

of December 31, 2006, 327 of the schools had no internet connection at all (3.6% of the 97.66% of the schools listed in the School Registry).¹

93% of the teachers at the inspected schools have met the professional qualification criteria in the area of information literacy. However, the inspection results show that the ability to utilize ICT tools as part of the teaching process depends more on the teacher's practical ICT utilization skills than on their information literacy.

Half of the inspected primary schools use ICT tools for communicating with the parents of the students. This communication usually takes place in the form of emails or postings on websites.

5.3 Secondary Education

CSI monitored the efforts to provide support for the personal and academic development of students in secondary education at 244 secondary schools in all regions of the Czech Republic. Of these schools, 61 were grammar schools, 145 were secondary professional schools, 33 were secondary vocational schools and 5 were secondary schools catering for students with special educational needs.

Table 5: Assessment of ICT Resources Usage in the Educational Process

Type of School	Excellent (in %)	Standard (in %)	State Requiring Changes, Eventually Sanctions (in %)
Grammar Schools	28.3	56.7	15.0
Secondary Professional Schools	22.2	62.5	15.3
Secondary Vocational Schools	9.1	63.5	27.2

The degree to which ICT tools are utilized in the teaching process largely depends on the manner in which these tools have been incorporated into the strategic planning for the school, on how the school has been able to incorporate the respective concept strategies into its ICT plan and on how the school has been able to work with the data obtained from its own internal evaluation process. How frequently these tools are used depends on the information literacy level of the teacher. The teacher's own ICT skills play a key role in determining their ability to utilize these tools in the teaching process. These skills are reflected in the activities that are carried out with the students and the students' ability to develop their own skills in

¹ "ICT in Czech Education in 2006". A document of the Ministry of Education, Youth and Sports, prepared as part of the reconciliation for SIPVZ funding.