Youth education attainment level

Population aged 20-24

Educational attainment

Population aged 20-24

Upper secondary education (2006)

Enterprises providing any form of continuing vocational training in selected European countries (2007, %)

Countries are listed by the percentage of their population educated at level 3.


For further information, please contact Sylvie Bousquet, project coordinator.
The Czech Republic

Tradition and modernisation

VET has always been a fundamental part of the Czech education system. Besides having a tradition of quality, it has developed intensively over the last decades. Key features include:

- diverse educational pathways with many choices and highly esteemed;
- long tradition and good opportunities to study VET at all levels (including higher qualification higher education) making VET very attractive;
- esteemed universities providing highly specialised study programmes, carrying out research and development, also targeted at mastering practical application of research outcomes;
- modernisation processes of VET, curricula development, quality assurance, support for development of tertiary education and recognition of learning outcomes of CVET.

Structure

- VET predominantly begins following completion of compulsory education at the age of 15. Studies provide VET at secondary and tertiary levels (ISCED 2-6) are distinguished by the level and field of education. The typical age of students at upper secondary level (ISCED 3) is about 15 to 19. There are the following types of vocational schools:
  - Secondary technical schools (střední odborné školy – SOŠ): provide education to school-leavers with a matura (high school leaving certificate) who wish to continue with vocational training. The typical age of students at upper secondary level is about 15 years.
  - Secondary vocational schools (střední odborné školy – SOU): provide two- and three-year vocational programmes completed by a matura examination (ISCED 3A). Graduates are prepared to perform demanding manual work and technical occupations. They may also offer shorter programmes (ISCED 2B) for pupils with learning difficulties. They provide a small number of four-year programmes completed by a matura examination. Secondary vocational schools also provide a small number of four-year programmes completed by matura (ISCED 5A), providing a qualification to perform demanding manual work and technical occupations. They may also offer shorter programmes (ISCED 2C) for pupils with learning difficulties.
  - Varying technical schools (zvláštně odborné školy – ZOŠ): provide education to school-leavers with a matura (high school leaving certificate) who wish to continue with vocational training. The typical age of students at upper secondary level is about 15 years.

Opportunity to study at all levels. Each student finishing an upper secondary education has the opportunity to apply for a qualified job or to continue studies leading to a higher education degree. This increases the attractiveness of VET pathways.

For tertiary education entry requirements, vocational programmes at ISCED 3C level may undergo a two-year follow-up programme and after passing a matura examination are able to apply for tertiary education.

- Extended higher education. Higher education represents a substantial part of tertiary education. Traditionally higher education institutions (mostly universities) provided only five- or six-year programmes leading to a master or doctorate degree. In the 1990s the process of splitting these programmes into bachelor and master programmes started. The share of higher education attainment in the population is quite low compared to other countries, but over the last decades the share of young people entering higher education has grown significantly. This is partly due to development of bachelor studies (Bachelor's process).

Characteristics

- Early choice. Pupils choose between general and vocational educational pathways after completion of compulsory schooling at upper secondary-level at the age of 15.
- Virtually all (95%) who complete compulsory education continue studying at upper secondary level. Most of these students (79%) acquire a vocational qualification recognised by the labour market by the age of 17 to 19. Drop-outs of secondary schools are very low (3 to 4%).
- Opportunity to study at all levels. Each student finishing an upper secondary vocational programme has the opportunity to apply for a qualified job or to continue studies leading to a higher education degree. This increases the attractiveness of VET pathways.

Challenges

- Some of the main challenges also expressed in political documents include:
  - Maintaining and improving the quality and attractiveness of secondary vocational education. After political and economic changes in 1989 the close link between secondary VET and the production sector ceased. The current aim of VET policy is to establish new ways of cooperation between employers and VET institutions.
  - Completing curricular reform. The goal of the reform launched in 2005 and set to end in 2011 was to introduce a curriculum-oriented tertiary education and support development of key competencies. The reform also allows schools to shape their educational programmes to the needs of students and to specifics in regional labour markets.
  - Fostering evaluation of schools. A coherent system of monitoring and evaluation of schools is under development.
  - Developing a national qualifications framework and completing reform of national certification system.
  - Developing tertiary education. The planned reform should improve participation, permeability, and quality of VET and tertiary education.
  - Developing CVET as an integral part of lifelong learning. Coherent legislation regulating the sector should be set up to create a framework for quality assurance, financing and linking an overall system of recognition.
**VET** has always been a fundamental part of the Czech education system. Besides having a tradition of quality, it has developed intensively over the last decades. Key features include:

- diverse educational pathways with many choices and highly esteemed;
- long tradition and good opportunities to study VET at all levels (including higher)
- a tradition of quality, it has developed intensively over the last decades. Key features
- modernisation of VET: curricula, development, quality assurance, support for development of tertiary education and recognition of learning outcomes of CVET.

### Structure

- **VET** predominantly began following completion of compulsory education at the age of 15. Schools providing **VET** at secondary and tertiary levels (ISCED 2-6) are distinguished by the level and field of education. The typical age of students at upper secondary level (ISCED 3) is about 15 to 19. There are the following types of vocational schools:
  - **Secondary technical schools** (střední odborné školy – SOŠ) provide two- and three-year vocational programmes completed by a matriculation examination. Secondary vocational schools also provide a small number of four-year programmes completed by matura (ISCED 5A).
  - **Secondary vocational schools** (střední odborné školy oblastní – SOU) provide two- and three-year vocational programmes completed by a matura examination. Secondary vocational schools also provide a small number of four-year programmes completed by matura (ISCED 5A), providing a qualification to perform demanding manual work and technical occupations. They may also offer shorter programmes (ISCED 2C) for pupils with learning difficulties.
  - **Technical secondary schools** (vyšší odborné školy – VOŠ) provide two- and three-year vocational programmes completed by a matura examination. Technical secondary schools also provide a small number of four-year programmes completed by matura (ISCED 5A) to prepare students for demanding artistic activities in music, dance, singing and drama. Typical age of students is 12 to 21. Studies are recognised as equal to general education in primary and secondary education at upper secondary level. Most of these students (79%) acquire a vocational qualification recognised by the labour market by the age of 17 to 19. Drop-outs of secondary schools are very low (3 to 4%).
  - **Secondary vocational schools** (vyšší odborné školy – VOŠ) have been established, with the aim of splitting these programmes into bachelor and master programmes started. The share of higher education attainment in the population is quite low compared to other countries, but over the last decades the share of young people entering higher education has been growing significantly. This is partly due to development of bachelor studies (Bologna process).
  - **A new component: tertiary professional schools**. Schools providing more practically-oriented tertiary education and closely linked to social partners were established in 1995. Rethinking their position within the system and their planned differentiation was the subject of policy discussions in 2008 and 2009.
  - **The first step to recognition of non-formal and informal learning**. In 2007, a law on validation and recognition of the outcomes of CVET came into effect. The law makes it possible to acquire a generally recognised certificate for a specific professional competence regardless of how it was acquired.

### Challenges

- **Early choice.** Pupils choose between general and vocational educational pathways after completion of compulsory schooling at upper-secondary level at the age of 15.
- **Opportunity to study at all levels.** Each student finishing an upper secondary vocational programme has the opportunity to apply for a qualified job or to continue studies leading to a higher education degree. This increases the attractiveness of VET pathways.
- **Extended higher education.** Higher education represents a substantial part of tertiary education. Traditionally higher education institutions (mostly universities) provided only five-, six- or seven-year programmes leading to a master or doctorate degree. In the 1990s the number of splitting these programmes into bachelor and master programmes started. The share of higher education attainment in the population is quite low compared to other countries, but over the last decades the share of young people entering higher education has been growing significantly. This is partly due to development of bachelor studies (Bologna process).
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- **The first step to recognition of non-formal and informal learning.** In 2007, a law on validation and recognition of the outcomes of CVET came into effect. The law makes it possible to acquire a generally recognised certificate for a specific professional competence regardless of how it was acquired.

### Characteristics

- Early choice.
- Opportunity to study at all levels.
- Extanded higher education.
- A new component: tertiary professional schools.
- The first step to recognition of non-formal and informal learning.
Spotlight on VET

The Czech education system in 2008/09

Characteristics
- Early choice. Pupils choose between general and vocational educational pathways after completion of compulsory schooling at upper-secondary level at the age of 15.
- Opportunity to study at all levels. Each year finishing an upper secondary vocational programme has the opportunity to apply for a qualified job or to continue studies leading to a higher education degree. This increases the attractiveness of VET pathways.

Challenges
- Developing a national qualifications framework and completing reform of (tertiary professional education – ISCED 5B).
- Maintaining and improving the quality and attractiveness of secondary vocational education. After political and economical changes in 1989 the close link of the secondary education and vocational education (VET) at all levels is no longer present, especially at the upper secondary level. The goal of the reform launched in 2005 and set to complete its follow-up programme and after passing a maturita examination (ISCED 3A), these students have two main tasks: to prepare students for a wide range of highly specialised professions.

Tradition and modernisation

VET has always been a fundamental part of the Czech education system. Besides having a tradition of quality, it has developed intensively over the last decades. Key features include:
- diverse educational pathways with many choices and highly esteemed; long tradition and good opportunities to access tertiary education at all levels (including higher education) making VET very attractive.
- VET is predominantly begins following completion of compulsory education at the age of 15. Schools providing VET at secondary and tertiary levels (ISCED 2-6) are distinguished by the level and field of education. The typical age of students at upper secondary level (ISCED 3) is about 15 to 19. There are the following types of vocational schools:
  - Secondary technical schools (střední odborné školy – SOŠ) provide education to school-leavers with a secondary school leavers with a maturita certificate in three types of programmes: bachelor (ISCED 5A), master (ISCED 5A) and doctorate (following on from master programmes – ISCED 6).
  - Secondary vocational schools (střední odborné školy – SOŠ) provide education to school-leavers with a maturita certificate in three types of programmes: bachelor (ISCED 5A), master (ISCED 5A) and doctorate (following on from master programmes – ISCED 6). Typical age of students is 15 to 21 (for doctorate studies). Almost all VŠ have university status and are internally divided into faculties and branches preparing students for a wide range of highly specialised professions.

The Czech Republic

Structure

VET predominantly begins following completion of compulsory education at the age of 15. Schools providing VET at secondary and tertiary levels (ISCED 2-6) are distinguished by the level and field of education. The typical age of students at upper secondary level (ISCED 3) is about 15 to 19. There are the following types of vocational schools:
- Secondary technical schools (střední odborné školy – SOŠ) provide education to school-leavers with a secondary school leavers with a maturita certificate in three types of programmes: bachelor (ISCED 5A), master (ISCED 5A) and doctorate (following on from master programmes – ISCED 6). Typical age of students is 15 to 21 (for doctorate studies). Almost all VŠ have university status and are internally divided into faculties and branches preparing students for a wide range of highly specialised professions.

Financing and finalising an overall system of recognition.
- Raising the attractiveness of tertiary education. Traditionally higher education institutions (mostly universities) provided only five- to six-year programmes leading to a master or doctoral degree. In the 1990s the risk of splitting these programmes into bachelor and master programmes started. The share of higher education attainment in the population is quite low compared to other EU countries, but over the last decades the share of young people entering higher education has been growing significantly. This is partly due to development of bachelor studies (Bologna process).
- A new component: tertiary professional schools. Schools providing more practically-oriented tertiary education and closely linked to social partners were established in 1995. Rethinking their position within the system and their planned differentiation was the subject of policy discussions in 2008 and 2009.
- The first step to recognition of non-formal and informal learning. In 2007, a law on validation and recognition of the outcomes of CVET came into effect. The law makes it possible to acquire a generally recognised certificate for a specific professional competence regardless of how it was acquired.

Spotlight on VET

Some of the main challenges also expressed in political documents include:
- Maintaining and improving the quality and attractiveness of secondary vocational education. After political and economical changes in 1989 the close link of the secondary education and vocational education (VET) at all levels is no longer present, especially at the upper secondary level. The goal of the reform launched in 2005 and set to complete its follow-up programme and after passing a maturita examination (ISCED 3A), these students have two main tasks: to prepare students for a wide range of highly specialised professions.
- Completing curricular reform. The goal of the reform launched in 2005 and set to complete its follow-up programme and after passing a maturita examination (ISCED 3A), these students have two main tasks: to prepare students for a wide range of highly specialised professions.

The planned reform should improve participation, permeability, quality and financing of tertiary education.
- Virtual all (95%) who complete compulsory education continue studying at upper-secondary level. Among these students (79%) acquire a vocational qualification recognised by the labour market by the age of 17 to 18. Drop-outs of secondary schools are very low (3 to 4%).
- For tertiary education entry requirements, vocational programmes at ISCED 3A level are recognised as equivalent to general education in gymnasia. Graduates of lower tertiary-three vocational programmes at ISCED 3C level may undergo a two-year follow-up programme and after passing a maturita examination are able to apply for tertiary education.

Tertiary professional schools are very low (3 to 4%).
- Extending higher education. Higher education represents a substantial part of tertiary education. Traditionally, higher education institutions (mostly universities) provided only five- to six-year programmes leading to a master or doctoral degree. In the 1990s the risk of splitting these programmes into bachelor and master programmes started. The share of higher education attainment in the population is quite low compared to other EU countries, but over the last decades the share of young people entering higher education has been growing significantly. This is partly due to development of bachelor studies (Bologna process).
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- The first step to recognition of non-formal and informal learning. In 2007, a law on validation and recognition of the outcomes of CVET came into effect. The law makes it possible to acquire a generally recognised certificate for a specific professional competence regardless of how it was acquired. The planned reform should improve participation, permeability, quality and financing of tertiary education.
- Developing curricular reform. The goal of the reform launched in 2005 and set to complete its follow-up programme and after passing a maturita examination (ISCED 3A), these students have two main tasks: to prepare students for a wide range of highly specialised professions.
- Developing tertiary education. The planned reform should improve participation, permeability, quality and financing of tertiary education.
- Developing CVET as an integral part of lifelong learning. Cechian legislation regulating this sector should be set up to create a framework for quality assurance, financing and framing an overall system of recognition.
Czech Republic
Spotlight on VET

Youth education attainment level
Population aged 20-24 having completed at least upper secondary education (2006 and 2007, %)

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ISCED 0-2: Primary and lower secondary education
ISCED 3-4: Upper secondary and post-secondary education
ISCED 5-6: Tertiary education

Population aged 25-64 having completed at least upper secondary education (2000 and 2007, %)

Students in upper secondary education in selected European countries (2007, %)

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Population aged 20-24 having completed at least upper secondary education (2000 and 2007, %)

Enterprises providing any form of continuing vocational training % of all enterprises (2005)

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Further information


For further information, please contact Sylvie Bousquet, project coordinator.

We wish to thank Vlasta Čímová, Zdeňka Šímová, Hana Žáková and Zdeňka Matoušková for their valuable contribution.

This brochure focuses on some of the main aspects of vocational education and training in the Czech Republic and does not claim to be exhaustive.

Spotlight on VET

Czech Republic

Enquiries/Questions

Further information

Further information

Available from Internet:


Further information

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Education and training in figures

- **Youth education attainment level**
  - Population aged 25-64 having completed at least upper secondary education (2006)
  - Population aged 20-24 population educated at least to level 3.

- **Secondary education (2006)**
  - Educational attainment
  - % of all enterprises (2005)
  - Students in upper secondary education (2000 and 2007, %)
  - Enterprises providing any form of continuing vocational training

### Further information

- Act No. 301/2004 on pre-school, basic, secondary, tertiary professional and other education (the Education Act).

### Educational attainment

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- **Population aged 35-64** by ISCED level in the selected European countries (2007, %)

- **Further information**
  - UOE data collection on education systems, Eurostat database, 18.1.2009.

We wish to thank Vítka Cervenková, Zdeněk Šimůnec, Hans Žežele and Zdeněk Mátuvský for their valuable contribution.

For further information, please contact Sylvie Bousquet, project coordinator.
Spotlight on VET

Education and training in figures

Students in upper secondary education enrolled in vocational and general programmes in 2006 (2006 and 2007, %)

<table>
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<th>Country</th>
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Youth education attainment level, Population aged 20-24 having completed at least upper secondary education (2006 and 2007, %)

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Further information

Czech Republic

Spotlight on VET

The Czech education system in 2008/09

Characteristics

- Early choice. Pupils choose between general and vocational educational pathways after completion of compulsory schooling at upper secondary level at the age of 15.

- Virtually all (95%) who complete compulsory education continue studying at upper secondary level. Virtually all these students (97%) acquire a vocational qualification recognised by the labour market by the age of 17 to 19. Drop-outs of secondary schools are very low (2.4-4%).

- Opportunity to study at all levels. Each student finishing an upper secondary vocational programme has the opportunity to apply for a qualified job or to continue studies leading to a higher education degree. This increases the attractiveness of VET pathways.

- Extended higher education. Higher education represents a substantial part of tertiary education. Traditionally higher education institutions (mostly universities) provided only five- or six-year programmes leading to a master or doctorate degree. In the 1990s the process of splitting these programmes into bachelor and master programmes started. The share of higher education attainment in the population is quite low compared to other countries, but over the last decade the share of young people entering higher education has been growing significantly. This is partly due to development of bachelor studies (Bologna process).

- A new component: tertiary professional schools. Schools providing more practically-oriented tertiary education and closely linked to social partners were established in 1995. Rethinking their position within the system and their planned differentiation was the subject of policy discussions in 2008 and 2009.

- The first step to recognition of non-formal and informal learning. In 2007, a law on validation and recognition of the outcomes of CVET came into effect. The law makes it possible to acquire a generally recognised certificate for a specific professional competence regardless of how it was acquired.

Challenges

Some of the main challenges also expressed in political documents include:

- Maintaining and improving the quality and attractiveness of secondary vocational education. After political and economical changes in 1989 the close link between secondary VET and the production sector ceased. The current aim of VET policy is to establish new ways of cooperation between employers and VET institutions (tertiary professional education – ISCED SB).

- Extending the institutional framework. The first step to recognition of non-formal and informal learning. In 2007, a law on validation and recognition of the outcomes of CVET came into effect. The law makes it possible to acquire a generally recognised certificate for a specific professional competence regardless of how it was acquired.

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Tradition and modernisation

VET has always been a fundamental part of the Czech education system. Besides having a tradition of quality, it has developed intensively over the last decades. Key features include:

- diverse educational pathways with many choices and highly esteemed; long tradition and great opportunities in VET at all levels (including qualification for higher education); making VET very attractive;

- modernisation processes of VET: curricula development, quality assurance, support for esteemed universities providing highly specialised study programmes, carrying a tradition of quality, it has developed intensively over the last decades. Key features VET has always been a fundamental part of the Czech education system. Besides having a tradition of quality, it has developed intensively over the last decades. Key features include:

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