Development of Information Literacy

As regards pre-school education ICT was not used in 95.1 % of the kindergartens visited. The following overview shows the findings concerning the work with ICT gathered through inspection observations. At the same time findings are compared with groups of teachers according to the length of their teaching experience and their age.

Table 12   Utilisation of ICT in teaching in kindergartens (data are presented as %)

Methods of utilisation	Total KGs	Teachers with teaching experience		
		up to 3 years	more than 3 years	of which above 60
ICT was not used	95.1	98.7	94.5	93.7
Simple presentation of topics to be taught using ICT	1.9	0.6	2.1	1.6
Use of specialised SW applications without direct use by children	0.2	-	0.3	-
Use of specialised SW applications + direct use of ICT by some children	2.7	0.6	3.0	4.8
Use of specialised SW applications + direct use of ICT by all children	0.1	-	0.1	-

An interesting finding was the fact that special SW applications were relatively most frequently used by teachers over 60 years of age. In this area there are especially barriers concerning insufficient preparedness of pedagogical staff; on the other hand equipment used in kindergartens has moderately improved.

Development of Social Literacy

Within the three-year programme cycle of the CSI the topic of social literacy was monitored in relation to assessment of how the expected outcomes of educational areas "The Child and Other People" and "The Child and Society" defined in FEP were met. Analyses of SEPs and class education programmes showed that there had been an obvious effort on the part of 86 % of schools to pay attention to the development of social literacy in accordance with the principles encompassed in FEP PE and more than 40 % of the schools visited profile their SEPs in this area.

Activities aimed at forming social skills for respecting rules for coexistence in class and distinguishing good and wrong behaviour were evaluated best of all. The largest deficit in work in class was found in "delegating" responsibility to children and using their own initiative. Children had only few opportunities to co-decide on the class programme.