also creativity, emotions and taste (62.9 %). Activities aimed at supporting a healthy lifestyle were observed in more than half of the lessons and again more of them were seen at the elementary level – 55.9 %, while at the second level it was only 43.9 %.

The frequency of work with information sources and follow up utilisation of retrieved information was more or less satisfactory (53.5 %) but teachers only rarely led their pupils to apply the latest scientific and technological findings (31.8 %). ICT was in general used approximately once every five lessons (with the exception of subjects relating to ICT, where information technologies were used in almost 100 % of lessons). ICT was mostly used for teaching natural science subjects – 30.3 %, while their use in the lessons of the Czech language and mathematics was minimal – in each subject only 15.1 %. At both levels of BSs teachers usually prepared simple presentations of the subject matter to be taught using ICT (9.6 %; ICT was used more often at the second level – 13.7 % and less frequently at the elementary level – 6.1 %). The work of teachers with SW applications without their direct use by pupils occurred only sporadically (2.8 %), with direct use by several pupils – 4.5 %, and with direct use by all pupils – 4.5 %; the differences between the elementary and second levels or between small and large schools in the above cases are only negligible.

Less attention was paid to activities supporting the development of mathematical literacy (work with formulae and symbols – 34.1 %, geometric depiction, work with models – 16.5 %). Pupils at both levels of basic education had fewer opportunities to do experiments, manipulate with objects and for intentional depiction (26.3 % and 23.3 % respectively).

Organisation of Teaching, Evaluation/Assessment and Motivation

As regards the organisational and motivating activities monitored, the activities in the sequence shown below were predominantly carried out to support the development of functional literacy:

■ teaching pupils to **search for relations** between educational areas (mostly reading literacy, in particular looking for information and working with it; a little less social literacy, especially support for the development of pupils' creativity, emotions and taste, and also natural science literacy, primarily care for the neighbouring environment);

■ **differentiated tasks and requirements** according to the skills and possibilities of pupils (mainly social literacy, in particular support for the development and cultivation of aesthetic perception, emotions and experiencing);

■ regular **evaluation of pupils** and lessons learnt from mistakes (mostly social literacy, in particular support for positive self-perception, and education towards health); in general evaluations were not as frequent as in kindergartens.

Application of the monitored organisational and motivating activities aimed at supporting development of other types of functional literacy (in particular mathematical literacy and partially also information literacy) was less frequent and not very visible. The area of foreign language instruction, and in general multicultural education, was only slightly more often supported by search for