

# Strategy for education policy of the Czech Republic until 2030+ (Strategy 2030+)

POLICY DEVELOPMENT

STRATEGY/ACTION PLAN

 CZECHIA

## Timeline

2019 Design

2020 Approved/Agreed

2021 Implementation

2022 Implementation

2023 Implementation

2024 Implementation

ID number 36162

## Background

The current Strategy for education policy of the Czech Republic is valid until 2020 and there is a need to prepare a new follow-up document which will define the priorities, goals and measures of education policy and the education system over the next period.

## Objectives

The ambitious document strives for overall modernisation of the Czech education system, reflects newly emerging social and technological challenges, in particular the advancing shifts related to the Fourth Industrial Revolution, but also the negative aspects of the Czech education system, which include long-term declining quality of initial education, employers' dissatisfaction with skills of school graduates, increasing share of early leaving from education and the growing selectivity of the Czech education system.

## Description

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.

Over the next years, the Ministry of Education, Youth and Sports (MŠMT) intends to take steps to modernise, equip and methodologically run the schools, to introduce digital technologies and support innovation, to revise curricula and implement new methods of instruction and assessment of students so that they acquire knowledge, skills and approaches that would be useful in their personal, professional and civic life. Within the framework of the interventions, the Ministry also wants to focus and pay considerable attention to the preparation of new teachers and support the existing ones, professionalisation of headmasters of the schools or reduction of the administrative burden placed on the schools.

The Strategy for education policy contains 2 strategic objectives:

- (a) focusing the education more on acquiring the competences needed for an active civic, professional and personal life;

- (b) reducing inequalities in access to quality education and enable the maximum development of the potential of children, pupils and students.

And also 5 strategic lines:

- (a) Strategic line 1: Changing the content, methods and assessment of education;
- (b) Strategic line 2: Equity in access to quality education;
- (c) Strategic line 3: Support for pedagogical staff;
- (d) Strategic line 4: Enhancing professional capacities, trust and mutual cooperation;
- (e) Strategic line 5: Increasing funding and securing its stability.

The first period (2020-2023) of the Strategy 2030+ implementation will be based on the identification of five key measures that have the most significant potential to contribute to the fulfilment of the objectives of the Strategy 2030+. The five key measures will be processed into separate measure cards featuring a specific structure. At the end of the first implementation period in 2023, the implementation process will be assessed and a selection of another key measures to be implemented in the second implementation period will be defined.

The measures for the period 2023-2027 will be incorporated into the Long-term plan for education and the development of education system of the Czech Republic. The same procedure will be followed in the third implementation period 2027-31. The newly defined key measures, including their subsequent processing into cards, will always be part of the new Long-term plan.

The set of indicators will be continuously updated, and it will constitute a basic tool for feedback on the fulfilment of strategic objectives and the implementation of key measures. Their monitoring will take place on an annual basis with clearly defined competencies in terms of data delivery and assessment/evaluation. The indicators will cover all key areas defined by the Strategy. The final set of indicators will be published in the course of 2021 on the Ministry's website.

### **2019 Design**

At the end of February 2019, the MŠMT organised the first conference, Strategy for education policy of the Czech Republic 2030+: challenges and visions for the Czech education system. This opened a discussion on the objectives, content and outcomes of education and on the process of revisions of key curriculum documents (the so-called framework educational programmes). The revision process especially, which triggered a strong national debate, needs to be better aligned with the Strategy 2030. As part of the preparation of the Strategy 2030+, a total of 17 roundtables were held during May and June 2019 across the country. These served as one of the key means of discussion with stakeholders and of gathering inputs from the field.

The second conference was organised in November 2019 and introduced a draft document, Guidelines for education policy of the Czech Republic until 2030+, the main outcome of the first phase. Public consultation was open until December 2019. The conference opened the second phase of the preparation of the Strategy 2030+, which will focus on the implementation process, a plan of specific steps and measures leading to the fulfilment of the set goals.

### **2020 Approved/Agreed**

On 19 October 2020, the strategy was approved by the Government of the Czech Republic. By the end of 2020, the roadmaps of measures were specified in detail and implementation began.

### **2021 Implementation**

On 4 November 2021, the MŠMT organised a conference to mark the 1-year anniversary of the Strategy 2030+ operation; a debate was held with the professional public on the implementation of measures aiming at modernisation of education. The

middle component of support for schools and their founders (governing bodies), aimed at helping the regions with school governance issues, was very well received. The MŠMT continues to look for ways to help school leaders in the area of non-pedagogical workload. As part of the activities seeking to reduce this type of workload, the interconnection of school information systems was in preparation to allow the schools to share information and to reduce unnecessary duplicated activities. In addition to the EDU.cz web portal, concise and brief manuals and templates on trending topics were also being prepared. The conference noted progress in funding: there has been a targeted reduction of administratively demanding programmes (development programmes) and a simplification of the form of providing conditions and resources for pedagogical intervention. -

The MŠMT, in cooperation with the National Pedagogical Institute (NPI) and Teach Live organisation, started preparation of new training, Lead live, for headmasters as pedagogical leaders (to start in the school year 2022/23 for 100 headmasters of basic and upper secondary schools). Training and improving the relevant skills are likely to take place throughout the whole professional life of a headmaster, before and after taking the office, during the performance of the role and also when entering other roles in education. The feedback during the preparation of the programme and the new concept of support for school headmasters throughout their careers will be endorsed by the board of experts composed of representatives of the Czech School Inspectorate, the Permanent Conference of Headmasters and the main stakeholders in headmaster training. A process aimed at reforming undergraduate teacher training was launched to set up the conditions for improving the quality of pre-service education and connecting teacher training closely with practice.

## **2022 Implementation**

The Leadership for School Leaders training programme received its accreditation in May 2022. The training content for 2022 school year was prepared and the training content for 2023 is still being developed in the framework of regular meetings of the lecturers. A total of 207 candidates applied for the Leadership for School Leaders training programme. The first pilot course of the training has started in September 2022.

The Leadership for School Leaders training programme is based on the standards of qualification studies for school headteachers. It covers basic legislation, labour law, school organisation and finance. At the same time it devotes sufficient space to the development of pedagogical leadership skills, the ability to put teaching and learning at the centre of all decision-making with the aim to improve the learning process for all students in the school. It builds on the experimental learning principles, regular reflection, peer support and collaborative learning. It concludes with an exam and an essay. The 250-hour pilot will run until May 2024. It includes 215 hours of training (179 hours of in person training and 36 hours of e-learning) and 35 hours of internships with experienced headteachers.

The pilote and its evaluation will provide the MŠMT with the necessary rationale for amending the Standards of study for headmasters of schools and educational facilities.

Preparation of the main implementation document for the second implementation period of the Strategy for education policy of the Czech Republic until 2030+, the Long-term development plan for education and the development of the education system of the Czech Republic (2023-27) started.

In November and December 2022, roundtable discussions and consultations with expert groups and the general public were held to discuss the priority areas of the 2023-2027 Long-term plan. From December 2022 to mid-January 2023, public consultations on the draft Long-term plan took place, involving a wide range of stakeholders - the Ministry of Education received 228 comments on all 9 published areas (High-quality and accessible pre-school education, Modern basic education for the 21st century, VET for employability in the labour market, Support and development of teachers and school leaders, Equity and effective support for all pupils, Prevention and alternative educational care, Systemic support and management of schools,

Education in a lifelong perspective, Strategy for the development of the school network - criteria for the development and optimization of the education system and the structure of future educational offer of schools).

The most frequent comments were related to the content of training and support for teachers; with comments on issues that promote the well-being and mental health of children, students and school staff, with a focus on systematic support for their social and emotional skills. As regards the support and development of teachers and school leaders, professionals in the field were most interested in the competence profile of teacher training graduates and the focus of in-service training of teaching staff. Attention was drawn also to the possibility to divide the role of the school headmasters into two - pedagogical and managerial one, so that the schools can increase the potential for effective development in both areas. In the area of lifelong learning, the comments related in particular to the area of promoting motivation for targeted foreign language learning and activities to combine formal and informal education to enable individuals to reach their full potential.

The summary report on comments processing and incorporation will be published on the EDU.cz website by the end of February 2023 at the latest. The draft material will be published by mid-May 2023 for a 30-day public review and consultations. The final version will be submitted to the Government for approval in the course of October 2023.

### **2023 Implementation**

In December 2023, the Government approved the Long-Term Plan for Education and the Development of the Education System for 2023-2027. This plan, a core implementation document for the Strategy for Education 2030+, outlines priorities and measures for the second implementation period (2023-2027).

The Long-Term Plan has been prepared in a transparent manner, using evidence-based policy principles, public consultations and roundtables involving multiple stakeholders.

For 2023-2027, the plan sets three regional education priorities:

- (a) Children and youth: Personal development and motivation for lifelong learning;
- (b) Schools and educators: Modern education and well-trained educators;
- (c) Efficient education: Sustainable and efficient education based on learning results accountability.

The Long-Term Plan 2023-2027 aims to modernise the content and methods of education in order to secure competences for an active civic, professional and personal life in the 21st century while providing equity in access to quality education.

In the area of VET, the main objective is the optimisation and innovation of the system structure. The goal is to meet not only the needs of the labour market and the social, technological and economic development, but also the interests of VET school applicants. The general education component, key competences and basic literacies should be strengthened across VET fields, always in line with their specific vocational focus. The share of general education subjects should also be increased. Revising lyceum programmes is also planned. The long-term plan foresees an innovation of the secondary education system based on a balanced share of general education subjects (gymnasium and lyceum programmes, i.e. including general education subjects supporting a certain profile) and vocational subjects and on efforts to better link both to systems supporting the further career paths of graduates.

Emphasis is placed on teacher and school leader training, along with stronger link of the teaching practice to the school environment. A key initiative, expected for implementation in 2027-28, is the development of an innovative undergraduate teacher training model addressing key weaknesses in current preparation, including insufficient practice, limited innovation, and inadequate collaboration between faculties and the education ministry. This new model will be integrated into pedagogical faculty study programmes.

The education ministry aims to improve the quality of upper secondary and tertiary VET by supporting continuing professional development of teachers (particularly in vocational subjects and practical training), including the implementation of internships with employers. Other objectives include the innovation of admission procedure by digitalisation and the graduation by introducing an alternative form of the profile Maturita exam (comprehensive graduation thesis). The education ministry plans to further promote the quality of practical training by strengthening the elements of dual education and enhancing cooperation between schools and employers. A quality standard for practical training (and its conditions) at employers' workplaces and school premises will be developed.

The ministry will also focus on the role of tertiary professional schools and the potential introduction of short-cycle training programmes (EQF 5).

Regional authorities (being founders of most upper secondary schools in Czechia) prepare in coherence with the Long-Term Plan 2023-2027 their regional long-term plans to implement measure.

### **2024 Implementation**

At the beginning of 2024, the education ministry launched the second phase of the implementation of the Czech Education Policy Strategy 2030+ through the implementation of the relevant measures of the Long-Term Plan of Education and Development of the Education System of the Czech Republic for the period 2023-2027. Nine expert working groups have been established to be in charge of implementation, as well as an implementation committee composed of representatives of the education ministry.

2024 priorities include completing revisions of the framework educational programmes (important also for pedagogy students as part of undergraduate training reform), aligning them with the revised primary education curriculum. These revisions focus on increased relevance to 21st-century needs (e.g., digitalisation, new technologies) and adaptation to the new, streamlined system of study fields. Other priorities include supporting new teachers and principals, reforming secondary education, and developing a new secondary education field of study system (proposal due by year-end). A model for the institutionalisation of teaching support positions will be launched in autumn 2024 from the Jan Amos Komenský Operational Programme.

Internal evaluation of Strategy 2030+ for the 1st implementation period was published in 2024.

## **Bodies responsible**

- Ministry of Education, Youth and Sports

## **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  
Learners with disabilities

### **Education professionals**

Teachers  
School leaders

### **Entities providing VET**

Companies

## Thematic categories

### Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses

Acquiring key competences

### Teachers, trainers and school leaders competences

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

### Supporting lifelong learning culture and increasing participation

Ensuring equal opportunities and inclusiveness in education and training

## Subsystem

IVET CVET

## Further reading

[Website of the Ministry of Education - the Strategy 2030+ and description of the whole process \(round table discussion results, public consultation, etc.\) \(in Czech only\)](#)

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[Website \(portal\) of the Ministry of Education on the Annual Conference Strategie 2030+ \(in Czech only\)](#)

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[Website of the National Pedagogical Institute, a subpage of the training programme for headmasters and relating issues \(in Czech only\)](#)

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[ReferNet Czechia; Cedefop \(2024\). Czech Republic: new education priorities for 2023-27 . National news on VET](#)

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[Website \(portal\) of the Ministry of Education on the Annual Conference Strategie 2030+ \(in Czech only\), Long Term Plans of individual regions](#)

## Related policy developments

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**2024 Implementation**

### Teacher training reform to improve competences

During the period 2022-24, the reform focuses on the following areas and activities:

 CZECHIA

#### Type of development

Strategy/Action  
plan

#### Subsystem

IVET CVET

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2024 Implementation

## Innovation of the fields of study system

By 2023, the VET system will be structured to focus on the common professional basis within the relevant group of fields of study. This innovation will allow for a gradual choice of career paths and will able learners to postpone early specialisation.

 CZECHIA

### Type of development

Regulation/Legislation

### Subsystem

IVET

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2024 Implementation

## School support and governance: piloting the middle component of support

Through their activities in schools, the middle component will contribute to reducing administrative and non-pedagogical burden on schools, creating space for headmasters and other members of school management to develop pedagogical leadership and increase the quality of education.

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### Type of development

Practical  
measure/Initiative

### Subsystem

IVET

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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

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**2024 Design**

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

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.

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### Type of development

Practical  
measure/Initiative

### Subsystem

IVET

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**2024 Design**

## Revision of the national curriculum for upper secondary education

In 2017, the Ministry of Education approved a proposal for revising the national curriculum for upper secondary education (RVP) and the educational programmes of individual schools (SVP). The revision of curriculum documents is among the national priorities until 2020.

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### Type of development

Practical  
measure/Initiative

### Subsystem

IVET

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**2024 Implementation**

## 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.

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### Type of development

Regulation/Legislation

### Subsystem

IVET CVET

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## Adjusting curricula to labour market needs

Proposals for legislative and institutional changes aiming to improve the transition from school to labour market by extending the duration of in-company training; in EQF 4 programmes, workplace internship usually takes two weeks only, hence the proposal for extension to eight weeks.

 CZECHIA

### Type of development

Practical  
measure/Initiative

### Subsystem

IVET CVET

### “ ... ” Cite as

Cedefop, & ReferNet. (2025). Strategy for education policy of the Czech Republic until 2030+ (Strategy 2030+): Czechia. In Cedefop, & ReferNet. (2025). *Timeline of VET policies in Europe* (2024 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/36162>