



Country statistical overviews

Czech Republic

On the way to 2020: data for vocational education and training policies

The Czech Republic's performance on a range of VET indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in the Czech Republic with that of the EU based on, in most instances, 2010 data. Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for the Czech Republic is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, the Czech Republic's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

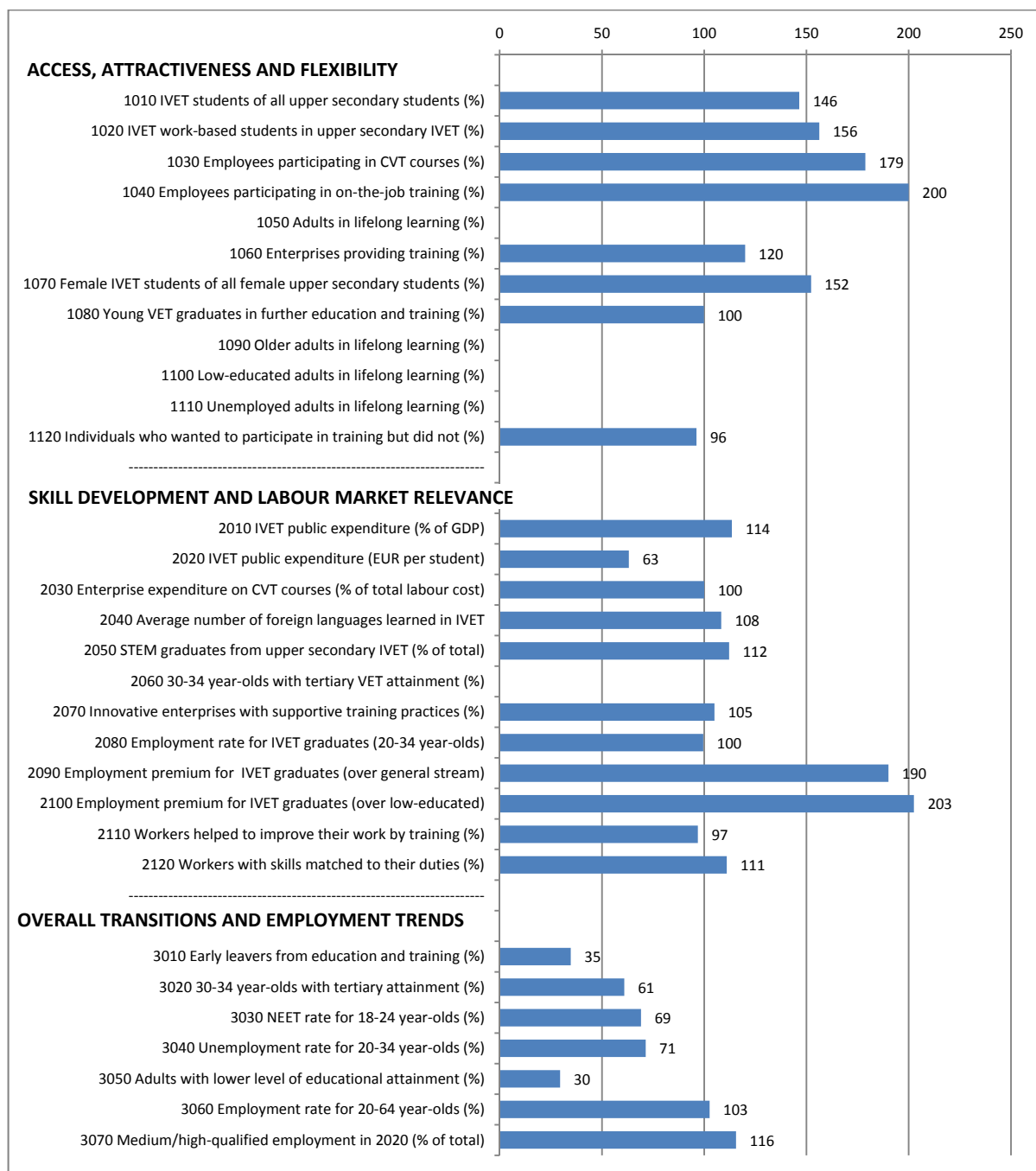
Data on which the index is calculated are presented in Table 1, which also shows changes over time. All data refer to 2010 unless otherwise stated.

A technical definition of each indicator is at: http://www.cedefop.europa.eu/EN/Files/5533_en.pdf

Access, attractiveness and flexibility

The chart illustrates frequent participation in IVET: the percentage of all upper-secondary students participating in IVET is 73.1%, much higher than the EU average of 49.9%. The share of IVET students involved in combined work- and school- based programmes (43.7%) is also higher than the EU average (28.0%). For adult participation in lifelong learning, 2010 data are not appropriate for defining a workable baseline for the country. Based on 2011 data, which incorporate a new methodology and which have partly modified the traditional picture for the country, overall adult participation in education and training and participation of older adults are above the EU average. This is also more consistent with other evidence. Enterprise provision of training and employee participation in CVT courses – derived from 2005 CVTS data – are both higher in the Czech Republic than on average in the EU. Based on 2005 data, for example, 38% of employees participated in CVT courses compared to 33% in the EU, and 72% of employers report providing training compared with the EU average of 60%. The differences are even more pronounced for participation in on-the-job training (32% for the Czech Republic; 16% for the EU as a whole).

Figure 1: VET indicators for the Czech Republic in 2010 or the most recent year available before 2010
Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded. All data in the table have been rounded.

Skill development and labour market relevance

The Czech Republic presents particularly high values for several indicators in this group.

Public expenditure on IVET (ISCED 3-4) as a percentage of GDP (0.87%), is higher than the EU average (0.67%) (based on 2009 data). However, in 2009 the amount spent per student, EUR 5 114, is below the EU average, EUR 8 098. The share of STEM graduates from upper-secondary VET is higher than the EU average (35.0% and 31.2% respectively).

The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (79%) is in line with the EU average (79.1%). It could be further compared with the employment rate for graduates from general education at same ISCED level graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. Czech Republic IVET graduates enjoy a positive premium on both measures. Their employment rate is 10.6 percentage points higher than the employment rate of their counterparts from the general education stream (this is above the corresponding EU average premium of 5.6 percentage points) and 35.2 percentage points higher than the employment rate of those with lower level qualifications (also above the corresponding EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

The percentage of early leavers in the Czech Republic is lower than the EU average (4.9% in comparison to 14.1%). This score is below both the Europe 2020 average target (10%) and the national target (5.5%). The unemployment rate for 20-34 year-olds at 9.4% is below the EU average of 13.1%, and has since fallen even further to 8.6% in 2011. Fewer adults have low level education than in the EU (8.1% compared with 27.3%). Although the share of 30-34 year-olds with tertiary level education is lower than the EU average (20.4% and 33.5% respectively in 2010), the percentage has increased to 23.8% in 2011. It is still well below the Europe 2020 average target (40%) and below the national target (32%). Though a general trend across the EU from 2006-10, in the Czech Republic, the increase in the share of young people with tertiary level education has been particularly high (a 7.3 percentage point change compared with 4.6 in the EU).

Cedefop's full publication: *On the way to 2020* giving data for all EU Member States is available at: http://www.cedefop.europa.eu/EN/Files/5531_en.pdf

Table 1: Score on VET indicators in the Czech Republic and in the EU, 2006, 2010 and 2011
(where available)

| Indicator label | | 2006 | | 2010 | | Change 2006-10 | | 2011 updates | |
|--|---|-------|-------|-------|-------|----------------|-------|---------------------|------|
| | | CZ | EU | CZ | EU | CZ | EU | CZ | EU |
| Access, attractiveness and flexibility | | | | | | | | | |
| 1010 | IVET-students as a % of all upper-secondary students | 79.3 | 51.7 | 73.1 | 49.9 | -6.2 | -1.8 | | |
| 1020 | IVET work-based students as a % of upper-secondary IVET | 43.9 | 27.8 | 43.7 | 28.0 | -0.2 | 0.2 | | |
| 1030 | Employees participating in CVT courses (%) | 59 | 33 | | | | | | |
| 1040 | Employees participating in on-the-job training (%) | 32 | 16 | | | | | | |
| 1050 | Adults in lifelong learning (%) | | 9.5 | | 9.1 | | -0.4 | 11.4 ^(b) | 8.9 |
| 1060 | Enterprises providing training (%) | 72 | 60 | | | | | | |
| 1070 | Female IVET students as % of all female upper-secondary students | 74.7 | 46.3 | 67.3 | 44.2 | -7.4 | -2.1 | | |
| 1080 | Young VET graduates in further education and training (%) | | | 30.7 | 30.7 | | | | |
| 1090 | Older adults in lifelong learning (%) | | 5.1 | | 5.3 | | 0.2 | 6.3 ^(b) | 5.1 |
| 1100 | Low-educated adults in lifelong learning (%) | | 3.7 | | 3.9 | | 0.2 | 2.8 ^(b) | 3.9 |
| 1110 | Unemployed adults in lifelong learning (%) | | 7.7 | | 9.2 | | 1.5 | 7.5 ^(b) | 9.1 |
| 1120 | Individuals who wanted to participate in training but did not (%) | 12.7 | 13.2 | | | | | | |
| Skill development and labour market relevance | | | | | | | | | |
| 2010 | IVET public expenditure (% of GDP) | 0.87 | 0.67 | 0.83 | 0.73 | -0.04 | 0.06 | | |
| 2020 | IVET public expenditure (EUR per student) | 4 729 | 6 985 | 5 114 | 8 098 | 385 | 1 113 | | |
| 2030 | Enterprise expenditure on CVT courses as % of total labour cost | 0.9 | 0.9 | | | | | | |
| 2040 | Average number of foreign languages learned in IVET | 1.3 | 1.2 | 1.3 | 1.2 | 0.0 | 0.0 | | |
| 2050 | STEM graduates from upper-secondary VET (% of total) | 36.5 | 34.6 | 35.0 | 31.2 | -1.5 | -3.4 | | |
| 2060 | 30-34 year-olds with tertiary VET attainment (%) | | 7.3 | | 7.3 | | 0.0 | | 8.5 |
| 2070 | Innovative enterprises with supportive training practices (%) | | | 48.8 | 46.4 | | | | |
| 2080 | Employment rate for IVET graduates (20-34 year-olds) | | | 78.7 | 79.1 | | | | |
| 2090 | Employment premium for IVET graduates (over general stream) | | | 10.6 | 5.6 | | | | |
| 2100 | Employment premium for IVET graduates (over low-educated) | | | 35.2 | 17.4 | | | | |
| 2110 | Workers helped to improve their work by training (%) | | | 86.9 | 89.7 | | | | |
| 2120 | Workers with skills matched to their duties (%) | | | 61.4 | 55.3 | | | | |
| Overall transitions and labour market trends | | | | | | | | | |
| 3010 | Early leavers from education and training (%) | 5.1 | 15.5 | 4.9 | 14.1 | -0.2 | -1.4 | 4.9 | 13.5 |
| 3020 | 30-34 year-olds with tertiary attainment (%) | 13.1 | 28.9 | 20.4 | 33.5 | 7.3 | 4.6 | 23.8 | 34.6 |
| 3030 | NEET rate for 18-24 year-olds (%) | 12.3 | 15.1 | 11.4 | 16.5 | -0.9 | 1.4 | 10.6 | 16.7 |
| 3040 | Unemployment rate for 20-34 year-olds (%) | 8.5 | 10.6 | 9.4 | 13.1 | 0.9 | 2.5 | 8.6 | 13.3 |
| 3050 | Adults with lower level of educational attainment (%) | 9.7 | 30.1 | 8.1 | 27.3 | -1.6 | -2.8 | 7.7 | 26.6 |
| 3060 | Employment rate for 20-64 year-olds (%) | 71.2 | 69.0 | 70.4 | 68.6 | -0.8 | -0.4 | 70.9 | 68.6 |
| 3070 | Medium/high-qualified employment in 2020 (% of total) | | | 95.0 | 82.2 | | | | |

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.