



ec.europa.eu/education/monitor

Education and Training Monitor 2018

Highlights

- Better supporting teachers, reducing inequalities and improving governance are the three priorities of the Czech strategy for education policy until 2020. A recent evaluation shows they remain valid.
- It remains a challenge to make the teaching profession attractive. In 2018 the Council of the EU addressed a country-specific recommendation to the Czech Republic on this issue.
- Implementation of the inclusive education reform needs to be closely monitored if the desired impact on pupils with special needs and those from a disadvantaged background, particularly Roma, is to be achieved.
- Against a background of skills shortages, the importance of continuing vocational education and training is growing.
- Strengthening citizenship education is important given the country's low rate of social participation.

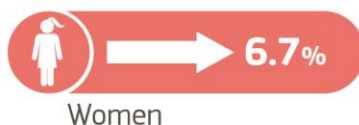
Key indicators

		Czech Republic		EU average	
		2014	2017	2014	2017
Education and training 2020 benchmarks					
Early leavers from education and training (age 18-24)		5.5%	6.7%	11.2%	10.6%
Tertiary educational attainment (age 30-34)		28.2%	34.2%	37.9%	39.9%
Early childhood education and care (from age 4 to starting age of compulsory primary education)		86.4%	90.7%	94.2%	95.3%
Proportion of 15 year-olds underachieving in:	Reading	16.9%	22.0%	17.8%	19.7%
	Maths	21.0%	21.7%	22.1%	22.2%
	Science	13.8%	20.7%	16.6%	20.6%
Employment rate of recent graduates by educational attainment (age 20-34 having left education 1-3 years before reference year)		81.3%	89.9%	76.0%	80.2%
Adult participation in learning (age 25-64)		9.6%	9.8%	10.8%	10.9%
Learning mobility	Degree mobile graduates	:	1.7%	:	3.1%
	Credit mobile graduates	:	6.5%	:	7.6%

Early leavers from education and training (age 18-24)

Education and Training
Monitor 2018

Czech Republic 6.7%



Source: Eurostat (EU-LFS, 2017)
Extracted on 08/2018
Illustration: © European Commission



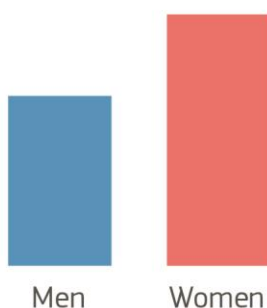
Tertiary educational attainment (age 30-34)

Education and Training
Monitor 2018

Czech Republic 34.2%



27.7% 41.0%



Source: Eurostat (EU-LFS, 2017)
Extracted on 08/2018
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