

Table 22: Evaluation of the quality of teaching of social science subjects in basic schools

Monitored teaching quality indicators	Frequency of rating degrees		
	3 (+)	2 (+/-)	1 (-)
Climate in classes and quality of mutual relationships	48 %	51 %	1 %
Organisation of teaching	33 %	65 %	2 %
Motivation and evaluation of pupils	34 %	62 %	4 %
Development of pupils' communication skills	28 %	68 %	4 %
Material support of teaching	27 %	70 %	3 %
Support of pupils' personality development	43 %	55 %	2 %
Other school activities in social science education	23 %	73 %	4 %
Changes in education leading to the development of key competences	24 %	74 %	2 %
Support of the development of selected key competences	28 %	71 %	1 %

Table 23: Evaluation of work with pupils with SEN within the teaching of social sciences in basic schools

Monitored teaching quality indicators	Frequency of rating degrees		
	3 (+)	2 (+/-)	1 (-)
Support of pupils with SEN	38 %	59 %	3 %
The work of a school with pupils with SEN	38 %	59 %	4 %
Education of pupils with SEN in social science subjects	23 %	74 %	3 %

Support of gifted pupils in social sciences was ensured, at an excellent level, in one fifth of schools. 39% of BSs differentiated activities according to the needs of gifted pupils and 43% of schools offered gifted pupils the opportunity to select from more activities. Almost three fifths of basic schools organised competitions and Olympics for gifted pupils in the subjects concerned and nearly two thirds of schools offered pupils some other activities relating to social sciences.

Table 24: Evaluation of work with gifted pupils within the teaching of social sciences in basic schools

Monitored teaching quality indicators	Frequency of rating degrees		
	3 (+)	2 (+/-)	1 (-)
Support of gifted pupils	20 %	74 %	6 %
Education of gifted pupils in social science subjects	16 %	76 %	8 %
Further social science related activities offered to gifted pupils	18 %	76 %	6 %

The majority of basic schools (94%) reflected current educational trends in the teaching of social sciences. Changes in education aimed at developing key skills of pupils were implemented, at an extraordinarily good level, by 24% of BSs and 28% of schools supported the development of key competences within social science education at an above-average level. Most schools developed (within their teaching) the competences of pupils to learn (97%) as well as civil, social and personal skills (95%). 93% of BSs developed communicative competences and 88% of BSs formed civil competences in the framework of regional and European contexts.