

# Revision of the national curriculum for upper secondary education

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 CZECHIA

## Timeline



ID number 28098

## Background

The aim of upper secondary education and tertiary professional education is to prepare graduates for their personal, civic and professional life. At the same time, it should lay basis for their further lifelong learning and long-term employability on the labour market. The demands placed on upper secondary education, therefore, reflect the need to focus on strengthening the common elements of the general basis, emphasising the development of key competences, creating suitable conditions and securing easier transition of graduates to their employment. There is also a need to establish closer cooperation between schools and employers, and to secure smooth transition of those students who are disadvantaged in terms of their health or social background, to tertiary professional or higher education. In connection with technological progress and the changing needs of the society, it is likely that some fields of study will be abolished and replaced by new ones matching current needs.

## Description

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.

The guiding principles for the revision process are permeability, quality, flexibility, learner orientation. Revision of the national curricula of IVET programmes, particularly the work-based learning elements in school-based VET programmes, aims to:

- (a) guarantee the link between curricula and the qualifications and their assessment standards as specified in the National register of qualifications;
- (b) adapt to labour market needs;
- (c) introduce higher flexibility for schools regarding the volume of practical training.

National public debate started in 2018.

The proposal of the new concept of framework educational programmes (FEPs) for VET incorporated in the approved Strategy 2030+ strongly reflects the trend in preparation for lifelong learning: strengthening the common general and vocational/professional bases of the curriculum and supporting the development of key competences applicable on the

labour market in general. In terms of guiding principles, as well as content, it will build on the revised curriculum for basic education.

According to the proposal the revision will be based on the definition of common vocational/professional bases (technical field, economics, humanities, social sciences, arts) for a group of fields of study or its part, or across groups of fields of study. In fields of study where possible, the revision will provide students with a broad base of professional competences that will allow them to specialise further in their professional orientation in line with the possibilities of a particular school, the needs of regional labour market and their personal interests. This approach to the concept of the vocational/professional component of education will provide students with good preparation for follow-up education at tertiary level or for reskilling/retraining and in-company training.

The aim is also to modernise VET using the principle of modular arrangement of the curriculum (to use of the outputs of the project Modernisation of VET).

### 2017 Approved/Agreed

### 2018 Design

### 2019 Design

In February 2019, the education ministry organised the conference Strategy for education policy of the Czech Republic 2030+ challenges and vision for the Czech education system, which opened a discussion on the objectives, content and outcomes of education and on the revision process for key curriculum documents (the so-called framework educational programmes, FEPs). The revision process triggered a strong national debate and is expected to be aligned with the Strategy 2030+. National VET curricula (FEPs for VET fields) is planned to follow the revision of the FEP for basic education.

The process of redesigning and revision of national VET curricula (framework educational programmes) continued. It was decided to wait for the Strategy 2030+ (Strategy of education policy of the Czech Republic until 2030) to be prepared by the end of 2020. A new structure of the system of education fields is discussed, based on the common vocational/professional basis for more fields within one group of fields.

### 2020 Design

The updated FEPs for upper secondary VET were discussed and, as of 1 September 2020, launched by the Measure of the Minister for Education, Youth and Sports No MSMT-31622/2020-1. The updated framework educational programmes for upper secondary VET include updates of the vocational component of education, added links to the National register of qualifications (NSK), adjustment to the teaching of economics, which observes the updated financial literacy standards approved by the Ministry of Finance, and finally also previously issued Ministerial Ordinances. Upper secondary VET schools have two years to prepare and modify their SEPs; at the latest from 1 September 2022, the schools should start teaching according to their updated school educational programmes (SEPs).

In accordance with the intention to innovate the system of fields of study, the following documents were created:

- (a) conceptual analysis;
- (b) concept of FEP revisions;
- (c) proposal of the process mechanism for the solution and discussion of the proposals with the relevant partners – professional platform for groups of fields of study (the Methodology for working group activities);
- (d) referencing map (for synergistic linking of FEPs with vocational qualifications of the NSK) captures all 281 fields of study in the current system of fields, to which are assigned vocational and full vocational qualifications of the NSK as well as the occupations from the National system of occupations. There is a chapter in the already updated FEPs of September 2020, which concerns the connection of a

field of study to the professional/vocational qualification or full professional/vocational qualification of the NSK. Competences included in professional/vocational qualifications will be reflected in graduate profiles. It will allow the schools to select vocational qualifications for their school curricula in cooperation with employers and with regard to the requirements of the labour market. In collaboration with the Upskilling project, suitable, especially simpler, vocational qualifications will be identified in order to solve the consequences of early leaving from education (which are content-wise related to the fields of study);

- (e) background documentation for individual groups of fields of study (schemes, access studies, etc.);
- (f) development analysis of the system of fields of study.

Comments and suggestions from the field were assessed and evaluated.

The revision of FEPs for upper secondary VET is expected to commence in 2022 and to be concluded in 2023.

### 2021 Design

A proposal for a new concept of FEPs based on the pyramid model was prepared and submitted for discussion to an expert panel and to the representatives of regions/governing bodies (founders of schools).

NPI elaborated a draft concept (*Common professional basis, qualification component, NSK*) and discussed the shares of the general foundation and application component of general education in the framework curricula for upper secondary VET with the Ministry of Education, Youth and Sports.

The NSK-FEPs referencing map was continuously updated. A proposal to introduce a vocational *Maturita* is to be discussed with the Ministry of Education, Youth and Sports (MŠMT), and the representatives of employers and school associations. The description of the level in the EQF is an important criterion for determining qualification levels. For the purposes of practical training, selected FEPs for individual categories of education in the groups of fields of study in upper secondary VET have been compared, as well as their compliance with the descriptions of qualification levels with EQF descriptors. It was observed that setting within FEPs corresponds in almost all cases to the description of the relevant qualification level in the EQF.

### 2022 Design

The draft concept for the revision of the VET framework programmes and the evaluation of the questionnaire survey conducted in Q1 2022, were prepared and discussed by the expert group and the education representative of the Regional Authorities'. The conclusions were communicated within the NPI CR and with the representatives of the MŠMT, as well as with the expert group and the representatives of the Regional Authorities (education departments).

Standardised curricula, including a general education component, were developed for each of the categories of education in the fields of study concluded by a final exam with or without vocational certificate, and the fields of study leading to Maturita. On the basis of the proposed concept, examples of framework educational programmes in a working version were prepared for 5 fields of study – Business, Horticulture, Gaming design, Mechatronics technician, Pre-school and leisure pedagogy.

The preparation of qualification profiles in relation to the proposed fields of study in the updated system has started.

### 2023 Design

The draft concept for the revision of the Framework Educational Programmes for Secondary Vocational Education was prepared during 2022-23, but due to the new priorities of the education ministry focusing on strengthening the general education

area, this draft was reopened. The draft qualification profiles developed by the National Pedagogical Institute of the Czech Republic (NPI CR) were reviewed by an internal methodological team, modified and prepared for discussion within professional platforms and working groups along with proposals for innovations in various fields of education. Approximately 300 qualification profiles were prepared, but, following discussions on proposed innovations in the system of study fields within expert platforms and working groups, new qualification profiles were created based on subsequent adjustments to the sectoral framework. The qualification profiles have been compared with the EQF descriptors, leading to considerations for reclassifying some fields of education to a higher EQF qualification level leading to considerations for reclassifying some fields of education to a higher EQF qualification level.

As a starting point for designing the vocational component of education, most of the qualification profiles have been developed, with more than half deriving competences from the National Register of Qualifications. Work on the framework curricula can only start once the proposals for the innovation of the vocational framework have been agreed upon, with an assumption for completion by 2025.

For purposes of initial vocational education and training, vocational qualifications/full vocational qualifications of the National Register of Qualifications serve as a source for the development of qualification profiles. The contents of these vocational and full vocational qualifications have been analysed and compared by the NPI VETexperts. The NSK – FEP referencing map for the proposed vocational education and training system is being continuously updated to reflect newly approved or revised innovations within the study fields system.

Five draft models of the vocational component of modularly structured school education programmes were prepared.

By a measure of the education minister, the educational area 'Education in information and communication technologies' was revised in the FEPs of secondary vocational education with effect from 1 September 2023. This revision in the area of ICT involves the introduction of a new concept of IT education, which includes newly conceived Digital Competence and the cross-cutting theme, Man and the Digital World. This change follows the revision of the Framework Educational Programme for primary education and updates of the Framework Educational Programmes for secondary schools, particularly in view of the dynamic developments in the field of ICT. Schools are obliged to update their curricula across all grades by September 2025 at the latest.

## **2024 Design**

On 24 October, the education ministry announced the launch of a pilot programme for a new field of study, General Lyceum. Schools will be preparing their school curricula with the aim of starting teaching based on this new programme as part of the pilot phase in September 2025. The goal of this initiative is to avoid early specialisation (currently, students make their first career choice at age 15). The new lyceum programme consists of 60% general education subjects and 40% discretionary components, which include electives and subject orientation. Schools will have the flexibility to adapt their curricula to meet specific needs and vocational orientations.

## **2025 Approved/Agreed**

In July 2025 the National Curriculum Council (NKR) was established. The Council is a permanent advisory team whose task is to assist the Minister of Education with the successful implementation of framework educational programmes for all levels of education.

It was established as an independent platform that brings together experts from various fields – including academics, teachers, representatives of institutions such as the Czech School Inspectorate, the National Pedagogical Institute of the Czech Republic, and the Centre for the Assessment of Educational Results. Apart from representatives of these institutions, all members are appointed as independent experts. The aim of the council is to provide qualified input on the content of education

so that it is understandable, high-quality, and beneficial for schools and students. The council is chaired by the Minister of Education. Currently, the NKR's activities focus on recommendations for the revision of framework educational programmes for preschool and primary education and on model school educational programmes designed to facilitate the transition to new teaching content for schools. Part of the council's work is also to prepare a proposal for the conditions necessary for the successful implementation of the changes brought about by the revision. In subsequent stages, the council will focus, among other things, on recommendations for revising the framework educational programmes for secondary schools. Emphasis will be placed on ensuring logical progression across education levels. The council will also participate in the creation of a system of regular revisions of curricular documents, which will ensure that the content of education keeps up-to-date with practical experience and available data.

In September 2025, the National Pedagogical Institute of the Czech Republic (NPI) presented a new information system for the creation and publication of Framework Educational Programmes (IS RVP) to the professional public. This system is fully digitised and provides open data or API (application programming interface), thus changing the way RVP documents are accessed and used. The NPI thus offers new opportunities for developers and suppliers of school information systems. IS RVP is designed as an open platform that supports the easy integration of other tools and services. A key new feature is the availability of data in OPEN DATA format and the possibility of connection via API, which will allow companies and developers to integrate RVP content into their own applications and school systems. From the schools' perspective, the main innovation is the integration of methodological support for teachers directly into this system. Teachers will have access to the RVP and methodological recommendations in one place with specific examples of how to translate these recommendations into teaching. The platform will continuously expand parts dedicated for secondary schools.

In April/May 2025, the concept for revising framework educational programmes for VET fields was prepared by the National pedagogical Institute. In August 2025, the NPI prepared a background material for Main Directions of Secondary Vocational Education, which was approved in October 2025. The preparation of a model framework educational programme, completed with Maturita examination and focusing on the cross-cutting themes and the application component, has started.

## **Bodies responsible**

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

## **Target group**

### **Learners**

Learners in upper secondary, including apprentices

## **Thematic categories**

### **Modernising VET offer and delivery**

Modernising VET standards, curricula, programmes and training courses

Acquiring key competences

Reinforcing work-based learning, including apprenticeships

### **Transparency and portability of VET skills and qualifications**

Comprehensive national qualification frameworks

# Subsystem

IVET

## Further reading

[Strategic Framework Czech Republic 2030](#)

---

[Czechia: a new Strategy for education policy](#)

---

[Ministry of Education website with currently valid Framework educational programmes and overview of changes since 2015](#)

---

[Website of the Ministry of Education with redesigned Framework educational programmes \(valid since September 2020\), description of changes in individual areas and supporting methodological documents for schools](#)

## Related policy developments

---

**2025 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

---

---

**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).

 CZECHIA

#### 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 TREXIMA jointly participate in mapping new future compete

 CZECHIA

### **Type of development**

Practical  
measure/Initiative

### **Subsystem**

IVET CVET

---

---

**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.

 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

---

2025 **Completed**

## 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. (2026). Revision of the national curriculum for upper secondary education: Czechia. In Cedefop, & ReferNet. (2026). *Timeline of VET policies in Europe* (2025 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28098>