

MUNI
PED

CZECH EDUCATIONAL SYSTEM

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Seminar work

- Comparison of educational system in your country and Czech educ. system in terms of:
 - A) ISCED
 - B) Goals of basic education
 - C) Subjects in basic education
 - D) Key competencies
 - E) Interesting facts

Seminar work – presentation

- Seminar work - presentation is for max. 10 slides
- You can use paper or online literature
- You can use videos, photos, graphs, tables
- You will upload this presentation in IS – Homework Vault

Brief historical overview

– 1918: Czechoslovakia



I
P E D

The Czechoslovak Socialist Republic

was the official name of [Czechoslovakia](#) from 1960
under the influence of Soviet Union
education influenced by soviet school system:

- Makarenko school
- no alternatives
- methodical guides

after the [Velvet Revolution](#) in 1989

- restauration of free school

Introduction

– 1993: Czech republic



Basic facts

- Compulsory school attendance
- Literacy rate 96 %
- Classification (grades) system: 1 – 5
- Preschool enrollment is guaranteed for children in their last year before entering elementary school
- Preschool education from ages 3-6
- Elementary education takes 9 years, usually from ages 6-15
- Elementary Education is compulsory
- Elementary education is divided into two stages: primary (grade 1 – 5) and lower secondary (stage 6-9)
- In addition, children have the option to apply for gymnasium or conservatory (high school level)

Basic facts

- Upper secondary education (high school) can be general or vocational
- Upper secondary education takes 3 – 4 years and is mandatory
- State exam called Maturity leaving exam
four subjects (Czech language, foreign language, two subject must-choose)
Maturity leaving certificate
- Tertiary education: Bologna process
- Bachelor and Master degree university studies

ISCED

- The International Standard Classification of Education is a classification of education approved by UNESCO in 1976.
- It belongs to the family of economic and social classifications of the United Nations.
- The second version, known as ISCED 1997, was approved in November 1997 as part of an effort to increase the comparability of statistics in education.
- The classification covered two measurable variables: levels (introduced by 7) and areas of education (introduced by 25).
- In the 2011 version, ISCED introduces 9 levels (instead of the previous 7) by dividing tertiary pre-doctoral education into three levels.

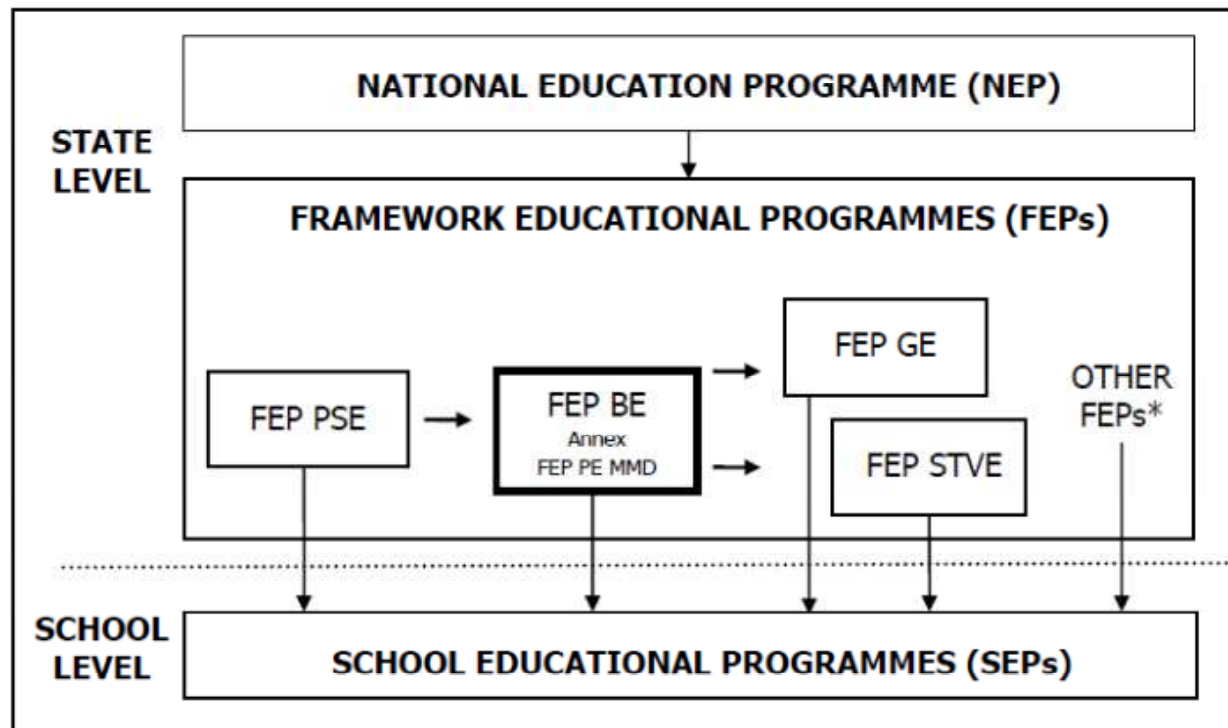
Level	Indication	Adequate level in education in the Czech Republic	ISCED 1997
0	pre-primary education	kindergarden	0
1	primary education	1. grade of primary school (1. - 5. grade)	1
2	lower secondary education	2. grade of primary school or Secondary school (6. - 9. grade)	2
3	upper secondary or higher secondary	high school, conservatory (1. - 4. grade) – state maturity exam	3
4	post-secondary not-tertiary	language school, vocational school (training school)	4
5	short cycle tertiary	higher professional education or conservatory	5B
6	bachelor degree	bachelor study (3 years of study)	5A,5B
7	master degree	master degree study (2 years of study – continuously programme after passing BC or 5 years long master degree)	5A
8	Ph.D. degree	Ph.D degree study (4 - 8 years)	6
9	life long learning	life long learning	none

Educational reform

- 1989 – 2005
- How education changed?

Basic education

– Educational reform



¹ School Educational Programmes are developed by individual schools themselves, based on principles set out in the appropriate Framework Educational Programme. As a tool, the schools can use the *Manual for Developing School Educational Programmes ("the Manual")*, which exists for each Framework Educational Programme. The Manual contains instructions for the preparation of school educational programmes as a whole, procedures for developing the various components of the school educational programme, and specific examples.

Framework Educational Programme for Basic Education

- www.msmt.cz/file/9481_1_1/
- defines initial education as a whole
- The Framework Educational Programmes devone binding educational norms across various stages: pre-school education, basic education and secondary education (for pupils and students from 3 to 19 years of age)are based on a new education strategy, stressing key competencies, their interlinking with
- are based on a new education strategy, stressing key competencies, their interlinking with educational contents and the application of acquired knowledge and skills in practical life;
- build on the concept of life-long learning
- formulate the expected level of education that should have been attained by all students who have completed the educational stage in question
- promote the educational autonomy of schools as well as teachers' professional responsibility for the outcomes of the educational process

Objectives of basic education

- Create preconditions for pupils to acquire basic learning strategies and motivate them to life-long learning
- Stimulate and encourage pupils to creative thinking, logical reasoning and problem solving
- Guide pupils to engage in efficient, effective, open communication on all aspects of their life
- Develop pupils' abilities to cooperate and to value their own work and achievements as well as the work and achievements of others
- Guide pupils so that they should become free and responsible individuals who exercise their rights and meet their obligations
- Induce in pupils the urge to express positive feelings and emotions in their behaviour, ways of acting and when experiencing important situations in their lives; develop in them sensitivity and responsiveness towards other people, the environment and nature

Objectives of basic education

- Teach pupils to actively develop and protect their physical, mental and social health and to be responsible for it
- Guide pupils to tolerance and consideration for other people, to a respect for their culture and spiritual values; teach pupils to live together with others
- Help pupils to discover and develop their own abilities and skills in the context of actual opportunities and to use their abilities and skills in combination with their acquired knowledge when making decisions regarding the aims of their own life and profession

Educational fields

- **Language and Language Communication** (*Czech Language and Literature, Foreign Language*)
- **Mathematics and Its Applications** (*Mathematics and Its Applications*)
- **Information and Communication Technologies** (*Information and Communication Technologies*)
- **Humans and Their World** (*Humans and their World*)
- **Humans and Society** (*History, Civic education*)
- **Humans and Nature** (*Physics, Chemistry, Natural Sciences, Geography*)
- **Arts and Culture** (*Music, Fine Art*)
- **Humans and Health** (*Health Education, Physical Education*)
- **Humans and the World of Work** (*Humans and The World of Work*)

Key competencies

- learning competencies;
- problem-solving competencies;
- communication competencies;
- social and personal competencies;
- civil competencies;
- working competencies

Cross-Curricular Subjects

- **Cross-curricular subjects** in the FEP BE are subjects related to contemporary present-day issues and represent an important and inseparable part of basic education. They represent an important formative element of basic education.
- This contributes to the pupils' comprehensive education and positively influences the formation and development of their key competencies.
- Cross-curricular subjects represent a *mandatory part of basic education*. Schools must include all cross-curricular subjects contained in the FEP BE10 into Stages 1 and 2 of education. Not all crosscurricular subjects, however, must be represented at each grade level. It is the school's responsibility to, over the course of basic education, gradually offer pupils all thematic areas contained in the individual cross-curricular subjects.

Cross-curricular subjects

- Personal and Social Education
- Democratic Citizenship
- Education towards Thinking in European and Global Contexts
- Multicultural Education
- Environmental Education
- Media Education