

attended lessons of mathematics and their average absence was 12.8 %. With respect to the lower secondary level of six- and eight-year secondary general schools 24.4 pupils were recorded in the lessons of mathematics with an average absence of 18 %.

Table 35 Assessment of the establishment of mathematical skills in lessons of mathematics in basic schools

Monitored indicators	Occurrence in %
Ability to mathematise real situations	53.5
Using correct terminology and symbols	82.5
Solving mathematical problems	42.1
Practical use of mathematical knowledge	72.4
Work with errors	88.1
Guessing of results	57.8
Support for pupils with SEN	56.4
Opportunities for gifted pupils	23.2

Development of Information Literacy

The strategy and goals of information literacy were defined at the nation-wide level in the Strategy of Development of Information and Communication Technologies 2009–2013 (Czech Government Resolution No. 1276 of 15 October 2008). The CSI evaluated the utilisation of ICT in all the lessons observed. However, in the context of preparation for the full-scale testing of pupils in the 5th and 9th grades of BSs inspectors paid attention mainly to these two grades. Statistical data showed that the proportion of teachers in the Czech Republic who use the internet in teaching was about 70 %. However, findings collected in schools are in contradiction to such data. The average direct use of ICT in lessons was only 21.3 % of the lessons visited. The following overview summarises findings gathered in class observations.

Table 36 Utilisation of ICT in teaching in basic schools

Methods of utilisation	Czech language	Foreign languages	Mathematics	ICT	Natural sciences	Social sciences	Educational subjects	Vocational subjects and practical training	Total
ICT was not used	84.9	77.6	84.9	3.1	69.7	73.0	88.7	78.9	78.7
Simple presentation of topics to be taught using ICT	5.9	9.9	4.9	3.9	20.3	15.7	6.6	2.6	9.6
Use of specialised SW applications without direct use by pupils	1.8	5.0	2.1	3.9	3.1	3.7	1.3	10.5	2.8
Use of specialised SW applications + direct use of ICT by some pupils	5.1	3.4	5.1	3.9	5.0	4.5	2.5	5.3	4.5
Use of specialised SW applications + direct use of ICT by all pupils	2.3	4.2	3.1	85.3	1.9	3.1	0.8	2.6	4.5