



VOCATIONAL EDUCATION
AND TRAINING IN EUROPE

CZECHIA

SYSTEM DESCRIPTION



VET IN EUROPE 2019

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- Higher VET programmes leading to EQF level 6, ISCED 655 (vyšší odborné vzdělání).
- References.

CHAPTER 1.

Summary of main elements and distinctive features of VET

VET in the Czechia comprises the following main features:

- The highest share (72.4% in 2017 ([1])) of initial VET learners at upper-secondary level (ISCED 3) in EU;
- For a long time there has been a decline in interest for vocational secondary education and a rise in the interest in general secondary education. While the number of young people decreases, the capacity of secondary general schools (gymnázia) remains the same, which results in a declining share of students in vocational education;
- The second lowest share in EU of population aged 25-64 with low education level (6.1% ([2]));
- In 2018, the unemployment rate for all education levels, including most VET graduates (ISCED levels 3 and 4) was lower than in the pre-crisis years.

Distinctive features ([3]):

Early tracking: pupils choose between general and vocational upper secondary educational pathways at age 15. By age 17 to 19, most VET students have acquired a vocational qualification recognised on the labour market.

General subjects are a strong component in all types of VET programme. Their proportion varies depending on the programme, representing 30% to 70% of instruction time.

VET is mainly school-based. It contains periods of work placements. Their length depends on the type of study programme. Students don't have work contracts and are not regarded as employees of the companies ([4]).

Early leaving from education and training is very low (6.2% in 2018), partly due to a wide choice of education pathways and various education programmes combined with a high level of permeability.

Tertiary education attainment in the 30 to 34 age group is quite low (33.7% compared to 40.7% in 2018 in the EU-28 as a whole). In the past decade, the share of young people entering tertiary education has grown significantly (from 13% in 2005 to 28 % in 2014). The introduction of bachelor studies is driving this trend.

Any adult can study any VET programme in the formal school system. Many programmes are designed to be combined with working life, but the overall adult participation is low. The wide variety of continuing VET (CVET) programmes provided outside the formal system is not generally regulated but subject to the

free market; nevertheless, a system of validation of non-formal and informal learning outcomes has been gradually developing since 2007, when the law on validation and recognition of CVET outcomes came into force.

Demographic developments have led to a decreasing number of young learners; IVET schools have become more active in providing CVET programmes for the general public. This not only provides school teachers with an opportunity to develop their skills in teaching adults, but also helps increase young and adult learners' awareness of CVET as an integral part of life.

[1] Source: Eurostat, educ_uae_enrs01, educ_uae_enrs04 and educ_uae_enrs07 [extracted 9.5.2019].

[2] Source: Eurostat, ifsa_pgaed [extracted 16.5.2019].

[3] Adopted from Cedefop (2016). Spotlight on vocational education and training in the Czechia. Luxembourg: Publications Office.
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/8098>

[4] I.e. there is no apprenticeship scheme according to commonly used EU definition; see http://www.cedefop.europa.eu/files/4106_en.pdf

CHAPTER 2.

Main challenges and policy responses

One of the main challenges in VET is to improve the quality and attractiveness of secondary VET by encouraging practical training and work placement in companies, supporting the school-to-work transition of graduates.

Several measures adopted after 2014 have aided cooperation between schools and employers, including tax incentives, developing VET examinations in cooperation with employers, and legislative amendments to enable experts from the business world to be employed in schools.

Linking VET programmes with qualifications in the National Register of Qualifications (NSK) is also expected to increase responsiveness to labour market needs. Revision of national upper secondary VET curricula is currently being prepared as is reform in financing schools, with the State budget being discussed to promote quality as the main criterion as opposed to the current per capita financing principle.

A crucial challenge is ageing of the pedagogical staff and the generally low attractiveness of teaching jobs up to tertiary level as the teaching profession is considered undervalued. This is caused mainly by low average salaries compared to other high-skilled professionals and limited opportunities for career development. Adopting the framework for career development for teachers has been debated for many years without result. Supporting high-quality teaching and teachers as a prerequisite for such teaching is among three priorities of the Education Strategy until 2020.

Better matching of skills supply and labour market demand is another challenge, especially in recent years when there is extremely low unemployment rate and skill shortages became one of the main limitations of national economy development. Twenty nine sector councils (established gradually since 2005) monitor the coverage of their sectors by qualification, identify new skill trends and propose new qualifications. Several projects targeting better skills matching have been introduced but a system at national level is still missing. A project aiming at its establishment has been launched in 2017 under the purview of labour ministry.

Creating CVET options catering to the needs of the low-skilled and socially disadvantaged segments of the population requires more attention.

The Act on VNFIL ([5]) serves as a support to CVET and a quality assurance mechanism. It is linked to active employment policy instruments such as retraining courses.

Data from VET in Czechia Spotlight 2016 ([6])

[5] The Act No 179/2006 on the verification and recognition of further education results.

CHAPTER 3.

External factors influencing VET

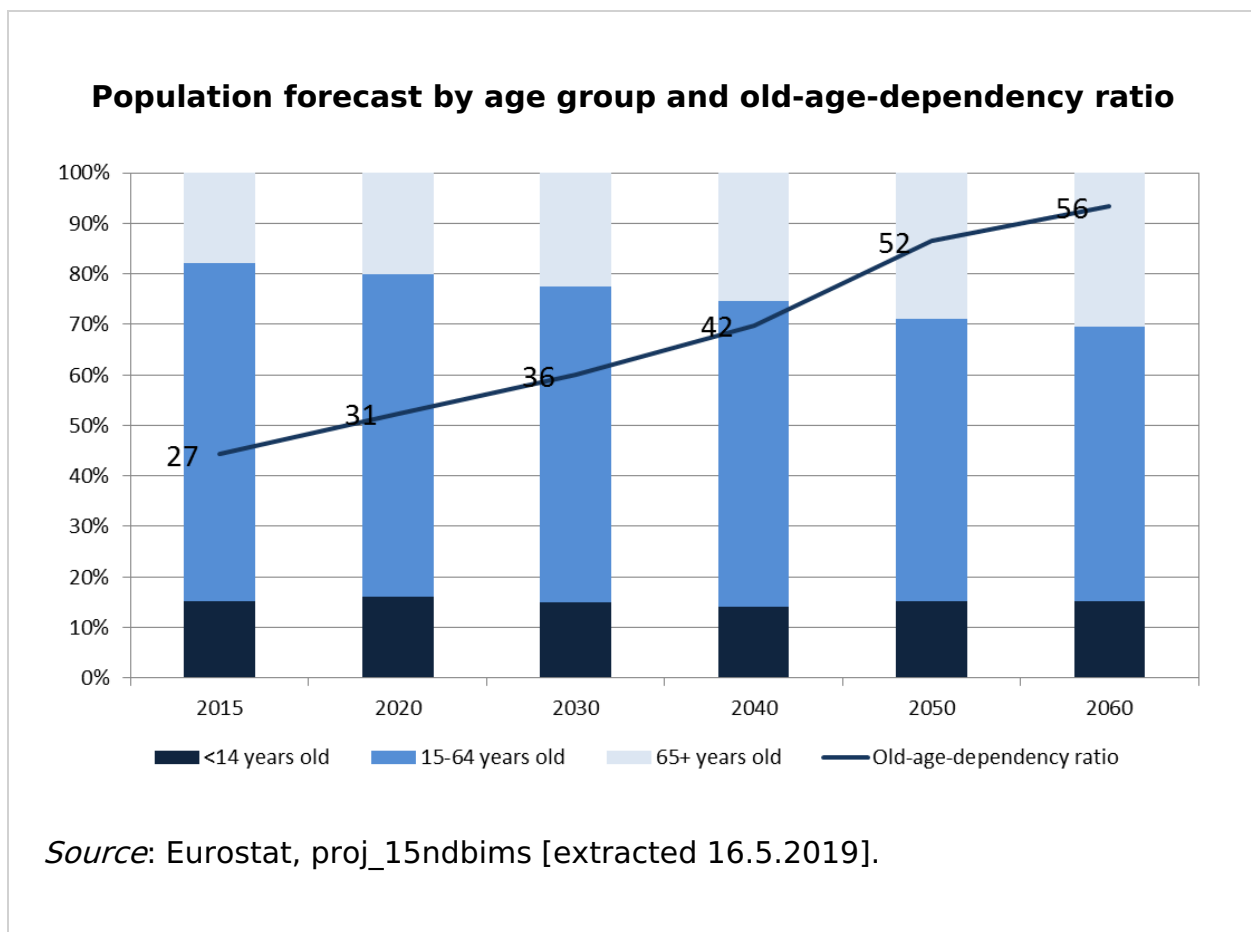
3.1 Demographics

Population in 2018: 10 610 055 ([7])

Since 2013, population increased by 0.9% mainly due to the positive net migration rate (dominantly from Ukraine and Slovakia) ([8]). There has been also a slight natural population increase.

As in many other EU countries, the population is ageing.

An old-age dependency ratio is expected to increase from 27 in 2015 to 56 in 2060 ([9]).



Demographic changes have an impact on VET.

The role of adult education and training will increase considerably and schools

(especially basic and secondary) have already faced a decreasing number of young learners. Secondary VET schools are supported by national and regional authorities and by the European structural funds to develop their capabilities for adult education.

Czechia is ethnically homogenous country. Majority of citizens are Czechs and speak the Czech language. The largest ethnic minority are Roma with estimated population representing about 2.2 % of total population (2017) ([9a]). Most Roma speak Czech as their first language or are bilingual (speak Roma as well as Czech). Other ethnic minorities include Slovaks (1.4 %), Ukrainians, Poles and others (each under 1 % ([9b])). There were about 4.8 % foreigners living in the country in 2016 ([9c]).

Ethnic minorities have right to be taught in their native language after reaching a pre-defined numbers of students in the a given locality. Currently, there is only one secondary (general) school teaching in the Polish language and several schools are bilingual.

3.2 Economics

Most companies are micro-sized in 2016 ([10]):

96.1% micro-sized (0-9 persons)

3.1% small-sized (10-49 persons)

0.7% medium-sized (50-249 persons)

0.2% large (250 persons or more)

Economic sectors by employment share in 2018 ([11]):

- manufacturing (e.g. metal products, machinery, automotive, repair and installation): 27.9%
- business and other services: 21.4%
- non-marketed services: 19.9%
- distribution and transport: 17.9%
- construction: 7.3%
- primary sector and utilities: 5.5%

Export comprises mainly cars and car components, machines and machine components, computers and other ICT components, electronic and optical equipment, chemical substances, leather and rubber products, etc.

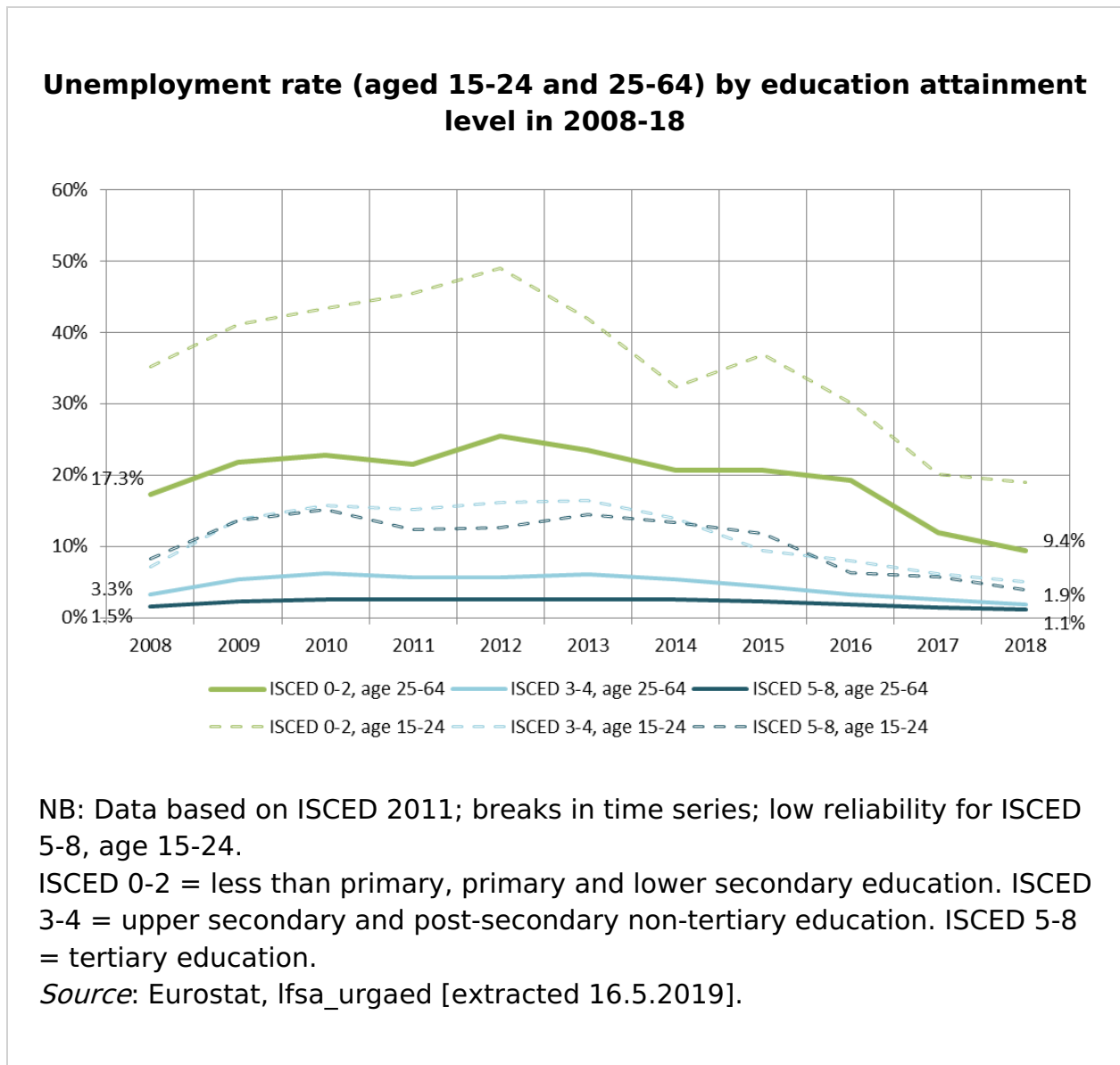
3.3 Labour market

Access to most vocational occupations is not legally defined with several exceptions, as for example mandatory certificates for electricians and welders. However, employers usually ask for relevant formal VET qualification. Informal

non-mandatory requirements for individual occupations are defined in the National System of Occupations ([12]).

Entry to some occupations is more specifically regulated for the self-employed; in some occupations ([13]) formal qualification is required to become an entrepreneur. Self-employed (usually craftsmen occupations) require a formal qualification although it can be partly substituted by proof of work experience.

Total unemployment ([14]) (2018): 2.0% (6.0% in EU28); it decreased by 1.9 percentage points since 2008 ([15]).



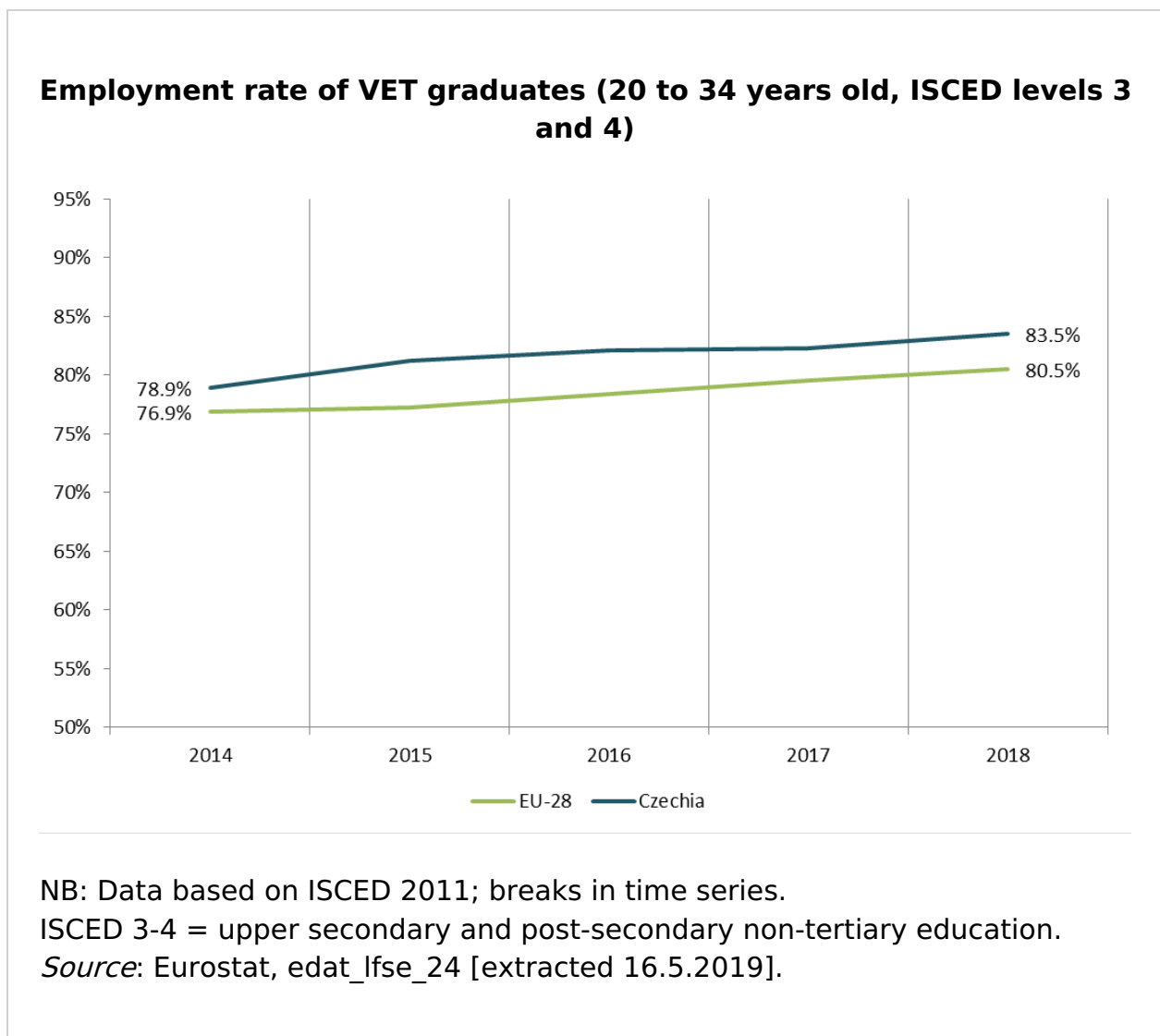
Unemployment is distributed unevenly between those with low- and high-level qualifications. The gap has increased during the crisis as unskilled workers, particularly younger people, are more vulnerable to unemployment. The crisis had

no effect on the employment rates of those with tertiary education levels.

Since 2012 unemployment rate is decreasing. In 2018, the unemployment rate of people with low and medium-level qualifications, including most VET graduates (ISCED levels 3 and 4) is lower than in the pre-crisis years.

The economy shows almost full employment in recent years and skills shortages are one of most important limits of further economy growth.

Employment rate of 20 to 34-year-old VET graduates increased from 78.9% in 2014 to 83.5% in 2018 ([16]).



The increase (+4.6 pp) in employment of 20-34 year-old VET graduates in 2014-18 almost equals increase in employment of all 20-34 year-old graduates (+4.7 pp) in the same period in the Czechia ([17]).

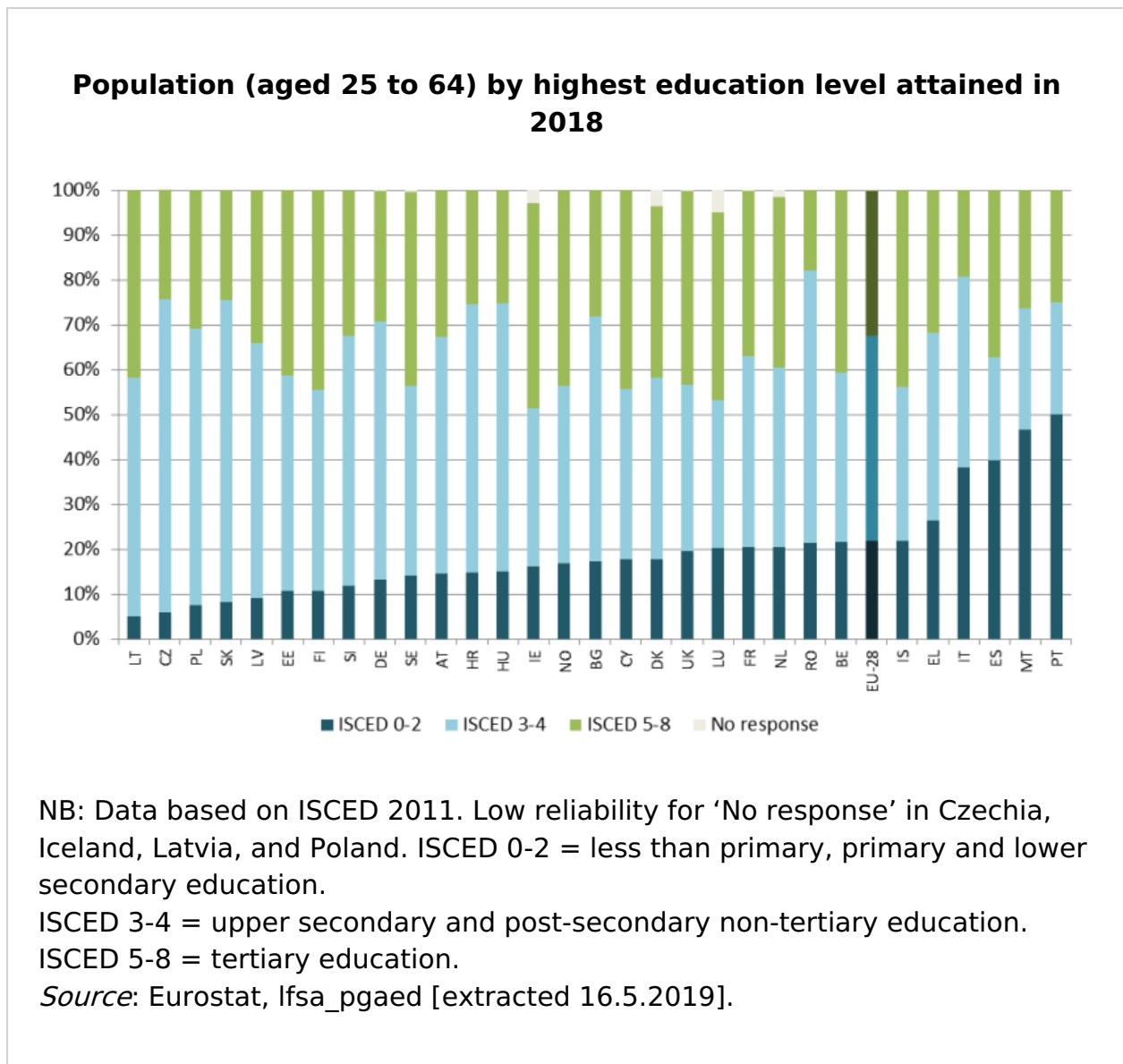
- [7] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 16.5.2019].
- [8] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted on 16.5.2019].
- [9c] Source: https://www.czso.cz/documents/11292/27320905/c01R01_2017.pdf/8e9515a6-e078-484a-b6fd-6eee9e929c1e?version=1.0
- [9b] Source: <https://www.czso.cz/documents/10180/20551765/170223-14.pdf>
- [9a] The number is an expert estimation. Many Roma declare Czech nationality in census and there are methodological as well as ethical problems related to determining exact number of ethnic minority members. Source: <https://www.vlada.cz/assets/ppov/zalezitosti-romske-komunity/dokumenty/Zprava-o-stavu-romske-mensiny-2017.pdf>
- [9] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [10] Source: Eurostat table, sbs_sc_sca_r, [extracted 30.4.2019]; calculations done by NÚV.
- [11] Source: Eurostat. Employment by sex, age and economic activity (LFS, table lfsa_egan2): http://ec.europa.eu/eurostat/web/products-datasets/-/lfsa_egan2 [extracted 13.5.2019].
- [12] www.nsp.cz
- [13] Defined in the Trade Licensing Act.
- [14] Percentage of active population, 25 to 74 years old.
- [15] Eurostat table une_rt_a [extracted 20.5.2019].
- [16] Eurostat table edat_lfse_24 [extracted 16.5.2019].
- [17] NB: Break in series. Eurostat table edat_lfse_24 [extracted 16.5.2019]

CHAPTER 4.

Education attainment

4.1 Share of high, medium and low level qualifications

The highest share of the population aged up to 64 in the Czechia (69.6%) has upper secondary and post-secondary non-tertiary education. The share of those with low or without a qualification is the second lowest in the EU, following Lithuania.

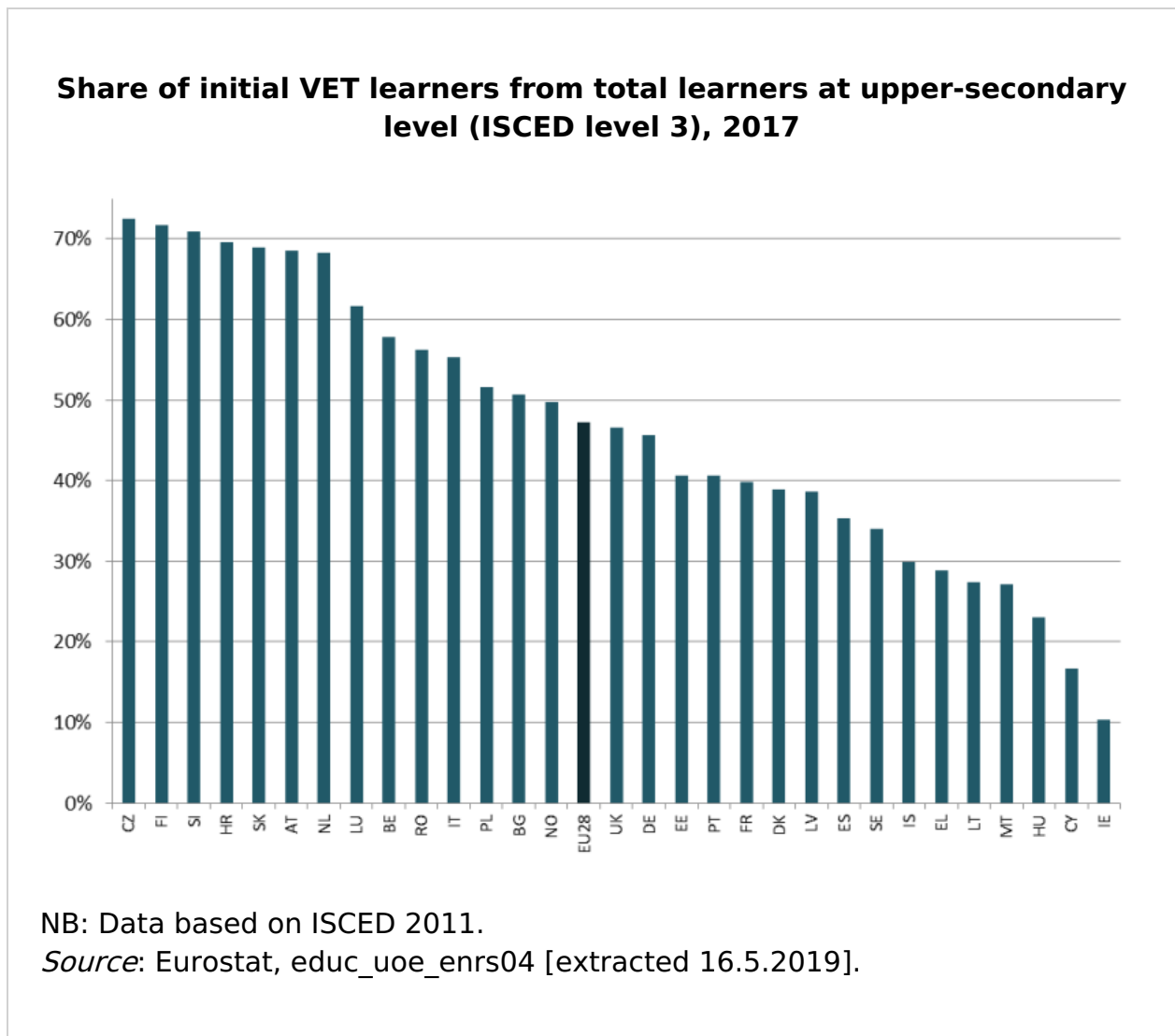


4.3 VET learners by level

Share of learners in VET by level in 2017

lower secondary	upper secondary	post-secondary
0.6%	72.4%	11.3%

NB: Data based on ISCED 2011. *Source:* Eurostat, educ_uae_enrs01, educ_uae_enrs04 and educ_uae_enrs07 [extracted 16.5.2019].



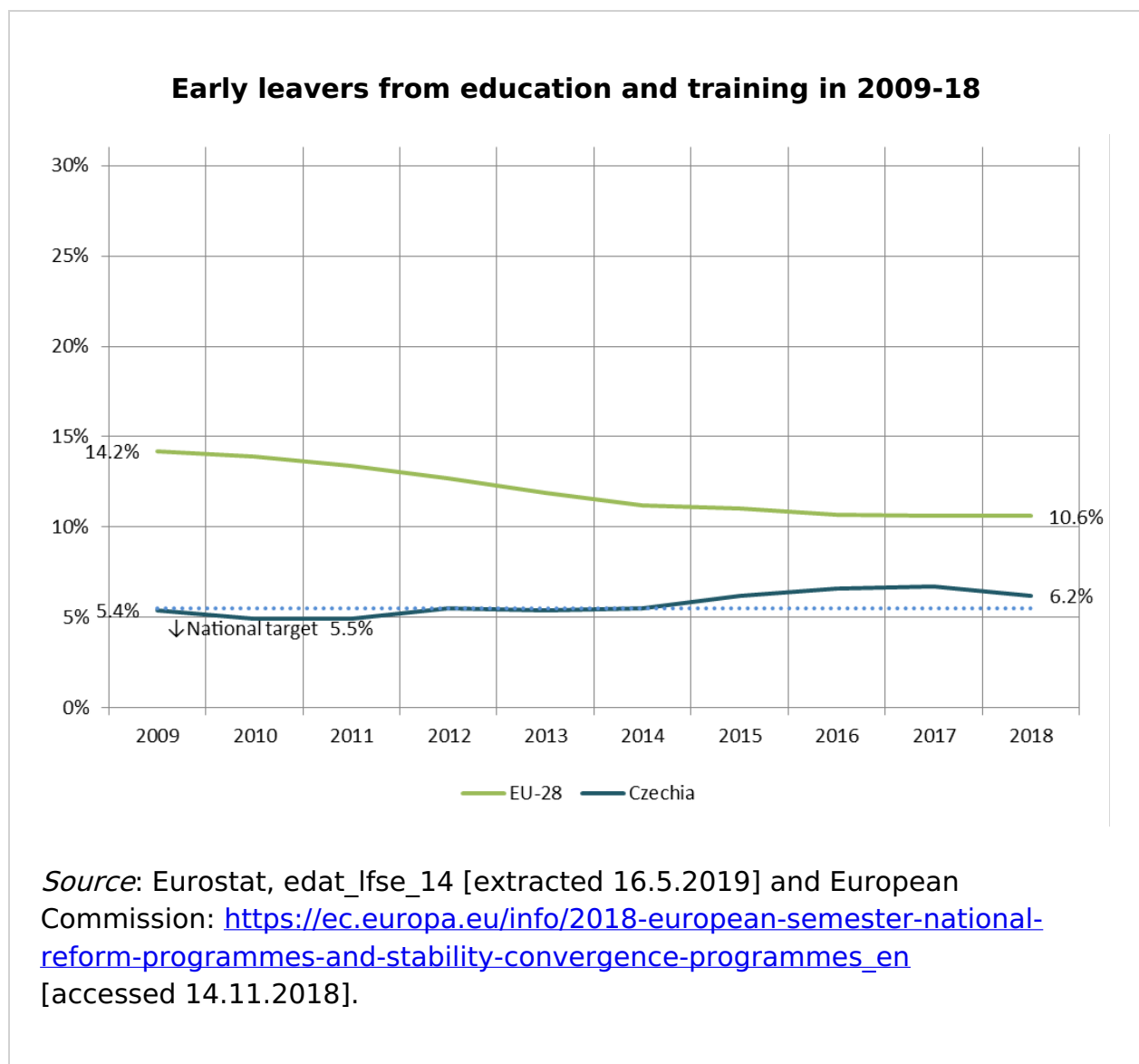
4.4 Female share

Traditionally, there are more males in VET (55%).

Males prefer industrial fields (such as mechanical engineering, electrotechnics), construction, ICT, while females opt more often for healthcare, pedagogy, business or arts.

4.5 Early leavers from education and training

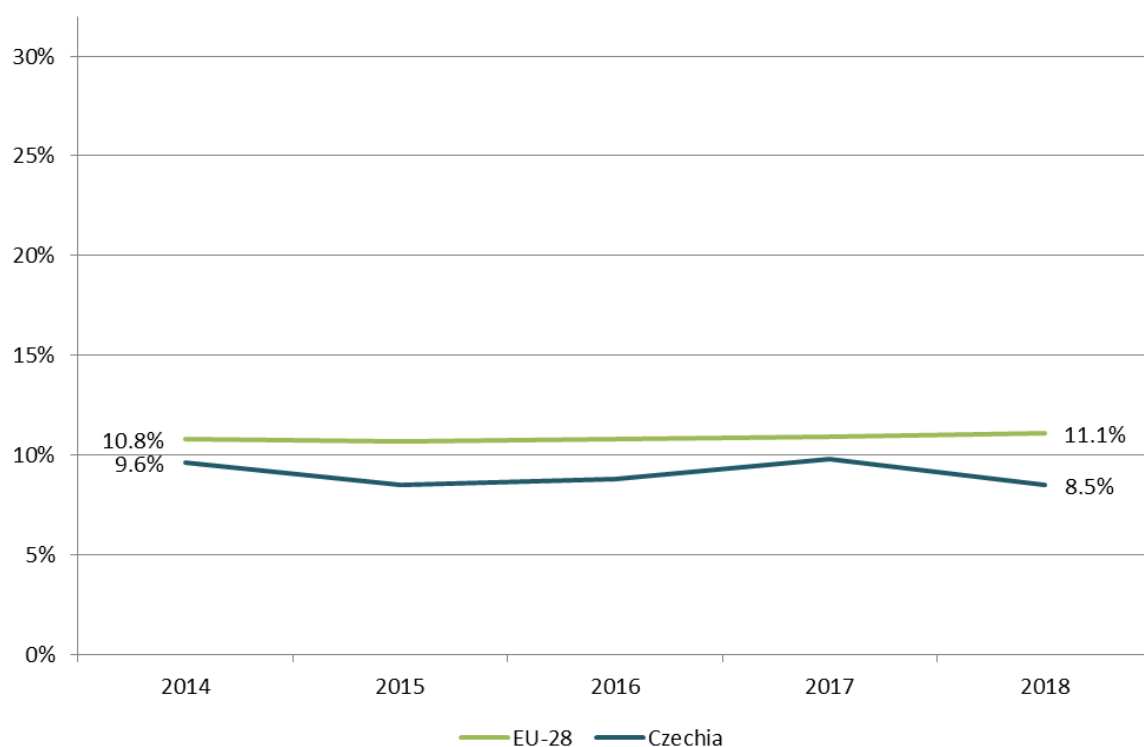
The share of early leavers from education and training has increased from 5.4% in 2009 to 6.2% in 2018, partly also due to the introduction of *state maturita* in 2011. It is for part of students more demanding than the previous school-based exam. The common, state part of *maturita* exam is now same both for general and VET schools. The share of early leavers is above the national target for 2020 of not more than 5.5 % and below the EU-28 average of 10.6% in 2018.



Dropout rate is not monitored centrally.

4.6 Participation in lifelong learning

Participation in lifelong learning in 2014-18



NB: Share of adult population aged 25 to 64 participating in education and training.

Source: Eurostat, trng_lfse_01 [extracted 16.5.2019].

Participation in lifelong learning in the Czechia has been relatively stable since 2015. With a share of 8.5% in 2018, it is 2.6 percentage points below the EU-28 average. In the Strategy for Education Policy of the Czechia until 2020 the goal of at least 15% inhabitants at the age of 25-64 participating in lifelong learning has been set.

4.7 VET learners by age

Secondary education learners* by age group

	19 and younger		20-24 year-olds		25 and older	
	10/11	18/19	10/11	18/19	10/11	18/19
Upper secondary VET with vocational certificate (ISCED 353)	91.7%	87.9%	6.7%	9.1%	1.6%	3.0%
Upper secondary general and VET with matura exam (ISCED 344, 354)	94.0%	95.3%	3.9%	3.5%	2.1%	1.2%
Follow-up programmes and shortened programmes (ISCED 354, 353)	28.2%	28.3%	27.3%	29.2%	44.4%	42.5%
Total	87.5%	90.1%	6.7%	6.1%	5.8%	3.8%
Total learners in all forms and types of schools including lower secondary general education (gymnasium programmes) and practical schools (ISCED 244, 253)	88.4%	90.8%	6.2%	5.6%	5.4%	3.6%

(* All secondary education learners (i.e. VET as well as general) are included.

The share of adults (25+) in IVET is the highest in two years of follow-up programmes and in one/two years shortened programmes, however, in these programmes their number has also decreased significantly between 2010/11 and 2018/19.

CHAPTER 5.

VET within education and training system

The education and training system comprises:

- preschool education
- primary and lower secondary education (ISCED level 1 and 2), most of it is integrated
- upper secondary education (ISCED level 3);
- tertiary education (ISCED levels 5, 6, 7 and 8).

Pre - school education is provided for children from 2 to 6 years mostly in public (founders are municipalities) or private (e.g. company) kindergartens (*mateřská škola*). For five years old children (the last year before entering the basic school) is the attendance compulsory.

Compulsory education lasts nine years. Learners either attend nine years of basic school (from 6 to 15 years of age), or they transfer to *gymnázia* at the age of 10 or 12 to programmes that last 6 or 8 years and integrate lower secondary (compulsory) and upper secondary general education.

At the age of 15, learners finishing the basic school choose between general education (four year *gymnázium* programme) and IVET. IVET is not a 'dead end' path. After upper secondary education (either general or IVET) almost all graduates can choose an appropriate path to proceed to higher levels.

At upper secondary level IVET is provided by VET schools offering three years study programmes/courses with vocational certificate and four years study programmes/courses with *Maturita* exam ([18]); at tertiary level by tertiary professional schools (VOŠ - *vyšší odborné školy*) and higher education institutions (VŠ - *vysoké školy*).

Higher education institutions (VŠ) constitute a self-governed system regulated by the Higher Education Act. Secondary vocational and technical schools are often integrated within one legal entity (a school), thus providing more diverse study opportunities under 'one roof'. Tertiary professional schools (VOŠ) are often integrated with secondary schools.

A less common study path is provided by conservatoires which provide education in the field of arts (music, dance or drama) at lower and upper secondary level and tertiary professional school level.

IVET in public schools (the majority) is provided for free, while private and church schools may collect tuition fees.

Secondary schools may provide education for pupils with special educational

needs depending on the type of disability. Such IVET programmes (ISCED 253) are aimed at learners over 15 years old with learning difficulties.

There is no apprenticeship system (or 'dual system') in the country. IVET is mostly school-based. However, mandatory practical work-based training and work placement in the real working environment or at least in school facilities are integrated into IVET curricula.

IVET is provided within formal school system. It leads to qualifications from EQF level 2 to level 6. Formal education from nursery to tertiary professional VET is governed by the Education Act (2004).

IVET is mainly school based with mandatory practical training/workplace training usually an in-company or in school workshops or school facilities. National curricula (Framework educational programmes) are centrally processed documents issued and approved by the education ministry.

They define conditions under which education in the given field can take place, binding educational requirements for individual levels and fields of education, forms of education, content of education and a minimum range of lessons for each educational area.

CVET can be provided:

- within formal school system (adults can study at formal schools with no age or other formal restrictions);
- in the framework of active labour market policies (so-called retraining);
- in companies (either obligatory training set by the law or not-regulated training based on company policy);
- based on individual demand (there is wide free market of training providers).

Continuing VET is partly regulated by the Act No. 179/2006 on the Verification and Recognition of Further Education Results (the act on VNFIL). In the National Register of Qualifications (NSK) By May 2019 there have been 182 complete vocational qualifications in the National Register of Qualifications (NSK) which enabled to get the access to the IVET qualification without attending the IVET (formal) study program in school.

Except the most frequented full-time study, schools also offer other forms, suitable especially for employed adults (e.g. distance form) where shorter (mostly weekend) presence in school is combined with consultations and various methods of distance study, such as self-study, e-learning etc.). These courses usually last one extra year in comparison to full-time programmes. Only 7.5% ([19]) of all VET learners attend other (not full time) forms of study.

[18] At the age of 15, student/learners finishing their basic school have to choose the type of secondary school – general (Gymnázia), or vocational schools (střední odborná učiliště – SOU) or střední odborné školy – SOŠ). .

[19] MŠMT data, NÚV's calculation includes all upper and lower secondary and tertiary professional, follow-up and shortened programmes (i.e. all VET types).

CHAPTER 6.

Apprenticeship

There is no apprenticeship system (or 'dual system') in the country. IVET is mostly school-based. However, mandatory practical work-based training and work placement are integrated into IVET curricula.

CHAPTER 7.

VET governance

The main body holding executive powers in the field of education (IVET and CVET) at the national level is the education ministry (Ministry of Education, Youth and Sports *Ministerstvo školství, mládeže a tělovýchovy* – MŠMT). The key responsibilities of the education ministry include the development of the national education strategy and priorities; development of curricular policy and care for the quality of education for and in accordance with the objectives and content of education; coordination of public administration and funding in the area of education.

The education ministry holds the main responsibility for administration and establishing the rules for higher education (HE) institutions, which, however, have broad academic autonomy.

The labour ministry (Ministry of Labour and Social Affairs *Ministerstvo práce a sociálních věcí* – MPSV) is responsible for retraining under the auspices of the public employment service. The Ministry of Health is responsible for training of health staff; the Ministry of Interior Affairs is responsible for the accreditation of public administration staff training courses, etc.).

At the regional level, self-governing bodies – the regional assembly and regional council (*zastupitelstvo kraje, rada kraje*) – are directly responsible for establishing public VET schools at upper secondary and tertiary professional levels. The regional assembly has decision-making and consulting powers on the number, structure, provision, quality and funding of schools. The regional council (9-11 members) is elected by the assembly and holds executive powers. It forms expert advisory commissions in various fields, including education.

A regional body of state administration is a regional authority (*krajský úřad*). It is responsible for the development of a regional long-term plan for the development of education and for a report on education in the region. It also allocates resources from the state budget to schools which cover pedagogical staff wages and direct educational costs.

The Regional Councils for Human Resource Development perform a consultative function for regional councils.

All schools (including VET) have a relatively high level of autonomy. School directors hold significant powers. They are responsible for the preparation and implementation of school curricula based on approved national curricula, for the quality of pedagogical work and human resources policy, and for educational management and efficient use of financial resources. School councils are established at schools as a consultative body. The councils include representatives of the school founding body, pedagogical staff, parents and sometimes students.

Social partners can influence vocational education at national and regional levels particularly through co-operation on the preparation of curricula. Participation of their representatives in the final exam committees of upper secondary vocational programmes (ISCED 353) and in the *absolutorium* ([20]) committees of tertiary professional programmes (ISCED 655) is mandatory and is embedded in the School Act. They also cooperate on the newly introduced standardised assignments for final examinations (ISCED 353), and profile (vocational) parts of *maturita* exams (ISCED 354), while their participation at the *maturita* examination committee is not mandatory, but highly appreciated. Enhancing the role of employers and increasing their participation in VET is one of the current national priorities.

[20] Absolutorium is a final examination at tertiary professional schools consisting of the theory of vocational subjects, a foreign language, a graduate thesis and its defence. Upon successful passing of the absolutorium, the graduate attains a tertiary professional qualification and the title of a specialist with a diploma (diplomovaný specialista, DiS).

CHAPTER 8.

VET financing mechanisms

There are three different systems of regular public funding of VET.

- the first system is regulated by the Schools Act and finances the upper secondary and tertiary professional schools;
- the second system finances higher education institutions and is governed by the Higher Education Act;
- the third system covers the Public Employment Service training and is governed by the Employment Act.

Upper secondary and tertiary professional education

The responsibility for funding schools at the primary, secondary and tertiary professional level is shared between the education ministry ([21]) and those responsible for establishing schools, i.e. regional authorities or in some cases private entities, churches and ministries. Regions administer approximately 71% of upper secondary VET schools and approximately 66% ([22]) of tertiary professional schools.

Government expenditure per student, 2017

	Primary education	Lower and upper secondary education	Tertiary education
% of GDP per capita	14.9	23.7	21.0

Source: World development indicators. World Bank Open Data: <http://data.worldbank.org/> and <http://wdi.worldbank.org/table/2.7>

[extracted 2.5.2019].

The education ministry provides most of the education budget, covering direct costs, except investments. School founders cover operational and investment costs. Funding from the public budget (for direct and operational costs) is per-capita and depends on school type and educational field.

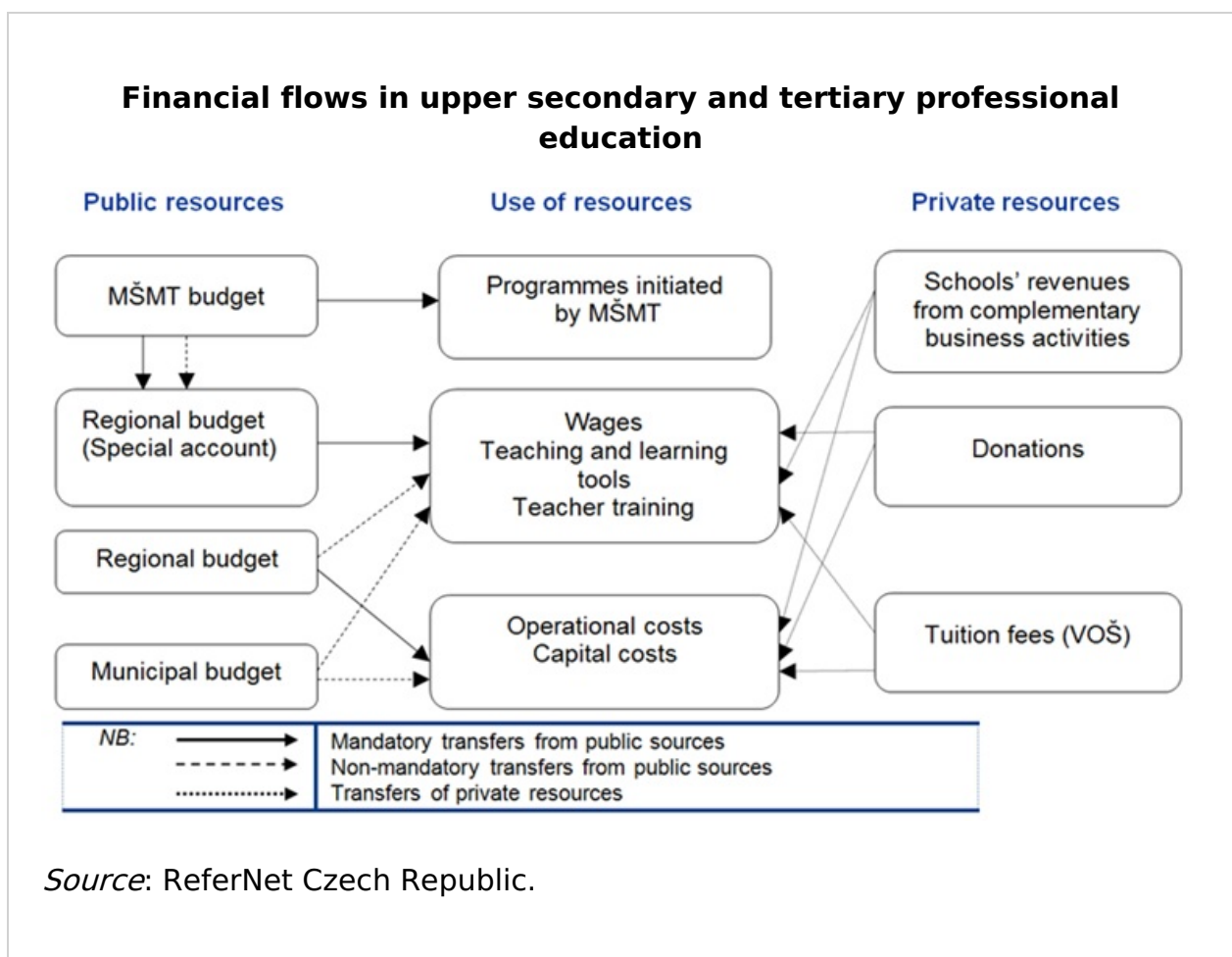
In 2016, a reform of regional school funding has been proposed. It introduces new criteria to determine the level of funding, such as the number of lessons taught, the number of children with special needs in the class etc. It also transfers the main responsibility for school funding to the MŠMT. The new regulations will be gradually implemented in coming years.

Schools may also receive resources from the MŠMT budget for development programmes. The content and the aim of these programmes are announced by the MŠMT for each fiscal year; the resources allocated to these programmes

represent only about 0.5% out of the total budget. In addition, some individual subsidies (e.g. capital investments) may be determined during the process of the budget's approval by the Parliament.

The MŠMT budget also provides financial resources to private schools and schools set up by registered churches or religious societies, which are included in the register of schools. The subsidy is set as a percentage of the per-capita funding of a comparable programme in public education.

Another source of funding of private secondary VET schools and public Tertiary Professional Schools (VOŠ) is that of fees. The maximum limit of fees for public VOŠ is set by legislation and differs depending on the field of study. Generally, fees are low, ranging from the equivalent of EUR 97 to 195 per year. The level of tuition fees for private schools is not regulated.



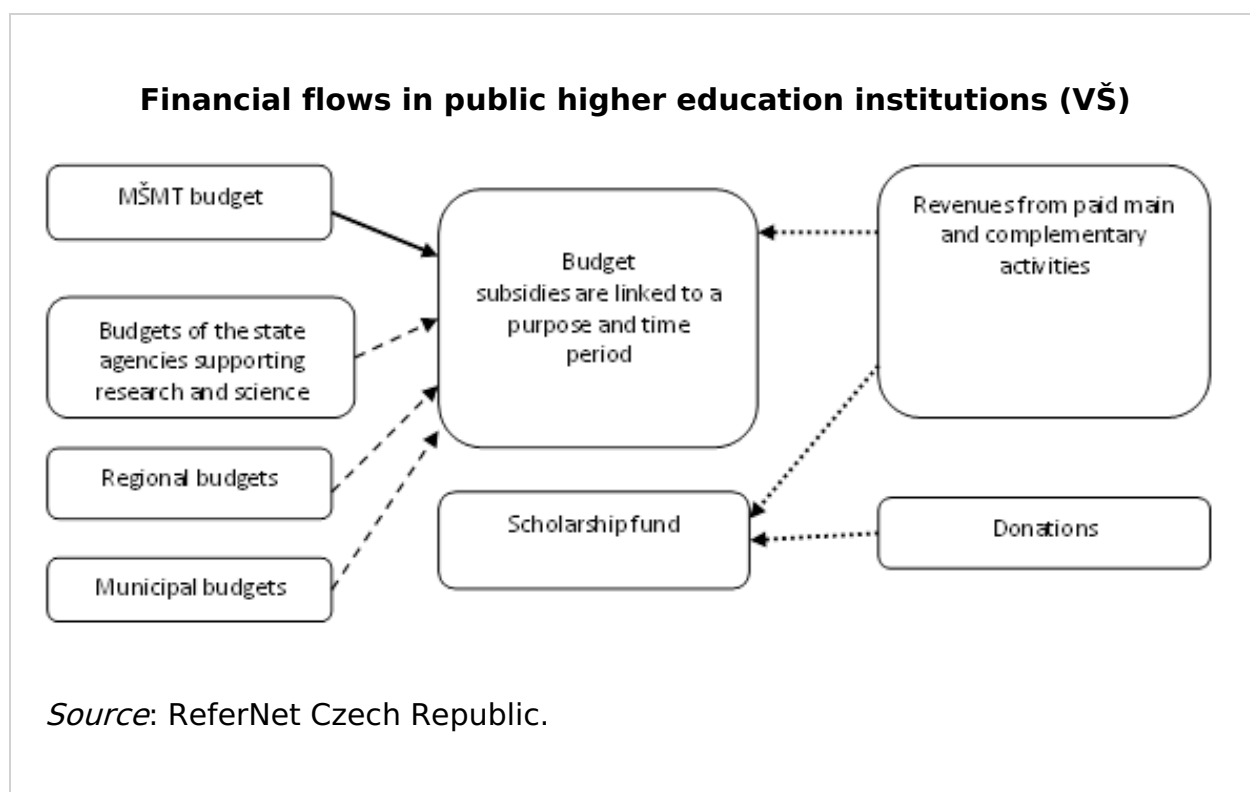
Higher education institutions (VŠ)

Each public VŠ is entitled to a contribution from the state budget. The level of the contribution depends on the number of students, type of accredited study and

lifelong learning programmes and on the basis of several qualitative indicators (i.e. research results, professional structure of academic staff, foreign students, financial resources owned, unemployment rate of graduates, the extent of student mobility).

Public VŠ programmes are generally free for students. Fees ([23]) are collected for extending the standard length of studies by more than one year (min. ca. equivalent of EUR 150 per semester) and approaching the second bachelor or master programme (min. ca. equivalent of EUR 100 per year). Fees may be collected also for admission proceedings (max. ca. equivalent of EUR 20) or for studying in a foreign language (no limit set). The rector may exempt socially disadvantaged students from paying the fees.

Private VŠ must assure financial resources for the implementation of the activities by their own means, for example by collecting fees.



Retraining in the framework of active labour market policies

Retraining in the framework of the active labour market policies (ALMP) is funded from the budget of the Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí* - MPSV). The financial resources are transferred to the Labour Office (ÚP) which then distributes them further to its regional branches. The ÚP branches cover the course fees for the participants but may also contribute to other retraining-related costs.

- [21] Ministry of Education, Youth and Sports (Ministerstvo školství, mládeže a tělovýchovy – MŠMT).
- [22] Source: [Ministry of Education, Youth and Sports: http://toiler.uiv.cz/rocenka/rocenka.asp](http://toiler.uiv.cz/rocenka/rocenka.asp), [extracted 15.5.2019].
- [23] The education ministry sets the limits for each year.

CHAPTER 9.

Teachers and trainers

9.1 VET teacher types

In upper secondary VET, there are:

- general subject teachers;
- vocational theoretical subject teachers;
- vocational training teachers (in EQF 2 and 3 VET programmes with vocational certificate);
- teachers of practicum (only in EQF 4 VET programmes with matura examination).

Qualification and competence requirements for all teaching professionals, their working hours, continuing professional development (CPD) and career scheme are regulated by the Act on pedagogical staff and relating regulations.

In addition to the achieved formal qualification in the respective field, upper secondary VET teachers (i.e. teachers of general subjects, teachers of vocational theoretical subjects, teachers of vocational training and teachers of practicum) need to acquire also the pedagogical qualification. If the pedagogical qualification is not the part of their Master programme, teachers have to acquire it as follows: through a Bachelor's degree in pedagogical sciences or in the field of pedagogical sciences within the accredited LLL programme provided by a higher education institution in the scope of at least 250 hours of instruction. For teachers of vocational theoretical subjects at secondary VET schools, teachers of practicum and vocational training at VET secondary schools the regulation to the Act on Pedagogical Staff stipulates ([24]) the scope of pedagogical studies of at least 120 hours of instruction.

Some teachers complete the required qualification in pedagogy within the framework of further education.

Trainers, called "practical training instructors" are exclusively employees of the company; the Act on Pedagogical Staff does not recognise them as pedagogues. Therefore, they do not need to have pedagogical training. Cooperating VET schools often provide them with necessary competences (some organise courses), instructors may also pass the professional qualification within the NSK ([25]).

The attractiveness of teaching jobs up to the tertiary level is generally very low as the teaching profession is considered undervalued. This is caused mainly by low average salaries compared to other high-skilled professionals and limited opportunities for career development. From the other point of view, this does not attract professionals (experts from companies and other institutions) to enter schools. Since 2015 legislation amendments made it possible for directors of

schools to employ practitioners -experts from the world of business, non-profit organisations or state administration for part-time education (20 hours/week) without having the required pedagogical qualification.

9.2 Continuing professional development of teachers/trainers

All teachers are obliged to participate in continuing education (CPD). Its contents or time scope are not centrally prescribed; CPD plan is required by law, it is managed individually by every school and belongs to the responsibilities of the director. Teachers also have right to an educational leave up to 12 days per academic year, the CPD may have form of courses or internship in a company.

A uniform standard of professional competences for teachers at all levels of education (from pre-school education to tertiary education) of all types of schools and subjects is being prepared. Mentoring is not part of the support currently being provided to teachers within the school structure.

In the 2014 approved Strategy for Education Policy of the Czechia until 2020, teachers and trainers are among the three key priorities. The strategy is promoting the quality of teaching and teachers, particularly in the sense of supporting the development of a career scheme for teachers, improving their work conditions and modernising the pre-service training of teachers.

So far, teachers can only choose a career path to pursue specialized school activities (e.g. preventist ([26]), educational counsellor, etc.) or lead to a leadership position. The amendment to the Act on Pedagogical Staff suggesting a new career path of professional competence development has not been approved yet.

More information is available in the Cedefop ReferNet thematic perspective on teachers and trainers ([27]).

[24] But also for teachers of artistic vocational subjects at elementary artistic schools, secondary schools and conservatoires and the teachers at language schools authorised to organise state language examinations.

[25] Národní soustava kvalifikací (National register of qualifications).

[26] A teacher with special education/courses who is able to prevent and if necessary also effectively solve problematic behaviour or situations that may appear in class or school (drugs, cyber bullying, etc.)

[27] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>

CHAPTER 10.

Shaping VET qualifications

10.1 Anticipating skill needs

There is no coherent system for forecasting skill needs in the Czechia.

Over the course of the years, various initiatives have been developed, especially at the research level, that aim at creating solid methods and individual tools for early identification of skill needs. They took the form of single projects which were not inter-related, and their results did not serve as a regular source of information. Projects were contracted mostly by the labour ministry ([28]) (MPSV) and the education ministry ([29]) (MŠMT) or social partners.

In addition to this, there are projects of various other institutions which are not directly concerned with forecasting skill needs but which carry out certain partial activities within this area. The National Institute for Education (*Národní ústav pro vzdělávání* – NÚV) has developed an Information System on the Situation of Graduates in the Labour Market (ISA+) ([30]). Short information about future labour market prospects within economic sectors until 2025 was included ([31]).

In 2017, a new initiative (project KOMPAS) was launched by the labour ministry that aims to establish a system of labour market forecasting while interlinking central and regional approaches by 2020. National Training Fund (*Národní vzdělávací fond* – NVF) and Research Institute of Labour and Social Affairs (*Výzkumný ústav práce a sociálních věcí* – VÚPSV) and newly established regional platforms are key partners of the labour ministry within the project.

The system will collect the available statistical data as well as qualitative information on the future regional and national developments, important changes and technology trends. A system of statistical forecasting models (national as well as regional) is being developed. The outcomes are expected to inform education providers and counsellors (IVET as well as CVET), the public employment service (responsible for retraining), regional authorities (responsible for IVET), employers, ministries as well as the general public via a comprehensive website.

See also Cedefop's skills forecast ([32]) and European Skills Index ([33])

10.2 Designing qualifications

In the past decade, important steps have been taken in the area of defining and updating qualifications, and in their systematic linking to the labour market and VET curricula. Key parts of the system have been developed mostly through

individual projects. The work on the full integration of the system is not finished yet.

National Register of Qualifications

National Register of Qualifications (*Národní soustava kvalifikací* – NSK) was introduced in 2007 ([34]). NSK contains descriptions of qualifications in the form of standards for the so called:

- vocational;
- complete vocational qualifications

which have been gradually developed. As of May 2019, there were 1300 standards of qualifications publicly accessible in the register. All approved standards and related information are published in the NSK information system ([35]) in the Czech and English languages.

Labour market requirements described in the qualification standards are taken into account during the creation and revision of the initial (vocational) education curricula.

Curricula development (up to the upper secondary level)

Within the formal school system, curricula up to the upper secondary level are developed at two levels. The National Curricula (RVP – *Rámcové vzdělávací programy*) under the responsibility of the education ministry (MŠMT) contain the minimum requirements for education stipulated by the State. 281 VET programmes have been developed, one for each individual field of education. They are focused mainly on learning outcomes and key competences.

In May 2017, MŠMT adopted the overall concept of the National Curricula revision and the time schedule. Revisions will be prepared and coordinated by the National Institute for Education (NÚV). Revision at the upper secondary VET level focuses on the following main principles:

- Permeability – vertical as well as horizontal, without dead-end paths; a student may resume the studies at any point and continue to achieve a higher level including the recognition of the previous learning.
- Flexibility – diversification of education paths related to possibilities of finding various jobs; flexible organisation of the instruction such as modularization; flexible reaction on the varying needs of the labour market.
- Quality – education giving prerequisites for life-long learning and providing good chances for the graduates to find an employment.

The revision of the curricular documents is among the national priorities until 2020. The new curricula will reflect the Strategy for Education until 2030 which preparation started in 2019. Based on the National Curricula, upper secondary schools design their own school curricula (*školní vzdělávací programy*). The objective is to allow for a more flexible shaping of graduate profiles in line with

regional needs, the development of the relevant field and the interests and capacities of students. At the same time, the system demands a strong methodical guidance for teachers who develop the curricula.

Study programmes at tertiary level

At the tertiary level, the content of study programmes is developed by the institutions (Tertiary Professional Schools –VOŠ ([36]) and Higher Education Institutions - VŠ [37]) themselves.

For tertiary professional schools (VOŠ) the education ministry (MŠMT) approves the programmes based on a recommendation issued by the Accreditation Commission for tertiary Tertiary professional Professional education Education (AK VOV). The commission is set up by the Government.

For higher education institutions (VŠ) the National Accreditation Bureau for Higher Education (an independent body established by the law in 2016) decides on accreditation of degree programmes, institutional accreditation and accreditation of the habilitation procedure and procedure for appointment of professors. It also carries out audits and external evaluations of higher education institutions. Before 2016 there was a commission similar to the one for tertiary professional schools (see above). The new Bureau holds significantly more autonomy and does not need to submit their decisions to the MŠMT. If a VŠ is deemed to have an advanced and reliable internal evaluation system, the Bureau can newly award it with an institutional accreditation lasting 10 years. The VŠ then does not have to have each of their study programmes accredited externally and performs only internal accreditation. The aim of the institutional accreditation is to enable quality VŠs react autonomously and flexibly on the changing labour market needs.

CVET programmes

Continuing (vocational) education programmes provided outside of the formal school system usually respond directly to the demand of the market. When developing the programmes, existing national registers may be consulted, e.g. the National System of Occupations ([38]) or the National Register of Qualifications ([39]). Since 2009, the providers of the retraining programmes (accredited within the active labour market policy) must link the content of these courses to the National Register of Qualifications. Thus, the successful participants can get a nationally recognised certificate.

Actors involved in the process

There are 25 so called field groups consisting of experts from the area of education, labour market and occupations. The field groups have been working for more than twenty years with the support of the education ministry) to foster the creation of the National Curricula with objectives and contents in line with the labour market needs. Their expertise covers the full spectrum of potential applicability of VET graduates. The field groups support continuous development of

VET curricula and implementation of the European tools – ECVET ([40]), EQAVET ([41]) and assignment of qualifications' levels to EQF ([42]) levels.

Another type of entity, the sector councils (*sektorové rady* - SR), has been operating over the recent ten years nationwide, primarily in the process of defining occupations and qualifications. They bring together representatives of key stakeholders, especially employers, in particular fields. Gradually established since 2006, the number of sector councils is increasing. Currently there are 29 sector councils consisting of the 350 representatives of employers, educators and ministries working on skill needs analysis of the labour market in sectors and on the development of qualification and assessment standards of vocational qualifications in relation to occupations defined in the National System of Occupations ([43]).

The National Institute of Education (NÚV) is in charge of coordination and of the methodological accuracy of the curricula developed for upper secondary education. The NÚV submits the proposals of the developed qualification standards to authorising bodies for a feedback (there are 16 authorising bodies, usually ministries). The final approval of standards is in the responsibility of the MŠMT.

In 2016, the MŠMT initiated an agreement between the key representatives of the employers (Czech Chamber of Commerce, Confederation of Industry of the Czechia, Czech Agrarian Chamber and Confederation of Employers' and Entrepreneurs' Associations of the Czechia) on the allocation of responsibility for individual areas of initial vocational education. The aforementioned stakeholders have divided responsibilities among themselves for particular fields of education.

[28] Ministry of Labour and Social Affairs (Ministerstvo práce a sociálních věcí – MPSV).

[29] Ministry of Education, Youth and Sports (Ministerstvo školství, mládeže a tělovýchovy – MŠMT).

[30] Available at www.infoabsolvent.cz

[31] <https://www.infoabsolvent.cz/Temata/ClanekAbsolventi/4-4-02/Charakteristiky-a-perspektivy-odvetvi-ekonomiky-v-/34>

[32] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>

[33] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>

[34] Act No179/2006 on verification and recognition of further education results and on changes to other laws.

[35] www.narodnikvalifikace.cz

[36] In Czech language: Vyšší odborné školy.

[37] In Czech language: Vysoké školy.

[38] www.nsp.cz

[39] www.narodnikvalifikace.cz

[40] European credit transfer in vocational education and training.

[41] European quality assurance in vocational education and training.

[42] European qualification framework.

[43] www.nsp.cz

CHAPTER 11.

Quality assurance

Quality assurance mechanisms of secondary schools and tertiary professional schools

Evaluation of schools and assurance of the quality of education are carried out by means of;

- external evaluation;
- self-evaluation.

In addition to this, each newly established school is evaluated by the education ministry, based on which the school is included in the official register.

External evaluation

The Czech School Inspectorate (*Česká školní inspekce* – ČŠI) is the independent national evaluation authority. It identifies and evaluates provision and outcomes of education, their compliance with school-based curricula and links to the national curricula. The evaluation of the education processes conducted by the ČŠI and the feedback provided is of a more practical nature than in the past. In 2015, the ČŠI defined the model of a quality school. It includes criteria and methodology for inspections in all types and levels of schools. For every school year a set of specific indicators for schools is published. At the beginning of 2016, the National Institute for Education (NÚV) was appointed by the MŠMT to the role of National Reference Point for Quality Assurance in VET (NRP EQAVET-CZ). Activities of the European Quality Assurance Reference Framework (EQAVET) are performed in cooperation with the ČŠI, the former national reference point.

School self-evaluation

The Education Act defines that outcomes of self-evaluation of schools shall be a basis for the development of an annual report on the school's activities. Since 2011 the schools were granted more autonomy in terms of self-evaluation. The self-evaluation report is not any more used for observations by the Czech School Inspectorate. The obligation of schools to respect the structure (criteria) of the self-evaluation report as well as the frequency and dates of its submission has been cancelled. The majority of schools prepare the self-evaluation report as an internal document of the school.

Quality assurance mechanisms of higher education institutions

The quality assurance of the higher education institutions takes the form of an accreditation process. The institutions must submit their educational programmes for evaluation to the Accreditation Commission set up by the Government and

based on successful assessment, the accreditation is awarded or renewed.

CHAPTER 12.

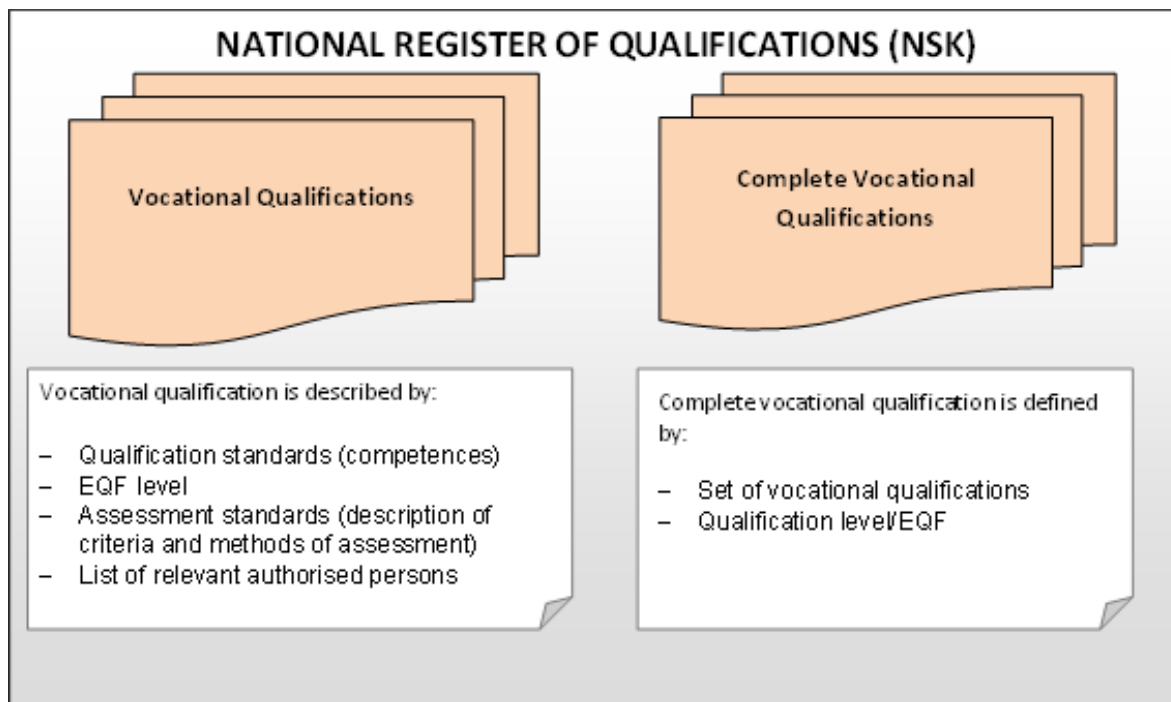
Validation of prior learning

A system of recognition and validation of learning outcomes has been developing during the past years. The legislative framework was created by the Act on Verification and Recognition of Further Education Results (*Zákon o uznávání výsledků dalšího vzdělávání*). Any person who has gained certain skills and knowledge in some vocational field may, after meeting the relevant requirements, acquire a nationally valid certificate of qualification that is generally recognised by employers. Distinction is made between vocational and complete vocational qualifications.

Vocational qualification (*profesní kvalifikace*) is defined as an 'ability of a person to duly perform a task or a set of tasks within an occupation'. It corresponds to certain activities (e.g. furniture assembly, installation of lifts, manufacture of upholstered seats, sports massage, flower arrangement, cold dishes catering, production of ice cream, etc.) but does not cover the whole occupation. As of May 2019, 1300 qualification standards) were approved and included into the National Register of Qualifications.

Complete vocational qualification (*úplná profesní kvalifikace*) is defined as a 'professional competence to duly perform all the tasks within an occupation' (e.g. pastry chef, hairdresser, plumber, economist, engineering technician, etc.). It can be acquired either by a standard completing of an IVET programme or by the recognition of prior learning.

National Register of Qualifications



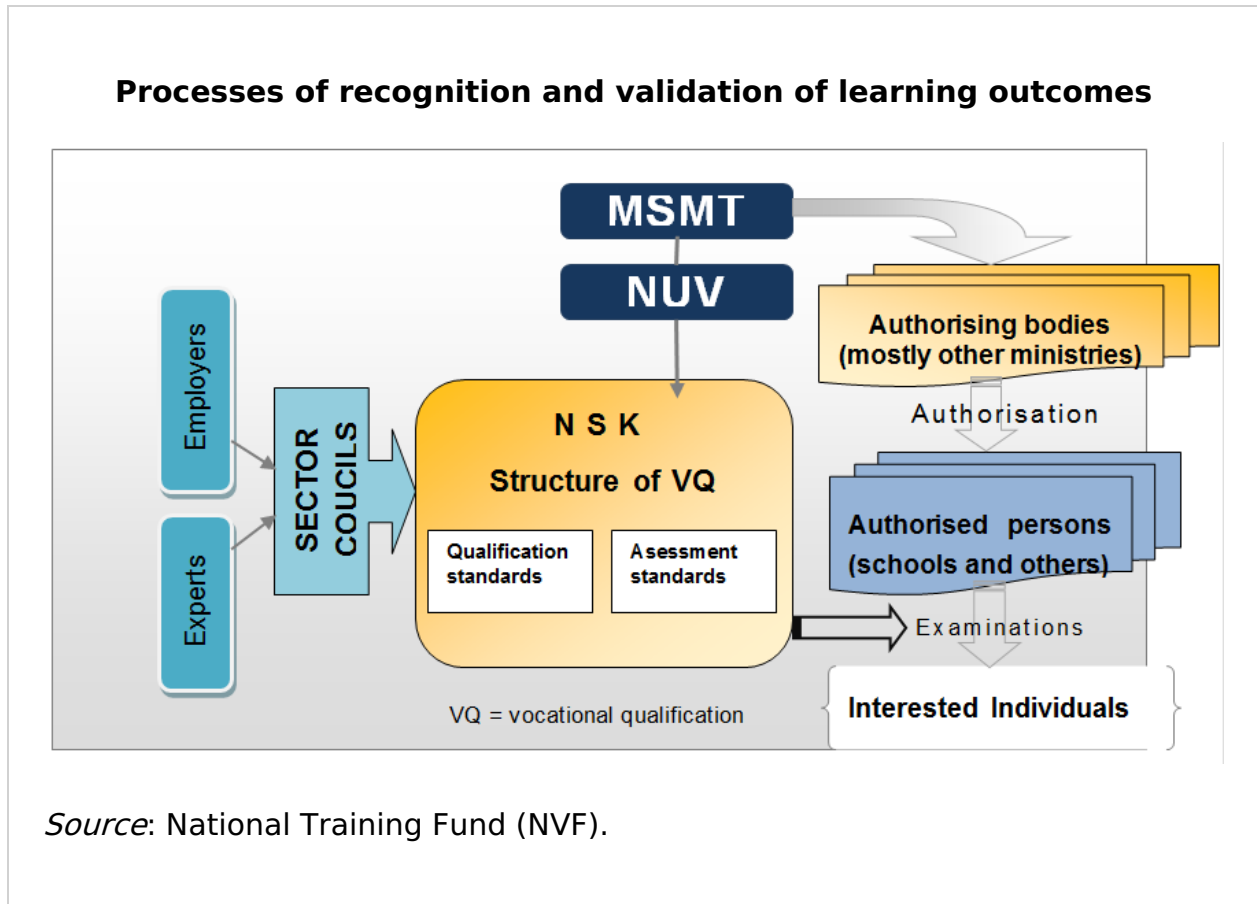
Source: National Training Fund (NVF).

To obtain a vocational qualification, the applicant needs to demonstrate all competences listed in the qualification standard of the National Register of Qualifications. Verification is carried out by means of an examination implemented by the so-called authorised persons (mostly adult education providers and VET schools) ([44]). The exam is provided for a fee that can be deducted from an individual's taxable income. An adult over the age of 18 who has completed at least the obligatory basic education can register for the exam. Upon passing, the individual receives a nationally recognised certificate of a vocational qualification. The above described process was launched in 2009. By May 2019, over 209 000 exams have been administered.

Acquiring complete vocational qualifications ([45]), which are equivalent to those acquired within the formal schools system, is a more demanding process. If a person wants to obtain a qualification level identical to one awarded within formal IVET, she/he must pass an examination required for the field of study within IVET (certified by the *maturita* or vocational certificate) at school. It is a rare but possible way of acquiring the complete qualification.

Policies to promote the system and enhance awareness and increase the number of applicants are being implemented. A significant step towards connecting the

Czech qualifications and the European Qualifications Framework (EQF) was the approval of the National Referencing Report by the Czech Government in July 2011. As a direct consequence, all qualification standards for vocational qualifications submitted for approval to the Ministry of Education, Youth and Sports are in both Czech and English.



For more information about arrangements for the validation of non-formal and informal learning please visit Cedefop's European database ([46]).

[44] Authorised persons are licenced by the so called awarding bodies, which are organisations of state administration relevant to the given field (ministries or the Czech National Bank). In 2016 there were 1216 authorised persons in the Czechia.

[45] There are 182 complete vocational qualifications in the NSK.

[46] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>

CHAPTER 13.

Incentives for learners

There is no comprehensive system of financial incentives for VET participation. Nevertheless, there are several mechanisms through which limited financial support for VET can be obtained under certain conditions.

Scholarships

Most regions provide scholarships or other benefits for students of less popular secondary level programmes which are highly demanded by the labour market. The goal is to attract and/or motivate students to complete the programme. Regular school attendance, excellent learning results and good behaviour are usually prerequisites for receiving a scholarship. The scholarship programmes may slightly differ between the regions. A student can mostly obtain a total amount of about EUR 1 000 per three years of study (the monthly amount derives in particular from the grade of study). Some fields have recorded an increase in interest; however, in others student interest continues to decline.

Tax deduction

CVET learners can deduct the costs for exams in line with the Act on Verification and Recognition of Further Education Results from their tax base.

CHAPTER 14.

Incentives for enterprises to boost their participation in VET provision

Tax incentives

Tax incentives for employers promoting IVET were introduced at the end of 2014. Direct and indirect funding of secondary and tertiary vocational education by employers is deemed as a tax-deductible expense:

- a deductible amount of approximately EUR 7 (200 CZK) per hour of practical training or internship provided to a learner in the tax-payer's premises;
- 50% or 110% of the costs of assets acquired and at least partially used for the purposes of vocational training;
- corporate scholarships are tax deductible (to the limit of 5 000 CZK (EUR 192) for upper secondary VET and tertiary professional level students 10 000 CZK (EUR 384) for HE students).

The main objective of the measure is to compensate part of entrepreneurs' costs and motivate new companies to commence cooperation with the schools. There are certain conditions to be fulfilled: the tax-payer – an individual or a legal person – has to conclude with the school an agreement on the contents and scope of practical training and on whose premises is the practical training or a part of accredited study programme implemented, provided that they are authorised to perform activities related to a given field of study or study programme. The other condition is that the individual or legal person must not be reporting financial loss. They also have to prove the attendance of students (class books or attendance sheets).

As regards CVET, costs for employees' training are deemed as a part of the overall business costs for taxation purposes.

Enhanced possibility for upper secondary VET schools to finance instructors from companies has been fostered by the amendment to the School Act of 2009. The schools may use part of the per capita labour costs to pay the employee of the company leading the practical training. By means of this measure, the schools shall be able to acquire the companies to implement practical training and to function as contractual partners more easily, and they may check on its quality more effectively.

Public grants for training of employees

Employers can apply for public grants to support the training of their employees upon meeting defined conditions. There are several programmes operated by the state and funded from the state budget or from EU funds.

The co-funding principle is applied. The programmes are:

- Active employment policy schemes. A company can apply for contribution for (re)training their employees.
- Investment incentives (according to the Act on Investment Incentives). Investors in regions with high unemployment can receive support for training their employees.
- Operational programmes co-funded by the EU. Companies can draft projects that include training and receive co-funding if they meet the criteria set by the programmes. For example, in the period 2015-20, a programme called POVEZ II (Support to Vocational Education of Employees), administered by the Labour office regional branches, offers subsidies to companies and entrepreneurs for the training of employees.

CHAPTER 15.

Guidance and counselling

There are two main guidance and counselling system:

Guidance and counselling for initial education students are under the responsibility of education ministry (MŠMT). Guidance and counselling for adults within the LM policies are under the responsibility of labour ministry (MPSV) ([49]). In 2010, the National Guidance Forum, the advisory body of the MŠMT and MPSV in a lifelong perspective was established.

The MŠMT regulates career counselling services provided at schools. These services are available to all learners in lower secondary programmes (ISCED 244) facing the problems when they make their first choice.

The National Institute for Education (NÚV) is an important actor at the national level, as it focuses on research, methodology and dissemination of information related to career counselling, and supports the teaching of subjects dealing with labour market issues. The NÚV provides specific training focused on counselling services and the development and introduction of new methods of diagnostics in the area. It also pursues the development of an integrated information system (ISA) and the related website www.infoabsolvent.cz ([50]) which gathers information about the employment of school leavers on the labour market and is a useful source of information for career decisions of students, counsellors and adults.

Three qualifications ([employment career counsellor](#), [career counsellor for educational and professional career](#) and career counsellor for endangered, risk and disadvantaged groups) for the occupation 'career counsellor' have been included in the National Register of Qualifications – NSK.

At the regional/local level, there are around 80 Pedagogical-psychological guidance centres and around 120 Centres for special pedagogy (for children with health, mental and combined disabilities and communication disorders). Career services provided are derived from a pedagogical-psychological diagnosis of the pupil's capacities, personal qualities, interests and other personal characteristics.

All basic and secondary schools are obliged by law to establish the position of educational counsellor (often the counsellors are recruited from the teachers of the school and therefore their professional capacity is rather limited due to the teaching duties). They address the issues related to education and professional orientation of the students. Each school also employs a school methodologist concerned with the prevention of socio-pathological disorders, and there may also be a school psychologist and a special pedagogue.

Since 2010/11, the curricula for upper secondary schools have included the subject

'Introduction to the world of work'. Lower secondary education has introduced a subject 'Career path selection' where a significant focus is placed on the support of career management skills of the pupils. In addition, pupils may attend various educational fairs, open door days at schools, job brokering events, etc.

Please see:

- guidance and outreach Czechia national report ([47]);
- Cedefop's labour market intelligence toolkit ([48]).

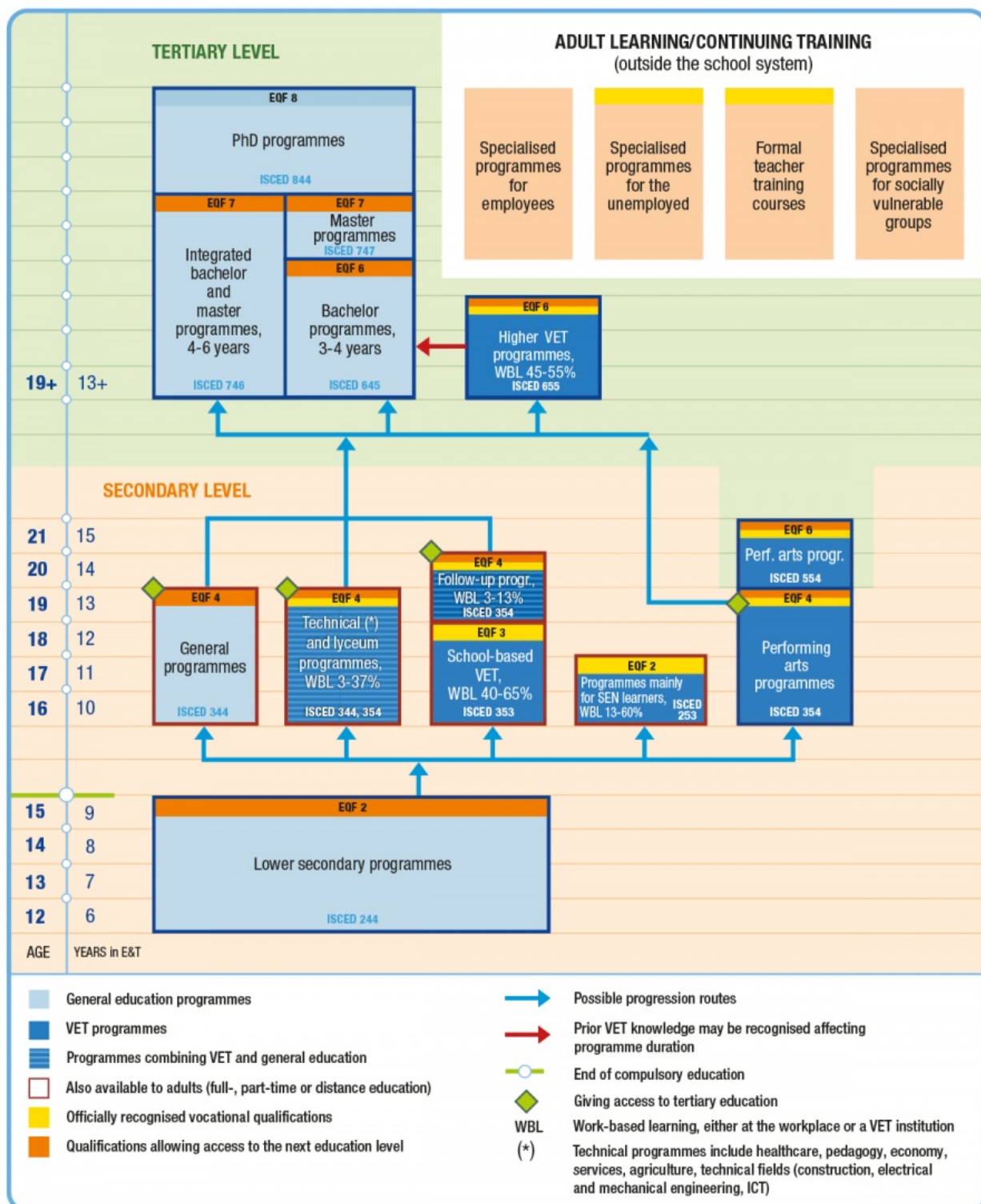
[47] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>

[48] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>

[49] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>

[50] The system www.infoabsolvent.cz was developed under the national systemic project VIP Kariéra, which was completed in 2009 and was co-financed from the ESF. This system collects information essential for career decision-making (of pupils, students and adults) and the success of graduates on the labour market. The system continues operating and has been evaluated as very beneficial by the OECD.

Vocational education and training system chart



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Czechia, 2019.

VET Programme Types

EQF 2

Programmes mainly
for SEN learners,
WBL 13-60%
ISCED 253

Initial VET programmes leading to EQF level 2, ISCED 253. Programmes titled Praktická škola jednoletá, Praktická škola dvouletá) and Programmes with lower requirements for students with SEN (dvouleté obory s výučním listem s nižšími nároky na žáky)

EQF level	2	ISCED-P 2011 level	253
Usual entry grade	10	Usual completion grade	11
Usual entry age	16 or older	Usual completion age	17-18 or older
Length of a programme (years)	2 (up to)		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✓
			It can be studied as CVET, but it is rare.

Is it offered free of charge? ✓	Is it available for adults? ✓
ECVET or other credits	The Czechia does not use the credit system at the secondary education level.
Learning forms (e.g. dual, part-time, distance)	School based learning in full time form only
Main providers	Upper secondary schools
Share of work-based learning provided by schools and companies	30-50%, but these are simple practical activities in the meaning of performing professional tasks
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<p>School based learning with practical training in school workshops or in sheltered workshops, usually not in companies</p> <p>This programme enables students to complete and broaden their general education and acquire the basic work skills, habits and workflows needed in everyday and future working life. It provides the fundamentals of vocational education and manual skills leading to performance of easy practical activities in the area of services and production.</p>
Main target groups	Learners with mental disabilities of various severities, or other disadvantaged students who attended nine years of compulsory school and have had learning difficulties.
Entry requirements for learners (qualification/education level, age)	There are no minimum entry requirements, except for the interview with entrants.
Assessment of learning outcomes	<p>At the end of the <i>Praktická škola</i> programme students take final examination and obtain a certificate of a final examination.</p> <p>In programme titled <i>Dvouleté obory s výučním listem s nižšími nároky na žáky</i> students take final examination and obtain a VET certificate (<i>výuční list</i>).</p>

Diplomas/certificates provided	Certificate of a final examination or VET certificate (<i>výuční list</i>) depending on the type of programme.
Examples of qualifications	Depending on personal capabilities and individual abilities, the graduates may perform appropriate easy auxiliary works in public catering, health care, social care and services, manufacturing businesses, or in sheltered workplaces.
Progression opportunities for learners after graduation	Graduates can enter the labour market and/or continue their studies at EQF 3 level.
Destination of graduates	Information not available
Awards through validation of prior learning	✗
General education subjects	✓
Key competences	✓
Application of learning outcomes approach	✓
Share of learners in this programme type compared with the total number of VET learners	0.8% in 2018/19 ([51])

[51] Data of the Ministry of Education; calculations done by NÚV on 15.5.2019.

EQF 3
School-based VET, WBL 40-65% ISCED 353

Initial VET programmes leading to EQF level 3, ISCED 353 (střední odborné vzdělání s výučním listem)

EQF level 3	ISCED-P 2011 level 353
Usual entry grade 10	Usual completion grade 12
Usual entry age 16	Usual completion age 18
Length of a programme (years) 3 ([52])	
Is it part of compulsory education and training? ✗	Is it part of formal education and training system? ✓
Is it initial VET? ✓ ([53])	Is it continuing VET? ✓
Is it offered free of charge? ✓ It is free of charge at public schools, private school may have tuition	Is it available for adults? ✓

ECVET or other credits The Czechia does not use the credit system at the secondary level.

Learning forms (e.g. dual, part-time, distance)	<ul style="list-style-type: none"> • IVET (most learners): School-based learning combined with practical training (takes place in the real work environment or at school training facilities, kitchens, workshops or laboratories) • CVET (rare): mostly other forms of learning where shorter (mostly weekend) presence in school is combined with consultations and various methods of distance study, such as self-study, e-learning etc.)
Main providers	Secondary vocational schools (<i>střední odborné učiliště</i> – SOU)
Share of work-based learning provided by schools and companies	34-45%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<p>School based with WBL elements</p> <p>Practical trainings are mandatory part of the study programme and takes very often only a form of practical training in a company or depending on circumstances (availability of appropriate companies at the local or regional level) at specially designed school training facilities or workshops or laboratories.</p>
Main target groups	Programmes are available for young people and also for adults.
Entry requirements for learners (qualification/education level, age)	There are no minimum entry requirements; the principal condition for admission is completed basic education. The director may take into account the study results if there are too many applicants.

Assessment of learning outcomes

To complete a VET programme, learners need to pass a final examination.

The standardised final examination has been embedded in the legislation since 2014/15. There is a uniform content for each study programme and assignments are developed jointly by vocational school teachers and experts with practical experience and are regularly updated. The exam consists of theoretical vocational and of a practical part, which may take place in companies. Participation of an expert from business at the final examination is obligatory.

The exams are taken in the end of the final year of the study. If the learner fails, he or she has a possibility of two other attempts within a period of five years.

Diplomas/certificates provided

After successful passing of final examination, the graduate obtains VET certificate (výuční list). It is a national-wide recognized formal certificate that proves formal level and field of qualification. It is often required by employers for performing relevant jobs.

Examples of qualifications

Bricklayer, hairdresser, gardener, baker.

Progression opportunities for learners after graduation

Graduates may enter the labour market or enrol in a two-year follow-up programme (ISCED 54) to pass the *maturita* examination and continue to higher education.

Graduates or learners also have an option to acquire a (second) qualification (VET certificate) in another field in shortened programmes. Shortened courses are practically oriented, last one-two years and are suitable for adults.

Destination of graduates

In 2018/19, about 24% of graduates of upper secondary three-year vocational programmes entered a follow-up course ([54]) to obtain *maturita* certificate. The rest of them entered the labour market.

Awards through validation of prior learning



When passing the exam leading to professional certificate on complete qualification within the National Register of Qualifications it is possible to acquire the vocational certificate of the formal educational pathway via passing the additional exam – same as the regular final examination. If the authorised person is not a school with the formal study programme, the applicant has to pass the additional exam leading to vocational certificate in a school.

General education subjects



30-35% of the programme

Key competences



Application of learning outcomes approach



Share of learners in this programme type compared with the total number of VET learners

27.7% in 2018/19 ([55])

[54] Source: NÚV (2019). *Vývoj vzdělanostní a oborové struktury žáků a studentů ve středním a vyšším odborném vzdělávání v ČR a v krajích ČR a postavení mladých lidí na trhu práce ve srovnání se stavem v Evropské unii 2018/19/16* [Development of education and field structure of pupils and students in upper secondary and tertiary professional education in the CR and situation of young people at the labour market in comparison with the EU 2018/19]. <https://www.infoabsolvent.cz/Temata/PublikaceAbsolventi?Stranka=9-0-157&NazevSeo=Vyvoj-vzdelanostni-a-oborove-struktury-zaku-a->

[55] Data of the Ministry of Education; calculations done by NÚV on 15.5.2019.

EQF 4
Technical and <i>lyceum</i> programmes
WBL 3-37%
ISCED 354

Technical and lyceum VET programmes leading to EQF level 4, ISCED 354 and 344 (střední odborné vzdělání s maturitou).

EQF level 4	ISCED-P 2011 level 354 (technical VET programmes) 344 (<i>lyceum</i> programmes at the secondary technical schools)
Usual entry grade 10	Usual completion grade 13
Usual entry age 16	Usual completion age 19
Length of a programme (years) 4	
Is it part of compulsory education and training? ✗	Is it part of formal education and training system? ✓
Is it initial VET? ✓	Is it continuing VET? ✓

<p>Is it offered free of charge? ✓</p> <p>It is offered free of charge at public schools, private school may have tuition.</p>	<p>Is it available for adults? ✓</p>
<p>ECVET or other credits</p>	<p>No credit system is used at the secondary education level.</p>
<p>Learning forms (e.g. dual, part-time, distance)</p>	<ul style="list-style-type: none"> • IVET (most learners): School-based learning complemented with practical training at school and/or practical training in companies and other institutions. • CVET (not frequent): mostly other forms of learning where shorter (mostly weekend) presence in school is combined with consultations and various methods of distance study, such as self-study, e-learning etc.)
<p>Main providers</p>	<p>Secondary VET schools (<i>střední odborná škola - SOŠ</i>)</p>
<p>Share of work-based learning provided by schools and companies</p>	<p>3-37%</p>
<p>Work-based learning type (workshops at schools, in-company training / apprenticeships)</p>	<ul style="list-style-type: none"> • Practical training at school • Practical training in companies or institutions minimum 4 weeks (in some programmes six to eight weeks on average , in agriculture programmes even twelve weeks-) per programme
<p>Main target groups</p>	<p>Programmes are available for young people and also for adults.</p>

Entry requirements for learners (qualification/education level, age)

Upper secondary education is generally open to all applicants who, in addition to their completed compulsory education ([56]) meet the admission criteria.

Since 2017, there have been standardised admission tests from Czech language, literature and mathematics for four year upper secondary programmes. The result of the standardised admission tests are of higher importance and make a 60% in the overall candidate´s assessment. Besides the standardised admission exams the school directors may declare own admission criteria.

Assessment of learning outcomes

To complete a VET programme, learners need to pass a *maturita* examination. It comprises common and profiling/vocational parts. Common exam includes Czech language and a foreign language as obligatory subjects ([57]) and at least two other optional subjects. The education ministry is responsible for the preparation of the standardised exam. The profiling/vocational part is designed by individual schools.

The exams are taken in the end of the final year of the study. If the learner fails, he or she has a possibility of two other attempts within a period of five years.

Diplomas/certificates provided

Maturita certificate that acknowledges the mid-level technical qualification. It is a national-wide recognized formal prestigious certificate that proves formal level and field of qualification. It is often required by employers for performing relevant jobs and it opens up a path to higher education.

Examples of qualifications

Civil engineering technician, travel agent, chemical technician, veterinary technician, social worker (in technical VET programmes), mid-level occupations such as, web designer in lyceum programmes, which primarily prepare their graduates for tertiary education,

Progression opportunities for learners after graduation

A successful graduate can enter labour market or continue their studies at tertiary education. Graduates can also enter in a so called one-two years shortened courses and acquire a second qualification with VET certificate or *maturita* certificate in a different field.

Lyceum programmes are specifically targeted at preparing their graduates for continuing in the relevant HE programmes, but they can enter the labour market as well.

Destination of graduates

In total, 62% graduates of technical VET programmes continue after passing the *maturita* exam in tertiary education - of which 55% at higher education institutions and 10% at tertiary professional schools. Around 38% of technical VET programmes graduates enter directly to the labour market.

74 % of lyceum programme graduates continue in higher education and 8% in tertiary professional education (VOŠ). 20% of lyceum graduates enter the labour market ([58]).

Awards through validation of prior learning

When passing the exam leading to professional certificate on complete qualification within the National Register of Qualifications it is possible to acquire the vocational certificate of the formal educational pathway via passing the additional exam - same as the regular final examination.

If the authorised person is not a school with the formal study programme, the applicant has to pass the additional exam leading to vocational certificate in a school.

General education subjects

On average 45% for the technical programmes and 70% for *lyceum* programmes.

Key competences

Application of learning outcomes approach ✓

Share of learners in this programme type compared with the total number of VET learners 59.7% in 2018/19 ([59])

- [56] Compulsory education is defined as nine years of school attendance, regardless of grade.
- [57] Obligatory exam in mathematics should most probably enter into force since 2021/22 for general programmes (gymnázium) and also for lyceum programmes, since 2022/23 for other secondary programmes with the exception of health care, social care and art programmes
- [58] Vojtěch, J; Kleňha, D. (2018). *Přechod absolventů středních škol do terciárního vzdělávání - 2017/18* □ *Transition of secondary school graduates to tertiary education - 2017/18* □. Prague: NÚV. <http://www.nuv.cz/file/3639>
- [59] Data of the Ministry of Education; calculations done by NÚV on 15.5.2019.

EQF 4
Follow-up programmes, WBL 3-13%
ISCED 354

Follow-up VET programmes leading to EQF level 4, ISCED 354 (nástavbové studium)

EQF level 4	ISCED-P 2011 level 354
Usual entry grade 12	Usual completion grade 13
Usual entry age 18-19 and older	Usual completion age 20-21 or older
Length of a programme (years) 2	
Is it part of compulsory education and training? ✗	Is it part of formal education and training system? ✓
Is it initial VET? ✓	Is it continuing VET? ✓
Is it offered free of charge? ✓	Is it available for adults? ✓

ECVET or other credits The credit system is not used at the secondary education level.

Learning forms (e.g. dual, part-time, distance)

- IVET (most learners): School-based learning complemented with practical training at school and/or practical training at companies and institutions.
- CVET (not frequent): mostly other forms of learning where shorter (mostly weekend) presence in school is combined with consultations and various methods of distance study, such as self-study, e-learning etc.)

Main providers Secondary VET schools (*střední odborné školy - SOŠ*)

Share of work-based learning provided by schools and companies	3-13%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • Practical training at school • Practical training in companies or institutions (minimum two weeks per programme)
Main target groups	Mostly young people, but also adults who want to complement their education to obtain <i>maturita</i> certificate.
Entry requirements for learners (qualification/education level, age)	Since 2017 there have been standardised admission tests from Czech language, literature and mathematics for four year upper secondary programmes. The result of the standardised admission tests are of higher importance and make a 60% in the overall candidate's assessment. Besides the standardised admission exams the school directors may declare own admission criteria.
Assessment of learning outcomes	<p>To complete a VET programme, learners need to pass a <i>maturita</i> examination. It comprises common and profiling/vocational parts. Common exam includes Czech language and a foreign language as obligatory subjects and at least two other optional subjects. The education ministry is responsible for the preparation of the standardised exam.</p> <p>The profiling/vocational part is designed by schools.</p> <p>The exams are taken in the end of the final year of the study. If the learner fails, he or she has a possibility of two other attempts within a period of five years.</p>

Diplomas/certificates provided	<i>Maturita</i> certificate that acknowledges the mid-level technical qualification. It is a national-wide recognized formal prestigious certificate that proves formal level and field of qualification. It is often required by employers for performing relevant jobs and it opens up a path to higher education.
Examples of qualifications	Civil engineering technician, travel agent.
Progression opportunities for learners after graduation	A successful graduate can enter the labour market or continue their studies at tertiary education (tertiary professional school or higher education).
Destination of graduates	35% of graduates continue in tertiary education, but their failure rate is high- 60%.
Awards through validation of prior learning	✓ when passing the exam leading to professional certificate on complete qualification within the National Register of Qualifications it is possible to acquire the vocational certificate of the formal educational pathway via passing the additional exam - same as the regular final examination. If the authorised person is not a school with the formal study programme, the applicant has to pass the additional exam leading to vocational certificate in a school.
General education subjects	✓
Key competences	✓
Application of learning outcomes approach	✓

**Share of learners in
this programme type
compared with the
total number of VET
learners** 4.7% in 2018/19 ([60])

[60] Data of the Ministry of Education; calculations done by NÚV on 15.5.2019.

EQF 4, 6

Performing arts

programmes

ISCED 554

Performing arts programmes leading to EQF level 6, ISCED 554. Learners have the option to take the matura exams during their studies and acquire qualification at EQF level 4, ISCED 354. (vyšší odborné vzdělání v konzervatoři)

EQF level 4, 6

**ISCED-P
2011 level** 354,
554

**Usual entry
grade** 7 or 9

**Usual
completion
grade** 15

**Usual entry
age** 12 or 15

**Usual
completion
age** 21

**Length of a
programme
(years)** 6 or 8

**Is it part of
compulsory
education
and
training?** ✓
(the 8 years lasting dance programme is designed for those who complete the 6th year of basic school; thus, in the first three years of the conservatoire students also undergo compulsory schooling)

✗

(music and drama programmes)

**Is it part
of formal
education
and
training
system?** ✓

**Is it initial
VET?** ✓

**Is it
continuing
VET?** ✓

<p style="text-align: center;">Is it offered free of charge? ✓</p>	<p style="text-align: center;">Is it available for adults? ✓</p>
<p>ECVET or other credits</p>	<p>Credit system is not used at the secondary education level, but at the tertiary level. At the tertiary level, the ECTS system is used. For the final <i>absolutorium</i> exam typically 180 ECTS are necessary.</p>
<p>Learning forms (e.g. dual, part-time, distance)</p>	<ul style="list-style-type: none"> • IVET (most learners): School-based learning complemented with practical training of art performance • CVET (not frequent): mostly other forms of learning where shorter (mostly weekend) presence in school is combined with consultations and various methods of distance study, such as self-study, e-learning etc.)
<p>Main providers</p>	<p>Conservatoires (specific type of secondary school)</p>
<p>Share of work-based learning provided by schools and companies</p>	<p>At least 2 weeks per study for art practice and 30 lessons of pedagogical practice</p>
<p>Work-based learning type (workshops at schools, in-company training / apprenticeships)</p>	<p>Practical training at school and in other facilities (e.g. basic art schools, etc.)</p>
<p>Main target groups</p>	<p>Programmes are available for young people especially talented in an art field, but also to adults.</p>

Entry requirements for learners (qualification/education level, age)

For programmes of conservatoires, always a talent exam is a main prerequisite. Applicants must pass stringent entrance examinations, often held in several elimination rounds, show talent for the selected subject, overall musical talent as well as physical and psychological dispositions for their selected subject. Applicants also have to pass an entrance exam as some of these study programmes also lead to *maturita* examination after 4 years. Completion of particular grades of the basic schools is also among entrance requirements.

Assessment of learning outcomes

Learners have the option to take the *maturita* exams during their studies and acquire qualification at EQF level 4, ISCED 354. *Maturita* consists of the common, state part and the profiling/vocational part. The director of conservatoire decides about compulsory and non - compulsory subjects that the profiling/vocational part consists of.

To complete a programme (tertiary level, EQF level 6) learners need to pass final examination called *absolutorium*. It includes theoretical vocational subjects, foreign language, graduate thesis and an art performance. It must include also Czech language exam if the learner haven't opted for *maturita* exam during studies.

The exams are taken in the end of the final year of the study. If the learner fails, he or she has a possibility of two other attempts within a period of five years.

Diplomas/certificates provided

Maturita certificate (optional). It is a national-wide recognized formal prestigious certificate that proves formal level and field of qualification.

Absolutorium certificate is a national-wide recognized formal certificate of tertiary professional education.

Examples of qualifications	Art performer (e.g. actor, musician, singer) but due to a pedagogical qualification acquired, they may also work as teachers of arts e.g. at the basic art school or at other types of schools
Progression opportunities for learners after graduation	Graduates can continue to the labour market. Those who passed an optional <i>maturita</i> examination can progress to higher education studies.
Destination of graduates	Information not available
Awards through validation of prior learning	✗
General education subjects	✓
Key competences	✓
Application of learning outcomes approach	✓
Share of learners in this programme type compared with the total number of VET learners	1.2% in 2018/19 ([61])

[61] Data of the Ministry of Education; calculations done by NÚV on 15.5.2019.

EQF 6
Higher VET programmes
WBL 45-55%
ISCED 655

Higher VET programmes leading to EQF level 6, ISCED 655 (vyšší odborné vzdělání)

EQF level 6	ISCED-P 2011 level 655
Usual entry grade Not applicable	Usual completion grade Not applicable
Usual entry age 19 and older	Usual completion age 21 and older
Length of a programme (years) 3 to 3.5	
Is it part of compulsory education and training? ✗	Is it part of formal education and training system? ✓
Is it initial VET? ✓	Is it continuing VET? ✓
Is it offered free of charge? ✗ ([62])	Is it available for adults? ✓

ECVET or other credits

At the tertiary level, the ECTS system is used by tertiary professional schools. For the final *absolutorium* exam typically 180 credits are necessary.

Learning forms (e.g. dual, part-time, distance)	<ul style="list-style-type: none"> • IVET (most learners): School-based learning complemented with practical training at school and/or practical training at companies and institutions. • CVET (not frequent): mostly other forms of learning where shorter (mostly weekend) presence in school is combined with consultations and various methods of distance study, such as self-study, e-learning etc.)
Main providers	Tertiary professional schools (vyšší odborné školy – VOŠ)
Share of work-based learning provided by schools and companies	45-55%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • Practical training in school or school facilities • At least three months of work placement in companies
Main target groups	Adults, aged 19 or older
Entry requirements for learners (qualification/education level, age)	Applicants must have completed their upper secondary education with the <i>maturita</i> . The school director may decide whether an entrance examination should be part of admission proceedings, and should decide on its content - it may depending on the study programme consist of the talent exam and presentation of own´s work.
Assessment of learning outcomes	The studies are completed by the <i>absolutorium</i> . It is a vocational examination consisting of the theory of vocational subjects, a foreign language, a graduate thesis and its defence.
Diplomas/certificates provided	Upon successful passing of the <i>absolutorium</i> , the graduate attains a tertiary professional qualification and the title of a specialist with a diploma (<i>diplomovaný specialista</i> , DiS).

Examples of qualifications	Nutritionist, dental assistant, graphic designer, etc.
Progression opportunities for learners after graduation	Graduates from tertiary professional programmes may enrol tertiary academic education with the same conditions as upper secondary graduates with <i>maturita</i> exams. Some forms of prior learning (subjects) may be recognised by the higher education institution.
Destination of graduates	Information not available
Awards through validation of prior learning	✗
General education subjects	✓ The programmes comprise about 60% of general education subjects, two thirds of which are related to vocational field.
Key competences	✓
Application of learning outcomes approach	✓
Share of learners in this programme type compared with the total number of VET learners	5.8% in 2018/19([63])

[63] Data of the Ministry of Education; calculations done by NÚV on 15.5.2019.

References

[6] Cedefop (2016). Spotlight on vocational education and training in the Czechia. Luxembourg: Publications Office.
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/8098>

[58] Vojtěch, J; Kleňha, D. (2018). Přejchod absolventů středních škol do

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