

SLOVENIA

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I. The education system

A. General information about the education system and its legal framework

Principles and general objectives of education

For the principles and general objectives of education, the diagram of the education system and current reforms in secondary and tertiary education see the full version of the country report at the ITT website (<http://www.itt-history.eu>) and the Eurydice database: Eurybase – The information database on education systems in Europe (<http://www.eurydice.org>)

Laws and regulations for initial teacher training

The field of initial training of upper secondary school teachers is regulated by:

- Organisation and Financing of Education Law (1996), which stipulates the general conditions for the conclusion of employment contracts for school professionals, decision-making bodies and division of responsibilities concerning staff matters;
- Regulation on the Specification of Staffing Requirements for Teachers and Laboratory Assistants in the Programmes of Secondary and Elementary Schools (1995), which stipulates the appropriate teacher training programmes and professional titles of teachers of general subjects;
- Ministerial Order on Qualifications of Teachers and Laboratory Assistants in General Educational Programmes (1999), which stipulates the appropriate teacher training programmes and professional titles;
- Reformed Educational Programmes of Secondary Technical and Vocational Schools from the period 1996 to 1998, in which the “Strokovni svet Republike Slovenije za poklicno in strokovno izobraževanje” (Council of Experts of the Republic of Slovenia for Vocational and Technical Education) restates or renews the validity of some regulations from the past period;
- Higher Education Law (1993), which stipulates the structure of higher education, types of “študijski programi” (higher education study programmes), duration, entrance requirements, transfer and other elements;
- Measures for the Accreditation of Teacher Training Study Programmes (1995), which stipulates that the drafters of study programmes must take into consideration the staffing requirements for teachers and the importance of specific professional components in addition to one or two disciplines.

Structure of the education system¹

The education system is:

Comprehensive until student age of 15 years

Selective from student age of 15 years

Compulsory full-time education up to student age of 15 years

Population by educational standard

Population aged between 25 and 54 years by highest educational standard (school leaving or graduation) in percentage:

¹ Source: <http://www.mss.gov.si/>. Retrieved 28 March 2006.

	Male	Female	Total
below secondary II [ISCED 2]	0.16%	0.1%	0.26%
secondary II (ISCED 2)	8.91%	7.69%	16.6%
secondary II [ISCED 3]	32.91%	25.33%	58.24%
tertiary I and II (ISCED 5,6)	7.94%	9.82%	17.76%

B. Statistical data²

Teachers, students, history students, trainee teachers, trainee history teachers, teacher trainers

Pupils

Pupils in	Male	Female	Total
Lower secondary general education			24 991
Lower secondary vocational education			134
Upper secondary general education			36 664
Upper secondary vocational education			39 924

• Ratio of upper secondary graduates to total population at typical age of graduation

	Male	Female	Total
Ratio of upper secondary graduates to total population at typical age of graduation	99.2	99.7	99.45

Students

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	36 950	50 161	87 056

• Students per institution³

Institution/ISCED	Male	Female	Total
University of Ljubljana/ISCED 5A	23 302	32 759	56 061
University of Maribor/ISCED 5A	1 118	13 764	24 882
Professional higher education institutions/ISCED 5B	1 728	5 646	7 374

• New students in 2002/03⁴

Institution/ISCED	Male	Female	Total
University of Ljubljana/ISCED 5A	13 737	15 857	29 594
University of Maribor/ISCED 5A	4 725	4 585	9 310
Professional higher education institutions/ISCED 5B	953	59	1 012

• Students graduating in 2002/03 per institution

Institution/ISCED	Male	Female	Total
Universities (Ljubljana, Maribor) /ISCED 5	7 565	3 667	11 232

² Source: http://www.stat.si/letopis/2004/06_04/06-10-04.xls. Retrieved 28 March 2006.

³ Source: http://www.stat.si/letopis/2004/06_04/06-16-04.xls, http://www.stat.si/letopis/2003/06_04/06-16-04.xls. . Both retrieved 28 March 2006.

⁴ Source: gimv vpisani 2002.

Number of trainee teachers

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	2 556	10 745	13 301
Secondary education (ISCED 3)	–	–	–

• Trainee teachers per institution

Institution/ISCED	Male	Female	Total
University of Ljubljana/ISCED 5A	1 714	7 402	9 116
University of Maribor/ISCED 5A	842	3 343	4 185

• New trainee teachers in 2002/03⁵

Institution/ISCED	Male	Female	Total
University of Ljubljana/ISCED 5	631	2.204	2.835
University of Maribor/ISCED 5	279	771	1.050

• Trainee teachers graduating in 2002/03 per institution

Institution/ISCED	Male	Female	Total
Universities	473	754	1.227

History students⁶

	Male	Female	Total
Post secondary education and above (=ISCED 4, 5 and 6)	439	747	1.186

• History students per institution

Institution/ISCED	Male	Female	Total
University of Ljubljana/ISCED 5	253	402	655
University of Maribor/ISCED 5	186	345	531

• New history students in 2002/03

Institution/ISCED	Male	Female	Total
University of Ljubljana/ISCED 5	80	105	185
University of Maribor/ISCED 5	55	92	147

• History students graduating in 2002/03 per institution

Institution/ISCED	Male	Female	Total
University of Ljubljana/ISCED 5	42	89	131
University of Maribor/ISCED 5	20	45	65

Trainee history teachers

	Male	Female	Total
Post secondary and tertiary education (=ISCED 4, 5 and 6)	363	670	1 033

⁵ Source: http://www.stat.si/letopis/index_vsebina.asp?poglavje=6&leto=2004&jezik=si. Retrieved 28 March 2006.

⁶ Source: Department of History in University of Ljubljana and Maribor.

• Trainee history teachers in state, non-state (private) and church institutions

Institution/ISCED	State			Non-state			Church		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
University of Ljubljana/ISCED 5	175	327	502	–	–	–	–	–	–
University of Maribor/ISCED 5	188	343	531	–	–	–	–	–	–

• New trainee history teachers in 2002/03 per institution

Institution/ISCED	Male	Female	Total
University of Ljubljana/ISCED 5	52	89	141
University of Maribor/ISCED 5	55	92	147

• Trainee history teachers graduating in 2002/03 per institution

Institution/ISCED	Male	Female	Total
University of Ljubljana/ISCED 5	31	77	108
University of Maribor/ISCED 5	20	45	65

Teacher trainers in general and history teacher trainers

• Number of teacher trainers⁷

	Male	Female	Total
Post secondary and tertiary education (= ISCED 4, 5 and 6)	70	532	602
Secondary education (ISCED 3)	–	–	–

• Teacher trainers in state, non-state (private) and church institutions

Institution/ISCED	State			Non-state			Church		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Faculty of Education/ISCED5	1	2	3	–	–	–	–	–	–
Faculty of Arts/ISCED 5		1	1	–	–	–	–	–	–
Faculty of Sport/ISCED 5		1	1	–	–	–	–	–	–

• Number of history teacher trainers

	Male	Female	Total
Post secondary and tertiary education (= ISCED 4, 5 and 6)	8	42	50
Secondary education (ISCED 3)			

• History teacher trainers in state, non-state (private) and church institutions

Institution/ISCED	State			Non-state			Church		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
University of Ljubljana and Maribor	8	42	50	–	–	–	–	–	–

⁷ The trainee period was introduced in 1996 as a specific form of conducting the training period, with the state rendering financial assistance. Consequently, the Ministry of Education announces trainee places once a year. It is about 50% of all trainee teachers. Candidates are selected and allocated on the basis of available trainee places in pre-school institutions and schools as well as according to candidate's preferences. The trainee period can be performed at the vacant post or trainee place. Source: Ministry of Education and Sport.

Teachers in general and history teachers

School level	Number of teachers	Number of history teachers
Primary	5 007	–
Lower secondary	7 056	617
Lower secondary vocational	–	–
Upper secondary general	6 997	173
Upper secondary vocational	936	43

• Number of teachers in school

School level	Male	Female
Primary	175	3 832
Lower secondary	1 653	5 403
Lower secondary vocational	–	–
Upper secondary general	2 245	4 752
Upper secondary vocational	93	843

• Number of history teachers in school

School level	Male	Female
Primary	–	–
Lower secondary	142	475
Lower secondary vocational	–	–
Upper secondary general	77	96
Upper secondary vocational	11	32

• Number of teachers in state and non-state schools

School level	State (public) schools	Non-state (private) schools
Primary	4 981	26
Lower secondary	7 056	
Lower secondary vocational	–	
Upper secondary general	6 875	122
Upper secondary vocational	838	98

• Number of history teachers in state and non-state schools

School level	State (public) schools	Non-state (private) schools
Primary		
Lower secondary	617	
Lower secondary vocational		
Upper secondary general	161	12
Upper secondary vocational	43	

Financing

The annual expenditure by universities per history student is €2 400. The costs of a history student are similar to the average annual cost of a student,.

The exact annual cost of a trainee history teacher is €2 400. The costs of a trainee history teacher are similar to the average annual cost of a trainee teacher.

*Feminisation*⁸

During the last five years, there has been an increase of 4% in female students in the post-secondary and tertiary education sector. No increase has been seen in the secondary education sector. Between 1999 and 2000 there was an increase of 5% in female history students at the

⁸ Note: Year 1999/2000 was used for comparison in the calculation, Source: http://www.stat.si/letopis/2004/06_04/06-16-04.xls. Retrieved 28 March 2006. Ministry of Education and Sport.

University of Ljubljana and an increase of 7% at the University of Maribor. There has also been an increase in female trainee teachers of 10% (Ljubljana) and 25% (Maribor) in the last five years.

There was a further increase of 2% (Ljubljana) and 7% (Maribor) in female trainee history teachers.

II. Initial training

A. Training institutions

Institutions involved in ITT⁹

Institution		Preparing for a teaching career in which school level (e.g. ISCED 1 – primary schools, ISCED2 – lower secondary schools, etc.)
University of Ljubljana	–	ISCED 1 – Pedagogical Faculty ISCED 2, 3, 4 – Faculty of Arts, Faculty of Social Science, Faculty of Sport, Faculty of Mathematics and Physics, Faculty of Chemistry and Chemical Technology
University of Maribor	–	ISCED 2,3,4 – Faculty of Education

Main purposes of institutions

Institution	Purpose
Universities University of Ljubljana University of Maribor	Education of researchers and teacher training
Pedagogical universities Faculty of Pedagogy in Ljubljana Faculty of Pedagogy in Maribor	Teacher training

Faculties in charge of ITT

Institution	Faculties
Universities University of Ljubljana	Pedagogical Faculty, Faculty of Arts, Faculty of Social Science, Faculty of Sport, Faculty of Mathematics and Physics, Faculty of Chemistry and Chemical Technology
University of Maribor	Faculty of Education

TT institutions are required to meet legal standards set by the state (including government) and the training institutions themselves.

Number of training institutions

providing a training programme for initial teacher training (general)

Institution/ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities/ISCED 5	2	0	2

providing a training programme for initial training of history teachers

Institution/ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities/ISCED 5	2	0	2

⁹ The University of Primorska was established in 2003/2004.

B. The structure of ITT: model/qualification/institution/graduation

Initial training of history teachers as a subject of secondary or tertiary education

History teaching is studied (and taught) at:

University of Ljubljana/ISCED 5	All combinations are possible (e.g. sociology, philosophy, Slovene, Spanish, sociology of culture)
University of Maribor/ISCED 5	All combinations are possible (e.g. sociology, philosophy, Slovene, Spanish, sociology of culture)

The structure of ITT is concurrent

Length of studies/training

• Form of graduation and allocation of years for ITT of history teachers¹⁰

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
University of Ljubljana/ISCED 5	fees, restrictions like “numerus clausus”	oral	4	diploma	yes, compulsory	1
University of Maribor/ISCED 5	fees, restrictions like “numerus clausus”	oral	4	diploma	yes, compulsory	1

• Form of graduation and allocation of years for teaching EDC/civic education in secondary general schools

There is the same graduation and the same curriculum as for history teaching.

Standards for ITT

• Professional profile

There is a professional profile for history teachers in Slovenia.

The professional profile is important for the implementation and planning of curricula, educational programmes and practical work. It includes a university degree in history as a single-subject study and teacher training course, university degree in history as the major of two courses of study, general education, subject-specific education in one or two disciplines, a basic educational science component, subject-specific teacher-training, practical training as an integral part of the course and practical experience.

Teachers in public schools have the status of public servants, while those employed in private institutions have the same status as employees in the commercial sector. Teachers are independent in their relations with the state and school authorities.

• Certification system (qualified teacher status)

There is a process of certification after finishing studies of history teaching (e.g. qualified teacher status).

All postgraduate trainees are able to teach at all the levels above after passing a professional examination. All graduates – future teachers and support professionals – are entitled to temporary employment during their probationary service. Following the teaching certification examination, there is no legal entitlement to permanent employment in teaching.

Having completed the probationary period, the trainee may take a teaching certification examination before a State Teaching Examination Board appointed by the Minister.

¹⁰ In primary school, history is combined with other subjects (nature and society).

The examination includes:

- Oral examination to assess the candidate's knowledge of the constitutional order and legislation regulating human and children's rights and fundamental freedoms, legislation on education and the candidate's knowledge of the official language of instruction
- Written examination to assess the pre-school teacher's or teacher's aptitude for independent professional work.

Having completed the training period and passed the teaching certification examination, teachers end their probationary service. Between 90 and 100% of all history teachers have acquired qualified teacher status for secondary schools in Slovenia.

- Low-qualified history teachers

In Slovenia, there are no low-qualified history teachers actively teaching history in school.

- Core curriculum

There is no common/core curriculum for all institutions of initial training for history teachers in Slovenia.

- General guidelines for the conception of ITT

General guidelines for the conception of ITT come from the Ministry of Education and the universities/teacher training institutions.

- Coordination of curricula

Curricula of different institutions are coordinated. Curricula of the same institutions are coordinated.

Training at universities

- Curriculum

The current curriculum dates from 2003 (year of implementation) and will be replaced by a new curriculum in 2007.

- The aims of ITT for history teachers

The main components of the qualifications and profile of teachers are:

General education, subject-specific education in one or two disciplines, a basic educational science component (educational science, developmental and educational psychology, theories of education, adult education theory, general didactics, educational technologies, pedagogical research methodology), subject-specific teacher-training, practical training as an integral part of the course and practical experience.

- The content of initial training for history teachers

Example: History in the Faculty of Arts in Ljubljana (total hours: 2 610).

First-year courses (510 hours per year): Introduction to history, proseminar (field work), three proseminars, Ancient Greece, Middle Ages: general history, medieval Slovene history, medieval history of South Eastern Europe

Second-year courses (630 hours per year): Roman history, modern times: general history, modern times: history of South Eastern Europe, modern times: history of Slovenes, Middle Ages: history of Slovenes, psychology for teachers

Third-year courses (810 hours per year): General history: nineteenth century, history of Slovenes: nineteenth century, history of South Eastern Europe: nineteenth century, ancient East, auxiliary historical sciences, theory of history, pedagogy, andragogy (adult education), didactics

Fourth-year courses (660 hours per year): General history: twentieth century, history of Slovenes: twentieth century, history of South Eastern Europe: twentieth century, history didactics

• The ratio of coursework in history teacher training

Institution/ISCED	Academic courses	General pedagogic/ didactics courses	Subject didactics courses	Practical training (general ped. didactics courses)	Other: practical training for academic courses
Faculty of Arts, ISCED 5	76%	5%	2.3%	2.3% (subject didactics courses) 2.9% (general ped. didactics courses)	11.5%
Faculty of Education, ISCED 5	77%	7%	5%	7%	4%

These courses are: mostly separated (70%), partly coordinated (20%).

• Training of history competencies

The history curriculum is the same as for academic courses.

The educational option includes courses such as andragogy (adult education), pedagogy, didactics and psychology for teachers, which are compulsory for all students of the faculty pursuing a teaching qualification regardless of their major, and history didactics (only for history students), whereas the non-educational option includes museology, archive studies, and foreign languages (German, Latin).

– The general history courses in the curriculum are based on:

Chronological structure	70%
Theme-centred structure	30%

– Proportion of local, regional, national, European and world history in history courses

Local history	10%
Regional history	30%
National history	30%
European history	20%
World history	10%

Local history: Local history is dealt with in seminar work and workshops (i.e. social and health issues or local government topics, treated as local case studies)

Regional history: Central European and SE European history, Alps-Adriatic regional history, Mediterranean history

National history: Thematic overview from the Middle Ages to the present time (political, social, cultural and economic)

European history: Ancient history, Central and Western Europe in the Middle Ages, Reformation, Counter-Reformation, Enlightenment, French Revolution, nationalism, liberalism, conservatism, revolutions 1848/49, industrialisation, World War I, October Revolution, Fascism, National Socialism, Spanish Civil War, World War II, Cold War, Communist societies, the beginnings of European integration, globalisation.

World history: Discovery of America, Pre-Colombian American civilisations, colonial empires, colonial wars, imperial China and the rise of modern Japan, USA.

- Proportion of political, social, economic and cultural history

Political history	40%
Social history	20%
Economic history	20%
Cultural history	20%

Political history: The most important political events, descriptions and explanations for national, European and world history in different periods in the past.

Social history: Ancient and medieval agrarian societies, feudalism in Western and Central Europe, the role of cities, the rise of the modern middle classes, social changes and modernisation, social formation of national elites, working class, women's emancipation

Economic history: Feudal and agrarian systems, main trade routes, industrialisation

Cultural history: Main changes in everyday culture since Antiquity

- In the history courses, the following approaches are
Extremely important: problem-oriented; important: teaching by example, multi-perspective, multicultural; not used at all: bilingual.

– Historical methods during general courses are
Emphasised a lot: hermeneutics of history; emphasised: quantitative analysis, statistics, qualitative analysis, working in and with museums; hardly emphasised: discourse analysis, working in and with museums; not emphasised: action research.

- Training of history subject didactics/methodology¹¹

The following competencies are explicitly emphasised in training: textbook analysis, analysis of curricula, planning and organising lessons, teaching through directive structure, interactive teaching (e.g. pupil-centred learning; process-oriented forms of learning and teaching), organising project work, use of media, use of information technology, training of teamwork, training of key qualifications, interdisciplinary cooperation, multicultural aspects, conflict resolution and conflict management

Trainee history teachers are trained to implement the results of new historical research in classroom teaching. For instance, during seminars, students obtain practical research

¹¹ References:

1. Danielson, C., McGreal, T. (2000). Teacher evaluation to enhance professional practice. Association for Supervision and Curriculum Development.
2. Gibbs, G., Habeshaw, S., Habeshaw, T. (1992). 53 Interesting Things to do In Your Lectures. Bristol: Technical and Educational Services Ltd.
3. Green paper on Teacher Education in Europe. (2000). Umeå Universitet: TNTEE.
4. Habeshaw, S., Gibbs, G., Habeshaw, T. (1992). 53 Interesting Things to do In Your Seminars and Tutorials. Bristol: Technical and Educational Services Ltd.
5. Habeshaw, S., Gibbs, G., Habeshaw, T. (1993). 53 Interesting Things to Assess Your Students. Bristol: Technical and Educational Services Ltd.
6. Hayes, D. (2000). The Handbook for Newly Qualified Teachers. Meeting the Standards in Primary and Middle Schools. London: David Fulton Publishers.
7. Kitson, A. (2001). History PGCE Handbook 2001–2002. University of Warwick.
8. Marentič Požarnik, B., Peklaj, C. (2002). Preverjanje in ocenjevanje za uspešnejši študij. Ljubljana. Center za pedagoško izobraževanje Filozofske fakultete.
9. Rolheiser, C., Bower, B., Stevahn, L. (2000). The Portfolio organiser. Succeeding with Portfolio in Your Classroom. Association for Supervision and Curriculum Development. Alexandria. Virginia.
10. Trškan, D. (2003). Sodobno pisno preverjanje in ocenjevanje znanja pri zgodovini v srednji šoli na izbranih temah 20. stoletja, (Modeli poučevanja in učenja, Zgodovina). Ljubljana: Zavod Republike Slovenije za šolstvo.

Source: Dr. Danijela Trškan.

experience, and during didactical practice, they learn how to implement this in class (i.e. by using oral history methods). They are also trained to use research methodology in the classroom, for instance during research projects connected with local history.

- Courses in (history) subject didactics

History in the Faculty of Arts in Ljubljana:

The most important course in the initial training of history students is history didactics (120 hours in the fourth year), which includes theoretical and practical topics.

The main aim is for students to acquire knowledge of the didactic-methodological quality of modern teaching of history (using different textbooks and resources, active learning methods, working with visual and written sources, organising and working with new technologies: Internet and CDs, evaluation of practical training, etc.)

Theoretical topics focus on the modernisation of history studies, objectives of history studies, knowledge and understanding of the history curriculum (in elementary and upper secondary schools), teaching methods, teaching sensitive topics of national history; didactic and methodical structure of textbooks, the role of sourcebooks and exercise books for history, student assessment, lesson planning, etc.

– Theoretical concepts for the training of (history) subject didactics

In the academic year 2002/2003, several reforms were accomplished in the history didactics course¹² as a result of recent developments in modern history didactics and the Green Paper on Teacher Education in Europe, which suggested the organisation of teacher education to provide future teachers with proficiency, high competence and commitment to their profession and pedagogical work; further educational research in order to improve teacher education; and the introduction of new lifelong tasks and roles of teacher education.¹³

The first aim of history didactics is to make the students aware of the tasks and significance of history as a school subject. Second, they learn how to plan and carry out lessons in the classroom and how to monitor learners' progress. Finally, they learn how to improve their pedagogical work continuously by reflecting on their teaching practice and using action research.

Educational sciences, general didactics, pedagogy

The following courses are part of the curriculum: theories of education, theories of teaching, theories of didactics, developmental psychology, learning psychology, professional development, organisational development of school, planning and organising lessons, teaching through directive structure, interactive teaching (e.g. pupil-centred learning; process-oriented learning and teaching), organising project-work, use of media, use of information technology, interdisciplinary cooperation

Educational courses include theory, seminars and discussions on course-related issues. Students learn about the characteristics of and factors influencing psychological development and learning; factors influencing the organisation and activities of educational institutions (schools); the role of teachers, education and curriculum; lesson planning, teaching methods and school documents.

¹² The history didactics course is presented on: <http://www.ff.uni-lj.si/>. Retrieved 28 March 2006.

¹³ Green Paper on Teacher Education in Europe. (2000). Umeå Universitet: TNTEE, p. 7.

- Practical training during university studies

History in the Faculty of Arts in Ljubljana

Practical training (general courses)

In the first year of study the students have four different seminars for general courses. They encourage students to do practical work, such as work with evidence, different sources, work in archives and museums, planning and organising research work.

Practical training for history didactics

After an oral examination in theoretical knowledge, students receive practical training in the third year of studies. In groups of 16, they attend and observe four history lessons (of 45 minutes each) at an elementary school given by two different teachers, participate in discussion (2 hours), write four reports giving their comments and suggestions and prepare and give one lesson. The same procedure is repeated in an upper secondary school. The practical training lasts 20 hours.

In 1999, school experience work was introduced. Students spend one or two weeks in a school (an elementary or upper secondary school). A teacher with experience in history teaching monitors their progress, observes their teaching, helps them with comments on the lessons given, guides lesson planning, explains school documents and organisation. Students have to complete three assignments. They have to write a diary of their work at school, prepare at least four lessons and self-evaluate their participation and progress.

History in the Faculty of Education in Maribor

– Institutional links between universities and other institutions

There are institutional links (forms of cooperation) between universities and other institutions to accomplish practical training during university studies.

The connection between theory and practice (history didactics) is ensured by cooperation among teachers in higher education and teachers in schools providing in-class training for future teachers and students. The cooperation is usually between the teacher in higher education and an individual teacher in school.

Forms of practical training during studies at universities

Faculty of Arts in Ljubljana (history didactics)

Mini-labs	
Micro-teaching	10 hours
In schools	30 hours
Other (planning and organising lessons)	20 hours
Total	60 hours

Postgraduate initial training (PG-ITT) for history teachers

There is no obligatory postgraduate initial training for history teachers who wish to teach history in primary and secondary schools in Slovenia.

- Structure of PG-ITT

No dominant structure.

- Institutions involved in PG-ITT for history teachers

Universities are involved at all levels (ISCED 1 to 2)

- Number of institutions for PG-ITT

Institution/ISCED	State (public; of which: church)	Non-state (private; of which: church)
University of Ljubljana/ISCED 5,6	2	0
University of Maribor/ISCED 5,6		

- Core curriculum for PG-ITT

No, there is no common/core curriculum for PG-ITT for all institutions involved.

- General guidelines for PG-ITT

There are no general guidelines for the conception of PG-ITT.

- Coordination of PG-ITT curricula of different institutions

The curricula of the different institutions are not coordinated.

- Coordination of PG-ITT curricula of the same institution

The curricula of the same institution are not coordinated.

- Extent of practical training

Ten months are spent doing practical training during postgraduate training.

- Induction

There is no obligatory form of induction for newly employed history teachers.

Minority and gender issues, multicultural aspects

- Minority issues

During the whole period of studies, approx. 10% of time is devoted to minority issues in history.

Form and content of courses:

National minorities (the number of courses, lecturers and seminars is not fixed.): Slovenes in Austria, Hungary and Italy; Italians and Hungarians in Slovenia; minority issues in general

- Gender issues

During the whole period of studies, approx. 5% of time is devoted to gender issues in history.

Form and content of courses:

Women and gender issues (number of courses, lecturers and seminars is not fixed): Emancipation in the twentieth century; the role and position of women in different periods in the past

- Multicultural aspects

The ITT curriculum is designed to prepare trainee teachers to teach history in the context of a multicultural society. During the whole period of studies, approx. 5% of time is devoted to multicultural aspects in history.

Form and content of courses: problems of multiculturalism: the Ottoman Empire and Yugoslavia. The number of courses, lecturers and seminars is not fixed.

Professional competencies

- Scale of professional training

Training of teamwork (e.g. group work of students; team teaching)	0%
Training of key qualifications (self-reflection, social and communication skills, organisational skills)	0%
Training of interdisciplinary cooperation	0%
Training for planning and organising lessons	40%
Training for teaching through directive structure	20%
Training for interactive teaching (e.g. group work)	0%
Training for organising project work	0%
Training for the use of feed back in classroom	0%

Training for reflection and self evaluation of courses	15%
Training for monitoring/social dynamics	5%
Training for use of media	5%
Training for use of information technology	20%
Other (please specify):	0%

• **Information technology and e-learning**

During ITT studies, the percentage of ITT students who have access to computers is	100%
During ITT studies, the percentage of ITT students who have access to the Internet is	100%
Percentage of ITT training laboratories equipped with computers	20%
Percentage of institutions/faculties/departments of history equipped with a content management system	0%
Percentage of institutions/faculties/departments of history equipped with a learning management system	0%
There is technical support for the use of information technology at the following percentage of teacher training institutions	100%
There is didactical support for the use of information technology at the following percentage of teacher training institutions	100%
Other (please specify):	0%

During the whole period of studies, approx. 10% of time is devoted to training the use of new media/information technology.

Form and content of courses:

At the beginning of studies, there are two courses (4 to 10 hours) on how to use the computer. After that, the students are granted free access to every available computer on the campus. After graduation, seminars are offered to teachers to help them get to know the computer (programs, Internet).

Evaluation of ITT courses

• **Official evaluation of training courses by the training institutions**

There is no official evaluation of training courses by the training institution.

• **National evaluation of training courses**

There is no national evaluation of training courses.

• **Informal evaluation of their courses by the trainers**

There is an informal evaluation of their courses by the trainers for history courses, general didactics courses, subject didactics courses, practical training.

C. The students

Participation of students in planning and organisation

Trainee history teachers are not involved in the planning and organisation of courses, curricula or training.

International mobility

In Slovenia, there are no ITT programmes explicitly designed to foster the international dimension of teacher training.

D. Trainers

The trainers

- Coordination of these groups
These groups are not coordinated.

- Interdisciplinary cooperation between these groups
There is no interdisciplinary cooperation between these groups.

The psychology curriculum for teachers, didactics, andragogy, pedagogy and special subject didactics are coordinated. Knowledge of history didactics is, for example, based on knowledge of those subjects. Also, school history is based on academic knowledge. Didactic structure and school history are connected with all history topics or subjects.

- Average percentage of working time devoted by teacher trainers to the training of trainee teachers

Institution/ISCED	Historians	Psychologists	Pedagogues	Didacticians	Other: andragogues
Universities Faculty of Arts/ISCED 5	50%	100%	100%	100%	100%
Faculty of Education/ISCED 5	50%	100%	100%	100%	100%

Structure of personnel in training courses

The training courses are run entirely by teams of university-teachers/trainers.

E. Training of teacher trainers

In-service training

There is no possibility of in-service training for teacher trainers at universities.¹⁴

Specific training

There is no specific training for teacher trainers of history.

The training of trainers

- Examples of courses/forms of training:
Lectures and seminars, examples of good practice
- International mobility of history teacher trainers
History teacher trainers are not encouraged to participate in international research or exchange programmes.
- Participation of history teacher trainers and history teacher trainers in educational cooperation programmes:
Socrates-Comenius projects, at least three schools from the EU involved, four trainers maximum, one project from one school, Euroclio seminars and projects.

¹⁴ The Centre for Pedagogical Training (Faculty of Arts in Ljubljana) offers a series of three-day workshops for teacher trainers from any faculty in Slovenia.

III. History teaching in primary and secondary schools

A. The subject

Basic information about history as a subject in secondary school education (student ages 10-18/19)

• History as a school subject

School level	Full name of the subject
ISCED 1 – primary school	Nature and society (combined with other subjects)
ISCED 2 – lower secondary general school	History
ISCED 2 – lower secondary vocational school	“Družboslovje” – (similar to social science)
ISCED 3 – upper secondary general	History
ISCED 3 – upper secondary vocational school	History

• Separate subject

Is history a separate subject?

School level	Separate subject	Name of the comprehensive subject	Percentage of history in the comprehensive subject
ISCED 1 – primary school	no		
ISCED 2 – lower secondary general school	yes		
ISCED 2 – lower secondary vocational	no		
ISCED 3 – upper secondary general	yes		
ISCED 3 – upper secondary vocational school	yes		

• Number of history lessons

Number of lessons per grade each week and school type: 15

Grade (age)	Primary	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
1 (6-7)	2				
2 (7-8)					
3 (8-9)					
4 (9-10)					
5 (10-11)		2	2		
6 (11-12)					
7 (12-13)					
8 (13-14)					
9 (14-15)		2	2	2	2
10 (15-16)					
11 (16-17)					
12 (17-18)					
13 (18-19)				2	2

• History curriculum in school

(For a more detailed version of the school curricula of Slovenia see the ITT website <http://www.itt-history.eu>)

At primary schools (children aged 10 to 11) and at lower secondary schools (children aged 11 to 12), history content (30-35%) is a part of social sciences (“Družboslovje”), whereas at lower secondary school in years 6, 7 and 8 (students aged 12 to 15), it is a compulsory,

¹⁵ 45 minutes per lesson

separate subject. Currently, pupils have two periods of history per week (each lasting 45 minutes), which in three years amounts to 210 periods.

- Aims and content of the subject in primary school

Nature and society (combined with other subjects).

History topics are: national festivals, the life and work of famous national poets and writers, local history (development of the city)

- Aims and content of the subject in lower secondary general school

Aims: An understanding of life, work and thinking of people in different times, and the reasons for their change; the ability to accept and evaluate cultural heritage in national, European and world dimensions; the ability to understand and respect other cultures, religions and people of the world; the ability to think critically

Content: Ancient history, Middle Ages, Slovenes in the Middle Ages, South Slavs and Turks, Renaissance, voyage and discovery, Reformation, peasants' revolt, economic development in Europe in the sixteenth and seventeenth centuries, absolutism in the seventeenth and eighteenth centuries, American Revolution, French Revolution, Napoleon, Europe 1815-48 (Slovenes), Europe after 1848 (Slovenes), World War I (Slovenes), interwar period (Slovenes), World War II (Slovenes), Europe and the world after 1945, Slovenes after 1945.

- Aims and content of the subject in upper secondary general school

Aims: Understanding of the influence of European and world events on Slovenian history; knowledge of economic processes and social relations in various periods; understanding of and respect for various faiths, cultures and communities in the world; ability to evaluate cultural heritage in general and national contexts; ability to critically evaluate forms of communication (speeches, programmes, articles); ability to critically evaluate contemporary events, social phenomena and processes, and to develop powers of historical thinking

Content: Prehistory, ancient history, Middle Ages, Europe and the world from the sixteenth to the eighteenth centuries, crisis of old-order Europe and its attempt at modernisation, Europe and the world in 1815, between revolution and legitimism (Austria and Slovenian world from 1815 to 1848, advances in communications, national integration processes, political and cultural diversity of Europe 1830-48), Europe and Slovenes from 1848 to the end of World War I, Kingdom of Serbs, Croats and Slovenes, search for a new balance in Europe and the world (the years of hope 1924-29, world economic crisis of 1929, Yugoslavia in the second half of the thirties), World War II, Europe and Yugoslavia after 1945, Yugoslavia after Tito and its disintegration, present-day world and its contradictions.

- Aims and content of the subject in lower secondary vocational school

There is no lower secondary vocational school but a school that could be called short-term vocational school for those who have not completed eight or nine years of school.

Students should know important events, phenomena and processes in world, European and Slovenian history; the influence of European and world events on Slovenian history; economic processes and social relations in various periods;

- Aims and content of the subject in upper secondary vocational school

Aims and content are the same as in upper secondary general schools.

– The ratio of local/regional, national, European and world history in the school curriculum for the whole period of compulsory lessons/history courses

Local history	10%
Regional history	10%
National history	20%
European history	50%
World history	10%

Local and regional history: Local history is not included in the curriculum, but the teacher can use some local history for all topics in the curriculum.

National history: National history is presented in the context of European and world development and in various historical periods.

European history: European history is the most important in the curriculum. It consists of important events, phenomena and processes in various historical periods.

World history: World history consists of the most important events and processes in various historical periods, such for example first civilisations, voyage and discovery, American Revolution, world economic crisis, wars after 1945.

– The ratio of political, social, economic and cultural history in the school curriculum for the whole period of compulsory lessons/history courses

Political history	30%
Social history	30%
Economic history	20%
Cultural history	20%

Political history: The most important political events, description and explanation are included for national, European and world history in different periods in the past.

Social history: Social changes, social conflicts, lives of different classes, social conditions are included in various historical periods.

Economic history: Changes in economy, economic development, economic conditions and influence of economy are included in various historical periods.

Cultural history: Cultural development (education, religion, art, literature, philosophy, sciences), cultural life, influence of culture are presented in various historical periods.

– The relationship between history and other (school) subjects

Upper secondary vocational schools: Social studies consist of three subjects: geography, history and civic education.

Upper secondary vocational schools (3 years of study): Social studies are taught as a broader subject which includes three subjects: geography, history and civic education.

– The teaching of history as a subject

Upper secondary vocational schools: Social studies consist of three subjects: geography, history and civic education

– Subjects taught at school

Age of students	Social studies: subjects	Hours per week	Hours per year
15/16	Geography	2	70
16/17	History	2	70
16/17	Civic education	2	70

Upper secondary general school: An additional four hours per week as preparation for *Matura*, the graduation exam, in the 4th class.

Lower secondary schools: Ethics is taught as an integrated subject: ethics and society.

Upper secondary general schools: psychology is taught as a single subject.

Content of social studies:

Geography: region, regions of Slovenia, Slovenia in Europe, modern world (economic, ecological, political and demographic problems).

History: Local history, industrial and technical development, World War I and II, history of Slovenes in the nineteenth and twentieth centuries, modern world and its problems, the life of Slovenes after 1945.

Civic education: personality, religions and beliefs, authority and rebellions, elections, market, social policy, the modern world (nature, media, globalisation of the world)

- Comparison: school curriculum vs. ITT

There are no important differences between topics being studied in ITT and the topics that have to be taught in school according to the curricula.

There have not been any important changes during the last ten years in history teaching in Slovenia: The changes in history teaching have not directly affected ITT.

- Future developments

Following changes for history are expected:

Lower secondary general school: In the new nine-year compulsory education programme or in the new lower secondary schools, history will be introduced as a single subject for students aged 11/12. (one hour per week, 35 hours per year, content: what is history, sources, myths and legends, sciences, architecture, thinking, cultural heritage etc.).

Upper secondary general and vocational school: more focus on national history.

B. History teachers in schools

Socioeconomic situation of history teachers

- Job opportunities

In 2002 there were enough places for graduates of IT in Slovenia.

- Salaries

In 2002, a full-time secondary school teacher belonged to the middle class of wage-earners.

- Number of history teachers newly employed in 2002

Level of qualification	Female	Male	Total
Primary/ISCED 1	–	–	–
Lower secondary/ISCED 2	17	8	25
Upper secondary/ISCED 3	12	1	13

- Age distribution

–The average age of history teachers in primary and secondary schools is 39.

School/ISCED	<30	31-40	41-50	50>
Lower secondary	25%	35%	30%	10%
Upper secondary	15%	40%	35%	10%

- Age of employment/retirement

– Age at which history teachers normally get hired in primary and secondary schools:

School/ISCED	Female	Male
Lower secondary	25	26
Upper secondary	25	26

Age at which history teachers normally retire from teaching in primary and secondary schools:

School/ISCED	Female	Male
Lower and upper secondary/ISCED 2 and 3	59	65

- Salaries/age

Average salaries of history teachers in euros per level of qualification:

School/ISCED	< 30 years	50 > years
Lower and upper secondary/ISCED 2 and 3	745.00	1 350.00

- Relation between school and university

Institutional links and forms of cooperation:

a) Contract between institutions:

Some individual contracts exist, for example, between the Faculty of Arts (History Department) and archives, research institutions and museums.

b) Contract between an institution and an individual (lecturer, advisory teacher):

There are contracts between the Faculty of Arts (History Department) and individual teachers in lower or upper secondary schools (for practical training).

The connection between theory and practice is ensured by cooperation among teachers in higher education, teachers – mentors in schools providing in-class training for future teachers, and students. Mentors take part in in-service training enabling them to participate in research and development projects, appraise students giving in-class instruction, and conduct workshops.

In recent years, an integrated approach to teacher training has been taken at faculties of education (Faculty of Education in Maribor). Students are in permanent contact with schools and pupils through practical training, integrated in the course of studies throughout the academic year and offered as a block at the end of the third and fourth year of study.

c) Legal framework: None

- Status of the profession history and history teaching in society

– Rank of studies

Arts, humanities and theology	5
Social sciences	1
Educational sciences	8
Juridical sciences	2
Natural sciences	7
Mathematics and computer-related sciences	6
Medical sciences	3
Engineering and architecture	4

Reputation of history teaching on a scale from 0 (worst) to 10 (best): 6.

Reasons: level of qualification (60%) level of income (20%), pedagogical methods (20%).

There has not been any change in the last couple of years.