

A.3 Secondary Education

Secondary schools (SSs) (upper-secondary education – ISCED 3) provide either secondary general education or technical and vocational secondary education (hereinafter referred to as “vocational education”). The prerequisite for enrolment in a secondary school is to accomplish compulsory school attendance and to meet the conditions for the enrolment (admission) proceedings. The vast majority of students attain professional qualifications recognised by the labour market by the level of upper-secondary education. By completing the education programme of secondary education the following degrees of education are attained: secondary education (without an apprenticeship certificate and without a school-leaving examination called *maturita*), secondary education accomplished with an apprenticeship certificate and secondary education completed by a school-leaving examination – *maturita* (hereinafter referred to as a “school-leaving examination”). Enrolment in tertiary education is, as a rule, conditional upon passing a school-leaving examination.

One of the pillars of educational policy, not only in the Czech Republic but also in the European context, is the effort to ensure that only the minimal number of individuals leave the education system without sufficient professional qualifications. **Participation in secondary education** is traditionally high in the Czech Republic, even if it is compared internationally. The monitored value exceeded 100 % in the past year and reached 101.0 % in relation to the corresponding population born in the given years. A positive signal is that this rate is continuing to rise (in 2009 this rate was 98.9 %).

In the school year 2010/2011 in total **1,423 secondary schools were recorded** on the Register of Schools, of which 145 schools were special schools and 372 were secondary general schools – gymnasium (hereinafter referred to as a “secondary general school”). When compared to the previous year, capacities have changed only very little; the supply is exceeding the demand.

The share of publicly funded schools was 74.6 %, the share of private schools accounted for 22.9 % and the proportion of religious schools was 2.5 %. Legal entities operating more schools (provision of several fields of education) prevail in secondary education. Efforts of regions to optimise the provision of secondary education have not yet been very visible as regions more or less concentrated on decreasing the number of classes. Thus the number of classes dropped by 1.5 % when compared to the previous year; the average number of students of one class was 23.3 which is slightly less than in the previous year. Regional schools strove to get involved, to a larger extent, in development programmes and use extra capacity for different forms of further education.

In 2010 the development of financial indicators was affected by measures pertaining to the state budget and by a continuing demographic decline. The overview below contains selected indicators for funding schools and their comparisons with the previous year.