



CZECH REPUBLIC

RANK IN EU-27

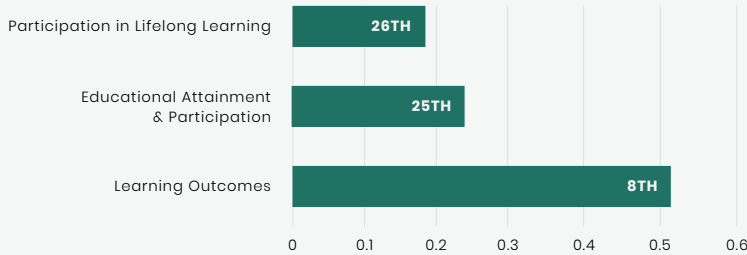
23RD

OVERALL SCORE

0.56

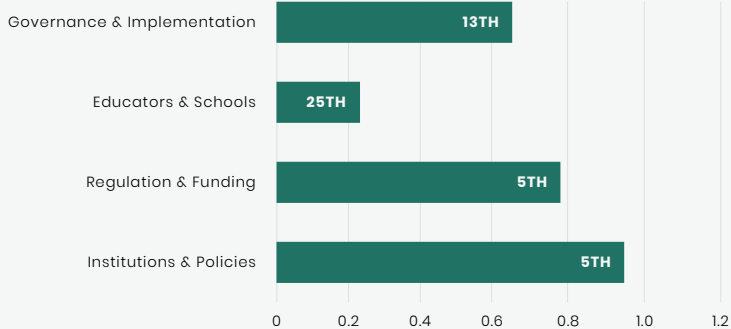
LEARNING PARTICIPATION AND OUTCOMES

RANK
25TH



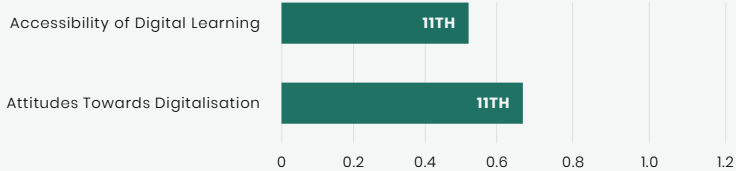
INSTITUTIONS AND POLICIES FOR DIGITAL LEARNING

RANK
22ND



AVAILABILITY OF DIGITAL LEARNING

RANK
8TH



MAIN OBSERVATIONS

- There is lack of public financing for life-long learning in general. Costs are borne by companies or are financed through EU funds which leads to a very uncertain and unsystematic mode of financing.
- Even though the share of the adults in education or training is average, the number of instruction hours per person is the second lowest in the EU after Slovakia.
- Awareness of the importance of digital learning among senior policy makers is high, which influences strategic documents though they primarily focus on the availability of programmes.
- Even though learning outcomes are one of the highest in the EU, the digital skills of the educators are among the lowest in the EU. Programmes for educators focus mainly on primary and secondary educators.

TAKEAWAYS:

WHAT CAN WE LEARN FROM THIS COUNTRY?

- Even though universities often lack funding and incentives, they possess considerable autonomy in the deployment of new technologies in education.
- The Czech Republic achieves promising results in NGO activities aimed at educating primary and secondary school teachers.
- Czech universities are successful at implementing e-learning techniques (such as Moodle).
- In general, primary and secondary schools' national curricula are open to the implementation of new technologies.

RECOMMENDATIONS

- The Czech Republic should focus more on lifelong learning and not only on primary and secondary education.
- Programmes are available but proper incentives and funding are necessary in order to motivate primary and secondary educators to implement digital learning. There is no scheme for teachers that would remunerate their efforts in introducing innovations.
- In lifelong learning, policymakers should focus on overcoming the following obstacles: lack of financial resources, but also missing incentives for adults to enter life-long learning and missing tools to identify appropriate programmes for adults.

KEY REFERENCES

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-Ministerstvo školství, mládeže a tělovýchovy (2014) "Strategie Digitálního Vzdělávání do Roku 2020" [Digital Education Strategy until 2020], available at: <http://www.msmt.cz/vzdelavani/skolstvi-v-cr/strategie-digitalniho-vzdelavani-do-roku-2020>

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