



Neither the age nor teaching experience of teachers affected the use of ICT; it can only be said that teachers who had taught less than three years managed to use simple presentations better than other teachers (10.2 %). Findings showed that work with ICT was concentrated mainly in ICT lessons. As regards other subjects, teachers worked with ICT more in natural sciences, social sciences and foreign languages but without the active involvement of pupils. Direct work of pupils with ICT in lessons was seen most frequently in the mathematics lessons (8.2 % of lessons).

Development of Social Literacy in Basic Education

In the past school year within the framework of a three-year cycle and in accordance with the “Plan of Principal Assignments of the CSI” assessed the development of pupils with regard to social literacy. Using selected indicators the CSI also compared the situation in schools after three years. The conceptual objective of inspection activities is based on the results collected from international surveys (PISA, TIMSS), FEP, the 2007 Long-term Policy Objectives and results gathered in the school year 2007/2008. In cooperation with Masaryk University in Brno the development of tools and procedures for evaluation of whether goals are met according to FEP in this area was launched. This Report summarises findings pertaining to the selected indicators. More detailed results will be published in the separate thematic report in the first half of 2012.

Inclusion of social science subjects in education provided by basic schools corresponds with the requirements of FEP. The “Humans and Their World” educational area (subjects such as Basic Education about Life Sciences and the Basis of National History and Geography can be considered to be elementary fundamentals of social science education) at the elementary level of basic schools is incorporated in an appropriate way, and 70 % of schools complement the compulsory number of hours allotted to this area by making more hours available, usually by one and up to three hours. At the second level of basic schools social science education is included in the area of “Humans and Society” (subjects such as history and education towards citizenship). This area is strengthened in about 70 % of schools, which allocate available hours for work chosen at the discretion of the school to subjects pertaining to this area. Most often they increase the standard number of lessons included in the curriculum for the second level of BE by between one and up to three lessons. However, there are also schools which pay increased attention to this area. With several exceptions cross-subject links were incorporated in SEPs in sections covering this area. The number of optional subjects with social science content fluctuates; the majority of schools do not include them in their provision, and non-compulsory subjects of this type were very rare in schools. 12 % of the schools visited decided to specialize in the area of social sciences (the profile of a school). Quite a low number of schools made use of a new regulation stipulated in FEP BE, which came into effect on 1 September 2010 and which allowed schools to teach complementary ethical education. 15 % of the schools visited decided to provide this subject as compulsory. Only exceptionally was ethical education included in the provision of optional subjects; approximately 40 % of schools implemented this subject in a different way.

FEP further defines cross-curricular subjects overlapping with social literacy: social education and education aimed at developing pupils’ personality, education of a democratic citizen, education towards thinking in the European and