

B.3.2 Achieving the Level of Key Competences through the Content of Education

Social Literacy

More than 72% of 108 secondary schools monitored in 2007/2008 included the area of social sciences in a school-wide strategy of education. However, just less than 35% of SSs included social science related topics in a functional manner in their school education programmes. Social science projects were planned by almost three fifths of SSs in 2007/2008. Social sciences were part of school self-evaluation in more than 61% of SSs, more than 47% of schools included this area in their evaluation reports and a further 51% incorporated this area in other documents. Almost a half of SSs adopted measures aimed at developing social sciences in 2007/2008. Nearly two thirds of SSs used their self-evaluation for quality management in the area of social sciences. Almost 23% of SSs focused their education on teaching predominantly social sciences. Almost three fifths of SSs prepared innovation in the content of education within social science subjects in 2007/2008. Nearly two fifths of SSs integrated teaching of social science subjects and 38% SSs included social science topics in subjects that had a different focus.

As far as teachers for teaching social science subjects are concerned the conditions in 37% of SSs were above average. In 2007/2008 over 97% of SSs effectively used the professional qualifications of their pedagogical staff. However, almost one fifth of teachers without relevant professional qualifications taught social sciences in secondary schools while their share was only 17% if all types of schools are taken into account. The majority of SSs (89%) prepared a plan for the professional development of their teachers for the area of social sciences in 2007/2008. Teacher development focused mainly on innovation in terms of the educational content (85%) and almost two thirds of schools concentrated on the general development of the area of social sciences. Material conditions were model in 23% of SSs and classrooms and other rooms were excellent in 24% of SSs. Special classrooms for the teaching of social sciences were available in two fifths of secondary schools and teachers had meetings rooms in more than 70% of schools. Almost all schools (93%) efficiently used their classrooms and other rooms for the teaching of social sciences. Almost 89% of SSs used information technologies for the instruction in social sciences and the majority of SSs (85%) were purposefully equipped with teaching resources.

A guidance committee for social sciences was functioning well in 85% SSs. In two thirds of SSs the School Rules of Order encompassed the rules for evaluation of students in social science subjects. More than 88% of SSs offered their students the opportunity to apply social science knowledge in practice. The course of instruction in social sciences was exemplary in 22% of SSs and it was unsatisfactory in only four percent of schools. The school climate was outstanding in 41% of SSs and 91% of schools used any opportunities for the development of the school climate, in particular thanks to joint events organised both for teachers and students (87%). The climate in classes and the quality of mutual relationships could be considered to be outstanding in 23% of SSs. For more details on the evaluation of individual aspects of the quality of teaching of social sciences see Table 31.