

## 23. EDUCATION

The majority of data in this chapter (Tables 23-1 to 23-38) 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 then 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 educational programmes may be arranged as full-time studies or in other types 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 types of educational programmes 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 within secondary technical 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 type of education 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 can be delivered in full-time, distance, or combined type of education. 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, types of education, or types of programmes, 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 20 January 2014.

## Notes on Tables

### Table 23-39. Expenditure of the state budget and local government budgets on education in 2013

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 web pages 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 web pages 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

**Conversion table of the International Standard Classification of Education  
and the Czech system of education**

Source: Ministry of Education, Youth and Sports of the CR

ISCED level	Type of education	Czech system of education – level of education (types of schools providing the levels and programmes)
ISCED 0	Pre-primary education	Nursery schools, preparatory grade of special basic schools, special and preparatory classes for socially disadvantaged children
ISCED 1	Primary education First stage of basic education	1st stage of basic schools, 1st stage of special basic schools
ISCED 2A, 2B, 2C	Lower secondary education Second stage of basic education	2nd stage of basic schools, 2nd stage of special basic schools, 1st and 2nd grade of six-year grammar schools, 1st to 4th grade of eight-year grammar schools, 1st to 4th grade of conservatoires – field of dance, fields of practical schools (one-year and two year programmes), courses to acquire basics of education, courses to acquire basic education
ISCED 3, 3A, 3B, 3C	(Upper) secondary education	Grammar school four-year (five-year) educational programmes, 3rd to 6th grades of programmes of six-year grammar schools, 5th to 8th grade of programmes of eight-year grammar schools, secondary educational programmes terminated by A-level examination (former programmes of secondary professional schools and secondary vocational schools), 5th and 6th grades of conservatoires – field of dance, 1st to 4th grades of six-year programmes of conservatoires (1st to 5th grades of seven-year programmes of conservatoires), secondary education programmes, secondary education programmes with apprenticeship certificate, studies of individual disciplines at secondary schools, and requalification courses terminated by the exit examination
ISCED 4A, 4C	Post-secondary non-tertiary education	Follow-up courses, shortened education in fields terminated by A-level examination, follow-up courses at schools entitled to award state language examination, shortened education in fields terminated by apprenticeship certificate, requalification courses at schools requiring previous education at a secondary school (secondary education with apprenticeship certificate), requalification courses taking from six months up to two years for graduates from secondary schools, re-qualification courses organized by universities for graduates from secondary schools, and zero grades of universities
ISCED 5A, 5B	First stage of tertiary education	Higher professional schools, last two grades of conservatoires, universities providing bachelor study programmes, magister study programmes and follow-up magister study programmes; further education for graduates from bachelor and magister study programmes (expanding the scope yet not leading to a title earned)
ISCED 6	Second stage of tertiary education	Universities: doctoral study programmes finished by earning titles of PhD and/or ThD