

## 3 SECONDARY EDUCATION

### 3.1

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#### Statistical data on secondary education

Among the OECD countries, the Czech Republic has one of the highest shares of population with at least upper secondary education (92 %), while the OECD average is 75 % and the OECD EU members average is 76%. In the past decade the population share with only basic education has decreased from 14 % to 8 %.

According to the MEYS statistical data, **470 754 students were educated in 1 347 secondary schools** in the school year 2012/2013, of which there were 145 special secondary schools and 369 secondary general schools. The artistic education was provided at 18 conservatories. The most frequent school founders were regions (69.5 %), proportion of private schools was 23.2% and proportion of church schools was 2.7 %.

In the school year 2012/2013 there were 19 160 students with special educational needs and 9 024 foreigners educated in secondary schools.

In 2012 the total public expenditure on secondary education amounted to 33 339.1 mil CZK, the Republic per capita (normative) funding was 57 718 CZK and the average salary of pedagogical workers in secondary schools was 27 356 CZK.

The average age of a secondary school principal was 53 years. The average length of his/her pedagogical praxis was 26.1 years. The average age of secondary school pedagogical workers was 45.8 years.

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#### Summary of CSI selected findings on secondary education

In the school year 2012/2013 the inspection activities were conducted in 285 secondary schools (21.2 % out of the total number of secondary schools). A comparative analysis of 2 067 School Educational Programs (SEP) in vocational education and training and of 46 gymnasium with corresponding Framework Educational Programs was carried out. 3826 class observations were performed in secondary general schools, secondary technical schools, secondary vocational schools and conservatories.

Secondary school principals are not satisfied with the preparedness of students coming from basic schools. According to them, the most frequent problems of the first grade students result from insufficient knowledge from basic schools (68.6 %), home preparation (50.3 %) and low self-reliance (44.4 %).

In total 12 786 students had to repeat the relevant grade in the school year 2012/2013.

The most frequent reasons for poor educational achievement are high absence, lower study prerequisites of pupils, their low motivation to learn and insufficient home preparation. The highest level of risk remains in vocational programmes completed