

3. EDUCATION

A vast majority of data in this chapter was received from sources of the ministerial workplace of the State Statistical Service at the **Ministry of Education, Youth, and Sports (MEYS)**. It mainly applies to the **Statistical Yearbook of Education** (Tables 30–1 through 30–19) and an online database with data from the system of the **Union Information from Students' Registers** (the SIMS database), to which the universities, both public and private, transmit data on students, students enrolled for the first time (hereinafter abbreviated as the first-time enrolled), and graduates (Tables 30–20 through 3–26).

In the *Statistical Yearbook of Education*, data for the school year are reported with the status **as at 30 September**. The school year period is applied in this publication in case of nursery schools, basic schools, secondary schools, and higher professional schools, and also in case of conservatoires and of basic schools of art. The school year starts on 1 September and terminates on 31 August of the following calendar year.

Data from the system of the *Union Information from Students' Registers* (the SIMS database) are as for the number of students according to the status **as at 31 December** of a given year; the data for students enrolled for the first time and for graduates are for the calendar year. The source SIMS database is continually completed and updated, including retrospective corrections; the data presented in this yearbook refer to the database status as at 20 January 2021.

Besides sources of the Ministry of Education, Youth, and Sports, this chapter also uses **structural wage statistics**, namely as for data on the average gross monthly wage of teachers, educators, and teaching assistants working in regional education (Tables 3–30 and 3–31). The structural wage statistics is currently generated by merging of resulting databases of the sample survey of the *Information System on Average Earnings* of the Ministry of Labour and Social Affairs, which covers the wage sphere, and of the administrative data source of the *Salary Information System* of the Ministry of Finance, which exhaustively covers the salary sphere. Another exclusion are tables with international comparisons, which were received from the sources of **Eurostat**.

Participants of higher professional and university education are referred to as **students**. Participants of primary and secondary education are officially called **pupils**.

Children in nursery schools and **pupils** in basic schools up to higher professional schools are reported as numbers of studies (i.e., for example, if a pupil is enrolled in multiple study programmes or in multiple schools, he or she would be counted multiple times in the relevant piece of data). Unlike that, students of public and private universities are reported as headcount (i.e. one student, regardless how many schools or programmes he/she studies in, is counted only once in every piece of data). Total numbers of students and graduates of public and private universities thus may not be equal to the sums for individual universities or individual types of education (studies) and types of study programmes. Students of state universities are only available as the number of studies.

Those children and pupils are deemed to be **foreigners** whose state citizenship is other than Czech. Only a single citizenship is recorded for children, pupils, and students of nursery schools up to higher professional schools; it is that one, which was stated during the enrolment in school or its most recently updated version. When a child has dual citizenship, the Czech one is given preference to; further, a citizenship of a Member State of the EU is preferred. For students of public and private universities, more than one citizenship can be recorded.

Children or pupils **with disabilities** are children/pupils with a mental disability, with hearing impairment, with severe speech impediments, with physical disability, with multiple disabilities, with severe developmental learning disabilities and developmental behaviour disorders, and with autistic spectrum disorders. They can be individually integrated within common classes, included in special classes in regular schools, or attend schools focusing primarily on education of pupils with special education needs.

The numbers of **teachers** or, in case of universities, the numbers of **academics (academic staff)** are converted to full-time equivalent persons. The category of teachers also includes headmasters and their deputies who are also obliged to teach, as well as guidance counsellors. Academics are those who are included in academics (academic staff) by an internal regulation of a university. They are devoted to pedagogical or scientific activities within their contracted work hours. Research workers who only do research work at universities and do not teach at all cannot be classified to academics.

Notes on tables on regional education 3–1 through 3–19

Regional education includes data on nursery schools up to higher professional schools. **Nursery schools** belong to **early childhood education** together with preparatory classes of basic schools and a preparatory stage of special basic schools established at basic schools.

Basic schools ensure compulsory school education. Children aged six years (or eight years as a maximum in cases of children with postponed compulsory school education) start compulsory school

education, pursuant to the law. The compulsory school education lasts for nine years: five years at the first stage and four years at the second stage of basic schools. The education programme in special basic schools has ten grades. The first stage consists of the first to the sixth grade; the second stage consists of the seventh to the tenth grade. Primary education for pupils with special education needs who study in classes or schools with a modified education programme can last ten grades with a prior consent of the Ministry of Education, Youth, and Sports; the first stage then consists of the first to the sixth grade and the second stage of the seventh to the tenth grade. However, pupils do not have to fulfil all their **compulsory school education** in a basic school. They can leave the basic school earlier and complete their compulsory school education in lower grades of multi-year programmes of grammar schools or in an eight-year specialism of dance in conservatoires.

Secondary education consists of several types of education offered by secondary schools. In the Czech Republic, there are three basic types of secondary education: secondary general education with an A-level examination (grammar schools), secondary technical education with an A-level examination, and secondary technical education with an apprenticeship certificate.

Secondary education with an apprenticeship certificate denotes (in full-time studies and not shortened form of education) two-year and three-year education programmes by successful finishing of which a graduate acquires an apprenticeship certificate.

Secondary education with an A-level examination denotes education programmes with an A-level examination, graduates from which acquire an A-level certificate. There are two types of the programmes. Secondary general education is a non-professional (non-specialised) type of education dedicated to preparation for further studies. These programmes are usually provided by **grammar schools**. At present, there are two types of them (for full-time studies) – four-year programmes of grammar schools joined by basic school leavers after their successful completion of the ninth grade of basic schools and multi-year programmes of grammar schools (eight-year or six-year programmes of grammar schools) for pupils of lower grades of basic schools (from the fifth and the seventh grade, respectively). Secondary technical education is concentrated on the professional side of education and prepares pupils to enter the labour market. It lasts for four years (i.e. in full-time studies and not shortened form of education) and is finished by an A-level examination.

Follow-up courses last in full-time studies for two years and they are finished by an A-level examination. They are determined for applicants who earned secondary education with an apprenticeship certificate from three-year full-time studies in a field, which is related to that from which they want to pass their A-level examination.

Secondary education with an A-level examination can also be received in the Czech Republic in **conservatoires**, no sooner than after four years in full-time studies of a six-year education programme (determined for basic school-leavers) or after eight years in full-time studies of an eight-year education programme in the specialism of dance (in the first four grades pupils fulfil their compulsory school education). By passing the final (graduate) examination called “absolutorium” in a conservatoire a pupil receives short-cycle tertiary education in a conservatoire and earns the title “certified specialist” (DiS.).

Higher professional schools offer to secondary school graduates with an A-level examination full-time studies in three-year fields (in case of medical fields of education including practical training lasting for up to three and a half years) and distance studies lasting for up to four years. This type of education is completed by passing the final (graduate) examination called “absolutorium” and graduates earn the title “certified specialist” (DiS.).

Within technical education, there are a lot of fields of education. In regional education, a national **Classification of Basic Branches of Education** is used for breakdown by field and by group of fields of education. The Ministry of Education, Youth, and Sports is an administrator of the classification. For more information about the classification see: https://www.czso.cz/csu/czso/klasifikace_kmenovych_oboru_vzdelani_kkov- (Czech only).

Further information on the methodology and statistical data related to regional education are provided in the publication of the CZSO called “Schools and school establishments – school year 2020/2021” (Czech only; code 230042-21), which is available for free on the website of the CZSO at: <https://www.czso.cz/csu/czso/skoly-a-skolska-zarizeni-tjp3wpnyep>.

Notes on tables on universities 3–20 through 3–26

Universities offer bachelor, follow-up master, master, and doctoral study programmes. Master and follow-up master study programmes together are called master programmes in tables. Studies can be delivered in full-time, distance, or combined type of education. The system of schools providing higher education

comprises **public** schools (university-type and non-university type of schools), **private** universities, and two **state** universities (currently the Police Academy of the Czech Republic in Prague and the University of Defence established by the Ministry of the Interior and by the Ministry of Defence, respectively). However, data on state universities are not, due to a different methodology (e.g. measuring of the number of studies) and data collection (not by means of the SIMS database), included in summary indicators and only part of the Table 3–20 is devoted to them.

Notes on tables on teachers and other teaching staff in regional education 3–27 through 3–31

In the Table 24–27, average numbers of teachers in nursery schools up to higher professional schools are provided always as at 30 September of a given year, as they are shown in performance indicators of the Statistical Yearbook of Education of the Ministry of Education, Youth, and Sports.

Data on wages of teachers, educators, and teaching assistants in regional education (see the Tables 3–30 and 3–31) come from a special processing of data from the structural employee wage statistics. The category of teachers in regional education, total, includes teachers in nursery schools, basic schools, and secondary schools (including conservatoires) as well as in higher professional schools. Also those teaching children and pupils with special education needs are included in teachers. In order to specify teachers, corresponding types of occupations classified to the sub-major group 23 in the Classification of Occupations (CZ-ISCO) were selected. Unlike the methodology used by the MEYS, managers who are also obliged to teach are not included here.

Besides data on teachers, also data on the structure of wages of educators and teaching assistants have been processed. The following belong to teaching assistants in regional education: assistants to teachers, assistants to educators, and teaching assistants in consulting facilities. The category of educators in regional education does not include educators for people with special education needs.

Detailed methodological information and other statistical data can be found in the publication of the CZSO “Wages of teachers in regional education - 2013–2020” (Czech only; publication code: 230069-21), which is available for free on the website of the CZSO at: <https://www.czso.cz/csu/czso/mzdy-ucitelu-v-regionalnim-skolstvi-20132020>.

Notes on tables on academics (academic staff) in universities 3–32 and 3–33

Academics (academic staff; see the definition above) include teaching staff of research, development, and innovation, professors, associate professors (readers), assistant professors, assistants, and (junior) lecturers. Assistants, (junior) lecturers, and research workers contributing to pedagogical activities are included in the category **other** in tables. In this publication, employees of two state universities are not included in academics due to different data collection. The Table 3–33 shows average monthly wages without other personnel expenses and other payments for work done. Data are reported for calendar years.

Notes on tables with international comparisons 3–34 through 3–41

Data published by Eurostat on the Czech Republic slightly differ from the data provided by the CZSO on the Czech Republic. For international comparisons, a unified methodology has to be determined, which may not be equal to the methodology usually used in individual countries. For methodology used by Eurostat see their website: <https://ec.europa.eu/eurostat/web/main/data/database>.

Further information, data, and analyses of the CZSO can be found on the websites mentioned below:

Publications devoted to education: <https://www.czso.cz/csu/czso/vzdelavani>

Statistical Yearbook of the Czech Republic: <https://www.czso.cz/csu/czso/statisticka-rocenka-ceske-republiky-lxnk9quszp>

Regional yearbooks: <https://www.czso.cz/csu/czso/krajske-rocenky#10a>