results of testing as a source for further enhancement of teachers' work were used only by 38.7 % of schools. In basic schools comprising both levels, teachers of these levels mutually cooperate, at least sometimes, when preparing plans for certain subjects as well as when evaluating school achievement. Regular and systematic cooperation was found in 13.4 % of schools. Teachers in small schools usually lack this opportunity and networking between cooperating small and large schools, where pupils continue their school attendance, is very rare.

Comparisons of evaluation results after three years indicate that the development of support of mathematical literacy is rather adverse.

Table 16

Evaluation of indicators of mathematical skills in BSs (the proportion of occurrence in %)

Monitored indicator of mathematical skills	2006/2007	2009/2010	Trend
Ability to mathematise real situations	76.0	69.4	-
Using correct terminology and symbols	80.0	82.3	+
Solving the mathematical problem	85.0	79.6	-
Practical use of mathematical knowledge	87.0	83.3	-
Forming civic critical thinking	51.3	56.3	+
Work with errors	79.0	79.6	+
Guessing of results	15.0	17.3	+
Support of pupils with SEN (dyscalculia)	33.0	31.5	-

As far as the use of terminology is concerned pupils have displayed slight improvement and positive results are also reported with respect to the forming of critical thinking of pupils. On the other hand, pupils' skills necessary for problem solving showed a downward trend. In a number of cases the failure of pupils in mathematics was connected with the problem of understanding a mathematical text (mathematical problems described in words). Pupils attending lower grades are not often able to use different reading techniques necessary to understand mathematical texts. Children had substantial difficulties when solving tasks which encompassed excessive information. The majority of pupils thought that they were supposed to use all the data for problem solving.

Amendments to the content of the FEP BE affected the level of mathematical literacy of pupils at the elementary level of BS. When the FEP is compared with the former syllabus the scope of the content of mathematical instruction considerably decreased and some modules were transferred to the 2nd level of BE. A range of BSs used transitional provisions of the Education Act and amended their teaching and thematic plan as well as SEPs accordingly.

The CSI will publish further details describing the support of mathematical literacy in a separate thematic report.

In general, it is clear that to achieve better results by Czech pupils the state should devote much more attention and care to the development of reading and mathematical literacy. The National Programme of the Development and Support of Reading Literacy should be incorporated into the Long-term Policy Objectives, the preparation of which is currently underway. Measures should be focused on improved provision of information both to experts and the general public, on better preparation of teachers and their further education, on the development of didactics for individual scientific branches, on the guidance of teachers as well as on the appropriate motivation of pupils and on special care to be provided to pupils with development disorders.