



planation of unknown terms and foreign words (61.5 %) is beneficial. A similar method is used for work of students with sources (60 %) and usage of information found (57.8 %). ICT was used in 20 % of the observed lessons, but only for presentation of the topic being taught. Among teaching methods teachers most frequently used a lecture (94 %), dialogue (92 %) and activating methods (58 %).

Schools actively include projects by means of which they further support social science education. This form of project was implemented in 70 % of the schools visited. All the visited schools were engaged in some form of external partnerships in order to enrich the teaching of social science subjects and to develop the social literacy of students. The most frequent partners of schools appeared to be cultural institutions, municipalities, regions, micro-regions and companies. In 40 % of the schools visited students participated in contests relating to the individual school subjects and in the "Olympics". One third of teachers of social sciences (34 %) stated that they had opportunities to become familiar with the practice of international education systems abroad, most often by means of visits to foreign schools or fellowships.

Positive Trends

- The share of teachers of secondary technical schools and secondary vocational schools who participated in the development of SEPs was on the rise.
- The quality of incorporation of cross-curricular topics in SEPs has improved and such topics are actively taught in the majority of schools.
- Utilisation of sources through implementation of projects with a social science focus; active usage of external partners.

Risks

- A very low rate of fully qualified teachers teaching social science subjects.
- Limited access of teachers to professional development by means of using examples of good practice from other schools. Exchanges of information between teachers in one school do not work.
- When secondary education is compared with basic education, the emphasis on the development of social literacy of students is declining in secondary education.

Development of Natural Science Literacy

Within its programme cycle and according to the Plan of Principal Assignments, the priority of the school year reviewed was the development of natural science literacy in the context of the key competences defined in the European Qualifications Framework for Lifelong Learning and the Lisbon Strategy as well as in the current national and European strategic priorities.

The secondary schools visited by inspectors incorporated natural sciences in their school education programmes in an appropriate manner. However, about one fifth of programmes had gaps in the inclusion of expected outcomes for this educational area in accordance with relevant FEPs. What is interesting about SEPs it is a definition of cross-subject relations for this educational area because schools, with only several exceptions, incorporated such relations in their SEPs.