

# SLOVAKIA

with the contribution of Ladislav Ruman, Vierka Poláková and Hana Rumanová

## 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>)

#### *Structure of the education system*

The education system is:

comprehensive until (student age of)	6-16 years
selective from (student age of)	15-19 years
Compulsory full-time education up to	16 years
School leaving, student age:	18-19 years

#### *Population by educational standard*

Population aged between 25 and 54 years by highest educational standard (school leaving or graduation) in percentage<sup>1</sup>:

	Male	Female	Total
below secondary II [ISCED 2]	19.9%	31.5%	51.4%
secondary II [ISCED 3]	36.7%	21.8%	58.5%
post-secondary, non-tertiary [ISCED 4]	27.8%	33.9%	61.7%
tertiary I [SCED 5A/6]	10.9%	8.6%	19.5%

### B. Statistical data

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

#### *Pupils*

Pupils in	Male	Female	Total
Lower secondary general education <sup>2</sup>	37 000	48 000	85 000
Lower secondary vocational education	13 000	23 000	36 000
Upper secondary vocational education	37 000	47 000	84 000

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<sup>1</sup> Data from 2001.

Source: <http://www.statistics.sk>. Retrieved 28 March 2006.

<sup>2</sup> There is no distinction between lower secondary general schools and upper secondary general schools. The data is the total number for both types.

### Students<sup>3</sup>

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	49 388 – int. 15 397 – ext. total: 64 785	50 058 – int. 23 593 – ext. total: 73 651	99 446 – int. 38 990 – ext. total: 138 436

#### • Students per institution

Institution/ ISCED	Male	Female	Total
Universities	49 388 – int. 15 397 – ext. total: 64 785	50 058 – int. 23 593 – ext. total: 73 651	99 446 – int. 38 990 – ext. total: 138 436

#### • New students in 2002/03

Institution/ ISCED	Male	Female	Total
Universities	13 904 – int. 3 659 – ext. total: 17 563	13 070 – int. 4 751 – ext. total: 17 821	26 974 – int. 8 410 – ext. total: 35 384

#### • Students graduating in 2002/03 per institution

Institution/ ISCED	Male	Female	Total
Universities	8 256 – int. 3 218 – ext. total: 11 474	8 545 – int. 4 825 – ext. total: 13 370	16 801 – int. 8 043 – ext. total: 24 844

### Number of trainee teachers

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	7 754 – int. 4 439 – ext. total: 12 193	18 785 – int. 9 684 – ext. total: 28 469	26 539 – int. 14 123 – ext. total: 40 662

#### • Trainee teachers per institution

	Male	Female	Total
Universities	7 754 – int. 4 439 – ext. total: 12 193	18 785 – int. 9 684 – ext. total: 28 469	26 539 – int. 14 123 – ext. total: 40 662

#### • New trainee teachers in 2002/03

	Male	Female	Total
Universities <sup>4</sup>	2.126 – int.	5.147 – int.	7.273 – int. 1.380 – ext. total: 8.653

#### • Trainee teachers graduating in 2002/03 per institution

	Male	Female	Total
Universities	1 315 – int. 1 470 – ext. total: 2 785	3 254 – int. 1 946 – ext. total: 5 200	4 569 – int. 3 416 – ext. total: 7 985

<sup>3</sup> There are some differences between full-time (internal) and part-time (external) studies – mainly in the length of the studies.

Source: kol. aut.: Ústav informácií a prognóz školstva: Separát štatistickej ročenky školstva SR 2002didactics coursesvysoké školy /, Bratislava 2003.

<sup>4</sup> There is no data concerning female students for external studies.

### *History students*

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	537 – int. 72 – ext. total: 609	770 – int. 130 – ext. total: 900	1 307 – int. 202 – ext. total: 1 509

#### • History students per institution

	Male	Female	Total
Universities	537 – int. 72 – ext. total: 609	770 – int. 130 – ext. total: 900	1 307 – int. 202 – ext. total: 1 509

#### • New history students in 2002/03

	Male	Female	Total
Universities	N/A	N/A	416 – int.

#### • History students graduating in 2002/03 per institution

	Male	Female	Total
Universities	N/A	N/A	416 – int.

### *Trainee history teachers*

	Male	Female	Total
Post-secondary education and above(=ISCED 4, 5 and 6)	476 – int. 82 – ext. total: 558	502 – int. 120 – ext. total: 622	978 – int. 202 – ext. total: 1180

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

Institution/ ISCED	State <sup>5</sup>			Non-state <sup>6</sup>			Church		
	Male	Female	Total	Male	Female	Total	Male	Fe-male	Total
Universities	558	622	1180	N/A	N/A	N/A	25	35	60

#### • New trainee history teachers in 2002/03 per institution<sup>7</sup>

Institution/ ISCED	Male	Female	Total
Universities	N/A	N/A	416 – int. 27 – ext. total: 443

#### • Trainee history teachers graduating in 2002/03 per institution

Institution/ ISCED	Male	Female	Total
Universities	68 – int. 21 – ext. total: 89	115 – int. 19 – ext. total: 134	183 – int. 40 – ext. total: 223

### *Teacher trainers in general and history teacher trainers*

#### • Number of teacher trainers<sup>8</sup>

	Male	Female	Total
Post-secondary education and above	5 780 – int.	3 935 – int.	9 731 – int.

<sup>5</sup> Internal and external students together

<sup>6</sup> This type of school does not exist in Slovakia.

<sup>7</sup> Source: ibidem and Institute for Prognosis and Information

<sup>8</sup> Source: Separát, p. 223, 228.

(=ISCED 4, 5 and 6)	1 316 – ext. total: 7 096	529 – ext. total: 4 464	1 845 – ext. total: 11 576
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• Teacher trainers in state, non-state (private) and church institutions

Institution/ ISCED	State <sup>9</sup>			Non-state <sup>10</sup>			Church <sup>11</sup>		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Universities	7.096	4.456	11.552	16	8	24	49	31	80

• Number of history teacher trainers<sup>12</sup>

	Male	Female	Total
Post-secondary education and above(=ISCED 4, 5 and 6)	62	28	90

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

Institution/ ISCED	State			Non-state <sup>13</sup>			Church		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Universities	53	27	80	N/A	N/A	N/A	9	1	10

*Teachers in general and history teachers<sup>14</sup>*

School level	Number of teachers	Number of history teachers
Primary	37 000	3 633
Lower secondary <sup>15</sup>	5 634	818
Lower secondary vocational	3 890	N/A
Upper secondary vocational	7 692	N/A

• Number of teachers in school

School level	Male	Female
Primary	7 000	30 000
Lower secondary	1 402	4 232
Lower secondary vocational	1 395	2 495
Upper secondary general	1 402	4 232
Upper secondary vocational	2 389	5 303

• Number of history teachers in school<sup>16</sup>

School level	Total
Primary	3 633
Specialised primary	289
Grammar school	522

<sup>9</sup> Total number of students.

<sup>10</sup> Internal students.

<sup>11</sup> Source: Separát ..., c. d. , p. 223 – 227; Educational System in Slovakia, Ministry of Education of the SR, Bratislava 2002, p. 29 – 30.

<sup>12</sup> 1. New data from University of Trnava in Trnava. 2. There are several external history teacher trainers at the universities but the number of external lecturers is different every year. Source: data is from Internet sources: <http://www.ku.sk>; <http://www.unipo.sk>; <http://www.truni.sk>; <http://www.fphil.uniba.sk> ; <http://www.umb.sk>; <http://www.ucm.sk>; <http://www.ukf.sk>. All retrieved March 28, 2006.

<sup>13</sup> This type of university does not exist in Slovakia. Source: See Law No. 131.

<sup>14</sup> Source: Ministry of Education of the Slovak Republic. Data for history teachers is from the Institute for Prognosis and Information from 2001.

<sup>15</sup> There is no distinction between lower secondary general schools and upper secondary general schools. The data is the total number for both types.

<sup>16</sup> Source: Institute for Prognoses and Information .

Specialised secondary	446
Secondary vocational	387

• Number of teachers in state and non-state schools<sup>17</sup>

School level	State (public) schools	Non-state (private) schools
Primary	37 900	1 789
Upper secondary general	5 501	1 148
Upper secondary vocational	5 682	145

*Financing*

The annual expenditure by universities is €625 per history student. The costs of a history student are lower than the average annual cost of a student,.

The exact annual cost of a trainee history teacher is €625. The costs of a trainee history teacher are lower than the average annual cost of a trainee teacher.

*Feminisation*

During the last five years, there has been an increase of 10% in female students. The increasing number of female students in the year 2002 was due to the foundation of three new universities in that year. There is no manifest difference in the number of female students in other years. There has also been an increase in female trainee teachers in the last five years. There has been no increase in female trainee history teachers.

**II. Initial training**

*A. Training institutions*

*Institutions involved in ITT*

Institution	For which school level
Universities	In 2002, there were 23 universities in Slovakia, of which 15 were state universities. Of these, there were three technical universities, one agricultural university, one economic university, one veterinary university, one theological university, three universities of arts, two military academies, one police academy and one private university of management. The new Higher Education Act of 2002 classifies public, state and private universities according to the scope of their activities as academic and non-academic vocational and research universities.

*Main purposes of institutions*

Institution	Purpose
Universities	Higher education institutions are top educational, scientific and arts institutions. The mission of these higher institutions is to develop a harmonious personality, knowledge, wisdom, goodness and creativity in man and to contribute to the development of education, science, culture and health for the welfare of the whole society. The major task of higher education institutions in fulfilment of their mission is the provision of higher education and creative scientific research or creative artistic activity. <sup>18</sup>

*Faculties in charge of ITT*

Institution	Faculties
Universities	Departments of history in philosophy (humanities) faculties

<sup>17</sup> Data about the number of teachers at primary and secondary schools is from two different sources and shows partial differences. Source: Ministry of Education of the Slovak Republic; <http://www.uips.sk>. Retrieved 28 March 2006.

<sup>18</sup> Source: National Council of the Slovak Republic: Law No. 131 on Higher Education and on Changes and Supplements to Some Laws, Bratislava 2002 of 21 February 2002, p. 1 – 2.

*TT institutions are required to meet legal standards set by The state (including the government).*

*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	6 (1)	0 <sup>19</sup>	6 (1)

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	8 (1)	N/A	8 (1)

***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

*The structure of ITT is:*

concurrent.

*Length of studies/training*

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

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
University (for primary schools)	written and oral examination	oral	5	MA	yes	none, admission at the end of study <sup>20</sup>
University (for lower secondary schools, upper secondary general schools)						None, admission at the end of study <sup>21</sup>
University (for lower and upper secondary vocational schools)						

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

Students obtain a degree separate from history teaching. They have to follow a curriculum which is completely separate from the curriculum of history teaching.

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
University	written and oral examination	oral	5	MA	yes	none, admission at the end of

<sup>19</sup> In Slovakia, there is one non-state (private) institution: Fakulta manažmentu (Faculty of Management), which is not oriented towards ITT.

<sup>20</sup> Admission at the end of study – after passing the final state examination.

<sup>21</sup> Admission at the end of study – graduate as Master of Arts.

						study
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- Form of graduation and allocation of years for teaching EDC/civic education in (lower and) upper secondary vocational schools

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
University	written and oral examination	oral	5	MA	yes	none, admission at the end of study

### *Standards for ITT*

- Professional profile

There is a professional profile for history teachers in Slovakia.

The professional profile is important for the implementation and planning of curricula.

### *General characteristic features of an ITT graduate*

The main purpose of the study of history as part of a teacher training programme with subject specialisation is the preparation of the student to become a teacher not only as a specialist but also as a didactician. Graduates are able to teach what they have learned to pupils at primary and secondary schools using modern teaching aids, but they are also able to engage in dialogue about a specific problem, using the information and experience they have acquired. They can also work in research institutions and other non-pedagogical professions. They have knowledge of general and Slovak history from prehistory until the year 1970 and they can use it both in pedagogical practice and in historical research.

They have additional expertise in subjects they have chosen as part of their specialised studies. They can use their expertise in practice, scientific institutions, museums, cultural centres, etc. They can work in teams and use modern methods of research with historical sources. They can present the results of their work in an adequate manner, in publications and CDs. They can study and intensify their knowledge during their lifetime by reading specialist literature, participating in scientific life, etc.<sup>22</sup>

### Certification system (qualified teacher status)

There is no process of certification after finishing history teaching studies (e.g. qualified teacher status).

Approximately 80-90% of teachers have full certification (QTS).

- Low-qualified history teachers

In Slovakia, 15% of teachers actively teaching history in schools are low-qualified teachers. In some parts of Slovakia, such as in the eastern region, the number is higher, and there is also a lack of qualified history teachers in some areas. Other reasons for the employment of low-qualified history teachers are the social situation, lack of better living opportunities, low salaries of teachers in general (not just history teachers), little opportunity for cultural life in remote regions, and language barriers (in regions with different national minorities).

- Core curriculum

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

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<sup>22</sup> Source: Akreditácia študijných programov, vypracované Akreditačnou komisiou Ministerstva školstva Slovenskej republiky, Bratislava 2003, p. 3 – 11.

– General guidelines for the conception of ITT

General guidelines for the conception of ITT come from the Ministry of Education and the universities.

– Coordination of curricula

The curricula of different institutions are not coordinated. Curricula of the same institutions are also not coordinated.

### *Training at universities*

• The aims of ITT for history teachers

Training for teachers with subject specialisation (history) prepares the students to become teachers of history in year 2 of elementary schools, the first year of all types of secondary schools, e.g. grammar school, specialised secondary school, vocational secondary school, etc. In comparison, students who study history to become researchers also receive psychological and the didactic preparation.

• The content of initial training for history teachers<sup>23</sup>

Contents of ITT at Comenius University

Academic field of study: history, type of studies: MA, first level of study 1 to 4 semesters

### Courses

Instrumental historical science, palaeography for historians, historical geography for historians, history seminar, prehistory of European antiquity, general history to 1789, Slovak history to 1780, Roman history, Byzantium and the Slavs, French Revolution, Russian Revolution 1917, the crossroads of Slovak history – 1861-1918, from autonomy to centralisation, the Slovaks and Russia in the eighteenth and nineteenth centuries, Slovak state and the USSR, Spanish Civil War, League of Nations, seminar on general history after war, history of Bratislava

• The coursework in history teacher training

Institution/ ISCED	History courses	General pedagogic/ didactics courses	Subject didactics courses	Practical training	Other
University	60%	10%	10%	10%	10%

These courses are always separated.

• Training of history competencies

The history curriculum is the same for students who want to become teachers and for students who want to become historians/researchers.

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

Chronological structure	80%
Thematic structure	20%

<sup>23</sup> Source: Univerzita Komenského v Bratislave, Filozofická fakulta: Informatórium – Kreditový systém štúdia / 1. úroveň /, Školský rok 2001/2002, Bratislava 2001, p. 184 – 194; <http://www.fphil.uniba.sk/UP/modra2003/uHI.htm>. Retrieved March 28, 2006.



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

Local history	0-5%
Regional history	0-5%
National history	40%
European history	30%
World history	20%

*Local history* helps to create the picture of the history of a small village or city, e. g. history of Bratislava from prehistory till nowadays; Nitra in World War II.

*Regional history*: concentrates on the position of some regions in the historical development of the Czechoslovak state or in Slovakia.

*National history* describes the arrival of the first Slavs in our region, the formation of the modern Slovak nation and its position in Czechoslovak and Slovak history.

*European history* shows the development of history and its influence on the national history from Antiquity to the present, for example Greece and Rome in Antiquity, Europe during the Middle Ages, the Napoleonic era, Communism and Fascism, the formation of two blocs after World War II.

*World history* concentrates on particular historical events that had an influence on the historical development in Europe, e. g. the Civil War in America, World War I and II, the Cold War.

– Ratio of political, social, economic and cultural history

Political history	75%
Social history	10%
Economic history	10%
Cultural history	5%

– In the history courses the following approaches are  
Extremely important: problem-oriented; very important: bilingual; important: teaching by example ; not important: multi-perspective, multicultural

– Training in historical methods during general courses

Focuses quite a bit on: discourse analysis, working in and with archives; focuses on : quantitative analysis, statistics, qualitative analysis, action research, working in and with museums

- EDC as part of the curriculum

Philosophy and the study of society: The aim is to prepare the students to become teachers of these subjects for years 5 to 13. The preparation is based on philosophical disciplines from theory, history of philosophy, general philosophy and methodology, and their practical use in teaching philosophy and the study of society at elementary and secondary schools.

- Training of history subject didactics/methodology

The following competencies are explicitly emphasised in training:

Textbook analysis, analysis of curricula, planning and organising lessons, interactive teaching (e.g. pupil-centred learning; process-oriented forms of learning and teaching), organising project work, use of media, training of teamwork, training of key qualifications, interdisciplinary cooperation, conflict resolution and conflict management

Trainee history teachers are trained to implement the results of new historical research in classroom teaching. There are several opportunities for implementing new results from historical research in history teaching, for example, by filling in “white spaces” in history –

historical moments that had been interpreted (for ideological reasons) in a one-sided or incorrect way or have been omitted (e.g. the reasons and development of the Revolution in Russia in 1917, T.G. Masaryk and other politicians and representatives of the period of the First and Second Czechoslovak Republic, the Slovak National Uprising, the progress to power of the Czechoslovak Communists).

Trainee history teachers are also trained to use research methodology in the classroom.

– Courses on (history) subject didactics<sup>24</sup>

*Aims:* To prepare the students for direct practical work in history, to provide students with basic knowledge necessary for a successful educational process, to provide students with the skills to work with historical materials, to work with a map, to work with interpretations of historical facts and to work with interdisciplinary relations, and to correctly choose the didactic procedures for the given topic.

*Content:* General didactics vs. didactics of history; aims, forms and methods of education of history, theory and training. Students are encouraged to carry out individual work on given projects. The content is based on practical demonstration of lessons according to the curricula at the different types of school.

*Structure of course:* The subject is developed in the form of a seminar; the first seminars are dedicated to the introduction and the choice of projects, the next seminars are dedicated to the micro-educational models performed by the students and the semester ends with their evaluation in the form of a discussion.

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

History subject didactics is based on these future professional practices and skills:

Teaching history based on communicative methodology, teaching through problem-solving, task-based teaching, teaching with project work, working in pairs and groups, development of learners' study skills, autonomous learning, use of ICT in learning and teaching, learner-centred teaching

• Educational sciences, general didactics, pedagogy

Following courses are part of the curriculum:

Theories of education, theories of teaching, theories of didactics, developmental psychology, learning psychology, organisational development of school, planning and organising lessons, interactive teaching (e.g. pupil-centred learning; process-oriented forms of learning and teaching), organising project work, use of media, interdisciplinary cooperation

Courses in educational sciences/general didactics/pedagogy

*Type of course:* lecture (2 hours a week, 2 semesters)

*Aims and content:* origins and meaning of didactics, subject and functions of didactics, didactic materialism, didactic utilitarianism, structuralism, functional materialism, education plans and programmes, content of education; teaching process, teaching methods, problems of classification and evaluation of pupils, possibilities of modernisation, didactic means, functions, planning of didactic work, pupil as a subject of the teaching process, pedagogic diagnostics, pedagogic therapy, alternative conceptions – Waldorf schools, Montessori schools, modern French schools and others.

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<sup>24</sup> Source: Univerzita Konštantína, Hlavné štúdium, p. 110.

- Practical training during universities studies

During their studies, students receive practical training in history, which begins with theoretical preparation of the subject. Afterwards, they pass their practical training at different types of schools (primary school, secondary school); during this practice, they must complete five lessons of observing the teaching methods and five lessons of active teaching practice. This course finishes with permanent practical training, which is taken by the student in the last semester and takes six weeks. At the end, a final report is done, analysing the whole process of practical training including theoretical and practical parts.

- Institutional links between universities and other institutions to accomplish practical training during university studies

There are institutional links (forms of cooperation) between universities and other institutions to accomplish practical training during university studies. The university has signed contracts with training schools at different types of elementary and secondary schools for practical training of students of the university. There are contracts between the university and schools. The teachers who cooperate with the university are paid for this activity.

- Forms of practical training during studies at universities<sup>25</sup>

Micro-teaching	36 hours 24 weeks 8 semesters
Training in schools	50 hours 14 weeks 6 semesters
Total	86 hours 38 weeks 8 semesters

- Relation between theory and practice

There are established forms aimed at relating theoretical production in (history) didactics to the practical work of history teaching in the classroom.

*Postgraduate initial training (PG-ITT) for history teachers*

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

- Structure of PG-ITT

Organised and obligatory PG–ITT in Slovakia does not exist.

Induction

There is an obligatory form of induction for newly employed history teachers. The headmaster of the school appoints an experienced teacher as a tutor for the newly employed history teacher. His/her task is to supervise and assist the newly employed history teacher during his/her practical and theoretical preparations for teaching, convey experience to him/her and help him/her with school documentation. After finishing the first year of teaching, he/she is obliged to complete an open lesson for other teachers of history and somebody from the school board responsible for humanities.<sup>26</sup>

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<sup>25</sup> Source: Univerzita Konštantína, Hlavné štúdium, p. 11; curriculum of the Department of History at the University of Nitra.

<sup>26</sup> Source: Vyhláška č. 42/ Bratislava 1996, § 4 MŠ SR O ďalšom vzdelávaní pedagogických pracovníkov.

### *Minority and gender issues, multicultural aspects*

- **Minority issues**

During the whole period of studies approx. 5-10% of time is devoted to minority issues in history.

Courses (optional): e.g. The position of Jews from the end of the eighteenth century until 1940, The so-called “solution” of the Jewish question during the Slovak state in the years from 1939 to 1945.

- **Gender issues**

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

Course (optional): Women in Ancient Rome

- **Multicultural aspects**

The ITT curriculum is not designed to prepare trainee teachers for teaching history in the context of a multicultural society.

During the whole period of studies approx. less than 5% of time is devoted to multicultural aspects in history.

Course (optional): Medieval history of Muslim states

### *Professional competencies*

The following professional competencies are explicitly emphasized in training

	History courses	General didactics	Subject didactics	Practical training
Capacity to think in historical categories and to relate information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity to relate current events or information to historical processes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity for critical analysis and synthesis of historical information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to comment, annotate or edit historical sources and documents correctly according to the critical canons of history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to organise complex historical information in coherent form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Research skill in history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity for applying historical knowledge in practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical and self-critical abilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interpersonal skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Planning and organising lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reflection and self-evaluation of the training course/the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Monitoring/social dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of key qualifications (social and communicative skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interdisciplinary cooperation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

• Scale of professional training

Training of teamwork (e.g. group work of students; team teaching)	10-15%
Training of key qualifications (self-reflection, social and communication skills, organisational skills)	10%
Training of Interdisciplinary cooperation	15%
Training for planning and organising lessons	30%
Training for teaching through directive structure	10%
Training for interactive teaching (e.g. group work)	10%
Training for organising project work	5%
Training for the use of feed back in classroom	50%
Training for reflection and self evaluation of courses	25%
Training for monitoring/social dynamics	15%
Training for use of media	5%
Training for use of information technology	5%
Other (please specify):	10-15%

• Information technology and e-learning

During ITT studies, the percentage of ITT students who have access to computers is	50%
During ITT studies, the percentage of ITT students who have access to the Internet is	50%
Percentage of ITT training laboratories equipped with computers	5-30%
Percentage of institutions/faculties/departments of history equipped with a content management system	80%
Percentage of institutions/faculties/departments of history equipped with a learning management system	30%
There is technical support for the use of information technology at the following percentage of teacher training institutions	30%
There is didactical support for the use of information technology at the following percentage of teacher training institutions	20%

During the whole period of studies, approx. 5% of time is devoted to the training for use of new media/information technology.

Number of courses: 12, type of courses: seminar, length: 2 hours per week

Content: basic information about the Internet, protocols and Internet services, using of Internet in library, catalogue of libraries on the Internet and access to library services, presentation of libraries on the Web, possibilities for using information technology in the pedagogical process.

*Evaluation of ITT courses*

• Official evaluation of training courses by the training institutions<sup>27</sup>

There is an official evaluation of training courses by the training institution for: history courses, general didactics courses, subject didactics courses, practical training. It takes the form of written feedback.

• National evaluation of training courses

Since school year 2001/2002, all universities have implemented the credit system, which is based on international standards, but the number of credits for each course is different at every university. It takes the form of written feedback.

Institution organising the national evaluation:

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<sup>27</sup> In the academic year 2001/2002, the credit system was introduced. This system works according to the rules of the ECTS, and its aim was to reach parity with European universities that support the ECTS. Source: Univerzita Komenského Bratislava, Informatórium, p. 3, 359-379; <http://www.ukf.sk> – Študijný a skúšobný poriadok.

Ministry of Education of the Slovak Republic – this authority sets the basic number of credits. The student’s standard load is 60 credits per academic year, 30 credits per semester and 20 credits per trimester.

### **C. The students**

#### *Training of key competencies*

- History teacher training emphasises these key competencies

Institution/ ISCED	academic qualification	didactic qualification	psychological qualification	juridical / institutional qualification
University	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- Kind of learning environment in which training of these key competencies takes place

	academic qualification	didactic qualification	psychological qualification	juridical / institutional qualification
Individual studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### *Participation of students in planning and organisation*

Trainee history teachers are involved in the planning and organisation of curricula, academic and didactics courses, as well as subject didactics courses and practical training. Students vote for their representatives on the academic senate, which accepts or gives an opinion about the curricula of particular fields of study<sup>28</sup>.

#### *International mobility*

In Slovakia there are no ITT programmes explicitly designed to foster the international dimension of teacher education.

Every university has signed contracts with several partner organisations and carries out student exchange programmes. At the University of Nitra, students have opportunities to study and participate in programmes in several countries – Hungary, Czech Republic, Poland, Austria, UK, etc. Trainee history teachers are involved in several activities per year, approximately 5-8 students. It depends on an offer from several institutions (Council of Europe, Socrates).

The scientific research activities of the Department of History in Nitra represent individual projects of its employees and the common activities of the Department. In this way a team has been formed in recent years to conduct research on the position of Jews in the twentieth century. The members of this team participate in internal and external workshops dedicated to this topic and the department itself has organised several of these activities.

### **D. Trainers**

#### *The trainers*

- Professional groups involved in ITT for history teachers:

Historians, advisory teachers in schools and/or universities, psychologists, pedagogues, didacticians

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<sup>28</sup> Source: see for example Štatút Univerzity Konštantína Filozofa v Nitre – <http://www.ukf.sk> ; see also Law No. 131, p. 21 – 24.

- Coordination of these groups

These groups are coordinated.

Forms of cooperation:

- The students must first pass a theoretical examination in pedagogy and psychology, then they begin practical training.

– Interdisciplinary cooperation between these groups

There is no interdisciplinary cooperation between these groups.

- Average percentage of working time devoted by teacher trainers to the training of trainee teachers<sup>29</sup>

Institution/ ISCED	Historians	Advisory teachers	Didacticians
Universities	91-100%	91-100%	91-100%

### *Structure of personnel in training courses*

The training courses are run entirely by teams of university lecturers and trainers.

### ***E. Training of teacher trainers***

#### *In-service training*

There is a possibility of in-service training for teacher trainers at universities. The cost of the in-service training is covered by the organisation/institution that sends the trainer there. The training includes improvement and training in self-reflection, improvement in planning and course design competencies, training in directing and steering the learning process, training in organisational skills, training in different forms of examinations, forms of evaluation, and the introduction of new information in teaching the subject.

The methodical centre offers seminars on the following topics: New view of the Slovak National Uprising, the problems of the Slovak state, the place of T.G. Masaryk and E. Beneš in the history of Czechoslovakia, the problem of interpreting Soviet history, new points of view on the World War II. etc.

#### *Specific training*

There is specific training for history teacher trainers. For a fixed period, every history lecturer at university has to complete a personnel development programme. It is possible to do this in the form of internal and external study. This personnel development programme is a condition for remaining in the post of an academic lecturer at the university. Every level of academic lecturer has some fixed qualification criteria, which are different at every university in Slovakia.

#### *The training of trainers*

- The trainers are trained by

	Historians	Advisory teachers	Psychologists	Education- alists	Didacticians	External trainers	Experts from Ministry of Education
Historians	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<sup>29</sup> Source: according to Law No. 131, p. 62 – 67.

- Internal personnel development is normally done by  
- Historians
- External personnel development is normally done by  
Experts from other institutions, experts from training institutions, in-service training
- International mobility of history teacher trainers  
History teacher trainers are encouraged to participate in international research or exchange programmes. Most of the teacher trainers try to participate in international research or exchange programmes, but for several reasons this is not always possible (language barriers, financial situation of the department, work in progress on other projects or grants).

### 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 (years of age 4/7-10/12)	National history and geography <sup>30</sup>
ISCED 2-lower secondary general school (age 10/12-14/16)	History
ISCED 2-lower secondary vocational school (age 10/12-14/16)	History
ISCED 3-upper secondary general (age 14/16-18/19)	History
ISCED 3-Upper secondary vocational school (years of age 14/16-18/19)	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	Slovak history, geography and literature	30-40%
ISCED 2 – lower secondary general school	yes		
ISCED 2 – lower secondary vocational	yes		
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:

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

<sup>30</sup> In the first stage of primary school (6-10 years of age)



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

- History curriculum in school

- Aims and content of the subject in primary school<sup>31</sup>

The content of history is chronological and it consists of national and world history. The curriculum covers basic knowledge of history, which can be taught by methods ranging from concrete to abstract, from basic to more difficult, according to the cognitive capacity of particular pupils. It is not necessary for all the pupils to acquire singular cognitive categories. The structure of the curriculum is unspecified and should include genetic-chronological education, synchronic teaching of world and national history, an emphasis on national history, the opportunity to work with different kinds of historical sources, visits to museums, excursions, the teaching of regional history.

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

Aims and content: the same aims and content as for primary school<sup>32</sup>.

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

*Aims:* Understanding of the basic socio-historical problems with an objective explanation of the economic, social, cultural and political history in the continuing development of society, with a synchronic explanation of Slovak, Czech and general history and a basic knowledge of the important regional historical events and personalities; development of historical consciousness; being able to give causal explanations for basic historical processes, events, facts and personalities, being able to develop one's own opinion on the development and the meaning of history.

The teachers can choose the number of classes dedicated to particular topics.

*Content (suggestions):* Basic general history – especially European history and Slovak national history, history of Czechoslovakia, the history of the nationalities living in this territory, regional history, development of the history of art, science and technology, history of religions – especially Christian but also Jewish and others – by using museums, galleries, excursions in historical towns, castles and churches, etc.

- Aims and content of the subject in lower secondary vocational school<sup>33</sup>

*Aims:* Formation of historical and national consciousness and a healthy nationalism, development of values based on the principles of humanity and democracy; development of an interest in social life and the necessity for involvement in it; understanding the causal relations in the development of society; understanding the development of the particular

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<sup>31</sup> Source: Učebné osnovy, p. 4.

<sup>32</sup> According to the educational system of the Slovak Republic, the first stage of lower secondary general school is identical with the second stage of primary school. Source: Štátny pedagogický ústav Bratislava: Učebné osnovy gymnázia / osemročné štúdium /, Bratislava 1997, p. 2 – 4.

<sup>33</sup> Source: Ministerstvo školstva Slovenskej republiky: Učebné osnovy dejepisu pre dvojročné odbory SOU, Bratislava 1995, p. 2 – 9.

society in which the student lives, and, through this, becoming an active member of this society; understanding the relations between the past, the present and the future.

*Content* (three possible alternatives for the teacher):

A. Topics are centred on national history in a broad context of general history. It is appropriate for pupils who are ready for a more complicated form of teaching. From the given themes, the teacher chooses at least eight at his/her discretion focusing on regional history or the specific field to be studied by the students.

B. Topics are also centred on national history and geared towards weaker students, who are presumed to have a lower interest in theoretical knowledge. The teacher chooses at least eight of the given topics. He/she also chooses how much time is to be dedicated to each of these topics. He/she can use regional history, personalities or interesting information from the field of study studied by the students.

C. Topics are centred on history in a broader context, not only national history. The teacher chooses at least ten of the given topics in a chronological order and decides how much time is to be dedicated to them.

– Aims and content of the subject in upper secondary vocational school<sup>34</sup>

Aims and content: the same aims and content as upper secondary general school.

– The ratio of local/regional, national, European and world history in the school curriculum for the whole period of compulsory lessons/history courses<sup>35</sup>

Local history	5%
Regional history	5%
National history	40%
European history	30%
World history	20%

*Local history:* History of a municipality since the first written document, or from its foundation until the present day, the most important personalities who were born in the village or small town.

History of a municipality since the first written document, or from its foundation until the present day, the most important personalities who born in the village or town.

*Regional history:* Specific features of the historical development of a region, the most important historical monuments of the region.

*National history:* Historical development of the territory of Slovakia from the first human settlement until the present day.

*European history:* Historical development in Europe from Antiquity until the modern age, the role of the European powers in history and their influence on national history.

*World history:* The crucial moments in the development of some countries of the world (India, China, USA, Japan) and the influence of these events on European politics, ideology, economy and culture.

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

Political history	60 – 70%
Social history	20%
Economic history	10%
Cultural history	5%

<sup>34</sup> Source: Ministerstvo školstva Slovenskej republiky: Učebné osnovy dejepisu pre štvorročné odbory SOŠ a SOU, Bratislava 1997, p. 2.

<sup>35</sup> Source: see Učebné osnovy dejepisu pre 5. – 9. ročník.

– The relation between history and other (school) subjects

Within social studies (which is called “society” in Slovakia), by teaching the historical background, the teacher can demonstrate the functioning of society, its laws and historical development. This can lead to a profound understanding of the mutual relations between the individual and the society in democracy, freedom and humanity.

Civic education influences the knowledge and activities of the students regarding democracy, morals and humanity. It is possible to use the relationship between geography and history especially when working with maps. There are also interdisciplinary relations between history and Slovak language and literature, where it is useful to set the history of the Slovak language and literature in a broader historical context. Ethics uses history to show the changing moral values and criteria in the development of the society.

– The teaching of history as a subject

History is taught as a single subject in:

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
History is taught as a single subject	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

– Subjects taught at school

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
Geography	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Human rights education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Comparison: school curriculum vs. ITT

There are important differences between topics being studied in the ITT and topics which must be taught in school according to the curricula.

There have been important changes during the last ten years concerning the field of history teaching in Slovakia.

• Future developments

Following changes for history are expected:<sup>36</sup>

Primary school:

At the moment, the final phase of testing (monitoring) is under way. It is connected with changes in the entrance examinations to secondary schools. The principle is that those pupils who score highly enough in the test will automatically be accepted to study at the secondary school they have chosen.

Secondary school:

After a longer period of preparation, beginning next school year, a new version of the graduation examination, which has been largely discussed and tested on different groups, should be introduced. The main goal is the creation of general national standards (25 topics)

<sup>36</sup> Source: Ministry of Education of the Slovak Republic.

for every subject. These standards must be achieved by all who want to pass the graduation examination, no matter what type of school they have been attending. After the experimental verification of these standards, and because of the extension of studies at primary schools to nine years, these standards have been modified, using the knowledge of the International Association for Evaluation of Educational Achievements – IEA. The new graduation examination was also approved in connection with the new concept of grammar schools. Grammar schools are currently facing fundamental problems, such as the lack of alternative textbooks and school facilities (including new teaching aids, modern teaching equipment and a lack of computers), although the situation is getting better.

The other new element is the fact that the teacher of a subject will not be the examiner of the same class he/she has been teaching, so that the greatest objectivity is achieved. From the next school year, this type of A level examination will be done in mathematics and foreign languages, and other subjects – history included – will follow thereafter.

## ***B. History teachers in schools***

### *Socioeconomic situation of history teachers*

- Job opportunities

In 2002, there were enough positions for graduates of ITT in Slovakia.

- Salaries

In 2002, a full-time secondary school teacher had a below-average income compared to all wage-earners.

- Future developments

The number of available jobs will decrease significantly because of the current rationalisation of primary schools in all districts of the Slovak Republic. We can expect a reduction in primary schools, which will bring a reduction in employment opportunities for history graduates. It is possible that a similar situation might develop at other types of schools because Slovakia has had a radically decreasing birth rate since the late 1980s.

- Age of employment/retirement

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

School/ ISCED	Female	Male
All types of school	24/25	24/25

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

School/ ISCED	Female	Male
All types of school	55-57 <sup>37</sup>	60

- Salaries/age

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

School/ ISCED	< 30 years	50 > years
Primary school	275	362
Secondary school	275	362
University <sup>38</sup>	375	625

<sup>37</sup> In the case of female teachers it depends on the number of children they have. After the introduction of a new social law the age of retirement changed.

<sup>38</sup> In the case of university it depends on the posts of academic teachers.

- Relation between school and university

Institutional links and forms of cooperation:

Practical training is based on contracts between the faculty and the advisory teacher. In some cases, cooperation between institutions/university-school has existed for a long time.

In the last few years, the opportunities for research have become much fewer because of a lack of financial resources.

### Status of the profession history and history teaching in society

#### – Rank of studies<sup>39</sup>

Arts, humanities and theology	5/6
Social sciences	4
Educational sciences	7
Juridical sciences	2/3
Natural sciences	8/9
Mathematics and computer-related sciences	5/6
Medical sciences	1
Engineering and architecture	8/9

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

Factors: Social status, level of income, low reputation of the profession of a teacher in Slovakia, too many factual details, little interesting content, too difficult to memorise. After November 1989, the interest in history teaching increased. This was connected with the revealing of the “white spaces” in history after the fall of the Communist regime. In subsequent years, this interest fell again because of other factors (political, socioeconomic).

Reputation of history on a scale from 0 (worst) to 10 (best): 6-7

Factors: Social status, level of income, lower number of institutions which specialise in a given field of study.

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<sup>39</sup> 1. The fields of study are ranked on the basis of number of applicants at different universities. One of the most attractive subjects nowadays is management, which is closely linked with the process of privatisation and the development of private enterprises. 2. A more complex study on the status of subjects does not exist. We can only guess according to the number of students interested in studying the particular fields of study at universities. The attractiveness is often related to the possibility of higher salaries in the given profession. Source: see Ústav informácií a prognóz školstva: Separát štatistickej ročenky školstva SR 2002 / vysoké školy /, Bratislava 2003, p. 5 – 9.