



from Prague, where 3.9% of teachers admitted that they did not speak any foreign language.

As regards information literacy, the best results were ascertained in the Karlovy Vary Region, where 25.5% of teachers acquired skills at the level of an ICT specialist. The Karlovy Vary Region was followed by the Zlin Region where 22% of teachers achieved the same level. The lowest level of information literacy was reported from the Hradec Kralove Region and the Liberec Region where 10% of teachers admitted that they did not know how to work with ICT at all and almost 40% of the teachers acquired only the lowest level certificate for the work with ICT.

Systemic Risk in Basic Education

The preparedness of pedagogical staff for curricular reform is not very good. There is not sufficient provision of training courses and further education of teachers is not resolved on a systematic basis. Teachers are lacking opportunities for more extensive exchange of experiences between schools as well as between teachers teaching the same groups of subjects.

Teachers are not prepared to cope with problems concerning the integration of pupils with SEN, they do not have enough tools and experiences for early pedagogical diagnosis of problems, they do not receive quality advisory support of a relevant scope, and the capacity of advisory services is insufficient. The rate of individual integration is low and is stagnating, support of pupils with SEN is not provided to a full extent due to economic and human resources factors.

There is a very low level of information literacy on the part of teachers, which relates mainly to elderly teachers, and of school management and the same applies to knowledge of foreign languages, in particular of the English language. Non-qualification of English teachers persists and the deadline for exceptions under the Act on Pedagogical Staff will soon pass. This fact could even more substantially decrease this indicator in future. The provision of higher education institutions providing courses aimed at supplementing qualifications of current teachers is not sufficient.

There is a very high administrative burden in basic schools and especially in small and incomplete BSs it is necessary to re-evaluate the degree of compulsory teaching duties of school head teachers.

The interest of pupils in other foreign languages is falling and thus interest in English prevails, which means that schools have problems ensuring good provision of other EU languages.

Standards concerning critical points of education career are not well developed, the FEP BE does not encompass sufficient guidelines and evaluation mechanisms for establishing individual and group levels of results of education. Primarily small schools would welcome the provision of model school education programmes.

The FEP BE does not define material and technical standards and therefore it is currently difficult to derive from it the conditions of funding and standards of economic preconditions necessary to meet a school education programme.

The new Education Act and other related legal regulations (so-called implementing legal regulations) pertaining to basic education are not fully absorbed and frequent amendments to legal regulations make the orientation of school management, teachers as well as the general public more difficult. The provision of education incorporated in school legislation is insufficient and schools display only very low knowledge about the new tasks they are facing now.