



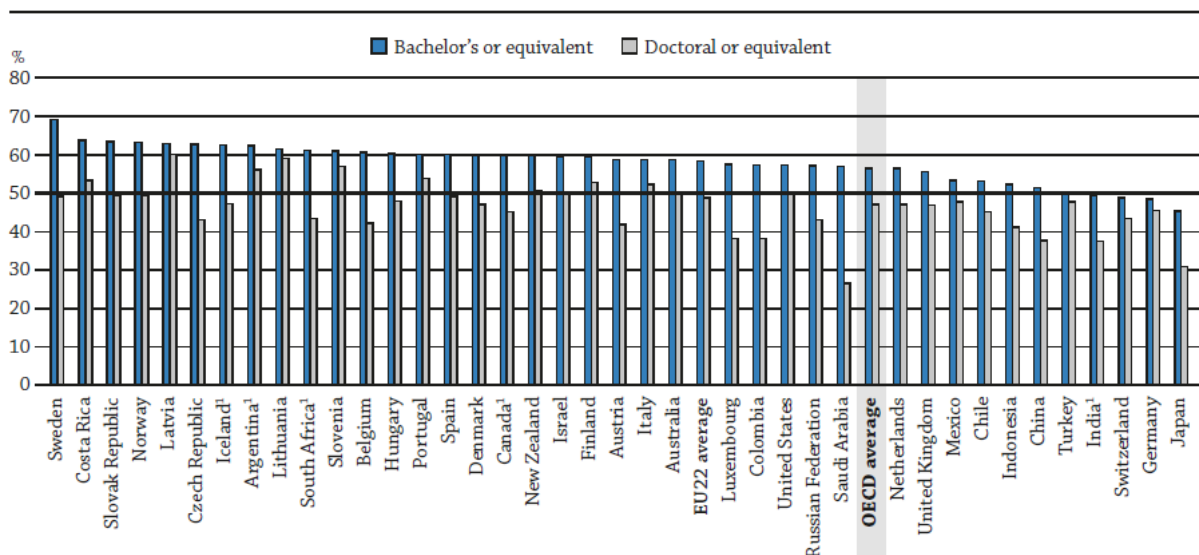
EDUCATION AT A GLANCE 2016

Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Czech Republic

- **Women make up a higher proportion of graduates from tertiary institutions than men**, although this tapers off at the doctoral level. More than 60% of graduates at both the master's and bachelor's level are women.
- **Female enrolment in science, technology, engineering and mathematics courses is low**, especially in engineering and manufacturing, mirroring trends in other OECD countries.
- **Tertiary education in the Czech Republic really pays off in terms of employment and wages**. Those with a master's or doctoral degree tend to earn more than twice what a secondary school graduate would earn.
- **The enrolment rates for young children in the Czech Republic are relatively low**: 12% of 2-year-olds and 68% of 3-year-olds are enrolled in early childhood education, both below the respective OECD averages.
- On average, **Czech teachers are older and paid less** than teachers from other OECD countries.

Figure 1. Percentage of female graduates in tertiary levels of education (2014)



Note: The black line shows the 50% mark.
1. Year of reference 2013.

Countries are ranked in descending order of percentage of women graduating with bachelor's or equivalent.

Source: OECD, Table A3.4. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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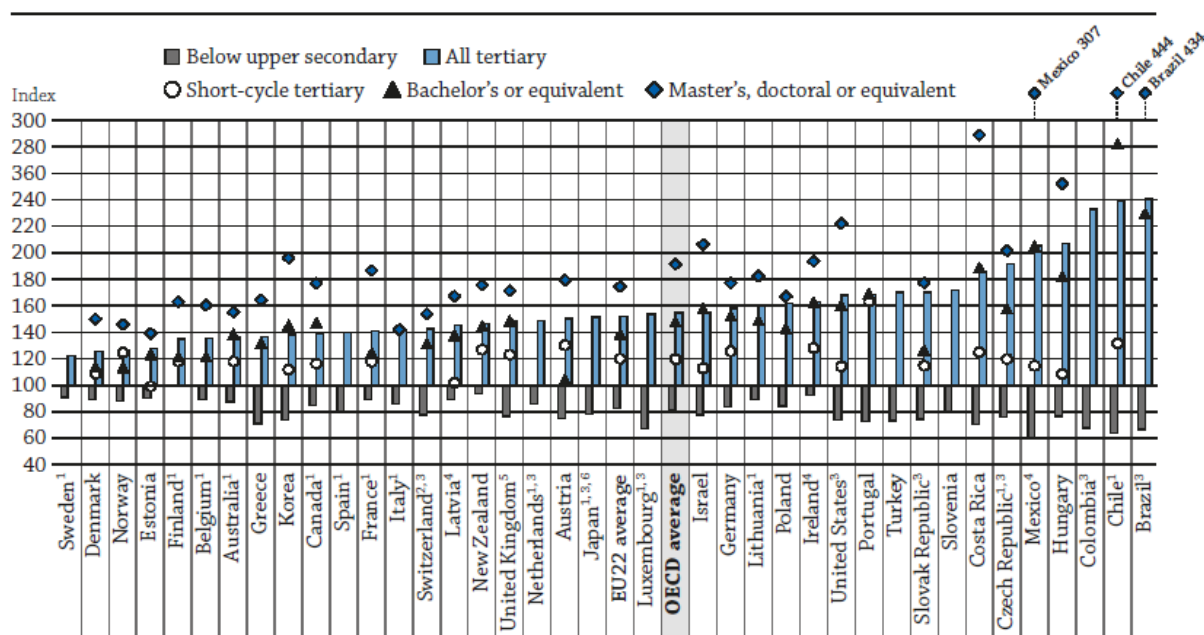
Gender gaps in education and employment persist

- At tertiary level, Czech women tend to study more traditionally female dominated fields than men. As of 2014, 5.1 times as many women as men graduated from a tertiary programme in education, and there were 2.4 women for every man graduating in the humanities and arts. These values are higher than the OECD averages of 4.2 and 2.0 respectively. Similarly, Czech women are under-represented in traditionally male dominated fields, such as the sciences with a ratio of 0.6 women for every man, and engineering-related fields with a ratio of 0.4 women for every man.
- Czech women currently outnumber men at the tertiary level: 63% of graduates from bachelor's level programmes are female, and 61% at the master's level. These numbers taper off at the doctoral level, where only 43% of graduates are women. Compared to EU22* countries, the Czech Republic has more women in bachelor's and master's programmes than the average EU22 country, but a lower proportion of women at the doctoral level.
- Tertiary-educated men and women in the Czech Republic experience different rates of employment. As of 2012, 93% of tertiary-educated men were employed but only 78% of equally educated women, across all fields of study. While this gap is high, and comparable to that seen in countries such as Hungary and the Slovak Republic, it is not as extreme as in some OECD countries.
- Women earn less than men at all levels of educational attainment, though the gap is widest among tertiary-educated adults. An average woman aged 35-44 years old with an upper secondary education working a full-time job earned about 73% of what a similarly-educated man working full time would have earned. A woman with a tertiary education of the same age would have only earned 66% of what her male counterpart earned.

Tertiary education has a strong impact in the labour market

- As of 2015, 22% of 25-64 year-olds in the Czech Republic had attained tertiary education, which is lower than the OECD average of 35%. Despite these lower levels of tertiary attainment overall, 16% of adults in the Czech Republic have a master's level qualification, higher than the OECD average of 11%, and 1% a doctoral qualification, similar to the OECD average. Only 5% of Czech adults have a bachelor's or equivalent degree as their highest level of qualification.
- In the Czech Republic, 37% of full-time students had completed a bachelor's or equivalent programme within the theoretical duration of the programme, or the number of years a tertiary institution generally allocates for such a programme. After three further years, completion rates rise to 60%. There are factors that influence these rates, such as gender or educational background, which can help identify at-risk groups. For example, 27% of male students will complete a bachelor's degree in the theoretically allotted time versus 45% of female students.
- Over recent years, student international mobility has increased quite drastically, in part due to higher demands for tertiary education in prestigious institutions, the perceived value of studying abroad including enhanced employability, and the greater emphasis on added value in the classroom due to diversity of students. At tertiary level, 3.1% of Czech students enrol in institutions abroad, which is comparable to the EU22 average of 3%. At the master's and doctoral levels, institutions situated in Europe seem to be most attractive, as 86% study in an EU22 country. Almost 30% of those who go abroad choose Germany as their destination country.
- Unemployment rates among tertiary-educated Czechs are quite low compared to EU22 countries. For example, only 3.1% of Czechs with a bachelor's level degree are unemployed, versus 6.3% in EU22 countries on average, and only 2% of master's recipients are unemployed versus 5% in EU22 countries.
- As well as more opportunities for employment, higher levels of education generally offer the potential to earn higher wages. Relative to a full-time, full-year worker who has only attained an upper secondary level of education, tertiary-educated Czechs in 2013 earned almost twice as much, or 92% more. This education premium is higher than the average for EU22 countries, where adults with a tertiary education would earn about 52% more than their counterparts who only attained upper secondary.

Figure 2. Relative earnings of adults working full-time, by educational attainment (2014)
25-64 year-olds with income from employment; upper secondary education = 100



Note: Tertiary education includes short-cycle tertiary, bachelor's, master's, doctoral or equivalent degrees.

1. Year of reference differs from 2014. Refer to Table A6.1 for details.

2. Some levels of education are included with others. Refer to "x" code in Table A6.1 for details.

3. Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED 2011 or ISCED-97 classification.

4. Earnings net of income tax.

5. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (18% of the adults are under this group).

6. Data refer to all earners.

Countries are ranked in ascending order of the relative earnings of 25-64 year-olds with tertiary education.

Source: OECD. Table A6.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Access to high-quality early childhood education makes a difference later on

- As of 2014, 12% of 2-year-olds in the Czech Republic were enrolled in early childhood education, in comparison to 36% of 2-year-olds on average across OECD countries. By the age of three, this number increases to 68%, which is slightly below the average of 71% across OECD member countries.
- Czech expenditure on pre-primary educational institutions amounts to 0.5% of gross domestic product (GDP), which is lower than the OECD and EU22 averages of 0.8% each. This amounts to USD 4 655 per Czech pre-primary student, including those at both public and private institutions, versus USD 8 618 across OECD countries.
- The majority of students at the pre-primary level in the Czech Republic are enrolled in public institutions, with only 3% in private institutions. On average across OECD countries, 32% of students are in the private system at this level, versus 68% at public institutions.

Salary, the school environment and workload all influence teachers' decisions to enter – and remain in – the profession

- Teachers in the Czech Republic earn relatively low salaries, especially in comparison to other tertiary-educated workers. At the lower and upper secondary levels in a public institution, a teacher with typical qualifications can expect a starting salary of USD 17 080.1 A teacher at the top of this scale earns about USD 20 853, which is about 58% of what a tertiary-educated, full-time employee earns. Across the EU22 countries, lower secondary teachers on average can expect to earn up to USD 52 058 and upper secondary teachers USD 54 943, which amounts to 86% and 92% respectively of what a tertiary-educated full-time employee earns.
- Czech teachers spend fewer hours teaching than the average across EU22 countries at the secondary level. In 2014 upper secondary teachers in the Czech Republic spend 589 hours per year teaching, in contrast to 632 hours

¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

for an average EU22 teacher. Over time, across OECD countries, the number of hours spent teaching has fallen, and the Czech Republic is no exception. For example, at the upper secondary level, from 2005 to 2014 average annual teaching hours in OECD countries fell by 4 hours from 648 to 644. In the Czech Republic teaching hours per year have fallen by 28 hours, from 617 down to 589 hours.

- Czech teachers are slightly older than on average across OECD countries. There are few teachers under the age of 30, with the bulk of teachers at the primary and secondary levels over 40, which is consistent with OECD averages. Teachers at the upper secondary level tend to be older than those at the lower secondary and primary levels, with even fewer teachers under the age of 30 – only 6% compared to 11% and 10% at the lower secondary and primary levels – and 47% over the age of 50. In contrast, the OECD averages at the upper secondary level are 8% of teachers under 30 years old and only 38% over 50. An older teaching workforce has implications for education systems; Czech policy makers will need to assess methods of recruiting and training new teachers as this cohort begins to reach retirement age, as while teachers' salaries tend to increase with years of experience meaning an older workforce tends to be more expensive.

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Note regarding data from Israel


The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

* EU22 countries are those that are members of both the European Union and the OECD. These 22 countries are Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Luxembourg, the Netherlands, Poland, Portugal, Slovenia, the Slovak Republic, Spain, Sweden and the United Kingdom.

References

OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.

For more information on **Education at a Glance 2016** and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using: 
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=CZE&treshold=10&topic=EO>.

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Key Facts for the Czech Republic in Education at a Glance 2016

Source	Main topics in Education at a Glance	Czech Republic		OECD average		EU22 average	
Gender							
Employment rate of 25-64 year-olds, by educational attainment		2015					
		Men	Women	Men	Women	Men	Women
Chart A5.2.	Below upper secondary	53%	36%	66%	46%	62%	44%
	Upper secondary or post-secondary non-tertiary	86%	71%	81%	67%	79%	68%
	Tertiary	93%	78%	88%	80%	88%	80%
Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)		2014					
		Ratio (women/men)		Ratio (women/men)		Ratio (women/men)	
Table A6.2	Below upper secondary	80%		76%		77%	
	Upper secondary or post-secondary non-tertiary	80%		77%		79%	
	Tertiary	71%		73%		74%	
Percentage of people not in employment, nor in education or training (NEET)		2015					
		Men	Women	Men	Women	Men	Women
Table C5.2	15-29 year-olds	8%	17%	12%	17%	13%	16%
Percentage of female graduates, by tertiary levels of education		2014					
		% Women		% Women		% Women	
Table A3.4	Short-cycle tertiary	65%		56%		59%	
	Bachelor's or equivalent	63%		58%		60%	
	Master's or equivalent	61%		57%		58%	
	Doctoral or equivalent	43%		47%		49%	
Field of education studied among tertiary-educated adults (25-64 year-old non-students)		2012		2012¹		2012	
		Men	Women	Men	Women	Men	Women
Table A1.5.	Teacher training and education science	7%	24%	7%	18%	n.a.	n.a.
	Engineering, manufacturing and construction	53%	17%	31%	7%	n.a.	n.a.
Vocational Education and Training (VET)							
Distribution of enrolment, by programme orientation		2014					
		General	Vocational	General	Vocational	General	Vocational
Table C1.3a	Upper secondary education	27%	73%	56%	44%	52%	48%
Educational attainment, by programme orientation		2015					
		General	Vocational	General	Vocational	General	Vocational
Table A1.4.	25-34 year-olds with upper secondary or post-secondary non-tertiary education	**	**	17%	26%	13%	30%
Unemployment rate, by programme orientation		2015					
		General	Vocational	General	Vocational	General	Vocational
Table A5.5	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	**	**	10%	9.2%	11.7%	10.8%
Financial Investment in Education							
Annual expenditure per student, by level of education (in equivalent USD, using PPPs)		2013					
Table B1.1	Primary education	USD 4 730		USD 8 477		USD 8 545	
	Secondary education	USD 7 861		USD 9 811		USD 10 053	
	Tertiary (including R&D activities)	USD 10 432		USD 15 772		USD 15 664	
Total expenditure on primary to tertiary educational institutions		2013					
Table B2.2	As a percentage of GDP	4%		5.2%		5%	
Total public expenditure on primary to tertiary education		2013					
Table B4.2	As a percentage of total public expenditure	8%		11.2%		9.9%	
Early Childhood Education and Care (ECEC)							
Enrolment rates in early childhood education at age 3		2014					
Table C2.1	ISCED 01 and 02	68%		71%		77%	
Expenditure on all early childhood educational institutions		2013					
Table C2.3	As a percentage of GDP	0.5%		0.8%		0.8%	
	Proportions of total expenditure from public sources	92%		81%		86%	
Teachers							
Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education		2014					
Table D3.2a	Pre-primary school teachers	0.48		0.74		0.74	
	Primary school teachers	0.56		0.81		0.81	
	Lower secondary school teachers (general programmes)	0.56		0.85		0.86	
	Upper secondary school teachers (general programmes)	0.58		0.89		0.92	
Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)		2014					
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary school teachers	USD 16 583	USD 17 146	USD 29 494	USD 39 245	USD 28 934	USD 38 992
	Primary school teachers	USD 17 080	USD 18 324	USD 31 028	USD 42 675	USD 30 745	USD 42 285
	Lower secondary school teachers (general programmes)	USD 17 080	USD 18 324	USD 32 485	USD 44 407	USD 32 274	USD 44 204
	Upper secondary school teachers (general programmes)	USD 17 080	USD 18 324	USD 34 186	USD 46 379	USD 33 420	USD 46 420

Czech Republic - Country Note - Education at a Glance 2016: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Czech Republic		OECD average		EU22 average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2012		2012¹		2012	
Table A6.4	Teacher training and education science	USD 1 700		USD 3 004		n.a.	
	Engineering, manufacturing and construction	USD 2 100		USD 3 883		n.a.	
	Ratio of students to teaching staff			2014			
Table D2.2	Primary education	19 students per teacher		15 students per teacher		14 students per teacher	
	Secondary education	12 students per teacher		13 students per teacher		12 students per teacher	
	Tertiary education	22 students per teacher		17 students per teacher		17 students per teacher	
	Tertiary Education						
	Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group	2015					
		25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	0%	0%	8%	8%	5%	6%
	Bachelor's or equivalent	11%	5%	21%	16%	18%	13%
	Master's or equivalent	19%	16%	14%	11%	16%	13%
	Doctoral or equivalent	1%	1%	1%	1%	1%	1%
	All tertiary levels of education	31%	22%	42%	35%	40%	32%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015					
Tables A5.1 & A5.3	Short-cycle tertiary	78%		80%		80%	
	Bachelor's or equivalent	79%		82%		81%	
	Master's or equivalent	87%		87%		86%	
	Doctoral or equivalent	92%		91%		91%	
	All tertiary levels of education	85%		84%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)	2014					
Table A6.1	Short-cycle tertiary	120		120		120	
	Bachelor's or equivalent	158		148		139	
	Master's, doctoral or equivalent	202		191		175	
	All tertiary levels of education	192		155		152	
	Share of international or foreign students, by level of tertiary education	2014					
Table C4.1.	Bachelor's or equivalent	9%		5%		6%	
	Master's or equivalent	12%		12%		13%	
	Doctoral or equivalent	14%		27%		22%	
	All tertiary levels of education	10%		6%		8%	
	First-time entry rates into tertiary education	2014					
Table C3.1.	All tertiary levels (including international students)	69%		68%		63%	
	All tertiary levels (excluding international students)	59%		61%		57%	
	All tertiary levels (students younger than 25 years old and excluding international students)	51%		51%		50%	
	Other: Immigration and intergenerational mobility in education						
	Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status²	2012		2012¹		2012	
		Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents
Table A4.3	25-44 year-old adults with below upper secondary education as their highest educational attainment level	11%	**	27%	37%	n.a.	n.a.
	Other: Adult education and learning						
	Participation of 25-64 year-olds in formal and/or non-formal education, by level of education²	2012		2012¹		2012	
Table C6.3	Below upper secondary	19%		26%		n.a.	
	Upper secondary or post-secondary non-tertiary	48%		46%		n.a.	
	Tertiary	71%		70%		n.a.	
	Other: Education and social outcomes						
	Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level	2012		2012¹		2012	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	82%		67%		n.a.	
	High literacy proficiency (Level 4 or 5)	97%		90%		n.a.	
	Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment³	2015					
		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
Table A8.3a	Upper secondary or post-secondary non-tertiary	85%	86%	83%	87%	83%	86%
	Tertiary	96%	98%	92%	94%	92%	93%

The reference year is the year cited or the latest year for which data are available.

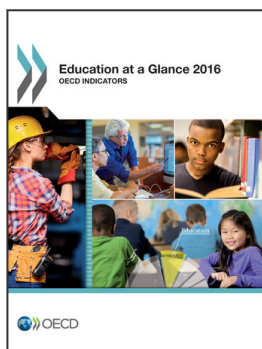
Refer to Annex 3 for notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. OECD average includes some countries with 2015 data.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. Educational attainment categories collected by Gallup World Poll may differ from ISCED-A 2011.

** Please refer to the source table for details on this data.



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