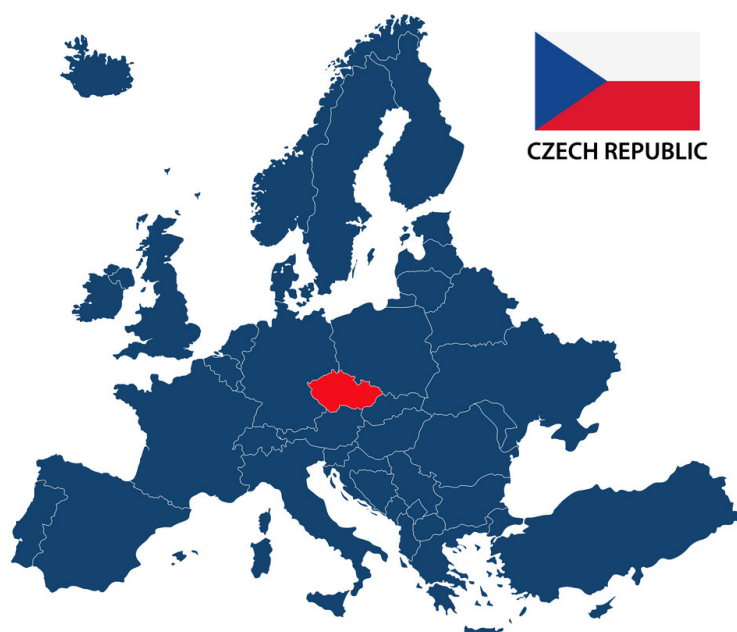


National report of the Czech Republic

I. Introduction

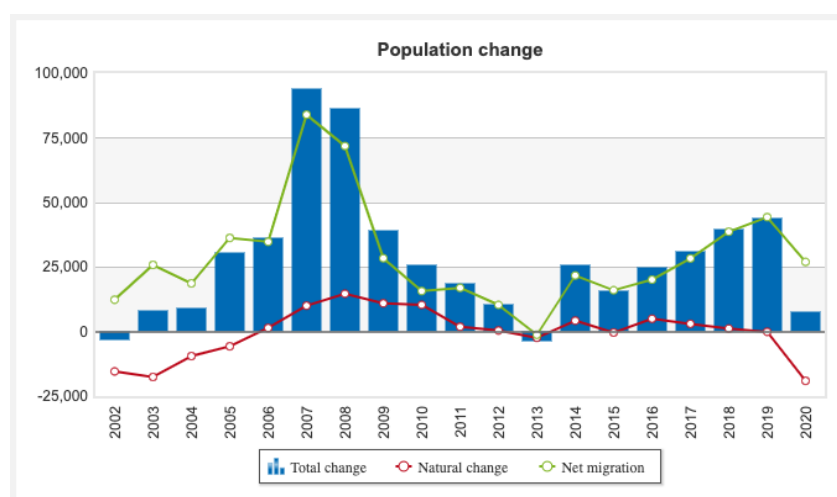


In the words of the [European Commission](#), the Czech Republic (Česká republika - CZ) can be defined as “a small advanced country”, which is located in the very heart of Europe. More precisely, the Czech Republic also called Czechia, is a landlocked country of Central Europe that shares its borders with 4 countries: Germany, Poland to the North, and Slovakia and Austria to the South.

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Population

The population of the Czech Republic was **10 682 029** on 30 September 2021 ([Public database CZSO](#)). The capital (Prague) has 1 million 331,5 thousand inhabitants (30 September 2020).



The slight growth of the population observed in recent years is mainly thanks to the positive net migration rate (dominantly from Ukraine and Slovakia), alongside a slight natural population increase. As regards ethnicity in the country, the majority of the 10.682 million inhabitants are Czech (63,7%), translating to 6.7 million people. As of 2013, fourteen minorities have been officially in the Czech Republic: Belarusians, Bulgarians, Croatians, Germans, Greeks, Hungarians, Poles, Romani people, Russians, Rusyns, Serbians, Slovaks, Ukrainians, and Vietnamese. Since the dissolution of Czechoslovakia, Slovaks living in the Czech Republic have comprised roughly 3% of the population in the country.

In fact, since the foundation of the sovereign Czech Republic, the country has undergone

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substantial development in the field of migration. In the early 1990s, the country has seen a period of a large inflow of applicants for international protection and transiting foreign nationals. In more recent years, the Czech Republic has become a destination country for foreign nationals migrating for work and business reasons, who want to settle here on a long-term basis or permanently. According to the Czech Ministry of the Interior, nearly 425,000 foreign nationals now live in the Czech Republic¹.

Like most countries in Europe, the low fertility rates and declining population lead to an increasingly ageing population in the Czech Republic. The proportion of the 65+ age group will increase from the current 18.8 % to 27.8 % by 2040, according to the projection realised by the Czech Statistical Office (CZSO), also meaning that the share of young people (aged 0-24) will decrease in the long term from 25.1% of the total population in 2017 to 21.8 % in 2040.

In the medium term, the strong population surge of children born in 2002-08 will increase the demand on the capacity of primary (highest in 2020) and secondary (highest in 2027) education, meaning that the ageing population phenomenon will have consequences for education and training systems.

Territory

Traditionally divided into three lands, namely Bohemia (Čechy) in the west, Moravia (Morava) in the east, and Czech Silesia, the hilly country covers a total surface area of 30,450 square miles (78,865 square kilometers)². Since 2000, the Czech Republic has 14 administrative units called regions (kraje) (NUTS 3³).

Official state language

The population is linguistically homogenous. The official language of the country is Czech, which belongs to the western Slavic family of languages. Regional dialects do not possess the status of a language.

VET schools' number

There are 986 secondary VET schools in the academic year 2020/2021, 24 % of them are private. Secondary VET schools are divided into two types:

¹ <https://www.mvcr.cz/mvcren/article/migration.aspx>

² <https://worldpopulationreview.com/countries/czech-republic-population>

³ NUTS: Nomenclature of Territorial Units for Statistics

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The first type are secondary vocational schools (“Střední odborná učiliště”). The study lasts three years. Studies at this time of school end with a final examination and a vocational certificate.

The second type are secondary technical schools (“Střední odborné školy”). The standard duration of the study is four years and the study ends with matura examination.

Number of tertiary vocational institutions (“Vyšší odborné školy”) is 156, 33% of them are private. The study programmes last three or three and a half years. 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).

In the academic year there are together 1007 VET schools in the Czech Republic.

For comparison in the school year 2015/2016 the number of VET schools was 1 113. Secondary VET schools were 942 and tertiary vocational institutions were 171. In the monitored period, the number of VET schools decreased by 10.5 %.

Source: <https://statis.msmt.cz/rocenka/rocenka.asp> - cap. D 1.1.4

VET educators' number

The Czech Republic has approximately 27 000 secondary VET school educators. The exact number is difficult to get because the statistics show the numbers of educators together with the grammar school's educators. Tertiary vocational institutions have 3 667 educators. Together work in Czech VET schools is around 30 667 educators. The data are also drawn from the school year 2020/2021.

For comparison in the academic year 2015/2016 Czechia had in total 31 413 VET educators (27 138 secondary VET schools and 4 275 tertiary vocational institutions). Between 2015 and 2020 the number of educators decreased by 2.4%.

Source: <https://statis.msmt.cz/rocenka/rocenka.asp> cap. D 1.1.17.1, E 3.1.1

VET learners' number

The total number of pupils in upper secondary education in the academic year 2020/2021 is 432 906. VET learners are 301 107. It means that 69.5% of the total number of upper secondary level students attend VET programmes.

Tertiary vocational institutions comprise 11 348 learners. All of them are students of VET schools.

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There are 312 455 VET learners together.

For comparison in the 2015/2016 academic year, the number of students in upper secondary education reached 405 628. Pupils, who studied at VET secondary schools, were 277 583. This was 68.4% of all learners.

Tertiary vocational institutions had 17 128 pupils.

In total there were 294 711 VET learners. The number of pupils increased by 5.6% between the academic year 2015/2016 and 2020/2021. One of the reasons for the growth is demographic decline.

Source: <https://statis.msmt.cz/rocnka/rocnka.asp> cap. D1.1.4, E1

Links to national reports about VET

https://cumulus.cedefop.europa.eu/files/vetelib/2019/Vocational_Education_Training_Europe_Czech_Republic_2018_Cedefop_ReferNet.pdf

http://www.nuv.cz/uploads/EQF/National_Referencing_Report_Czech_Republic_en_fin_1.pdf

<https://europa.eu/europass/system/files/2020-06/Czech%20Republic%20Referencing%20Report%20.pdf>

II. Defining and classifying VET in the Czech Republic

VET system at the national context

The Ministry of Education, Youth and Sports (MŠMT) is responsible for the national education system. From pre-primary until post-secondary education. Vocational schools are mostly public, established by the region. Initial vocational training takes place in school and it includes a high proportion of practical training (in schools, workshops, school farms or establishments, vocational training centres and in firms). Secondary vocational schools develop their school curricula in accordance with the RVP (Framework Educational Programme) issued by the Ministry of Education and Science for all fields of secondary vocational education.

The Czech Republic is following a trend, where it has gone from a country primarily focused on industry and manufacturing to a country reoriented towards services and business. The

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popularity of some educational fields corresponds to this. VET is generally a very strong type of education in the Czech Republic, accounting for more than 3/4 of educational attainment.

National policies regarding VET system

The main strategy prepared and followed by the Ministry of Education, Youth and Sports is the [STRATEGY OF EDUCATION POLICY OF THE CZECH REPUBLIC TO 2030+](#) (2020) where one of the goals is modernising the vocational education and training system, thus facilitating the transition of graduates to the labour market, and promoting the acquisition of qualifications during studies.

Another currently ongoing plan is [National Tutoring Plan](#) (2020) which responds to the negative impacts of the disruption of full-time teaching due to the COVID-19 pandemic, with secondary schools and conservatories receiving funding for tutoring and support for needy students in their final years.

Support to Regional Action Planning (2016) aims to ensure methodological support in the utilisation of action planning to all regions of the country as well as to secondary and higher professional schools.

VET funding (national & international)

Public regional schools and educational institutions receive funds from the state budget and from the budgets of territorial administrative units - regions and municipalities; **schools receive part of their funds through their own economic activities and participation in international programmes.** 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. The method of financing public kindergartens, primary schools, secondary schools, conservatories and after-school clubs is regulated by the 2020 amendment to the Education Act, which introduced a new system for distributing public funds to schools. Money is allocated to schools in a normative manner directly from the state budget, with the per-pupil norm applicable under the previous system replaced by a per-teacher norm.

Incentives for VET learners, education providers and enterprises

One good example of the possibilities for pupils is the Curriculum Project. This is a fairly broad project that helps schools to develop school curricula, but has also created a body of

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good practice in collaboration between schools and companies/practice providers. It was a three-year national project (2009) implemented by the Ministry of Education, Youth and Sports, with the National Institute of Vocational Education as the project manager. The project monitored various forms of cooperation, collected and presented examples of good practice. It monitored how well the schools were cooperating with firms.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Sociální partnerství očima zaměstnavatelů																					
AJETO, s.r.o.	x	x																			
UNITED BAKERIES a. s.	x								x			x		x							
Škoda Auto a. s.	x		x		x	x	x		x	x	x	x	x	x	x	x	x				
Pegast s. r. o.	x					x			x	x	x										
LINET spol. s r. o.	x	x																			
Kermi s. r. o.	x	x																			
CZ LOKO, a. s. (pobočka Česká Třebová)	x			x							x	x		x							
Bosch a. s.											x	x		x							
ATX, s. r. o.	x			x				x				x		x							
ZEMSPOL České Meziříčí, a. s.	x								x												
Grandhotel Pupp Karlovy Vary, a. s.	x			x																	
Oblastní nemocnice Příbram, a. s.	x																				
Slovácké strojírný, a. s.	x										x										
BorsodChem MCHZ, s. r. o.	x	x	x		x							x		x							
BAYER s. r. o.										x											
Česká pošta, s. p.	x	x			x							x		x			x	x			
WITTE Automotive Nejdek spol. s r. o.	x	x		x	x	x						x	x	x							
TKZ Polná, s. r. o.	x							x				x									
Příklady dobré praxe SOŠ a SOU																					
Střední průmyslová škola a VOŠ technická Brno	x	x			x	x				x	x	x		x							
SŠ hotelnictví a gastronomie SČMSD Praha-Klánovice	x	x				x						x	x		x		x	x			x
VOŠ potravinářská a SPŠ mlékárenská Kroměříž	x				x	x				x		x		x							
SOŠ podnikatelská Trutnov, s.r.o.	x	x																			
Střední zemědělská škola Písek	x		x	x								x	x		x						

Table 5: Incentives for VET learners, education providers and enterprises - Legend

1. The company provides vocational training/apprenticeship to secondary school pupils/students
2. The company organises excursions for pupils/students at its workplaces
3. The company presents its activities at school, informs about the jobs on offer
4. The company offers short-term work opportunities (temporary jobs) to apprentices/students in relevant fields (as a tool for developing their professional competences)
5. The company helps the school financially (donations, grants) and/or materially (provides classroom equipment, machines, software, materials for practical training)
6. The company organises excursions and/or internships for teachers (teachers of vocational subjects, vocational trainers)
7. Representatives of the company are members of examination committees (final exam, graduation exam)
8. The company provides scholarships for pupils or students
9. The company cooperates in the assignment of topics for final exams/finals
10. The company's employees participate in teaching as practitioners (by attending classes, supervising year-long or other papers)

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11. The company participates in the training of teachers: professional lectures, workshops (new technologies, trends in the sector, etc.)
12. Defining the graduate's professional competences (graduate profile)
13. Defining the standard of practical training implemented in the company
14. Collaboration on the development of the content (curriculum) of vocational subjects
15. Defining the role of the practical instructor (company master of vocational training)
16. Proposals for the cancellation or introduction of new courses
17. Determination of teaching hourly quotas
18. Defining the standard of equipment for practical training classrooms
19. Systematic employer involvement in training activities through direct staff representation in regional committees and initiatives to influence vocational training
20. Systematic involvement of employers in educational activities at the regional level indirectly, e.g. through active membership in the Chamber of Commerce of the Czech Republic, the Confederation of Industry of the Czech Republic, sectoral associations of employers
21. Systematic involvement of employers in educational activities at the national level (e.g. company representatives in expert teams, commenting on government strategies, etc.)

We can see it is common practice for the Czech VET system to use cooperation between the school and the placement provider for professional practice, which helps students to gain professional experience and broaden their horizons. This method of cooperation is advantageous both for schools, which provide practice for their students, and for companies, which can "educate" potential future employees in this way.

Challenges

The most important challenges facing vocational education in the Czech Republic include:

- o Maintaining and improving the quality and attractiveness of secondary vocational education through the promotion of vocational training and apprenticeships in enterprises;
- o support for school evaluation - a coherent system of monitoring and evaluation of schools should be developed;
- o further development of the National Qualifications Framework to include all levels of education in the future;
- o improving the quality, permeability and financing system of tertiary education;
- o the development of further education as an integral part of lifelong learning, based on a coherent legislative framework regulating, inter alia, funding, the careers guidance system and quality assurance through further development of the qualifications recognition system;

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- o improving the level of language skills and increasing the mobility of pupils, students and teachers;
- o the introduction of the European Credit System for Vocational Education and Training (ECVET), with particular emphasis on promoting international and domestic mobility; promoting social partnership.

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