

EDUCATION AT A GLANCE 2013

CZECH REPUBLIC

Increased spending on education despite severe budget constraints

In the years before the recent global economic crisis, the Czech Republic, a small open economy, reported annual growth over 6%, well above the OECD average (below 3%). But since 2008, like many other OECD countries, it has faced challenging times. Consequently, in 2010, the government embarked on a multi-year consolidation effort aimed at balancing the budget by 2016 by raising value-added tax (VAT) and excise taxes and cutting operational expenditures.¹ However, despite the need to balance overall public finances, the Czech Republic continued to increase funding for the education sector. Between 2005-10 the Czech Republic was among the top eight OECD countries in terms of increases in spending per student (primary, secondary and post-secondary non-tertiary education), raising expenditure 25% against the OECD average of 17%.

At the tertiary level, the Czech Republic reported the second highest growth in expenditure by educational institutions for all services, increasing spending by 40%, twice the OECD average of 20%. At the same time, the number of students also increased by 32%, well above the OECD average of 13%, ranking the country fourth in the OECD. As a result, spending per tertiary student between 2005 and 2010 in the Czech Republic rose by 6%, which is still below the OECD average of 8%.

An ageing teaching workforce

With declining numbers of students, there is little incentive to hire new teachers. Furthermore, the population is ageing and the retirement age is gradually being extended. As a result, the Czech Republic is one of just ten OECD countries in which more than 40% of upper-secondary teachers are over 50 years old.

Although teachers' salaries increased over the last decade for all levels of education, and even doubled for primary and lower secondary teachers, in 2011, teachers' salaries at all educational levels fell back below the 2009 rates. Compared to international standards, salaries are still relatively low: a lower secondary teacher can expect to earn only 58% of the salary of a full-time, full-year tertiary educated worker, compared with the OECD average of 89%.

Furthermore, the profession has relatively flat salary scales: the difference between the minimum and maximum salaries varies from 29% at the pre-primary level of education to 40% at upper secondary level of education, whereas the OECD average is around 60% at all levels.

¹ OECD (2011), "Country Note: Czech Republic", *Government at a Glance 2011*, OECD. Available at www.oecd.org/czech/47876270.pdf

Good outcomes from educational institutions

The Czech Republic ranks first in the OECD for the share of the adult (25-64 year-olds) population with at least an upper secondary education: 92% versus 75% for the OECD average. It has the lowest share of those with only an elementary education: 8% versus 25% for the OECD average.

Vocational education plays a major role in the Czech Republic's education system. Vocational upper secondary or post-secondary non-tertiary education has the highest level of attainment with more than 70% among 25-64 year-olds. Among 15-19 year-olds, more than 50% are enrolled in pre-vocational or vocational programmes at the upper secondary level. At the same time, the percentage of 15-19 year-olds neither employed nor in education or training (NEET) is less than 4%, half the OECD average of 8.2%.

Great strides have been made regarding tertiary education. Among the 25-64 year-old population as a whole, 18% have a tertiary degree, which is 14 percentage points below the OECD average. However, while just 12% of 55-64 year-olds have a tertiary education, among 25-34 year-olds the rate is doubled, to 25%. Tertiary-educated workers earn on average 76% more than those with just a secondary education. This is a greater premium than the OECD average which stands at 57% for the adult population.

Other findings:

- Expenditure per student increases with the level of education in almost all countries. On average in the OECD, expenditure per head on secondary education is 1.1 times greater than expenditure on primary education. The ratio in the Czech Republic is 1.7 times the primary expenditure rate, the highest in the OECD. This is largely because of the increase in the number of instructional hours for students combined with a significant decrease in the number of teaching hours per teacher between primary and secondary education.
- The gender gap for attainment rates is narrow at upper secondary level including vocational education. At tertiary level there is no difference at all in attainment between men and women. However when it comes to young people's choice of field of study, the gender gap is among the widest in the OECD. For instance, seven times as many young men study engineering, manufacturing and construction (70% among young men), than young women (10% among young women).

<p>Questions can be directed to: Andreas Schleicher Advisor to the Secretary-General on Education Policy, Deputy Director for Education and Skills Email: Andreas.Schleicher@oecd.org Telephone: +33 6 07 38 54 64</p>	<p>For more information on <i>Education at a Glance 2013</i>, visit: www.oecd.org/edu/eag.htm Country Note Authors: Karinne Logez (karinne.logez@oecd.org) Diane Lalancette (Diane.Lalancette@oecd.org)</p>
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Key Facts for Czech Republic in Education at a Glance 2013

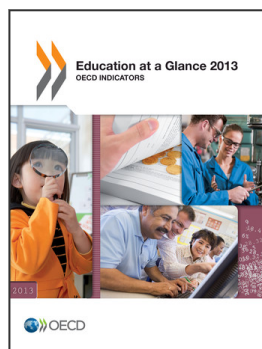
Table	Indicator	Czech Republic		OECD average		EU21 average		Rank among OECD countries and other G20 countries*
Educational Access and Output								
	Enrolment rates	2011	2005	2011	2005	2011	2005	
C2.1	3-year-olds (in early childhood education)	60%	65%	67%	64%	77%	73%	24 of 36
	4-year-olds (in early childhood and primary education)	85%	91%	84%	79%	90%	84%	23 of 36
C1.1a	5-14 year-olds (all levels)	98%		99%		98%		24 of 38
	Percentage of population that has attained below upper secondary education	2011	2000	2011	2000	2011	2000	
A1.4a	25-64 year-olds	8%	14%	26%	34%	25%	34%	34 of 35
	Percentage of population that has attained upper secondary education	2011	2000	2011	2000	2011	2000	
A1.4a	25-64 year-olds	74%	75%	44%	44%	48%	46%	1 of 36
	Percentage of population that has attained tertiary education	2011	2000	2011	2000	2011	2000	
A1.3a A1.4a	25-64 year-olds	18%	11%	31%	22%	28%	20%	31 of 36
	30-34 year-olds	24%		39%		37%		29 of 34
	25-34 year-olds	25%	11%	39%	26%	36%	24%	31 of 36
	55-64 year-olds	12%	9%	24%	15%	21%	14%	31 of 36
	Entry rates into tertiary education	2011	2000	2011	2000	2011	2000	
C3.1a	Vocational programmes (Tertiary-type B)	9%	9%	19%	16%	15%	11%	23 of 32
	University programmes (Tertiary-type A)	60%	25%	60%	48%	59%	46%	17 of 36
	Graduation rates	2011	2000	2011	2000	2011	2000	
A2.1a	Percentage of today's young people expected to complete upper secondary education in their lifetime	78%	m	83%	76%	83%	77%	19 of 27
A3.1a	Percentage of today's young people expected to complete university education (tertiary-type A) in their lifetime	41%	14%	39%	28%	41%	27%	12 of 26
Economic and Labour Market Outcomes								
	Unemployment rate of 25-64 year-olds - Men and Women	2011	2008	2011	2008	2011	2008	
A5.4b	Below upper secondary	21.6%	17.3%	12.6%	8.8%	15.6%	10.4%	6 of 35
	Upper secondary and post-secondary non-tertiary	5.7%	3.3%	7.3%	4.9%	8.5%	5.2%	22 of 36
	Tertiary	2.6%	1.5%	4.8%	3.3%	5.2%	3.2%	32 of 36
	Unemployment rate of 25-64 year-olds - Women	2011	2008	2011	2008	2011	2008	
A5.4d	Below upper secondary	20.2%	17.3%	12.2%	9.5%	15.1%	11.0%	5 of 35
	Upper secondary and post-secondary non-tertiary	7.2%	4.7%	8.0%	5.7%	9.1%	6.1%	15 of 35
	Tertiary	2.9%	1.6%	5.1%	3.6%	5.5%	3.6%	32 of 36
	Average earnings premium for 25-64 year-olds with tertiary education**	2011 or latest year available		2011		2011		
A6.1	Men and women	176		157		158		6 of 33
	Men	187		162		164		5 of 33
	Women	160		161		161		16 of 33
	Average earnings penalty for 25-64 year-olds who have not attained upper secondary education**	2011 or latest year available		2011		2011		
A6.1	Men and women	73		76		77		20 of 33
	Men	76		77		78		19 of 33
	Women	74		74		75		19 of 33
	Percentage of people not in employment, education or training for 15-29 year-olds, by level of education attained	2011	2008	2011	2008	2011	2008	
C5.4d	Below upper secondary	10.5%	8.9%	15.8%	14.4%	15.3%	13.5%	25 of 34
	Upper secondary	14.2%	12.3%	16.2%	13.6%	15.1%	11.8%	19 of 34
	Tertiary	11.6%	8.5%	13.3%	10.6%	12.3%	9.6%	20 of 34

Key Facts for Czech Republic in Education at a Glance 2013

Table	Indicator	Czech Republic		OECD average		EU21 average		Rank among OECD countries and other G20 countries*
Financial Investment in Education								
	Annual expenditure per student (in equivalent USD, using PPPs)	2010		2010		2010		
B1.1a	Pre-primary education	4247 USD		6762 USD		7085 USD		25 of 32
	Primary education	4120 USD		7974 USD		8277 USD		29 of 34
	Secondary education	6546 USD		9014 USD		9471 USD		23 of 34
	Tertiary education	7635 USD		13528 USD		12856 USD		28 of 33
	Total expenditure on educational institutions as a percentage of GDP	2010	2000	2010	2000	2010	2000	
B2.1	As a percentage of GDP	4.7%	4%	6.3%	5.4%	5.9%	5.2%	30 of 33
	Total public expenditure on education	2010	2000	2010	2000	2010	2000	
B4.1	As a percentage of total public expenditure	9.7%	9.5%	13.0%	12.6%	11.4%	11.4%	30 of 32
	Share of private expenditure on educational institutions	2010	2000	2010	2000	2010	2000	
B3.2a	Pre-primary education	8.0%		17.9%		11.3%		22 of 28
B3.2a	Primary, secondary and post-secondary non-tertiary education	9.2%	8.3%	8.5%	7.1%	6.1%	5.6%	12 of 31
B3.2b	Tertiary education	21.2%	14.6%	31.6%	22.6%	22.7%	14.3%	20 of 30
B3.1	All levels of education	12.3%	10.1%	16.4%	12.1%	10.7%	7.9%	17 of 29
Schools and Teachers								
	Ratio of students to teaching staff	2011		2011		2011		
D2.2	Pre-primary education	14 students per teacher		14 students per teacher		13 students per teacher		17 of 31
	Primary education	19 students per teacher		15 students per teacher		14 students per teacher		9 of 35
	Secondary education	11 students per teacher		14 students per teacher		12 students per teacher		25 of 36
	Total intended instruction time for students (hours)	2011		2011		2011		
D1.1	Primary education	2983 hours		4717 hours		m		27 of 31
	Lower secondary education	3393 hours		3034 hours		m		12 of 31
	Number of hours of teaching time per year (for teachers in public institutions)	2011	2000	2011	2000	2011	2000	
D4.2	Pre-primary education	1184 hours		994 hours		977 hours		6 of 29
	Primary education	840 hours	m	790 hours	780 hours	777 hours	776 hours	12 of 31
	Lower secondary education	630 hours	650 hours	709 hours	697 hours	669 hours	658 hours	18 of 30
	Upper secondary education	602 hours	621 hours	664 hours	628 hours	651 hours	635 hours	19 of 31
	Index of change in statutory teachers' salaries for teachers with 15 years of experience/minimum training (2000 = 100)	2011	2008	2011	2008	2011	2008	
D3.4	Primary school teachers	201	207	120	120	121	122	1 of 23
	Lower secondary school teachers	203	212	116	116	121	121	1 of 22
	Upper secondary school teachers	178	185	117	118	118	119	2 of 22
	Ratio of teachers' salaries to earnings for full-time, full-year adult workers with tertiary education	2011		2011		2011		
D3.2	Pre-primary school teachers	0.42		0.80		0.77		21 of 22
	Primary school teachers	0.54		0.82		0.80		25 of 27
	Lower secondary school teachers	0.54		0.85		0.84		25 of 27
	Upper secondary school teachers	0.58		0.89		0.89		26 of 27

* Countries are ranked in descending order of values.

** Compared to people with upper secondary education; upper secondary = 100.



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