

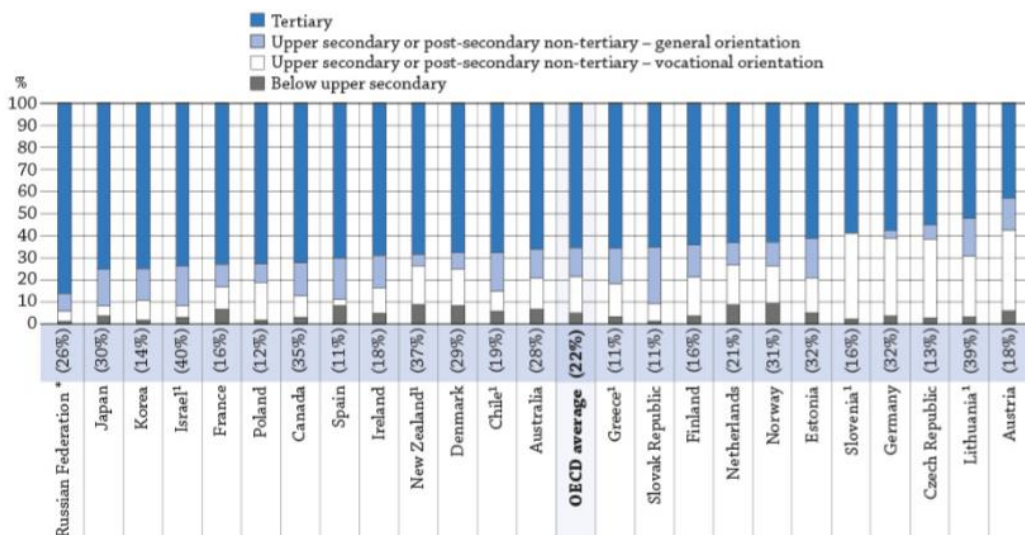
EDUCATION AT A GLANCE 2018

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 OECD and partner countries.

Czech Republic

- Upward educational mobility in the Czech Republic is less prevalent than across OECD countries: **children whose parents did not attain tertiary education are more likely not to obtain a tertiary degree and to graduate from vocational programmes** than in a majority of OECD countries (Figure 1).
- The gender gap in both employment rates and earnings is wide in the Czech Republic. **For instance, 25-64 year-old women earn 69% of what men earn on average, one of the lowest proportions among OECD countries.**
- The enrolment rate of 3-year-olds in early childhood education and care has increased during recent years and now exceeds the OECD average of 75%. **However, spending per child is the lowest among OECD countries.**
- Expenditure in educational institutions has increased during recent years. **However, spending per student from primary to tertiary level is among the lowest across OECD and can explain the low salary of Czech teachers.**
- **Teachers and school heads have relatively low salaries** compared to their OECD counterparts and other tertiary-educated workers.

Figure 1. Educational attainment of 25-64 year-olds who have at least one parent who attained tertiary education (2012 or 2015)



Note: The percentage in parentheses represents the share of 25-64 year-olds who have at least one parent who attained tertiary education. Countries where more than 10% of the 25-64 year-olds with upper secondary or post-secondary non-tertiary education could not be distinguished between general and vocational orientation have been excluded. The values for the average were redistributed to add up to 100%. Data from the Survey of Adult Skills (PIAAC) are based on ISCED-97. See *Definitions, Methodology* and *Source* sections for more information. 1. Reference year is 2015; for all other countries and economies the reference year is 2012.

* See note on data for the Russian Federation in the *Source* section.

Countries are ranked in descending order of the percentage of tertiary-educated 25-64 year-olds.

Source: OECD (2018), Tables A1.a and A1.b, available on line. See *Source* section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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Upward mobility is less prevalent than across OECD countries and gender gaps in education and employment persist

- Upward mobility in education is proving more challenging in the Czech Republic than in other countries: among adults whose parents attained upper secondary or post-secondary non-tertiary education as their highest qualification, only 18% achieved tertiary education, the lowest proportion among OECD countries, while 70% graduated from upper secondary vocational or post-secondary non-tertiary programmes, the highest proportion among OECD countries.
- Adults in the Czech Republic are also more likely to attain a tertiary education if one of their parents did too, although less so than in other OECD countries on average: 55% of 25-64 year-olds with a tertiary-educated parent had achieved a tertiary degree in 2012, compared to 68% on average across OECD countries.
- In the last decade, the educational attainment level of 25-34 year-olds in the Czech Republic increased significantly, especially for women. Between 2007 and 2017, the share of 25-34 year-old women with a tertiary education increased from 17% to 40% and is 13 percentage points above the share of men with tertiary education.
- Women are less likely to be employed (at all attainment levels) than men in all OECD countries. In the Czech Republic, 93% of tertiary-educated men are employed, compared with 71% of tertiary-educated women, the 4th lowest proportion among EU23 countries. Among people with upper secondary or post-secondary non-tertiary qualification, 66% of women are employed, 3 percentage points below the EU23 average, compared with 94% of men. Finally, only 38% of women with below upper secondary education are employed, almost less than half the proportion for men (71%).
- As in all OECD countries, women have lower salaries than men at all levels of education in the Czech Republic, particularly during the middle of their working lives. In 2016, 35-44 year-old women with a tertiary education earned 66% of what their male counterparts earned, the 3rd lowest proportion among EU23 countries. Women of the same age with below upper secondary education earn 82% of men's earnings, and those with upper secondary or post-secondary non-tertiary education 75%, compared with 76% and 78% at both levels respectively in EU23 countries.

Access to early childhood education has improved in recent years but spending per student remains low

- Since 2010, the number of 3-year-olds enrolled in early childhood education and care (ECEC) has increased from 60% to 78%, slightly exceeding the OECD average of 76%. Nevertheless, only 7% of children under the age of 3 were enrolled in early childhood education, about one-fifth of the average across OECD countries (33%). It is also less than in Hungary (17%), Poland (12%) and Slovenia (39%).
- Expenditure on pre-primary educational institutions in the Czech Republic amounted to 0.52% of gross domestic product (GDP) in 2015, which is 0.1 percentage points lower than the OECD and EU23 average. This amounts to USD 4 953 per pre-primary student, the lowest among OECD and EU23 countries.¹
- The large majority of children at the pre-primary level in the Czech Republic are enrolled in public institutions (96% compared to 68% in OECD and 75% in the EU23), with only 4% in private institutions (compared to 32% in OECD and 25% in the EU23), the highest enrolment rate in public institutions and the lowest enrolment rate in private institutions of all OECD and EU23 countries.
- Since 2005, the number of children per teacher has fallen by 10%, mainly driven by a 31% increase in the number of teachers hired among the OECD. However, in the Czech Republic, the increase in enrolment of 37% was not fully compensated by the 25% increase in teachers, so the number of children per teacher has increased by 9% in pre-primary education.

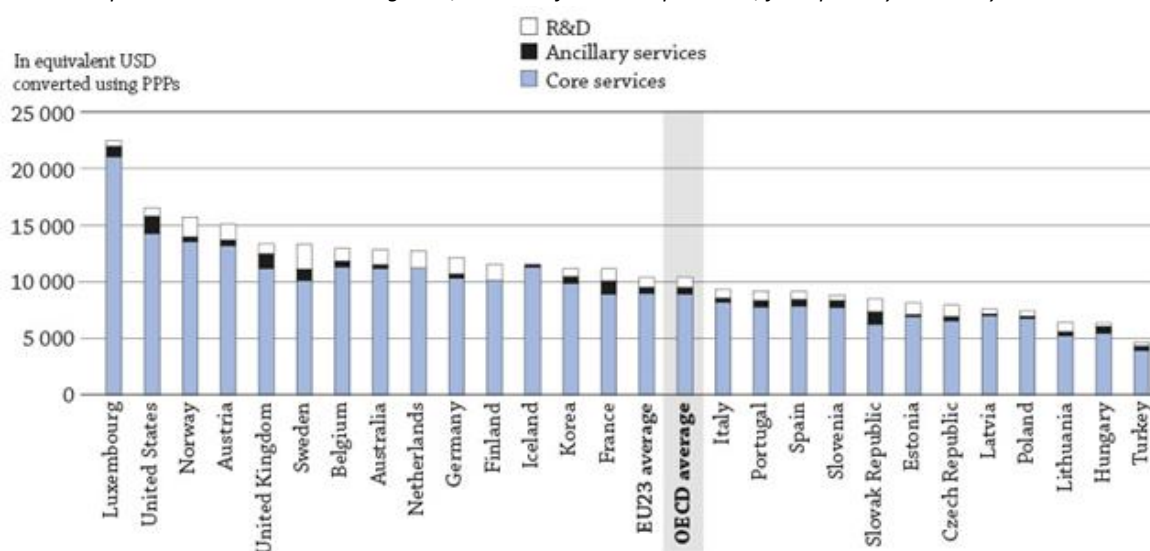
¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

Expenditure on educational institutions has increased but it remains low compared to other OECD countries

- Expenditure on primary to tertiary education amounts to 3.8% of GDP, a share only above Ireland, Hungary and Luxembourg. Primary, secondary and post-secondary expenditure amounts to 2.6 % of GDP, the lowest share only after Lithuania (2.4%) among OECD countries, while 1.2% of GDP is dedicated to tertiary education, above Greece, Hungary, Ireland, Italy, Luxembourg and Slovenia.
- Between 2010 and 2015 total expenditure on educational institutions increased by 7%. The number of students in primary, secondary and post-secondary non-tertiary education fell by 3% and the number of students in tertiary education fell by 13%, leading to an increase in expenditure per student of 10% and 22% respectively, both above the corresponding OECD increase of 5% and 12%.
- Annual expenditure per student on educational institutions from primary to tertiary level is USD 7 919, one of the lowest amounts among OECD countries, and only above Latvia, Poland, Lithuania, Hungary and Turkey (Figure 1). Expenditure at primary, secondary and post-secondary non-tertiary level is USD 7 075 per student, while it totals USD 10 891 per student at tertiary level.

Figure 1. Total expenditure on educational institutions per student, by types of service (2015)

In equivalent USD converted using PPPs, based on full-time equivalents, from primary to tertiary education.



Countries are ranked in descending order of total expenditure per student on educational institutions.

Source: OECD/UIS/Eurostat (2018), Table C1.2. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933804185>

The teaching workforce is ageing and the profession is less attractive to the younger generation, partly due to low salaries

- Teachers in the Czech Republic earn relatively low salaries, especially in comparison to other tertiary-educated workers. At the lower and upper secondary general programme levels, a teacher with typical qualifications can expect a starting salary of around USD 19 000. A teacher at the top of this scale earns around USD 25 000, which is about 60% of what other tertiary-educated, full-time employees earn. Across the EU23 countries, lower secondary teachers can expect to earn up to USD 54 435 on average and upper secondary teachers USD 57 047, which amounts to 93% or equal respectively of what a tertiary-educated full-time employee earns.
- School heads have also relatively low salaries. They earn around USD 29 000 at pre-primary level, USD 38 000 at primary and lower secondary and USD 41 000 at upper secondary level, all below the corresponding EU23 averages of around USD 48 000, USD 55 000, USD 64 000 and USD 69 000. Thus, whereas in other EU23 countries, tertiary-educated school heads earn relatively more than workers with similar educational attainment, in the Czech Republic heads earn nearly the same as other tertiary-educated workers in primary and secondary schools and pre-primary heads earn only 74% of what other tertiary-educated workers earn.

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- Teachers in the Czech Republic spend fewer hours teaching than the average across EU23 countries at the secondary level. In 2017, upper secondary teachers in the Czech Republic spend 589 hours per year teaching, compared to an average of 633 hours in upper secondary general programmes and 674 hours in upper secondary vocational programmes across EU23 countries.
- Over the last decade, the number of hours spent teaching has increased on average across EU23 countries, but the Czech Republic is an exception. For instance, at the upper secondary level, average annual teaching hours in EU23 countries increased by 6 hours between 2007 and 2017, from 629 to 633 hours. In the Czech Republic, teaching hours fell by 19 hours, from 608 to 589 hours per year.
- Teachers in the Czech Republic 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 the OECD average. Teachers at the upper secondary level tend to be older than those at the lower and primary levels with even fewer teachers under the age of 30 – only 4% in the Czech Republic, compared to 9% and 8% at the lower secondary and primary levels – and 51% over the age of 50. In contrast, the OECD averages are 8% of teachers in upper secondary education under 30 years old and only 39% over 50.
- The Czech education system is very decentralised: only 2% of the decisions concerning lower secondary education is taken by the central government, with 68% taken by schools themselves, including hiring, dismissals and even the design of the programmes of study (within a framework set by the central government), one the highest percentages across OECD countries.

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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.

Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.

References

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.

For more information on Education at a Glance 2018 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 2018

Source	Main topics in <i>Education at a Glance</i>	Czech Republic		OECD average		EU23 average	
	Equity						
	Educational attainment of 25-34 year-olds by gender	2017					
		% Men	% Women	% Men	% Women	% Men	% Women
Table A1.2	Below upper secondary	6%	6%	17%	14%	16%	12%
	Upper secondary or post-secondary non-tertiary	67%	53%	46%	37%	48%	39%
	Tertiary	27%	40%	38%	50%	36%	49%
	Percentage of 15-29 year-olds NEETs by country of birth	2017					
Table A2.3	Native-born	11%		13%		12%	
	Foreign-born	13%		18%		19%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017					
		Native-born	Foreign-born	Native-born	Foreign-born	Native-born	Foreign-born
Table A3.4	Below upper secondary	50%	59%	56%	60%	55%	57%
	Upper secondary or post-secondary non-tertiary	82%	85%	76%	72%	76%	71%
	Tertiary	86%	83%	87%	79%	87%	78%
	Earnings of 25-64 women relative to men, by educational attainment	2016					
Table A4.3	Below upper secondary	81%		78%		79%	
	Upper secondary or post-secondary non-tertiary	79%		78%		79%	
	Tertiary	69%		74%		75%	
	Share of girls among repeaters in secondary general programmes	2016					
Table B1.3	Lower secondary	42%		39%		38%	
	Upper secondary	37%		42%		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016					
		% Men	% Women	% Men	% Women	% Men	% Women
Table B4.1	Natural sciences, mathematics and statistics	18%	22%	22%	20%	20%	19%
	Engineering, manufacturing and construction	30%	14%	22%	10%	23%	11%
	Health and welfare	8%	14%	12%	19%	11%	18%
	First-time tertiary graduates	2016					
Table B5.1	Share of female first-time tertiary graduates	64%		57%		58%	
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 ¹					
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	50%		49%		n.a.	
	Participation of foreign-born adults who arrived in the country at 26 or older	**		48%		n.a.	
	Early childhood education and care (ECEC)						
	Enrolment rates in ECEC at age 3	2016					
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	78%		76%		82%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016					
Table B2.2	Public institutions	96%		68%		75%	
	Private institutions	4%		32%		25%	
	Expenditure on pre-primary level (ISCED 02)	2015					
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 4 953		USD 8 426		USD 8 163	
	Vocational education and training (VET)						
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016					
Table B1.3	All vocational programmes	73%		44%		47%	
	Combined school- and work-based programmes	6%		11%		11%	
	Share of women among upper secondary graduates, by programme orientation	2016					
Figure B3.1	General programmes	60%		54%		55%	
	Vocational programmes	44%		46%		45%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015					
Table C1.1	General programmes	USD 7 368		USD 8 981		USD 9 235	
	Vocational programmes	USD 8 566		USD 10 831		USD 11 115	
	Tertiary education						
	Share of international or foreign students, by education level²	2016					
Table B6.1	Bachelor's or equivalent	10%		4%		6%	
	Master's or equivalent	13%		12%		13%	
	Doctoral or equivalent	16%		26%		23%	
	All tertiary levels of education	12%		6%		9%	
	Share of first-time tertiary graduates by education level	2016					
Table B5.1	Short-cycle tertiary	1%		14%		10%	
	Bachelor's or equivalent	90%		75%		76%	
	Master's or equivalent	9%		10%		14%	
	Employment rate of 25-64 year-olds, by educational attainment	2017					
Table A3.1	Short-cycle tertiary	88%		81%		82%	
	Bachelor's or equivalent	81%		84%		83%	
	Master's or equivalent	87%		88%		88%	
	Doctoral or equivalent	92%		92%		92%	
	All tertiary levels of education	86%		85%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016					
Table A4.1	Short-cycle tertiary	112		123		125	
	Bachelor's or equivalent	142		145		137	
	Master's, doctoral or equivalent	180		191		175	
	All tertiary levels of education	169		155		152	

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Source	Main topics in <i>Education at a Glance</i>	Czech Republic	OECD average	EU23 average			
Financial resources invested in education							
Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)		2015					
Table C1.1	Primary	USD 5 207	USD 8 539	USD 8 512			
	Secondary	USD 8 476	USD 9 868	USD 9 882			
	Tertiary (excluding R&D activities)	USD 6 365	USD 11 049	USD 10 919			
Total expenditure on primary to tertiary educational institutions		2015					
Table C2.1	As a percentage of GDP	3.8%	5.0%	4.6%			
Share of expenditure on tertiary educational institutions by source of funds³		2015					
Figure C3.1	Public expenditure	80%	73%	76%			
	Private expenditure	20%	21%	19%			
	Public to private transfers	0%	6%	4%			
Total public expenditure on primary to tertiary education		2015					
Table C4.1	As a percentage of total government expenditure	7.8%	11.1%	9.6%			
Teachers, the learning environment and the organisation of schools							
Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education		2016					
		Teachers	School heads	Teachers	School heads	Teachers	School heads
Table D3.2a	Pre-primary	0.52	0.74	0.82	**	0.83	1.1
	Primary	0.61	0.97	0.86	1.21	0.88	1.21
	Lower secondary (general programmes)	0.61	0.97	0.91	1.34	0.93	1.37
	Upper secondary (general programmes)	0.63	1.05	0.96	1.42	1	1.45
Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)		2017					
		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	USD 17 920	USD 18 805	USD 30 229	USD 40 436	USD 29 096	USD 39 371
	Primary	USD 18 944	USD 21 007	USD 31 919	USD 44 281	USD 31 206	USD 43 486
	Lower secondary (general programmes)	USD 18 953	USD 21 049	USD 33 126	USD 46 007	USD 32 495	USD 45 472
	Upper secondary (general programmes)	USD 18 971	USD 21 044	USD 34 534	USD 47 869	USD 33 205	USD 47 615
Organisation of teachers' working time in public institutions over the school year		2017					
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary	1 333 hours	1 800 hours	1 029 hours	1 628 hours	1 068 hours	1 569 hours
	Primary	617 hours	1 560 hours	778 hours	1 620 hours	754 hours	1 553 hours
	Lower secondary (general programmes)	617 hours	1 560 hours	701 hours	1 642 hours	665 hours	1 585 hours
	Upper secondary (general programmes)	589 hours	1 560 hours	655 hours	1 638 hours	633 hours	1 572 hours
Percentage of teachers who are 50 years old or over		2016					
Table D5.1	Primary to upper secondary	43%		35%		38%	
Share of female teachers, in public and private institutions		2016					
Table D5.2	Primary	94%		83%		86%	
	Lower secondary	78%		69%		71%	
	Upper secondary	63%		60%		63%	
	Tertiary	38%		43%		44%	
Average class size by level of education		2016					
Table D2.1	Primary	21		21		21	
	Lower secondary	22		23		23	

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

1. OECD average includes some countries with 2015 data.

2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

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

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



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