2019 OECD Skills Strategy: Czech Republic

Since its launch in 2012, the OECD Skills Strategy has provided countries with a strategic and comprehensive approach to assessing their skills challenges and opportunities. The 2019 OECD Skills Strategy incorporates lessons learned from applying the OECD Skills Strategy framework in eleven countries, including new evidence about the implications of so-called megatrends, such as globalisation, digitalisation, population ageing or migration. It also accounts for new evidence about skills policies that work under the proper governance arrangements, including effective co-ordination and accountability mechanisms, efficient funding from different sources and information systems. This document describes the key findings for the Czech Republic.

Czech Republic’s skills performance

The Skills Strategy Dashboard provides a snapshot of the Czech Republic’s comparative skills performance. The Czech Republic is a top performer when it comes to imparting strong foundation skills to young tertiary educated adults. Mean literacy and numeracy scores for Czech adults with tertiary education are high compared to their counterparts from other countries. Similarly, a comparatively high percentage of tertiary educated Czech adults has high levels of skills in problem solving in technology-rich environments. The Czech Republic is also generally successful in activating skills in the labour market and aligning them with its needs, as well as in making intensive use of skills in the workplaces or in everyday life. Despite this success, there continue to be areas in which the
Czech Republic could improve. While science and literacy scores of 15 year-olds, as measured by PISA, matched the OECD average in 2015, their average performance in reading fell behind the OECD average by 7 points. Furthermore, the skills of the youth could be developed more inclusively. Apart from considerable economic and educational differences among Czech regions, there is evidence of rising inequalities in educational attainment based on socio-economic background with particular concentration among Roma youth.

Although Czech tertiary educated adults are highly skilled, tertiary attainment rates in the Czech Republic rank in the lowest 20% of OECD countries. While 44.5% of the 25 – 34 year-olds were tertiary educated in the OECD on average in 2017, this figure only stood at 33.8% in the Czech Republic. At the same time, the inclusiveness of the tertiary education system could be improved.

In addition, participation rates in adult learning in the Czech Republic have decreased by 3% between 2011 and 2016. Therefore, the adult learning culture could be further strengthened.

The Czech Republic has taken important steps to respond to many of these challenges. The Strategy for Education Policy of the Czech Republic until 2020, approved in 2014, aims to increase quality and accessibility of education. In support of its implementation, the government has put in place a number of plans, including the Long-term Plan for Education and the Development of the Education System of the Czech Republic (2015-2020) and the Strategic plan for higher education institutions for the period 2016-2020.

Still, the Czech Republic could benefit from a renewal of its strategic vision for the future to ensure that all of its people have the skills to respond to the challenges and opportunities of a complex and rapidly changing world. A whole-of-government approach is needed to achieve this aim.