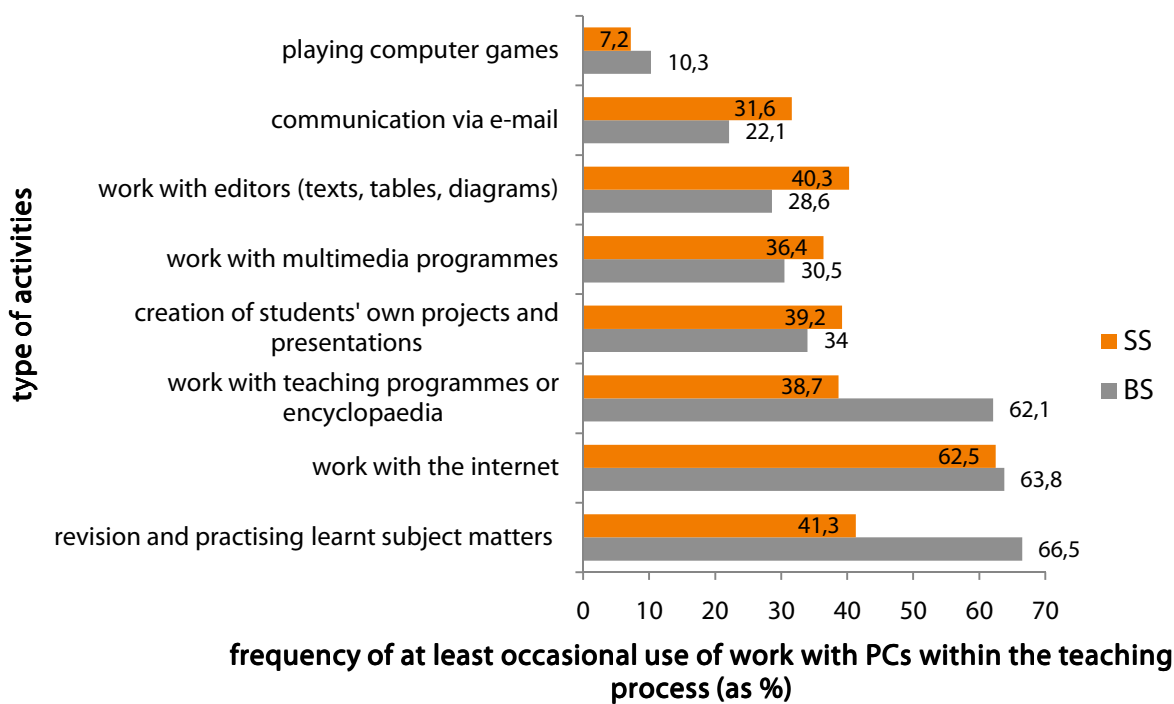


### C.2.1 Basic Education

Utilisation of information and communication technologies is today an inseparable part of the strategic objectives and planning of basic schools. Conceptual steps to be taken in this area are, as a rule, part of an ICT plan and the majority of schools, when organising teaching, take into account the use of ICT. Teachers in almost 54% of BSs completed a basic module of education in ICT in 2007/2008 and teachers of 35% of schools completed an extended module. Nevertheless, only less than 5% of BSs hired an ICT coordinator.

As regards comprehensive units in terms of their content and teaching methods schools usually plan to use teaching programmes supported by school management. However, inspections revealed that teaching itself does not fully correspond with the plans. Approximately one fifth of schools used ICT effectively and at a very good level. For example in mathematics lessons 23% of BSs schools used ICT at the primary level and 19% of BSs at the lower secondary level of basic education. For more detailed information concerning the use of computers in basic schools see Diagram 9.

**Diagram 9: Forms of using computers within the teaching process in basic and secondary schools**



The Czech School Inspectorate found that there were some problems concerning assessment of the impact ICT had on teaching and learning in less than half of schools. Although schools adopt measures aimed at developing and using ICT they have not yet implemented systematic work with results of self-evaluation, which should help increase the effectiveness of such measures.

In the basic schools visited in the school year 2007/2008 ICT education is considered to be, along with education towards implementation of SEPs, language education and school management, in general the most important area in terms of the professional development of teachers. All these are areas which closely relate to the schools' perceptions of their own needs. Education in ICT was less important for smaller schools than for all others.