

**TOWARDS A MORE  
STATISTICALLY  
LITERATE FUTURE**

# Statistical literacy projects at the CZSO – practical examples

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# Cooperation with teachers, academia



- Regular cooperation - universities (written agreements)
- Preparatory phase of projects - contacting personally known teachers (relatives, teachers of our children, friends)
- Feedback from teachers participating in projects

# Minicensus



- Inspiration from Office for National Statistics UK
- 2010, 2012, 2015, 2018, 2020
- Target group: children 9 – 15 years old
- Main activities
  - On-line questionnaire
  - Publishing of Results, Comparison, Combination
  - Drawing of winners – partners to secure prizes for winners
- In-house application

# Minicensus 2020



- 18,833 pupils from 1,593 classes and 298 schools
- 24 questions
- Consultation:
  - contacting personally known teachers (relatives, teachers of our children, friends)
  - Feedback from teachers participating in projects in past
- Still missing: sample lessons for teachers - use of questions in teaching

# Publication Simply about complicated (in Czech only)



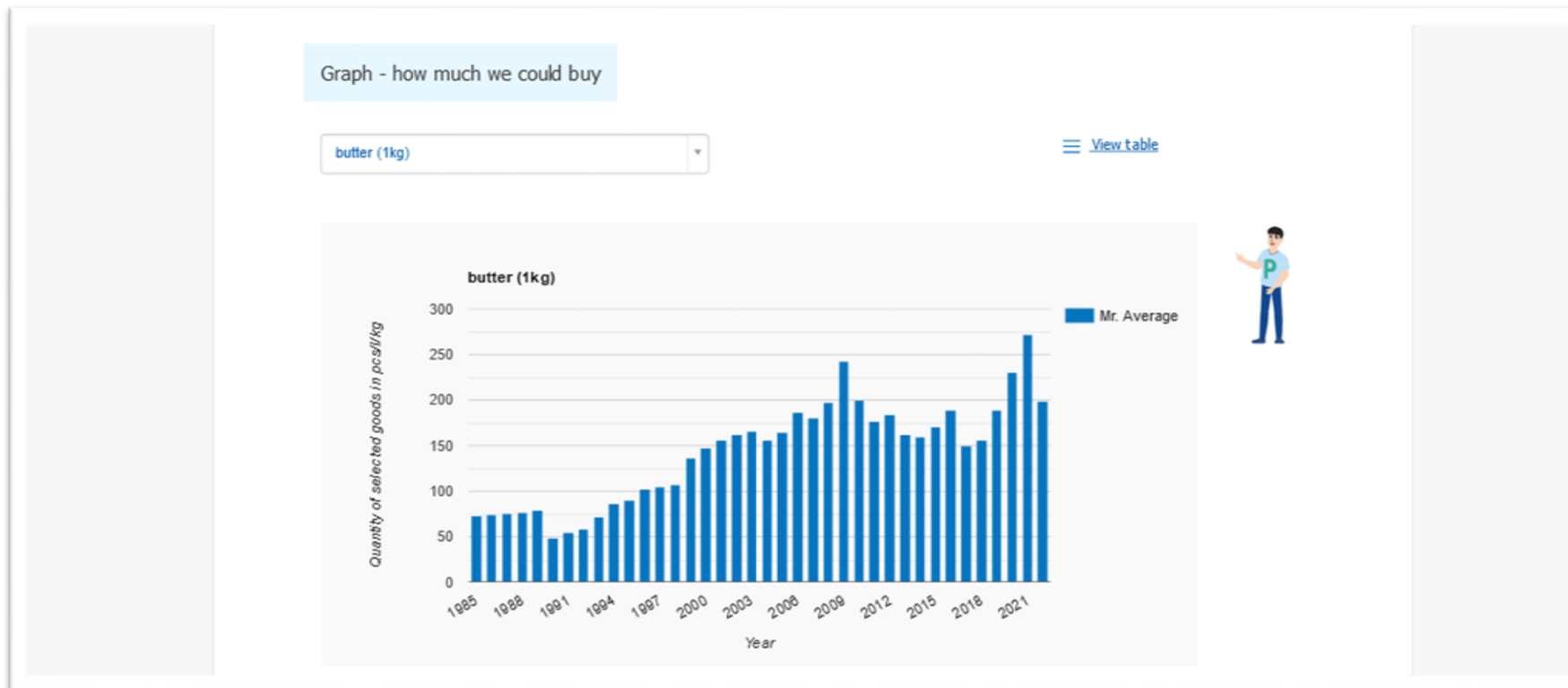
- Based on a series of articles published in magazine Statistika&My
- Consultation: contacting personally known teachers
- Target group: laymen and students
- Form: Light and understandable
- In-house: Tereza Košťáková
- Topics for example:
  - Percentage vs. percentage point
  - Share vs. ratio
  - Pitfalls of the "average"



# Mr. Average goes shopping



- How many "kg of butter" could you have bought if you had used your entire paycheck to buy it?



# Mr. Average goes shopping



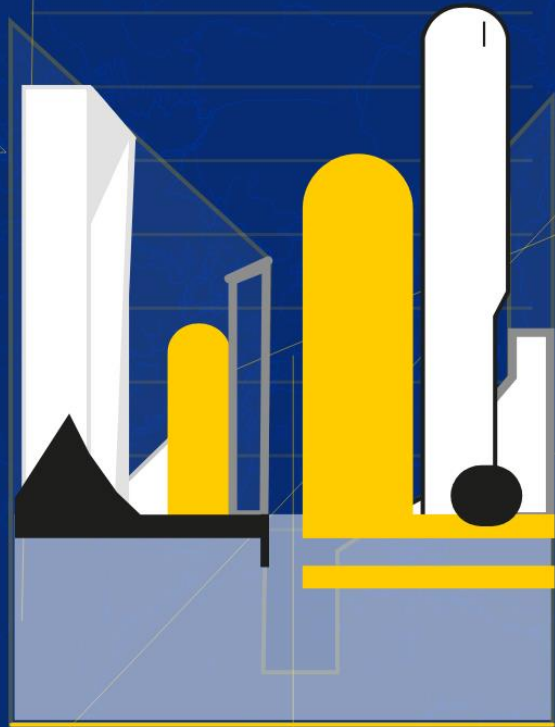
- Target group: wide public
- Main activities:
  - the possibility to choose different types of goods and services
  - option to enter own wages
- In-house application
- Consultation:
  - Feedback from teachers - explanation of the issue of disinformation

# Census 2021



- CZSO has long term cooperation with the Charles University and the University of Economics
- Cooperation in Census 2021 processing (esp. coding) - students specializing in demography worked in the office
  - they received credit for this part-time job
  - they saw with their own eyes how the statistics were created
  - their teachers visited them in the office
  - helped us with processing/coding
  - a few of them stayed to work in the office





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# Group discussion – questions

1. Can you share examples of successful experiences where feedback from teachers has led to improvements or enhancements in statistical literacy programmes?
2. What are some best practices or lessons learnt from previous experiences in engaging teachers in the co-creation and refinement of statistical literacy programmes?
3. Has any NSI tried to approach official institutions - such as a ministry in charge of education, a research institution focusing on this field? Was this method successful?