

## EDUCATION AT A GLANCE 2015

*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 34 OECD countries and a number of partner countries.

### Czech Republic

#### Educational attainment, skills and participation in the labour market

*Despite a comparatively low tertiary attainment rate, the Czech Republic has a high proportion of very well-educated adults. Higher educational attainment is rewarded in the labour market.*

- The Czech Republic has the second highest proportion of adults with at least upper secondary education among OECD countries (93% against an OECD average of 76%).
- The country has one of the largest shares of adults with a master's or equivalent degree: 16% of 25-64 year-olds hold a master's degree compared to the OECD average of 11%. Still, only 22% of adults hold a tertiary qualification, well below the OECD average of 33%.
- Although the unemployment rate in the Czech Republic is substantially lower than in other EU21\* countries, it increases sharply for those with less education. Among 25-64 year-olds in the labour force, 2.3% of those with a master's degree are unemployed (the EU21 average rate is 5.2%) compared with 20.7% of those with only a lower secondary education (the EU21 average rate is 16.3%).
- Adults who have attained tertiary education earn, on average, 75% more than those with just an upper secondary education. Some 25% of people with tertiary degrees earn at least twice the median earnings, while only 8% of the total population do.

#### Equity in education and the labour market

*The Czech Republic has the lowest educational upward mobility rate of all OECD countries. Enrolment in early childhood education is also markedly low despite its benefits for reducing inequality and improving outcomes.*

- In the Czech Republic, family background has a very strong impact on young adults' educational attainment: 71% of 25-34 year-olds have the same attainment as their parents. This is the largest proportion among OECD countries, where, on average, 52% of young adults have the same educational attainment as their parents. Upward educational mobility seems harder for young men than for young women: 76% of young men have the same level of education as their parents, compared with 66% of young women.
- Only 17% of 25-34 year-olds have exceeded their parents' educational attainment whereas the OECD average is 32%.

- Early childhood education can mitigate social inequalities and promote better student outcomes later on. While enrolment rates in early childhood education and care among 4-5-year-olds are not far from the OECD averages (83% of 4-year-olds and 89% of 5-year-olds compared to 88% and 95%), the enrolment rate for 3-year-olds is 59%, one of the lowest among OECD countries, where the average is 74%.

## Financing of education

*Annual expenditure per student has risen at one of the fastest rates of all OECD countries, although as a share of the country's wealth it is still very low. Almost all of it comes from public sources.*

- While the number of students enrolled in primary, secondary and post-secondary non-tertiary education fell by about 15% between 2005 and 2012 (one of the steepest drops among OECD countries), total expenditure increased by 14% and expenditure per student increased by 34%, above the OECD average increase of 21%. In total, expenditure on primary, secondary and post-secondary non-tertiary education institutions in the Czech Republic represents 2.8% of GDP, well below the OECD average of 3.7%.
- At the tertiary level, total expenditure increased 72% between 2005 and 2012, the third largest increase among OECD countries. The number of students in tertiary education increased by about 30% in the same period, meaning expenditure per student increased by 33%, compared with OECD average increases of 15% and 11%, respectively.
- Some 87% of expenditure on primary to tertiary institutions comes from public funds, compared to 84% on average for OECD countries. The Czech Republic's increase in private expenditure on tertiary educational institutions between 2005 and 2012 was the second highest among OECD countries. Still, 79% of expenditure on tertiary educational institutions is public, which is around the EU21 average of 78% and 9 percentage points above the OECD average of 70%.

## The teaching profession

*Teachers' salaries are not competitive compared to those of other similarly educated adults in the workforce. The profession has one of the highest proportions of women in the OECD.*

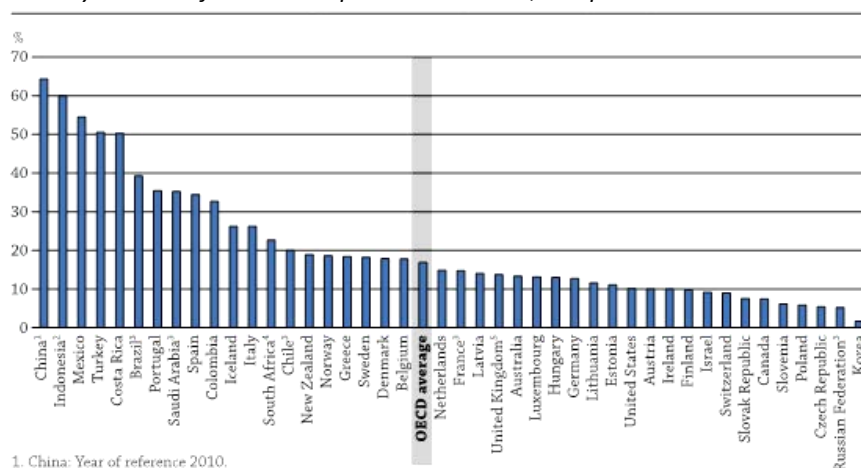
- The ratios of primary and lower secondary teachers' salaries to the earnings of full-time full-year workers with similar educational attainment are the lowest among OECD and partner countries. They are paid 52% of what their tertiary-educated peers earn, compared with OECD averages of 78% for primary teachers and 80% for lower secondary. The figure for upper secondary teachers in the Czech Republic is 56%, far below the OECD average of 82% and the second lowest ratio after Hungary.
- After 15 years of experience, primary, lower secondary and upper secondary teachers can expect to earn USD 18 273,<sup>1</sup> one of lowest salaries among OECD countries, where the average salary is USD 41 245 at primary level, USD 42 825 at lower secondary and USD 44 600 at upper secondary.
- The share of female teachers at the post-secondary non-tertiary level is the largest among OECD countries (96%) and one of the largest at all levels of education (75%).

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<sup>1</sup> Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs).

- Classes are smaller than the OECD average at the primary level (20 pupils compared to 21 pupils) and the lower secondary level (22 compared to 24 students). In contrast, the ratios of students to teaching staff in post-secondary non-tertiary education (31) and in tertiary education (22) are above the OECD average of 16 for both levels of education. *Education at a Glance 2015* shows that the lower the average class size is, the more time tends to be spent on teaching and learning, and the less time tends to be spent on keeping order in the classroom.

**Figure: Percentage of 25-34 year-olds with attainment below upper secondary education (2014)**  
Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



1. China: Year of reference 2010.  
 2. Indonesia: Year of reference 2011.  
 3. Brazil, Chile, France, Korea, the Russian Federation, Saudi Arabia: Year of reference 2013.  
 4. South Africa: Year of reference 2012.  
 5. The United Kingdom: Data for upper secondary attainment includes 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).  
 Countries are ranked in descending order of the percentage of 25-34 year-olds with attainment below upper secondary education.

Source: OECD. Table A1.4a.

See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink <http://dx.doi.org/10.1787/888933283386> (*Education at a Glance 2015*, Chart A1.1)

\* EU21 countries are those that are members of both the European Union and the OECD. These 21 countries are Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, the Netherlands, Poland, Portugal, Slovenia, the Slovak Republic, Spain, Sweden and the United Kingdom.

## References


OECD (2015), *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2015-en>.

### 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.

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For more information on **Education at a Glance 2015** and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://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.

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<http://gpseducation.oecd.org/CountryProfile?primaryCountry=CZE&treshold=10&topic=EO>

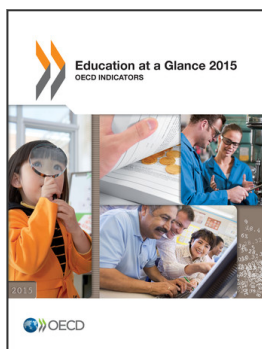
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## Key Facts for Czech Republic in Education at a Glance 2015

Table	Indicator	Czech Republic	OECD average
<b>Educational Access and Output</b>			
<b>Enrolment rates</b>			
C2.1	3-year-olds (in early childhood education)	2013 59%	2013 74%
<b>Highest educational attainment level of 25-64 year-olds</b>			
A1.4a	Below upper secondary	7%	24%
	Upper secondary or post-secondary non-tertiary	72%	43%
	Tertiary	22%	34%
<b>Highest educational attainment level of 25-64 year-olds (disaggregation at tertiary level)</b>			
A1.1a	Short cycle tertiary	0%	8%
	Bachelor's or equivalent	5%	16%
	Master's or equivalent	16%	11%
	Doctoral or equivalent	0%	1%
<b>Entry and graduation rates</b>			
C3.1	Percentage of today's young people expected to enter tertiary education at least once during their lifetime	67%	67%
A3.1	Percentage of today's young people expected to graduate with a bachelor's or equivalent degree in their lifetime	41%	36%
<b>Economic and Labour Market Outcomes</b>			
<b>Unemployment rate of 25-64 year-olds</b>			
A5.4a	Below upper secondary	20.7%	12.8%
	Upper secondary and post-secondary non-tertiary	5.4%	7.7%
	Tertiary	2.6%	5.1%
<b>Average earnings premium for tertiary-educated 25-64 year-olds (upper secondary = 100)</b>			
A6.1a	Short cycle tertiary	117	125
	Bachelor's or equivalent	143	157
	Master's, Doctoral or equivalent	185	214
	All tertiary	175	160
<b>Percentage of people not in employment, education or training (NEET) for 15-29 year-olds</b>			
C5.2b	Men	7.3%	13.2%
	Women	17.9%	17.9%
<b>Financial Investment in Education</b>			
<b>Annual expenditure per student (in equivalent USD, using PPPs)</b>			
B1.1a	Primary education	4728 USD	8247 USD
	Secondary education	7469 USD	9518 USD
	Tertiary (including R&D activities)	10319 USD	15028 USD
<b>Total expenditure on primary to tertiary educational institutions</b>			
B2.2	As a percentage of GDP	4.2%	5.2%
<b>Total public expenditure on primary to tertiary education</b>			
B4.2	As a percentage of total public expenditure	8.9%	11.6%
<b>Schools and Teachers</b>			
<b>Ratio of students to teaching staff</b>			
D2.2	Primary education	19 students per teacher	15 students per teacher
	Secondary education	11 students per teacher	13 students per teacher
<b>Average actual teachers' salaries</b>			
D3.4	Pre-primary school teachers	18557 USD	37798 USD
	Primary school teachers	21479 USD	41248 USD
	Lower secondary school teachers (general programmes)	21426 USD	43626 USD
	Upper secondary school teachers (general programmes)	23032 USD	47702 USD

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

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



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