global context, multicultural education, environmental education and media education. Real implementation of cross-curricular topics according to definitions in FEP is visible in the vast majority of schools. However, inspection teams expressed their doubts about the implementation of cross-curricular topics in approximately one quarter of schools.

In total 85.8 %, of teachers teaching at the elementary level of basic schools were qualified for teaching social sciences, their teaching experience had been 20.2 years and their average age was 44.9 years. At the second level there were 86.1 % of qualified teachers who had teaching experience of 19 years and their average age was 46.2 years. At the lower-secondary level of six- and eight-year secondary general schools 100 % of teachers were fully qualified, they had been teaching for 22.2 years and their average age was 46.2 years.

More than one third of the interviewed teachers of social sciences had an opportunity during their teaching career to become familiar with a system of education abroad, most often in the form of a visit to a school abroad or within the fellowships and training courses held abroad.

In the area of social science education the CSI monitored teaching in the following subjects: history, education towards citizenship, and a group of social science subjects (Humans and Their World, Humans and Society, ethical education, religion, basic education about life sciences and the basis of national history and geography, the basis of social sciences, specialised education in special basic schools). The following overview contains a comparison of groups of social science subjects and education.

Table 37   Assessment of the establishment of skills of basic school pupils in subjects incorporated in FEP in the social science area (share of occurrence in %)

Monitored indicators	2010/2011	
	Social science subjects	Civic education
Democratic environment, mutual communication, interest in instruction	47.3	68.2
Differentiated tasks and requirements according to the abilities and competences of pupils	59.0	79.4
Content correctness	98.0	96.5
Explanation of unknown terms and foreign words	75.5	33.5
Links to practice and life situations	88.9	85.0
Out-of-school events, trips and excursions	21.3	15.6
Search for relations with other subjects	77.9	52.6
Support for aesthetic perception, emotions and experiencing	69.6	85.6
Support for positive self-perception	79.7	93.3
Development of pupils' creativity, emotions and taste	61.5	80.0
Support for a healthy lifestyle	47.3	68.2
Activities to support multicultural education	30.9	21.5
Becoming familiar with local culture	46.9	29.3
Support for pupils with SEN	60.0	78.9
Opportunities for gifted and talented pupils	21.4	26.6