***3. EDUCATION***

*All data on education in this chapter except for data on the gender structure of teachers and education managers of regional education are taken from the database of the Ministry of Education, Youth, and Sports. Data on schools, regional education staff, and academic staff at universities are obtained from 100% surveys at schools. Data on students, first enrolled (the enrolled for the first time), and university graduates are taken from students’ registers of universities and from the* SIMS *database (i.e. the Union Information from Students’ Registers). Data on the gender structure of teachers and education managers at regional schools come from the Salary Information System of the Ministry of Finance, to which all legal entities performing activities of a school or educational facility within the regional education and remunerating their employees on the basis of Section 109, paragraph 3 of the Act No 262/2006 Sb, Labour Code provide their data.*

*All types of schools, unless it is stated otherwise, include also data on relevant schools for children, pupils, and students with special education needs.*

*The same as in several past years, we publish also data on the gender structure of the regional education teachers, i.e. teachers in nursery schools, basic schools, secondary schools, conservatoires,* higher professional schools, and special schools founded *for pupils with special education needs. Further, the chapter includes data on numbers of education managers (i.e. headmasters and their deputies) in individual types of schools and data on numbers of academic staff at public universities in the breakdown by teaching staff of research, development, and innovation, professor, reader, fellowship, assistant, and lecturer.*

*In the case of higher professional schools, data on students and applicants are published as headcount except for data by group of accredited education programmes where the data apply to studies (thus, students are given so many times in how many accredited education programmes they study or to how many accredited education programmes they have been newly admitted or how many of them they graduate from).*

*Data on universities – students, first enrolled, and graduates – are for the period since 2001/2002 given as headcount, not as the number of studies, the same as in the previous years. Data presented show full-time studies, distance studies, and combined ones. The numbers of students, which are as at 31 December, do not include the numbers of students with all studies interrupted; the numbers of the first enrolled are given for a calendar year and the same applies to the numbers of graduates. Since the data are based on information from the students’ registers, which the universities can update even retroactively, it is necessary to re-calculate and update the data annually also for previous years. The information on universities does not include information on universities established by the Ministry of the Interior and the Ministry of Defence - these schools do not supply the information from the students' registers to the central information system and only information on the total number of studies (not headcount) is available, i.e. processed by a different methodology.*

*Due to the methodology of the calculation, the sum of data for individual categories in tables (e.g. types of studies, study programmes, universities, faculties, and the like) may be higher than the “total”. It is because it applies to persons (headcount) and one student (the first enrolled, a graduate) may study (be admitted, graduate) at multiple universities/faculties concurrently, i.e. study in multiple study programmes or groups of fields of education. However, each student (the enrolled, a graduate) is included only once in the total sum.*

*English translations of the names of universities are given in the form the respective universities use on their web pages.*

*During the reference period, in relation to the Act No 561/2004 Sb, the Education Act, the structure of data on secondary schools changed. The breakdown of schools by type (secondary technical schools, secondary vocational schools, and grammar schools) was abolished; therefore, data on secondary schools are recalculated to fit the structure derived from the coding of fields of education[[1]](#footnote-1).*

*The term of* ***grammar schools*** *includes fields of education of grammar schools providing secondary education with A-level examination, i.e. those, which are marked with letter “K” at the fifth position of the code of the field of education.*

*The term of* ***fields of******education (technical) with A-level examination*** *encompasses the fields of technical education providing secondary education with A-level examination, which are marked with letters “M” and “L” at the fifth position of the code of the field of education.*

*The term of* ***fields of education without A-level examination*** *encompasses fields of education providing secondary education and secondary education with apprenticeship certificate, which are marked with letters “C”, “J”, “E”, and “H” at the fifth position of the code of the field of education.*

1. *It applies to fields of education pursuant to the Order of the Government of the Czech Republic No 211/2010 Sb, on the system of fields of education in the primary, secondary, and higher professional education, as amended.* [↑](#footnote-ref-1)