



The lessons of the social sciences at the elementary level accommodated 17.7 pupils and average absence was 11.8 %. At the second level of basics schools there were 19.01 pupils attending lessons of social sciences and their average absence was 13.1 %. At the lower secondary level of six- and eight-year secondary general schools 25.7 pupils were recorded in classes of social sciences and their average absence was 16.7 %.

On the whole the factors influencing the optimal psychological and physical condition of pupils were evaluated positively. The same applies to the creation and strengthening of values and membership to the community. The ability to cooperate is at a good level, with a certain deficit in the area of playing different roles in a group. Further small shortcomings were observed in the area of communication skills, where greater emphasis should be put on pupils to be able to comprehensively formulate and express their feelings, thoughts or ideas. Little attention was devoted to the reflection of the social skills of pupils either by themselves or within feedback given by the teacher. The method of work at the second level of BSs was less successful at creating a sense of belonging to the school in question.

### Positive findings

- the incorporation of the “Humans and Their World” as well as the “Humans and Society” educational areas into education according to the requirements of FEP; the allocation of available hours for work chosen at the discretion of the school to educational areas; the finetuning of cross-subject relations;
- a good level of support for the development of social literacy in the lessons taught at the elementary level of BSs;
- the implementation of cross-curricular topics relating to social literacy;
- a high degree of involvement in projects; cooperation with external partners;
- a high number of links between the teaching of social sciences and practice and real life situations, cross-subject relations, extensive use of work with texts, searching for sources.

### Risks

- absence of optional (obligatory) and non-compulsory subjects that have a social science focus in the majority of schools; insufficient space for the development of talented pupils;
- deficits in the work of bodies responsible for methodological guidance in half of schools; in the majority of schools teachers teaching social sciences do not exchange their experience;
- the work of school management in terms of the quality of teaching and educational achievement in the area of social science remains approximately at the level detected three years ago;
- the indicators used for the evaluation of support for the development of social literacy in teaching are falling substantially at the second level of BSs.