

of reading skills and 94% of schools used very good facilities outside schools. 83% of BSs had a school library and access to the internet was available in 97% of schools. Other materials (journals and so on) to be used for the development of reading skills were available in 92% of BSs. Almost all BSs renewed resources for the development of reading competences on an ongoing basis.

Table 29: Evaluation of pupils' reading skills in basic schools

Monitored indicators of reading skills	Frequency of rating degrees		
	3 (+)	2 (+/-)	1 (-)
General understanding of a text	41 %	57 %	2 %
Obtaining information	51 %	46 %	3 %
Interpreting texts	31 %	60 %	9 %
Assessing the content of a text	29 %	63 %	8 %
Assessing the structures and genres of texts	16 %	71 %	14 %
Text selection (text type/sources/differences)	41 %	54 %	5 %
Utilising resources and technical equipment	36 %	52 %	12 %
Development of specific competences - teacher	39 %	59 %	2 %
Development of specific competences - pupil	47 %	50 %	3 %

Mathematical Literacy

Nearly 37% of the 73 monitored basic schools had developed a plan for enhancing the teaching of mathematics. The quality of teaching of the subject in question was exemplary in 21% of schools. SEPs, currently being drafted, supported the establishment of mathematical literacy of pupils in almost all basic schools (97%). 10% of BSs participated in PISA testing (i.e. Programme for International Student Assessment) and more than 49% of BSs took part in tests prepared by CERMAT (Centre for Evaluation of Educational Achievement). Almost 54% of BSs were involved in other types of testing of mathematical skills. More than 93% of BSs monitored the quality of work of teachers of mathematics and over 28% of schools excellently used professional tests as a tool for their self-evaluation. Management of 78% of BSs monitored the mathematical activities of teachers. 30% of BSs had established a system of comparative tests.

Conditions in terms of teachers of mathematics were above average in 44% of BSs and teachers in almost half of schools were professionally well qualified. However, only 31% of BSs ensured further training for mathematics teachers while 14% of BSs displayed excellent conditions for professional development in mathematics. The majority of schools implemented staff development in the area of methodology, 82% of BSs carried out staff development in relation to the introduction of curricular reform and nearly 78% of BSs offered their teachers development sessions focusing on effective teaching procedures. 88% of BSs offered their teachers other training courses falling under further education. Teaching resources are deemed to be outstanding in 22% of the monitored basic schools and material resources for teaching was very good in 27% of schools. Textbooks for teaching and learning mathematics were missing only in one school and teaching aids were not available in three basic schools. 74% of BSs had professional literature for teaching mathematics. The majority of BSs (96%) enabled their pupils to use information technologies when learning mathematics and 92% of BSs were equipped with software for teaching mathematics. Presentation devices were available in 72% of BSs while IC technologies were used at a very good level by 29% of BSs.