

Pedagogical Staff and Pupils or Students by Type of School by Sex

(Graph 12)

Source: Institute for Information on Education (IIE) – school reports (Ministry of Education, Youth and Sports) line V

Pupils of basic (primary) schools and special schools without pupils of preparatory classes for socially disadvantaged children, without pupils of supplementary education courses; data for the school year 2007/2008.

Pupils of secondary schools (grammar schools, secondary technical schools, vocational and secondary vocational schools) and **pupils of higher professional schools** = pupils in full-time study without pupils of supplementary education courses and retraining courses; data for the school year 2007/2008.

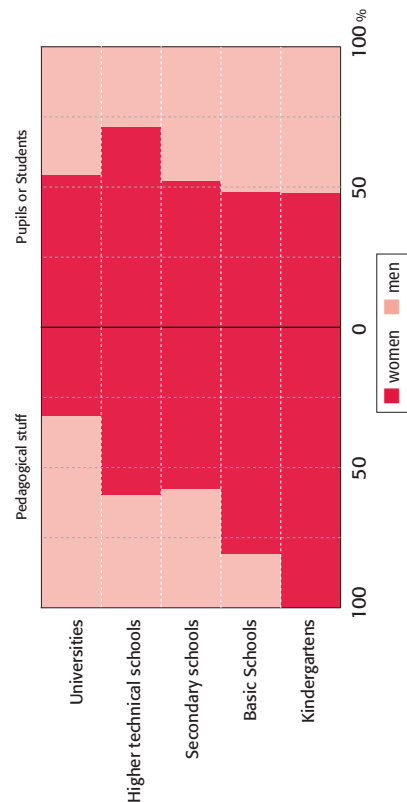
University students = students in bachelor, master and doctoral programmes in full-time, distance and combined study; data for the school year 2007/2008.

In the aggregate, more than 2.2 million pupils and students (from kindergartens to universities, inclusive) and almost 154,000 pedagogical staff and teachers participated in the educational process. The largest number of pedagogical staff per 100 pupils was recorded in kindergartens (7.8), the lowest at universities (6.2).

At kindergartens, pedagogical staff are mostly women; of the total number of more than 22,000 pedagogical staff, there are 99.9 % of women. Pupils of kindergartens analyzed by sex are distributed evenly, basically 50:50. Similar situation is also at basic (primary) schools and generally at all types of secondary schools.

Differences have been observed at the level of analysis by type of secondary school: women predominate among pupils of secondary technical schools and grammar schools, in particular higher professional schools, where, however, there is about one percentage of pupils of all types of schools. Boys predominate among pupils at secondary vocational schools and among pupils of special schools, in particular those attached to institutional and protective educational establishments. Women studying university slightly more frequently complete bachelor studies only. Men are predominantly completing doctoral programmes.

Graph 12: Pedagogical Staff and Pupils or Students by Type of School, by Sex, 2007/08



Number of Graduates of Universities by Fields of Study

(Graph 13)

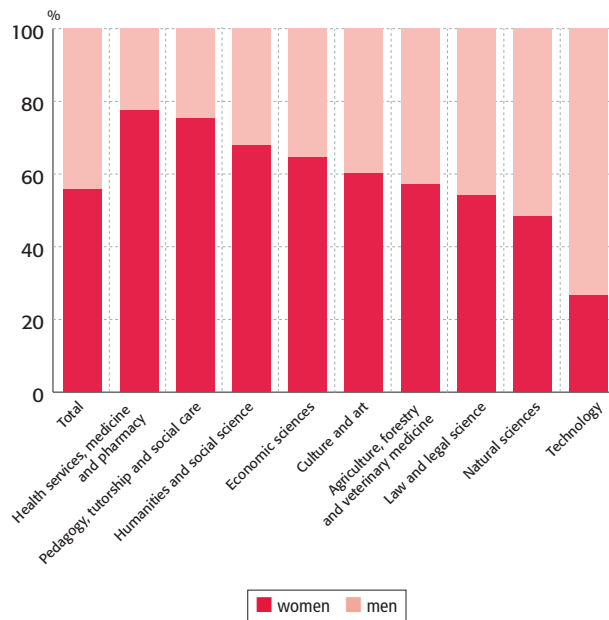
Source: Institute for Information on Education of the CR (IIE)

The information set out in the graph provides the number of natural persons, not the number of studies (a student could be counted at more universities).

In academic year 2007/08 as at 31 December 2007, a total of 344,180 students were counted, with women making up 54 % of the total figure. In 2007, there were 63,473 university graduates, of which 55.9 % were women. In absolute figures, women studied most frequently economic sciences, whereas men studied predominantly technology fields. The smallest proportion of both women and men studied culture and art.

The highest proportion of women was among graduates of health services, medicine and pharmacy fields (almost 80 % of all graduates in this field were women), the lowest proportion of women was found in technology fields (women comprised about one fourth of the total number of graduates). Apart from technology and natural sciences, women predominated in all other fields.

Graph 13: Number of Students of Universities by Fields of Study in Academic Year 2007/08



Population by Age Groups and Educational Attainment

(Graph 14)

Source: Labour Force Sample Survey, the Czech Statistical Office, 2007

The first category – “No (education) + basic education” – contains people with no education, with incomplete 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 “completed secondary education” includes all types of study with GCSE and extension study.

When we examine the structure of the population aged 25 and over by educational attainment, it is obvious that the older the ten-year group, the higher the proportion of basic and incomplete education and the lower the proportion of university education. Among women, this trend is much more pronounced than among men. In the 25–34 age group, women have by 3 percentage points more university graduates than men, but with the rising age, the proportion of female university graduates drops quicker than for the male population.

In the 45–54 age group, 16.3 % of women had basic and incomplete education. In the 65 and over age bracket, almost one half of women in this age group did not attain higher than basic education.

Only in the highest monitored age group 65 and over, men's share was more than 10 % (14.8 %) of persons with basic and incomplete education.

The share of secondary education with GCSE is among men over 45 stable, among women it is declining with the rising age. The proportions of men with completed vocational training are rising with higher age, among women, apart from the youngest and the oldest age groups, they are stable.

Graph 14: Population by Age Group and Educational Attainment as at Average of 2007

