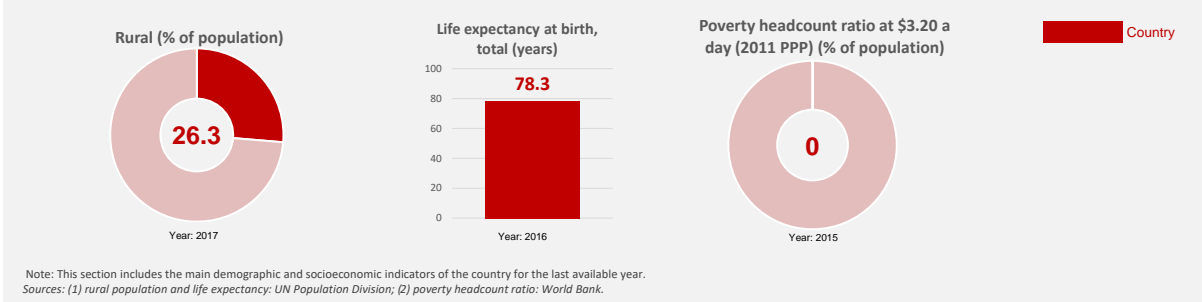


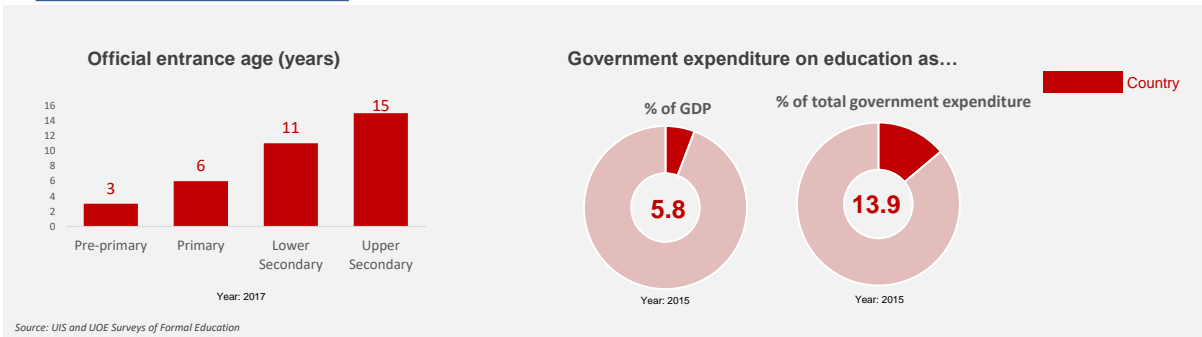
**SUSTAINABLE DEVELOPMENT GOAL (SDG) 4  
COUNTRY PROFILE**

<b>Country or territory</b>	<b>Czechia</b>
<b>Region</b>	<b>Europe and Northern America</b>
<b>Income group</b>	<b>High income</b>

**National Context**



**Education System**



**4.1 - Free, equitable and quality primary and secondary education**



## 4.2 - Quality early childhood development, care and pre-primary education

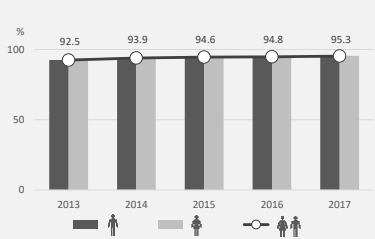
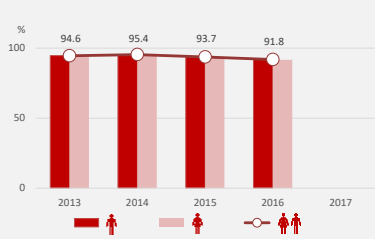
**Indicator 4.2.1 - Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex**

Data for the country is not available

**What is this?**  
The slices represent the percentage of children aged 36-59 months who are developmentally on-track in at least three of the following four domains: literacy-numeracy – to identify at least 10 letters of the alphabet, read 4 simple words and recognise and name all numbers from 1 to 10; physical – to pick up small objects easily and are generally well enough to play; socio-emotional – to undertake simple activities independently, get along with other children and do not usually kick, bite or hit other children or adults; and learning – participate in any type of organized learning including early childhood education, kindergarten or community care.

Source: Early Childhood Development Index from UNICEF's Multiple Indicator Cluster Surveys (MICS) and USAID's Demographic and Health Surveys (DHS)

**Indicator 4.2.2 - Participation rate in organized learning (one year before the official primary entry age), by sex**

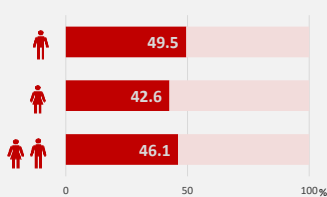


**What is this?**  
The lines represent the percentage of children in the given age range who participate in one or more organized learning programmes, including programmes which offer a combination of education and care. Participation in early childhood education and in primary education are both included. The age range will vary by country depending on the official age for entry to primary education.

Source: UIS and UOE Surveys of Formal Education and UN Population Division's World Population Prospects

## 4.3 - Quality TVET and tertiary education

**Indicator 4.3.1 - Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex**



**What is this?**  
The percentage of youth and adults who have participated in a formal or non-formal education and training programme in the previous 12 months.

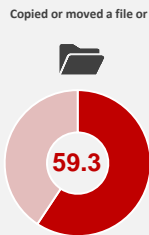
**Data sources**  
Source: National household surveys coordinated by the EU Adult Education Survey (AES, target population 25-64 years) and OECD Survey of Adult Skills (PIAAC, target population 16-65 years).

Year: 2016  
Sources: Eurostat's Adult Education Survey (AES) and OECD's Survey of Adult Skills (PIAAC)

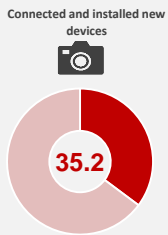
## 4.4 - Technical and vocational skills

**Indicator 4.4.1 - Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill**

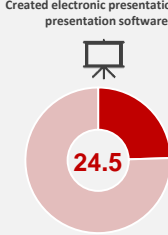
Proportion of youth and adults who have... (%)



The percentage of the population who declared that they can copy or move a file or a folder on a desktop computer, a laptop (portable) computer or a tablet (or similar handheld computer)



The percentage of the population who declared that they can connect and install new devices (e.g. modem, camera, printer)



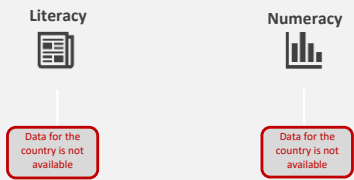
The percentage of the population who declared that they can create electronic presentations with presentation software (including text, images, sound, video or charts)

**Data sources**  
Source: National household surveys. Data compiled by Eurostat and International Telecommunications Union (ITU).

Year: 2017  
Sources: Eurostat and International Telecommunication Union (ITU)

### 4.6 - Youth and adult literacy and numeracy

**Indicator 4.6.1 - Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex**



Country

**What is this?**

The slices represent the percentage of the population (aged 15 years and above) who have achieved or exceeded a given level of proficiency in literacy and numeracy.

**Data sources**

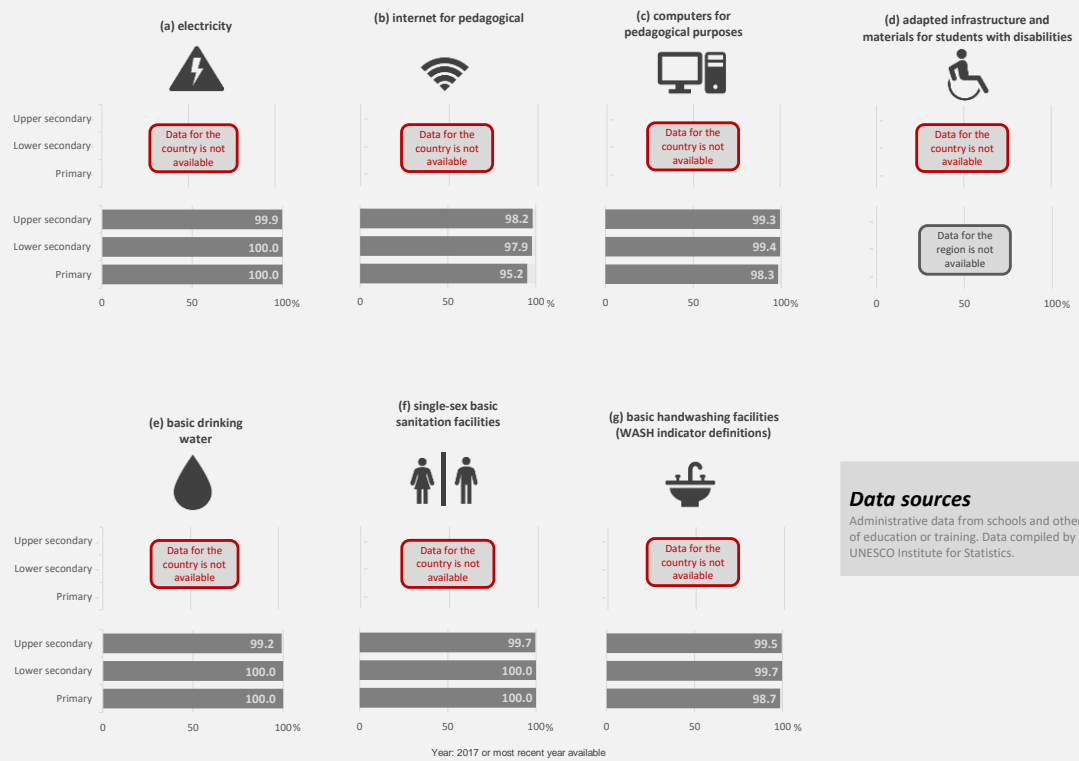
National household surveys coordinated by the OECD Programme for the International Assessment of Adult Competencies (PIAAC) and the World Bank's Skills Towards Employment and Productivity (STEP).

Sources: OECD's Programme for the International Assessment of Adult Competencies (PIAAC), World Bank's STEP Skills Measurement Programme (STEP)

### 4.a - Education facilities

**Indicator 4.a.1 - Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)**

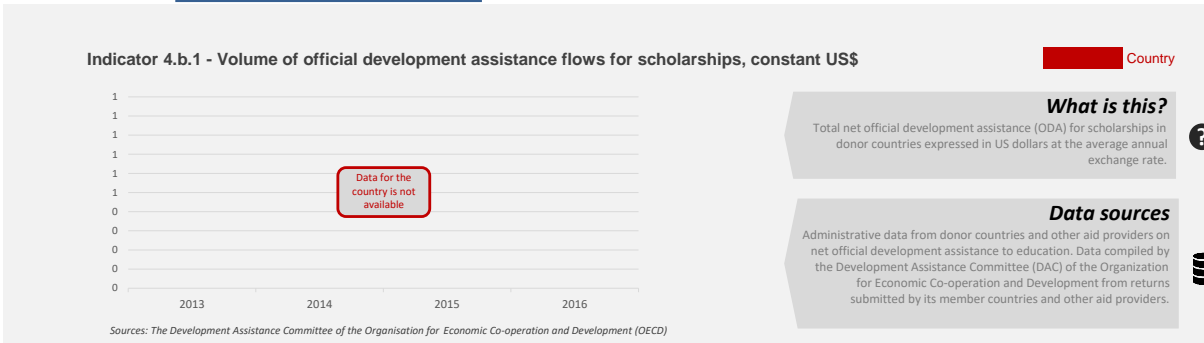
Country  
Region



**Data sources**  
Administrative data from schools and other providers of education or training. Data compiled by the UNESCO Institute for Statistics.

Sources: UIS and UOE Surveys of Formal Education

## 4.b - Scholarships



## 4.c - Qualified teachers

