

B.2.2 Achieving the Level of Key Competences through the Content of Education

Social Literacy

Almost 69% of the 316 monitored basic schools in 2007/2008 incorporated social sciences into the school strategy of education and 89% of BSs included topics of social sciences in their SEP in a functional way. Social science projects were planned by 64% of BSs in 2007/2008. 45% of BSs included social sciences in the school self-evaluation plans and 37% of schools included the subjects in question in their evaluation reports. More than 37% of BSs evaluated the level of social science instruction in other documents. Almost half of basic schools adopted measures aimed at developing social sciences in 2007/2008. More than half of basic schools used self-evaluation for management of quality in the area of the social sciences. 15% of BSs specifically focused on the instruction of social sciences. 84% of BSs introduced innovation into the content of education in the area of social sciences in 2007/2008. Almost one third of basic schools integrated social science subjects and 56% of BSs incorporated social science topics in school subjects that had a different focus.

The composition of the pedagogical staff was excellent in 27% of BSs. In 2007/2008 almost 89% of BSs effectively utilised the professional qualifications of teachers. One fifth of teachers who taught social sciences in basic schools were not properly qualified, while the proportion of totally unqualified teachers was only 15%. 92% of BSs had prepared a plan for the FEPS teaching social sciences. Further education concentrated mainly on innovation in the content of education (91%) and more than three fifths of basic schools aimed their further education at the general development of social science instruction. The conditions concerning equipment, aids and similar requirements were above-average in almost one quarter of basic schools and there were perfect classrooms and other rooms in 28% of BSs. Special classrooms for teaching social sciences were available in more than one fifth of basic schools. Teachers in more than three quarters of basic schools could use meeting rooms. Almost all basic schools (98%) effectively utilised their classrooms and other rooms for the instruction of social sciences. 95% of BSs used information technologies for the teaching of social sciences. The majority of basic schools were effectively equipped with teaching equipment.

A guidance committee for social sciences was well-functioning in 46% of BSs. In more than three fifths of basic schools the Internal Rules of Order contained rules for the evaluation of pupils in social science subjects. 91% of BSs offered their pupils an option to apply the knowledge they obtained in social sciences in practice. The course of teaching was exemplary in 24% of BSs and only 1% of schools displayed unsatisfactory instruction. The climate was excellent in 52% of BSs. The majority of schools used every opportunity to improve their school climate, in particular thanks to joint events organised both for teachers and pupils. The climate in classes and the quality of mutual relationships were very good in 48% of BSs. For more details on the evaluation of individual aspects of the quality of teaching of social science subjects see Table 22.

38% of BSs worked with pupils who had special educational needs (SEN) very well. Individual education plans for teaching social sciences to pupils with SEN were developed in 48% of BSs and 69% of BSs differentiated activities in the social science instruction according to the needs of pupils with SEN. Teachers in four fifths of basic schools provided individual assistance to pupils with SEN. Almost 72% of BSs evaluated the success rate of work with pupils who had SEN in social science subjects.