

Table 31: Evaluation of the quality of teaching of social science subjects in secondary schools

Monitored teaching quality indicators	Frequency of rating degrees		
	3 (+)	2 (+/-)	1 (-)
Climate in classes and quality of mutual relationships	23 %	76 %	1 %
Organisation of teaching	25 %	71 %	4 %
Motivation and evaluation of students	27 %	63 %	10 %
Development of students' communication skills	25 %	63 %	12 %
Material support of teaching	27 %	67 %	6 %
Support of students' personality development	33 %	64 %	3 %
Other school activities in social science education	30 %	64 %	6 %
Changes in education leading to the development of key competences	23 %	72 %	5 %
Support of the development of selected key competences	25 %	72 %	3 %

26% of SSs worked with students who had special educational needs (SEN) very well. Individual education plans for teaching social sciences to students with SEN were developed in 22% of SSs and 46% of SSs differentiated activities in the social science instruction according to the needs of students with SEN. Teachers in almost three fifths of secondary schools provided individual assistance to students with SEN. Almost 57% of SSs evaluated the success rate of work with students who had SEN in social science subjects.

Table 32: Evaluation of work with students with SEN within the teaching of social sciences in secondary schools

Monitored teaching quality indicators	Frequency of rating degrees		
	3 (+)	2 (+/-)	1 (-)
Support of students with SEN	29 %	63 %	8 %
The work of a school with students with SEN	26 %	66 %	8 %
Education of students with SEN in social science subjects	20 %	71 %	9 %

Support of gifted students in social sciences was ensured, at an excellent level, in one third of schools. 37% of SSs differentiated activities according to the needs of gifted students and 47% of schools offered gifted students the chance to select from more activities. Almost three quarters of secondary schools organised competitions and Olympics for gifted students in the subjects concerned and nearly 73% of SSs offered students some other activities relating to social sciences.

Table 33: Evaluation of work with gifted students within the teaching of social sciences in secondary schools

Monitored teaching quality indicators	Frequency of rating degrees		
	3 (+)	2 (+/-)	1 (-)
Support of gifted students	33 %	63 %	4 %
Education of gifted students in social science subjects	28 %	68 %	4 %
Further social science related activities offered to gifted students	31 %	62 %	7 %