

Adjusting curricula to labour market needs

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 CZECHIA

Timeline

2016 Implementation	2017 Implementation	2018 Implementation
2019 Implementation	2020 Implementation	2021 Implementation
2022 Implementation	2023 Implementation	2024 Implementation
2025 Completed		

ID number 28093

Background

The three-year national system project POSPOLU (Together) implemented by the Ministry of Education in cooperation with the Confederation of Industry of the Czech Republic was concluded at the end of October 2015. It piloted closer cooperation between schools and employers and subsequently drafted new proposals for legislative and other changes within the system.

Four main areas were identified for targeted support of cooperation between schools and companies:

- enhancing transition of school graduates into the labour market (e.g. to increase the range of the period of practical training in real work environment);
- increasing the quality of graduate competences in order to meet employer needs (e.g. to modernise the general education in VET programmes, to support the personal assurance of cooperation between schools and companies through introduction of coordinators, practical training of teachers (internship in companies), quality assurance of practical training in companies, completion of study programmes in cooperation with employers, linkage between IVET and CVET qualifications);
- matching the VET programmes supply with changes in qualification needs for the labour market (e.g. through reform of school funding, coordination of VET);
- enhancing the attractiveness of VET for young people (e.g. by strengthening carrier guidance and ensuring the better permeability of VET system, through common content for the first year of similar VET programmes or by supporting VET programmes leading to both a vocational certificate (EQF 3) or a *Maturita* exam (EQF 4).

Description

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.

Some schools, especially those offering hospitality and tourism programmes, have already extended the length of practical training in their curricula. Proposals prepared by the Pospolu project will be further developed within the national ESF project Modernisation of VET (MOV), such as the principle of modularisation, which enables adjusting of curricula to labour market needs and the linkage between IVET and CVET qualifications.

Employers' commitment to cooperate with schools.

In October 2016, key employer representatives agreed on strengthening cooperation between all VET stakeholders, with a special focus on communication with schools.

In December 2017, a meeting was held to support involvement of employers in the revision of the Framework educational programmes (FEPs) (The Framework educational programmes for upper secondary level represent the national curriculum in the area of initial vocational education). The process aims to ensure better representation of 'field groups' (groups of external experts involved in the upper secondary VET curriculum development). These groups are organised by the National Institute for Education.

In January 2018, all umbrella organisations of national employers were given the opportunity to complement existing field groups with their representatives or to strengthen the mandate of selected experts in these groups with the aim of strengthening relevant involvement of employer representatives in this process. At the beginning of 2018, there were 270 external experts involved in 25 field groups; 94 were experts representing the world of work. Proposals for legislative and institutional changes were brought forward to improve the match between graduate competences and employer needs by modernising the general education part of VET and developing teacher internships in companies. The vocational education part of framework educational programmes (national curricula) was updated in 271 of 281 VET programmes in 2018. Analysis of labour market needs (such as the use of new technologies, new materials and processes, but also changes in relevant legislation) was carried out to support the process of curriculum update. In the general education part of VET curricula, the number of lessons was increased in mathematics (one of the mandatory subjects for the State part of the Maturita examination) and suggestions for changes were proposed in economics and entrepreneurship (e.g. the standard of financial literacy has been proposed) and in digital competences (in coherence with the Digital education strategy until 2020).

2016 Implementation

2017 Implementation

2018 Implementation

2019 Implementation

In 2019, an update of the system of educational fields was prepared on the principle of a common 'vocational/professional' basis for relevant groups of fields. Draft updated programmes have not yet been approved.

2020 Implementation

By means of a Measure of the Minister of Education (Ref. No MSMT-31622/2020-1), the Ministry of Education, Youth and Sports issued the framework educational programmes (FEPs), updated as of 1 September 2020, for VET fields of study. The schools are obliged to adjust their school curricula accordingly (in line with the updated FEPs) and commence teaching in line with these updated curricula no later than 1 September 2022 beginning with the first-year groups.

The changes to the framework educational programmes also included, among other things, the addition of a link to the National register of qualifications (NSK), where full vocational qualifications and vocational qualifications related to the given field of study and links to the NSK are listed. It is also a matter of linking the initial and further education, given that the NSK defines qualifications that can be obtained within the system of recognition of prior learning outcomes. Adding a new chapter is intended to help schools to navigate the NSK and to motivate them to enable the students to

expand their knowledge in another related area of education through vocational qualifications.

The project Modernisation of VET developed qualification modules as partial components of school educational programmes. Modules were created on the basis of the NSK vocational qualifications. A set of learning outcomes based on the NSK cumulative vocational qualifications for a specific field of study is available to schools for the purposes of creating qualification modules for a total of 25 fields of study.

Within the project, methodological material was developed describing the possibilities of using the NSK for creating school educational programmes (SEPs). It presents the reasons as well as recommended procedure for the implementation of vocational qualifications in SEPs.

2021 Implementation

The schools worked on adjustments to their school education programmes (SEPs) to be ready by September 2022. When adjusting the SEPs, the schools may use the recommendations incorporated in the updated FEPs, which suggest reflecting the existing labour market requirements and use the referencing map between the NSK and FEPs which was developed in 2021. The referencing map, together with other methodological support for the education area Man and the world of work, and for the fields of economic education and IT education, is available to schools on the portal for VET.

2022 Implementation

In 2022, the preparation of qualification profiles in relation to the fields of study started within the framework of the revisions of VET framework educational programmes.

In 2022, the NPI CR provided direct methodological support to schools and administrated and regularly updated the website for methodological support of the revised framework educational programmes of secondary VET, which was specifically designed to guide schools in the development of their own school curricula. The referencing map and analytical-conceptual studies for all groups of fields of study were uploaded.

In addition, two newsletters were prepared and published. The first was on methodological support for the implementation of the updated VET framework educational programmes, and on the circular economy and sustainability. The second newsletter contained information on methodological support for economic education and interviews with secondary school principals on the permeability of fields of study and early drop-outs from education.

2023 Implementation

Draft qualification profiles were prepared by the National Pedagogical Institute for various fields of education. These profiles include 10 to 15 professional competences along with other general professional competences such as occupational safety, environmental and economic sustainability.

2024 Implementation

Draft qualification profiles were developed for additional proposed fields of education, using the National Register of Qualifications and the National Occupational System as key reference points. This development also took into account legislation regarding occupational requirements in selected sectors, such as health care.

Modularisation is a topic supported by the 2030+ Strategy aimed at enhancing the flexibility of individual educational pathways and enabling quicker responses to labour market demands within educational programmes. Several models of modularised programmes are being prepared by the National Pedagogical Institute, particularly for

the vocational component of education.

Modularisation is also being addressed through the EQAVET project, where workshops for secondary VET schools are being implemented to share knowledge, experience and best practices. Work has started on case studies about the secondary VET schools involved. While secondary schools can already structure their educational programmes in a modular format under the current legislative framework, only about 5% of the total 1 280 secondary schools are utilising this option.

2025 Completed

From September 1 2025, secondary schools teach according to the updated school educational programmes in ICT education. It refers to all fields of education and types of programmes including conservatories, lyceums, and follow-up programmes. Methodological recommendations were developed for incorporating digital competences into the teaching of individual subjects in VET programmes.

On 23–24 October 2025, modularisation in VET was the subject of an EQAVET peer review in Prague, organised by the National Pedagogical Institute as the EQAVET National Reference Point, with peer reviewers from Austria, Latvia, Lithuania, the Netherlands and Slovakia. The reviewers recommended, among others, supporting the attractiveness of modularisation by promoting its benefits, preparing a methodology and providing related training for the Czech School Inspectorate.

Updates to framework educational programmes for VET fields start in winter 2025 in coherence with the approved reduction in the number of programmes whose content will be more flexible to respond to labour market needs.

Bodies responsible

- Ministry of Education, Youth and Sports
- National Institute for Education (until 2019)
- Confederation of Industry of the Czech Republic
- National Pedagogical Institute of the Czech Republic

Target group

Learners

Learners in upper secondary, including apprentices
Adult learners

Education professionals

Teachers
School leaders

Entities providing VET

Companies
VET providers (all kinds)

Thematic categories

Governance of VET and lifelong learning

Engaging VET stakeholders and strengthening partnerships in VET

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses

Using learning-outcome-based approaches and modularisation

Acquiring key competences

Reinforcing work-based learning, including apprenticeships

Transparency and portability of VET skills and qualifications

Comprehensive national qualification frameworks

Learners' possibilities of accumulation, validation and recognition of learning outcomes acquired non-formally and informally

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

Permeability between IVET and CVET and general and vocational pathways, academic and professional higher education

Subsystem

IVET CVET

Further reading

[The School Act](#)

[Recommendations of the Pospolu project targeted to decision makers \(VET system\)](#)

[National register of qualifications \(NSK\)](#)

[Website of the Ministry of education mapping the progress in fulfillment of the roadmap of key measures](#)

[Redesigned Framework Educational Programmes \(FEP\) and supporting methodological documents for schools on the website of the Ministry of Education](#)

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 enable learners to postpone early specialisation.

 CZECHIA

Type of development

Regulation/Legislation

Subsystem

IVET

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 competences

 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

2018 Completed

The 2018 changes in curricula

In 2018, changes were made to the general part of curricula.

 CZECHIA

Type of development

Practical
measure/Initiative

Subsystem

IVET

2020 Completed

Modernisation of initial VET (the MOV project, 2017-20)

The national project MOV (Modernisation of VET) aims at improving the quality of VET through modernising initial VET. The MOV project was launched on 1 May 2017.

 CZECHIA

Type of development

Practical
measure/Initiative

Subsystem

IVET

2025 Approved/Agreed

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.

 CZECHIA

Type of development

Practical
measure/Initiative

Subsystem

IVET

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.

 CZECHIA

Type of development

Regulation/Legislation

Subsystem

IVET CVET

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28093>