (EQAVET), as well as the Czech School Inspectorate "Criteria for the Evaluation of Conditions, Process and Results of Education" for secondary and higher education institutions.

This tool supports:

- a. evaluating conditions and the actual learning process in different types of practical training settings;
- b. planning and implementing improvements in school-employer cooperation to enhance practical education quality in secondary schools.

The tool facilitates monitoring and improvement of practical training for schools and employers (and other social partners). Schools can register on the website, completing and saving self- and employer-workplace evaluations (electronic questionnaires). The function that will enable comparisons of status over several school years will be

completed in early 2025 and validated using selected partnerships of schools and employers.

Two checklists of quality criteria and conditions of practical training (school and employer workplaces) based on the quality assurance cycle are also available online.

### **2025 Approved/Agreed**

The Evaluation tool developed by EQAVET was published by the Czech School Inspectorate in June 2025 on the Kvalitní škola (Quality School) methodological portal among the tools for self-evaluation. The tool is based on methods used by the Czech School Inspectorate for external evaluation.

The evaluation tool reflects in particular criterion 2.1.: The school management actively manages, regularly monitors, and evaluates the work of the school and takes effective measures. It also partially relates to criteria: 1.5 (The school cooperates with external partners) and 2.4 (The school management strives for optimal material conditions for education and ensures their effective use).

The Amendment to the School Act approved in June 2025 introduces a voluntary dual branch. The Amendment in section 65 c) stipulates, that the organisation of dual providers (e.g. chambers) shall issue a provider certificate to an entity that proves that is able to provide dual practical training at least in part of the scope of practical training of the given framework educational programme and according to the quality standard of dual practical training for the given field of education. This measure will come into effect on January 1, 2026. By October 2025 the precise information on the nature of the standard is not yet available.

## **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)

### **Education professionals**

Trainers  
School leaders

### **Entities providing VET**

Companies  
Small and medium-sized enterprises (SMEs)  
VET providers (all kinds)

### **Other stakeholders**

Social partners (employer organisations and trade unions)

## **Thematic categories**

### **Governance of VET and lifelong learning**

Engaging VET stakeholders and strengthening partnerships in VET  
Further developing national quality assurance systems

## Modernising VET offer and delivery

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

# Subsystem

IVET

## Further reading

[Link to the Strategy 2030+ on the Ministry of Education website](#)

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[The Ministry of Social Affairs website - the Competence 4.0 project](#)

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[NRP EQAVET website](#)

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[Evaluation Tool](#)

## Related policy developments

**2023 Completed**

### Long-term plan for education and the development of the education system of the Czech Republic (2019-23)

The Long-term plan for education and the development of the education system of the Czech Republic (the Long-term plan) covers the entire system of regional education (pre-school, basic, secondary, tertiary professional education).

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#### Type of development

Strategy/Action plan

#### Subsystem

IVET CVET

**2022 Completed**

### Mapping future competences as part of systemic measures for defining labour market requirements - Competences 4.0 project

In the framework of the Competence 4.0 project (2019-22; Operational programme Employment, Ministry of Industry and Social Affairs), the Confederation of Industry of the Czech Republic, Czech Chamber of Commerce and the consultancy company TRESIMA jointly participate in mapping new future competences

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**Type of development**

Practical  
measure/Initiative

**Subsystem**

IVET CVET

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**2025 Implementation****Strategy for education policy of the Czech Republic until 2030+ (Strategy 2030+)**

The preparation of the Strategy 2030+ built on maximum transparency and openness. It comprised a series of expert and public consultations and roundtables on the visions and objectives of education policy and its implementation.

**Type of development**

Strategy/Action  
plan

**Subsystem**

IVET CVET

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**2025 Implementation****Qualification requirements for trainers in companies**

Recommendations issued by the education ministry in 2016 on agreements between VET schools and enterprises for in-company training of learners stipulate that a professional qualification and necessary experience are mandatory features of these contracts.

**Type of development**

Practical  
measure/Initiative

**Subsystem**

CVET

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**2025 Approved/Agreed****Reinforcing cooperation between schools and employers**

The Amendment to the School Act, which came into force in September 2017, obliges schools to develop, with regard to the field of study, efforts to support cooperation with employers towards joint fulfilment of the objectives of secondary education.

**Type of development**

**Subsystem**

IVET CVET

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**2022 Completed**

## **Piloting dual training**

A memorandum on piloting elements of dual training was signed by the Ministry of Education, Moravia-Silesia Region and the Confederation of Industry in October 2017. The piloting phase started in September 2018 in cooperation with four upper secondary VET schools and three companies.

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**Type of development**

Practical  
measure/Initiative

**Subsystem**

IVET CVET

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“ ... ” **Cite as**

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/39019>