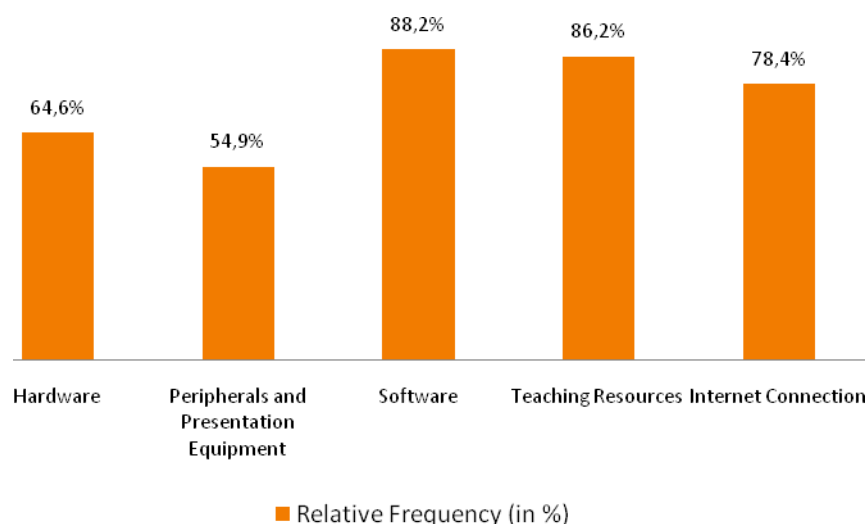


area. If the school administration works with their own evaluations, they usually have the individual steps of their implementation of ICT worked out and they also regularly evaluate the impact of these steps on the teaching process. Subsequently, they then move forward with the further implementation and utilization of ICT. This monitoring and evaluation is important not only with respect to the ongoing level of utilization of ICT tools as part of the teaching process, but also with respect to the selection and availability of ICT equipment for use by the school.

88% of all of the primary schools inspected had their conceptual steps worked out and 98% of the school administrators have met their information literacy requirements.

Chart 4: ICT Resources Availability in Primary Schools According to the ICT Services Standards in Schools*



* See the Procedural Guidelines of the Ministry of Education Youth and Sports, Ref. No.: 30 799/2005-551.

Teaching software is the most frequently used type of ICT tool in primary schools. More than 95% of the inspected schools use these programmes.

Approximately 46% of the inspected primary schools were able to meet the applicable ICT services standard. The most frequently used types of ICT tools were system programmes and learning tools (88% of the schools have met the ICT services standard in this area). An area where the standard is not as well met is in the availability and use of peripheral devices and presentation equipment, which seems to be a big problem for many of the schools (45%). Some of the schools also have a problem obtaining a better quality connection to the internet (nearly 22% of the schools). According to the statistical data of the Ministry of Education, as