

# New approach to teacher remuneration

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 CZECHIA

## Timeline



ID number 28107

## Background

In comparison with other EU countries and average wages of university or higher education institution-educated employees, the teachers' salaries in the Czech Republic have been considerably lower over a long term. The per capita funding in use, built on regional and national budgets, does not take into account seniority or expertise. An ESF- co-funded pilot 'Implementation of the carrier system for teachers' (IMKA, *Implementace kariérního rádu učitelů*) was carried out in 2016-17 to test parameters and processes. Upon the non-adoption of the Act on pedagogical staff, the Ministry of Education, Youth and Sports (MŠMT) was forced to terminate this project.

## Description

A change in the regional education funding system was approved by the Parliament in 2017 and planned to come into force in January 2020. The per capita funding in use, built on regional and national budgets, does not take into account seniority or expertise. Among other issues, the new approach is to take account of these parameters and the planned career scheme: the ministry will allocate funding from the national budget, based on information from the schools on the number of teaching staff, salary categories/scales and related supplements. It will apply to schools governed by regions and municipalities, including public VET schools.

### 2017 Approved/Agreed

The IMKA project was terminated. The long-term increase in teachers' salaries is based on the commitment of the Government of the Czech Republic - to gradually increase the salaries of school staff by 150% from 2017 to 2021. The Government kept amending the Regulation No. 341/2017 Coll.

### 2018 Approved/Agreed

### 2019 Legislative process

Draft Amendment to the Act on Pedagogical Staff was elaborated.

### **2020 Legislative process**

The draft Amendment to the Act on Pedagogical Staff (submitted in 2019) included the position of the experienced teacher-mentor, which was dealt with in the SYPO project (System for the Support of Professional Development of Teachers and Directors) which also focuses on improving the conditions for teaching professions and on supporting the system of further education of pedagogical staff.

Such a teacher would be entitled to a supplement to their salary and their direct teaching activities would be reduced. The amendment was approved by the Parliament of the Czech Republic and approval by the Senate is expected in spring 2021.

### **2021 Legislative process**

The professional public did not agree on a unified position on the Amendment to the Act on Pedagogical Staff. One problematic point was the suggested possibility to grant, for a period of 3 years, a presumption of a teacher's qualification to any master degree graduate for teaching not only vocational subjects at upper secondary schools but also general subjects at the second stage of basic schools. Agreeing a teaching profession salary of 130% of the Czech average was also considered problematic, as the teaching professions would be the only ones with a fixed maximum cap.

The Amendment to the Act on Pedagogical Staff was approved by the Chamber of Deputies in January 2021. Subsequently, in March 2021, the Senate returned the Amendment to the Chamber of Deputies with several amendment proposals. The Amendment to the Act was not re-incorporated into the Chamber of Deputies' debate by the end of the parliamentary term; at the end of 2021 it was returned to the legislative process due to the new composition of the Chamber of Deputies and the new Government.

### **2022 Legislative process**

In its Programme Declaration of January 2022, the Czech Government committed to guarantee quality remuneration for pedagogical staff and to maintain their salaries at 130% of the average gross monthly wage. The Government promised to put emphasis on maintaining and effectively using 20% of the above-target salary components. It also committed to prepare and implement a system of career development for teachers as a tool for professional support.

In 2022, the Unions demanded that 80% of the amount should be allocated to the tariff component of the salary but the Government in the end rejected their requirement.

The draft Amendment came up again in the Chamber of Deputies at the end of 2022. However, critical voices are still being heard quite often, e.g. the pedagogical faculties criticise the fact that the Amendment opens the way for teachers without pedagogical qualifications (they have to complete it gradually on the go). Critique also targets the absence of the so-called supporting positions, i.e. social pedagogues and school psychologists.

If the Amendment is approved, the teachers would be entitled to salaries amounting to 130% of the average wage (as opposed to the current 115%) in the Czech Republic from 2022/2023 school year. The salary increase should prevent the outflow of novice teachers, whose share in the Czech education system is still rather low and up to 15% of them leaves their teaching jobs after two years. They should be supported by the so-called 'induction teachers' (i.e. experienced teachers/mentors), whose position/role is introduced by the Amendment.

### **2023 Completed**

In June 2023, the Senate approved an amendment to the Act on Pedagogical Staff.

Starting January 2024, the total amount of funds allocated for teachers' salaries will correspond to at least 130% of the average gross monthly nominal wage calculated for the national economy, based on a monthly average for one full-time teacher. This provision does not guarantee that every teacher will receive a salary equal to 130% of the average gross monthly salary. Teachers' salaries consist of several components, including the base tariff, entitlement allowances (e.g., specialization allowance, additional compensation for direct teaching activities exceeding a specified range, and personal allowances). As a result, the final salary amount for each teacher may vary.

The salary base will consist of the average gross monthly nominal wage for the previous calendar year. The base for 2024 will therefore be the actual figure for 2022.

## Bodies responsible

- Ministry of Education, Youth and Sports

## Target group

### Education professionals

Teachers

## Thematic categories

### Governance of VET and lifelong learning

Optimising VET funding

### Teachers, trainers and school leaders competences

Attractiveness of the teaching and training profession/career

## Subsystem

CVET

## Further reading

[ReferNet Czech Republic news item: Reform of regional education funding.](#)

## Related policy developments

**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

## Reform of regional school funding

On 1 January 2020, the Czech Republic introduced long-expected changes into its system of regional education funding. The main modification the new system has brought about is that the school funding is no longer based on the number of students (per capita approach).



### Type of development

Regulation/Legislation

### Subsystem

IVET

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### 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



### Type of development

Practical  
measure/Initiative

### Subsystem

CVET

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