

### Pupils, Students (School Year 2004/2005) and Graduates (School Year 2003/2004)

(Table 7)

Source: Institute for Information on Education (IIE) – school reports (MEYS), University

**Pupils of schools for children with special educational needs** = children in special nursery schools, special basic schools, remedial schools, preparatory stages, special grammar schools, special secondary technical schools, practical schools, special secondary vocational schools, vocational schools and schools in institutional and protective educational establishments. The data is for the school year 2004/2005.

**Pupils of basic and special schools** without pupils of preparatory classes for children with special disadvantages, without pupils of supplementary education courses. Data for the school year 2004/2005.

**Pupils of secondary schools** (grammar schools, secondary vocational schools, secondary technical schools and colleges) and **higher vocational schools** = pupils in daily study without pupils of supplementary education courses and retraining courses. Data for the school year 2004/2005.

**Graduates of higher professional schools** = data for the school year 2003/2004

**University students** = students in bachelor and master and doctoral programs in full-time, distance and combined study. Data for the school year 2004/2005.

**University graduates** = graduates in bachelor, master and doctoral programs in full-time, distance and combined study. Data for 2004.

Girls make up the majority in secondary technical schools and grammar schools, and especially higher professional schools. Boys predominate in secondary vocational schools and special schools of all levels, particularly institutional and protective education establishments. Women studying university more frequently complete bachelor studies only, and only one-third of girls is among those who complete doctoral programs.

Success in being accepted into secondary schools is roughly equal for both sexes. The largest proportions were for secondary technical schools, where 53.6 % of female applicants were accepted and 55.0 % of boys. The lowest success rate was recorded for acceptance to grammar school, where

Table 7: Pupils, Students (School Year 2004/2005) and Graduates (School Year 2003/2004)

	Girls / Women	Boys / Men	% of Women	% of Men
<b>Nursery school</b>	134,582	145,905	48.0	52.0
<b>Pupils of special schools of all levels</b>	26,982	39,558	40.6	59.4
<b>of that: in schools attached to     institutional and protective education</b>	619	1,493	29.3	70.7
<b>Basic school pupils</b>	446,445	471,293	48.6	51.4
<b>Vocational and secondary vocational school pupils</b>	61,733	114,242	35.1	64.9
<b>Secondary technical school pupils</b>	116,755	92,174	55.9	44.1
<b>Grammar school pupils</b>	84,708	57,666	59.5	40.5
<b>Further technical school pupils</b>	17,113	7,920	68.4	31.6
<b>University students</b>	150,094	148,102	50.3	49.7
<b>per 1,000 women/men</b>	28.7	29.8	x	x
<b>per 1,000 women/men     in age group 20–29 years</b>	188.8	178.9	x	x
<b>Graduates of further technical schools</b>	4,453	1,622	73.3	26.7
<b>University graduates – bachelor's degree study programmes</b>	7,351	5,188	58.6	41.4
<b>University graduates – master's degree study programmes</b>	13,294	12,199	52.1	47.9
<b>University graduates – PhD study programmes</b>	616	1,116	35.6	64.4
<b>Success rate, (%)</b>				
<b>Grammar schools – 4 years of study</b>	x	x	53.2	52.6
<b>Grammar schools     – 6 (8) years of study</b>	x	x	43.0	44.4
<b>Secondary technical schools</b>	x	x	53.6	55.0
<b>Universities</b>	x	x	52.3	65.0

43.0 % of female applicants were accepted and 44.4 % of boys. Boys were more successful in being accepted to university (whether for bachelor or master programs), with 65.0 % of applicants being accepted against 52.3 % of female applicants.



### University Students by Field of Study

(Graph 13)

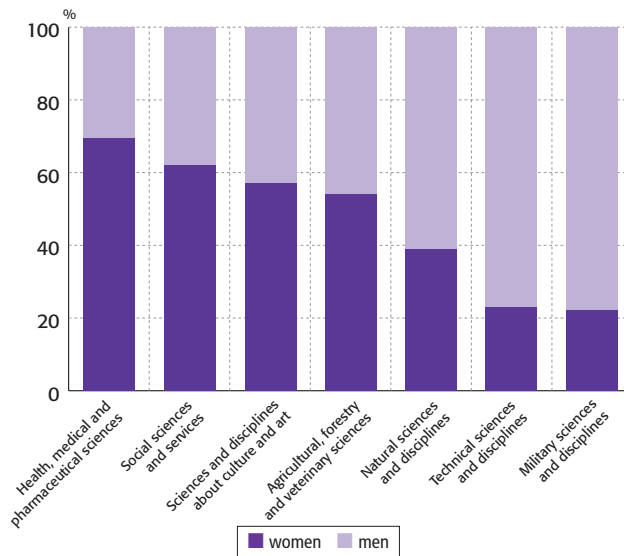
Source: IIE – register of university students

Study program groups according to Classification of Basic Branches of Education CBBE)

University students in bachelor, master and doctoral study programs in full-time, distance and combined study.

The sexes are most equally represented among students of agricultural, forestry and veterinary sciences, and among students of culture and art. Women predominate in the social sciences and in disciplines in the services field, most frequently in health, medical and pharmaceutical sciences. There are few women in the technical and natural sciences and disciplines, or at the military universities. The different representation of men and women did not, however, affect the sequence according to study discipline, which is the same for both sexes: women and men most often study at universities that focus on social sciences and services, humanities and services, with the technical sciences and disciplines in second place.

Graph 13: University Students by Field of Study for 2004



	Women	Men
Health, medical and pharmaceutical sciences	14,959	6,632
Social sciences and services	98,832	59,520
Sciences and disciplines about culture and art	3,824	2,868
Agricultural, forestry and veterinary sciences	5,997	5,133
Natural sciences and disciplines	9,420	14,661
Technical sciences and disciplines	16,993	59,043
Military sciences and disciplines	69	243

### Teachers, Deputy Directors and Directors by Type of School

(Graph 14)

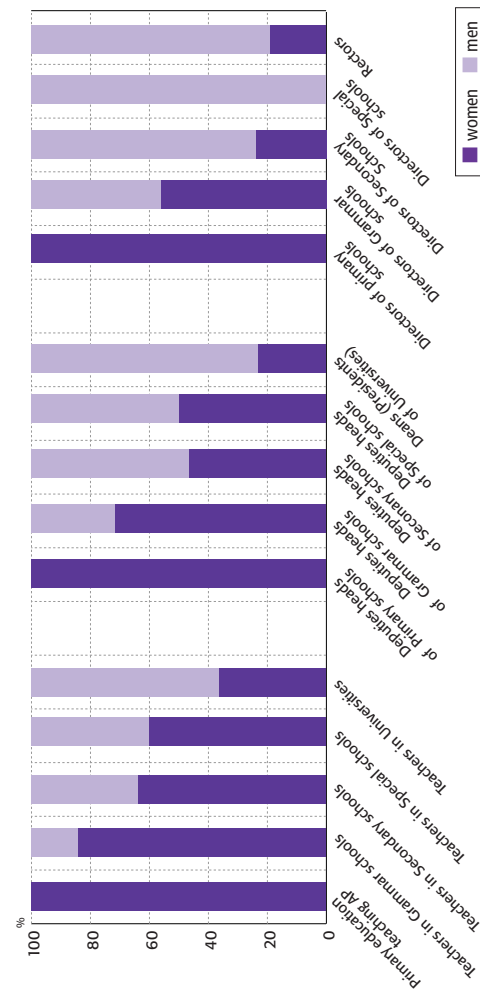
Source: Structural wage statistics (Structure of Earnings Survey and Information System on Pay), CZSO

A combination of codes was used: Classification of Occupations – extended (CZ ISCO) and Industrial Classification of Economic Activities (CZ NACE). Data are averages for 2004.

Education is traditionally the domain of women, and women do predominate among pedagogues outside universities. However, the sexes are represented in different degrees by the type of school: it is possible to say that the higher is the type of school the higher is the proportion of male teachers. Whereas women make up 100 % of teachers in pre-school education, among university pedagogues they comprise roughly one-third (36.3 %).

With regard to managerial positions in education, the higher the position the lower the proportion of women. Women make up 71.6 % of deputy directors at basic schools, but only 55.5 % of directors. Women comprise 46.6 % of deputy directors at secondary schools, and 24.3 % of directors. Women constitute half of the deputy directors of higher professional schools. Among deans at universities we find 23.0 % are women, and among rectors 18.8 %.

Graph 14: Teachers, Deputy Directors and Directors by Type of School (averages for 2004)



### Pedagogues in Universities

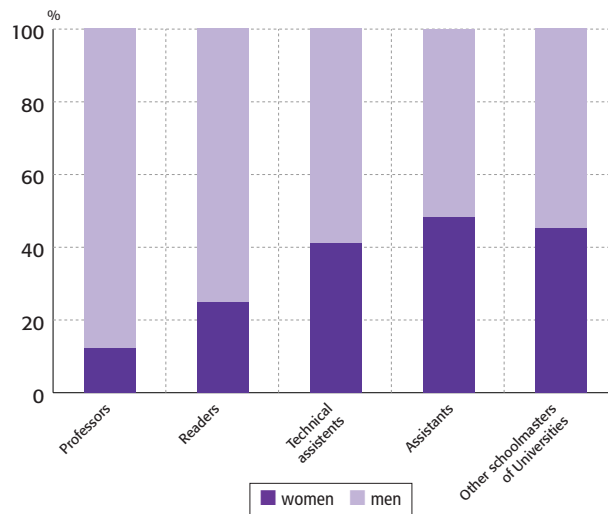
(Graph 15)

Source: Structural wage statistics (Structure of Earnings Survey and Information System on Pay), CZSO

A combination of codes was used: CZ ISCO and CZ NACE. Data are averages for 2004

The higher the pedagogic value of teaching at an university, the lower the representation of women: they comprise 50.7 % of assistants, 42.8 % of expert assistants, 25.6 % of readers and 12.1 % of professors.

Graph 15: Pedagogues in Universities (averages for 2004)



WOMEN AND MEN  
*in Data*

## Population by Age Groups and Educational Attainment

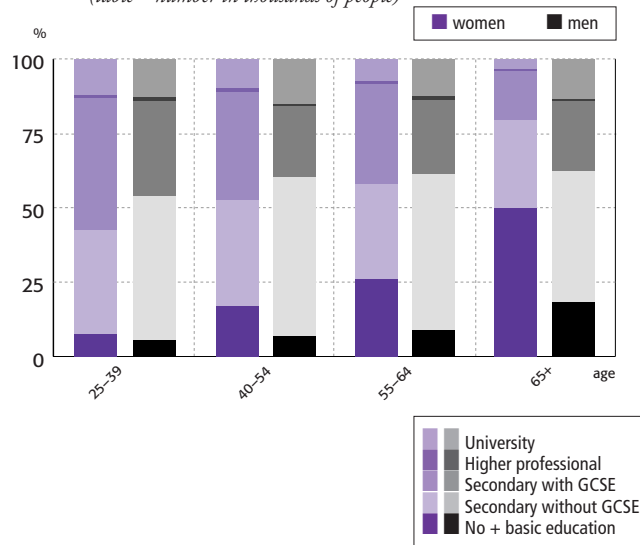
(Graph 16)

Source: Labour Force Sample Survey – averages for 2004

First category – “without education + basic schools” – contains people without education, with uncompleted basic education and with completed basic education because the first two categories would be too small and indistinct in a graph. For the same reason, the category “upper secondary education” includes all types of study with GCSE and extension study. The category “apprentice education” covers graduates of disciplines without GCSE at secondary vocational schools, in addition to persons with apprenticeship certificate.

The increase in education levels among women is beyond doubt: among women aged 65 and over 50.1 % have nothing higher than basic education and are without an apprenticeship (men only 18.1 %), 16.4 % have leaving school certificate (men 22.8 %) and 3.6 % have a university education (men 13.2 %). In the 25–39 age group, only 7.3 % of women have no education or only basic school (men 5.7 %), 44.7 % have leaving school certificate (men 32.4 %, i.e. women here have even markedly overtaken men) and 11.7 % have university education, which is only 1.5 percentage points less than men.

Graph 16: Population by Age Groups and Educational Attainment in 2004  
(table – number in thousands of people)



	25–39		40–54		55–64		65+	
	women	men	women	men	women	men	women	men
No + basic education	85.3	69.7	181.4	69.8	177.9	56.0	437.8	100.0
Secondary without GCSE	413.1	587.6	388.6	591.0	223.4	332.2	259.2	251.4
Secondary with GCSE	521.5	393.0	395.3	257.5	234.3	157.9	142.7	126.4
Higher professional	11.1	3.6	3.1	3.1	2.0	2.1	1.8	3.1
University	136.2	160.0	112.8	159.0	51.0	79.3	31.3	72.8