



ReferNet
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VET reform in Czechia

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CEDEFOP

European Centre for the Development
of Vocational Training



REFERNET CZECHIA

Innovation of the fields of study system

Background in strategy documents:

- **Strategy 2030+** (Roadmap of key measures for the period 2020-23 Innovation of the fields of study system' under the measure Modern and open VET with high added value, key action 1.1 Field revision and innovation of the system of fields of study)
- the **Long-term plan for education and the development of the education system of the Czech Republic 2019-23 and 2023-2027** – implementation documents of the Strategy.

Measures related to the innovation of the fields of study system will **result in an amendment to the Government Regulation No 211/2010 Coll.**, On the system of fields of study in basic, upper secondary and tertiary professional education. Document on transfer of individual fields prepared in March 2025.

Inspiration: VET in Europe 1995-2035. Scenarios for European VET in 21.century

Figure 17. Schematic representation of change in VET in Europe, for selected countries and country groups, 1995-2015

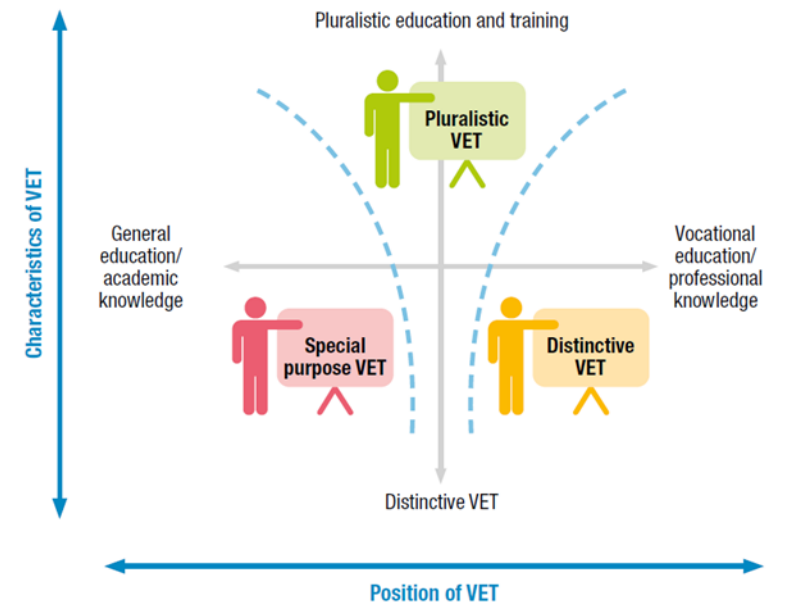


NB: Beginning of vector shows position in 1995, end of vector position in 2015; for more explanations see Section 4.2.

(*) Italy not included.

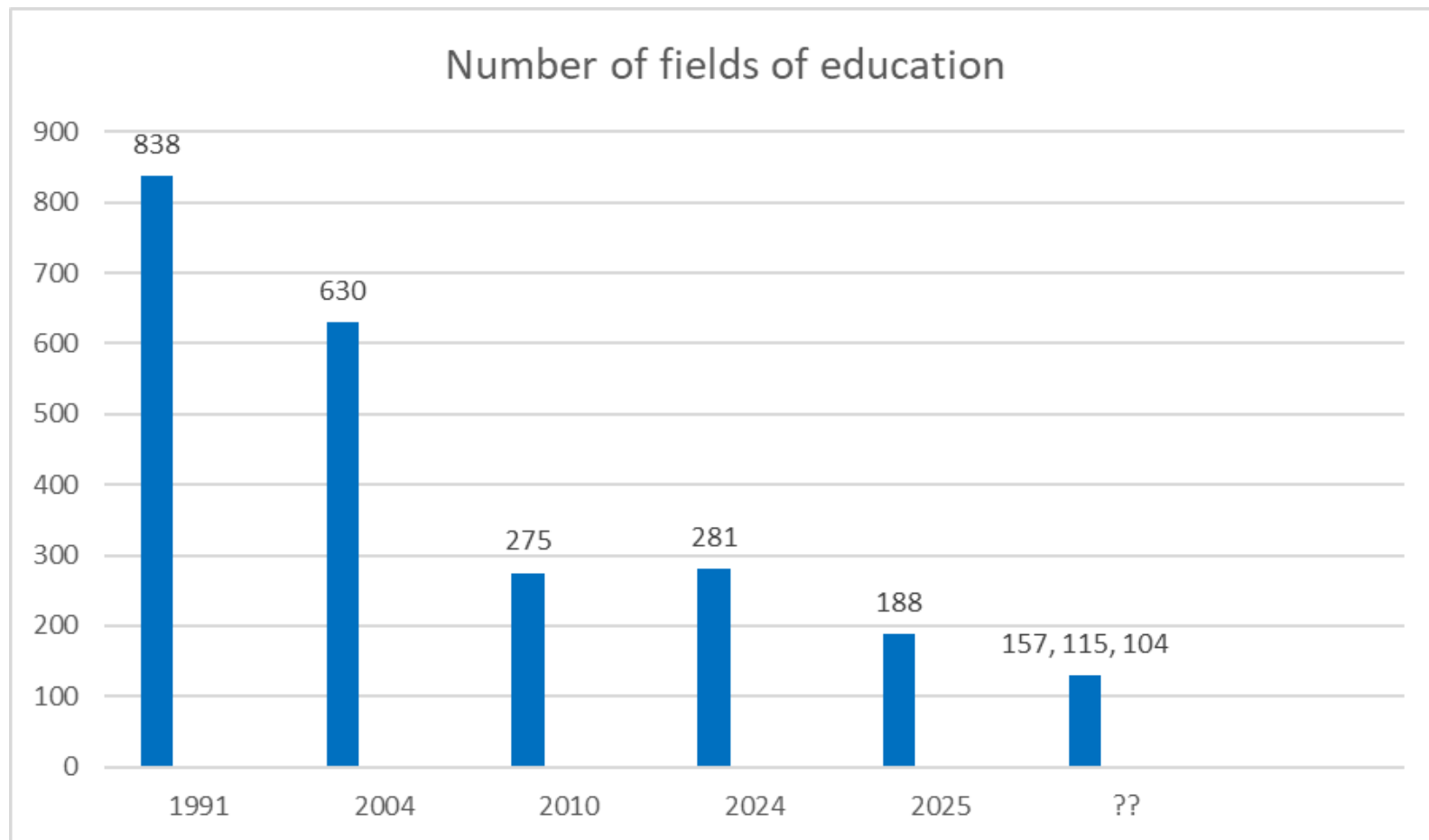
Source: Cedefop.

Figure 32. Three basic scenarios and their position in the two-dimensional model



Source: Cedefop.

Development in number of fields of education



Innovation of the fields of study system

➤ 5 expert platforms and working groups (since 2024)

representatives of schools, professional organisations and employers' associations were involved as members.

Platforms discussed proposals for a new VET system and looked for consensus.

Some schools did not support the changes suggested and wanted to keep the current system. After a series of discussions, however, most sectors supported the changes.

Preparatory phase:

Development of **analytical-conceptual studies for individual sectors**,
development of **qualification profiles better reflecting the LM needs**

National conference (October 2024),

nationwide public discussion started - feedback analysed and reflected

11 roundtables with experts organised

Innovation of the fields of study system

Even if the reforming process will lead to a total change of the structure, the priority is not to reduce the number of educational disciplines, but to **ensure that better match the real needs of the labour market.**

The goal is to create:

- **clear, simple, attractive, open, flexible and permeable** (both horizontal and vertical) **system** of VET fields of study
- **related fields of education on common professional basis** (e.g. cook and waiter) and to eliminate narrower fields to postpone early specialization
- IVET fields of education with better link fo further education (vocational and full vocational qualifications of the National Register of Qualifications)
- **Better link of the theory and practice**
- new system as a **result of a consensus of the relevant decision-making bodies and employers' representatives**

Innovation of the fields of study system

- to offer every student the opportunity to achieve an education that corresponds to the maximum of their personal dispositions and interests
- better match between the qualification obtained and the profession pursued
- many fields of education are inactive, students and their parents are not interested
- companies lack secondary education graduates with adequate qualification

- we follow trends in vocational education in Europe
- link IVET and CVET
- link secondary education with tertiary so that graduates have more opportunities to continue with professional development.

Update of VET curricula

Process started later than expected (2025): after announcement of approved framework curricula for basic education.

Phase 1:

Framework curricula for the new Lyceum programme (EQF 4) prepared and announced for pilot verification in October 2024 with 30 schools starting in September 2025.

framework curricula for fields of education with Maturita examination (start in 2025), other categories will be solved and discussed subsequently.

Methodological support for schools will be provided (school programmes will be structured modularly)

Increasing the qualification level of VET certificate (3 year programmes) from current EQF 3 to EQF 4

Preparation of missing EQF 5 (short cycle programmes) is discussed

Modernisation of VET curricula

The new VET curricula will be competency-based (competence pyramid) and through professional competences will **enable better integration of theory and practice**.

Key competences will be directly **embedded into the expected learning outcomes** in both the **general and vocational education**. **Also** basic literacy and cross-cutting themes will be prepared similarly.

The **general education component**, which is mandatory in the VET curriculum, will include in addition to the common part for a given level of education, **an application part related to the area or discipline**.

Modularly structured school curricula will allow schools to better tailor learning to specific needs of students, including those with special needs.

Methodological support is planned - in particular in the form of model schools but also other types of methodological support, such as seminars, webinars, individual consultations.

In 2025, the development of the first set of VET curricula will start (until the end of 2026). Public consultation and finalisation should take place in 2027, when VET curricula should be published.

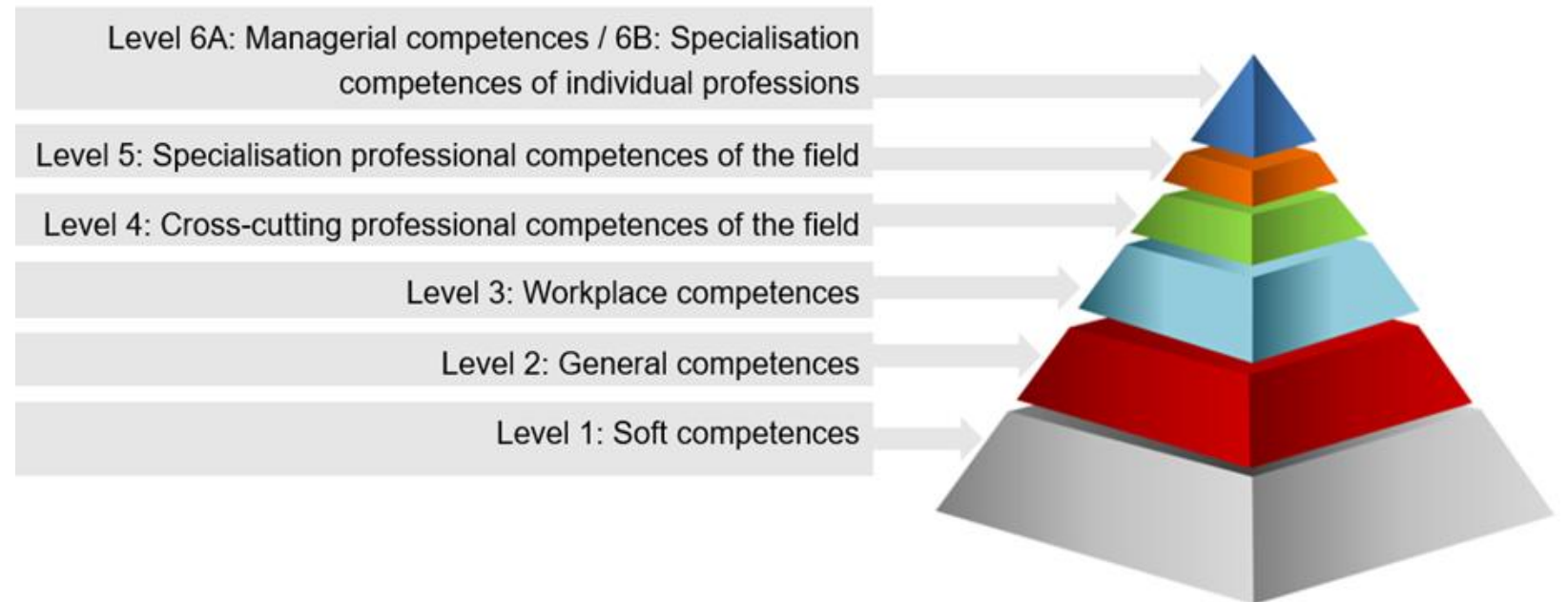
From 2029, schools would then be required to teach in accordance with the new curriculum.

Learners will have more time to make decisions about their focus, which will build on the common vocational basis for some fields of education.

Competence pyramid

STRUCTURE OF COMPETENCE PYRAMIDS

Data structure: levels / blocks / clusters / competences



Thank you