



Material and Financial Prerequisites of Basic Schools

The CSI strove to find out how well basic schools were equipped with computers and other information technologies, how investment projects being implemented were targeted and what the level of safety in school premises was.

ICT Equipment in Schools

According to statistical records altogether 132,072 PCs could be used for operations in basic schools. The proportion of PCs connected to the Internet was 94.9 % and the proportion of PCs with a high speed connection was 89 % of PCs.

Investment Projects

The basic schools visited concentrated mainly on building barrier-free accesses (39.0 %), constructing and refurbishing school laboratories (36.1 %) and technical classrooms (30.6 %), as well as on the renovation and construction of school buildings (22.2 % of BSs). Investment projects aimed at ICT modernisation were implemented in 20.4 % of basic schools. There were 20.0 % of investment projects which aimed at renovating school playgrounds and 3.4 % of projects focused on gymnasiums.

A **barrier-free access** was found in only 32.0 % of basic schools.

The CSI checked the safety of premises very thoroughly using a sample of 121 basic schools. The following overview summarises the results of checks in basic school premises.

Table 42 Selected indicators of safe basic school premises

Monitored indicators – facilities with detected faults	Share of schools with faults (%)
Classrooms	12.4
Gymnasiums	9.1
Sanitary rooms and cloakrooms	6.6
School gardens	5.8
Prohibition of smoking	5.0
Playgrounds and other spaces for games	3.3
School canteens	2.5
Playrooms	1.7

When the situation is compared to that of the previous year, utilisation of school spaces slightly improved in all the monitored indicators. Most faults were found in classrooms.

The CSI monitored the scope of damage and the current needs of schools which had been flooded in August 2010. These schools were involved in a programme subsidised by the MEYS – “The Programme on Alleviating Damage caused by Floods in August 2010”. Exceptional subsidies were designated to mitigate the damage to teaching aids and textbooks caused by the floods, but they were also allocated to rewards for employees who participated in the removal of damage.