vating methods of teaching, in leading pupils to the recognition of coherence between educational areas mainly through appropriate inclusion of cross-curricular topics and the usage of information gathered from different sources. Low activity, low originality and rather routine stereotypes were seen in this regard among **older, unqualified teachers.**

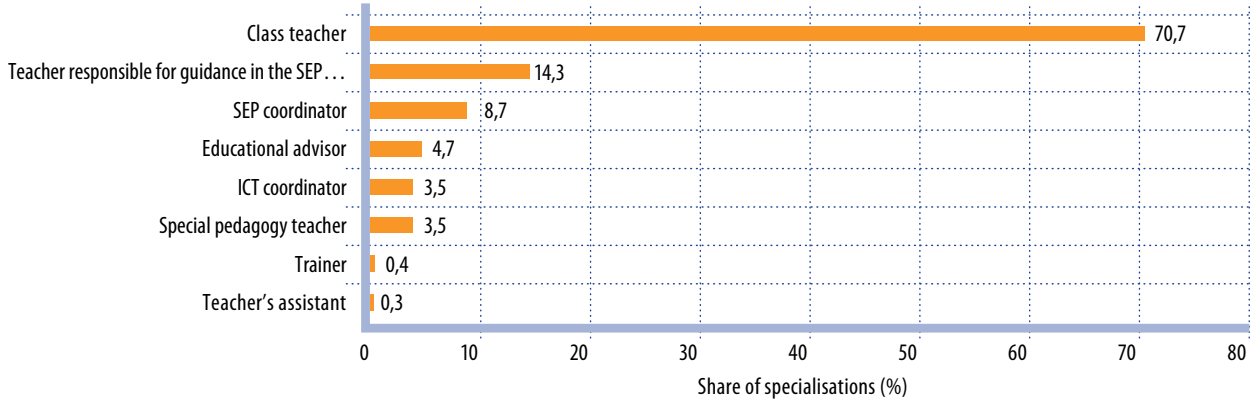
In the visited schools the CSI also assessed the level of knowledge of teachers concerning FEP and SEPs. The highest proportion of teachers acquired information on this issue at the level of the school only (64.3 %). Training courses aimed at developing and drawing up SEPs were attended by 11.7 % of pedagogical staff and their highest share was reported from the South Bohemian region (16.2 %). There were 14.3 % of teachers involved in developing methodologies of some sections of SEP (methodologists of individual subjects) and 8.7 % of teachers were coordinators of SEPs. A higher share of coordinators was recorded in small schools (13.4 % of teachers). The highest proportion of coordinators of SEP was registered in the Moravian–Silesian region (14.9 % of teachers). The degree of involvement of teachers in the development of SEP accounted for 86.3 %.

Information literacy has been on the rise in opinion of the teachers. The share of teachers who had achieved the basic level was 38.2 %, while 53.4 % of teachers were advanced and 5 % of teachers had an ICT specialisation (i.e. they could work with specific SW applications) and 3.5 % of teachers were ICT coordinators. It can be assumed that teachers without any further qualifications perform the work of ICT coordinators. The highest share of teachers claiming the advanced level was in the Usti region (72.0 %).

Availability of Experts in Basic Schools

The smallest share of available experts was detected in the Karlovy Vary region (35.9 % of teachers did not have any specialisation). An ICT coordinator was available in 60.7 % of basic schools in this region; in other schools such activities were performed by an external expert.

Chart 6 Share of teacher's specialisations in the basic schools visited



A higher level of ICT knowledge and skills of teachers positively affects mainly the frequency with which ICT devices are used in lessons of individual educational areas as well as the higher occurrence of activities supporting the development of mathematical literacy. It was observed that these teachers used verbal methods of teaching, i.e. mutual communication with pupils through dialogues