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National VET policy developments 2023-24

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A great deal of additional information on the European Union is available on the internet. It can be accessed through the Europa server (https://european-union.europa.eu/).

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1. Introduction

This policy brief produced by Cedefop presents a snapshot of vocational education and training (VET) policy developments in Czechia between 2020 and the end of 2024. It presents the context and the challenges the country faces, and a selection of the latest VET-related statistics. At the time of drafting this policy brief, the Czech National Implementation Plan (NIP) was still pending. Therefore, this policy brief focuses on Czechia's national priorities until 2025, as outlined in key strategic documents, including the Strategy for Education Policy of the Czech Republic until 2030+ (Strategy 2030+) and the Long-Term Plan for Education and the Development of the Education System of the Czech Republic (covering the periods 2019-23 and 2023-27). This VET policy brief contributes to shaping new EU priorities in VET as of 2026 and informing the mid-term evaluation of the Council Recommendation on VET.

2. National VET context and challenges

2.1 National VET context

Vocational education and training play a significant role in the Czech education system, particularly at the upper secondary level. In 2023, 73.1% of all upper secondary learners participated in initial vocational education and training (IVET) programmes, reflecting the importance of IVET for labour market preparation. Historically, VET has consistently been a fundamental component of the Czech education pathway and is highly recognised for its immediate employability, with most learners acquiring a vocational qualification recognised by the labour market by the age of 19 (Cedefop & National Pedagogical Institute of the Czech Republic, 2023).

VET governance includes both centralised and regional responsibilities. The Ministry of Education, Youth and Sports oversees VET policy, curricula, and quality standards nationwide, and develops the national education strategy. It also has authority over higher education institutions, which operate with significant academic autonomy. Other ministries – such as Labour, Health, and the Interior – manage retraining programmes, health staff training, and course accreditation for public administration staff. At the regional level, self-governing bodies – the regional assemblies and regional councils – play a key role. They oversee about 68.7% of upper secondary VET schools and 64% of tertiary professional schools, including decisions on their number, structure, quality and funding. Regional offices draft regional development plans and allocate funding. School heads have a high degree of autonomy to design school curricula (based on national curricula), ensure pedagogical quality, manage staff, and use resources efficiently. School councils, with representatives from staff, parents, and students, provide consultative input. Social partners – employers, trade unions, and sector organisations – participate in curriculum development, assessment committees, the development of final examinations, and in setting occupational standards. Increasing employer involvement in VET is a national priority (Cedefop & National Pedagogical Institute of the Czech Republic, 2023; Kaňáková, 2024).

Czechia offers VET programmes across lower secondary, upper secondary and tertiary levels. Lower secondary IVET programmes usually last two years and are designed mainly for learners with special educational needs, concluding with a final exam or VET certificate. Upper

secondary VET programmes typically span three or four years. Three-year programmes at EQF level 3 lead to VET certificates and facilitate immediate employment in manual occupations, while four-year programmes at EQF level 4 prepare students for skilled roles or higher education.

Although Czechia does not have a formal apprenticeship system ('dual system') and IVET is mostly school-based, mandatory practical work-based training and placements are integrated into the curriculum of upper secondary VET programmes, with 13-55% of instruction time dedicated to practical training. Elements of dual VET were piloted in selected partnerships between schools and companies in four out of 14 regions, but the pilot concluded in 2022.

At tertiary level, vocational study programmes are offered by both higher education institutions (*VŠ*) and tertiary professional schools (*VOŠ*). (Cedefop & National Pedagogical Institute of the Czech Republic, 2023; Kaňáková, 2024).

Adults in Czechia can participate in school-based VET programmes. Continuing vocational education and training (CVET) provided outside the formal education system supports lifelong learning through various programmes. The recognition of prior learning enables validation of non-formal and informal learning outcomes, facilitating skilled adult mobility. While the overall system remains semi-regulated, participation and funding sources vary, and many programmes are tailored to labour market needs, often involving cooperation with employers and sectoral bodies (Cedefop & National Pedagogical Institute of the Czech Republic, 2023; Kaňáková, 2024).

2.2 Challenges

Czechia's VET system faces several challenges that impact its potential to effectively contribute to economic and social well-being. These challenges include difficulties in adapting to rapidly evolving labour market needs, persistent inequalities that hinder opportunities for vulnerable groups, a lack of flexibility in training pathways, and concerns related to the overall quality and relevance of VET programmes, further compounded by the ageing of pedagogical staff.

One of the main challenges within Czechia's VET system is the lack of sufficient adaptability to labour market needs. Despite a tight labour market, signaled by a 2.6% unemployment rate and an 81.7% employment rate in 2023, a continuous shortage of workers persists and hampers economic growth and competitiveness. This issue is expected to intensify as the population ages, further reducing the supply of available workers. Within this context, firms identify shortages of skilled staff as a major investment barrier, particularly in digital fields, where a lack of ICT specialists is slowing the digital transformation of Czech businesses (European Commission, 2024).

Skills shortages also affect the VET system itself. Nearly half (47.8%) of vocational school staff are over 50 and approaching retirement, while shortages in key subject areas such as mathematics threaten the relevance and quality of education. Existing VET study fields are often overly specialised and not sufficiently aligned with the rapidly evolving demands of the labour market. To address these interconnected challenges, it is crucial to strengthen the role of social partners in shaping curricula and delivering training. Measures are needed to promote the school-to-work transition of graduates and to link the VET system more directly to the world

of work (Cedefop & National Pedagogical Institute of the Czech Republic, 2024; European Commission, 2024).

Another persisting challenge in VET concerns disparities of educational outcomes by socio-economic status. These outcomes are most apparent in disadvantaged students, who are falling behind their peers (De Pace, 2025). While Czechs possess strong skills overall, as evidenced by consistently outperforming the OECD average in PISA assessments since 2012 (De Pace, 2025), these scores mask significant inequalities. PISA 2022 data reveal that disadvantaged students in the Czech Republic are falling further behind their advantaged peers than in most OECD countries (De Pace, 2025). Roma children face increased segregation in schools, likely worsening these inequalities (European Commission, 2024). In addition to segregation, challenges also exist in integrating Ukrainian refugees, who face language and qualification barriers that limit their access to jobs, with more than 50% of them being employed in less qualified positions than the ones they used to hold in Ukraine (European Commission, 2024; OECD, 2023).

Despite several projects aiming to address labour skills mismatches, Czechia still lacks a comprehensive system at the national level. This gap in support and structure limits the flexibility of VET programmes to respond to evolving labour market needs and prevents the development of qualifications that match the rapid pace of change. Linking IVET programmes with relevant qualifications in the National register of qualifications (NSK) would help increase responsiveness and flexibility to labour market demands (Cedefop & National Pedagogical Institute of the Czech Republic, 2024).

3. National VET policy priorities

Czechia's VET policies are primarily shaped by two key strategic documents: the Long-term Development Plan for Education and the Education System (spanning 2019-23 and 2023-27) and the Strategy for the Education Policy of the Czech Republic up to 2030+ (Strategy 2030+). These strategic documents guide the development of VET, with the Long-Term Plans serving as more specific implementation documents that guide regional efforts to improve VET. Key goals include creating a quality, inclusive, and flexible VET system, supporting skilled pedagogical staff, and modernising VET by innovating study fields and improving practical training.

The Strategy 2030+, adopted in 2020, sets out the modernisation of the Czech education system by responding to long-term technological changes and addressing sector-specific shortcomings. The accompanying roadmap involves modifications to the content, methods, and assessment of education. Priorities include more adaptable curricula, greater collaboration across disciplines, smoother transitions between education levels, and a more equitable education system that supports every student's potential. The strategy also focuses on equity in access to quality education, specifically strengthening support for each student and reducing early leaving from education and training.

These strategic documents suggest the following overarching priority lines:

(a) Modernising VET for labour market needs
(b) Ensuring inclusive and equitable VET

(c) Promoting VET flexibility and progression
(d) Enhancing VET quality and relevance

The measures set out by the national strategic documents align with the priorities outlined in the Council Recommendation on VET (Council of the European Union, 2020a) and the Osnabrück Declaration (Council of the European Union, 2020b).

4. Main policy developments and progress 2020-24

4.1 Modernising VET for labour market needs

Czechia is modernising its VET system to better align with evolving labour market demands through a range of initiatives. These include: mapping future labour market competences to inform updates to the National Register of Occupations and Qualifications; streamlining and innovating VET study fields to create a more adaptable and relevant system; modernising IT curricula to equip students with essential digital skills in response to technological advancements and the rise of AI; introducing a simplified pathway for VET instructor qualification to attract experienced professionals from industry; and piloting dual education models to enhance practical experience through work-based learning.

While the Czech Republic has one of the highest industry shares in total GDP among EU countries, the fourth industrial revolution necessitates flexible adjustments to its system of competences. In response, the Competence 4.0 project (2019-22) aimed to modernise VET to better align with evolving labour market needs. The project built on international studies and best practices, including examples from Denmark, Germany, and Austria. Led by the Ministry of Industry and Social Affairs, it focused on mapping future competences across ten key sectors, including electromobility, logistics, and ICT. A key outcome was the development of two tools: the New Skills Monitor, which identified over 1 700 new skills and created 20 sample profiles of modern occupations, and competence pyramids – a hierarchical model of skills ranging from basic knowledge to specialised expertise. These outputs inform updates to the National Register of Occupations and Qualifications and guide upskilling and reskilling programmes. This initiative contributes to the Czech Republic's Strategy 2030+ (Cedefop & ReferNet, 2025; Kaňáková, 2024; ReferNet Czechia & Cedefop, 2023a).

Czechia has also undertaken a comprehensive innovation of its VET study fields system to further enhance its responsiveness to labour market demands. Recognising that the existing system includes both relevant and obsolete programmes, the aim is to create a streamlined, more adaptable system with a reduced number of study fields (120-150 from the current 281). This involves focusing on broader professional foundations, postponing early specialisation, and better aligning study fields with the needs of employers. Since 2023, experts have been actively involved in designing these innovations, drawing on insights from the Competence 4.0 project and considering legislation and frameworks such as the National Register of Qualifications. The National Pedagogical Institute (NPI) collaborated closely with Competence 4.0, integrating project findings into modernised VET curricula. While the update of the system of VET study fields is still under progress, six new VET fields were already formulated, including game developer and mechatronics technician (Cedefop & ReferNet, 2025; Kaňáková, 2024; ReferNet Czechia & Cedefop, 2023a).

In response to rapid technological advancements and the emergence of AI, Czechia is modernising its VET system through updated IT curricula. The minister of education issued a regulation in 2023 amending the framework curricula for upper secondary VET in information technology. This revision, underpinned by the Digital Education Strategy 2020 and the Strategy 2030+, introduces a new concept of IT education and digital competence, along with the cross-cutting topic of 'Man in a digital world'. IT education will be further developed in both vocational and general education at the upper secondary level. These changes, which follow modifications to the Framework Educational Programmes for primary education and secondary VET schools, complete the curriculum modernisation process in its general education component. This embeds the new concept of ICT and harmonises ICT across secondary vocational and general education. Additionally, since 2023, schools have had access to funding from the Recovery and Resilience Facility (RRF) to improve their connectivity, acquire advanced digital teaching resources, and to address the digital divide among their students. The new ICT curriculum was scheduled for adoption across all grades by September 2025 (Kaňáková, 2024; Cedefop & ReferNet, 2025).

To better align VET with the needs of the labour market and technological advancements, Czechia explored and piloted dual education models as part of its goals set out in the Strategy 2030+. Recognising the importance of practical experience in real work environments, the Strategy 2030+ supports a modified dual education system that utilises voluntary cooperation between schools and companies. Since 2018, the education ministry has piloted elements of dual training in cooperation with VET schools and companies. A key focus has been developing nationally agreed models of cooperation to be anchored in legislation. Based on the pilot phase completed in 2022, the education ministry has been preparing an amendment to the Education Act since 2023, which will include provisions for implementing dual education. These efforts aim to increase the share of instruction delivered in partnership with employers (Cedefop & ReferNet, 2025; Kaňáková, 2024; ReferNet Czechia & Cedefop, 2021).

To modernise its VET system and better meet the needs of the labour market, Czechia has implemented changes to how VET teachers are qualified. A key development was the 2023 amendment to the Act on Pedagogical Staff, the result of a legislative process since 2017. This change allows experienced professionals to become qualified 'Vocational Training Instructors' via the National Register of Qualifications, even without a traditional teaching degree. To enrol in this newly introduced VET programme, candidates must be graduates of an upper secondary programme with either a Maturita or a VET certificate. However, to teach vocational subjects in VET schools, practitioners and professionals must now have qualifications relevant to what they teach, and at least five years of practical experience in that field. This change aims to bring up-to-date industry knowledge and practical skills directly into the classroom, ensuring VET programmes reflect current workplace demands. (Kaňáková, 2024; ReferNet Czechia & Cedefop, 2023c; Cedefop & ReferNet, 2025).

4.2 Ensuring inclusive and equitable VET

To promote inclusive and equitable VET, Czechia is implementing measures focused on supporting students with special educational needs and addressing social disadvantage. These include legally guaranteeing targeted support for students with special needs, creating

new staff positions like school logopaedists, institutionalising school psychologist and special educator roles, and strengthening the competences of pedagogical staff in working with socially disadvantaged pupils.

As part of its commitment to inclusivity and equity in VET, Czechia is focusing on supporting pedagogical staff in effectively educating students with special educational needs. In alignment with the Strategy 2030+, which aims to change the system of continuing professional development (CPD) of pedagogical staff and create minimum standards for specialised positions, since 2016, an amendment to the School Act has legally guaranteed targeted support for teaching special educational needs learners, providing schools with additional funding for necessary measures. The 2023 amendment to the Education Act added a new school logopaedist category to teaching staff positions. The second call of the Operational Programme Jan Amos Komenský (OP JAK), running from September 2024 to November 2025, aims to institutionalise school psychologist and special educator support positions, specifically in secondary schools and conservatories, building on similar support already established in primary schools. Additionally, the project, 'Support of equal opportunities (2022-26)', focuses on strengthening the competences of pedagogical staff in working with socially disadvantaged learners and tests the role of social pedagogues in schools. Additionally, the NPI is assessing how schools utilise social pedagogue positions and is working to design a funding system based on a socioeconomic disadvantage index, to better target resources to schools with the greatest needs. The NPI has also developed methodological materials designed for the professional development of pedagogical staff working with disadvantaged students in mainstream education, focusing on principles for working in heterogeneous classrooms (Cedefop & ReferNet, 2025; Kaňáková, 2024).

4.3 Promoting VET flexibility and progression

Czechia is working to make its VET system more flexible by promoting modularised school programmes, and by launching an innovative online platform to develop adult education and promote digital competences.

As part of its efforts to enhance flexibility and progression within the VET system, Czechia has been actively promoting the use of modularised school educational programmes. This approach, supported by the Strategy 2030+, aims to create more flexible educational pathways and enable quicker responses to labour market demands within educational programmes. Building on the work of the MOV project (2017-2020), which developed educational modules for VET, Czechia is now focused on implementing and expanding the use of modular curricula. While schools have the option to structure their programmes in a modular format, uptake remains limited. To address this, the EQAVET project (2023-2026) is mapping and describing the conditions and requirements for creating quality modularised school educational programmes, including case studies of eight upper secondary VET schools. The goal is to create a system where students can be tested on individual modules independently, allowing them to repeat only the specific module they failed, and facilitating the recognition of prior learning (Cedefop & ReferNet, 2025; Kaňáková, 2024; ReferNet Czechia & Cedefop, 2023a).

To broaden access to skills development opportunities, particularly in the digital field, and

to support lifelong learning for all adults, including those already employed, Czechia has launched an innovative online platform in early 2023 known as the 'Database of re-training and further training courses' or 'e-shop'. This platform, financed under the National Recovery and Resilience Plan, aims to develop adult education and promote digital competences, integrating traditional accredited retraining courses (covered by the Labour Office), so called retraining courses by choice and newly introduced re-training courses specifically focused on digital and Industry 4.0 skills (costs up to CZK 50 000 (approximately EUR 2 130) covered by the Labour Office for both). Open to any citizen over 18, the e-shop serves as a communication platform for training providers, the Labour Office, and clients, enabling online administration and a massive public information campaign to encourage citizens to apply for training. While providers offering digital and Industry 4.0 re-training courses need not undergo an accreditation process, they must meet minimal requirements to ensure quality (Cedefop & ReferNet, 2025; ReferNet Czechia & Cedefop, 2023b).

4.4 Enhancing VET quality and relevance

To enhance the quality and relevance of VET, Czechia has been undertaking several measures: establishing quality standards for practical training in companies and schools alongside developing tools for measuring achievements; advancing the Maturita exam by testing competence-based evaluation methods and piloting a system to recognise international ICT certificates; creating a competence framework for teacher graduates, and supporting new teachers through adaptation periods and mentoring; and launching new initiatives to support the professional development of headteachers.

Czechia has focused on improving the quality and conditions of practical training in both company and school settings. VET school headteachers are solely responsible for practical training, but they often have limited influence over its quality in workplace environments. To address this, the Ministry of Education, Youth and Sports has been developing quality standards designed to motivate employers. As outlined in the Strategy 2030+, these efforts aim to strengthen links between companies and schools and foster high-quality training. The National Pedagogical Institute (NPI) has created a standard framework for training, drawing on elements from both the European Quality Assurance Framework (EQAVET) and the European Framework for Quality and Effective Apprenticeships, which defines the processes and quality criteria for the model. This standard is intended to guide and encourage workplaces to provide quality training. Building on this, the NPI has introduced an evaluation tool that enables schools and employers to assess their achievements. There are plans to turn this tool into an electronic platform by 2025, making it more user-friendly and allowing for achievement comparisons. Two checklists with quality criteria and conditions for practical training—one for schools and one for employers—are also available (Cedefop & ReferNet, 2025; Kaňáková, 2024).

As part of its Strategy 2030+ to align evaluation with the competence-based model of education, Czechia has been piloting a new concept for the Maturita exam in upper secondary VET programmes since September 2021. This initiative, linking to the profile part ([1]) of

([1]) The Czech Maturita exam has two components: a state-administered part and a 'profile part,' which is specific to each school's vocational programme. The profile part, designed and evaluated by

Maturita, aims to shift away from assessing partial learning outcomes towards a more competence-based model. The pilot involves a comprehensive graduation thesis, where students demonstrate their ability to apply knowledge to solve complex, real-world tasks and defend their work competently. Upper secondary VET schools participating in the education ministry's pilot are testing this exam, which encourages the application of knowledge rather than memorisation, mirroring workplace demands. With 13 schools participating by 2023, the pilot aims to evaluate the graduation thesis as an alternative tool for evaluating competences in VET programmes. The outcome will inform decisions about potentially expanding the graduation thesis as a standard alternative in the existing Maturita exam (Kaňáková, 2024; ReferNet Czechia & Cedefop 2022a).

Czechia has been piloting a system for recognising international ICT certificates in the profile part of the Maturita exam since October 2020. The pilot aims to assess how effective these certificates are as evidence of students' knowledge and digital competences. Headteachers are responsible for deciding which internationally recognised certificates align with their school's curriculum and can be accepted. As of the 2023/24 school year, eligible certificates include those from Autodesk, Cisco, Microsoft, ECDL/ICDL, Oracle, and Solidworks. The use of these certificates has been piloted across 13 VET fields of study. Success rates have been higher among students who presented international certificates, encouraging more schools to participate in the scheme. Schools view certificate recognition as adding value and improving the employability of their students. A draft amendment to the Education Act introduced in July 2023 proposes expanding the recognition of international ICT certificates. The amendment would enable recognition of all certificates obtained during the course of studies, not just those earned shortly before the Maturita exam. At present, only schools in the pilot programme can offer this broader recognition, but the pilot has been extended to September 2025. By the 2023/24 school year, the number of participating schools more than doubled to 44, with most (33) being VET schools. Through validating these external certifications, Czechia is aligning its VET system with international standards and helping students gain valuable, marketable skills (Cedefop & ReferNet, 2025; Kaňáková, 2024; ReferNet Czechia & Cedefop, 2024).

The Czech Republic's Strategy 2030+ prioritises supporting teaching staff and improving the quality of pedagogical work. Reflecting this commitment, Czechia created a Competence Framework for Teacher Graduates in 2023. This framework, developed through collaboration between teacher training faculties and the education ministry, outlines the professional competences that every graduate of a teacher qualification programme should possess. Intended as a guide for teacher education faculties to improve training quality, meeting each of its sub-competences is not mandatory. Building on these efforts, the 2023 amendment to the Act on Pedagogical Staff also established a two-year adaptation period for new teachers, with support from experienced 'induction teachers' who provide guidance and mentoring. Furthermore, a pilot programme for 'accompanying teachers' aims to improve the quality of practical training for student teachers and strengthen ties between universities and schools (Kaňáková, 2024; ReferNet Czechia & Cedefop, 2023c; Cedefop & ReferNet, 2025).

each school, includes at least two compulsory examinations, with one in the form of a practical exam or graduation thesis.

As part of its Strategy 2030+ to strengthen the role of headteachers as leaders of the pedagogical process and the overall quality of VET, Czechia has launched new initiatives to support their professional development. Recognising that headteachers require a diverse skillset, the NPI launched a 2-year pilot programme, the 250-hour 'School Leader' in May 2022. In Czechia's decentralised education system, which ranks among the highest in the EU in terms of school autonomy ([2]), headteachers face particularly high levels of stress due to their heavy workloads and administrative responsibilities. This demanding role is reflected in the limited interest in becoming a headteacher. To address this, the NPI's programme provides training in basic legislation, labour law, finance, and the development of pedagogical leadership skills, with an emphasis on mentoring from senior teachers. By providing targeted support, Czechia aims to empower headteachers to effectively manage their schools, improve teaching quality, and enhance the learning outcomes for all students (Cedefop & ReferNet, 2025; Kaňáková, 2024; ReferNet Czechia & Cedefop, 2022b).

5. Statistical information in relation to EU targets

Czechia demonstrates mixed progress in achieving EU targets related to VET and skills development. While the country shows positive trends in graduate employment, or basic digital skills of the population, it faces challenges in aligning with European benchmarks in adult learning participation, or work-based learning opportunities to students.

A notable strength is the employment rate of recent IVET graduates (20-34-year-olds), which has shown substantial improvement, increasing from 81.5% in 2015 to 88.3% in 2024, surpassing both the EU average of 80% and the Council Recommendation on VET's target of 82% by 2025. This progress underscores Czechia's efforts to strengthen the labour market relevance of VET through initiatives like modernising VET curricula, innovating the system of study fields, and competence-based assessment in the Maturita. These efforts are also reflected in a strong overall employment rate of 82.3% for 20-64-year-olds in 2024, significantly higher than the EU average of 75.8% and the EU target of at least 78% by 2030.

Czechia has made progress in reducing the NEET (young people not in employment, education or training) rate among 15-29-year-olds, decreasing from 12.9% in 2010 to 8.6% in 2024. It is significantly below the EU average of 11% and below the European Pillar of Social Rights Action Plan target of below 9% by 2030.

Despite a relatively low rate of early leavers from education and training in Czechia (5.4% in 2024, below the EU average of 9.3% and the 2030 target of below 9%), a fluctuating and slightly increasing trend over the past 15 years underscores the importance of Czechia's measures for addressing the underlying socio-economic factors that can lead to student dropping out as well as support measures for special educational needs.

However, Czechia faces a significant challenge in fostering a lifelong learning culture. With only 21.2% of adults (25-64-year-olds) participating in learning experiences within the last 12 months (compared to an EU average of 39.5%), and a declining trend since 2011, Czechia is far from reaching the 2025 EU target of 47% set by the European Education Area. To address this issue, Czechia is implementing a new active employment policy instrument

([2]) In 2018 Czechia ranked second among EU countries in terms of school autonomy (OECD, 2018).

funded by the RRF. The ‘e-shop’ offers contributions towards digital education courses, supporting the development of digital skills and skills relevant to Industry 4.0.

69.1% of the Czech population (16-74-year-olds) has at least basic digital skills, which is significantly above the EU average of 56%, and nearly reaching the Skills Agenda's 2025 target of 70%. However, a shortage of ICT specialists is hindering the digital transformation of the economy. The share of ICT specialists as a proportion of total employment is below the EU average (4.5% versus 5.0% in 2024), and women are significantly underrepresented, accounting for only 13% of ICT specialists in 2024, below the EU’s 19.5% (European Commission, 2024; European Commission, 2025). To address this challenge, ongoing VET curricula reforms (supported by the Recovery and Resilience Facility - RRF) aim to stimulate interest in advanced digital technologies.

Work-based learning remains an area of concern in Czechia. In 2024, only 13.4% of recent IVET graduates (20-34-year-olds) had gained work-based experience, significantly below the EU average of 65.3%. This low share, among the lowest in the EU-27, has also shown a declining trend since 2021, when it stood at 21.2%. This decline underscores the importance of the goal outlined in Czechia’s Strategy 2030+ and Long-term development plans to strengthen school-company partnerships.

In contrast, Czechia performs relatively well in terms of learners in IVET who benefitted from a learning mobility abroad. In 2021, 3.6% of IVET learners participated in learning mobility programmes, an increase from 1.2% in 2020 and above the EU average of 2.1%. While still short of the Council Recommendation targets of 8% by 2025 and 12% by 2030, this positive trend indicates progress in promoting international learning experiences.

Table 1. **European vocational education and training policy dashboard: Hungary**

Type of indicator ([3])	Indicator	Last available year	HU	EU-27	Policy Document	EU target (year)
VET for developing a lifelong learning culture						
Progress	Adults (25-64 year-olds) with a learning experience in the last 12 months (%)*	2022	62.2	39.5	Skills Agenda	50% (2025)
					Council Resolution on EEA	47% (2025)
					ESPR Action Plan	60% (2030)
Progress	Low-qualified adults with a learning experience in the last 12 months (%)(*)	2022	42.1	18.4	Skills Agenda	30% (2025)
Progress	Unemployed adults with a learning experience in the last 4 weeks (%)	2024	3.3	15.3	Skills Agenda	20% (2025)
Context	Employment rate for 20-64 year-olds (%)	2024	81.1	75.8	ESPR Action Plan	78% (2030)
Context	Early leavers from education and training (%)	2024	10.3	9.3	Council Resolution on EEA	<9% (2030)
Context	NEET rate for 15-29 year-olds (%)	2024	10.9	11.0	ESPR Action Plan	9% (2030)
VET for Resilience, transitions, sustainability and excellence						
Progress	Adults (16-74 year-olds) with at least basic digital skills (%)	2023	58.9	55.6	Skills Agenda	70% (2025)
					ESPR Action Plan	80% (2030)
Progress	Employment rate for recent IVET graduates (20-34 year-olds) (%)	2024	84.2	80.0	Council Rec on VET	82% (2025)
Progress	Recent IVET graduates (20-34 year-olds) with a work-based learning experience as part of their vocational education and training (%)	2024	43.1	65.3	Council Rec on VET	60% (2025)
					Council Resolution on EEA	
Context	25-34 year-olds with tertiary attainment (%)	2024	32.3	44.2	Council Resolution on EEA	45% (2025)
Context	Gender employment gap (%)	2024	7.9	10.0	ESPR Action Plan	To be halved (2030)
Context	People at risk of poverty or social exclusion (1000s)	2024	1914	93 333	ESPR Action Plan	15 million decrease (2030)
Context	Employed ICT specialists (1000s)	2024	211.1[e]	10273.6[e]	2030 Digital Compass	20 million, with convergence between men and women (2030)
VET for the European Education Area						
Progress	Learners in IVET who benefitted from a learning mobility abroad (%)**	2021	0.2	2.1[dv]	Council Rec on VET	8% (2025)
					Skills Agenda	
					Council Rec Europe on the Move	12% (2030)
Context	Average number of foreign languages learned in IVET	2023	1	1.2[d]		

Available flags: b – break in time series, d – definition differs, e – estimated, u – low reliability, V – Cedefop estimate.

* *Eurostat data (Adult Education Survey, special calculation excluding guided on-the-job training).*
** *Provisional estimates affected by the Covid19 pandemic*

Source: Cedefop. (n.d.). European VET policy dashboard.

([3]) Definitions on the type of indicators are available.

6. Conclusion

Czechia's priorities outlined in its national strategic documents, such as the Strategy 2030+ and Long-Term Plans, in line with EU priorities for VET, progressed significantly between 2020 and 2024. These priorities include modernising VET for labour market needs, ensuring inclusive and equitable VET, promoting VET flexibility and progression, and enhancing VET quality and relevance.

Czechia's Strategy 2030+ and Long-Term Plans set out measures to better align the VET system with evolving labour market needs. To implement these, Czechia has undertaken projects to map future skills and update the National Registers of Occupations and Qualifications, and also to streamline VET study fields, creating a more adaptable system. While six new fields have been formulated, the system update is still in progress. Additionally, progress has been made to modernise IT curricula to address digitalisation and AI; this measure has included improving resources in schools and implementing new standards. Another focus has been on introducing a simplified pathway for VET instructor qualification to attract experienced professionals into teaching. However, work-based learning through dual education models has been challenging, with progress made in creating standards for practical training, but progress being still slow on improved school-company partnerships.

As part of the Strategy 2030+ and the Long-Term Plans, Czechia has been implementing measures to ensure inclusive and equitable VET, with a focus on supporting students with special educational needs and addressing social disadvantage. To achieve this, the government is creating new staff positions, such as school logopaedists, for which the Education Act was amended in 2023, and intends to institutionalise school psychologist and special educator roles, following plans to create minimum standards for specialist positions. As part of these implementations, calls for applications for Operational Programme Jan Amos Komenský have been made in 2024 and 2025. Finally, projects like ‘Support of equal opportunities’ are strengthening the competences of pedagogical staff in working with socially disadvantaged pupils, including using social pedagogue positions, and now, efforts are also underway by NPI to design a more effective funding system that is based on a socioeconomic disadvantage index. By ensuring that schools have the resources and expertise to support all learners, Czechia is working to reduce inequalities in access to quality VET.

Czechia is actively working to enhance the flexibility of its VET system through the promotion of modularised school programmes. Supported by the EQAVET project (2023-2026), the aim is to enable schools to offer a system where students can be tested on individual modules, thereby improving flexibility and aiding the recognition of prior learning. However, the uptake of modularised programmes is still limited, and further implementation efforts are needed. In parallel, Czechia is committed to fostering lifelong learning by enhancing access to training opportunities for adults. To this end, the country has launched the 'e-shop' platform to boost adult education and digital competence, addressing the need to upskill citizens through increased access to opportunities.

As part of Czechia's Strategy 2030+ and Long-Term Plan which emphasise quality, several measures are underway: the government is actively working on strengthening co-operation between employers and schools by developing quality standards for practical training and by providing tools and guidelines to improve the measurement of achievements.

In assessment, a new evaluation system is being piloted for the Maturita exam, moving the focus towards real-world competences — this pilot aims to guide future decisions on wider adoption of competence-based evaluation and qualification methods. In parallel, a system for recognising international ICT certificates within the Maturita exam is being piloted and gradually extended to more schools, with legislative changes proposed to further broaden recognition, in line with the Strategy's commitment to modernising assessment and certification. Supporting teaching quality, the government established a Competence Framework for Teacher Graduates in 2023, setting minimum standards and providing additional support for new teachers through induction and mentoring programmes. Lastly, to reinforce school leadership in line with strategic goals, a two-year pilot called "School Leader" was launched in May 2022 to provide headteachers with specialist training in leadership and management skills.

7. References

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