

## 23. EDUCATION

The majority of data in this chapter (Tables 23-1 to 23-35) are taken from sources of the ministerial workplace of the state statistical service at the Ministry of Education, Youth and Sports of the CR. The workplace conducts 100% statistical surveys and provides for the methodology and organization of data processing for the Czech Republic and its regions covering all types of schools and educational establishments under the competence of the Ministry of Education, Youth and Sports of the CR, universities, and organisations under direct control of the Ministry. Information on schools under the competence of the Ministry of Defence of the CR, the Ministry of the Interior of the CR, and the Ministry of Justice of the CR is given in a separate table and is not included in the total data for respective types of schools, if available.

**Pre-school education** is provided primarily by nursery schools. Children with handicaps or socially deprived children may be integrated in common classes of nursery schools, there may be special classes established for them, or these children may attend nursery schools established for children with special educational needs. There are nursery schools at facilities for institutional or protective care. These are namely nursery schools at children's homes. The preschool education also includes the preparatory grade of basic schools with special and preparatory classes for socially deprived children. The preparatory grade enables to perform the inevitable preparations for education to children suffering severe mental handicaps, multiple handicaps, and autism. Preparatory classes for socially deprived children are established at basic schools and enable the children to get prepared for successful start of their compulsory school education and compensate their social deprivation.

**Basic education** forms a part of compulsory school education. Children aged six years (or aged eight years as maximum in cases of children with postponed compulsory school education) join the compulsory school education, which lasts for nine years then (five years at the first stage and four years at the second stage of basic schools). Pupils with special educational needs have the option to prolong their basic education to ten years when the first stage is terminated by the sixth grade of the basic school. Pupils with physical or mental handicaps may be integrated into special classes at common basic schools, or into common classes at basic schools, or are served by schools primarily focused on education of pupils with special educational needs. There are basic schools at facilities for institutional or protective care. These are namely basic schools at children's homes. Gifted pupils may leave the basic school earlier and complete their compulsory school education at lower stage of several-year grammar schools and at eight-year-long specialism of dance at conservatoires.

**Secondary schools** offer to graduates from basic schools secondary education, secondary education with apprenticeship certificate, secondary education with A-level examination, and to graduates from secondary schools shortened courses leading to secondary education with apprenticeship certificate, shortened courses leading to secondary education with A-level examination, and to graduates, who earned secondary education with apprenticeship certificate in three-year-long full-time studies, follow-up courses. All types of education may be arranged as full-time studies or in other forms of education (evening, extramural, distance, and combined studies). General education at the secondary education level is provided by grammar schools. At present studies at grammar schools have two forms as follows: four-year grammar school, which graduates from basic schools join following a successful completion of the ninth grade of basic schools; and several-year grammar schools (eight-year or six-year schools) for gifted pupils of lower grades of basic schools (from fifth and seventh grade, respectively). Secondary technical education is offered at schools providing secondary education with A-level examination, including follow-up courses, secondary education with apprenticeship certificate, and secondary education. Education in lyceums is also given in the Yearbook although in international statistics these studies are included in general secondary education. Lyceum is a four-year study completed by A-level examination and lyceum studies are designed as general-technical study programmes with a higher share of general education. Pupils with physical and mental handicaps can either study at special classes and at schools for handicapped pupils, either can be integrated into common classes at secondary schools.

At **conservatoires** pupils are educated in programmes of higher professional education. At this type of schools one can earn either secondary education with A-level examination (after four years of the six-year-long full-time educational programme at the earliest, or after eight years of studies of the eight-year-long full-time educational programme), or higher professional education (passing the examination called "absolutorium" following the successful completion of the six-year-long or eight-year-long educational programme). Pupils are enrolled to the eight-year-long specialism of dance after the fifth grade of basic school. Pupils, who successfully completed basic education, can be enrolled into the first grade of the six-year-long educational programme of conservatoires. Education at conservatoires for pupils with special educational needs is provided by solely one school at present.

**Higher professional education** offer education in 2- to 3.5-year-long programmes (in the case of extramural form of studies it can last up to four years) to pupils who earned their education at some of secondary schools and completed it by passing of A-level examination. These studies are dedicated to graduates from secondary

*schools who wish to continue in studying yet too much theoretically focused studies at universities do not fit them. This type of education is completed by passing the examination called "absolutorium" and graduates earn certificate on the "absolutorium" and diploma. They earn the title of certified specialist (DiS).*

*Data on all the aforementioned types of schools are given for respective school year and refer to the state as at **30 September of the reference year**. Since 2005/2006 the numbers of teachers have been recalculated to FTE persons.*

***Universities** offer bachelor, follow-up master, master, and doctoral programmes. Studies are delivered in full-time, distance, and combined form of studies. The system of schools providing higher education comprises of public schools (universities and non-university schools), private universities, and two state universities established by the Ministry of Defence of the CR and by the Ministry of the Interior of the CR. Their regime differs from regimes of private or public schools of higher education and there is no obligation to them to provide information on their students into the central database of the Union Information of Students' Registers (Sdružené informace matrik studentů – SIMS). Therefore they are not included in the data presented on schools of higher education.*

*The numbers of students in Tables refer as a rule to persons (headcount), i.e. each student is counted only once, although numbers of students studying simultaneously more than one study programme have been increasing. The total number differs from the sums for individual universities, forms of education, or programme types, respectively.*

*Data on universities are taken from the SIMS where the universities, both public and private, transmit data on students, students enrolled for the first time, and graduates. The data published for the number of students are as at 31 December of a given year, and the data for students enrolled for the first time and for graduates are for the calendar year. The central database is continually completed and updated; the data presented in this Statistical Yearbook refer to the database status as at 22 January 2013.*

## **Notes on Tables**

### **Table 23-36. 2011 Adult Education Survey – main results**

*The Adult Education Survey, which is a sample survey, was carried out as a part of the pan-European project coordinated and partially financed by Eurostat in 2011 and 2012. The survey covered in total 10 190 respondents from 5 336 households selected as a random sample. Interviewers used a questionnaire (CAPI) to find information on the participation in various types of education in the latest 12 month prior the day of the interview.*

***Formal education** involves "common" education at schools. This means earning of the consequent educational attainments, completion of which is confirmed by appropriate certificates.*

***Non-formal education** includes organised education managed by an education authority (as a professional lecturer, for instance). These are structured educational programmes focused on acquiring of competencies, which may help the participants to improve their social or work positions (as language courses, requalification courses, on-the-job training, workshops, privately attended courses).*

***Informal learning** is intentional and goal-directed activities towards acquisition of knowledge and improved skills in a form which is not organised by an institution. It includes self-study and/or self-learning activities.*

### **Table 23-37. Main results of the Continuing Vocational Training Survey (CVTS) of employed persons in enterprises in 2005 and 2010**

*In 2011 the Continuing Vocational Training Survey (CVTS) of employed persons in enterprises was carried out already for the third time in the Czech Republic for the reference year 2010. The survey was performed in accordance with Commission Regulation (EU) No 822/2010 of 17 September 2010 amending Regulation (EC) No 198/2006 implementing Regulation (EC) No 1552/2005 of the European Parliament and of the Council on statistics relating to vocational training in enterprises, as regards the data to be collected, the sampling, precision and quality requirements.*

*The sample contained 10 000 reporting units and covered enterprises with 10+ employees in all sectors of the national economy but agriculture, game keeping, forestry, fishing and fisheries, public administration, education, health care and social work, activities in households, and extraterritorial organizations and institutions. The survey was carried out by means of questionnaires either paper-based or in an electronic form. The table gives indicators selected from the aforementioned survey, which have been grossed up to the whole population.*

### **Table 23-38. Expenditure of the state budget and local government budgets on education in 2012**

*Data on education expenditure from the state budget and local government budgets are based on data from financial statements of budgetary organizations that the CZSO receives from the Ministry of Finance of the CR. They obey the expenditure breakdown by industry and include expenditure in divisions 31 and 32 (Education) of the budget classification in force in detailed breakdown as shown in the table legend.*

*The table heading corresponds to the breakdown of the budget classification in force.*

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*More detailed information on education is available on the webpages of the Ministry of Education, Youth and Sports of the CR at:*

- [www.msmt.cz/index.php?lang=2](http://www.msmt.cz/index.php?lang=2)

*Further data can be found on the webpage of the Czech Statistical Office at:*

- [www.czso.cz/eng/redakce.nsf/i/education\\_lide](http://www.czso.cz/eng/redakce.nsf/i/education_lide)

*or on websites of other institutions at:*

- [www.mvcr.cz/mvcren/](http://www.mvcr.cz/mvcren/) – *Ministry of the Interior of the CR*
- [www.army.cz/en/](http://www.army.cz/en/) – *Ministry of Defence of the CR*