of PCs. Teachers themselves identified the same principal barriers. In interviews they stated that there was insufficient guidance for inclusion of ICT in education. The same opinion was expressed by both teachers teaching for a long time and teachers without any teaching experience. As in BSs it is necessary to support the area of the further education, in particular, of inexperienced teachers in kindergartens.

Using ICT in Teaching

Data from approximately 1,000 observations of teaching blocks show that usage of ICT in teaching is rather rare. For example, utilisation of ICT was seen in only 14% share of teaching blocks, which is very few. Moreover, only in 18% of cases ICT was used efficiently. Thus children more or less play with a computer without any professional guidance.

B.4.2

ICT in Basic and Secondary Schools

Material Equipment

In this area quantitative as well as qualitative indicators were monitored. When it comes to the number of PCs per 100 pupils in basic schools, the Czech Republic is in the worse half of EU Member States. The situation is better in secondary schools.

The situation should be considered critical when the number of PCs per teacher is taken into account (see Table 18). However, if computers placed in classrooms are exempted from the statistical records (i.e. computers which are not available for teachers for work outside classes) the number of teachers who share one computer in basic schools will be almost four teachers per computer and in secondary schools three teachers per PC.

Table 18

Visited basic and secondary schools furnished with PCs

Monitored indicator	Basic schools			Secondary schools		
	total	small	large	total	small	large
Number of pupils per PC	7.9	3.9	8.5	5.1	1.9	5.4
Number of PCs per 100 pupils (according to the OECD method)	12.7	26.0	11.8	19.6	52.6	18.5
Number of teachers per PC	2.3	2.4	2.2	1.9	3.2	1.9

Further observations show that schools have problems with the quality of technology they use. This phenomenon confirms the fact that some ICT was purchased a long time ago. This applies to PCs used by both teachers and pupils. Schools are not able to follow a regular cycle of replacement of computers, and this situation is substantially worse in small schools. Older equipment increases costs for its operations, its functions are not compatible with other computers or with the newest software.

Table 19

Age of technology in visited basic and secondary schools (data in %)

Monitored indicator	Basic schools			Secondary schools		
	total	small	large	total	small	large
PC for pupils in one school – less than 3 years old	27	18	28	34	36	31
PC for pupils in one school – 3–5 years old	29	19	30	30	22	32
PC for pupils in one school – more than 5 years old	44	63	42	36	42	37
PC for teachers in one school – less than 3 years old	34	34	34	34	36	31
PC for teachers in one school – 3–5 years old	36	37	36	30	22	32
PC for teachers in one school – more than 5 years old	30	29	30	36	42	37