



EMEDUS
Europe Media Education

WP3. Formal Media Education

CZECH REPUBLIC



1. Education System

The Ministry of Education, Youth and Sports regulates long-term education policies in the Czech Republic but the responsibility for implementing them is divided among the central government, the 14 regions and communities within the country. Curriculum reform in schools currently in progress (since 2011) is based on the Framework for Education Programs (FEP) approved in September 2009, and determines that all schools should prepare their own education programs.

Preschool education (Mateřská škola) is between 3-6 years, is not compulsory and must be paid for. Compulsory education starts at primary (Základní škola) at age 6 and lasts until 15. Secondary education (or Gymnázium Střední škola) goes from 15 to 19 years of age.

2. Policies in Media Literacy

Media education was established through the Framework Education Program for Elementary Education which was validated in 2004 and subsequently redrafted in 2007. This change was intended to develop both critical understanding and active participation of students in class.

Media education has its place guaranteed by the laws governing the education system in the Czech Republic

3. Media Literacy and National Curricula

Media education is a compulsory, interdisciplinary, cross-curricular subject that must be present at all levels of primary and secondary education (however, not in all years); it can also be integrated into the curricula of other subjects. Schools decide how to treat media education in class and determine the hours spent on it.

According to the Framework Education Program for Basic Education (2007) media education provides the basic knowledge and skills for media communication and work related to media. It is associated with the areas of Human Beings and Society, Language and Communication, ICT, the Arts and Culture.

The Framework of Secondary General Education states that media education should focus on developing students' skills in using and producing media critically and creatively. It is divided into two areas:

- Knowledge of the media: its history, role, effects and influence in society.
- Competencies: students create their own media products.
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It is associated with Civic Education and Social Sciences, the Czech Language, Literature and History. Within the Czech language course one of the learning objectives is to train students to

recognize manipulation in the media, take an educated and critical attitude towards it and learn to use appropriate language for each communication situation.

4. Tools to measure the Level of Competencies

Student assessment is continuous and is also given at the end of the course. High school students are evaluated by results in specific subjects, such as ICT skills, in the same manner as in other subjects. No specifications for evaluation in media education are given.

The OECD study on education in the Czech Republic states that there are no national requirements for evaluating teachers and no formal procedures to regularly assess the performance of teachers in media education.

5. Teacher Media Training

Above all there is ICT training available to teachers during their initial pedagogical studies as well as training in a wide range of optional courses (the use of Web 2.0 and work with Moodle tools etc.). The permanent education program for teachers who wish to become "ICT Coordinators" issues a special certificate in "ICT in education" after a course of three semesters.

Teachers in the Czech Republic receive continuous training related above all to the use of ICT

The ICT curriculum framework for education in initial teacher training is designed as a two-stage system. In the first stage students must pass a test in basic ICT as a prerequisite for access to other subjects. Some departments offer optional and compulsory subjects in digital skills (web and graphic design, basic software etc). In the second stage most departments offer courses in the acquisition of pedagogical tools in the teaching of ICT (Internet in education, lesson plans, virtual communities...). This content sometimes appears within general teaching courses.

6. ICT in Schools

In the primary education curriculum ICT is one of 9 areas in which students learn to use computers to search for, process and use information with new technologies. Students acquire basic skills to work with and use ICT in their everyday lives.

In secondary education ICT is also one of 8 areas of the curriculum whose content is determined by each school. They appear as Information Science and Information and Communication Technologies and their goal is for students to acquire the necessary skills to look for, process and present information using digital media.

According Schoolnet the vast majority of Czech schools have computer rooms with Internet access although some have direct access in their classrooms. The current number is 785 centers with about 3,000 certified instructors. Teachers can receive training through a network of centers called SIPVZ.

The Czech government, within the framework of the "Strategy for ICT Development in Education 2009-2013", is conducting various programs to support ICT in schools. The main objective is to achieve a high level of use of ICT in most subjects and, at the same time, promote it as a standard tool for staff and students.

Most important initiatives:

- RVP Metodický Portal: Open education resources for teachers sponsored by the Czech Republic and the European Social Fund.
- Junior Language School (JLS): Innovative Integration of ICT to change teaching and learning.
- Enoprogramme Czech Coordination: Virtual School for projects related to the environment.

Annex. Country Key Features

(a)	Languages	Czech 95.4%, Slovak 1.6%, other 3% (2011 census)
	Population	10,162,921 (July 2013 est.)
	Major cities	PRAGUE (capital) 1.276 million (2011)
	Government type	Parliamentary democracy
	GDP (Purchasing Power Parity)	\$286.7 billion (2012 est.)
	GDP real growth rate	-1% (2012 est.)
	GDP per capita (PPP)	\$27,200 (2012 est.)
(b)	GDP composition by sector	Agriculture: 1.8% Industry: 39.6% Services: 58.6% (2012 est.)
	GDP per head (PPS)	80.0 (year 2011) (Index, EU27=100)
(c)	Year of EU entry	2004
	Currency	Czech koruna (Kč)

	Schengen area	Member of the Schengen area since 2007
(d)	Pupils and students (ISCED levels 1-6) (1 000)	1.822,3 (year 2011)
	Pupils at ISCED level 1 (1 000)	468,3 (year 2011)
	Pupils at ISCED level 2 (1 000)	369,5 (year 2011)
	Pupils and students at ISCED level 3 (1 000)	447,9 (year 2011)
	Students at ISCED level 4 (1 000)	90,5 (year 2011)

Source: Original authorship, using data from:

- (a) Central Intelligence Agency (2013). *The World Factbook 2013-14*. Washington, DC [Retrieved from: <https://www.cia.gov/library/publications/the-world-factbook/index.html>]
- (b) European Commission (2012). *Country Fact Sheet: Czech Republic*. Directorate-General Regional Policy. Analysis Unit C3. European Commission [Retrieved from: http://ec.europa.eu/regional_policy/information/brochures/pages/country2012/index_en.cfm]
- (c) European Union (2013). Member states of the EU. European Union [Retrieved from: http://europa.eu/about-eu/countries/index_en.htm]
- (d) Eurostat (2013). Education and training. Pupils and students (tps00051). File: educ_ilev.xls [Retrieved from: http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/main_tables]

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EGRAM

<http://egram.cz/>

European Schoolnet. (2012). *Survey of Schools: ICT in Education. Country Profile: Czech Republic*. Brussels: European Commission.

<https://ec.europa.eu/digital-agenda/sites/digital-agenda/files/Czech%20Republic%20country%20profile.pdf>

European Teachers towards the Knowledge Society

<http://www.tdmagazine.itd.cnr.it/files/pdfbooks/European.pdf>

Framework Education Programme for Elementary Education (Research Institute of Education in Prague)

http://rvp.cz/informace/wp-content/uploads/2009/09/RVP_ZV_EN_final.pdf

Framework Education Programme for Basic Education (VUP)

http://planipolis.iiep.unesco.org/upload/Czech%20Republic/Czech_Republic_Framework_Education_Programme_for_Basic_Education.pdf

Framework Education Programme for Secondary General Education (Research Institute of Education in Prague)

http://rvp.cz/informace/wp-content/uploads/2009/09/RVP_G-anj.pdf

Information and Communication Technology for Inclusion

<https://www.european-agency.org/agency-projects/ict4i/country-report-files/Czech.pdf>

Junior Language School (JLS)

<http://www.lupacovka.cz/>

Metodický Portál

<http://rvp.cz/>

Ministry of Education, Youth and Sports

<http://www.msmt.cz/?lang=2>

OECD. Review of Evaluation and Assessment in Education. Czech Republic.

<http://www.oecd.org/czech/49479976.pdf>

Researching Virtual Initiatives in Education. Czech Republic.

http://www.virtualcampuses.eu/index.php/Czech_Republic

Škola21

<http://skola21.rvp.cz/>

Teachers' Competencies in ICT for Education within a Knowledge Society. An Analysis of Teacher Training Processes across Europe.

<http://www.univirtual.it/uteacher/downolad/analysis.pdf>

The Institute for Information on Education

<http://www.uiv.cz/clanek/17/1765>