



nal teachers represent from 60 to 70% of foreign language teachers. But it can be assumed that such external teachers are not properly qualified for teaching in kindergartens. 70% of kindergartens provide foreign language teaching as a paid service in the form of a language club, which means that equal access to education is not ensured. And, moreover, there is not any consistency or coherence when children start to attend a basic school.

Problem of Systemic Solution of Language Education

Several fundamental conceptual documents have been developed for language education. Nevertheless, a national strategy for language education which would define the interest of the state and incorporate, as a priority, strategic objectives into actual measures constituting systematic and sustainable support for language education is missing.

Furthermore, opportunities and motivation of students to take certified language examinations when they are completing a certain level of education are also missing. The Czech Republic has not established its own national certification centre for language examinations.

The Czech Republic has adopted the Common European Framework of Reference for Languages as a recommended document and this document is gradually being transposed in the FEP. In the meantime it is the only instrument that also provides reference levels, including the means of their evaluation within national curricular reform. Complete implementation of this document into the Czech Republic's education system is desirable, as it is an effective tool to link formal and non-formal language education.

B.4

Support of Information and Communication Technologies

As far as pre-school education is concerned, only a selected set of indicators in accordance with FEP PE was monitored. In basic schools the whole "Information and Communication Technologies" education area according to the FEP BE was monitored. In secondary schools inspections focused on establishing support for information and communication technologies. The Annual Report includes only the main findings since a detailed thematic report has been issued in relation to this topic. This Report only describes trends concerning progress made in using information technologies in schools during the past three years.

B.4.1

ICT in Kindergartens

Utilisation of ICT in kindergartens has a specific purpose. Under the FEP PE such utilisation should be appropriate for the age and needs of a child in terms of time and content. Therefore the CSI, when monitoring this area, used only a reduced set of indicators in standard observations of the ICT area.

The number of PCs in kindergartens designated either for the education of children or for usage by school staff is totally insufficient. The quality of internal network infrastructure is obsolete as well – according to the findings only every second PC is connected to the internet. In the majority of kindergartens such a PC is only the one which is used by the head teacher. The teachers do not have any possibility to use this medium even though they would like to do so to further broaden their knowledge.

PCs in kindergartens are more obsolete than those used by BSs and SSs. Therefore, the majority of PCs serve rather as typewriters. Additional HW for teaching is totally lacking. The lack of projectors is critical. It is clear that state-of-the art ICT multimedia has not forced out audio-visual devices. Only roughly a half of schools are, thanks to their SW for teaching, able to include ICT in education.

