



of ICT in lessons was at quite a low level. Similarly, as in the fields completed by the school-leaving examination, students were mostly engaged in using ICT in specialised ICT subjects (83.5 %), but teachers used ICT more often for simple presentations. The hypothesis that ICT is less used by older teachers, i.e. teachers over 60 years, was confirmed. Almost 80 % of them did not use ICT in their lessons.

Development of Social Literacy in Secondary Education

Within its programme cycle the CSI focused on the priority of the Plan of Principal Assignments of the CSI in the School Year 2010/2011”, namely thematic inspections of the support for the development of social literacy in the context of the social competences defined in the European Qualifications Framework for Lifelong Learning. The CSI aimed at secondary schools mainly on the incorporation of social science subjects in education and on the method of support for the development of social literacy in instruction in such subjects.

The secondary schools visited incorporated social sciences in their school education programmes in a manner corresponding to the relevant FEP. 40 % of schools strengthened the minimal compulsory allotment of hours to social science subjects by available lessons allotted for work chosen at the discretion of the school where the average use of available lessons for social sciences included in the curriculum for the given educational field was two hours a week. 37 % of schools offered at least one optional subject concerning the social science area while 18 % of schools offered at least one subject as non-compulsory. The specific focus of these subjects reflected the core focus of the relevant educational field and usability of outcomes in practice.

86.4 % of teachers teaching in the fields of secondary education completed by the school-leaving examination were qualified, while teachers of those fields which were not completed by the school-leaving examination displayed lower professional qualifications (72.9 %). Professional specialisation of pedagogical staff was low. The share of history lessons taught by a fully qualified teacher reached 66 %, but it is declining with respect to other social science subjects to 59 % of lessons. Risks of a decreased rate of correctness of facts were minimised by schools through the further education of teachers. In the course of the past school year on average 0.5 % of teachers participated in the further education of teachers aimed at history and on average 2.5 % of teachers attended courses of other social sciences.

The following overview summarises the results of findings gathered through class observations.