

21. EDUCATION

Most data in this chapter (Tables 21-1 to 21-31) are taken from the database or publications of the Institute for Information on Education affiliated to the Ministry of Education, Youth and Sports of the CR and dealing with education statistics. The Institute conducts 100% statistical surveys and being in charge of methodology and organization it ensures the processing of data on the Czech Republic and its regions for all types of schools under the Ministry of Education, Youth and Sports of the CR. Information on schools belonging to the Ministry of Defence of the CR and the Ministry of the Interior of the CR is given in a separate table.

Education system in the Czech Republic in force since 2005

Pre-primary education is given in nursery schools. Nursery schools can be founded also for handicapped children and as schools run by establishments of residential care. Pre-primary education is designed for children from the age of 3 and continues until admission to basic education. School attendance is not compulsory.

Since school year 2005/2006 the indicator nursery schools includes nursery schools, special nursery schools and nursery schools run by establishments of residential – protective care, incl. children with special medical needs.

Basic education is education compulsory for all able children usually from the age of 6. Basic education at basic schools entails 9 years of schooling and is divided into the first stage (1st to 5th grades) and the second stage (6th to 9th grades); basic education for handicapped pupils lasts 10 years, the first stage (1st to 6th grades) and the second stage (7th to 10th grades). Children with certain types of severe handicaps (severe mental handicaps, autism, combined handicaps) attend special basic schools (completion of basic education programmes at special basic schools gives the basics of education). The last four/two years of compulsory nine-year school attendance can be finished at eight-year/six-year grammar schools or in the corresponding part of eight-year programmes offered by conservatoires.

Since school year 2005/2006 the indicator basic schools includes basic schools, special basic schools and basic schools run by establishments of residential care, including pupils with special medical needs.

Secondary education

- **secondary education** is attained by completing (passing the final examination) a programme of initial study lasting 1 or 2 years;

- **secondary education with certificate of apprenticeship** is attained by completing (passing the final examination) a programme of initial study lasting 2 or 3 years or shortened courses leading to secondary education with apprentice certificate (designed for pupils who attained secondary education with GCSE);

- **secondary education with GCSE** is attained by completing (passing the GCSE examination) a programme of six-year or eight-year grammar school, programme of initial study lasting 4 years, follow-up courses lasting 2 years (for pupils who attained secondary education with apprenticeship certificate in a related subject field), or shortened courses leading to secondary education with GCSE (for pupils who attained secondary education with GCSE in a different subject field);

Secondary schools

Grammar schools offer four-year, six-year or eight-year programmes of secondary education completed by the General Certificate of Secondary Education (GCSE). The main focus is preparation of pupils for university education.

Secondary technical schools offer four-year programmes completed by GCSE and one-year or two-year programmes completed by final examination. These schools prepare pupils predominantly for specialised activities. Secondary technical schools may provide follow-up courses and shortened courses leading to secondary education with GCSE.

Since school-year 2005/2006 the indicator secondary schools includes secondary schools, special secondary schools, and secondary schools run by establishments of residential care including children with special medical needs.

Secondary vocational schools prepare pupils for manual occupations and specialised activities. They offer two-year and three-year programmes completed by certificate of apprenticeship and four-year programmes completed by GCSE. Secondary vocational schools may provide follow-up courses and shortened courses leading to secondary education with apprenticeship certificate;

Secondary education completed by GCSE may also be attained at **conservatoires** where pupils can pass the GCSE examination at the end of a four-year programme or eight-year programme. However, education at conservatoires is usually completed by absolutorium. Since school year 2005/2006 the indicator conservatoires includes conservatoires and conservatoires for handicapped pupils including pupils with special medical needs.

Higher professional education at higher professional schools is aimed at developing students' skills acquired in secondary education. Higher professional education (initial study) lasts 3 years including specialised practise, medical programmes up to three-and-a-half years. This type of education is attained at **higher professional schools** or at **conservatoires** where pupils study singing, music, dancing and drama in six-year programmes after completing basic education or in eight-year programmes after completing the first stage (1st to 5th grades) of basic education. Education at conservatoires is usually completed by absolutorium, by which higher professional education is attained.

Data on the above-mentioned types of schools refer to 30 September 2005.

Universities are open to students who have attained secondary education completed by GCSE (except for arts where exceptionally talented applicants not meeting this requirement may be admitted). Universities offer bachelor, master and doctoral programmes. Bachelor programmes are completed by the state final examination whose part is generally the defence of bachelor's dissertation. Master programmes either follow bachelor programmes (two-stage form of higher education) or, where the character of a programme requires, have the single-stage form. Master programmes are completed by the state final examination (whose part is the defence of master's dissertation) in both single-stage and two-stage subject fields. Medical, veterinary and health subjects of specialisation are completed by the master's examination. Master programmes are followed by doctoral programmes focused on science, independent creative activities in the area of research, development or arts. The standard length of doctoral programmes is three years.

Numbers of students enrolled in universities for the first time and numbers of graduates are given for a calendar year. Numbers of students and applicants for study refer to 31 October of a given year.

Handicapped children have the same access to education as other children. They can be individually integrated into classes of mainstream nursery, basic and secondary schools, conservatoires and student groups of higher professional schools; or individual classes at mainstream nursery, basic and secondary schools and student groups at higher professional schools as well as individual schools can be established for them. Children with special educational needs (handicapped or socially disadvantaged children) are offered possibilities of preparation for education – preparatory classes for socially disadvantaged children, preparatory stage of the special basic school for severely handicapped children. Education of handicapped children is extendable by 2 years at most.

Breakdown by form of study

Secondary education and higher professional educational is provided as initial study or other forms of study. The other forms of study are evening classes, extramural study, distance study and combined study.

Universities offer programmes of full-time study, distance study and combined study.

Notes on tables

Table 21-1. Nursery schools

Beginning from school year 1997/1998, only nursery schools are included, while these figures also included the number of crèche/nursery school combinations in preceding years. The data on

nursery schools with all-day operation exclude nursery schools with half-day operation and residential nursery schools.

Table 21-3. Pupils and teachers at basic schools: by grade

The number of pupils who left basic schools in the previous school year includes pupils who completed compulsory education and entered multiple-year grammar schools, dance conservatoires, etc.

Table 21-8. Pupils at four-year grammar schools: initial study

The number of pupils (incl. girls) broken down by grade of initial study only includes pupils in the four-year cycle of initial study because of comparability with the data on numbers of pupils in initial study at secondary technical schools or secondary vocational schools.

Tables 21-9, 21-14, 21-19 and 21-23. Secondary education and higher professional education: by subject group, school year 2005/2006

Subject groups are including codes of the Classification of Basic Fields of Education.

Table 21-20. Pupils at language schools: initial study, school year 2005/2006

The table includes pupils attending one-year daily language courses organized within the meaning of Decree No. 183/1998 Sb., of the Ministry of Education, Youth and Sports of the CR, as amended (No. 284/2001 Sb.). The figures in the table refer to both state and private language schools.

Table 21-29. Students and graduates of private universities: school year 2005/2006

Act No. 111/1998 Sb., (on institutions of higher education) effective as from 1 January 1999 made it possible to establish private universities, which offer bachelor programmes fully paid by students.

Tables 21-32. State budget and local budget expenditure on education: 2005

Data on expenditures of the state budget and local budgets (budgets of regions and municipalities) on education come from financial statements on incomes and expenditures of budgetary organizations, obtained by the CZSO from the Ministry of Finance of the CR. They respect the functional breakdown of expenditures and cover the expenditures included in divisions 31 and 32 (Education) of the budget classification in force, detailed as shown in the legend to the tables.

The headings of the tables correspond to the type breakdown of the budget classification in force.

The data listed in the tables are comparable with the data published in the statistical yearbooks of previous years. This chapter now includes the table "Pupils and trainers of sports classes at basic schools, grammar schools and sports grammar schools", previously included in Chapter 22.

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More detailed information from the area of education is available in specialized publications of the Institute for Information on Education, such as „Statistická ročenka školství 2005/2006“, and in the

following CZSO publication brought out according to the CZSO Catalogue of Publications 2006 (thematic group 3 – LABOUR, SOCIAL STATISTICS, subgroup 33 – Education, Culture, Health):

– “Speciální školství v ČR po roce 1989” – February 2006

Further data are published on the following web pages of the Czech Statistical Office:

http://www.czso.cz/eng/redakce.nsf/i/education_lide

<http://www.czso.cz/eng/edicniplan.nsf/aktual/ep-3?opendocument>

or of other institutions:

http://www.uiv.cz/index.php?change_lang=eng - Institute for Information on Education

<http://www.mvcr.cz/english/index.html> - Ministry of the Interior of the CR

<http://www.army.cz/scripts/detail.php?pgid=122> - Ministry of Defence of the CR