

5 Information Literacy

The objective of the inspections was to evaluate the level of support being provided in the area of information literacy, to look at the current trends, to examine the methodologies being applied and to assess the existing condition and the level of utilization of ICT tools as part of the teaching process in subjects that don't directly deal with information technologies. To obtain their findings, the inspectors analyzed the documentation maintained by the schools, interviewed academic staff and noted their own observations of the actual conditions.

5.1 *Preschool Education*

The broader use of ICT tools in kindergartens is being inhibited by a lack of the necessary financial resources. 60.8% of the teachers at the inspected kindergartens have enrolled in continuing education programmes focused on the use of ICT tools. Where possible, the knowledge and skills obtained through enrolment in such programmes is being used during concept planning for the school and as part of the teaching process. Despite these efforts, approximately half of the teachers consider work with a PC as not a priority in preschool education.

45

5.2 *Primary Education*

The inspectorate looked at the utilization of ICT tools as part of the primary education teaching process in 492 primary schools from all regions of the Czech Republic and 21 primary schools catering to students with special educational needs. Of the inspected schools, 16% were rated as 'exemplary' and 72% were rated as 'functional' (i.e. as not requiring any major changes). In 10% of the schools, the inspectorate uncovered conditions that are still acceptable; however, changes will be required in several areas in the future. There were 6 schools where the utilization of ICT tools was below an acceptable level. The inspectorate also learned that development programmes that are part of the 'National Strategy for ICT in Education' (SIPVZ) are not being implemented to the level expected.

The introduction of ICT tools and their use in the teaching process currently largely depends on the school's ability to work with the results of its own internal evaluations in the area of ICT. This is because, as yet, there is no systematic approach available for use in this