



# The structures and standards of initial training for history teachers in South East Europe

A comparative study

Edited by Alois Ecker

*The opinions expressed in this work are those of the authors and do not necessarily reflect the official policy of the Council of Europe.*

The **Council of Europe** was founded in 1949 to achieve greater unity between European parliamentary democracies. It is the oldest of the European political institutions and has 43 member states,<sup>1</sup> including the 15 members of the European Union. It is the widest intergovernmental and interparliamentary organisation in Europe, and has its headquarters in Strasbourg.

With only questions relating to national defence excluded from the Council of Europe's work, the Organisation has activities in the following areas: democracy, human rights and fundamental freedoms; media and communication; social and economic affairs; education, culture, heritage and sport; youth; health; environment and regional planning; local democracy; and legal co-operation.

The **European Cultural Convention** was opened for signature in 1954. This international treaty is also open to European countries that are not members of the Council of Europe, and enables them to take part in the Council's programmes on education, culture, sport and youth. So far, 48 states have acceded to the European Cultural Convention: the Council of Europe's full member states plus Belarus, Bosnia and Herzegovina, the Federal Republic of Yugoslavia, the Holy See and Monaco.

Four steering committees – the Steering Committee for Education, the Steering Committee for Higher Education and Research, the Steering Committee for Culture and the Steering Committee for Cultural Heritage – carry out tasks pertaining to education and culture under the European Cultural Convention. They also maintain a close working relationship with the conferences of specialised European ministers for education, culture and the cultural heritage.

The programmes of these four committees are an integral part of the Council of Europe's work and, like the programmes in other sectors, they contribute to the Organisation's three main policy objectives:

- the protection, reinforcement and promotion of human rights and fundamental freedoms and pluralist democracy;
- the promotion of an awareness of European identity;
- the search for common responses to the great challenges facing European society.

The education programme of the Steering Committee for Education and the Steering Committee for Higher Education and Research currently covers school, out-of-school and higher education. At present, there are projects on education for democratic citizenship, history, modern languages, school links and exchanges, educational policies, training for educational staff, the reform of legislation on higher education in central and eastern Europe, the recognition of qualifications, lifelong learning for equity and social cohesion, European studies for democratic citizenship, the social sciences and the challenge of transition, learning and teaching in the communication society, education for Roma/Gypsy children in Europe and the teaching of the Holocaust.

These multilateral activities are complemented by targeted assistance to the newer member states in bringing their education systems in tune with European norms and best practice. Co-ordinated under a strategy of "partnerships for educational renewal" projects are carried out, in particular on education legislation and structures, citizenship and history teaching. The priority regions are South-east Europe and the countries sprung from the former Soviet Union.

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1. Albania, Andorra, Armenia, Austria, Azerbaijan, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, San Marino, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, "the former Yugoslav Republic of Macedonia", Turkey, Ukraine, United Kingdom.



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A comparative international study on educational structures, especially in a region such as South East Europe was still three years ago when we started to prepare this project, only possible if there is help and support from many sides. I would like to express my sincere gratitude to the Council of Europe for helping us with our networking activities and the organisation of the two expert meetings in Veliki Tarnovo and Podgorica. My special thanks also go to the Austrian Ministry of Education, Science and Culture and the Austrian Ministry for Foreign Affairs for generously funding our project and to the Austrian Bureau of the Stability Pact for facilitating the contacts with our contributors. This study would not have seen the light of day without the ongoing support of the History Education Section at the Council of Europe and the support of department I/6a and VI/B/7 at the Austrian Ministry of Education, Science and Culture.

I am particularly indebted also to all the experts who contributed to this study and to the representatives of the countries who kindly reviewed the country reports.

My sincere thanks go to the members of the research group at the Institute of Economic and Social History at the University of Vienna, especially to Gerhard Dabringer and to Günter Katzler who made the collected data accessible and visible.

*Vienna, July 2002*  
*Alois Ecker*

## Foreword

After the successful start of the pilot study on the structures and standards of initial training for history teachers in 13 member states of the Council of Europe which was presented at the Final Conference of the project on "Teaching and learning about the history of Europe in the 20<sup>th</sup> century" Bonn, 22–24, March 2001, the Council of Europe and the Department of Economic and Social History at the University of Vienna decided to continue this research by a second study on the structures and standards of ITT in South East Europe. This study was carried out within the framework of the Stability Pact for South East Europe.

The study describes the structures and standards of initial training for history teachers (ITT) in Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Greece, Moldova, "the former Yugoslav Republic of Macedonia", Romania, Slovenia and Montenegro and Serbia. We had planned also to integrate data from Turkey and from Kosovo, but the organisational difficulties were such that we had to leave this for a future investigation.

The study includes database and background information on ITT which will help those in charge of history teacher training in South East Europe – ministries of education and teacher training institutions: universities, pedagogical universities and teacher training colleges – to discuss concepts of ITT for history teachers. The aim of the study is to provide information that will raise the level of professionalism not only of history teaching, but also of teacher training in general.

Highly industrialised countries are currently undergoing a process of rapid cultural change. This rapid change will also affect teachers at secondary schools. History teachers have to deal with political, social, economic, and cultural change every day. Indeed, this is the subject of their profession. Unfortunately, they are not always well prepared for this job. Therefore, we explored current forms of their initial training, as this will provide a basis for future planning and for developing ITT reforms on the levels of institutional co-operation, institutional reforms, and the staff development of both teachers and teacher trainers.

Thanks to the organisational support and longstanding experience of the Council of Europe with issues of history teaching and thanks to the generous support provided by the Austrian Ministry of Education, Science and Culture, we were able to organise two expert meetings in Veliki Tarnovo and in Podgorica, where contributing experts had the opportunity to discuss in greater detail those ITT questions which they had initially investigated with the help of a questionnaire of about 40 pages.

The study aims at providing information about the structures of ITT: ITT models; length of studies; conditions of assessment and graduation; curricula; relations and differences between school curricula and ITT curricula; relations between academic and practical training in ITT; the institutions involved in training: universities, pedagogical universities, colleges, pedagogical academies, and other teacher training institutes; and the (theoretical) concepts which form the background of training. We also looked at the forms of practical training, but also at teamwork and project-oriented training during studies.

Furthermore, we wanted to get an insight into the social context history teachers currently work in or will be working in in the future. Therefore, we also looked at general demographic data referring to history teachers, their social background, the trend towards feminisation of the profession, teachers' salaries, and students' chances of actually working as history teachers after graduating from university or teacher training college.

We are indebted to many people for providing us with the necessary information about the countries involved in this study. Our thanks go to all of them:



## **Contributors from the participating countries**

### *Albania*

Petrit Nathanaili, Faculty of History, University of Tirana  
Fatmiroshe Xhemali, Ministry of Education and Sport, Tirana

### *Bulgaria*

Elka Drosneva, Faculty of History, Sofia University  
Julieta Savova, Faculty of Education, Sofia University

### *Bosnia and Herzegovina*

Vera Katz, Faculty of Philosophy, Department of History, University of Sarajevo  
Edin Radusic, Faculty of Philosophy, Department of History, University of Sarajevo

### *Croatia*

Damir Agicic, Department of History, University of Zagreb

### *Greece*

Anastasia Kyrkini-Koutoula, Greek Pedagogical Institute, Athens

### *"the former Yugoslav Republic of Macedonia"*

Stanka Petkovska, Ministry of Education, Skopje  
Boban Petrovski, Faculty of Philosophy, Department of History, Skopje University

### *Moldova*

Segiu Musteata, Pedagogical State University "Ion Creanga", Chisinau

### *Romania*

Laura Capita, Head of Department for Curriculum, Institute of Educational Sciences,  
Bucharest  
Calin Felezeu, Faculty of History, Babes-Bolyai University, Cluj  
Doru Dumitrescu, General Inspector of History, Ministry of Education and Research,  
Bucharest

*Slovenia*

Valentina Maver, Gimnazija Bežigrad, Ljubljana

Danijela Trskan, Faculty of Arts, Department of History, University of Ljubljana

*Serbia*

Biljana Simunovic-Beslin, Faculty of Philosophy, Department of History, University of Novi Sad

*Montenegro*

Jasmina Djordevic, Department of History, University of Podgorica

# Introduction

*Alois Ecker*



Initial training of history teachers is a central investment into the future of a society.

Especially for the region of South East Europe, there is hope that a reform of initial training for history teachers in the middle and long term run will contribute substantially to the reconciliation and stabilisation of the region.

History is a key subject for political education in schools. It seems important to know more about the basic forms in which the future teachers of history are trained. We, therefore, decided to carry out a comprehensive survey on the professional training of history teachers for tomorrow's secondary schools.

By exploring initial training for history teachers, we hoped to find out more about the structures and standards which are established at the very beginning of a history teacher's teaching career. During the three to four years at teacher training college or the four to five years at university, history teacher trainees are expected to acquire a basic orientation on their future teaching profession. This orientation often remains the predominant structure of a teacher's professional role and identity throughout her or his entire teaching career. We thought it might be interesting to look at the explicit and the hidden aims that characterise the initial years of future history teachers in South East Europe.

The training of teachers in general and of history teachers in particular has not been particularly reflected upon on an international or a general European level. It still remains an area of national interest, and there is not much comparison with training structures in neighbouring countries. Even within a certain country, one teacher training institution may know very little about the objectives and forms of training applied by another institution in a neighbouring city. As described in the pilot-study<sup>2</sup>, we noticed a general lack of information and communication about the structures of training, both in individual countries and in Europe as a whole. The structures of teacher training are rather heterogeneous.

History teaching in Europe has had to face challenging new developments during the last decade: in the countries of East and South-East Europe the process of political reform has greatly changed the role of history teachers as well as the significance of history teaching at school and university.

As in other parts of Europe, the idea of training students separately to become professionals in the teaching of history is still recent. Even today, especially at universities, many students choose the subject 'history' not specifically because they regard it as their professional goal to become a history teacher in primary or secondary school but because they are interested to know more about 'the past' in general. A systematic discussion and training in dealing with academic, methodological and communicative tools of reflection about 'the past' is only at the beginning. It goes hand in hand with the development of the new discipline of didactics of history.

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<sup>2</sup> Ecker, Alois, Ed. (2002) Initial Training for History Teachers. Structures and Standards in 13 member states of the Council of Europe. Strasbourg: Council of Europe Publishing

Since the decline of the communist regimes, the status of the subject 'history' at universities in South East Europe has changed rapidly. At the beginning of the new century, 'history' is no longer the starting point for a political career. During the last decade, many efforts have been made at universities to develop the subject 'history' closer to standards of social and/ or cultural sciences. History has to cope with the growing complexity of political, social and economic systems – and this new trend in historiography is also reflected in historical faculties of the universities of South East Europe.

Nevertheless we should be aware of the fact that the decline of Historical Materialism as a common concept of historical explanation in former communist countries not only has brought to light critical and empirical forms of historical reflection but also has facilitated a backlash to historical mythologies. More often removing Marxist ideology went hand in hand with the (re)establishment of pure national and even nationalistic concepts of history.

These new nationalist and right-wing tendencies may also affect young people so that in the next few years history teachers are and will be confronted with these problems in the classroom.

At the beginning of the 21st Century, we have to ask ourselves whether historiographers and history teachers should continue to promote the construction of national histories and, thus, remain dependent on the political powers that be, or whether history and history teaching should encourage a more systematic and reflective approach to the past, with comparative and multi-perspective methods, which could contribute to overcoming the nationalist heritage in history: for example by topics of social, economic and cultural history as well as a political history with a thematic focus, a broader view and differentiated categories, including European and global perspectives, and promoting a history based on democratic values and human rights.

We have to ask ourselves whether future education through history teaching will be able – with the consent of the new young generation – to foster social and communicative competencies, critical thinking, open-mindedness, mutual understanding, tolerance and solidarity between the peoples of Europe and other parts of the world.

Educators work with a long-term perspective, not knowing whether their efforts will ever bear fruit. Therefore, they can only hope that their work will be successful in bringing about more objective forms of history and history teaching. Nevertheless, we have to ask again and again which ways of dealing with the past are best suited to fostering peaceful development and co-operation in Europe. As teachers and educators we have to look for ways of using history to encourage self-confidence and cultural identity in the next generation without excluding "the other" – irrespective of whether she or he is the "other" on grounds of gender, social status, religion, race, language, ethnicity, or nationality.

Teacher training plays an important role in this effort to promote democratic forms of history, as it determines the fundamental structures of how history will be taught to future generations. While it is true that learning and training today require the permanent, lifelong improvement of qualifications, prospective teachers still receive their first orientation in the initial teacher training at university or other teacher training institutions. This is why we thought it important to explore – across national borders and comparing different European countries – what happens in these first years of training and induction.

The key-questions for initial training of history teachers in South East Europe do not differ very much from other parts of Europe<sup>3</sup>: Regarding the structures of ITT we have to ask:

1. What can be done to relate the objectives as well as the model of training to the macro-social development of societies? What can be done to promote reflection upon this issue not only with respect to what is happening in the classroom, but also with respect to current social and cultural developments outside the classroom, in the school as a special social system and in the school's environment? What can be done to promote reflection upon rapid cultural change in teacher training institutions, with respect to the macro-social development of our societies, the economic and social changes in Europe and in other parts of the world?
2. What can be done to establish an adequate system of meta-reflection with respect both to the training of history teachers and to history teaching in the classroom? What can be done to improve the perspective of observation and reflection in initial training for history teachers? What should trainers focus on in reflecting upon the training situation? Who is at the centre of interest? Is it really the student who wants to become a history teacher?
3. What can be done to improve the structures of co-operation between all institutions involved in teacher training? What can be done to improve co-operation between universities, pedagogical universities, teacher training colleges and schools as well as the administrative bodies governing these institutions (ministries of education, ministries of science and research, central or regional school administrations)? What are the main obstacles that hamper the productive co-operation of these institutions?
4. What can be done clearly to formulate a professional profile for future history teachers which may serve as a guideline for training programmes? What is the professional profile of a history teacher who is to teach history to the new generation of pupils? Which academic, didactic and practical competencies do future history teachers need?
5. What can be done to create a learning environment which offers opportunities for interdisciplinary co-operation and teamwork? What can be done to improve students' teamwork skills? What kind of support is necessary for trainers and teacher training institutions to develop training models which provide opportunities of interdisciplinary co-operation and teamwork?
6. What can be done to create and to maintain a fruitful balance between academic and professional competencies in the training process? What can be done further to develop the interest of academic historians as regards didactical problems and questions?
7. What can be done to develop didactic theory in close connection with practical experience? What can be done – e.g. in curriculum development; in the conception of training courses; in interdisciplinary teamwork among teachers and trainers; in practical training in schools - to improve the balance between theoretical and practical experience in initial training for history teachers? What can be done to develop training courses into a "reflective practice" of history teaching?

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<sup>3</sup> Ecker, Alois (2002) Key questions on structures of initial training for history teachers, in: Ecker, Alois, Ed., Initial Training for History Teachers. Structures and Standards in 13 member states of the Council of Europe. Strasbourg: Council of Europe Publishing

What can be done to foster reflection among, and to create training opportunities for, the trainers themselves? What can be done to assist teacher trainers in giving thought to and examining their work? What can be done to create more opportunities for university teachers and trainers themselves to develop and improve their own didactic qualifications? And what can be done to institutionalise these training programmes at universities or other teacher training institutions?

At the start of this survey, we did not know that there was so little co-ordination with regard to initial training for history teachers among the countries of Europe. Therefore, we would like to express our hope that this study will help to realise one of the original aims of this project: to establish an international platform for the systematic discussion and investigation of important issues and problems concerning initial training and, thus, to develop a new quality of reflection upon the relevant needs in teacher training.



Key questions on structures  
of initial training for history teachers

*Alois Ecker*



Teachers matter, and the training of teachers is, therefore, crucially important to the success of any strategy to effect reform in the teaching of history, or indeed any other subject in the curriculum. Virtually every seminar, symposium or conference held by the Council of Europe to discuss the teaching of history in the last few decades has made reference to the importance of teacher training; and the need to bring about improvements in teacher training as an essential element, if not a prerequisite, in any and every attempt to introduce curriculum reform or new teaching approaches. In the introduction to their *Handbook of Teacher Training in Europe* (1994), the editors drew attention to the increased activity and co-operation around the theme of teacher education in 'recent decades', and to the 'important role (played by the Council of Europe) in bringing this issue to the fore through the standing Conferences of European Ministers of Education... and through numerous conferences and seminars'. They pointed out at the same time that the European Union also recognised that the 'training of teachers...' was '...pivotal in restructuring education'. The cooperation that characterised teacher education in Europe, in their view, had been 'facilitated by structural transformations that have taken place in many European countries, within schools and subsequently in the forms and systems of teacher education'.

The Council of Europe project on 'Standards and structures in the initial training of history teachers in South East Europe', launched in the autumn of 2000, is set very firmly within the tradition of increasing co-operation on issues related to teacher training. It draws extensively upon previous research and experience, and is designed to promote improvement through discussion, the exchange of information, and mutual learning. The overall aim of the project is to establish a bank of reliable data on the initial training of secondary history teachers, and the teaching of history in schools, in all of the countries of South East Europe. The countries involved in the Project include Albania, Bosnia-Herzegovina, Bulgaria, Croatia, 'the former Yugoslav Republic of Macedonia', Moldova, Romania, Slovenia, the Federal Republic of Yugoslavia (Montenegro, Serbia), and Greece. The database will provide a valuable resource for all those involved in teacher training, especially policy makers at both the institutional and the national levels, and will enable them to compare the situation in their own countries with standards and arrangements in neighbouring jurisdictions.

One of the features that makes the database particularly useful is that it has been developed co-operatively, and that it is informed by the direct first-hand knowledge and experience of experts in teacher training from the countries. It is no mere paper exercise conducted at a distance. What it contains has been scrutinised thoroughly in numerous exchanges, written and spoken, including face-to-face, with colleagues currently engaged in teacher training who have an intimate knowledge of the systems and practices in their own countries. Furthermore, the process of collecting the data has in itself been fruitful in that completing the questionnaire has prompted research, unearthed information that lay dormant, stimulated debate and fostered relationships between history educators.

This Project arises out of, and builds upon, a previous research exercise on standards and structures in initial teacher training carried out in a number of European countries in the late 1990s. Dr. Ecker, now Professor Ecker, of the University of Vienna, conceived the idea that it would be useful to have a clearer, more comprehensive and at the same time, a more detailed picture of how history teachers are trained in Europe. All the experts involved in teaching history agreed that teacher training was crucially important in bringing about change in the teaching of the subject. However, although a great deal was known about how teachers in general were trained, much less was known, in sufficient detail for comparative purposes, about how secondary history teachers were trained in different European countries. What were the similarities in training, and what were the differences?

In 1997, the idea of setting up a project to investigate history teacher training was floated to run alongside the Council of Europe's Project on 'Learning and teaching about the history of Europe in the 20<sup>th</sup> Century'. The Austrian Government agreed to fund such a teacher training research project, and when the Austrian representative made a presentation to the Education Committee in September 1997, a number of other countries expressed an interest in being involved. By the end of 1997, some 13 countries were registered as being interested.

There followed a number of meetings of experts, the establishment of working parties, and the development of a questionnaire to elicit the required information about teacher training and its relationship with the history taught in the participating countries' secondary schools. In April 2001, the data derived from the questionnaires was collated, analysed and presented in the form of a published report to the plenary conference of the 'Learning and teaching about the history of Europe in the 20<sup>th</sup> century' Project in Bonn. At the same time as the final report for this 13-country exercise was being written, the possibility of producing a similar report, focused on the countries of South East Europe, emerged for consideration.

The Council of Europe was heavily engaged in a number of projects, under the umbrella of the Stability Pact, concerned with the teaching of history in South East Europe. These projects included seminars and workshops on the development of teaching materials for teaching history, revising textbooks, and the sharing of ideas about new methods in the teaching of history. The project on the initial training of history teachers in the region is organically related to these activities, it evolved from them, in a sense, and it utilised the networks of experts developed through them to carry the planned enterprise forward. Following a Conference on " ...." (Athens in September 2000), Dr. Ecker revised the questionnaire developed for the earlier study, customised it for the countries in the region and distributed it for the first time in February 2001.

Most of the countries in South East Europe sent completed questionnaires to the project's collating and analysing team which, directed by Dr. Ecker, is based at the University of Vienna. In May 2001, experts from all the participating countries met at a seminar in Veliko Turnovo, Bulgaria, to consider the results of the first analysis of the data, to check details, to provide additional information and to plan strategy.

In September 2001, a follow-up meeting took place in Podgorica, Montenegro. Although fewer experts were able to attend because of the tragic events of 11 September, those who did worked intensively and were able to add further refinements to the analysis produced by Professor Ecker's team after the meeting in Bulgaria. Professor Bozidar Sekularac, Deputy Minister of Education in Montenegro, welcomed the delegates, formally, to Podgorica and stressed the importance Montenegro attached to the teaching of history in its schools. He thought the Project very timely, for Montenegro was engaged in making revisions to its national curriculum and introducing reforms into teacher education. His remarks echoed one of the most encouraging findings to emerge from the study: the importance all the countries attach to the training of history teachers, their willingness to learn from others and their eagerness to embrace reforms that will work.

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Structures, standards and job prospects  
in initial training for history teachers –  
general results of the comparative study

*Alois Ecker*





## Organisation and methodology of the study

We have chosen for our investigations a particular form of research which is still rather new in the area of educational research:<sup>4</sup> the combination of standardised questionnaires followed by expert discussions in face-to-face meetings and by E-mail discussions with the contributing experts. We came to appreciate this form of organisational research as it can also be regarded as a particular form of intervention into the education systems concerned. Our questions provoked further investigation on a national and institutional level. In-depth discussions at two expert meetings in Veliki Tarnovo (May 2001) and Podgorica (September 2001) revealed a number of crucial problems which the participants had not been aware of at first.

Our research was based on a twofold approach.

The first was based upon an evaluation of all available initial training (ITT) data. These were collected systematically in each country by the respective contributors with the help of a questionnaire and by using the databases of the national ministries of education. They were then forwarded to, and compiled by, the Vienna research group, which also compared the collected data with data from the European education database Eurydice, the Unesco "World database on education" and the OECD studies "Education at a glance".

The second approach was based upon in-depth expert discussions on qualitative aspects of the subject at the two meetings and the permanent exchange of information by e-mail with the participating experts.

For a general classification of education data, we refer to the OECD's revised International Standard Classification of Education (ISCED-97),<sup>5</sup> which was adopted by the Unesco General Conference in 1997 as well as by Eurydice, the European database on education.

## Aims and central questions of this comparative study

This is a comparative study on the structures and standards of initial training for history teachers (ITT) in Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Greece, Moldova, "the former Yugoslav Republic of Macedonia", Romania, Slovenia and Montenegro and Serbia.

As regards Bosnia and Herzegovina, it is important to notice that we got only data from the University of Sarajevo. Although we had contacts with colleagues from Banja Luka and Mostar, we did not get the answers to our questionnaire in time. We hope to give a more complete picture in a later edition.

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<sup>4</sup> See also: Schratz, Michael and Walker, Rob (1995) *Research as social change. New opportunities for qualitative research*, London: Routledge; Schratz, Michael, Iby, Manfred and Radnitzky, Edwin (2000) *Qualitätsentwicklung. Verfahren, Methoden, Instrumente*, Weinheim u. Basel: Beltz

<sup>5</sup> OECD (1999) "Classifying educational programmes". Manual for ISCED-97 Implementation in OECD countries. 1999 Edition, Paris.

The general aims of this comparative study are to give persons responsible for initial training for history teachers (ITT) and professionals in the training of history teachers in the region the opportunity to:

- i. exchange information and experience;
- ii. collect central data about initial training of history teachers (ITT) in the region;
- iii. identify the central problems of ITT in the countries involved;
- iv. get an overview on structures and standards of ITT in the countries concerned;
- v. compare these findings with the situation in the neighbouring countries and in other regions of Europe;
- vi. develop recommendations and guidelines for teacher trainers, training institutes, ministries of education and international organisations engaged in educational co-operation in South East Europe.

As described above, we developed a questionnaire of about 40 pages to collect relevant data on ITT in the participating countries. The areas concerned were:

- ITT structures:
  - ITT models: concurrent, consecutive, modular
  - length of studies
  - conditions of assessment and graduation
  - the content of curricula
  - the relations between academic and professional training
  - the relations between theoretical and practical training
- the concepts and/or theoretical background of training structures:
  - the professional profile of history teachers
  - qualified teacher status
  - the relations between general and professional training
  - teamwork and project-oriented training
  - the content of subject didactics for history
- institutions:
  - universities, pedagogical universities
  - colleges, pedagogical academies
  - other teacher training institutes
  - addresses and contacts
- trainers:
  - types of teacher trainers
  - qualifications
  - training opportunities
  - in-service training for trainers

- the relation between ITT and history teaching in secondary schools:
  - institutional links, partnership models
  - forms of practical training
- structures of history teaching in secondary schools:
  - lessons per week
  - relations between political, social, economic and cultural history
  - relations between local, national, European and world history
  - expected changes in history teaching
- the job situation of history teachers:
  - feminisation
  - pupils-per-teacher ratio
  - age distribution
  - salaries
  - job opportunities for young teachers
  - necessity of taking on a second or third job to earn enough money.

## The focus of interest

As concerns initial training for history teachers, the study focuses on two social areas of investigation: first, the organisational dimension of ITT as a relevant factor in training, covering training institutions and the structures of training, and second, the personnel dimension of ITT, dealing directly with the trainers, such as fostering historical and didactic competencies, knowledge and skills of future history teachers, and dealing with the training and qualification of the trainers.

We may relate these two areas to the general dimension of innovation in school. On the one hand, we were interested in issues of organisational development, or the development of structures of communication and co-ordination in ITT. On the other hand, we looked at concepts of *staff* development, or the development of qualifications, knowledge and skills of the "social subjects", and at the actors involved in this social system: the trainers and the students.

## Results

### *Organisational structures of ITT – general information*

In our general survey, we also refer to the European database on education, Eurydice<sup>6</sup>. In the edition of the year 2000, for the first time, the Eurydice survey also gives information about the education systems in the pre-accession countries. Thus, for our purpose, we were able to compare our findings to the Eurydice data about Bulgaria, Romania and Slovenia. For the other countries, Albania, Bosnia and Herzegovina (the example of Sarajevo), Croatia, "the former Yugoslav Republic of Macedonia" and Montenegro and Serbia, we will report what we have found through the contributions of our project partners<sup>7</sup> or through additional sources in literature.

### *Institutions*

The introduction of a chapter on teachers and their training in the latest Eurydice edition states that:

"In the European Union and EFTA/EEA [European Free Trade Association/European economic area] countries today, training for teachers working in primary and secondary schools is provided at tertiary education level, either in universities or in non-university tertiary education institutions. University-level training is becoming the norm at higher levels of education. ... In the pre-accession countries, the initial training of primary and secondary school teachers is also mainly organised within tertiary education, with the possibility of university-level training".<sup>8</sup>

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<sup>6</sup> Eurydice /European Commission (2000) Key data on education in Europe 1999/2000, Brussels, Luxemburg

<sup>7</sup> The editorial deadline of this study was May 2002.

<sup>8</sup> Eurydice /European Commission (2000) Key data on education in Europe 1999/2000, Brussels, Luxemburg, p. 123; also see <http://eurydice.org>

We asked for the structures of initial training for history teachers in primary and secondary school level. There are only a few countries (Bulgaria, Slovenia) where history is taught as a school subject also in primary school (both only in 4<sup>th</sup> grade). Our study will therefore concentrate mainly on the training of history teachers in lower and upper secondary schools of both types of education (general and vocational).

There are several countries where teacher education for all school levels takes place at *universities*: Albania, Bosnia and Herzegovina (the example of Sarajevo<sup>9</sup>), Bulgaria, "the former Yugoslav Republic of Macedonia" and Montenegro. This situation suggests a rather integrated system of teacher training at tertiary level of education.

The same holds for Slovenia, Croatia, Serbia, Romania and for Greece, but the picture is more differentiated than in the first group of countries: in Slovenia students also have the opportunity to go to a pedagogical university (Ljubljana or Maribor) to become a history teacher for primary or lower secondary schools. In Croatia, it is the Pedagogical Academy which also prepares for the teaching in primary schools. In Serbia, there are special teacher training faculties, integrated in a university, for teachers of primary level this is the case in Novi Sad, Belgrade, Nis and Kragujevac).<sup>10</sup> In Romania, most history teachers are educated at universities, but there are also Pedagogical High Schools which prepare students to become history teachers for primary level and there are Colleges of Higher Education for teacher trainees of primary and lower secondary level. In Greece, many students go to pedagogical universities when they want to become teachers of primary or lower secondary level. In Moldova, students go either to a teacher training college, to a pedagogical university or to a university with a pedagogical faculty to become a history teacher for primary or lower secondary level.

We also found that, in order to teach history at upper secondary school, ITT is provided at university or pedagogical university in all countries.

Thus, most teacher trainees, wishing to become "full history teachers" (that is qualified to teach both at lower and upper secondary school), are trained at university or pedagogical university today.

The general European tendency to establish ITT at the tertiary level may also be recognised for the countries of South East Europe – but in fact it seems that the picture is still more heterogeneous than in Western Europe, especially in Romania, Moldova and Greece. Therefore, what we have just said does not necessarily mean that most history teachers who work at school today actually hold a university degree or diploma. Only those who became history teachers in the last few years are (almost) certain to have a university degree (see age distribution).

As regards the admission to become a history teacher in vocational schools, there is not much difference to general education. All historians with a university degree are allowed also to teach history in vocational and upper vocational schools. Only for Romania, did we hear that there is also the possibility to go to upper secondary vocational schools with a diploma from Polytechnics or from an Academy of Economic Sciences.

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<sup>9</sup> We are aware of the fact that our findings for Bosnia and Herzegovina are still rather incomplete. We can only provide our readers with data from Sarajevo. We had contacts with partners from all parts of the country, but in the end, we have had to deal with the information we received from Sarajevo. There will hopefully be a follow-up of this study which will be able to give a more complete picture of ITT in Bosnia and Herzegovina.

<sup>10</sup> As far as we have data for Kosovo, the structure mentioned above is the same for Pristina.

Requirements regarding the organisation of ITT are laid down both by the state and the training institutions themselves. This is the case in all countries. The ministries of education develop or approve the legal framework for the organisation of ITT, but the institutions are – more or less – autonomous in developing their specific organisational structures as well as their curricula.

At university, ITT is usually provided either by a faculty of history (Bulgaria), by a faculty of history and philology (Albania), or by one or several institutes or departments of history (BiH, Montenegro, Serbia) and/ or pedagogy (Slovenia) that form part of a larger faculty of philosophy, of education (Slovenia - Maribor) or of the arts (Croatia, Slovenia - Ljubljana). Different faculties/institutes are in charge of the organisation of teacher training and/or provide special courses of ITT, for example a faculty/institute of pedagogy (Bulgaria, Croatia - Osijek) and/or a faculty/institute of psychology (Bulgaria - Sofia).

We may conclude that the organisational structure of ITT is rather heterogeneous. Within the legal framework given by the ministries of education, universities are more or less autonomous to develop their organisational structure. Thus, there is no centralised system of initial training for history teachers, neither in a single country nor on a bi-national or multinational level.

#### *Length of studies*

The average length of study to become a full history teacher, qualified to teach at lower and upper secondary school, is four to five years, including academic and professional/practical training.

[See Appendix, Chart A]

The minimum length of studies is three years. Minimum-length studies entitle graduates to teach only at primary or lower secondary school. This is the case with pedagogical academies in Croatia and teacher training institutes in Romania.

The maximum length is six years (Slovenia) and includes one year of post-graduate practical training after graduation from university.

#### *Models of training*

The Eurydice indicators distinguish between two main models of initial teacher training:

"The professional and practical training of teachers is provided either at the same time as their general course (the concurrent model) or following the general course, for instance at post-graduate level (the consecutive model). ... In most EU and EFTA/EEA countries, the concurrent model is adopted for training primary level teachers. Conversely, the consecutive model characterises the training of secondary level teachers. In the pre-accession countries, the concurrent model is the most common whatever the level of education.<sup>11</sup>"

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<sup>11</sup> Eurydice (2000) Key data, p.123.

Regarding ITT for history teachers, the distribution in our sample was as follows:

- concurrent: eight countries (almost 75% of the sample) have only concurrent models (Albania, Bulgaria, Croatia, "the former Yugoslav Republic of Macedonia", Greece, Montenegro, Romania and Slovenia);
- concurrent and consecutive: another two countries have both forms (Moldova, Serbia);
- consecutive: the remaining example (BiH, Sarajevo) has the consecutive model).

[See Appendix, Map A]

If we compare these findings with the pilot study, we can see that there is a general European trend to consecutive models, which also affect initial Training at universities.

[See Appendix, Map B]

Traditionally, the concurrent model prevailed in institutions which prepare trainees for teaching at lower secondary school, while the consecutive model was dominant in institutions which prepare trainees for teaching at lower and upper secondary level.

A brief look at the regional distribution of the two types of training shows a predominance of consecutive models in Western and Central European countries, while the concurrent model is more common in Eastern and South Eastern European countries. On the surface, thus, our findings correspond to the data in Eurydice.

However, as already mentioned in the pilot-study, this general trend has to be analysed in deeper structures. For universities of South East Europe, it turns out that didactic and practical training for teachers during the period of university studies is still underestimated. Contrary to these, curricula at pedagogical universities or teacher training colleges are normally closer to the concurrent model. This leads us to the next question:

#### *The relation between academic and professional/practical training*

We also looked at the relation between academic courses, courses of general pedagogy, courses of special didactics and practical training during the period of university studies.<sup>12</sup>

There is a group of countries (Albania, Bulgaria, Croatia), where academic courses make up 80% of all courses in this period. The highest share of *academic courses* in all courses is almost 95% (BiH, Serbia), the lowest share is between 50% (Moldova), 65% (Montenegro) and 75% (Slovenia).

In most countries, 3% to 7% are devoted to *courses of general didactics*; the minimum share is BiH with 1.66%, the highest share is Moldova (20%).

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<sup>12</sup> Not including post-graduate practical training.

The reader may also be surprised that only between 2% (Albania, Montenegro) and 6% (Bulgaria) of all courses are dedicated to *subject didactics* of history (*Fachdidaktik*) (0.9% in BiH and in Serbia, 20% in Moldova).

Approximately, between 2.5% (Montenegro) and 5% (Romania) are given to practical training. There are only three countries who devote more than 5% of all courses to *practical training* (7% Slovenia, 10% Moldova, 11% Bulgaria). BiH and Serbia give approximately 1% to practical training.

[See Appendix, Map C]

What has been said about the hidden structure of a consecutive model becomes more obvious when we ask for post-graduate practical training. In three countries (Croatia, Serbia, Slovenia), university studies are followed by one year of post-graduate training. In all three countries, these post-graduate forms of training are organised in close co-operation with teacher training institutes and schools. Greece has a variable model for post-graduate practical training, where students have to attend approximately 100 hours seminar of special training.

All other countries do not have a form of post-graduate practical training of teachers.

The relation between academic and practical training is a crucial factor in initial training. From these last findings, we may assume that practical training until recently did not play an important role for the conception of teacher training in the other countries of our sample.

We may again compare what we have found for the countries of South East Europe with the results of the pilot-study:

[See Appendix, Map D]

The results about the relation between academic, general didactic, subject didactic and practical courses also show that initial training for history teachers is still very much integrated in the "normal" history curriculum at universities. Only in Croatia and in Slovenia and to a certain extent also in Bulgaria and Albania, are there bigger differences between the curriculum for students who want to become researchers in history and students who want to become history teachers.

We heard from "the former Yugoslav Republic of Macedonia", Montenegro, and Romania that, on a formal level, there are no differences between the two groups. A factor which is also reflected in the statistics. These countries cannot distinguish between students of history and students of history teaching. It goes without saying that there is no separate curriculum for teacher trainees in the concerned countries. There are only a few number of special courses dedicated to general didactics, subject didactics or to practical training.



As Carol Capita writes in his annotations<sup>13</sup> to the study plan at the Faculty of History in Bucharest, one of the crucial problems for the development of a flexible curriculum for teacher training lies in the administrative and financial borders between faculties.

This problem leads us to our next question: To get a better insight into the qualitative aspects of ITT, we have to look at the conditions of teaching as well as at possible ways of establishing complex training structures. We also have to explore forms of co-ordination and co-operation within and among training courses.

*Interdisciplinary co-operation, team teaching and teamwork among trainers*

Academic courses, courses of subject didactics and general pedagogics often do not seem to be well co-ordinated. It will, therefore, not come as a surprise that, even within individual institutions, there is a lack of effective co-operation and co-ordination between the institutes or departments involved in ITT. Regarding themselves primarily as places of research, university units pay little attention to what is happening in training courses. Besides, there is still little awareness of the fact that inter-institutional co-operation is a key factor in improving the quality of learning and teaching at universities. The quality of training courses will improve if there is effective co-ordination at different levels of the trainers' work. As long as there is no explicit co-ordination and planning on the trainer level, it will be hard to achieve a co-ordinated learning process on the students' side.

Co-ordination between trainers still remains rather abstract. This co-ordination is formally based on the structure of curricula and syllabuses. In fact, one finding of the investigation and the discussions during the expert-meetings was that there is still little interdisciplinary co-operation between different subjects and their representatives.

One question with respect to universities was whether academic courses are co-ordinated with courses of general didactics and subject didactics and/or with practical courses. The result was that:

- courses are always separated in seven countries (Albania, Croatia, Moldova, Montenegro, Romania, Serbia, Slovenia);
- courses are mostly separated in BiH and Bulgaria;
- courses are partly co-ordinated in "the former Yugoslav Republic of Macedonia".

[See Appendix, Map E]

Generally, we may say that interdisciplinary co-operation is still underdeveloped in teacher Training at universities. University teachers set a poor example with respect to teamwork and team teaching. If we relate these facts to the recommendations of educational institutions which describe the needs for teacher education in the 21st Century,<sup>14</sup> and in particular the importance of teamwork as one of the future key competencies, the question arises where students are trained to acquire and use these key competencies.

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<sup>13</sup> Carol Capita (2001) Annotations to the study plan at the Faculty of History in Bucharest 2000-01, unpublished working paper, Bucharest

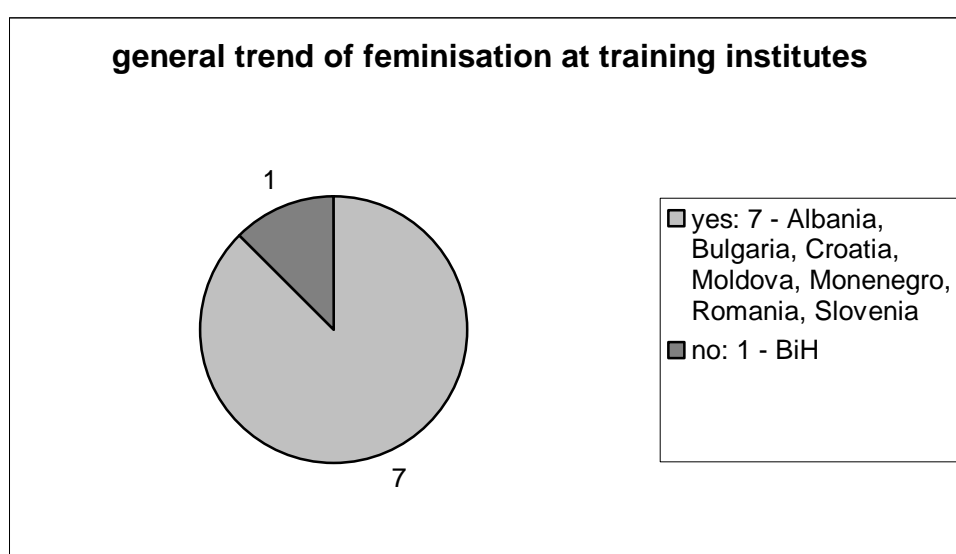
<sup>14</sup> See "Teachers for tomorrow's schools", op. cit. pp. 25-39.

### *Initial training as a starting point in history teachers' careers*

The first part of this overview of the results of our comparative study was devoted to the organisational structures of ITT and their possible implications on the standards regarding the competencies and skills of future history teachers. The second part provides basic demographic data about the clients of teacher training, the reputation of the job and about graduates' current and future job opportunities, and then discusses the main standards in training curricula.

#### *Who are the students?*

What has been found as a general trend in the pilot-study also holds for South East Europe: The profession of a history teacher is increasingly female. This trend is reported from all the countries.



What are the implications of this trend on the teaching of history? This is an important question. The changing paradigms in historiography have clearly shown that, for centuries, history has predominantly been the history of men, neglecting the role and the place of women in history. As we will show below, political history still prevails in school curricula, and this means that the history of men continues to dominate textbooks and, presumably, lessons.

What are female history teachers going to do with men's history? How will they present it? Can female children identify with a history of men? Will there be enough information provided for the classroom to go beyond men's history and also address women's history and gender history? Are teacher trainers sufficiently aware of the fact that the majority of the students they are training to become history teachers are women? Is gender even a relevant issue in ITT, or should teacher trainers ignore it?

These are just a few potential questions to be discussed at future trainers' seminars.

#### *The reputation of history teaching as a profession*

It has been argued by a number of authors that the feminisation of a profession is accompanied by a decreasing reputation of the job in society – and, quite often, also by a relative decrease in salary. Our data are not entirely clear in this respect so we cannot

substantiate this assumption as such, but we did note one general trend. The reputation of studying "history teaching" at university is lower, in general, than the reputation of studying "history" (research).

We also learned that neither history nor history teaching are studies with a particularly impressive status at the moment. Studies currently considered highly prestigious are, for example, law, computer sciences, mathematics (Bulgaria), medicine, legal sciences, social sciences (Montenegro, Slovenia). Teacher training and educational sciences in general have a lower status.

The status of the job is also connected to the fact of small income. We related, what we have heard about status to the available data on income, and we found that, in most countries, teachers have to look for additional income to earn enough money for daily subsistence.

[See Appendix, Map F]

#### *What do history teachers earn?*

The situation of history teachers in South East Europe is rather difficult. Generally, history teachers are regarded as middle-class wage-earners, but this is primarily a social category which is not necessarily related to their actual income – in six countries (Albania, Bulgaria, "the former Yugoslav Republic of Macedonia", Moldova, Romania and Serbia) the financial situation of teachers obliges them to take on a second or third job to earn an additional income<sup>15</sup> and maintain even a minimum standard of living; in the remaining four countries (Croatia, Greece, Montenegro, Slovenia) history teachers belong to the middle class of wage earners.

[See Appendix, Map G]

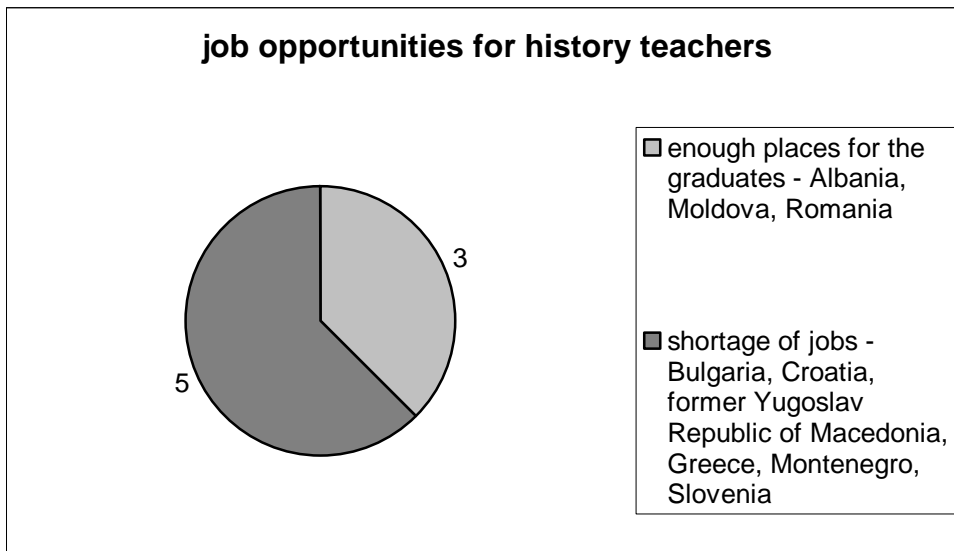
In Western Europe, there is quite a big difference in salary between teachers who are at the beginning of their career and those who are already at the end of theirs. In some countries (Portugal, Austria, Spain), the maximum salary is twice as high (or even higher) than the minimum salary. Seniority is also a major determinant of teachers' salaries in Eastern Europe, especially in Estonia and Hungary. In many countries, there are also marked differences in salary between teachers at lower secondary school and those at upper secondary school. These differences are not necessarily related to different qualifications, but rather to the status of the respective type of school (e.g. in Austria: *Hauptschule* or *Gymnasium*).

#### *When do graduates start to teach history?*

The expected income might be a significant factor for young people's decision to become teachers, but it is certainly not the only reason. We have already identified reputation as another important factor. Future job opportunities are a further key factor. However, the job situation differs from one country to another.

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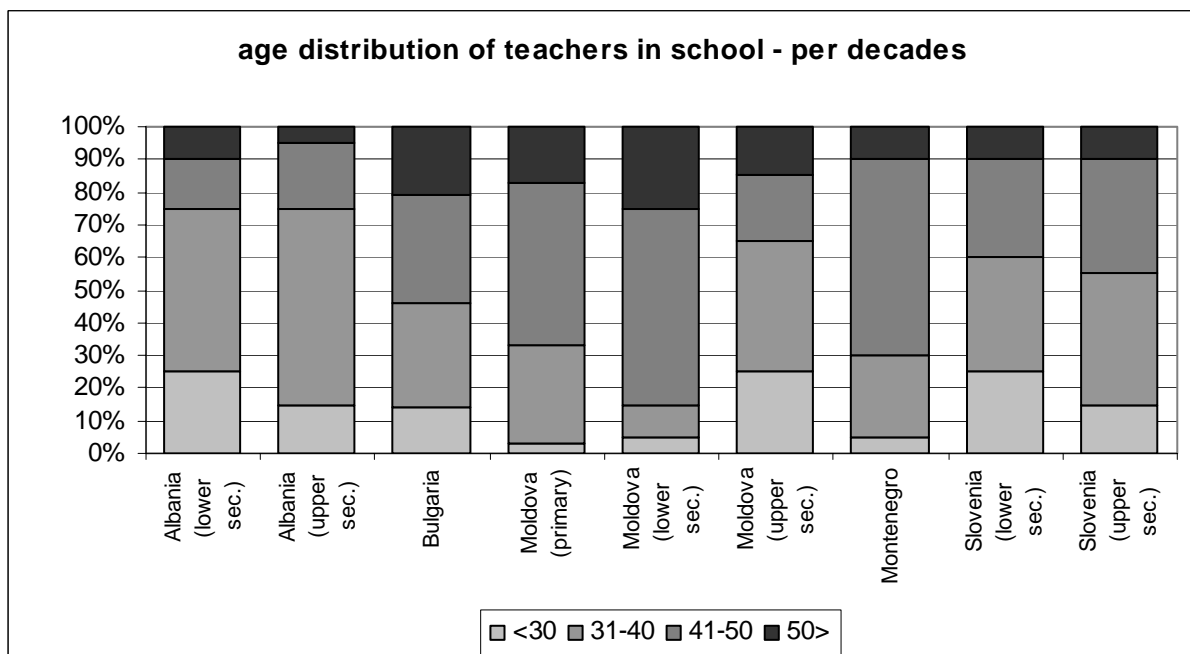
<sup>15</sup> We introduced this fourth category to give a more accurate description of the financial situation of history teachers. Even though teachers may be considered to be "middle class" wage earners, they still often depend on additional incomes.

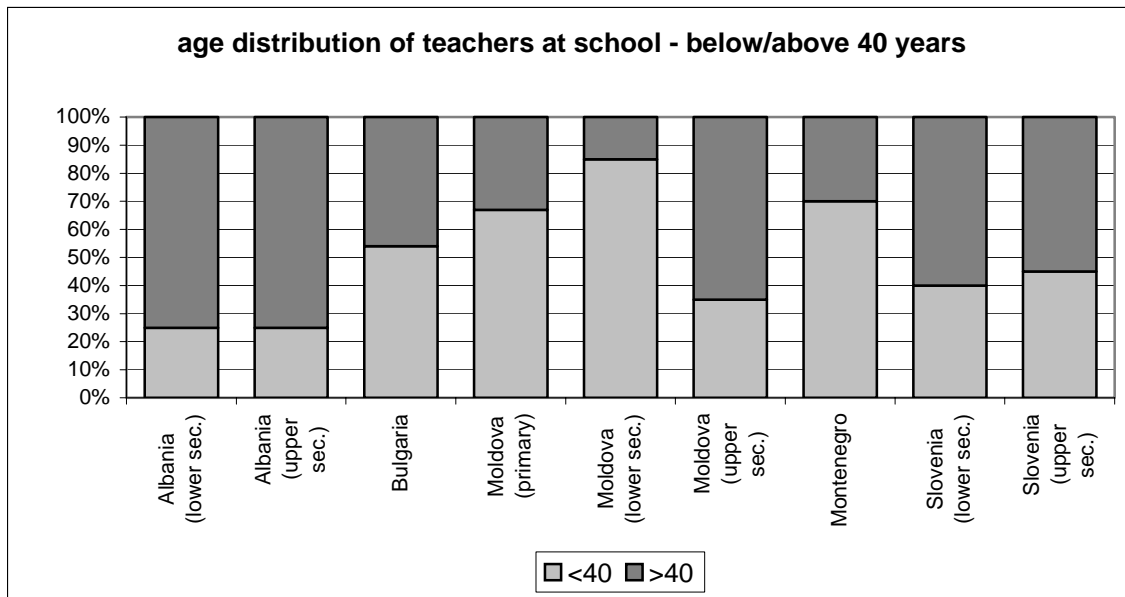


A shortage of jobs was reported from Bulgaria, Croatia, Greece, Montenegro and Slovenia, while in Albania, Moldova and Romania, there were enough places for graduates.

But will the situation remain like this within the next five, 10 or 15 years?

This kind of information would certainly be useful for teacher trainers, since it not only affects their own job opportunities, but would also make it easier for them to define the objectives and contents of their courses and curricula. In our opinion, for example, it should certainly make a difference for teacher trainers whether their students only start to teach history in 10 years' time and not in five years' time.

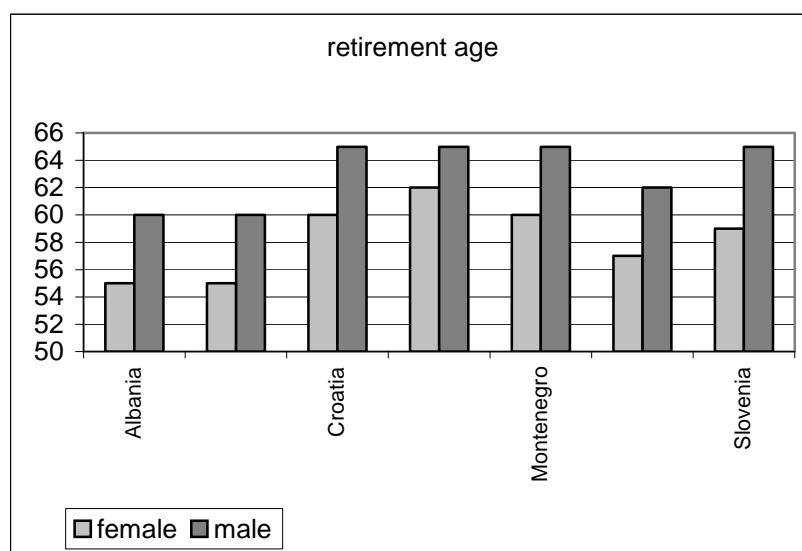




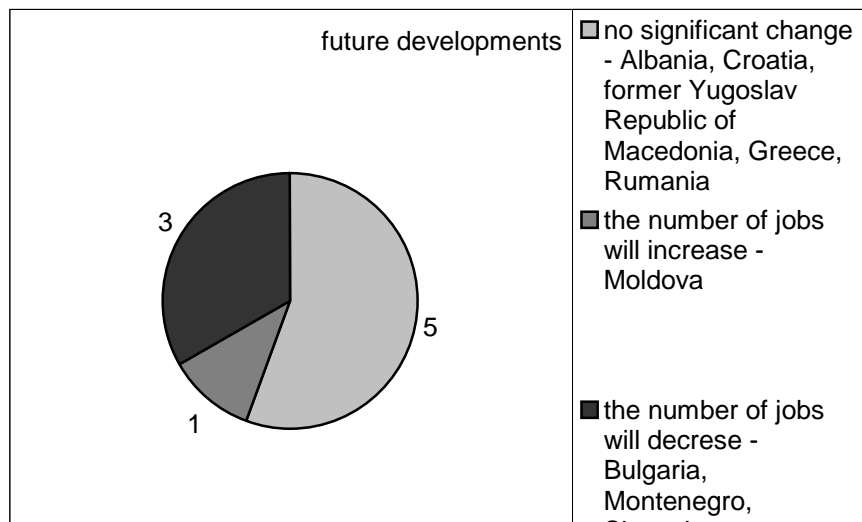
We only received precise data from six countries. From these six countries, we get a rather heterogeneous picture: Graduates in Bulgaria can expect that the job situation will be better in a few years when older colleagues retire while the situation in Slovenia – from this perspective – will not change significantly.

This rather simple prognosis also applies to the second decade of the 21st Century.<sup>16</sup> The second chart shows that the number of teachers over 40 years of age is between 25% (Albania) and 70% (Montenegro). The need for secondary school history teachers may be expected to increase even more in that decade in those countries where there is a high percentage of teachers over 40 years of age.

The prognosis could be refined by adding data about retirement age and estimates about jobs:



<sup>16</sup> This is true assuming that teaching conditions and the structures of school organisation generally remain the same (which cannot generally be expected, of course) for example the working hours of history teachers, the size of classes, the number of history lessons per week, the traditional form of classroom-teaching by single teachers, and the same retirement age for teachers.



### *History as a school subject, the number of history lessons*

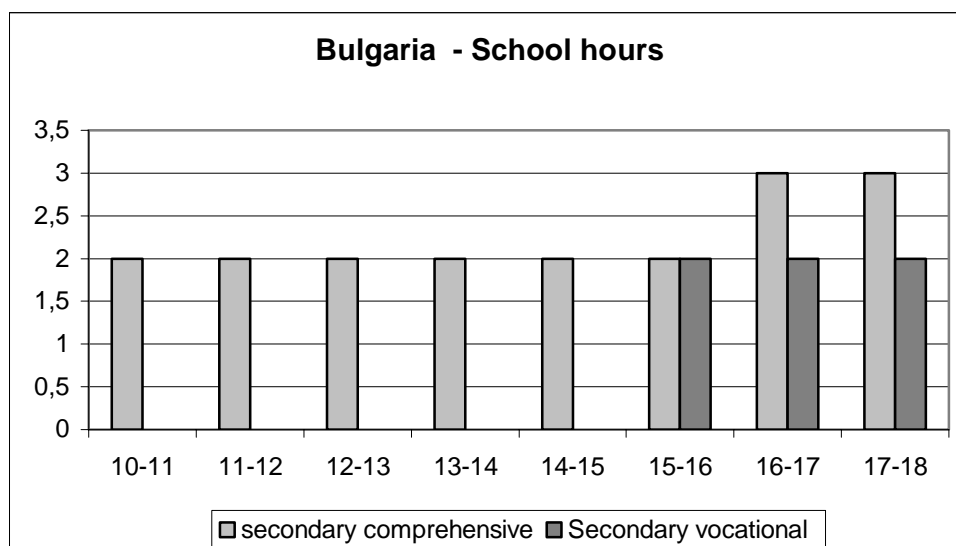
The number of lessons per week is another important factor regarding job opportunities and also indicates the importance of history in the interplay with other school subjects.

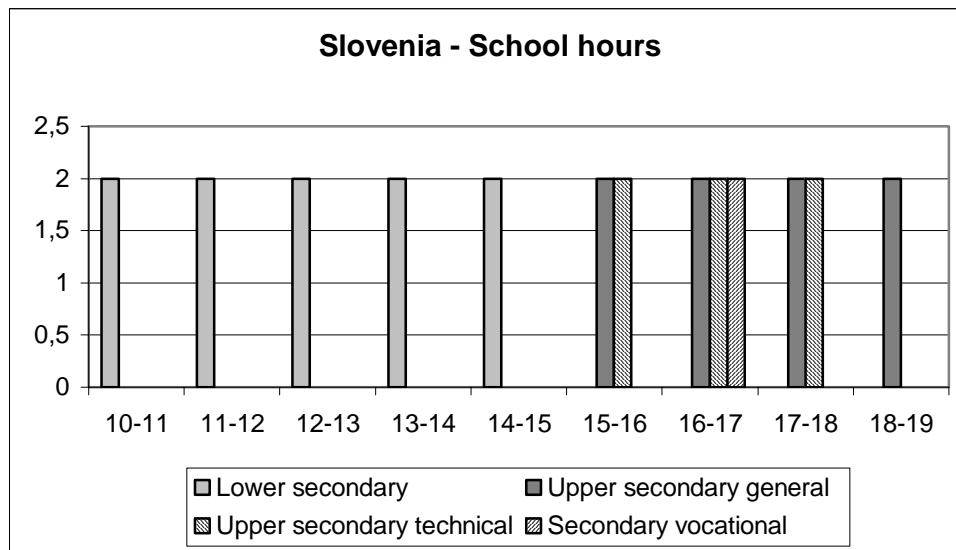
Since our study focuses on history teaching in secondary education, we do not have detailed information about history teaching at *primary school*. We know that in Bulgaria and in Slovenia history is introduced in the fourth year of primary education together with general information on the social structures of the pupils' local area.

History is a compulsory subject in *lower secondary education* in most countries; it starts at the age of 10 or 11 years and is taught two hours per week on average.

Pupils in *upper secondary general education* usually also have 2 lessons per week; it is only in Moldova and in Slovenia that we notice a variation between vocational, technical and humanistic branches of school.

[See Appendix, Chart B]





*Bulgaria* is a typical example of a system with a fixed number of history lessons throughout school curricula. Curricula are prescribed by the Ministry of Education and Science. Schools have no autonomy regarding curricula and no influence on the number of lessons per week. Thus, history teachers find themselves in a stable situation and do not need to adapt to any special focus of interest of a particular school. To a certain extent, this also reflects the degree of centralisation in the respective school system.

In *Slovenia*, the number of history lessons in the curricula of upper secondary schools differs depending on the type of school (general, vocational, technical).

Above we gave some principal socio-economic information on history teachers and related it to factors of school organisation such as the timetable for history, changes in school curricula, or the relevance of school autonomy. This allowed us to show whether and to what extent it is, or will be, an attractive option to become a history teacher in one of these countries. These indicators offer a first overview of the social situation of history teachers and their status and provide information on future job opportunities for trainees in the field.

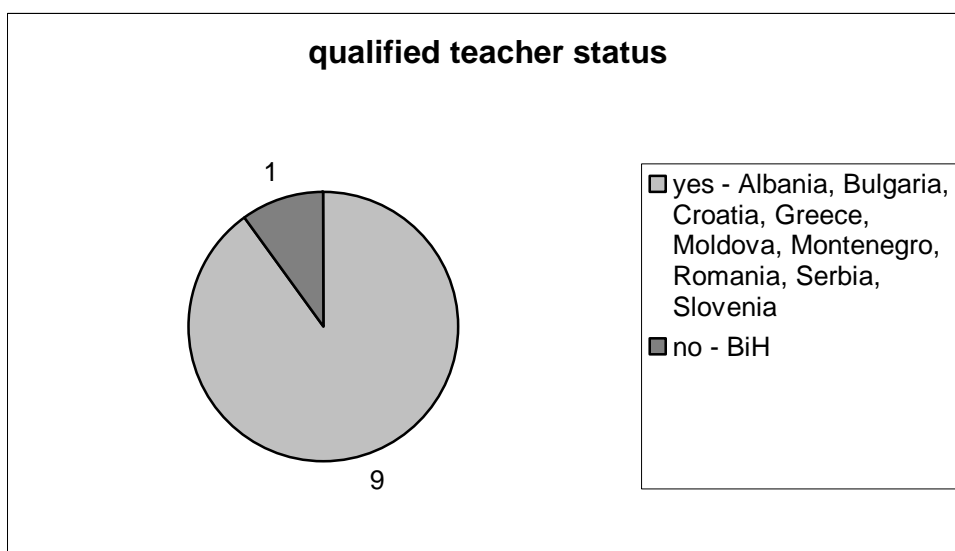
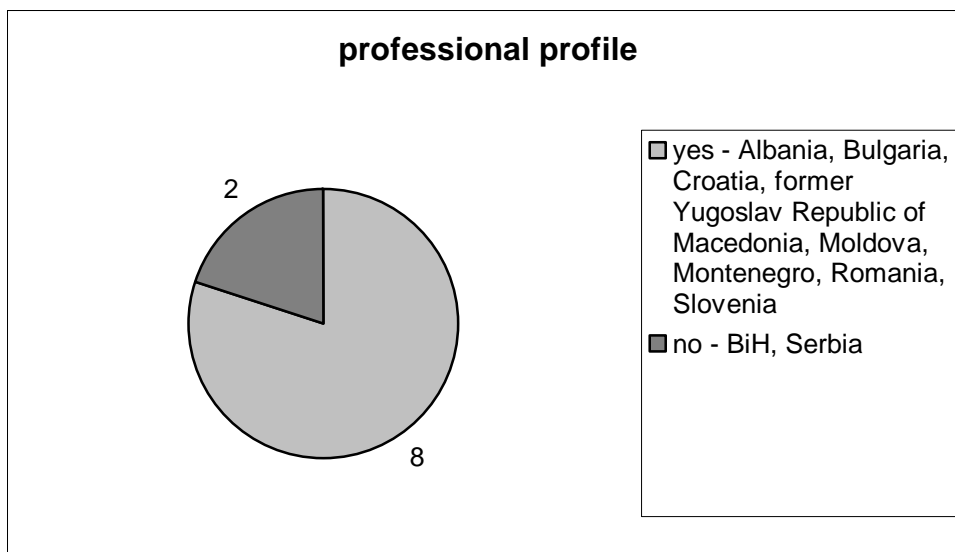
Summing up, we can say that, generally, the status of history teaching is not the best compared to that of other jobs for graduates from tertiary education. No significant improvement may be expected. However, demand for history teachers is certain to grow in some countries, which may well have a positive effect on the job's reputation. In any case, this is an important factor for those concerned with organising initial training for history teachers. It would certainly be necessary to obtain more detailed data for each individual country to allow more exact forecasts, but in general we can say that job prospects for history teachers will gradually improve. This should be given adequate consideration in the planning and organisation of ITT in the near future.

## Standards in initial training for history teachers

### *The professional profile of history teachers and the qualified teacher status*

Since we started our investigation about standards in initial training for history teachers in 1998 (pilot-study), awareness regarding standards has increased significantly. In the pilot-study, we reported that less than half the countries had a clearly defined professional profile.

When we asked the same question for the countries in South East Europe, we received the answer that in most of the countries such a professional profile exists. Most of the countries also report that they have defined criteria for a qualified teacher status.

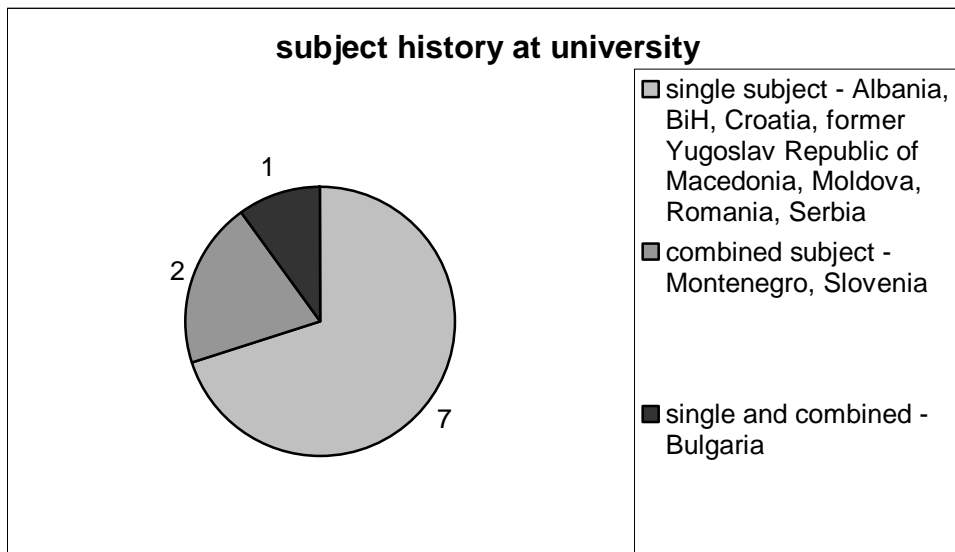




## General structures of teacher Training at universities

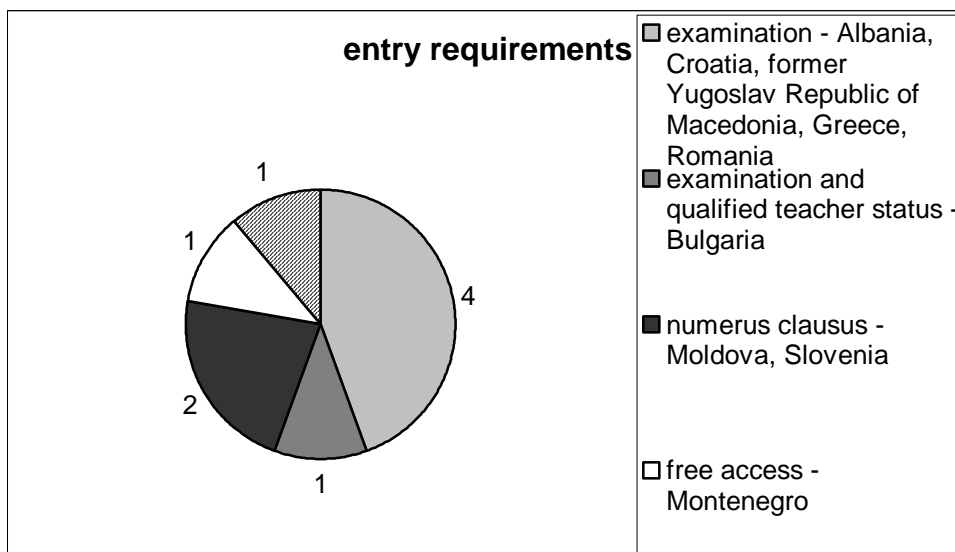
### *Single or combined subject*

We also wanted to know whether the subject history at universities is taught as a single subject or a combined subject. Four countries report that history can be studied as a single subject (Albania, Croatia, Moldova, Romania), two countries have combinations of two subjects (Montenegro, Slovenia). In Bulgaria, depending of the university, both possibilities exist. This is also the case in Greece where you can study to be a historian or a philologue (combined with ancient classical literature).



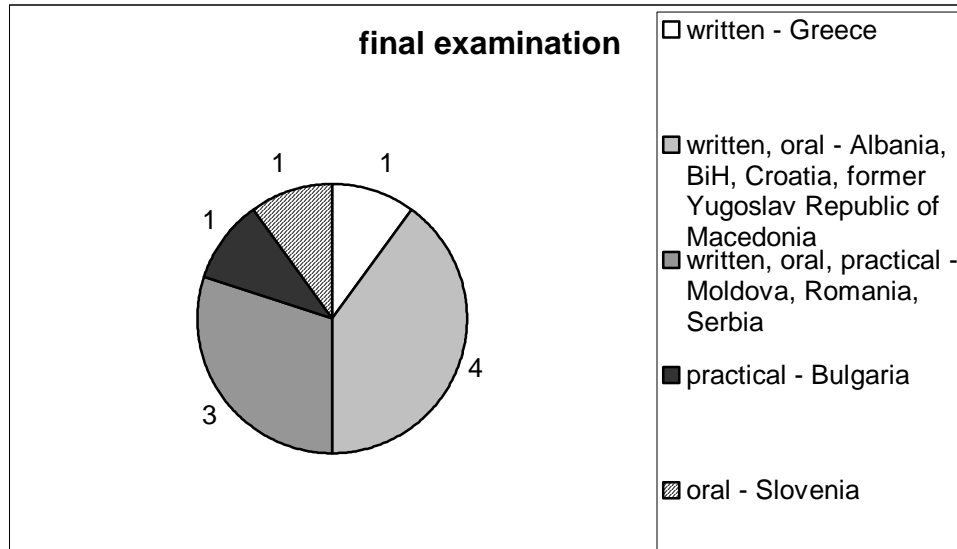
### *Entry requirements*

Students rarely have free access to universities in South East Europe. They have to pass examinations (Albania, Bulgaria, Croatia, Greece, Romania), or they have to have excellent marks ("numerus clausus") to have access to university studies.



### Final examination

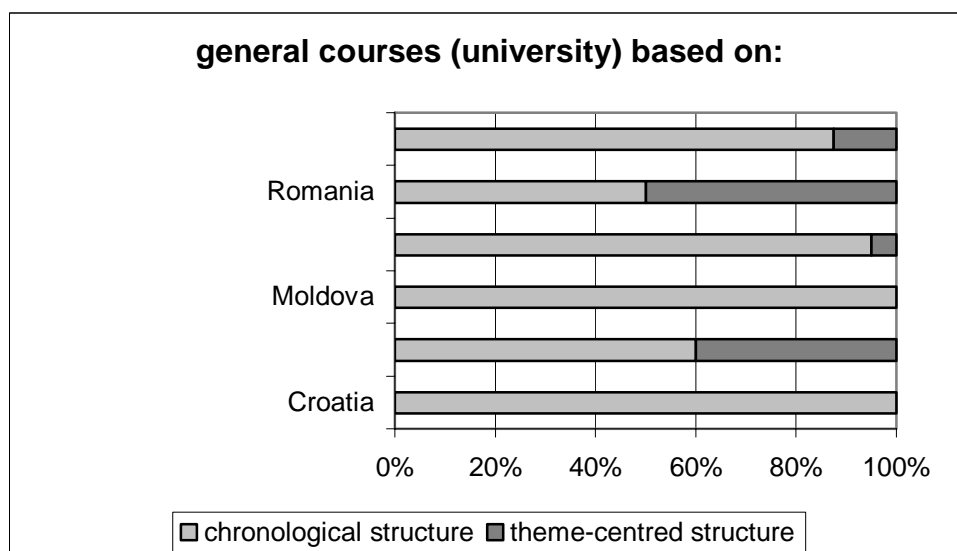
As regards the final examination, we have a rather differentiated picture. The examinations may be written (Greece), written and oral (Albania, Croatia, former Yugoslav Republic of Macedonia), written, oral and practical (Moldova, Romania, Serbia), oral (Slovenia) or only practical (Bulgaria).



### Chronology or theme-centred approaches

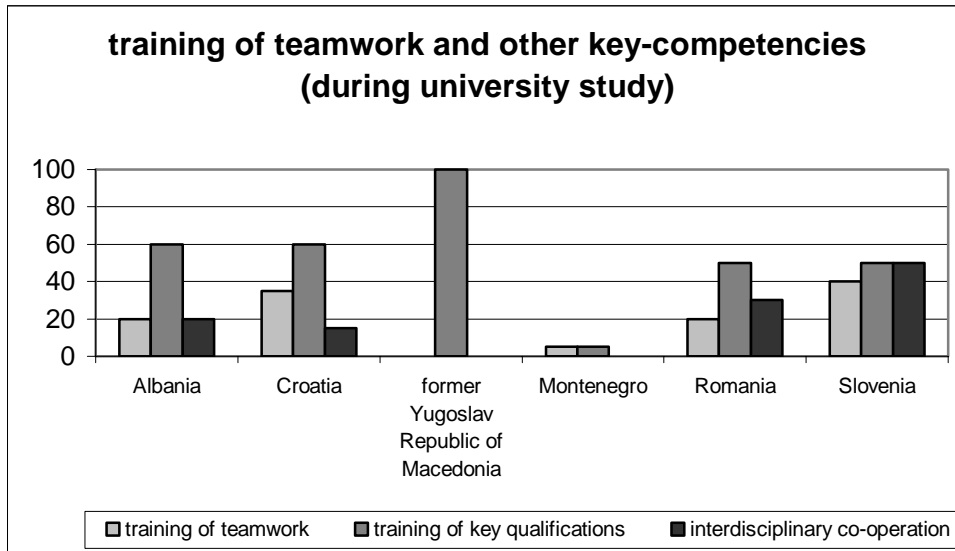
The predominant structure of general courses at universities is still the chronological structure. As shown below, most of the countries report that chronology prevails as the central perspective of historical reflection for 90% and 100% of all courses.

Only the Romanian curriculum seems to have changed to a more theme-centred approach. About 50% of the university courses are conceptualised as theme-oriented courses.



### Training of teamwork and other key-competencies

As regards the training of interactive competencies and teamwork, we notice a growing awareness toward such concepts. Nevertheless, we have to admit that it is rather difficult from our point of view to classify these findings. The general overview gives a rather heterogeneous picture.



We get a more differentiated picture when we regard individual aspects of methods, which are used in university courses:

### Methods and training environment

#### Discours analysis

	Albania	Bulgaria	BiH	Croatia	The "former Yugoslav Republic of Macedonia"	Greece	Moldova	Montenegro	Romania	Slovenia	Serbia
Trained a lot							x			x	
Trained		x	x	x	x	x			x		x
Hardly trained	x										
Not trained								x			

Multicultural aspects

	Albania	Bulgaria	BiH	Croatia	The "former Yugoslav Republic of Macedonia"	Greece	Moldova	Montenegro	Romania	Slovenia	Serbia
Extremely important											
Very important	<b>x</b>		<b>x</b>				<b>x</b>				
Important		<b>x</b>		<b>x</b>	<b>x</b>	<b>x</b>		<b>x</b>		<b>x</b>	<b>x</b>
Not important									<b>x</b>		
Hardly used											
Not used at all											

Project work

	Albania	Bulgaria	BiH	Croatia	The "former Yugoslav Republic of Macedonia"	Greece	Moldova	Montenegro	Romania	Slovenia	Serbia
Academic qual.		<b>x</b>	<b>x</b>			<b>x</b>	<b>x</b>			<b>x</b>	<b>x</b>
Didactic qual.						<b>x</b>	<b>x</b>		<b>x</b>	<b>x</b>	<b>x</b>
Psychological qual.						<b>x</b>				<b>x</b>	<b>x</b>
Legal qual.											
Other qual.	<b>x</b>										

## Competencies

Use of information-technology
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	Albania	Bulgaria	BiH	Croatia	The "former Yugoslav Republic of Macedonia"	Greece	Moldova	Montenegro	Romania	Slovenia	Serbia
academic courses	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>		<b>x</b>			<b>x</b>	<b>x</b>	
general didactics			<b>x</b>	<b>x</b>		<b>x</b>				<b>x</b>	<b>x</b>
subject didactics			<b>x</b>			<b>x</b>				<b>x</b>	<b>x</b>
practical training						<b>x</b>				<b>x</b>	<b>x</b>

	Albania	Bulgaria	BiH	Croatia	The "former Yugoslav Republic of Macedonia"	Greece	Moldova	Montenegro	Romania	Slovenia	Serbia
in schools after graduation				<b>x</b>		<b>x</b>				<b>x</b>	<b>x</b>
in schools during study			<b>x</b>	<b>x</b>		<b>x</b>			<b>x</b>	<b>x</b>	<b>x</b>
training labs/ microteaching	<b>x</b>	<b>x</b>				<b>x</b>	<b>x</b>			<b>x</b>	

Reflection and self-evaluation

	Albania	Bulgaria	BiH	Croatia	The "former Yugoslav Republic of Macedonia"	Greece	Moldova	Montenegro	Romania	Slovenia	Serbia
academic courses											
general didactics	<b>X</b>		<b>X</b>			<b>X</b>				<b>X</b>	<b>X</b>
subject didactics	<b>X</b>			<b>X</b>		<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>
practical training		<b>X</b>		<b>X</b>		<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>

	Albania	Bulgaria	BiH	Croatia	The "former Yugoslav Republic of Macedonia"	Greece	Moldova	Montenegro	Romania	Slovenia	Serbia
in schools after graduation	<b>X</b>					<b>X</b>				<b>X</b>	<b>X</b>
in schools during study		<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>
training labs/ microteaching						<b>X</b>	<b>X</b>			<b>X</b>	

# Appendix I

## Country reports

General information on the structures and standards of the initial training of history teachers in the countries of South-East Europe





## Introduction

For the general classification of data in education, we refer in this study to the OECD revised International Standard Classification of Education (ISCED-97), which was adopted by the Unesco General Conference in 1997. The proposed classification has also been adopted by the European data base on education, Eurydice. For any queries on data classification or a detailed description of levels, criteria and sub-categories, please consult the manual: *OECD (1999) Classifying Educational Programmes. Manual for ISCED-97 Implementation in OECD Countries*. 1999 Edition, Paris.

See also: the Eurydice homepage: on <http://www.eurydice.org/Eurybase/Files> or the OECD-Education-homepage on [http://www.oecd.org/els/stats/edu\\_db/edu\\_db.htm](http://www.oecd.org/els/stats/edu_db/edu_db.htm) .

### Definition of terms and classifications

#### *Age of pupils*

*School-leaving age*: the age of pupils after completing upper secondary education (ISCED 3).

*Compulsory full time education*: age of pupils after completing compulsory full time education according to the educational laws of the country.

#### *History as a subject*

*Single subject*: subject is studied and taught as a single subject.

*Comprehensive subject*: subject which has an "umbrella function" and includes other subjects, for example social studies in Norway includes (age 14 - 16) geography, history, sociology, and human rights education, ethics, psychology.

#### *Levels of education*

Lower secondary schools (ISCED 2): the lower secondary level of education encompasses programmes designed either to prepare students for direct access to upper secondary education (ISCED 3) or for direct access to the labour market.

*Upper secondary schools and upper secondary vocational schools (ISCED 3)*: the final stage of secondary education in most OECD countries. Programmes are mainly designed to prepare students either for direct access to higher education (ISCED 4 and ISCED 5) or direct access to the labour market.

Higher education (ISCED4 and ISCED 5): higher education is divided into post-secondary non-tertiary education (ISCED 4) and tertiary education (ISCED 5).

Please consult the list of training institutes below for a more detailed description of higher education training institutes.

### *Training institutions*

*University*: an educational institution that provides instruction and facilities for research in many branches of advanced learning and awards degrees.<sup>17</sup> Programmes of study are designed for four, five or more years depending on the degree required. Universities train teachers for secondary schools (only a few exceptions exist), but this function is not considered as the most representative one for the university profile.

*Pedagogical university*: an educational institution that provides mainly teacher training for both lower and upper secondary education. Pedagogical training occupies a significant part of teacher training. Programmes of study are usually designed for four years.

*Pedagogical academy*: a teacher training institution for lower secondary education – modern secondary schools (age of 10 to 14). Programmes of study last for three years. Training of practical competencies is particularly stressed (for example in Austria).

*Teacher training college*: an institution offering mainly teacher training for pre-school, primary school and in some cases for lower secondary education. Length of training is usually between three and four years. Training of practical competencies is considered as very important.

*Institut Universitaire de Formation de Maître (IUMF)*: an autonomous institute for teacher training within the university structure (only in France).

*Institute for Educational Sciences (ICE)*: a teacher training institute within the university structure (only in Spain).

### *Types of initial teacher training*

*Consecutive model of training*: organisation of ITT where professional and practical training is provided after general course, for example at post-graduate level. Normally the first part of ITT consists in theoretical studies, the second part in professional and practical training, as a one year post-graduate course, for example in Spain, the United Kingdom, Portugal.

*Concurrent model of training*: organisation of ITT in which professional and practical training is provided at the same time as the general course; the training of both academic competencies and practical competencies are trained alternatively, such as in pedagogical academies in Austria.

*Modular model of training*: organisation of ITT in which courses are grouped thematically and studied as single units. Different units may be studied at different institutions. Students have to follow a fixed series of elements/parts during their studies but they have the freedom to choose the training possibilities offered by different institutions or in different locations or departments.

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<sup>17</sup> The *Oxford paperback dictionary* (1988), 3rd edition, Oxford University Press, UK.

## **Structure of country reports**

### **I. The education system**

Principles and general objectives

Laws and other basic regulations

Structure of the education system

Statistical data: teachers, students, teacher trainees, teacher trainers

Financing

Feminisation

### **II. Initial training of history teachers**

Training Institutions

Number of institutions involved in ITT

Type/Model of teacher training

Organisation of ITT

Requirements for institutions

Basic information on ITT – aims, content and structure

Length of study/exams/graduation/admission to teaching

Standards for teacher training

Type of teacher trainers

Breakdown of teacher training

Qualifications and training environments

Structure of history (content) in the curriculum of academic courses

Academic, didactic, legal and practical qualifications

The students

Training of trainers

Trainers of trainers

Kind of training

### **III. History teaching in primary and secondary school**

History as a school subject

Number of lessons per grade each week and school type

General aims

Name of the subject

History as a separate /combined subject

Structure of history in the curriculum for general secondary schools

History Teachers in School

Socio-economic situation of history teachers

Status of history and history teaching in society

# Albania

## I. The education system

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

#### Principles and general objectives of education<sup>18</sup>

The education system<sup>19</sup> in Albania is under the jurisdiction of its parliament; the system and the right to education are based on, and defined by, the Constitution of Albania, according to which education is a national priority.

The Constitution states that citizens of Albania enjoy equal rights to education at all levels, regardless of their social status, nationality, language, gender, race, political convictions, health and economic level. In compliance with the law, members of national minorities have the possibility to teach and learn in their own language, and to learn about their history and culture in the framework of school curricula.

The general principles and objectives of education include:

- equal rights to education for all citizens, encompassing primary, general secondary education and certain vocational education programmes;
- creating the conditions for full personal development and offering educational opportunities appropriate to contemporary requirements;
- revision and modernisation of the content of education in accordance with the needs of contemporary society, including scientific achievements and the use of information technology in instruction;
- adapting vocational education to social development and the changes in work and production;
- providing conditions for lifelong education;
- increasing quality and efficiency of education.

#### Structure of the education system

The education system is:

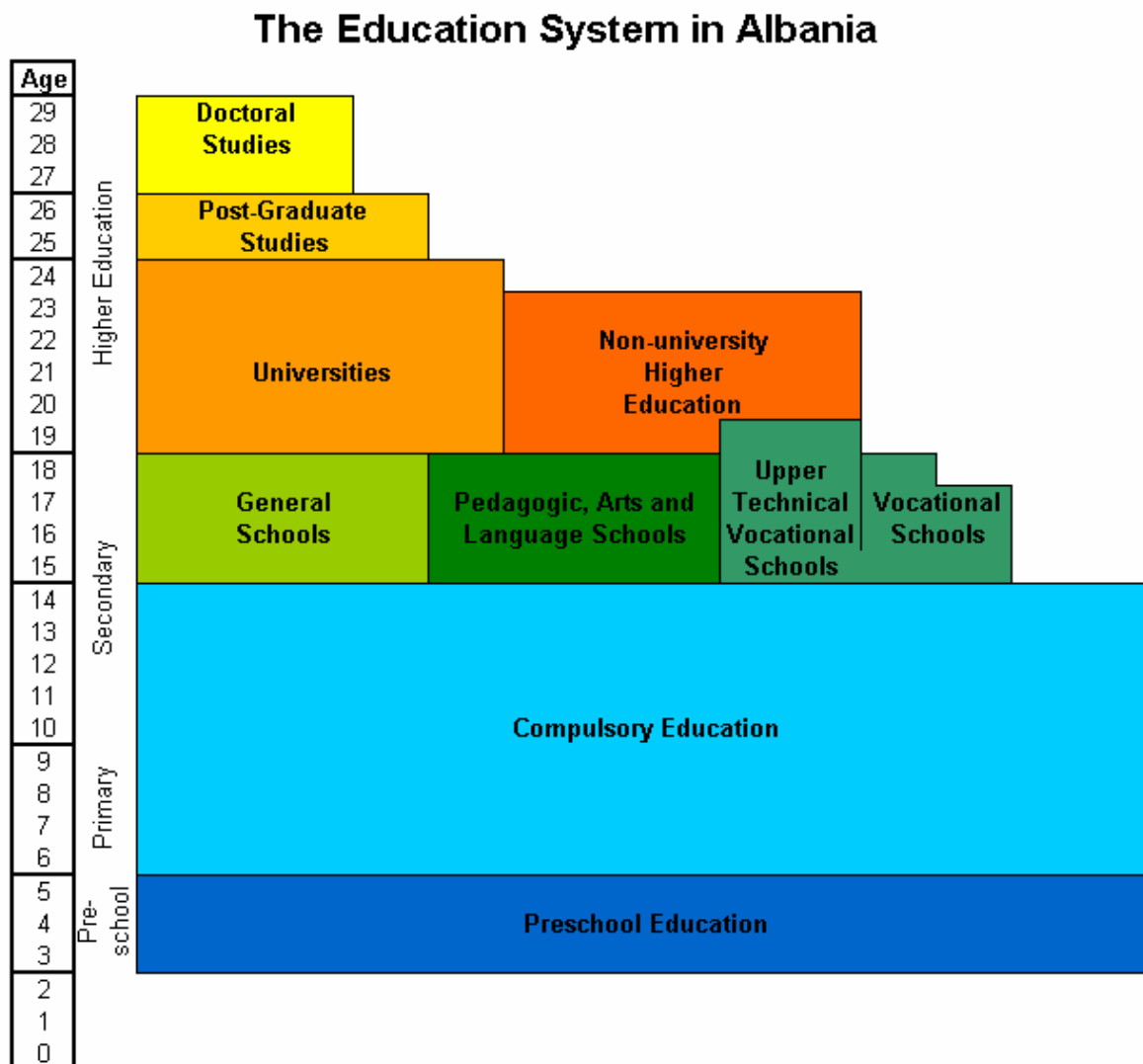
- Comprehensive until 14 years
- Selective from 14 years
- Compulsory full time education: 14 years
- School leaving age: 16

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<sup>18</sup> World Data on Education 1999.

<sup>19</sup> Unless stated otherwise, data sources for all of the countries in this report are: Unesco, World Data on Education, 3rd edition 1999, Eurydice, Eurybase 1999 and information provided by the country itself; data origins from 1998.

*B. Diagram of the education system*



*C. Statistical data*

Teachers, students, history students, teacher trainees, history teacher trainees, teacher trainers<sup>20</sup>

Teachers

School level	Number of teachers	Number of history teachers
Primary / Lower secondary	29 055	3 331
Upper secondary general / Upper secondary vocational	5 746	

<sup>20</sup> Data unless otherwise stated from 1999/2000

How many teachers teach in school?

School level	Male	Female
Primary	18 291	10 764
Lower secondary		
Upper secondary general	2 570	3 176
Upper secondary vocational		

How many history teachers teach in school?

School level	Total
Primary	3 331 <sup>21</sup>
Lower secondary	
Upper secondary general	
Upper secondary vocational	

Students

Number of students

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	16 095	24 030	40 125

Students per institution

Institution/ ISCED	Male	Female	Total
Universities	16 095	24 030	40 125

New students in 1998 per institution

Institution/ ISCED	male	female	total
Universities	2 807	4 583	7 390

Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities (B.A. and M.A.)	1 385	2 612	3 997

History students

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	82	102	184

<sup>21</sup> All are teaching "History" and "Geography".

### History students per institution

Institution/ ISCED	Male	Female	Total
Universities	82	102	184

### New history students in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	11	22	33

### Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities (B.A. and M.A.)	4	12	16

### Teacher trainees

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	5 457	11 491	16 948

### Teacher trainees per institution

Institution/ ISCED	Male	Female	Total
Universities	5 457	11 491	16 948

### New teacher trainees in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	2 611	4 687	7 298

### Teacher trainee graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities (B.A. and M.A.)	673	1 301	1 974

### History teacher trainees

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	799	1 452	2 251
Secondary education (ISCED 3) Pedagogic School	131	1 190	1 321

### History teacher trainees per institution

Institution/ ISCED	Male	Female	Total
Universities	799	1 452	2 251

### New history teacher trainees in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	172	294	466

### Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities (B.A. and M.A.)	105	150	255

### Teacher trainers

#### Number of teacher trainers

	Male	Female	Total
Post secondary education and above(ISCED 4, 5 and 6)	1 045	634	1679

#### Per institution

Institution/ ISCED	Male	Female	Total	School level
Universities ISCED 5	1045	634	1 679	All levels

### Number of history teacher trainers

	Male	Female	Total
Post secondary education and above(ISCED 4, 5 and 6) <sup>22</sup>	91	64	175

#### Per institution

Institution/ ISCED	Male	Female	Total	School level
Universities/ ISCED 5	91	64	175	

### Financing

#### Average cost of a history student by institution, per year

Institution/ ISCED	Leke
University	39 053

<sup>22</sup> This figure isn't only for History trainers, but for all social Faculties.



## Average cost of a history teacher trainee by institution, per year

Institution/ ISCED	Leke
University	50 223

### Feminisation

Increase of female students

	Yes	No	If yes, to what percentage?
Post secondary education and above(=ISCED 4, 5 and 6)	<input checked="" type="checkbox"/>		4.2%
Secondary education (ISCED 3)	<input checked="" type="checkbox"/>		1.3%

Increase of female students in University (4.2%)

Increase of female teacher trainees in University (4.5%)

Increase of female history students in University

Increase of female history teacher trainees in University

## II. Initial training

### A. Training Institutions

#### Institutions involved in ITT

Institution	For which school level
Universities	All levels

#### Purposes of institutions

Institution	Purpose
District-Universities	Education of teachers for ISCED 1 and 2
Univ. Tirana	Education of researchers and teachers for ISCED 3

#### Criteria

The criteria for the teacher training institutions are laid down by Universities:

- the state (including government)
- the training institutions themselves

## Number of institutions

Institution/ ISCED	Public	Private
University (ISCED 5)	4	-

### *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):

- as a fixed combination (History and Geography) at District-Universities
- as single subject at University/ ISCED 5<sup>23</sup>

#### Structure of ITT

The structure of ITT is University/ ISCED 5: concurrent<sup>24</sup>

Length of studies/training

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

Institution/ISCED	Entry req.	Final exam.	Length	P.G. Training	Degree	School level
District-Universities	free acc.	Oral Written	4	none	BA	ISCED 1, 2
Univ. Tirana	free acc.	Oral Written	4	none	BA	ISCED 3

The Standards for the training of ITT

#### Professional profile

Yes, for ITT at universities<sup>25</sup>

#### Qualified teacher status

Yes, there is a qualified teacher status

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<sup>23</sup> History at the Univ. of Tirana also includes some Geography classes.

<sup>24</sup> Practical and professional training is combined with academic training, but in the third year the main training begins to be professional and practical training.

<sup>25</sup> The new teaching curricula has established a good proportional balance between two specialities: history and teacher training. This professional profile is important for the implementation and planning of university curricula, educational programmes and practical work.

## Core curriculum

Yes, there is a common/core curriculum for all institutions of ITT.

General guidelines for the conception of ITT come from:

- ministry of education
- universities and TT institutions

Curricula of different institutions are co-ordinated: no

Curricula of the same institution are co-ordinated: yes, on national level

## Training at universities

### The aims for the IT of history teachers

Recently, the University of Tirana produced a new teaching curriculum based upon the experience of other European universities as well as on economic and social conditions in Albania. The drafting and application of this new training curriculum for teachers and history specialists are the result of continual efforts by the department of history to raise the quality of the scientific and professional preparation of students. This department took into consideration current economic, social and scientific factors as well as the perspective of developments of such field. Among the economic and social factors which gave impetus to the curriculum were:

- a change in the political system, accompanied by change in the economic structure of Albanian society;
- the socio-economic position of the teacher. This has brought about a certain lack of interest among the young towards the teaching profession. This is a profession preferred by women, hence 80% of the students in the teaching branches are female.
- the need of scientific institutions for qualified history specialists. The fact that history has been de-politicised and can now research new documents earlier left aside has renewed an interest in history.

Hence, the major values of this plan are based on the fact that the students graduating have greater possibilities of employment and integration in Albanian society, better responding to the scientific factor as a request of the market economy. In the new curricula, there is a distribution throughout of subjects related to the psycho-pedagogical teaching of history and teaching practice.

### The relationships in history teacher training

Institution/ ISCED	Academic courses	General pedagogic/ didactic courses	Subject didactic courses	Practical training	other
University/ ISCED 5	70%	8%	13%	9%	-

These courses: always separated

## Curriculum

The present curriculum dates from 1997/98.

The reform of the history curriculum at the Albanian universities started 10 years ago at the fall of communism. The main attention was focused on the changes that had to be made in the completion of history teaching, which is related to the nature, aims, objectives, content, organising structure and methodology of this process.

In accordance with the requirements of the time, the whole curriculum of the preparation and initial training of history teachers was examined and evaluated. It became more dynamic and flexible. The preparation of history teachers for all levels of the education system was considered in depth.

They were subject to substantial changes dictated by several factors:

1. The peculiar status of History as a subject compared to other subjects. This status is conditioned by the mission of the school in a democratic society, which aims at accomplishing the socialisation, humanisation and civil formation of the individual.
2. Changes in the methodology and the process of learning. After the fall of communism, the learning of history entered a new phase with more constructive, educational and instructive values.

The new elements of this future curriculum are:

1. Optimal relations between subject groups of general academic formation and those of special ( professional ) formation.
2. At present in the new curricula the annual weight of classes as well as the weight of subject groups of professional formation are increasing. The aim is to train the teachers in pedagogical and methodological skills.
3. The important changes are done in the programmes of subject groups of basic formation in order to train the teachers with academic competencies.
4. The development of professional practice by the mentor system. This system is important because it helps the future teachers to get the formation with professional competences directly.

## Training of academic competencies

The curriculum is: the same only in the first sector

Local history	6.7%
National history	15%
European history	-
World history	23%

Other	53%
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Political history	11%
Social history	2.50%
Economic history	1.50%
Cultural history	40%
Other	45%

The general courses in the curriculum are based on:

Chronological structure	coordinated
Theme-centred structure	

In the general courses, the following aspects are:

Extremely important /Hardly used:

- Problem-oriented

Very important/ Not used at all

- Multicultural

Important

- Multiperspective

Historical methods are trained during general courses:

Trained a lot

- Qualitative analysis

Trained

- Working in and with archives
- Working in and with museums

Hardly trained

- Discourse analysis

## Competencies

Which competencies are trained explicitly in

	Academic courses	General didactics	Subject didactics	Practical training
Planning and organising lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching through directive structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflection and self-evaluation of the training course/ the lesson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Monitoring / social dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of information-technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of key qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary co-operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Where are the competencies normally trained?

	In schools after graduation	In schools during the study	Training labs/ microteaching
Planning and organising lessons	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reflection and self evaluation of the training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring / social dynamics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interactive teaching	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use of media	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of information-technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Training of teamwork	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training of key qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary co-operation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the whole period of studies in IT (without post-graduate training), how many courses are there for the (Please give percentage)

Training of teamwork (e.g. group work of students; team teaching)	20%
Training of key qualifications (self-reflection, social and communication skills, organisational skills)	60%
Interdisciplinary co-operation	20%

## Evaluation of ITT-courses:

Official evaluation of training courses by the training institution for:

- Academic courses
- General didactic courses
- Subject didactic courses
- Practical training

Using:

- Oral feedback
- Written feedback

Informal evaluation of their courses by the trainers for:

- Academic courses
- General didactic courses
- Subject didactic courses
- Practical training

Using:

- Oral feedback
- Written feedback

### *C. The Students*

#### Training of key-competencies

Key competencies in which history teacher trainees are supposed to be trained during studies

Institution/ ISCED	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
University / ISCED 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <sup>26</sup>

Kind of learning environment these key competencies are normally trained in:

	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
Individual studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Group work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Project work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<sup>26</sup> reflective and analytic qualifications

## Participation of students in planning and organisation

Students are not involved in the group of planning and organisation of the history curricula, but they are free to judge it and all the problems for their training. The way is through their recommendations to the department of history or the other departments.

### *D. Trainers*

#### The Trainers

Professional groups involved in ITT for history teachers:

- Historians
- Advisory teachers
- Psychologists
- Pedagogues
- Didacticians
- Other

These groups are coordinated on:

- University level/ ISCED 5<sup>27</sup>.

There is interdisciplinary cooperation on:

- University level/ ISCED 5 with ISCED 1,2,3
- Co-ordinated by the curriculum
- In practical training

Teacher trainers train students of history teaching to the following extent:

Institution/ ISCED	Historians	Advisory teachers	Psychologists	Pedagogues	Didacticians	Other:
University / ISCED 5					100%	

#### Personal staff in training courses

The training courses are led by:

- one teacher/trainer
- a team of university-teachers and advisory teachers
- a team of university-teachers and tutors

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<sup>27</sup> on the level of implementation of curricula as a single unit



## *E. Training of Teacher Trainers*

### In-service training

There is the possibility of in-service training for teacher trainers at universities including:

- Improvement and training of self reflection
- Improvement of competencies in planning and design of courses
- Training in directing and steering the learning process
- Training of organisational skills
- Training in different forms of examinations
- Forms of evaluation
- Other

The cost is covered by:

- the state
- other

### Special training

There is special training for – ISCED 6:

- university teachers (academic courses)
- didacticians/ pedagogues
- advisory teachers
- other

### Who trains the trainers?

#### Historians

Trained by: Historians, Other

#### Advisory Teachers

Trained by: Historians, Advisory teachers, Psychologists, Educationalists, Didacticians, External Trainers, Other

#### Psychologists

Trained by: Psychologists, Educationalists, Didacticians, External Trainers

#### Educationalists

Trained by: Historians, Advisory Teachers, Psychologists, Educationalists, Didacticians, External Trainers, Other

#### Didacticians

Trained by: Advisory Teachers, Psychologists, Educationalists, Didacticians, External Trainers

#### External Trainers

Trained by: Historians, Advisory Teachers, Psychologists, Educationalists, Didacticians, Other

Other

Trained by: Historians, Advisory Teachers, Psychologists, Educationalists

Internal or external training of trainers

Internal personal development for:<sup>28</sup>

- Historians
- Advisory Teachers
- Didacticicians
- Pedagogues
- Psychologists
- Other

Which is carried out by:

- Historians
- Professional Trainers
- Other

External personal development for:

- Historians
- Other

Which is carried out by:

- Other<sup>29</sup>

### **III. History teaching in primary and secondary schools**

#### *A. The subject*

Basic information about the subject history in secondary school education (age 10 - 18/19):

History as a school subject

The full name of the subject history: History

Number of history lessons

Number of lessons per grade each week and school type:

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<sup>28</sup> The training of trainers is not organised by the state. Different programmes of educational projects are carried out by NGOs or foundations.

<sup>29</sup> International cooperation such as TEMPUS or PHARE programmes.

Grade/age	Primary	Lower secondary	Upper secondary	Secondary vocational
4/ 9-10	2 <sup>30</sup>			
5/10-11		2		
6/11-12		2		
7/12-13		2		
8/13-14		2		
9/14-15			2	
10/15-16			2	
11/16-17			2	2
12/17-18			3	3

### History curriculum in school

General aims:

- prepare pupils to participate actively in democracy and citizenship. Gaining knowledge and understanding of the past through history is part of what is needed to achieve this education
- develop historical understanding;
- develop skills and attitudes of civil courage;
- understand the origin of contemporary problems;
- provide the pupils with a symmetrical and general education;
- prepare them for further study of their subject.

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

Local history	10%
National history	40%
European history	30%
World history	20%
Other	-

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

Political history	60%
Social history	15%
Economic history	10%
Cultural history	15%
Other	-

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<sup>30</sup> “History of Albanian people”.

## The type of subject "history"

History is taught as a single subject in:

- Primary
- Lower secondary
- Upper secondary general
- Upper secondary vocational

### *B. History teachers in schools*

Socio-economic situation of history teachers

#### Job opportunities

In 2000:

There was no shortage of places<sup>31</sup>

#### Salaries

In 2000, a full-time secondary school teacher:  
Belongs to the "middle class" of wage-earners<sup>32</sup>

#### Salaries / age

Average Salaries of history teachers in EURO per level of qualification:

School/ ISCED	< 30 years	50 > years
ISCED 1	100 €	110 €

#### Future Developments

The number of jobs will not or will only change insignificantly

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<sup>31</sup> Free places are mostly in the rural areas, although many of the teachers look for jobs in other sectors.

<sup>32</sup> But this class according our standards of living has to look for additional income to supply daily expenses.

## Age distribution

The average age of history teachers in primary and secondary schools:

Age distribution of history teachers in primary and secondary schools:

School/ ISCED	<30	31-40	41-50	50>
ISCED 1, 2	25%	50%	15%	10%
ISCED 3	15%	60%	20%	5%

## Age of employment/retirement

History teachers are normally employed in primary and secondary schools:

School/ ISCED	Female	Male
ISCED 1,2,3	23	23

History teachers normally retire from primary and secondary schools:

School/ ISCED	Female	Male
ISCED 1,2,3	55	60

## Status of history and history teaching in society

The status of the subject history teaching in your country on a scale from 0 to 10:<sup>33</sup>

The factors for the status value of the subject history teaching:

- Social level
- Level of income

Has there been a change in the last couple of years: yes, a decrease in status

The status of the subject history (research work) in your country on a scale from 0 to 10 : **8**

The factors for the status value of the subject history research:

- Social status due to higher level of income in the private sector

Has there been a change in the last couple of years: yes

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<sup>33</sup> Many of the pupils take part in the competition for history (in general female, the number of admission is limited) in general they only attend this study to get a university diploma. The reason is social status, level of income.

# Bosnia and Herzegovina

(The example of Sarajevo)

## I. The education system

### A. General Information about the education system and its legal framework

No data available

### B. Diagram of the education system

No data available

### C. Statistical data

Teachers, students, history students, teacher trainees, history teacher trainees, teacher trainers<sup>34</sup>

Students

#### Students per institution

Institution/ ISCED	Male	Female	Total
Faculty of Philosophy at the University of Sarajevo	687	2 202	2 889

#### New students in 1998 per institution

Institution/ ISCED	Male	Female	Total
Faculty of Philosophy at the University of Sarajevo	117	417	534

#### Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Faculty of Philosophy at the University of Sarajevo (B.A. and M.A.)	14	65	79

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<sup>34</sup> These data refer only to the Faculty of Philosophy at the University of Sarajevo. The faculty has 12 departments (1. Philosophy and Sociology; 2. Pedagogics; 3. Psychology; 4. History; 5. Bosnian language; 6. Literature of the Peoples of BiH; 7. Comparative literature; 8. Russian; 9. English language and literature; 10. German language and literature; 11. French language and literature; 12. Oriental languages and literature) and it has provided the highest number of teachers for secondary schools in BiH. According to the law, they can work in primary schools, as well.

Teacher trainees<sup>35</sup>

### Teacher trainees per institution

Institution/ ISCED	Male	Female	Total
Faculty of Philosophy at the University of Sarajevo	549	1 762	2 311

### New teacher trainees in 1998 per institution

Institution/ ISCED	Male	Female	Total
Faculty of Philosophy at the University of Sarajevo	94	334	428

### Teacher trainee graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Faculty of Philosophy at the University of Sarajevo (B.A. and M.A.)	12	52	64

History students

### History students per institution

Institution/ ISCED	Male	Female	Total
Faculty of Philosophy at the University of Sarajevo	138	161	299

### New history students in 1998 per institution

Institution/ ISCED	Male	Female	Total
Faculty of Philosophy at the University of Sarajevo	28	29	57

### Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Faculty of Philosophy at the University of Sarajevo (B.A. and M.A.)	3	5	8

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<sup>35</sup> Students at the Faculty of Philosophy of the University of Sarajevo are not divided on students who want to become teachers (teacher trainees) and students who want to become scientists and researchers. Most of them become teachers in secondary and primary schools (I consider over 80 %)

History teacher trainees<sup>36</sup>

History teacher trainees per institution

Institution/ ISCED	Male	Female	Total
Faculty of Philosophy at the University of Sarajevo	124	145	269

New history teacher trainees in 1998 per institution

Institution/ ISCED	Male	Female	Total
Faculty of Philosophy at the University of Sarajevo	25	26	51

Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Faculty of Philosophy at the University of Sarajevo (B.A. and M.A.)	2	5	7

Teacher trainers

Number of teacher trainers per institution

Institution/ ISCED	Male	Female	Total	School level
Faculty of Philosophy at the University of Sarajevo ISCED 5	78	63	141	ISCED 5

Number of history teacher trainers per institution

Institution/ ISCED	Male	Female	Total	School level
Faculty of Philosophy at the University of Sarajevo/ ISCED 5	13	2	15	ISCED 5

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<sup>36</sup> I consider, over 90% of the history students graduated become teachers in secondary and primary schools.



## Financing

Average cost of a history student by institution, per year

Institution/ ISCED	EURO
Faculty of Philosophy at the University of Sarajevo - Full – time students	650
Faculty of Philosophy at the University of Sarajevo - Part – time students	415

Average cost of a history teacher trainee by institution, per year

Institution/ ISCED	EURO
Faculty of Philosophy at the University of Sarajevo - Full – time students	650
Faculty of Philosophy at the University of Sarajevo - Part – time students	415

## Feminisation

Increase of female students

	Yes	No	If yes, what percentage?
Faculty of Philosophy at the University of Sarajevo		<input checked="" type="checkbox"/>	

## II. Initial training

### A. Training institutions

Institutions involved in ITT

Institution	For which school level
Faculty of Philosophy at the University of Sarajevo	All levels

Purposes of institutions

Institution	Purpose
Faculty of Philosophy at the University of Sarajevo	Education of Researchers and Teachers

## Criteria

The criteria for the teacher training institutions are laid down by:

- Universities (Faculty of Philosophy at the University of Sarajevo): the state (including government)
- the training institutions themselves

### Number of institutions

Institution/ ISCED	Public	Private
University (ISCED 5)	Faculty of Philosophy at the University of Sarajevo	none

### *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:

- Faculty of Philosophy at the University of Sarajevo (University/ ISCED 5) as a single subject

### Structure of ITT

The structure of ITT is:

At the Faculty of Philosophy of the University of Sarajevo (University/ ISCED 5):

- consecutive<sup>37</sup>

Length of studies/training

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

Institution/ISCED	Entry requirement	Final exam.	Length	P.G. Training	Degree	School level
Faculty of Philosophy at the University of Sarajevo	Examination, "Numerus clausus", fees (incl. scholarship)	Oral Written	4	none	BA	All levels

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<sup>37</sup> But only during 4th year of study.

## The Standards for the training of ITT

### Professional profile

No

### Qualified teacher status

No

### Core curriculum

No

General guidelines for the conception of ITT come from:

- Regional authorities (Cantons in Federation of Bosnia and Herzegovina)

Curricula of different institutions are co-ordinated: yes, on regional level

Curricula of the same institution are co-ordinated: yes, on regional level

### Training at universities

#### The aims for the IT of history teachers

#### The relationship in history teacher training

Institution/ ISCED	Academic courses	General pedagogic/ didactic courses	Subject didactic courses	Practical training	Other
University/ ISCED 5	94.60%	1.66%	0.83%	1.66%	1.25%

These Courses: mostly separated

### Curriculum

The present curriculum dates from 2000/2001 (year of implementation).

## Training of academic competencies

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

Local history	
National history	33%
European history	49.50%
World history	17.50%
Other	

Political history	40%
Social history	26.70%
Economic history	13.30%
Cultural history	13.30%
Other:	6.70%

The general courses in the curriculum are based on:

Chronological structure	coordinated <sup>38</sup>
Theme-centred structure	

In the general courses, the following aspects are:

Very important

- Multicultural
- Problem-oriented

Important

- Multiperspective
- Other

Historical methods are trained during general courses:

Trained a lot

- Hermeneutics of history<sup>39</sup>

Trained

- Quantitative analysis
- Qualitative analysis
- Discourse analysis
- Working in and with archives

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<sup>38</sup> General courses are based on a thematic structure but according to chronology.

<sup>39</sup> Hermeneutics of history - classical forms and methods of interpreting historical sources, especially methods of interpreting written texts.

Hardly trained

- Statistics
- Working in and with museums

## Competencies

Which competencies are trained explicitly in

	Academic courses	General didactics	Subject didactics	Practical training
Planning and organising lessons	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>
Reflection and self-evaluation of the training course/ the lesson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring / social dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use of media	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use of information-technology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training of teamwork	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training of key qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interdisciplinary co-operation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Where are the competencies normally trained?

	In schools after graduation	In schools during the study	Training labs/ microteaching
Planning and organising lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reflection and self evaluation of the training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Monitoring / social dynamics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interactive teaching	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use of media	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use of information-technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training of key qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary co-operation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

During the whole period of studies in IT (without post-graduate training), how many courses are there for the (Please give percentage)

Training of teamwork (e.g. group work of students; team teaching)	Trainers are free to decide
Training of key qualifications (self-reflection, social and communication skills, organisational skills)	
Interdisciplinary co-operation	

## Evaluation of ITT-courses

No official evaluation of training courses by the training institution.

Informal evaluation of their courses by the trainers for:

- Academic courses
- Subject didactic courses
- Practical training

Using:

- oral feedback

### *C. The Students*

#### Training of key-competencies

Key competencies in which history teacher trainees are supposed to be trained during studies

Institution/ ISCED	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
University / ISCED 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Kind of learning environment these key competencies are normally trained in:

	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
Individual studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project work	<input checked="" type="checkbox"/> <sup>40</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Participation of students in planning and organisation

Students choose topics and methods of their presentations, but normally they consult a trainer or a professor.

### *D. Trainers*

#### The Trainers

Professional groups involved in ITT for history teachers:

- Historians<sup>41</sup>
- Advisory teachers<sup>42</sup>

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<sup>40</sup> Used, but not often.

<sup>41</sup> Who has worked for, at least, five years as secondary school teacher.

<sup>42</sup> Is a historian.

- These groups are coordinated on:<sup>43</sup>
- University level/ ISCED 5.

There is interdisciplinary cooperation on:

- University level
- Co-ordinated by the curriculum

Personal staff in training courses

The training courses are led by:

- a team of university-teachers and advisory teachers

### *E. Training of teacher trainers*

In-service training

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

Special training

The history pedagogical advice institutions organise seminars where academic history teachers are involved.

## **III. History teaching in primary and secondary schools**

No data available

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<sup>43</sup> They are co-ordinated through the curriculum. Usually, a psychologist, a pedagogue and didactician are one person.

# Bulgaria

## I. The education system

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

#### Principles and general objectives of education

Education in Bulgaria is a right for all citizens, the overall goal being to prepare individuals for responsible citizenship in a democratic society. Education in the country encompasses two main areas: developing the intellectual potential of students, and instilling a sense of values and patriotism that will foster thoughtful, active members of society. With this goal in mind, education in the country seeks to provide basic skills and general education for all citizens from the age of 6-16 years, create strong ties between in-school instruction and preparation for life outside the classroom, and encourage a sense of responsible citizenship and sensitivity to global issues.

The objectives of education in Bulgaria are to: develop the intellectual potential of each student, foster individuality, independence and a desire for continual self-education; instil national, cultural and historical self-awareness, and responsible citizenship; ensure general and vocational training; encourage continual education, self-education and a desire to partake in public activities under the conditions of a market economy.

The development of The education system is: linked to the transition to a democratic society and a free market economy. These processes are reflected in a changing education system where educational institutions have more choice in defining their curricula and programmes.

The expected results of this evolving system are:

- higher motivation on the part of students to obtain education;
- creation of stronger links between class content and the labour needs of the country;
- understanding and teaching new information technologies;
- developing more relevant profile-setting in education according to the interests and abilities of the students.

#### Laws and other basic regulations concerning education

According to the provisions also of the new National Education Act, adopted in 1991, education in the country is secular. The Ministry of Education and Science (MES) must supply the educational process and all students from the 1<sup>st</sup> - 8<sup>th</sup> grades with textbooks and obligatory manuals free of charge. Preparatory classes should be organised for children over six years of age subject to compulsory education, but who have a poor command of the Bulgarian language and have not attended a kindergarten. The norms were further developed in The Grade of Education, General Educational Minimum and Curriculum Act (1999).



During recent years, several legislative instruments have been adopted for the development of the private school sector. For example, the Ordinance on Private Schools of the Ministry of Education, Science and Technologies (now Ministry of Education and Science - MES) states that the Government, i.e., the MES, must create the necessary conditions and preconditions for the development of private school systems. The Ministry's position is that private schools, within the context of the changing economic, political, social and cultural realities in the country, have their place in the system of formal education. They present an extra opportunity for ensuring the constitutional right of each citizen freely to choose the type of schools and form of his/her education.

A new structure for higher education has been in force since the end of 1995, enacted by the Higher Education Act adopted by the National Assembly. In line with Chapter 10 of this Act, the setting up of a National Agency for Evaluation and Accreditation of Higher Education Establishments is intended to contribute to the development and application of criteria and norms for the evaluation of profitability in different education establishments. All universities and higher education institutions must independently determine all matters relating to their curricula, structure, teaching and research, qualification and certification: principles which were further developed in The Act of Amendment and Supplement to the Higher Education Act (1999).

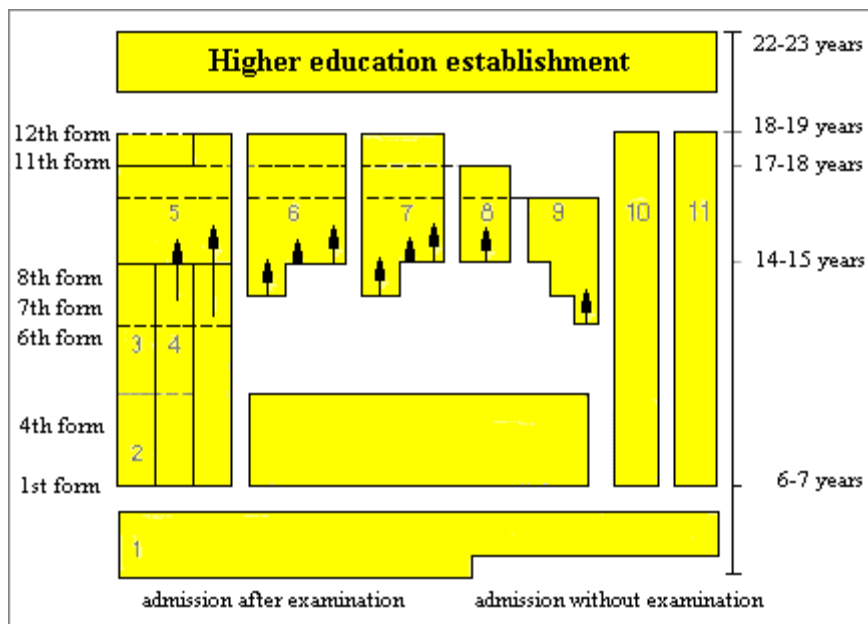
The Ordinance on Unified Norms for Higher Education of Teachers (1997) establishes obligatory forms for practical training of future teachers guaranteeing the minimum level of their teaching competence, and regulates the pedagogical and methodological elements in the study plans for teacher training. The upgrading of teachers is guaranteed by National Standards of INSET (1997).

## Structure of the education system

The education system is:

- Comprehensive: 6-13 years
- Selective: from 13 years
- Compulsory full time education: 16 years
- School leaving age: 18 years

*B. Diagram of the education system*



1. Creches and kindergartens
2. Primary school (1st-4th grade)
3. Lower secondary school (5th-8th grade)
4. Basic school (1st-8th grade)
5. Comprehensive (general) school (1st-11th/12th grade)
6. Profile-oriented upper secondary schools with a 4-5 year course of instruction
7. Technical schools (upper secondary vocational schools) with a 4-5 year course of instruction
8. Secondary vocational schools
9. Vocational schools
10. Special schools
11. Private schools

### C. Statistical data

Teachers, students, history students, teacher trainees, history teacher trainees, teacher trainers

Teachers<sup>44</sup>

Number of Teachers

School level	Number of teachers	Number of history teachers <sup>45</sup>
Lower secondary	...	2 389
Upper secondary general	...	1 459
Upper secondary vocational	...	553

How many teachers teach in school?<sup>46</sup>

School level	Male	Female
Primary	701	2 105
Lower secondary	10 363	20 951
Upper secondary general	1 573	3 831
Upper secondary vocational	8 562	15 056

How many history teachers teach in school?

School level	Male	Female
Primary	4 371	
Lower secondary		
Upper secondary general		
Upper secondary vocational		

<sup>44</sup> Secondary comprehensive will be split in lower secondary and upper secondary general because of compatibility issues.

<sup>45</sup> · Here, there are teachers with the status of QT, teachers with college education and teachers with secondary education plus teachers with nonqualified status. Teachers with college and secondary education are from the age group near to retirement. They come from the previous system when there was semi-higher education plus secondary pedagogical education.

· From these statistics of the Institute of Education for 1999/2000, it is obvious that:

There are 3 775 history teachers who teach history as a first subject. 3 683 teachers have the status of QT and 92 do not have this status.

596 teachers teach history as a second subject and 493 teachers out of 596 possess the status of qualified teacher (QT).

<sup>46</sup> The statistics include so called Full Secondary Comprehensive Schools (1st - 12th grade). So, it is not possible to calculate correctly the number of teachers in primary, lower and upper secondary schools in this case where there are 5 919 male and 16 263 female teachers.

The figures on a national scale are:

79 158 teachers altogether in all schools; 29 275 male and 49 883 female teachers.

How many teachers teach in public and private school?

School level	Public schools	Private schools
Primary	2 806	N/A
Lower secondary	31 314	N/A
Upper secondary general	5 404	N/A
Upper secondary vocational	23 618	N/A

How many history teachers teach in public and private schools?

School level	Public schools	Private schools
Primary	4 371	N/A
Lower secondary		N/A
Upper secondary general		N/A
Upper secondary vocational		N/A

Students

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	110 022	148 208	258 230

Students per institution

Institution/ ISCED	Male	Female	Total
Universities	103 507	136 262	239 769
Teacher Training Colleges	71	519	590

New students in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	20 371	22 335	42 706
Teacher Training Colleges	42	164	206

Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities (B.A. and M.A.)	12 386	22 844	35 230
Teacher Training Colleges	29	618	647

## History students

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	1 343	1 958	3 301

## History students per institution

Institution/ ISCED	Male	Female	Total
Universities	1 343	1 958	3 301

## New history students in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	287	268	555

## Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities (B.A. and M.A.)	180	300	480

Teacher trainees<sup>47</sup>

History teacher trainees<sup>48</sup>

## Financing

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<sup>47</sup> 1. There is no accurate answer, because the official statistics do not collect data according to this criterion. Each institution carries out its own data, which is incomparable with the official data about the number of enrolled students.

2. Each year, the number of students who choose a teaching career is different due to the fact that everybody is free to decide whether to take optional courses leading to the status of qualified teacher. Some students take them, others – not. There is no requirement about the proportion of these students. To become a teacher is a free choice leading to taking optional courses in prescribed areas. The minimum courses (hours) and the general areas are prescribed but only for those students who decide to choose, teaching career option.

<sup>48</sup> See footnote above.

### Average cost of a history student by institution, per year

Institution/ ISCED	EURO
University	323.45 to 485.29 <sup>49</sup>

### Average cost of a history teacher trainee by institution, per year

Institution/ ISCED	EURO
University	550

### Feminisation<sup>50</sup>

Increase of female students

	Yes	No	If yes, what percentage?
Post secondary education and above(=ISCED 4, 5 and 6)	<input checked="" type="checkbox"/>		2%
Secondary education (ISCED 3)		<input checked="" type="checkbox"/>	

Increase of female students in:

- University<sup>51</sup> (2%)

<sup>49</sup> 1.The figures represent the state subsidy for the student's cost. Each university allocates additional money from its own sources.

2. There are insignificant differences in the state subsidy. For example: Sofia University – 681 lv; University of Plovdiv – 657 lv; University of Veliko Tarnovo – 576 lv; South-West University in Blagoevgrad – 616 lv.

3. The universities usually add between 1/2 to 1/3 to this cost, which means that about 485.29 (1/2) or 431 EURO (1/3) is the cost per student.

4. Euro/leva 1.955 on 9.05.2001

<sup>50</sup> 1992 – 1996 increase of 1-3%, 1996 decrease of 4%; feminisation trend seems to be stable since.

<sup>51</sup> 77% female students.

Increase of female history teacher trainees in:

- Teacher Training Colleges<sup>52</sup> (4%)

## II. Initial training

### A. Training institutions

#### Institutions involved in ITT

Institution	For which school level
Universities	All levels

#### Purposes of institutions

Institution	Purpose
Universities	Institution for training of academics (researchers), professionals in a variety of fields and teachers
Teacher Training Colleges	Institution for training of teachers

#### Criteria

The criteria for the teacher training institutions are laid down by:

Universities:

- the state (including government)
- the training institutions themselves

Teacher Training Colleges:

- the state (including government)
- the training institutions themselves

#### Number of institutions

Institution/ ISCED	Public	Private
University (ISCED 5)	5	2
Teacher training colleges are affiliated to the universities	-	-

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<sup>52</sup> 88% female students.

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

"Initial Training of History Teachers" as the subject  
of secondary or tertiary education

'History teaching' is studied (and taught) at:

- University/ ISCED 5 as a single subject or as a combined subject.
  - University of V.Tarnovo – history; Bulgarian language + history; history and geography;
  - University of Shoumen – history; Bulgarian language + history; history + geography;
  - Sofia University – history; history + geography
- University/ ISCED 5 as a single subject
  - South-West University
- University/ ISCED 5 as a combined subject
  - University of Plovdiv, Smolian Branch – Bulgarian language + history
  - University of Plovdiv, Kardjali Branch – history + geography

Structure of ITT

The structure of ITT is:

- University/ ISCED 5: consecutive and concurrent
- Teacher Training Colleges: concurrent

Length of studies/training

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

Institution/ISCED	Entry req.	Final exam	Length	P.G. Training	Degree	School level
University/ Teacher Training Colleges	Examination	written or practical + oral	4	Qualified teacher status	BA	Primary
University	Examination	written or practical + oral	4	Qualified teacher status	B.A. or M.A.	lower secondary
University	Examination	written practical	4-5	Qualified teacher status	B.A. or M.A.	upper secondary



						general
University	Examination	written practical	4+	none <sup>53</sup> Qualified teacher status	BA or MA	upper secondary vocational

## The Standards for the training of ITT

### Professional profile

Yes, for ITT at universities<sup>54</sup>.

### Qualified teacher status

Yes, there is a qualified teacher status<sup>55</sup>

### Core curriculum

Yes, there is a common/core curriculum for all institutions of ITT.

General guidelines for the conception of ITT come from:

- Ministry of Education
- universities and TT institutions<sup>56</sup>

Curricula of different institutions are not co-ordinated.<sup>57</sup>

Curricula of the same institution are not co-ordinated.<sup>58</sup>

## Training at universities

### The aims for the IT of history teachers

The programmes for the basic training of teachers include such elements as:

a) Comprehensive knowledge of the subject of study: Training and qualification of teachers to acquire comprehensive knowledge of the various subjects that form part of the study plan, depending on which school level the plan applies to. There are two models of training. In the

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<sup>53</sup> It was the case for many years to have teachers at this level who graduated from their universities and did not have the status “qualified teacher”. Recently, teachers are expected to have qualified teacher status.

<sup>54</sup> There is a professional profile to some extent bearing in mind the state requirements and specific institutional requirements (practical training for instance) but it is hard to state that there is a fully recognised professional profile. in terms of academic, didactical competencies, etc.

<sup>55</sup> 98% of teachers have acquired QT status.

<sup>56</sup> National standards are prepared by the Ministry in cooperation with the best teacher trainers, who are working on this matter.

<sup>57</sup> Although not co-ordinated, they are supposed to follow the standard and guidelines from the MES and the institution itself.

<sup>58</sup> The same rule as above. The university is autonomous to decide and to approve its curricula but is supposed to meet the general standards and guidelines.

first one, teachers receive basic pedagogical training over a period of 1.5 - 3 years, followed by specialisation in another subject on the school programme.

b) Pedagogical and methodological competence: In 1997, an Ordinance on Unified Government Norms for the Higher Education of Teachers was adopted by the Council of Ministers, stipulating a compulsory minimum of four obligatory disciplines of study, two options, and three school practices, along with a system of 360 hours to ensure the pedagogical, methodological and practical competence of teachers for a particular subject of study, such as History for instance. A similar Ordinance for combined subjects such as "History and Geography", "Bulgarian Language and History", etc./1998/ requires some 4-6 obligatory disciplines and three kinds of school practices in both subjects, altogether in 595 hours. All the training for future teachers aims to guarantee a minimum level of teaching competence, and regulates pedagogical and methodological elements in the study plans for teacher training in the first model.

c) Study plans and curricula concerning the training of teachers for the pre-school and primary school levels generally include elements to foster the ability to develop interpersonal relations as well as elements taking into account new needs such as civil, health, and intercultural education, etc., which amount to 30-35% of study plans and curricula. The instruction of teachers for the specific subjects of study, however, almost entirely lacks these elements. This is due to different philosophies regarding the structuring of study plans for specialists in various subjects, where the teaching qualification is only an option and it is of secondary importance and mainly serves to save the qualified mathematician, historian, biologist, etc., from unemployment. Thus, the curricula of specialists in different subjects tend to be overloaded with specialised knowledge that does not usually form part of instruction at school.

### The relationships in history teacher training

Institution/ ISCED	Academic courses	General pedagogic/ didactic courses	Subject didactic courses	Practical training	Other
University/ ISCED 5	88%	3%	5%	4%	-

These courses are:

- mostly separated
- partly coordinated (20%)<sup>59</sup>

### Curriculum

The present curriculum dates from 1995<sup>60</sup> (year of implementation).

Each university approves its own curricula and this happens all the time. A change is expected in 2002 when the new standard for ITT, INSET and the teaching career will be approved according to the National Education Act.

<sup>59</sup> When there is practical training, then teams of historians, pedagogues and teachers are set up.

<sup>60</sup> Ordinance on Unified Government Norms for Higher Education of Teachers, Decree no. 12.

## Training of academic competencies

The curriculum is: the same for students who want to become teachers and for students who want to become historians/researchers<sup>61</sup>

Local history	1.8%
National history	32.3%
European history	35%
World history	10.9%
Other	20%

Political history	35%
Social history	25%
Economic history	20%
Cultural history	15%
Other:	5%

In the general courses, the following aspects are:

### Important

- Problem-oriented
- Multiperspective
- Multicultural

Historical methods are trained during general courses

### Trained

- Hermeneutics of history
- Quantitative analysis
- Discourse analysis
- Working in and with archives

### Hardly Trained

- Statistics
- Qualitative analysis
- Working in and with museums

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<sup>61</sup> Differences are only in the courses leading to the status of qualified teachers status (at least four to six courses for the qualified teacher status).

## Competencies

Which competencies are trained explicitly in

	Academic courses	General didactics	Subject didactics	Practical training
Planning and organising lessons	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Monitoring / social dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of information-technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Training of key qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary co-operation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Where are the competencies normally trained?

	In schools after graduation	In schools during the study	Training labs/ microteaching
Planning and organising lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reflection and self evaluation of the training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Monitoring / social dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive teaching	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of information-technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training of key qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary co-operation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Evaluation of ITT-courses:

Is there an official evaluation of training courses by the training institution:

There is no permanent evaluation as an established practice, although evaluation is mainly used for accreditation purposes (oral feedback). However, according to the Act of Amendment and Supplement of the Higher Education Act (1999), the Academic Council – the body managing the training and research activities of the higher school – will adopt a system of quality evaluation and guarantee the training of the academic staff of the higher school.

Informal evaluation of training courses by the trainers for:

- Academic courses
- General didactic courses
- Subject didactic courses
- Practical training

Using:

- oral feedback
- written feedback

### *C. The Students*

#### Training of key-competencies

Key competencies in which history teacher trainees should be trained during studies

Institution/ ISCED	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
University / ISCED 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Kind of learning environment these key competencies are normally trained in:

	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
Individual studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Participation of students in planning and organisation

No stable tradition for students to become involved in planning and organising the courses, although there might be a single institutional practice on this.

The amendment of 1999 to the Higher Education Act provides for higher schools to work on and introduce a system of quality assurance and assessment of the teaching and of the academic staff which takes into account *inter alia* the views of the students.

### *D. Trainers*

The trainers

Professional groups involved in ITT for history teachers:

- Historians
- Advisory teachers
- Psychologists
- Educationalists

- Didacticians

On university level/ ISCED 5, these groups are not coordinated.

On university level/ ISCED 5, there is no interdisciplinary cooperation.<sup>62</sup>

Teacher trainers train students of history teaching to the following extent:

Institution/ ISCED	Historians	Advisory teachers	Psychologists	Pedagogues	Didacticians	Other:
University / ISCED 5	100%	100%	N/A	N/A	100%	-

Personal staff in training courses

The training courses are led by:

- one teacher/trainer
- a team 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. However, certain tailor-made short courses that could include visits to universities are organised on a non regular basis.

#### Special training

No special training for teacher trainers

## **III. History teaching in primary and secondary schools**

### *A. The subject*

Basic information about the subject "history" in secondary school education (age from 10 - 18/19):

#### History as a school subject

The full name of the subject history: History

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<sup>62</sup> Not as a permanent practice, but there are forms of informal cooperation.

## Number of history lessons

Number of lessons per grade each week and school type:

Grade/age	Secondary comprehensive	Vocational
4/9-10	2	
5/10-11	2	
6/11-12	2	
7/12-13	2	
8/13-14	2	
9/14-15	2	
10/15-16	2	2
11/16-17	3	2
12/17-18	3	2

## History curriculum in school

The relation between Local/regional, National, European and World history in the school curriculum for the whole period of compulsory lessons/ courses of history

Local history	5%
National history	50%
European history	30%
World history	15%
Other	-

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

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

## The type of subject "history"

History is taught as a single subject in:

- Upper secondary vocational
- Secondary comprehensive

### *B. History Teachers in Schools*

Socio-economic situation of history teachers

## Job opportunities

In 2000:

Very limited opportunities.

## Salaries

In 2000, a full-time secondary school teacher:

has to look for additional income to supply his/her daily living expenses<sup>63</sup>

## Salaries / age

Average Salaries of history teachers in EURO per level of qualification:

School/ ISCED	< 30 years	50 > years
ISCED 2, 3	43	43 <sup>64</sup>

## Future developments

The number of jobs will decrease significantly, due to the negative birth rate for the country.

## Age distribution

The average age of history teachers in primary and secondary schools:

Age distribution of all teachers in primary and secondary schools:

School/ ISCED	<30	31-40	41-50	50>
ISCED 2, 3	14	32	33	21

## Age of employment/retirement

History teachers are normally employed in primary and secondary schools:

School/ ISCED	Female	Male
ISCED 2, 3	22-23	23-24

History teachers normally retire from primary and secondary schools:

School/ ISCED	Female	Male
ISCED 2, 3	55+	60+

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<sup>63</sup> The average salary from 1.01.2001 is 224.98 leva. (115.08 EURO)

The average salary from 1.04.2001 is 247.48 leva (126.59 EURO).

<sup>64</sup> + 1% per year of employment



## Status of history and history teaching in society

	Rank
Arts, humanities and theology	
Social sciences	
Educational sciences	Lower middle
Legal sciences	Highest
Natural sciences	
Mathematics and computer related sciences	Highest
Medical sciences	Relatively high
Engineering and architecture	
Other (please specify)	

The status of the subject history teaching in your country on a scale from 0 to 10:  
**5-6**

The factors for the status value of the subject history teaching:

- Social status of teacher and teaching
- low level of income

Has there been a change in the last couple of years: no significant change

The status of the subject history (research work) in your country on a scale from 0 to 10 : **5-6**

The factors for the status of the subject history research:

- Social level of teacher and teaching
- low level of income

Has there been a change in the last couple of years: no significant change

# Croatia

## I. The education system

### A. General Information about the education system and its legal framework

#### Principles and general objectives of education<sup>65</sup>

The Republic of Croatia is fostering a system of life-long, formal and non-formal education, which is: a) all-embracing (all levels and forms of education, all educational establishments, no matter who established them); b) mixed, with regard to ownership (state, private, denominational), pedagogical theories, and curricula (public and alternative); c) compulsory, up to the age of 15 years for full-time pupils, and to the age of 21 years for disabled pupils; d) more democratic, with regard to choices and availability (equal conditions of education corresponding to pupils' abilities); and e) more compatible with education systems of West European countries.

The basic principles of the present education system are:

- up-to-date scientific and informatic foundations for knowledge and skills to be acquired;
- pluralism of viewpoints, theories and arts;
- individualisation and differentiation, as opposed to the former ideology of false egalitarianism and unification in education;
- specialisation, elitism, selection and competition in the new education conditions of a market economy;
- free choice of educational programmes, according to the interests and abilities of pupils;
- gradual standardisation of education (programmes, national classification of occupations and educational profiles, organisation, forms and methods of education according to standards of the developed European countries);
- improvement of knowledge and means of communication and transfer with developed countries (more qualitative learning of foreign languages and informatic communication);
- shifting from quantity- to quality-based education.

#### Structure of the education system

The education system is:

- Comprehensive until 18 years
- Selective from 15 years
- Compulsory full time education: 15 years
- School leaving age: 15-19 years

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<sup>65</sup> World Data on Education 1999.

## B. Diagram of the education system

No data available

## C. Statistical data

Teachers, students, history students, teacher trainees, history teacher trainees, teacher trainers

Students

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	43 170	48 704	91 874

### Students per institution

Institution/ ISCED	Male	Female	Total
Universities	34 971	41 895	76 866
Non-university colleges	259	10	269
Schools of higher learning	4 404	4 309	8 713
Polytechnics	3 536	2 490	6 026

### New students in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	11 070	13 476	24 546
Non-university colleges	0	0	0
Schools of higher learning	2 335	2 361	4 696
Polytechnics	3 240	2 457	5 697

### Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities (B.A. and M.A.)	5 812	7 169	12 981
Non-university colleges	172	4	176
Schools of higher learning	569	357	926
Polytechnics	109	5	114

## History students

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	91	118	209

## History students per institution

Institution/ ISCED	Male	Female	Total
Universities	91	118	209

## New history students in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	29	38	67

## Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities (B.A. and M.A.)	9	11	20

## History teacher trainees<sup>66</sup>

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	337	511	848

## History teacher trainees per institution

Institution/ ISCED	Male	Female	Total
Universities	337	511	848

## New history teacher trainees in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	124	193	317

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<sup>66</sup> Only faculties of Zagreb and Pula yet.

## Graduates in 1998 per institution

Institution/ ISCED	male	female	total
Universities (B.A. and M.A.)	21	25	46

Teacher trainers

### Number of teacher trainers

	Male	Female	Total
Post secondary education and above(ISCED 4, 5 and 6) <sup>67</sup>	4 391	2 357	6 748
Secondary education (ISCED 3) <sup>68</sup>	6 563	10 460	17 023

Per institution

Institution/ ISCED	Male	Female	Total	School level
Universities	4 160	2 198	6 358	
Non-university colleges	64	27	91	
Schools of higher education	219	98	317	
Polytechnics	259	130	389	

### Number of history teacher trainers<sup>69</sup>

	Male	Female	Total
Post secondary education and above(ISCED 4, 5 and 6)	50	35	85
Secondary education (ISCED 3)	15	20	35

Teachers<sup>70</sup>

School level	Number of teachers	Number of history teachers
Primary	10 506	0
Lower secondary	15 714	1 164
Upper secondary general	18 048	Approx. 481
Upper secondary vocational		

<sup>67</sup> Data from 1998/1999.

<sup>68</sup> Data from 1997/1998.

<sup>69</sup> Approximate figures.

<sup>70</sup> Data from 1998/1999 for the number of teachers and from 1999/2000 for the number of history teachers.

How many history teachers teach in school?<sup>71</sup>

School level	Male	Female
Primary	0	0
Lower secondary	418	746
Upper secondary general	211	270
Upper secondary vocational		

## Financing

Average cost of a history student by institution, per year

Institution/ ISCED	EURO
University	No exact figures but below natural sciences, medicine or mechanics

Average cost of a history teacher trainee by institution, per year

Institution/ ISCED	EURO
University	No exact figures but below natural sciences, medicine or mechanics

## Feminisation

Increase of female students

	Yes	No	If yes, what percentage?
Post secondary education and above(=ISCED 4, 5 and 6)	<input checked="" type="checkbox"/>		
Secondary education (ISCED 3)	<input checked="" type="checkbox"/>		

Increase of female students in:

- University

Increase of female teacher trainees in:

- University (2%)

Increase of female history students in:

- University

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<sup>71</sup> Approximate Data for 1999/2000.

Increase of female history teacher trainees in:

- University (2-3%)

## II. Initial training

### A. Training institutions

#### Institutions involved in ITT

Institution	For what school level
Universities	ISCED 2, ISCED 3
Pedagogical academies	ISCED 0, ISCED 1
Colleges for higher education	ISCED 0
Polytechnics	ISCED 0, ISCED 1

#### Purposes of institutions

Institution	Purpose
Universities	Education of researchers and teachers for ISCED 2 and ISCED 3
Pedagogical academies	Education of teachers for ISCED 0 and ISCED 1

#### Criteria

The criteria for the teacher training institutions are laid down by:

- Universities: the state (including government), the training institutions themselves

#### Number of institutions

Institution/ ISCED	Public	Private
University (ISCED 5)	4 <sup>72</sup>	0

### 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/ ISCED 5 as a single subject

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<sup>72</sup> Four universities but six faculties.

## Structure of ITT

The structure of ITT is:

- University/ ISCED 5: concurrent

Length of studies/training

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

Institution/ISCED	Entry req.	Final exam	Length	P.G. Training	Degree	School level
Pedagogical academies (Schools of higher education) / ISCED 5	Examination	Written Oral	2	1 year of post graduate training in schools qualified teacher status	Teacher for primary school	primary
University / ISCED 5	Examination	Written Oral	4	1 year of post graduate training in schools qualified teacher status	B.A./B.Sc.	lower secondary
University / ISCED 5	Examination	Written Oral	4	1 year of post graduate training in schools qualified teacher status	B.A./B.Sc.	upper secondary
University / ISCED 5	Examination	Written Oral	4	1 year of post graduate training in schools qualified teacher status	B.A./B.Sc.	upper secondary vocational

The Standards for the training of ITT

Professional profile

Yes, for ITT at universities

Qualified teacher status

Yes, there is a qualified teacher status



## Core curriculum

Yes, there is a common/core curriculum for all institutions of ITT.

General guidelines for the conception of ITT come from:

- Ministry of Science
- universities, TT institutions

Curricula of different institutions are co-ordinated: no

Curricula of the same institution (e.g. university) are co-ordinated: no

## Training at universities

### The aims for the IT of history teachers

The aims for the IT of history teachers laid down in the curricula/syllabi:

- achieve historical understanding of relations between people and their social area, that is between human society and its living space
- develop critical and historical thinking about the historical problems and questions, as well as interdisciplinary understanding of such problems and questions
- acquire skills of transfer of knowledge about historical heritage through contemporary education and media
- give the abilities of independent development and improving of knowledge which the students get at the university, as well as the abilities for independent research work and skills of professional and scientific writing

### The relationship in history teacher training

Institution/ ISCED	Academic courses	General pedagogic/ didactic courses	Subject didactic courses	Practical training	Other
University/ ISCED 5	80%	6.5%	3.5%	3.5%	6.5%

These Courses: always separated

## Curriculum

The present curriculum dates from 1998 and will be replaced by another curriculum in 2002-2005.

## Training of academic competencies

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

Local history	0%
National history	26%
European history <sup>73</sup>	44%
World history	20%
Other <sup>74</sup>	10%

Political history	70%
Social history	10%
Economic history	15%
Cultural history	5%
Other:	

The general courses in the curriculum are based on:

Chronological structure	100%
Theme-centred structure	0%

In the general courses, the following aspects are:

Very important:

- Problem-oriented

Important:

- Multiperspective
- Multicultural
- Other

Historical methods are trained during general courses:

Trained a lot:

- Hermeneutics of history
- Qualitative analysis

Trained:

- Quantitative analysis
- Statistics
- Discourse analysis

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<sup>73</sup> 22% European History, 22% History of Central and South-East Europe.

<sup>74</sup> Introduction to History and Auxiliary Historical Sciences.

Hardly trained:

- Working in and with archives
- Working in and with museums

## Competencies

Which competencies are trained explicitly in

	Academic courses	General didactics	Subject didactics	Practical training
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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of information-technology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training of key qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary co-operation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where are the competencies normally trained?

	In schools after graduation	In schools during the study	Training labs/ microteaching
Planning and organising lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reflection and self evaluation of the training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Monitoring / social dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive teaching	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of media	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use of information-technology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training of key qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary co-operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the whole period of studies in IT (without post-graduate training), how many courses are there for the (Please give percentage)

training of teamwork (e.g. group work of students; team teaching)	35%
training of key qualifications (self-reflection, social and communication skills, organisational skills)	60%
interdisciplinary co-operation	15%

### Evaluation of ITT-courses:

Is there an official evaluation of training courses by the training institution: No

Is there an informal evaluation of their courses by the trainers: No

### C. The students

#### Training of key-competencies

Key competencies in which history teacher trainees are supposed to be trained during studies

Institution/ ISCED	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
University / ISCED 5	80%	18%	2%	-	-

Kind of learning environment these key competencies are normally trained in:

	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
Individual studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Group work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participation of students in planning and organisation

No participation of students

### D. Trainers

The trainers

Professional groups involved in ITT for history teachers:

- Historians
- Advisory teachers
- Psychologists
- Pedagogues
- Didacticians

At University level/ ISCED 5, these groups are not coordinated.

At University level/ ISCED 5, there is no interdisciplinary cooperation.

Teacher trainers train students of history teaching to the following extent:

Institution/ ISCED	Historians	Advisory teachers	Psychologists	Pedagogues	Didacticians	Other:
University / ISCED 5	70:30%	100:0%	-	-	-	-

Staff in training courses

The training courses are led by:

- a team of university-teachers and advisory teachers

### *E. Training of teacher trainers*

In-service training

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

Special training

There is no special training for the trainers of history teachers.

Who trains the trainers?

Historians

Trained by: Historians

Advisory teachers

Trained by: Historians, advisory teachers

Psychologists

Trained by: Psychologists

Internal or external training of trainers

Internal personal development for:

- Historians
- Advisory teachers

Which is done by:

- Historians
- Didacticians

External personal development for:

- Advisory teachers

Which is done by:

- experts from other institutions
- experts from training institutions
- in-service training

### III. History teaching in primary and secondary schools

#### A. The subject

Basic information about the subject "history" in secondary school education (age from 10 - 18/19):

#### History as a school subject

The full name of the subject history: History

#### Number of history lessons

Number of lessons per grade each week and school type:

Grade/age	Lower secondary	Upper secondary	Secondary vocational
primary <sup>75</sup>			
5 (10/11)	2		
6 (11/12)	2		
7 (12/13)	2		
8 (13/14)	2		
9 (14/15)		2	2
10 (15/16)		2	2
11 (16/17)		2	
12 (17/18)		2	

#### History curriculum in school

As far as the aims of history teaching are concerned, the introductory part of the curriculum is repeated without any changes in it for lower and upper secondary school. New aims were implemented (e.g. emphasising the ethical norms and open mind, true values, respect for historical heritage etc.), but not all of them are realised in the curriculum itself. According to

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<sup>75</sup> Part of the subject "Nature and Society" (approx. 8%).

the curriculum, mostly political history is taught. As concerns world history, more emphasis is given to important data and events, than to historical phenomena and processes.

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

Local history	0%
National history <sup>76</sup>	44.5%
European history <sup>77</sup>	31.25%
World history <sup>78</sup>	23.25%
Other <sup>79</sup>	1%

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

Political history	65%
Social history	11%
Economic history	11.5%
Cultural history	11.5%
Other	1%

### The type of subject "history"

History is taught as a single subject in:

- Lower secondary
- Upper secondary general
- Upper secondary vocational

History is taught in a fixed combination in:

- Primary school

In the fourth class of primary school (ISCED 1), the pupils learn history in the subject *Nature and society*. There are several lessons devoted to learning about the Croatian past and present. These lessons are treated at the end of the school year, after lessons about the nature and geography of Croatia.

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<sup>76</sup> 42% National History and 2.5% Ancient History of Contemporary Croatian Territory.

<sup>77</sup> 15% European History, 8% History of Central and South-East Europe, 8.25% Ancient History of Europe and World.

<sup>78</sup> 15% World History and 8.25% Ancient History of Europe and World.

<sup>79</sup> Introduction to History.

## *B. History teachers in schools*

Socio-economic situation of history teachers

### Job opportunities

In 2000:

Graduates have to wait for 2-3 years until they get a job as a history teacher

### Salaries

In 2000, a full-time secondary school teacher:

Belonged to the middle class of wage-earners

### Salaries / age

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

School/ ISCED	< 30 years	50 > years
ISCED 2	430	500
ISCED 3	430	500

### Future Developments

The number of jobs will not or will only change insignificantly

### Age distribution

The average age of history teachers in primary and secondary schools:

### Age of employment/retirement

History teachers are normally employed in primary and secondary schools:

School/ ISCED	Female	Male
ISCED 2	24-26	25-27
ISCED 3	24-26	25-27

History teachers normally retire from primary and secondary schools:

School/ ISCED	Female	Male
ISCED 2	60	65
ISCED 3	60	65



## Status of history and history teaching in society

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

The status of the subject history teaching in your country on a scale from 0 to 10:

The factors for the status value of the subject history teaching: **5**

Has there been a change in the last couple of years: no

The status of the subject history (research work) in your country on a scale from 0 to 10 :

The factors for the status value of the subject history research: **7**

Has there been a change in the last couple of years: yes

- because of the increasing of interest for historical research and re-writing history in the new political situation

# Greece

## I. The education system

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

#### Principles and general objectives of education

Education in Greece is compulsory for all children 6-15 years old; namely, it includes Primary (*Dimotiko*) and Lower Secondary (*Gymnasio*) Education. The school life of the students, however, can start from the age of 2.5 years (pre-school education) in institutions (private and public) called “*Vrefonipiakoi Paidikoi Stathmi*” (creches). In some *Vrefonipiakoi Stathmoi* there are also *Nipiaka Tmimata* (nursery classes) which operate along with the *Nipiagogeia* (kindergartens). Attendance at Primary Education (*Dimotiko*) lasts for six years, and children are admitted at the age of 6. Along with the regular kindergartens (*Nipiagogeia*) and the *Dimotika*, All-day primary schools are in operation, with an extended timetable and an enriched Curriculum.

Post-compulsory Secondary Education, according to the reform of 1997, consists of two school types: *Eniaia Lykeia* (Unified Upper Secondary Schools) and the Technical Vocational Educational Schools (*TEE*). The duration of studies in *Eniaia Lykeia* (EL) is three years and two years (a' level) or three years (b' level) in the Technical Vocational Educational Schools (*TEE*). Mutual student transfer from one type of school to the other is possible.

Along with the mainstream schools of Primary and Secondary Education, Special *Nipagogeia* (kindergartens), *Dimotika*, *Gymnasia*, *Lykeia* and Upper secondary classes are in operation, which admit students with special educational needs. Musical, Ecclesiastical and Physical Education *Gymnasia* and *Lykeia* are also in operation.

Post-compulsory Secondary Education also includes the Vocational Training Institutes (*IEK*), which provide formal but unclassified level of education. These Institutes are not classified as an educational level, because they accept both *Gymnasio* (lower secondary school) and *Lykeio* (upper secondary school) graduates according to the relevant specialisations they provide.

Public higher education is divided into Universities and Technological Education Institutes (*TEI*). Students are admitted to these Institutes according to their performance at national level examinations taking place at the second and third grade of *Lykeio*. Additionally, students are admitted to the Hellenic Open University upon the completion of the 22 year of age by drawing lots.

The graph below (see B) presents concisely the structure of the Greek education system, as it consists of institutions of the formal, classified or unclassified education.

Formal education is characterised by the fixed length of study, the possibility of repetition and the award of a formal school-leaving certificate which is the official authorisation.

As a consequence of the classification of the education institutions, a title (school-leaving certificate, degree, etc.) is compulsory for students at each education level in order to continue to the next.

It should be outlined that the graph offers a general overview of the education system with its main aspects being supervised by the Ministry of Education and which form the major part of it. However, a broader analysis shows that the total of the education services provided for in Greece form a much more complex, multilevel and differentiated infrastructure. Moreover, many other educational services, classified or unclassified, are provided for in the formal education system, either in cooperation with it or completely independently.

The fundamental principles of Hellenic educational policy are contained in the Constitution of 1975, which states that:

1. Education is one of the State's primary missions.
2. There can be no fewer than nine years of compulsory schooling.
3. All Hellenes have the right to free education at all levels. The State supports students who excel in their studies, as well as those who need assistance or special protection.
4. University education is provided by fully self-administering legal entities of public law (NPDD).
5. Vocational and any other special training is provided by the State through Technological Education Institutes.
6. The law defines the terms and conditions for granting permits to establish and operate educational institutions which are not State-run.
7. It is prohibited for private citizens to establish Universities.
8. Sport is under the supervision and protection of the State.

The main focal point of educational policy is the thought that education constitutes a social resource and the right of every citizen. Based on the laws passed by the Parliament for all levels of education, the State seeks to democratise education by decentralising it, by ensuring the participation of those directly involved in the educational process, by upgrading the quality of the education provided, and by applying meritocracy in the selection of administrative staff for education.

According to the Constitution, education constitutes a primary mission of the State; its purpose is to promote the moral, intellectual, vocational and physical education of the Hellenes, to develop their national and religious consciousness, and to shape them as free and responsible citizens. YPEPT is responsible for education issues. Accountable to YPEPT are the two General Secretariats, for Youth and for Adult Education.

## Structure of the education system

The education system is:

- Comprehensive until 15 years
- Selective from 15 years
- Compulsory full time education: 6-15 years
- School leaving age: 18 years

Education is provided on three successive levels:

- Primary education: includes kindergarten and primary school
  - Secondary education: includes *gymnasio* (lower secondary school), *eniaio lykeio* (unified upper secondary school) and *technika-epangelmatika ekpedevtiria* / TEE (technical vocational educational schools)
  - Higher education: includes Universities and Technological Education Institutes (TEI)
- After nine years of compulsory education, i.e. after *gymnasio*, anyone who wants to continue their studies can select:

- Unified upper secondary school (EL)
- Technical vocational educational school (TEE)

Attendance at an EL is for three years, as it is at the unified musical and unified ecclesiastical upper secondary schools. These latter types of *lykeio* follow the regulations for the EL, but they also include about ten additional hours of classes per week in musical and theological subjects respectively. Attendance at evening *lykeia* is for four years.

### B. Diagram of the education system

<b>Labour Market</b>	
<b>Higher Education</b>	
Postgraduate studies (Universities, TEI-Hellenic Open University)	
Universities	
Conventional -----Technological Education Institutes (TEI)	
<b>Secondary Education</b>	
<b>Lykeia:</b> <ul style="list-style-type: none"> <li>- Musical</li> <li>- Ecclesiastical (self sufficient and autonomous)</li> <li>- Physical Education Schools B' grade</li> <li>- Special A' grade</li> </ul>	<b>TEE:</b> <ul style="list-style-type: none"> <li>B and A Level</li> <li>C and B Level</li> </ul>
<b>IEK</b>	
<b>GYMNASIO:</b> (General, Musical; Ecclesiastical, Physical Education, Special) compulsory education	
<b>Primary Education</b>	
DIMOTIKO (mainstream, All-day, Special)	
NIPIAGOGGIO (mainstream, All-day, Special)	
NIPIAKA TMIMATA	
PAIDIKOI STATHMOI	

### C. Statistical data

Teachers, students, history students, teacher trainees, history teacher trainees, teacher trainers

## Students

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	129 187	133 367	262 554

## Students per institution

Institution/ ISCED	Male	Female	Total
Universities	129 187	133 367	262 554

## New students in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	10 704	15 673	26 377

## Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	10 247	13 345	23 592

## History students<sup>1</sup>

	Total
Post secondary education and above(=ISCED 4 and 5)	10 436

## History students per institution

Institution/ ISCED	Total
Universities	10 436

## New history students in 1998 per institution

Institution/ ISCED	Total
Universities	1 770

## History teacher trainees<sup>2</sup>

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<sup>1</sup> All history students can become history teachers in Greece, therefore no differentiation can be made concerning students.

<sup>2</sup> idem.

## II. Initial training

### A. Training institutions

#### Institutions involved in ITT

Institution	For what school level
Universities	Secondary education, secondary technical education
Pedagogical university	Pre-primary level, primary level, secondary
Polytechnics	Secondary technical education

#### Purposes of institutions

Institution	Purpose
Universities	Train both researchers and teachers
Pedagogical Universities	Train mainly teachers

#### Criteria

The criteria for the teacher training institutions are laid down by:

- Universities: the training institutions themselves

#### Number of institutions

Institution/ ISCED	Public	Private
Universities	10	-
Regional Training Centers	About 20	-

### 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:

- depends on university

#### Structure of ITT

The structure of ITT is:

- University: concurrent

## Length of studies/training

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

Institution/ISCED	Entry req.	Final exam	Length	P.G. Training	Degree	School level
pedagogical university	Examination	Written	4	100 hours seminar of special training	BA	primary
university	Examination	Written	4	100 hours seminar of special training	BA	lower and upper secondary
polytechnics/university	Examination	Written	4-5	100 hours seminar of special training	BA	secondary vocational

## The Standards for the training of ITT

Curricula of different institutions are co-ordinated: No, are not coordinated

## Training at universities

### The relationship in history teacher training

Institution/ ISCED	Academic courses	General pedagogic/ didactic courses	Subject didactic courses	Practical training	Other: Languages, Literature
Faculty of Arts, ISCED 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Faculty of Education, ISCED 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

These courses are:

- Organisation depends on the University

## Curriculum

The content and the aims of the curricula/syllabi depend on the university.

### Training of academic competencies

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

## *C. The Students*

### Training of key-competencies

Key competencies in which history teacher trainees should be trained during studies

Institution/ ISCED	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
Universities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Kind of learning environment these key competencies are normally trained in:

	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
Individual studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### *D. Trainers*

Professional groups of:

- Historians
- Psychologists
- Pedagogues
- Didacticians
- Linguists
- Literature professors

#### *E. Training of Teacher Trainers*

In-service training

There is the possibility of in-service training for teacher trainers at universities and pedagogical universities including:

- Improvement and training of self reflection
- Improvement of competencies in planning and design of courses
- Training in directing and steering the learning process
- Training of organisational skills
- Training in different forms of examinations
- Forms of evaluation
- other: teaching of new didactic methodologies

The cost of the in-service training at university level is covered by:

- The state

Special training

There is no specific information on special training for the trainers of history teachers.

Who trains the trainers?

Historians



The trainers of the history teachers are themselves professors or experienced schoolteachers qualified with doctorate diplomas on history research and history teaching.

Internal or external training of trainers

- no information regarding external and/or internal training

## II. History teaching in primary and secondary schools

### A. The subject

Basic information about the subject "history" in secondary school education (age from 10 - 18/19):

#### History as a school subject

The full name of the subject history: History

The content of the history subject

- civil, diplomatic, social, economic, cultural and military history
- Greek, European and global history from prehistory to nowadays.
- It also contains special subjects about everyday life, migration, refugees, gender history etc.

#### Number of history lessons

Number of lessons per grade each week and school type:

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

\* 2 hours compulsory + 2 hours selective

\*\* 2 hours compulsory for all students + 2 hours compulsory for those who want to study humanistics

## History curriculum in school

The main aim is to promote the historical thought and conscience of the pupils.

The contents include ancient Greek mythology (only for primary schools), prehistory, ancient history (mostly Greek but also the history of all the peoples who lived around the east Mediterranean Sea and in the area of the so called "Fertile Crescent"-Babylon, Persia etc.- and also the history of Carthage), Byzantine history and medieval European history, history of the Islamic expansion and culture, history of the Ottoman empire and the Ottoman occupation of Greek territories, modern and contemporary global, European and Greek history.

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

Local history	%
National history	54 %
European history	23 %
World history	23 %
Other	%

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

Political history	58 %
Social history	8 %
Economic history	6 %
Cultural history	28 %
Other	%

## The type of subject "history"

History is taught as a single subject in:

- Primary
- Lower Secondary
- Upper Secondary
- Upper vocational

### *B. History teachers in schools*

Socio-economic situation of history teachers

## Job opportunities

In 2000, there was a shortage of places.

## Salaries

In 2000 a full-time secondary school teacher:

Belong to the "middle class" of wage-earners

### Future Developments

The number of jobs will not or will only change insignificantly

# "the former Yugoslav Republic of Macedonia"

## I. The education system

### A. General information on the education system and its legal framework

Principles and general objectives of education

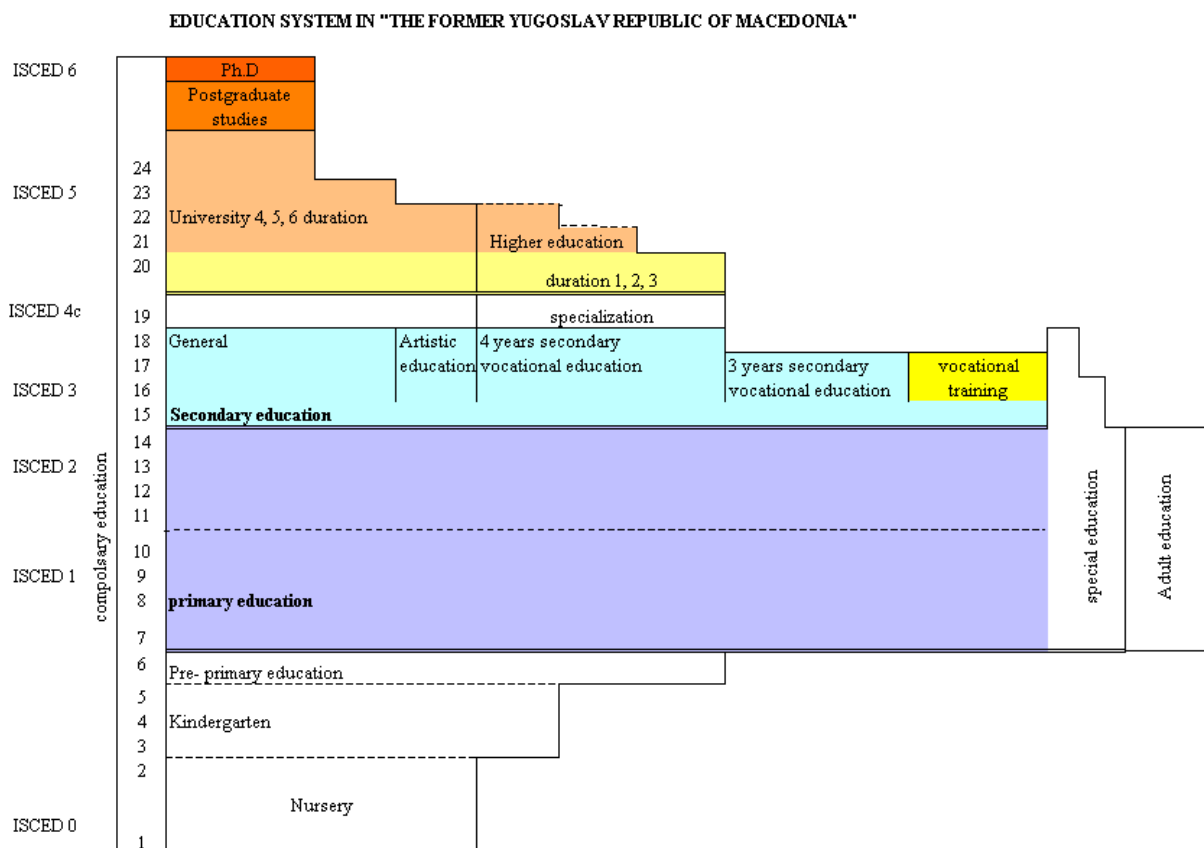
No data provided

Structure of the education system

The education system is:

- Comprehensive until 14 years
- Selective from 14 years
- Compulsory full time education: 14 years
- School leaving age: 18 years

### B. Diagram of the education system



### *C. Statistical data*

Teachers, students, history students, teacher trainees, history teacher trainees, teacher trainers

Students

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	15 782	19 359	35 141

#### Students per institution

Institution/ ISCED	Male	Female	Total
Universities 5a	15 459	18 656	34 115
Universities 5b	323	703	1 026

#### New students in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities 5a	5 641	5 682	11 323
Universities 5b	122	247	369

#### Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities 5a	1 072	1 492	2 564
Universities 5b	184	252	436

History students

#### Number of history students

	Male	Female	Total
Post secondary education and above(=ISCED 4 and 5)	96	37	133

### History students per institution

Institution/ ISCED	Male	Female	Total
Universities	96	37	133

### New history students in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	25	4	29

History teacher trainees<sup>3</sup>

### Number of history teacher trainees

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	96	37	133

### History teacher trainees per institution

Institution/ ISCED	Male	Female	Total
Universities	96	37	133

### New history teacher trainees in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	25	4	29

Teacher trainers

### Number of teacher trainers

	Male	Female	Total
Post secondary education and above (ISCED 4, 5 and 6)	970	415	1 385
Secondary education (ISCED 3)	2 480	2 881	5 361

<sup>3</sup> No figures can be given for history teacher trainees, because students can decide whether they want to be historians only after graduation. At faculty, there are no special courses for historians and history teachers. All students in the history and geography department are counted as history teacher trainees because the vast majority of them become history teachers. Only those who, after graduation, have an average mark of more than 8.5 can go on to master degree studies, of course if they want to, and become historians.

## II. Initial training

### A. Training institutions

#### Institutions involved in ITT

Institution	For what school level
Universities	All levels

#### Purposes of institutions

#### Criteria

The criteria for the teacher training institutions are laid down by:

- Universities: the state (including government)

#### Number of institutions

Institution/ ISCED	Public	Private
Universities	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/ISCED 5 as a single subject

#### Structure of ITT

The structure of ITT is:

- University: concurrent

#### Length of studies/training

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

Institution/ISCED	Entry req.	Final exam	Length	P.G. Training	Degree	School level
university	Examination	Written, Oral	4	none	BA	All levels

## The Standards for the training of ITT

### Professional profile

Yes, a general professional profile for all ITT institutions

### Core curriculum

Yes, there is a common/core curriculum for all institutions of ITT.

General guidelines for the conception of ITT come from:

- Ministry of National Education and Religious Affairs

Curricula of different institutions are co-ordinated: Yes, on national level

Curricula of the same institution (e.g. university) are co-ordinated: Yes, on national level

### Training at universities

#### The aims for the IT of history teachers

The content and the aims of the curricula/syllabi depend on the University.

#### The relationship in history teacher training

Institution/ ISCED	Academic courses	General pedagogic/ didactic courses	Subject didactic courses	Practical training	Other
University					

These courses are: partly coordinated

### Curriculum

The present curriculum will be replaced by another curriculum<sup>4</sup>.

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<sup>4</sup> Different curricula are used for school levels at present.



## Training of academic competencies

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

Local history	-
National history	34%
European history	16.5%
World history	16.5%
Other Balkan	34%

Political history	70%
Social history	5%
Economic history	5%
Cultural history	20%
Other:	-

The general courses in the curriculum are based on:

Chronological structure	60%
Theme-centred structure	40%

## Competencies

In the general courses, the following aspects are:

Important:

- Problem-oriented
- Multicultural

Hardly used:

- Multiperspective

Historical methods are trained during general courses:

Trained:

- Quantitative analysis
- Statistics
- Qualitative analysis
- Discourse analysis

Not trained:

- Working in and with archives
- Working in and with museums

During the whole period of studies in IT (without post-graduate training), how many courses are there for the (Please give percentage)

Training of teamwork (e.g. group work of students; team teaching)	
Training of key qualifications (self-reflection, social and communication skills, organisational skills)	100%
Interdisciplinary co-operation	

### Evaluation of ITT-courses:

No official evaluation of training courses by the training institution.

Informal evaluation of their courses by the trainers for:

- Academic courses

Using:

- oral feedback
- written feedback

### *C. The students*

#### Training of key-competencies

Keycompetencies in which history teacher trainees should be trained during studies

Institution/ ISCED	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Kind of learning environment these key competencies are normally trained in:

	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
Individual studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participation of students in planning and organisation

No participation of students

### *D. Trainers*

The trainers

Professional groups involved in ITT for history teachers:

- Historians

These groups are coordinated on:

- Legal Framework

There is no interdisciplinary co-operation.

Teacher trainers train students of history teaching to the following extent:

Institution/ ISCED	Historians	Advisory teachers	Psychologists	Pedagogues	Didacticians	Other:
University / ISCED 5	100%	-	-	-	-	-

### *E. Training of teacher trainers*

In-service training

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

Special training

There is no specific information on special training for teacher trainers of history.

Who trains the trainers?

Training is done by international experts.

Internal or external training of trainers

External personal development is carried out at international seminars.

### III. History teaching in primary and secondary schools

#### A. The subject

Basic information about the subject "history" in secondary school education (age from 10 - 18/19):

#### History as a school subject

The full name of the subject history: History

The content of the history subject

- All aspects of history

#### Number of history lessons

Number of lessons per grade each week and school type:

Grade/age	Lower secondary	Upper secondary (general / technical)	Secondary vocational
5 (10/11)	2		
6 (11/12)	2		
7 (12/13)	2		
8 (13/14)	2		
9 (14/15)		2	2
10 (15/16)		2	2
11 (16/17)		2	
12 (17/18)		2	

#### History curriculum in school

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

Local history	-
National history	34%
European history	16.50%
World history	16.50%
Other: Balkan	33%

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

Political history	70%
Social history	5%
Economic history	5%
Cultural history	20%
Other	-

### The type of subject "history"

History is taught as a single subject in:

- Lower secondary
- Upper secondary

### *B. History teachers in schools*

Socio-economic situation of history teachers

#### Job opportunities

Graduates have to wait for several years until getting a job as a history teacher.

#### Salaries

In 2000, a full-time secondary school teacher:  
had to look for additional income to supply his/her daily living expenses

#### Salaries / age

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

School/ ISCED	< 30 years	50 > years
ISCED 2	140	165
ISCED 3	150	175
ISCED 5	340	360

#### Future Developments

The number of jobs will not or will only change insignificantly

## Age distribution

History teachers normally retire from primary and secondary schools:

School/ ISCED	Female	Male
ISCED 2, 3	62	65

## Status of history and history teaching in society

The status of the subject history teaching in your country on a scale from 0 to 10: **3** This has not changed in recent years.

The status of the subject history (research work) in your country on a scale from 0 to 10: **3**

This has also not changed in recent years.

# Moldova

## I. The education system

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

#### Principles and general objectives of education

#### CONSTITUTION OF THE REPUBLIC OF MOLDOVA

##### Article 35 - Right to education

1. The right to education is assured through compulsory general education, through the lyceum and professional education, through higher education and through other forms of education and perfection.
2. The state assures, in the legal framework, the right to choose the language of education and instruction of persons.
3. The study of official language is assured in all educational institutions.
4. Public education is free of charge.
5. The educational institutions inclusively the non-public ones are created and are activating in the legal framework.
6. The institutions of higher education benefit from the right to autonomy.
7. The public lyceum, professional and higher education is equally accessible to everyone on a merit base.
8. The state assures, in the legal framework, the freedom of religious education. Public education is non-religious.
9. The parents have the right to choose the area of institution of their children.

##### a. The overall goal of education

The major educational goal consists in the free and harmonious development of people and the creative formation of personality which can adapt to the conditions of continuous changing of life.

##### b. General objectives of education

The development of a child's personality, of his/her spiritual and physical capacities and attitudes at maximum level of his/her potential; the cultivation of respect for the rights and liberties of people; the child's preparation for the cognition of responsibilities in a free society, in a spirit of knowing, tolerance, equality between the genders and collaboration between all people and ethnic groups, national and religious; the cultivation of the state of need towards the work for the sake of individuals and society; the cultivation of the state of responsibility toward the environment, formation of an ecological consciousness.

c. The present objectives of educational reforms

The synchronisation of national education with the western one, rejection of Soviet educational dogma, modernisation and implementation of new scientific realisation.

d. The present problems of these reforms:

Problems in society and to socio-économic conditions.

## Structure of the education system

The education system is:

- Comprehensive until 15/16 years
- Selective from 15/16 years
- Compulsory full time education: 18/19 years
- School leaving 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 [please consult: OECD 2000: education at a glance, chapter A2]:

	Male	Female	Total
below secondary II [ISCED 2]	47%	46%	93%
secondary II [ISCED 3]	48%	51%	99%
post-secondary, non-tertiary [ISCED 4]	48%	51%	99%
tertiary I [SCED 5A/6]	36%	42%	78%
tertiary II [ISCED 5B]	29%	34%	63%

## *B. Diagram of the education system*

No data provided

## *C. Statistical data*

Teachers, students, history students, teacher trainees, history teacher trainees, teacher trainers

Teachers

School level	Number of teachers	Number of history teachers
Primary	6 425	130
Lower secondary	17 420	1 998
Upper secondary general/	8 475	499
Upper secondary vocational	7 093	1 108



How many history teachers teach in school?

School level	Male	Female
Primary	10%	90%
Lower secondary	12-14%	86-88%
Upper secondary general	12-14%	86-88%
Upper secondary vocational	15-16%	84-85%

How many teachers teach in public and private school?

School level	Public schools	Private schools
Primary	6 425	unknown
Lower secondary	17 420	unknown
Upper secondary general	8 475	unknown
Upper secondary vocational	7 093	unknown

How many history teachers teach in public and private school?

School level	Public schools	Private schools
Primary	130	unknown
Lower secondary	1 998	unknown
Upper secondary general	499	unknown
Upper secondary vocational	1 108	unknown

Students

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6) Universities	34 578	44 504	79 082
Teacher training colleges	8 515	11 382	19 897

Students per institution

Institution/ ISCED	Male	Female	Total
Universities	34 146	41 331	75 477
Pedagogical universities (only Pedagogical state University "Ion Creanga", Chisinau)	432	3 173	3 605
Teacher training colleges	279	2 802	3 081

New students in 1998 per institution

Institution/ ISCED	Total
Universities	18 736
Pedagogical universities	3 329
Teacher training colleges	748

### Graduates in 1998 per institution

Institution/ ISCED	Total
Universities	7 732
Pedagogical universities	1 605
Teacher training colleges	932

History students

	Total
Post secondary education and above(=ISCED 4, 5 and 6)	1 327

### History students per institution

Institution/ ISCED	Male	Female	Total
Universities			850
Pedagogical State University "Ion Creanga"	179	298	477

### New history students in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities			
Pedagogical universities	20	84	104

### Graduates in 1998 per institution

Institution/ ISCED	Total
Universities	155
Pedagogical universities	44

## Teacher trainees<sup>5</sup>

### History teacher trainees

	Total
Post secondary education and above(=ISCED 4, 5 and 6)	1 327

### History teacher trainees per institution

Institution/ ISCED	Male	Female	Total
University			850
Pedagogical State University "Ion Creanga"	179	298	477

### New history teacher trainees in 1998 per institution

Institution/ ISCED	Male	Female	Total
University			...
Pedagogical State University "Ion Creanga"	20	84	104

### Graduates in 1998 per institution

Institution/ ISCED	Total
University	155
Pedagogical State University "Ion Creanga"	44

## Teacher trainers

### Number of teacher trainers

	Male	Female	Total
Post secondary education and above(ISCED 4, 5 and 6)	3 660	3 863	7 523

<sup>5</sup> There is no information regarding these questions, because, after 1991, the education system has been undergoing constant reform and, from December 2000, there were two kinds of university diplomas (simple diploma and licence diploma), the latter including diploma paper as a research project. Only these graduated students will have the opportunity to go on to master and doctoral studies, the rest will be teachers. More information should be available in 2002.

### Per institution

Institution/ ISCED	Male	Female	Total	School level
Universities	2 700	2 586	5 286	Upper secondary
Teacher Training Colleges	960	1 277	2 237	Primary and lower secondary

### Number of history teacher trainers

	Male	Female	Total
Post secondary education and above(ISCED 4, 5 and 6)	60	28	88

### Per institution

Institution/ ISCED	Male	Female	Total	School level
State University of Moldova	40	8	48	Upper secondary
Pedagogical State University "Ion Creanga"	12	16	28	Upper secondary
Free Independent University of Moldova	8	4	12	Upper secondary
Teacher Training Colleges				Primary and lower secondary

\*\*

### Financing

#### Average cost of a history student by institution per year

Institution/ ISCED	EURO
State University of Moldova	200.17
Pedagogical State University "Ion Creanga"	189.85
Free Independent University of Moldova	226.68

#### Average cost of a history teacher trainee by institution, per year

Institution/ ISCED	EURO
Pedagogical State University "Ion Creanga"	189.85

## Feminisation

Increase of female students

	yes	no	If yes, to what percentage?
Post secondary education and above(=ISCED 4, 5 and 6)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6%
Secondary education (ISCED 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No exact data available

Increase of female students in:

- Universities (6%)
- Pedagogical universities (9%)
- Teacher Training Colleges (8%)

Increase of female teacher trainees in:

- University (7%)
- Pedagogical universities (8%)

## II. Initial training

### A. Training institutions

#### Institutions involved in ITT

Institution	For what school level
Universities	Upper secondary general and vocational
Pedagogical university	Upper secondary general and vocational
Training institutes	Primary and lower secondary

#### Purposes of institutions

Institution	Purpose
Universities	Education of teachers in the new curricula and pedagogical methods
Pedagogical University	Education of teachers in the new curricula and pedagogical methods; education of school directors in the new administrative management principles
Teacher Training Colleges	Education of school teachers in new pedagogical methods and school curriculum

## Criteria

The criteria for the teacher training institutions are laid down by:

- Universities: the state (including government), the local/ regional authorities, the training institutions themselves, other: by contract
- Pedagogical university: the state (including government), local/ regional authorities

### Number of institutions

Institution/ ISCED	Public	Private
University	2	2
Pedagogical University	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:

- State University of Moldova as a single subject or in combination
- Pedagogical State University "Ion Creanga" as a single subject or in combination<sup>6</sup>
- Free Independent University in a fixed combination (History and International Relations)

### Structure of ITT

The structure of ITT is:

- University: concurrent and consecutive
- Pedagogical university: concurrent and consecutive

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<sup>6</sup> History and Geography, History and Ethnology, History and International Relations, History and Legal Education, History and Economic Education, Moral Spiritual Education, History and History of Culture.

## Length of studies/training

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

Institution/ISCED	Entry req.	Final exam	Length	P.G. Training	Degree	School level
Teacher training colleges	"Numerus clausus"	Written Oral Practical	4-5	-	Graduate Teacher for primary school	Primary / Lower secondary
Pedagogical Universities	"Numerus clausus"	Written Oral Practical	4-5	Qualified teacher status	Graduated (school teacher) and Licentiate	Upper secondary/ upper secondary vocational
Universities with pedagogical faculty	"Numerus clausus"	Written Oral Practical	4-5	Qualified teacher status	Graduated (school teacher) and Licentiate	Upper secondary / upper secondary vocational

## The Standards for the training of ITT

### Professional profile

Yes, a general professional profile for all ITT institutions.

### Qualified teacher status

Yes, there is a qualified teacher status

### Core curriculum

Yes, there is a common/core curriculum for all institutions of ITT.

General guidelines for the conception of ITT come from:

- Ministry of Education, regional authorities, universities and TT institutions, school administration

Curricula of different institutions are co-ordinated: Yes, on national level

Curricula of the same institution (e.g. university) are co-ordinated: Yes, on national level

## Training at universities

### The aims for the IT of history teachers

At the moment in Moldova, there are three kinds of IT history teachers:

1. Institute of Educational Science coordinated by the Ministry of Education
2. Faculty of continuing training of didactical specialists from the Pedagogical University "Ion Creanga"
3. NGO – Educational Centre Pro-Didactica, supported initially by Soros Foundation Moldova Branch

### The relations in history teacher training

Institution/ ISCED	Academic courses	General pedagogic/ didactic courses	Subject didactic courses	Practical training	Other
Universities/ISCED 5A and Pedagogical Universities	50%	20%	20%	10%	-

These courses: always separate

## Curriculum

The present school curriculum dates from three years ago (year of implementation) will be replaced by another curriculum in five years time.

### Training of academic competencies

The curriculum is: the same for students who want to become teachers and for students who want to become historians/researchers and is the same only in the first sector.<sup>7</sup>

Local history	-
National history	16%
European history	10%
World history	17%
Other	57%

The general courses in the curriculum are based on:

Chronological structure	100%
Theme-centred structure	-

---

<sup>7</sup> There are different curricula for gymnasium and lyceum.



In the general courses, the following aspects are:

Very important:

- Problem-oriented
- Multicultural

Important:

- Multiperspective

Historical methods are trained during general courses:

Trained a lot:

- Qualitative analysis

Trained:

- Quantitative analysis
- Working in and with archives
- Working in and with museums
- Archaeological practice
- 

Hardly trained:

- Discourse analysis

## Competencies

Which competencies are trained explicitly in

	Academic courses	General didactics	Subject didactics	Practical training
Planning and organising lessons	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflection and self-evaluation of the training course/ the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring / social dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Training of key qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary co-operation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where are the competencies normally trained?

	In schools after graduation	In schools during the study	Training labs/ microteaching
Planning and organising lessons	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflection and self evaluation of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Monitoring / social dynamics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interactive teaching	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of media	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of information-technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Training of key qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interdisciplinary co-operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation of ITT-courses:

Official evaluation of training courses by the training institution for:

- Academic courses
- General didactic courses
- Subject didactic courses
- Practical training

Using:

- oral feedback
- written feedback
- standardised evaluation

Informal evaluation of training courses by the trainers for:

- Subject didactic courses
- Practical training

Using:

- oral feedback

### *C. The students*

#### Training of key-competencies

Key competencies in which history teacher trainees should be trained during studies

Institution/ ISCED	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
University / ISCED 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Kind of learning environment these key competencies are normally trained in:

	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
Individual studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other					

#### Participation of students in planning and organisation

No participation of students

### *D. Trainers*

The trainers

Professional groups involved in ITT for history teachers:

- Historians
- Advisory teachers
- Psychologists
- Pedagogues
- Didacticians

These groups are coordinated at:

- School level
- College level
- University level

There is interdisciplinary cooperation at:

- School level
- University level

Teacher trainers train students of history teaching to the following extent:

Institution/ ISCED	Historians	Advisory teachers	Psychologists	Pedagogue s	Didacticians	Other
School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
University	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Staff in training courses

The training courses are led by:

- a team of university-teachers and advisory teachers - 90%

### *E. Training of teacher trainers*

#### In-service training

There is the possibility of in-service training for teacher trainers at universities including:

- Improvement and training of self reflection
- Improvement of competencies in planning and design of courses
- Training in directing and steering the learning process
- Training of organisational skills
- Training in different forms of examinations
- Forms of evaluation

The cost of the in-service training at university level is covered by:

- The state

There is the possibility of in-service training for teacher trainers at training institutes including:

- Improvement and training of self reflection
- Improvement of competencies in planning and design of courses
- Training in directing and steering the learning process
- Training of organisational skills
- Training in different forms of examinations
- Forms of evaluation

The cost of the in-service training at the Pro-Didactica Centre is covered by:

- the teacher trainers themselves
- the teacher training institution

#### Special training

At university, there is special training for:

- didacticians/ pedagogues

At the Pro-Didactica Centre, there is special training for:

- didacticians/ pedagogues

### Who trains the trainers?

#### Historians

Trained by: historians, advisory teachers, psychologists, educationalists, didacticians, external trainers

#### Advisory teachers

Trained by: historians, advisory teachers, psychologists, educationalists, didacticians, external trainers

#### Psychologists

Trained by: advisory teachers, psychologists, educationalists, didacticians

#### Educationalists

Trained by: psychologists, educationalists, didacticians, external trainers

#### Didacticians

Trained by: advisory teachers, psychologists, educationalists, didacticians, external trainers

### Internal or external training of trainers

Internal personal development for:

- Historians
- Advisory teachers
- Didacticians
- Pedagogues
- Psychologists

Which is done by:

- Historians
- Psychologists
- Didacticians
- Professional trainers

External personal development for:

- Historians
- Advisory teachers
- Didacticians
- Pedagogues
- Psychologists

Which is done by:

- experts from other institutions
- experts from training institutions

### III. History teaching in primary and secondary schools

#### A. The subject

Basic information about the subject "history" in secondary school education (age 10 - 18/19):

#### History as a school subject

The full name of the subject history:

- History (for primary school) - selected stories from universal history destined for studying the elementary notions, the most general aspects of history.
- History of Romanians (for gymnasium and lyceum) – the study of national history includes history of the carpato-danube-pontic space beginning with the prehistoric period until the contemporary period.
- Universal History (for gymnasium and lyceum) – Universal history during all historical periods, but mainly oriented towards the history of European civilisation

#### Number of history lessons

Number of lessons per grade each week and school type:

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

## History curriculum in school

Primary school:

Aims – primary school proposes the structure of basic competencies.

Content of the history curricula – cognition of the most significant moments from national history as well as national values.

Secondary school:

Aims – the discipline stipulates three types of aims of knowledge, capacities, and attitudes. From these, the following could be remarked:

- cognition of the events, personalities, historical periods, phenomena, and historical processes in their interdependence;
- cognition of the specialty language (terms, concepts, problems, notions, systems, and structures);
- the development of interest, representations and interpretations;
- the selection and analysis of materials from different sources;
- consciousness of belonging to a historical and geographical space (to the local community, nation, Europe, and world);
- the manifestation of respect to world values and norms, the optimism and tolerance.

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

Local history	10%
National history	40%
European history	40%
World history	10%
Other	-

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

Political history	29%
Social history	25%
Economic history	11%
Cultural history	30%
Other	5%

## The type of subject "history"

History is taught as a single subject in:

- Primary
- Lower secondary
- Upper secondary general
- Upper secondary vocational

### *B. History teachers in schools*

Socio-economic situation of history teachers

#### Salaries / age

Average Salaries of history teachers in EURO per level of qualification:

School/ ISCED	< 30 years	50 > years
Primary	20-25 EURO	30-40 EURO
Lower secondary school	20-25 EURO	30-40 EURO
Upper secondary school/lyceum	25-30 EURO	35-50 EURO



## Age distribution

The average age of history teachers in primary and secondary schools:

Age distribution of history teachers in primary and secondary schools:

School/ ISCED	<30	31-40	41-50	50>
Primary	3 %	30 %	50 %	17%
Lower secondary school	5 %	10 %	60 %	25%
Upper secondary school/lyceum	25%	40 %	20 %	15%

History teachers normally retire from primary and secondary schools:

School/ ISCED	Female	Male
All levels	After 25 years of stationary	After 25 years of stationary

## Status of history and history teaching in society

	Rank
Legal sciences	1
Other: economy	2
Medical sciences	3
Social sciences	4
Mathematics and computer related sciences	5
Arts, humanities and theology	6
Engineering and architecture	7
Educational sciences	8
Natural sciences	9

The status of the subject history teaching in your country on a scale from 0 to 10: **7**

The factors for the status value of the subject history teaching:

- social level
- level of income

There has been no change in the last couple of years.

The status of the subject history (research work) in your country on a scale from 0 to 10 : **5**

The factors for the status value of the subject history research:

- social status
- level of income

There has been no change in the last couple of years.

# Romania

## I. The education system

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

#### Principles and general objectives of education<sup>8</sup>

According to the new Education Law, promulgated on 24 July 1995, education is a national priority (Art. 2) and "it aims to make the ideal humanist traditions and democratic values come true in fulfilment of the aspirations of Romanian society, and contribute to the conservation of national identity. Free, full and harmonious development of the individual, of one's independent and creative personality is the educational ideal of Romanian schools" (Art. 3).

In accordance with Art. 4 of the Law, "the ultimate aim of education is to shape one's personality by: a) acquiring knowledge of national and world science and arts; b) developing intellectual abilities, emotional responsiveness and practical skills through humanist, scientific, technical and aesthetic training; c) teaching intellectual activity techniques for continuing lifelong self-improvement; d) fostering respect for the fundamental human rights and freedoms, a sense of dignity and tolerance, and free opinion exchanges; e) cultivating sensitivity to human problems and ethical-civic and religious values, care for nature and the environment; f) pursuing a harmonious development of the body through physical exercise, hygiene and health education, and sports; g) giving the young generation vocational training so that young professionals may engage in useful work for the production of material and immaterial goods. Education inculcates love for the country, for the Romanian people's history and traditions".

Romanian citizens have equal rights of access to all levels and forms of education, irrespective of their social and material background, sex, race, nationality, political or religious belonging. The State promotes democratic education principles and guarantees the right to differentiated education on the basis of educational pluralism (Art. 5).

#### Structure of the education system

The education system is::

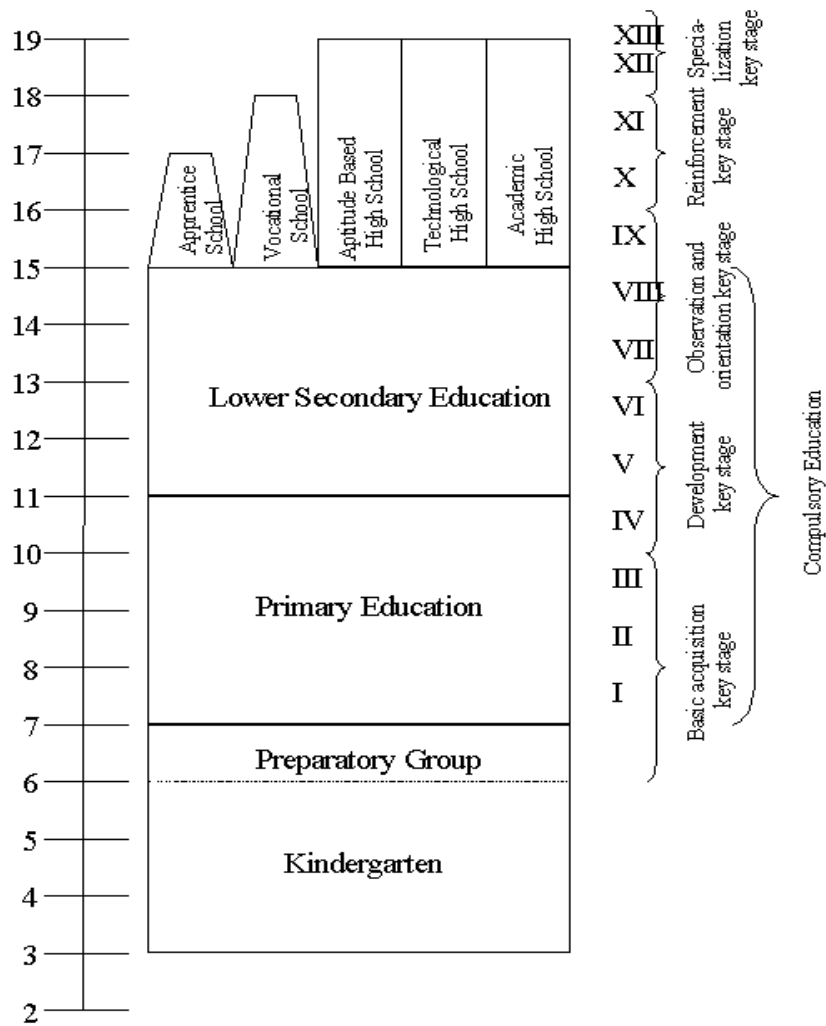
- Comprehensive until 15/16 years
- Selective from 15/16 years
- Compulsory full time education: 16 years
- School leaving age: 15<sup>9</sup>

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<sup>8</sup> World Data on Education 1999.

<sup>9</sup> Planned to be 16 in future.

B. Diagram of the education system



## C. Statistical data

Teachers, students, history students, teacher trainees, history teacher trainees, teacher trainers

### Teachers

School level	Number of teachers	Number of history teachers
Primary	61 700	
Lower secondary	96 500	10 056
Upper secondary general		3 399
Upper secondary vocational		

How many teachers teach in school?

School level	Male	Female
Primary		8 010
Lower secondary		
Upper secondary general		
Upper secondary vocational		

### Students

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	95 014	132 652	227 666

### Students per institution

Institution/ ISCED	Male	Female	Total
Universities	95 014	132 652	227 666

### New students in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	22 300	24 132	46 432

### Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	24 763	24 918	49 681

### History students

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	2 095	2 337	4 432

### History students per institution

Institution/ ISCED	Male	Female	Total
Universities	2 095	2 337	4 432

### New history students in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	580	746	1326

### Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	373	449	822

### History teacher trainees

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	2 095	2 337	4 432

### History teacher trainees per institution

Institution/ ISCED	Male	Female	Total
Universities	2 095	2 337	4 432

### New history teacher trainees in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	580	746	1 326

### Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	373	449	822

## Teacher trainers

### Number of teacher trainers

	Male	Female	Total
Post secondary education and above(ISCED 4, 5 and 6)	14 634	8 321	22 955

### Per institution

Institution/ ISCED	Male	Female	Total	School level
Universities	14 634	8 321	22 955	All secondary education
Pedagogical high schools				Primary
Colleges for higher education				Lower secondary
Polytechnics				Upper and lower secondary

## Financing

### Average cost of a history student by institution, per year

Institution/ ISCED	EURO
University	236

### Average cost of a history teacher trainee by institution, per year

Institution/ ISCED	EURO
University	236

## Feminisation

### Increase of female students

	Yes	No	If yes, to what percentage?
Post secondary education and above(=ISCED 4, 5 and 6)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Secondary education (ISCED 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

### Increase of female students in:

- University (1.5%)

### Increase of female teacher trainees in:

- University (1.5%)

### Increase of female history students in:

- University (1.5%)

Increase of female history teacher trainees in:

- University (2%)

## II. Initial training

### A. Training institutions

#### Institutions involved in ITT

Institution	for which school level
Universities	All secondary education
College for higher education	Primary, lower and upper secondary
Polytechnics	Upper secondary vocational
Academy of Economic Sciences	Upper secondary vocational
Pedagogical high schools	Primary

#### Purposes of institutions

Institution	Purpose
Universities	Teachers, Researchers
Colleges for higher education	Teachers
Polytechnics	Engineering, research, teachers for Vocational Education and for subject-matters in the curricular area; technology
Academy of Economic Sciences	Specialists for various areas of business, teachers for economics
Pedagogical high schools	Teachers

#### Criteria

The criteria for the teacher training institutions are laid down by:

- Universities: the state (including government), the training institutions themselves
- Colleges for higher education: the state (including government), the training institutions themselves
- Polytechnics:
- Pedagogical high schools:
- Academy of Economic Sciences

### Number of institutions

Institution/ ISCED	Public	Private
University (ISCED 5), Colleges of higher education	85	0

### *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/ ISCED 5 as a single subject

#### Structure of ITT

The structure of ITT is:

- University/ ISCED 5: concurrent
- Colleges for higher education: concurrent

Length of studies/training

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

Institution/ISCED	Entry req.	Final exam	Length	P.G. Training	Degree	School level
Pedagogical High Schools (ISCED 3)	Examination	Written Oral Practical	4	none	Baccalaureate	Primary
Colleges for Higher Education (ISCED 4)	Examination	Written Oral Practical	3	none	Licence Diploma	Primary
Universities	Examination	Written Oral	4	none	Licence Diploma	Lower secondary
Colleges for Higher Education	Examination	Written Oral	3	none	Licence Diploma	Lower secondary
Universities	Examination	Written Oral	4	none	Licence Diploma	Upper secondary
Colleges for Higher Education	Examination	Written Oral	3	none	Licence Diploma	Upper secondary
Universities	Examination	Written Oral	4	none	Licence Diploma	Upper secondary



						vocational
Polytechnics	Examination	Written Oral	4 or 5	none	Licence Diploma	Upper secondary vocational
Academy of Economic Sciences	Examination	Written Oral	4	none	Licence Diploma	Upper secondary vocational

The standards for the training of ITT

### Professional profile

Yes, there is a professional profile for ITT at universities

### Qualified teacher status

Yes, there is a qualified teacher status<sup>10</sup>

### Core curriculum

Yes, there is a common/core curriculum for all institutions of ITT.

General guidelines for the conception of ITT come from:

- Ministry of Education and Research
- universities, TT institutions

Curricula of different institutions are co-ordinated: Yes, on national level

Curricula of the same institution (e.g. university) are co-ordinated: no

### Training at universities

#### The aims for the IT of history teachers

The aims for IT of history teachers laid down in the curricula/syllabi:

Not formally developed in a document of educational policy, these aims are to some extent presented in the programme for in-service training.

They are the following:

- the in-depth knowledge of the teaching activities;
- the acquisition of skills needed in the planning and organising of teaching activities;
- the development of reflective practices.

#### The relationship in history teacher training

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<sup>10</sup> 84.25% of teachers have acquired QT status.

Institution/ ISCED	Academic courses	General pedagogic/ didactic courses	Subject didactic courses	Practical training	Other
University/ ISCED 5	85%	5%	5%	5%	-

These courses: always separated

## Curriculum

The present curriculum dates from the 1990s will be replaced by another curriculum in two years' time.

## Training of academic competencies

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

Local history	10%
National history	40%
European history	10%
World history	30%
Other	10%

Political history	50%
Social history	20%
Economic history	15%
Cultural history	5%
Other:	10%

The general courses in the curriculum are based on:

Chronological structure	50%
Theme-centred structure	50%

In the general courses the following aspects are:

Very important: Problem-oriented

Important:

- Multiperspective

Not Important:

- Multicultural

Hardly Used:

- Other

Historical methods are trained during general courses:

Trained:

- Hermeneutics of history
- Qualitative analysis
- Discourse analysis
- Working in and with archives
- archaeological sources
- media analysis

Hardly trained:

- Quantitative analysis
- Statistics
- Working in and with museums

## Competencies

Which competencies are clearly trained in

	Academic courses	General didactics	Subject didactics	Practical training
Planning and organising lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of information-technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of key qualifications	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interdisciplinary co-operation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Where are the competencies normally trained?

	In schools after graduation	In schools during the study	Training labs/ microteaching
Planning and organising lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reflection and self evaluation of the training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Monitoring / social dynamics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interactive teaching	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use of media	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use of information-technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training of key qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary co-operation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

During the whole period of studies in IT (without post-graduate training), how many courses are there for the (Please give percentage)

Training of teamwork (e.g. group work of students; team teaching)	20%
Training of key qualifications (self-reflection, social and communication skills, organisational skills)	50%
Interdisciplinary co-operation	30%

## Evaluation of ITT-courses:

Is there an official evaluation of training courses by the training institution: No

Is there an informal evaluation of their courses by the trainers: No

## C. The students

### Training of key-competencies

Key competencies in which history teacher trainees should be trained during studies

Institution/ ISCED	Academic qual.	Didactic qual.	Psychologic al qual.	Legal qual.	Other qual.
University / ISCED 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Kind of learning environment these key competencies are normally trained in:

	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
Individual studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Participation of students in planning and organisation

Students participate in the faculty board and may make proposals concerning special courses, and the evaluations.

## D. Trainers

### The trainers

Professional groups involved in ITT for history teachers:

- Historians
- Advisory teachers
- Psychologists
- Pedagogues
- Didacticians

On University level/ ISCED 5 these groups are not coordinated.<sup>11</sup>

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<sup>11</sup> Although there is, as yet, no official co-ordination, there is an “academic consortium” established between the four major universities (Bucharest, Cluj, Iasi, Timisoara), and which states that steps will be made to increase curriculum compatibility and co-ordination. At the level of the ITT, there is informal co-ordination – the result of co-operation between the individuals who teach subject-related courses. The Ministry of National Education (since 2001, Ministry of Education and Research) has time and again released orders concerning the content of

On University level/ ISCED 5 there is no interdisciplinary cooperation.

Teacher trainers train students of history teaching to the following extent:

Institution/ ISCED	Historians	Advisory teachers	Psychologist s	Pedagogue s	Didacticians	Other:
University / ISCED 5	50%	-	-	-	100%	-
Colleges of higher education	-	-	-	-	100%	-

Staff in training courses

The training courses are led by:

- one teacher/trainer

### *E. Training of teacher trainers*

In-service training

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

Special training

There is no special training for teacher trainers of history<sup>12</sup>.

Who trains the trainers?

Historians

Trained by: Historians

Internal or external training of trainers

Historians

Internal personal development by: Historians

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the ITT. Furthermore, the establishing of ITT Departments in each university will foster the co-ordination of ITT programmes.

<sup>12</sup> There was a single attempt to introduce teacher training at the Faculties of History in Bucharest, Cluj, and Iasi, as a joint project sponsored by the British Council, the Open Society Foundation (1996), but did not have a lasting existence.

### III. History teaching in primary and secondary schools

#### A. The subject

Basic information about the subject "history" in secondary school education (from 10 - 18/19):

#### History as a school subject

The full name of the subject history:

According to the curriculum framework for compulsory education, there are the following subjects:

Romanian History studied in grades 4 (0.5 hour/week), 8 (2hours/week), 12 (minimum 1 hour/week)

History studied in grades 5, 6, 7 (minimum 1 hour/week) and 9, 10, 11 (minimum 1 hour/week)

History and Traditions of the Minorities studied in grades 6 and 7 (1 hour /week) in schools where teaching is provided in the minority languages

#### Number of history lessons

Number of lessons per grade each week and school type:

Grade/age	Primary	Lower secondary	Upper secondary	Secondary vocational
4 (10/11)	0.5			
5 (11/12)		1		
6 (12/13)		1 (+1) <sup>13</sup>		
7 (13/14)		1 (+1) <sup>14</sup>		
8 (14/15)		2		
9 (15/16)			1	1
10 (16/17)			1	1
11 (17/18)			1	1
12 (18/19)			1	1

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<sup>13</sup> History and Traditions of the Minorities in schools where teaching is provided in the minority languages

<sup>14</sup> idem.

## History curriculum in school

Attainment targets for History- lower secondary schools

1. Knowledge and understanding time and space in History
2. Knowledge and interpreting historical sources
3. Researching and interpreting historical facts and processes
4. Understanding and using specific vocabulary of History

Standards of performance at the end of lower secondary education (8 grades, end of the compulsory education, age 15). According to them, the National Service of Evaluation and Examination develops items for evaluation. Romanian History could be chosen as the third subject for national examination at the end of compulsory education (Romanian language and Mathematics are compulsory).

1. Use information from maps and chronological axes to comment on a historical fact
2. Use multiple historical sources in order to comment on a historical event and/or process.
3. Identify analogies among past events and present situations.
4. Compare and contrast historical facts
5. Present historical facts and processes using various means of communication
6. Critical approach to somebody else's view and revise one's own opinion according to a context

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

Local history	5%
National history <sup>15</sup>	35%
European history <sup>16</sup>	30%
World history <sup>17</sup>	30%
Other <sup>18</sup>	0%

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

Political history	40%
Social history	20%
Economic history	10%
Cultural history	25%
Other	5%

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<sup>15</sup> 42% National History and 2.5% Ancient History of Contemporary Croatian Territory.

<sup>16</sup> 15% European History, 8% History of Central and South-East Europe, 8.25% Ancient History of Europe and World.

<sup>17</sup> 15% World History and 8.25% Ancient History of Europe and World.

<sup>18</sup> Introduction to History.



## The type of subject "history"

History is taught as a single subject in:

- Primary school
- Lower secondary
- Upper secondary general
- Upper secondary vocational

### *B. History teachers in schools*

Socio-economic situation of history teachers

#### Job opportunities

In 2000:

There were enough places for graduates of IT in Romania

#### Salaries

In 2000 a full-time secondary school teacher:

had to look for additional income to supply his/her daily living expenses

#### Salaries / age

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

School/ ISCED	< 30 years	50 > years
ISCED 2	250	1300
ISCED 3	250	1300

#### Future developments

The number of jobs will not or will only change insignificantly

#### Age of employment/retirement

History teachers are normally employed in primary and secondary schools:

School/ ISCED	Female	Male
primary School	18-19	18-19
Secondary School	24	25
Universities	24	25

History teachers normally retire from primary and secondary schools:

School/ ISCED	Female	Male
All levels	57	62

### Status of history and history teaching in society

	Rank
Legal sciences	1
Mathematics and computer related sciences	1
Social sciences	2
Medical sciences	2
Engineering and architecture	3
Arts, humanities and theology	4
Educational sciences	5
Natural sciences	6

The status of history teaching in your country on a scale from 0-10: **6**

The factors for the status value of history teaching:

- social status

There has been a change in the last couple of years due to:

- social status

The status of history (research work) in your country on a scale from 0-10 : **8**

The factors for the status value of history research:

- Level of qualification

There has been a change in the last couple of years due to:

- new areas of study

# Slovenia

## I. The education system

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

#### Principles and general objectives of education

Slovenia has tried to establish a comprehensive and high quality system of education, available to as many people as possible, at all levels, that provides the high standards expected of a developed country.

The basis for the present system of education and its future development was the *White Paper on Education in the Republic of Slovenia*, published in 1995 in Slovene and in 1996 in English, written in co-operation with many experts. The concepts proposed in it provided the basis for legislation a year later. The goals and solutions, defined in the *White Paper* and built into the legislation, were the result of professional contributions, research, and expertise from different disciplines. The *White Paper's* goals were to:

- increase the possibilities of including pre-school children in pre-school education programmes;
- link the present, compulsory one-year school preparation and the eight-year elementary school into the single structure of a nine-year elementary school and provide the mechanisms for successful completion of elementary school for all pupils;
- encourage the largest possible proportion of the young population to enrol in general or technical and vocational secondary education;
- improve the possibilities of transferring between the categories of the education system;
- improve functional and "cultural" literacy among adults and increase the scope of adult education;
- organise additional activities for children from culturally and socially less favoured environments;
- ensure equal opportunities for both sexes, at all levels of the education system;
- increase the opportunities for the care and education of children with special needs.

## Structure of the education system

The education system is:

- Comprehensive until 15 years
- Selective from 15 years
- Compulsory full time education: 15 years
- School leaving age: 17-21 years<sup>19</sup>

### Population by educational standard<sup>20</sup>

Population aged between 25 and 54 years by highest educational standard (school leaving or graduation) in percentage [please consult: OECD 2000: education at a glance, chapter A2]:

	Male	Female	Total
Below secondary II [ISCED 2]	0.16%	0.10%	0.26%
Secondary II (ISCED 2)	8.91%	7.69%	16.60%
Secondary II [ISCED 3]	32.91%	25.33%	58.24%
Tertiary I and II (ISCED 5,6)	7.94%	9.82%	17.76%

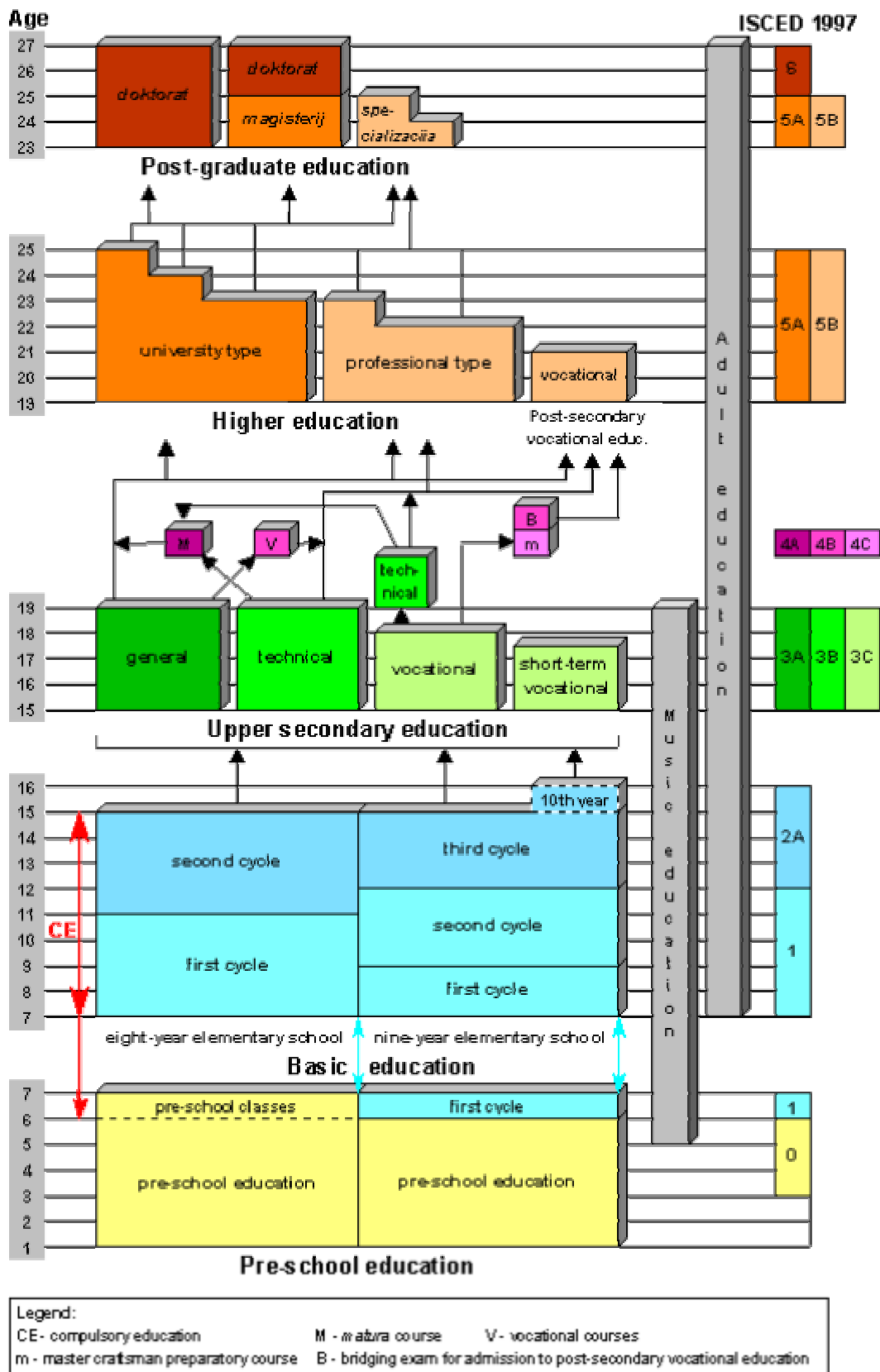
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<sup>19</sup>

Types of education	School leaving age
General upper secondary	19
Technical/vocational upper secondary	20
Technical upper secondary	18
Vocational upper secondary	18
Lower basic vocational upper secondary	17
Preparatory class for the matura examination	19/20
Vocational post-secondary courses	19/20
Preparatory classes for the master craftsmen exam	21 and older

<sup>20</sup> Percentages are given only for the labour force in Slovenia (40%).

B. Diagram of the education system



## C. Statistical data

Teachers, students, history students, teacher trainees, history teacher trainees, teacher trainers

Teachers<sup>21</sup>

School level	Number of teachers	Number of history teachers
Primary	4 903	-
Lower secondary	7 087	641
Upper secondary general/	7 190	-
Upper secondary vocational	3 261	-
Upper secondary general (and technical) and upper secondary vocational	-	298

How many teachers teach in school?

School level	Male	Female
Primary	147	4 756
Lower secondary	1 626	5 461
Upper secondary general	2 442	4 748
Upper secondary vocational	1 457	1 804

How many history teachers teach in school?

School level	Male	Female
Primary	-	-
Lower secondary	135	506
Upper secondary general/ Upper secondary vocational	95	203

How many teachers teach in public and private school?

School level	Public schools	Private schools
Primary	4 879	24
Lower secondary	7 087	-
Upper secondary general	7 068	122
Upper secondary vocational	3 165	96

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<sup>21</sup> Data from 1998/1999.

How many history teachers teach in public and private school?

School level	Public schools	Private schools
Primary		
Lower secondary	641	
Upper secondary general		13 <sup>22</sup>
Upper secondary general (and technical) and upper secondary vocational	298	

#### Students

	Male	Female	Total
Post secondary education and above (ISCED 5 – University of Ljubljana, University of Maribor and Higher Education Institutions) <sup>23</sup>	35 352	47 460	82 812 (2000/01)
Post secondary education and above (ISCED 4)	423	367	790 (1998/99)

#### Students per institution

Institution/ ISCED	Male	Female	Total
Universities <sup>24</sup>	2 333	11 525	13 858

#### New students in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities <sup>25</sup>	12 013	14 533	26 546

#### Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities <sup>26</sup>	3 569	5 043	8 612

<sup>22</sup> 2000/2001.

<sup>23</sup> In Slovenia, there are two universities. University of Ljubljana consisting of 20 faculties, three professional colleges and three art academies. University of Maribor consists of nine faculties and one professional college. There are also eight single Higher Education Institutions, of which seven are private (two faculties and five professional colleges). The College of Police and Security Studies is affiliated to the University of Ljubljana.

<sup>24</sup> Only for three faculties: Faculty of Arts in Ljubljana, Faculty of Education in Maribor, Faculty of Education in Ljubljana

<sup>25</sup> University of Ljubljana, University of Maribor and Higher Education Institutions.

<sup>26</sup> idem

### History students<sup>27</sup>

	Male	Female	Total
Post secondary education and above(=ISCED 4 and 5) <sup>28</sup>	422	673	1 095

### History students per institution

Institution/ ISCED	Male	Female	Total
Universities	422	673	1 095

### New history students in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	117	159	276

### Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities (B.A. and M.A.)	27	78	105

### Teacher trainees<sup>29</sup>

	Male	Female	Total
Post secondary education and above(=ISCED 4 and 5) <sup>30</sup>	1 592	8 777	10 369

### Teacher trainees per institution

Institution/ ISCED	Male	Female	Total
Universities	1 310	8 342	9 652

### New teacher trainees in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	413	1 933	2 346

<sup>27</sup> Only for three faculties: Faculty of Arts in Ljubljana, Faculty of Education in Maribor, Faculty of Education in Ljubljana

<sup>28</sup> not including ISCED 6

<sup>29</sup> Only for three faculties: Faculty of Arts in Ljubljana, Faculty of Education in Maribor, Faculty of Education in Ljubljana

<sup>30</sup> not including ISCED 6



### Teacher trainee graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities (B.A. and M.A.)	97	1 002	1 099

### History teacher trainees<sup>31</sup>

	Male	Female	Total
Post secondary education and above(=ISCED 4 and 5) <sup>32</sup>	219	503	722

### History teacher trainees per institution

Institution/ ISCED	Male	Female	Total
Universities	219	503	722

### New history teacher trainees in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	62	113	175

### Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities (B.A. and M.A.)	21	64	85

### Teacher trainers

### Number of teacher trainers

	Male	Female	Total
Post secondary education and above (ISCED 5 and 6)	2 380	1 302	3 682 <sup>33</sup>

<sup>31</sup> Only for three faculties: Faculty of Arts in Ljubljana, Faculty of Education in Maribor, Faculty of Education in Ljubljana

<sup>32</sup> not including ISCED 6

<sup>33</sup> 1999/2000, Full time equivalent

Per institution

Institution/ ISCED	Male	Female	Total	School level
Faculty of Arts in Ljubljana	191	231	422 <sup>34</sup>	lower and upper secondary schools
Faculty of Education in Maribor	130	101	231 (1999/2000)	All levels
University of Ljubljana	1 779	1 003	2782 (1999/2000)	All levels
University of Maribor	538	259	797 (1999/2000)	All levels

Number of history teacher trainers

	Male	Female	Total
Post secondary education and above (ISCED 5 and 6)	35	6	41 <sup>35</sup>

Per institution

Institution/ ISCED	Male	Female	Total	School level
Faculty of Arts in Ljubljana	27	2	29 (2000/2001)	lower and upper secondary schools
Faculty of Education in Maribor	8	4	12 (2000/2001)	All levels

Financing

Average cost of a history student by institution, per year

Institution/ ISCED	EURO
University	1380-2300 <sup>36</sup>

Average cost of a history teacher trainee by institution, per year

Institution/ ISCED	EURO
University	<2300 <sup>37</sup>

<sup>34</sup> idem

<sup>35</sup> 2000/01

<sup>36</sup> in 2000

<sup>37</sup> idem

## Feminisation

### Increase of female students

	Yes	No	If yes, what percentage?
Post secondary education and above(=ISCED 4, 5 and 6)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10% (from 1998-2000)
Secondary education (ISCED 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	8% (from 1995-1998)

### Increase of female students in:

- Faculty of Arts in Ljubljana (9% (from 1998-2000))
- Faculty of Education in Maribor (10% (from 1998-2000))
- Faculty of Education in Ljubljana (3% (from 1998-2000))

### Decrease of female teacher trainees in:

- Faculty of Arts in Ljubljana (1% (from 1998-2000))
- Faculty of Education in Maribor (8% (from 1998-2000))

### Increase of female history students in:

- Faculty of Arts in Ljubljana (8% (from 1998-2000))
- Faculty of Education in Maribor (10% (from 1998-2000))

### Increase of female history teacher trainees in:

- Faculty of Arts in Ljubljana (20% (from 1998-2000))

### Decrease of female history teacher trainees in:

- Faculty of Education in Maribor (8% (from 1998-2000))

## II. Initial training

### A. Training Institutions

#### Institutions involved in ITT

institution	For which school level
Universities	Secondary (lower, upper, post)
Pedagogical university (especially Faculty of Education in Ljubljana, Faculty of Education in Maribor)	Pre-primary level, primary level, secondary

## Purposes of institutions

Institution	Purpose
Universities: University of Ljubljana and University of Maribor	For education of researchers and for the education of teachers
Pedagogical university: (specially Faculty of Education in Ljubljana, Faculty of Education in Maribor)	For education of teachers

## Criteria

The criteria for the teacher training institutions are laid down by:

- Universities: the state (including government), the training institutions themselves

## Number of institutions

Institution/ ISCED	Public	Private
Universities	2	-

### *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:

- Faculty of Arts (ISCED 5) with no fixed combination<sup>38</sup>
- Faculty of Education (ISCED 5) with no fixed combination<sup>39</sup>

## Structure of ITT

The structure of ITT is:

- Faculty of Arts (ISCED 5): concurrent
- Faculty of Education (ISCED 5): concurrent

<sup>38</sup> All combinations are possible (for example with Sociology, Geography, Philosophy, Slovene, Spanish, Sociology of Culture etc.)

<sup>39</sup> All combinations are possible (for example with Geography, Theology, Philosophy, Sociology, English, German, Pedagogy, Mathematics etc.)

## Length of studies/training

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

Institution/ISCED	Entry req.	Final exam	Length	P.G. Training	Degree	School level
University: Faculty of Arts and Faculty of Education	"numerus clausus" fees <sup>40</sup>	oral	4+1 <sup>41</sup>	1 year training in schools	University degree: Professional title of university graduate in one or two disciplines	All secondary levels

## The Standards for the training of ITT

### Professional profile

Yes, for ITT at universities (Faculty of Arts and Faculty of Education).

### Qualified teacher status

Yes, there is a qualified teacher status

### Core curriculum

Yes, there is a common/core curriculum for all institutions of ITT.

General guidelines for the conception of ITT come from:

- Ministry of Education, Science and Sport
- universities and TT institutions

Curricula of different institutions are co-ordinated: Yes, on national level

Curricula of the same institution (e.g. university) are co-ordinated: Yes, on national level

## Training at universities

### The aims for the IT of history teachers

#### History at Faculty of Arts in Ljubljana

The Department of History offers three study options: single-major studies, double-major studies (history and some other discipline) integrating academic study with a teaching qualification (called educational option), and non-educational double-major studies.

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<sup>40</sup> only for not full time students

<sup>41</sup> During this year, the students have to complete their studies by writing and defending their diploma paper

The educational option includes courses like Andragogy (adult education), Pedagogy, Didactics, 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).

The main aim of general didactics and subject didactics in these courses is to prepare students for teaching in lower and upper secondary schools in Slovenia.

The study of history as an academic course of studies is traditionally organised and focuses on individual periods: the history of ancient civilisations (including Roman and Greek history), Middle Ages and modern times (the history of the 19<sup>th</sup> and the 20<sup>th</sup> Centuries). Each period includes topics on Slovene history, regional history (SouthEast Europe) and general history (European history, world history). The study of history includes excursions relevant to the study of the ancient world (Greece, Italy, Turkey), Central Europe and Slovenia.

The main aim of academic courses is to prepare students for jobs in institutions, archives and museums, and for other professions that require some knowledge of humanities and social sciences (in publishing houses, tourism, public services, etc.).

#### History at Faculty of Education in Maribor

The Department of History offers only double major studies (history and some other discipline, such as Psychology; Sociology, Philosophy, Geography, Languages etc).

The study of history as an academic course of studies focuses on individual periods: Ancient History, History of Feudalism, Modern History, Contemporary History and History Didactics.

The main aim of this course of studies is to prepare students for teaching in lower and upper secondary schools in Slovenia.

#### The relationship in history teacher training

Institution/ ISCED	Academic courses	General pedagogic/ didactic courses	Subject didactic courses	Practical training	Other
Faculty of Arts, ISCED 5	76%	5%	2.3%	5.2 % <sup>42</sup>	11,5%
Faculty of Education, ISCED 5	77%	7%	5%	7%	4%

These courses are:

- mostly separated (percentage: 60%)
- partly coordinated with pedagogues (percentage:20%)

<sup>42</sup> 2.3% subject didactics courses, 2.9% general ped. Didactic courses.

## Curriculum

The present curriculum (Faculty of Arts in Ljubljana) dates from 1996 (year of implementation) and will be replaced by another curriculum in 2002.

The present curriculum (Faculty of Education in Maribor) dates from 1997 (year of implementation) and will be replaced by another curriculum in 2001/2002.

### Training of academic competencies

The curriculum is: the same only in academic courses.

The educational option includes courses such as Andragogy (Adult education), Pedagogy, Didactics, 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, Archives Studies, and foreign languages (German, Latin).

Local history <sup>43 44</sup>	40%
National history	30%
European history	20%
World history	10%
Other	-

Political history <sup>45</sup>	40%
Social history	20%
Economic history	20%
Cultural history	20%
Other:	-

The general courses in the curriculum (Faculty of Arts in Ljubljana) are based on:

Chronological structure	85%
Theme-centred structure	15%

In the general courses, the following aspects are:

Very important:

- Problem-oriented
- Multiperspective

Important:

- Multicultural

---

<sup>43</sup> Data from Faculty of Arts in Ljubljana and Faculty of Education in Maribor

<sup>44</sup> Local history 10%, regional history 30%

<sup>45</sup> Data from Faculty of Arts in Ljubljana and Faculty of Education in Maribor

Historical methods are trained during general courses:

Trained a lot:

- Hermeneutics of history
- Qualitative analysis
- Discourse analysis
- Working in and with archives

Trained:

- Quantitative analysis
- Statistics
- Working in and with museums

### Competencies

Which competencies are trained explicitly in:

	Academic courses	General didactics	Subject didactics	Practical training
Planning and organising lessons	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Monitoring / social dynamics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of information-technology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of teamwork	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of key qualifications	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interdisciplinary co-operation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Where are the competencies normally trained?

	In schools after graduation	In schools during the study	Training labs/ microteaching
Planning and organising lessons	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching through directive structure	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reflection and self-evaluation of the training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Monitoring / social dynamics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interactive teaching	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of information-technology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of teamwork	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of key qualifications	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interdisciplinary co-operation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



During the whole period of studies in IT (without post-graduate training), how many courses are there for the (Please give percentage)

Training of teamwork (e.g. group work of students; team teaching)	40%
Training of key qualifications (self-reflection, social and communication skills, organisational skills)	50%
Interdisciplinary co-operation	50%

### Evaluation of ITT-courses:

No Official evaluation of training courses by the training institution.

Informal evaluation of training courses by the trainers for:

- Academic courses
- General didactic courses
- Subject didactic courses
- Practical training

Using:

- oral feed-back
- written feed-back

### C. The students

#### Training of key competencies

Key competencies in which history teacher trainees should be trained during studies

Institution/ ISCED	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
Faculty of Arts, ISCED 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty of Education, ISCED 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Kind of learning environment these key competencies are normally trained in:

	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
Individual studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Participation of students in planning and organisation

No participation of students

## *D. Trainers*

The trainers

Professional groups involved in ITT for history teachers:

- Historians
- Psychologists
- Pedagogues
- Didacticians
- Other: Andragogues for Adult Education at Faculty of Arts

These groups are coordinated on:

- University level (Faculty of Arts, Faculty of Education, ISCED 5)

There is interdisciplinary cooperation on:

- University level (Faculty of Arts, Faculty of Education, ISCED 5) - Co-ordinated by the curriculum and in didactic/ pedagogic training

Teacher trainers train students of history teaching to the following extent:

Institution/ ISCED	Historians	Advisory teachers	Psychologists	Pedagogues	Didacticians	Other:
Faculty of Arts in Ljubljana, ISCED 5	50%	-	100%	100%	100%	100%

Staff in training courses

The training courses are led by:

- a team of university-teachers and advisory teachers

## *E. Training of teacher trainers*

In-service training

There is the possibility of in-service training for teacher trainers at universities (Faculty of Arts, Faculty of Education) including:

- Improvement and training of self-reflection
- Improvement of competencies in planning and design of courses
- Training in directing and steering the learning process
- Training of organisational skills
- Training in different forms of examinations
- Forms of evaluation

The cost of the in-service training at university level is covered by:

- The state
- teacher trainers themselves
- teacher training institution

## Special training

There is no special training for trainers of history teachers.

## Who trains the trainers?

Historians

Trained by: Historians, external trainers

Advisory teachers

Trained by: Advisory teachers, external trainers

Psychologists

Trained by: Psychologists, external trainers

Educationalists

Trained by: Educationalists, external trainers

Didacticians

Trained by: Didacticians, external trainers

## Internal or external training of trainers

Internal personal development for:

- Historians
- Advisory teachers
- Didacticians
- Pedagogues
- Psychologists

Which is done by:

- Historians

External personal development for:

- Historians
- Advisory teachers
- Didacticians
- Pedagogues
- Psychologists

Which is done by:

- experts from other institutions

### III. History teaching in primary and secondary schools

#### A. The subject

Basic information about the subject "history" in secondary school education (age from 10 - 18/19):

#### History as a school subject

The full name of the subject history: History

- important events, phenomena and processes in world, European and Slovenian history;
- the influence of European and world events on Slovenian history;
- life, work, thought and scientific achievements in various historical periods;
- economic processes and social relations in various periods;
- various faiths, cultures and communities in the world;
- cultural heritage in general and national context;
- historical phenomena, processes and conflicts in the development of the modern world etc.

#### Number of history lessons

Number of lessons per grade each week and school type:

Grade/age	Lower secondary	Upper secondary (general <sup>46</sup> / technical)	Secondary vocational
Primary (10/11)	2 <sup>47</sup>		
5 (11/12)	2 <sup>48</sup>		
6 (12/13)	2		
7 (13/14)	2		
8 (14/15)	2		
9 (15/16)		2 / 2	
10 (16/17)		2 / 2	2 <sup>49</sup>
11 (17/18)		2 / 2	
12 (18/19)		2	

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<sup>46</sup> In secondary general schools, there is the possibility to have 1-3 hours of History per week more to prepare the students for the final examination - matura. How many hours is dependent on the principal.

<sup>47</sup> Comprehensive subject: "Social sciences", history approx 30-35%

<sup>48</sup> idem

<sup>49</sup> Comprehensive subject: "Social studies", history approx 33%

## History curriculum in school

### LOWER SECONDARY SCHOOLS (AGE of students: 12-15)

Students are to acquire:

- knowledge of the most important historical events in national, European and world history;
- knowledge of social, economic and culture history of the past;
- life, work and thinking of people in different time and the reasons of their changes;
- ability to accept and evaluate cultural heritage in national, European and world dimensions;
- understanding of the role of historical sources for the explanation of the past;
- ability to understand and respect other cultures, religions and peoples of the world;
- ability to understand time and place in the past;
- ability to think critically;
- ability to convey historical information (reading, understanding and explaining a historical text);
- work skills: precision, systematic approach, persistence.

### UPPER SECONDARY GENERAL SCHOOLS (AGE of students 15-19)

Students are to acquire:

- knowledge of important events, phenomena and processes in world, European and Slovenian history;
- acquaintance with and understanding of the influence of European and world events on Slovenian history;
- knowledge of life, work, thought and scientific achievements in various historical periods;
- 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 the cultural heritage in general and national context;
- ability to understand historical phenomena, processes and conflicts in the development of the modern world;
- ability to conceive chronological and spatial relations;
- ability to convey historical information (reading, understanding and explaining a historical text);
- ability to evaluate critically all forms of announcement (speeches, programmes, articles);
- ability to distinguish reasons, causes and consequences and to determine the co-dependency of various phenomena as well as continuity and change in development;

- ability to evaluate critically contemporary events, social phenomena and processes, and to develop powers of historical thinking;
- ability to understand phenomena logically and to synthesise similar and dissimilar historical facts;
- ability to use historical maps, sources and texts;
- ability to work independently, development of interest in studies and research in the social sciences;
- work habits: accuracy, systematic approach, persistence.

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

Local history	-
National history	40%
European history	50%
World history	10%
Other	-

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

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

### The type of subject "history"

History is taught as a single subject in:

- Lower secondary
- Upper secondary general

History is taught under the umbrella of a broader subject in:

- Upper secondary vocational<sup>50</sup>

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<sup>50</sup> Upper secondary vocational schools: Social studies consists of three subjects: Geography, History and Civic Education.

## B. History teachers in schools

### Socio-economic situation of history teachers

#### Job opportunities

In 2000:

There was a shortage of places.

#### Salaries

In 2000, a full-time secondary school teacher:

Belonged to the "middle class" of wage-earners

#### Salaries / age

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

School/ ISCED	< 30 years	50 > years
Lower and upper secondary ISCED 2 and 3	625 <sup>51</sup>	1 020 <sup>52</sup>
Universities ISCED 5 and 6	680 <sup>53</sup>	1 450 <sup>54</sup>

#### Future Developments

The number of jobs will decrease significantly due to the falling birthrate.

#### Age distribution

The average age of history teachers in primary and secondary schools:

Age distribution of history teachers in primary and secondary schools:

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

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<sup>51</sup> the lowest basic salary

<sup>52</sup> the highest basic salary

<sup>53</sup> the lowest salary for faculty assistant

<sup>54</sup> the highest salary for higher education teacher

## Age of employment/retirement

History teachers are normally employed in primary and secondary schools:

School/ ISCED	Female	Male
Lower and upper secondary	23-25	24-26

History teachers normally retire from primary and secondary schools:

School/ ISCED	Female	Male
Lower and upper secondary	58-60	64-66

## Status of history and history teaching in society<sup>55</sup>

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

The status of history teaching in your country on a scale from 0-10: **5**

The factors for the status value of the subject history teaching:<sup>56</sup>

- level of qualification (60%)
- income (20%)
- pedagogical methods (19%)
- social level (17%)
- knowledge (10%)

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<sup>55</sup> Answers of 100 Slovenes aged 18-50

<sup>56</sup> Multiple choices possible.



There has been no change in the last couple of years<sup>57</sup>.

The status of history (research work) in your country on a scale from 0 to 10: **6**

The factors for the status value of history teaching:<sup>58</sup>

- Level of qualification (63%)
- social status (28%)
- results and work (23%)
- income (17%)
- public consideration (10%)

There has been no change in the last couple of years.<sup>59</sup>

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<sup>57</sup> 64% of Slovenes said no. The reasons for yes: different social system (5%), greater status (5%).

<sup>58</sup> Multiple choices possible.

<sup>59</sup> 57% of Slovenes said no. The reasons for yes: interpretation of events (12%), independence of Slovenia (8%), different social system (5%).

# Federal Republic of Yugoslavia

## Montenegro

### I. The education system

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

##### Principles and general objectives of education

The overall goal of education is to develop internal potentials of every individual as the condition for successful and happy life and development of all activities in society.

- foster respect for individuality of a child;
  - educate creative individuals with broad horizons and encourage their physical, mental, esthetic and moral development;
  - foster pupils' acquisition of basics of general education which is to be the basis for further self-education;
  - foster pupils' acquisition of basic laws, development of nature and society;
  - foster pupils' critical thinking, independence and interest for new knowledge;
  - foster pupils' understanding and respect for national values, history and culture as well as that of other nations.
- 
- develop consensus and understanding of reform priorities and methods;
  - improve the physical learning conditions of classrooms and school facilities;
  - improve quality in teaching and learning;
  - adopt child-centred approach in teaching;
  - reduce too many facts in curricula;
  - improve textbooks;
  - improve in-service teacher training.<sup>60</sup>

##### Structure of the education system

The education system is:

- Comprehensive until 14 years
- Selective from 15 years
- Compulsory full time education: up to 15 years
- School leaving age: 18 years

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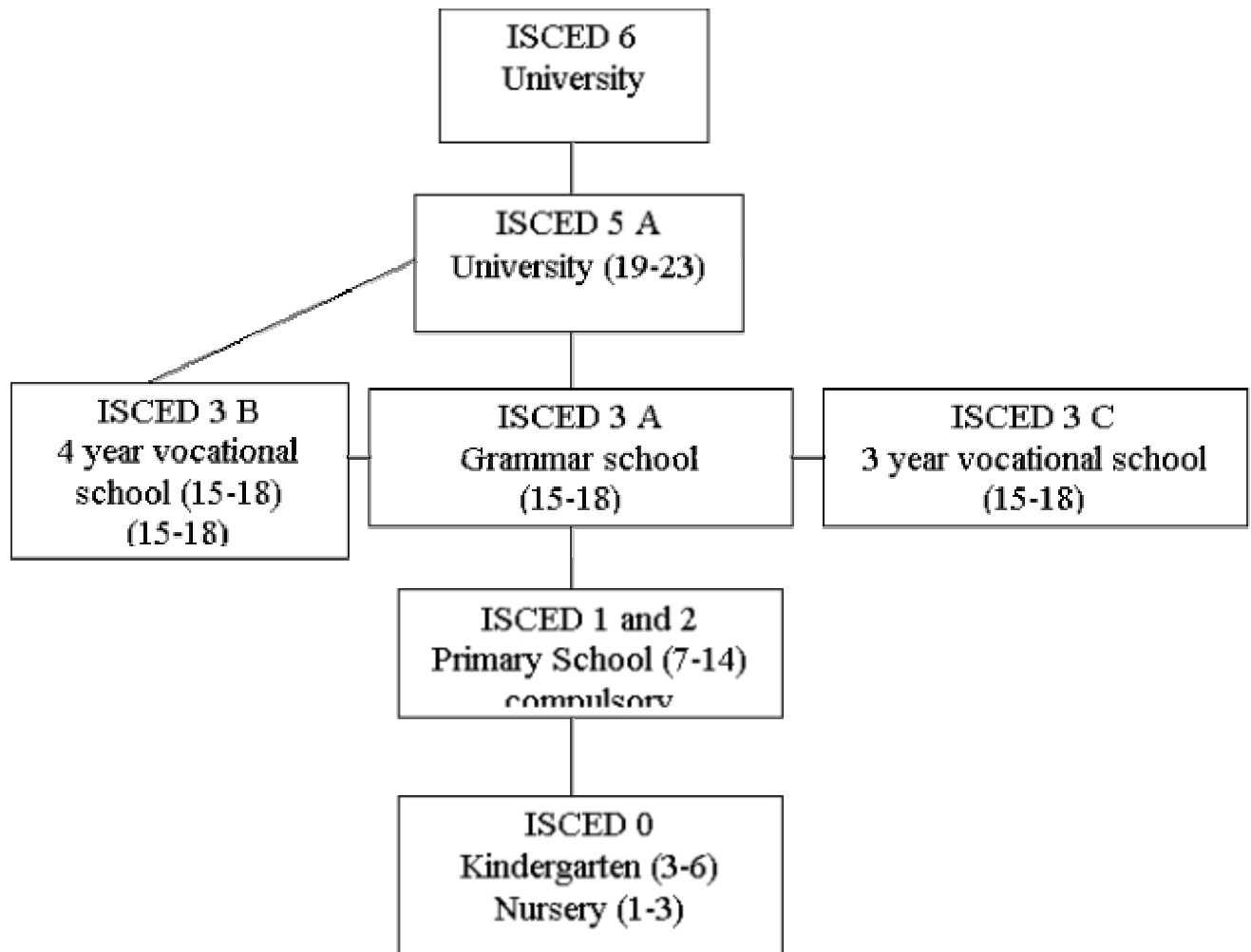
<sup>60</sup> As our contributor reports, schools are still overcrowded, there is a lack of equipment, evaluation and assessment systems are partly outdated and institutions for in-service teacher training rarely exist.

## Population by educational standard

Population aged between 25-54 years by highest educational standard (school leaving or graduation) in percentage [please consult: OECD 2000: education at a glance, chapter A2]:

	Male	Female	Total
Below secondary II [ISCED 2]	5.40%	16.70%	11.20%
Secondary II [ISCED 3]	40.50%	46.40%	43.50%
Post-secondary, non-tertiary [ISCED 4]	45.80%	32.10%	38.80%
Tertiary I [ISCED 5A/6]	6.60%	3.50%	5%
Tertiary II [ISCED 5B] <sup>61</sup>	-	-	-

### B. Diagram of the education system



<sup>61</sup> These are data for 1991, for all population above 15. There are no official statistics data on population with tertiary II degree.

### C. Statistical data

Teachers, students, history students, teacher trainees, history teacher trainees, teacher trainers

#### Teachers

School level	Number of teachers	Number of history teachers
Primary/ Lower secondary <sup>62</sup>	4 887	233
Upper secondary general/ Upper secondary vocational <sup>63</sup>	2 321	84 <sup>64</sup>

How many teachers teach in public and private school?

School level	Public schools
Primary/ Lower secondary	4 887
Upper secondary general/ Upper secondary vocational	2 321

#### Students

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	4 347	5 045	9 392

#### Students per institution

Institution/ ISCED	Male	Female	Total
Universities	4 347	5 045	9 392

#### New students in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	1 482	1 862	3 344

#### Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities (B.A. and M.A.)	342	587	929

<sup>62</sup> No separate data

<sup>63</sup> idem

<sup>64</sup> There are also 12 history inspectors.

History students<sup>65</sup>

Teacher trainees

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	544	1 613	2 158

Teacher trainees per institution

Institution/ ISCED	Male	Female	Total
Universities	5 44	1 613	2 158

New teacher trainees in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	211	617	828

Teacher trainee graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities (B.A. and M.A.)	66	257	323

History teacher trainees

	Male	Female	Total
Post secondary education and above(=ISCED 4, 5 and 6)	96	67	163

History teacher trainees per institution

Institution/ ISCED	Male	Female	Total
Universities	96	67	163

New history teacher trainees in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities	57	33	90

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<sup>65</sup> No figures can be given, because students can decide whether they want to be historians only after graduation. At faculty, there are no special courses for historians and history teachers. All students in the history and geography department are counted as history teacher trainees (answers from A1.4 to A1.43) because the vast majority become history teachers. Only those who, after graduation, have average mark of more than 8.5 can go on to master degree studies, of course if they want to, and become historians.

## Graduates in 1998 per institution

Institution/ ISCED	Male	Female	Total
Universities (B.A. and M.A.)	8	7	15

### Teacher trainers

#### Number of teacher trainers

	Male	Female	Total
Post secondary education and above(ISCED 4, 5 and 6)	477	228	705

#### Per institution

Institution/ ISCED	Male	Female	Total	School level
Universities	477	228	705	ISCED 2 and 3

#### Number of history teacher trainers

	Male	Female	Total
Post secondary education and above(ISCED 4, 5 and 6)	24	9	33

#### Per institution

Institution/ ISCED	Male	Female	Total	School level
Universities	24	9	33	ISCED 2 and 3

### Financing<sup>66</sup>

#### Average cost of a history student by institution, per year

Institution/ ISCED	EURO
University	2551

#### Average cost of a history teacher trainee by institution, per year

Institution/ ISCED	EURO
University	2551

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<sup>66</sup> The sum is approximate. It dates from before 1990 and covers four year study; it was the average cost of a university student in the former Socialist Federal Republic of Yugoslavia. After 1990, no estimation of cost of average student at Montenegro University has been done because the legal frame for methodology of calculating this sum dates from 1987 and the current situation is quite different.

## Feminisation

Increase of female students

	Yes	No	If yes, what percentage?
Post secondary education and above(=ISCED 4, 5 and 6)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	plus 1,4% (for period 1996-99)

Increase of female students in:

- University plus 1.2% (for 1996-99)

Increase of female teacher trainees in:

- None

Increase of female history students in:

- University plus 1.7% (for 1996-99)

Increase of female history teacher trainees in:

- University plus 1.2% (for 1996-99)

## II. Initial training

### A. Training institutions

#### Institutions involved in ITT

Institution	For which school level
Universities (ISCED 5A)	ISCED 2, 3 and 4

#### Purposes of institutions

Institution	Purpose
Universities (ISCED 5A)	Teachers and Researchers <sup>67</sup>

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<sup>67</sup> However, to obtain a research post one has to, after graduation at faculty, attend postgraduate studies for master's degree.

## Criteria

The criteria for the teacher training institutions are laid down by:

- Universities: the state (including government), the training institutions themselves

### Number of institutions

Institution/ ISCED	Public	Private
University (ISCED 5A)	1	0

### *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/ ISCED 5 fixed combination (history and geography)

### Structure of ITT

The structure of ITT is:

- University/ ISCED 5: concurrent

### Length of studies/training

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

Institution/ISCED	Entry req.	Final exam	Length	P.G. Training	Degree	School level
Universities/ISCE D 5A	Free access	written	4	none	B.A.	All levels

The Standards for the training of ITT

### Professional profile

Yes, a general professional profile for all ITT institutions.

### Qualified teacher status

Yes, there is a qualified teacher status<sup>68</sup>

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<sup>68</sup> 100% of teachers have acquired QT status.



## Core curriculum

Yes, there is a common/core curriculum for all institutions of ITT.

General guidelines for the conception of ITT come from:<sup>69</sup>

- universities, TT institutions

Curricula of the same institution (e.g. university) are co-ordinated: Yes, on national level

## Training at universities

### The aims for the IT of history teachers

The aims for IT of history teachers laid down in the curricula/syllabi:

The aims for the IT of history teachers are to acquire academic, pedagogical and methodological knowledge and skills.

### The relationship in history teacher training

Institution/ ISCED	Academic courses	General pedagogic/ didactic courses	Subject didactic courses	Practical training	Other
Universities/ISCED 5A	65%	10%	2.50%	2.50%	20%

These courses: always separated

## Curriculum

The present curriculum dates from the 1990s (year of implementation)

It will be replaced by another curriculum in two years' time.

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<sup>69</sup> General guidelines for the conception of ITT come from an academic committee but members of the committee are chosen by the Ministry of Education and Science.

## Training of academic competencies

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

Local/ regional history <sup>70</sup>	25%
National history	26%
European history <sup>71</sup>	38%
World history <sup>72</sup>	11%
Other <sup>73</sup>	-

Political history	55%
Social history	14%
Economic history	6%
Cultural history	25%
Other:	-

The general courses in the curriculum are based on:

Chronological structure	95%
Theme-centred structure	5%

In the general courses, the following aspects are:

Extremely important:

- Problem-oriented

Important:

- Multiperspective
- Multicultural

Historical methods are trained during general courses:

Trained:

- Hermeneutics of history
- Qualitative analysis

Hardly trained:

- Quantitative analysis
- Working in and with archives

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<sup>70</sup> Percentage of local history is about 1%.

<sup>71</sup> 11% European History, 22% History of Central and South-East Europe, 8% Ancient History of Europe and World

<sup>72</sup> 11% World History and 8% Ancient History of Europe and World

<sup>73</sup> Introduction to History and Auxiliary Historical Sciences

- Working in and with museums

Not trained:

- Discourse analysis

## Competencies

Which competencies are clearly trained in

	Academic courses	General didactics	Subject didactics	Practical training
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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reflection and self-evaluation of the training course/ the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring / social dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of information-technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of key qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary co-operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where are the competencies normally trained?

	In schools after graduation	In schools during the study	Training labs/ microteaching
Planning and organising lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reflection and self-evaluation of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring / social dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive teaching	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use of media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of information-technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training of key qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary co-operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the whole period of studies in IT (without post-graduate training), how many courses are there for the (Please give percentage)

Training of teamwork (e.g. group work of students; team teaching)	5%
Training of key qualifications (self-reflection, social and communication skills, organisational skills) <sup>74</sup>	5%
Interdisciplinary co-operation	-

Evaluation of ITT-courses:

Is there an official evaluation of training courses by the training institution: No

Is there an informal evaluation of their courses by the trainers: No

### *C. The students*

Training of key competencies

Key competencies in which history teacher trainees should be trained during studies

Institution/ ISCED	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
University / ISCED 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Kind of learning environment these key competencies are normally trained in:

	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
Individual studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participation of students in planning and organisation

No participation of students

### *D. Trainers*

The trainers

<sup>74</sup> Self-reflection, social and communication skills are not trained, only organisational skills.

Professional groups involved in ITT for history teachers:

- Historians
- Psychologists
- Pedagogues
- Didacticians
- Other

These groups are coordinated on:

- University level/ ISCED 5<sup>75</sup>.

There is interdisciplinary cooperation on:

- University level/ ISCED 5 – Co-ordinated by the curriculum and in practical training

Teacher trainers train students of history teaching to the following extent:

Institution/ ISCED	Historians	Advisory teachers	Psychologists	Pedagogues	Didacticians	Other:
University / ISCED 5	77%	-	-	-	-	-

### Staff in training courses

The training courses are led by:

- one teacher/trainer (35%)
- a team of university-teachers/trainers (65%)

### *E. Training of teacher trainers*

#### In-service training

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

#### Special training

There is no special training for teacher trainers of history.

#### Who trains the trainers?

No training of trainers.

#### Internal or external training of trainers

No personal development.

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<sup>75</sup> Course curricula are not coordinated.

### III. History teaching in primary and secondary schools

#### A. The subject

Basic information about the subject "history" in secondary school education (from 10 - 18/19):

#### History as a school subject

The full name of the subject history: History

#### Number of history lessons

Number of lessons per grade each week and school type:

Grade/age	Primary <sup>76</sup>	Lower secondary	Upper secondary (general technical)	Secondary vocational (3 year voc. Schools / 4 year voc. schools)
1(6/7)	1			
2 (7/8)	2			
3 (8/9)	2			
4 (9/10)	2			
5 (10/11)		1		
6 (11/12)		2		
7 (12/13)		2		
8 (13/14)		2		
9 (14/15)			2	
10 (15/16)			2	3 / 2
11 (16/17)			2	- / 2
12 (17/18)			2	

#### History curriculum in school

It is chronologically structured national and world history from prehistory to the present; from V<sup>th</sup>-VIII<sup>th</sup> grades of primary school (ISCED 2) and from I<sup>st</sup>-III<sup>rd</sup> or IV<sup>th</sup> grade of secondary schools (ISCED 3), pupils study the same periods of history but with different emphasis. In primary school, pupils learn fundamental chronology, terms, main characteristics of main periods, important events and persons; in secondary schools, pupils learn the same material, only broadened in facts and deepened by learning how to identify the periods of progress, regression and stagnation in the main periods of history and mutual influences between nations and cultures.

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<sup>76</sup> Comprehensive subject: Nature and Society (grade 1-3) and Society (grade 4); the subject consists of about 50% history.

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

Local history	32%
National history	24%
European history	33%
World history	10%
Other	1%

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

Political history	66%
Social history	14%
Economic history	5%
Cultural history	14%
Other	1%

### The type of subject "history"

History is taught under the umbrella of a broader subject in:

- Primary

History is taught as a single subject in:

- Lower secondary
- Upper secondary general
- Upper secondary vocational

### *B. History teachers in schools*

Socio-economic situation of history teachers

### Job opportunities

In 2000:

There was a shortage of 26 places

### Salaries

In 2000, a full-time secondary school teacher:

Belonged to the "middle class" of wage-earners

## Salaries / age

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

School/ ISCED	< 30 years	50 > years
All levels	169	195

## Future developments

The number of jobs will decrease significantly due to a reform of education (history lessons in 3rd and 4th year of vocational school will be significantly reduced).

## Age distribution

The average age of history teachers in primary and secondary schools:

age distribution of history teachers in primary and secondary schools:

School/ ISCED	<30	31-40	41-50	50>
All levels	5%	25%	60%	10%

## Age of employment/retirement

History teachers are normally employed in primary and secondary schools:

School/ ISCED	Female	Male
All levels	22	22

History teachers normally retire from primary and secondary schools:

School/ ISCED	Female	Male
All levels	60	65

## Status of history and history teaching in society

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



The status of the subject history teaching in your country on a scale from 0-10: **3**

The factors for the status value of the subject history teaching:

- social status
- level of income
- level of qualification

In the last decade, there has been a change regarding the status of history teaching:

In the former Socialist Federal Republic of Yugoslavia, history and history teaching were among the most important subjects at school and university. Today, the status of history is more ambiguous because nowadays the subject is regarded as important for the creation of national identity and is no longer important for the formation of leading persons in politics and society.

The status of the subject history (research work) in your country on a scale from 0-10 : **5**

The factors for the status value of the subject historical research:

- social level
- level of income
- level of qualification

There has been a change in the last couple of years due to:

The role of many historians in forming ideological background for politics of violence and wars in Yugoslavia was active resulting in opinion, on one hand, that history is just a political tool and, on the other, that history is one of the pillars of a nation and society.

## **Serbia**

### **I. The education system**

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

Principles and general objectives of education

No data provided

Structure of the education system

The education system is:

- Comprehensive until 14 years
- Selective from 14 years
- Compulsory full time education: 14 years
- School leaving age: 18 years

## *B. Diagram of the education system*

No data provided

## *C. Statistical data*

Teachers, students, history students, teacher trainees, history teacher trainees, teacher trainers

### Teacher trainers

As our contributor reports, it is difficult to say who is a teacher trainer in Serbia. It is not a title or profession. For example, there are university teachers (pedagogues, psychologists) who teach subjects such as general pedagogy, psychology. The subject "special didactics" (history teaching) is taught by special university teachers with the same education as all other historians, only that they have a special interest in history teaching and that they are carrying out research projects in that area by themselves (reading literature, writing articles or books, M.A. or Ph.D. thesis in that research area etc.).

At state examinations (which are compulsory for all new teachers, after one year of experience in school work), examiners are university teachers without the special title of teacher trainer; they are usually distinguished university professors with long teaching experience etc. There are no teacher trainers at secondary level of education. This information is valid for teacher trainers in general and for history teacher trainers in particular.

### Feminisation

Generally speaking, one could say that during the last 50 years there were constantly more female than male teachers in Serbia, more female than male students who wanted to become teachers (history teachers as well). Opportunities were and are the same for female and male students and teachers (salaries as well). But to be a teacher (especially in the subjects language, literature, history, art etc.) is often considered a good professional career for women.

## **II. Initial training**

### *A. Training institutions*

#### Institutions involved in ITT

Institution	For which school level
Universities	All levels
Teacher training faculties (Uciteljski fakulteti).	Primary level

## Purposes of institutions

Institution	Purpose
Universities (ISCED 5A)	Teachers and Researchers
Teacher training faculties (Uciteljski fakulteti).	Teachers for Primary level

## Criteria

The criteria for the teacher training institutions are laid down by:

- Universities: the state (including government)

## Number of institutions

Institution/ ISCED	Public	Private
Universities	All	-

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

### "Initial Training of History Teachers" as the subject of secondary or tertiary education

'History teaching' is studied (and taught) at:

- University/ISCED 5 as a single subject

## Structure of ITT

The structure of ITT is:

- University: generally concurrent (with consecutive elements)

## Length of studies/training

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

Institution/ISCED	Entry req.	Final exam	Length	P.G. Training	Degree	School level
Teacher training faculties			4		Faculty diploma <sup>77</sup>	Primary
Universities		written, oral, practical	4	1 year p. g. training in school	Faculty diploma <sup>78</sup>	All levels

<sup>77</sup> Of the teacher training faculty.

<sup>78</sup> Of the particular faculty.

## The standards for the training of ITT

### Professional profile

No specific professional profile

### Qualified teacher status

Yes, there is a qualified teacher status<sup>79</sup>

### Core curriculum

Yes, there is a common/core curriculum for all institutions of ITT.

General guidelines for the conception of ITT come from:

- Ministry of Education and Sports
- universities, TT institutions

Curricula of different institutions are co-ordinated: Yes, on national level

### Training at universities

#### The aims for the IT of history teachers

The content of the curricula/syllabi at the History Department at the University of Novi Sad includes proficiencies in.

- Science of history
- Supporting historical sciences
- Archaeology
- Latin/Greek
- Sociology
- Developmental and pedagogical psychology
- Didactics
- Ancient to modern world and national history

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<sup>79</sup> 100% of teachers have acquired QT status.

## The relationship in history teacher training

Institution/ ISCED	Academic courses	General pedagogic/ didactic courses	Subject didactic courses	Practical training	Other
University – History Department Univ. Novi Sad	apr. 94.4 %	apr.3.8 %	apr. 0.9 %	apr.0.9%	0%

These courses: always separate

## Curriculum

The present curriculum dates from 1996 (year of implementation)  
It will be replaced by another curriculum in the next few years.

## Training of academic competencies

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

Local history	-
National history	50%
European history	50%
World history	-
Other	-
Political history	predominant <sup>80</sup>
Social history	
Economic history	
Cultural history	
Other:	

The general courses in the curriculum are based on:

Chronological structure	mostly
Theme-centred structure	

## Competencies

In the general courses the following aspects are:

Important:

- Problem-oriented
- Multiperspective
- Multicultural

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<sup>80</sup> Except in ancient history and archaeology.

Historical methods are trained during general courses:

Trained:

- Hermeneutics of history
- Quantitative analysis
- Statistics
- Qualitative analysis
- Discourse analysis
- Working in and with archives
- Working in and with museums

## Competencies

Which competencies are clearly trained in

	Academic courses	General didactics	Subject didactics	Practical training
Planning and organising lessons			☒	☒
Teaching through directive structure		☒	☒	☒
Reflection and self-evaluation of the training course/ the lesson		☒	☒	☒
Monitoring / social dynamics	☒	☒		
Interactive teaching (e.g. pupil-centred, process-oriented forms)		☒	☒	☒
Use of media		☒	☒	☒
Use of information technology		☒	☒	☒
Training of teamwork		☒	☒	☒
Training of key qualifications		☒	☒	☒
Interdisciplinary co-operation		☒	☒	☒

Where are the competencies normally trained?

	In schools after graduation	In schools during the study	Training labs/ microteaching
Planning and organising lessons	☒	☒	
Teaching through directive structure	☒	☒	
Reflection and self-evaluation of the training	☒	☒	
Monitoring / social dynamics	☒	☒	
Interactive teaching	☒	☒	
Use of media	☒	☒	
Use of information-technology	☒	☒	
Training of teamwork	☒	☒	
Training of key qualifications	☒	☒	
Interdisciplinary co-operation	☒	☒	

## Evaluation of ITT-courses:

No official evaluation of training courses by the training institution.

No informal evaluation of their courses by the trainers.

### *C. The students*

#### Training of key competencies

Key competencies in which history teacher trainees should be trained during studies

Institution/ ISCED	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

Kind of learning environment these key competencies are normally trained in:

	Academic qual.	Didactic qual.	Psychological qual.	Legal qual.	Other qual.
Individual studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Group work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Project work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Other					

#### Participation of students in planning and organisation

Students participate in practical training.

### *D. Trainers*

The trainers

Professional groups involved in ITT for history teachers:

- Historians
- Psychologists
- Pedagogues
- Didacticians

On University level/ ISCED 5, these groups are coordinated.

On University level/ ISCED 5 (History Department University in Novi Sad), there is interdisciplinary cooperation coordinated by the curriculum.

### *E. Training of teacher trainers*

#### **In-service training**

There is no possibility for in-service training for teacher trainers.

#### **Special training**

There is no specific information on special training for trainers of history teachers.

## **III. History teaching in primary and secondary schools**

### *A. The subject*

Basic information about the subject "history" in secondary school education (from 10 - 18/19):

#### **History as a school subject**

The full name of the subject history: History

The content of the history subject

– world and national history from ancient times to the present day

#### **Number of history lessons**

Number of lessons per grade each week and school type:

Grade/age	Lower secondary	Upper secondary (general / technical)	Secondary vocational
5 (10/11)	1		
6 (11/12)	2		
7 (12/13)	2		
8 (13/14)	2		
9 (14/15)		2	2
10 (15/16)		2	2
11 (16/17)		2	
12 (17/18)		2	

#### **History curriculum in school**

World, European and national history from ancient times to the present day is taught in chronological order from 5<sup>th</sup>-8<sup>th</sup> grade of elementary schools, then again in the second cycle in gymnasiums (four years) or vocational schools (two years).

The reform of the curricula is going on.



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

There is a difference in relations between regional, national, European and world history depending on the school year. For example, in the 5<sup>th</sup> grade of elementary school, there is no national, but there is world, European and regional history (ancient times). In the 6<sup>th</sup> grade of elementary school, there is approximately 45% of European and national history, but there is little regional or world history (medieval times). In the 7<sup>th</sup> grade, there is much more national history than European or world, and almost nothing about regional history (modern history). In the 8<sup>th</sup> grade, the relation is 60% national and 40% European and world history together (second half of the 19<sup>th</sup> and history of the 20<sup>th</sup> Century). The situation is similar in secondary schools when the cycle is repeated.

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

Political history	predominant <sup>81</sup>
Social history	
Economic history	
Cultural history	
Other	

### The type of subject "history"

History is taught in fixed combinations in:

- Primary<sup>82</sup>

History is taught as a single subject in:

- Lower secondary
- Upper secondary

### *B. History teachers in schools*

No data available

### Status of history and history teaching in society

The status of history teaching in your country on a scale from 0 -10: **4**

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<sup>81</sup> Except for ancient history.

<sup>82</sup> At primary level, history is taught in two fixed combinations: first with elements of biology, chemistry, physics, geography etc. – Natural and social studies, then with elements of geography and civil society – social studies.

What has changed in recent years:

- During the last 50 years history as a school subject was used, and sometimes misused, as a tool for political education and ideological indoctrination. Nowadays there is a tendency of misusing history for nationalistic concepts.
- Political, economic and educational reforms are in process.

The status of history (research work) in your country on a scale from 0-10: **8**

What has changed in recent years:

- Many historians have successfully represented themselves in public as independent and open-minded scientists.
- Many young historians have published their first books with success.

## Appendix II

### Training institutions



## A. Teacher training institutions

### 1. Albania

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Mr. Petrit Nathanaili  
Universiteti I Tiranes  
Faculteti Histori-Filologji  
Departamenti Historise  
Rruga Elbasanit  
Tirana  
Tel/fax: +355 4 22 41 09  
priv: Jul Variboba n° 8  
Tirana  
Tel/fax: +355 42 27370  
E-mail: [nathanp@sanx.net](mailto:nathanp@sanx.net)

Ms. Fatmiroshe Xhemali  
Inspector of History and Social Sciences  
Ministry of Education and Science  
Department of Secondary Education  
Rruga Duresit 23  
Tirana  
Tel: +355 42 22260 or 261 39  
Fax: +355 42 32002 or 22260  
E-mail: [ebalili@mash.gov.al](mailto:ebalili@mash.gov.al)  
[Fatmirax@yahoo.it](mailto:Fatmirax@yahoo.it)

### 2. Bosnia and Herzegovina

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Ms. Naida Sušić Mehmedagić, M.A.  
Federal Ministry of Education  
71 000 Sarajevo  
M. Dizdara 2  
Tel: +387 33 663 991  
home:  
Tel: +387 33 458 947  
Tel/fax: +387 33 442 672  
E-mail: [susic@smartnet.ba](mailto:susic@smartnet.ba)

### 3. Bulgaria

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Ms. Julieta Savova  
Associate Professor  
Sofia University  
Faculty of Education  
15, Zsar Osoboditel  
1504 Sofia  
Tel/fax: +359 2 989 45 63 or 930 84 28  
Fax: +359 2 46 40 85  
E-mail: [julietasavova@hotmail.com](mailto:julietasavova@hotmail.com)  
[julietasavova@yahoo.com](mailto:julietasavova@yahoo.com)

Ms. Elka Drosneva  
Associate Professor  
Faculty of History  
Sofia University  
15, Zsar Osoboditel  
1504 Sofia  
Tel: +359 2 930 82 32  
Fax: +359 2 46 30 22  
E-mail: [elkadrosneva@yahoo.com](mailto:elkadrosneva@yahoo.com)

Ms. Irina Boltcheva  
Senior Expert  
European Integration Division  
Ministry of Education and Science  
24, Kniaz Dondukov Bulvar  
1000 Sofia  
Tel: +359 2 980 26 02  
Fax: +359 2 988 06 00  
E-mail: [i.bolcheva@minedu.government.bg](mailto:i.bolcheva@minedu.government.bg)

### 4. Croatia

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Dr. Damir Agicic  
Department of History  
University of Zagreb  
Ivana Lucica 3  
10000 Zagreb  
Tel: (home) +385 1 66 00 707  
Fax: +385 1 61 56 879  
E-mail: [damir.agicic@zg.hinet.hr](mailto:damir.agicic@zg.hinet.hr)

### 5. Greece

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Ms. Anastasia Kyrkini-Koutoula Ph.D.  
Greek Pedagogical Institute  
Athens  
Tel: +30 1 601 63 79  
Tel/fax: +30 1 28 40 284  
E-mail: [natasa54@otenet.gr](mailto:natasa54@otenet.gr)

Ms. Christina Koulouri  
Associate Professor  
Dimokrition University of Thrace  
History and Ethnology Department  
Panourgia 20  
Agia Paraskevi  
15343 Athens  
Tel/fax: +30 1 601 09 71  
Fax: +30 1 600 30 26  
E-mail: [chkoulou@otenet.gr](mailto:chkoulou@otenet.gr) .  
[koulouri@users.duth.gr](mailto:koulouri@users.duth.gr)  
Center for Democracy in South Eastern Europe  
Thessaloniki  
Tel: +30 31 960 820  
Fax: +30 31 960 822

Ms. Ioanna Laliotou  
University of Thessaly  
Contemporary History  
Thessaly  
Tel: +30 1 345 29 59  
Tel (home) +30 1 958 13 97  
+30 944 976 553  
E-mail: [laliotou@otenet.gr](mailto:laliotou@otenet.gr)

## 6. "The former Yugoslav Republic of Macedonia"

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Mr. Vladimir Ortakovski  
Undersecretary  
Ministry of Education and Science  
Str. D. Cupovski 9  
9100 Skopje  
Tel: +359 91 117 277  
Fax: +359 91 118 414  
E-mail: [ortak@osi.net.mk](mailto:ortak@osi.net.mk)

## 7. Moldova

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Dr. Vergiliu Birladeanu, Ph.D.  
Historian  
Free International University from Moldova  
52, Vlaicu Parcalab Str.  
2012 Chisinau  
Tel/fax: +373 2 227 365  
E-mail: [anthropology@moldovacc.md](mailto:anthropology@moldovacc.md)  
[anthropology@mdl.net](mailto:anthropology@mdl.net)  
[byrladeanu@hotmail.com](mailto:byrladeanu@hotmail.com)

Dr. Sergiu Musteata, Ph.D.  
International Secretary  
National Youth Council of Moldova  
Pedagogical State University "Ion Creanga"  
1, Ion Creanga Str.  
2069 Chisinau  
Tel/Fax: + 373 2 719 169  
E-mail: [sergiu72@yahoo.co.uk](mailto:sergiu72@yahoo.co.uk)  
[antim@mdl.net](mailto:antim@mdl.net)

Dr. Oleg Serbrean, Ph.D.  
Historian  
E-mail: [oserebrean@hotmail.com](mailto:oserebrean@hotmail.com)

## 8. Romania

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Dr. Laura Capita  
Senior Researcher  
Head of Department for Curriculum  
Institute of Educational Sciences  
37, Stirbei Voda  
70732 Bucharesti  
Fax: +40 1 321 14 47; 315 89 30  
E-mail: [laura.c@ise.ro](mailto:laura.c@ise.ro)

Professor Calin Felezeu, Ph.D  
Babes-Bolyai University  
Faculty of History  
Str. Mihail Kogalniceanu 22  
Cluj 3400  
Fax: +40 64 19 05 59  
E-mail: [predescu@phys.ubb.cluj.ro](mailto:predescu@phys.ubb.cluj.ro)

Mr. Doru Dumitrescu  
General Inspector of History  
Ministry of Education and Research  
General Berthelot Str. 28 – 30  
Bucuresti  
Tel/fax: +40 1 314 36 55  
E-mail: [dgpre@men.edu.ro](mailto:dgpre@men.edu.ro)

## 9. Slovenia

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Ms. Danijela Trskan  
Filosofska fakulteta  
Oddelek za zgodovino  
Askecevan 2  
1001 Ljubljana  
Tel: +386 1 2411206  
(home) +386 61 714 165  
E-mail: [danijela.trskan@guest.arnes.si](mailto:danijela.trskan@guest.arnes.si)

Ms. Valentina Maver  
Gimnazija Beograd  
Periceva 4  
1000 Ljubljana  
Tel: +386 1 3000 415  
Fax: +386 1 3000 440  
E-mail: [tina@s-gimb.lj.edus.si](mailto:tina@s-gimb.lj.edus.si)  
Home: Veselova III/1  
Grosuplje  
School: Gimnazija Beograd  
Periceva 4  
1000 Ljubljana  
Tel: +386 1 786 27 55  
E-mail: [tina@gimb.org](mailto:tina@gimb.org)

Ms. Tatiana Jurkovic  
svetovalka ministra  
Ministry of Education, Science and Sport  
Sluzba za mednarodno sodelovanje  
Zupanciceva 6  
1000 Ljubljana  
Tel: +386 1 432 31 63; 432 32 25  
Fax: +386 1 432 72 12  
E-mail: [tatjana.jurkovic@mss.edus.si](mailto:tatjana.jurkovic@mss.edus.si)  
<http://www.mss.edus.si>

## 10. Federal Republic of Yugoslavia

---

### Montenegro

Ms. Jasmina Djordjevic (Montenegro)  
Historical Institute  
Bul. Revolucise 3  
81000 Podgorice  
(Home: Miladina Popovica 12)  
Tel/fax: + 381 81 24 13 36  
E-mail: [jasmindj@cg.ac.yu](mailto:jasmindj@cg.ac.yu)

### Serbia

Ms. Ana Pesikan  
Institute of Psychology  
Faculty of Philosophy  
University of Belgrade  
Cikoa Ljubina 18-20  
11 111 Belgrade  
Tel/fax: +381 11 639 724  
Tel (home) +381 11 160 501  
E-mail: [apesikan@f.bg.ac.yu](mailto:apesikan@f.bg.ac.yu)  
[zavram@Eunet.yu](mailto:zavram@Eunet.yu)

Ms. Dubravka Stojanovic  
Institute of History  
University of Belgrade  
E-mail: [ivcol@Eunet.yu](mailto:ivcol@Eunet.yu)

### Kosovo

Mr. Enver Hoxhaj  
University of Prishtina  
Faculty of Philosophy  
History Department  
Prishtina 38 000  
Tel: +377 44 165 642  
Fax: + 381 38 501 472  
E-mail: [enverhoxhaj@yahoo.com](mailto:enverhoxhaj@yahoo.com)

## 11. Turkey

---

Mr. Orhan Silier  
Secretary General  
Tarih Vakfi - Turkish Economic and Social History  
Foundation  
Vali Konagi CAD 57  
Nisantasi  
80220 Istanbul  
Tel: +90 212 233 21 61; 230 87 11  
Fax: +90 212 234 32 90  
E-mail: [osilier@tarihvakfi.org.tr](mailto:osilier@tarihvakfi.org.tr)  
<http://www.tarihvakfi.org.tr>

## B. Council of Europe

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Ms. Alison Cardwell  
Head of History Education Section  
Directorate General IV  
Council of Europe  
F-67 075 Strasbourg Cedex  
Tel: +33 3 8841 26 17  
Fax: +33 3 8841 27 50/56  
E-mail: [alison.cardwell@coe.int](mailto:alison.cardwell@coe.int)

## C. Institute of Economic and Social History, Vienna

---

Professor Alois Ecker  
Institut für Wirtschafts- und Sozialgeschichte  
Universität Wien  
Dr. Karl Luegerring 1  
A-1010 Wien  
Tel: +43 1 4277 41320  
Fax: +43 1 4277 9413  
E-mail: [alois.ecker@univie.ac.at](mailto:alois.ecker@univie.ac.at)

Mr. Gerhard Dabringer  
Institut für Wirtschafts- und Sozialgeschichte  
Universität Wien  
Dr. Karl Luegerring 1  
A-1010 Wien  
E-mail: [gerhard.dabringer@chello.at](mailto:gerhard.dabringer@chello.at)

Mr. Günter Katzler  
Institut für Wirtschafts- und Sozialgeschichte  
Universität Wien  
Dr. Karl Luegerring 1  
A-1010 Wien  
E-mail: [a9503742@univie.ac.at](mailto:a9503742@univie.ac.at)

## D. Stability Pact for South East Europe

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Ms. Heidrun Schulze  
Task Force Education and Youth (Enhanced Graz  
Process)  
KulturKontakt Austria  
Spittelberggasse 3/M  
A-1070 Wien  
Tel: +43 1 522 91 60 12  
Fax: +43 1 524 66 55  
E-mail: [heidrun.schulze@kulturkontakt.or.at](mailto:heidrun.schulze@kulturkontakt.or.at)

## **E. Non-governmental organisations involved in ITT**

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### **ATEE**

(Association for Teacher Education in Europe)

General Secretariat

Ms. Mara Garofalo

Secretary General

Rue de la Concorde 60

B-1050 Brussels

Tel: +32 2 512 74 05

Tel/fax: +32 2 512 84 25

E-mail: [atee@euronet.be](mailto:atee@euronet.be)

<http://www.atee.org>

### **EUROCLIO**

(European Standing Conference of History

Teacher's Associations)

Secretariat

Juliana van Stolberglaan 41

NL-2595 CA The Haag

Executive Director: Joke van der Leeuw-Roord

Tel: +31 70 382 48 72

Tel/fax: +31 70 385 36 69

E-mail: [joke@euroclio.nl](mailto:joke@euroclio.nl)

<http://www.webeuroclio.com>

### **EUSTORY**

Mag. Gabriele Bucher-Dinç

Kurt-A.-Körber-Chaussee 10

D-21033 Hamburg

Tel.: +40 72 50 38 22

Fax: +40 72 50 28 77

E-mail: [bucher@stiftung.koerber.de](mailto:bucher@stiftung.koerber.de)

<http://www.stiftung.koerber.de>

### **TNTEE**

(Thematic Network of Teacher Education)

Secretariat: Marie Karebrand

Umea University

S-901 87 Umea

Fax: +49 90 786 66 75

E-mail: [marie.karebrand@adm.umu.se](mailto:marie.karebrand@adm.umu.se)



## Appendix III

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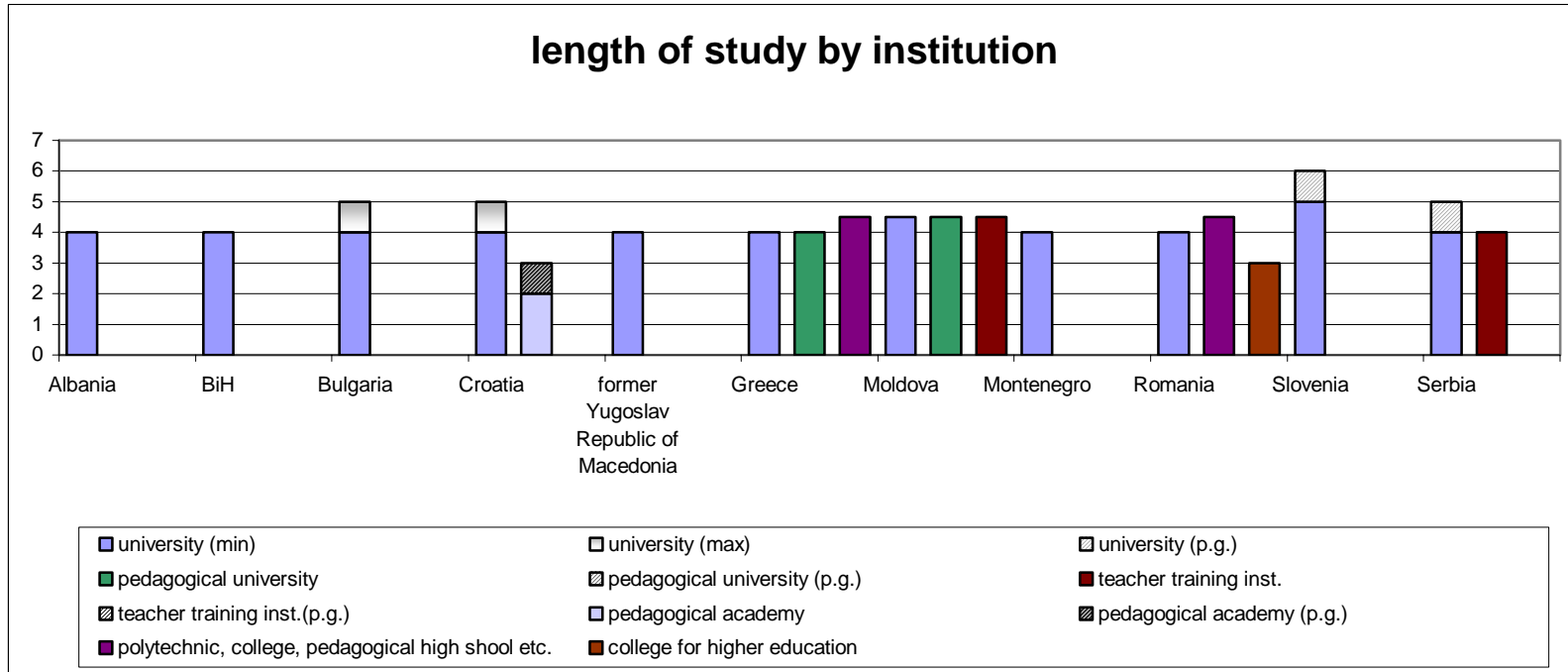


## Appendix IV

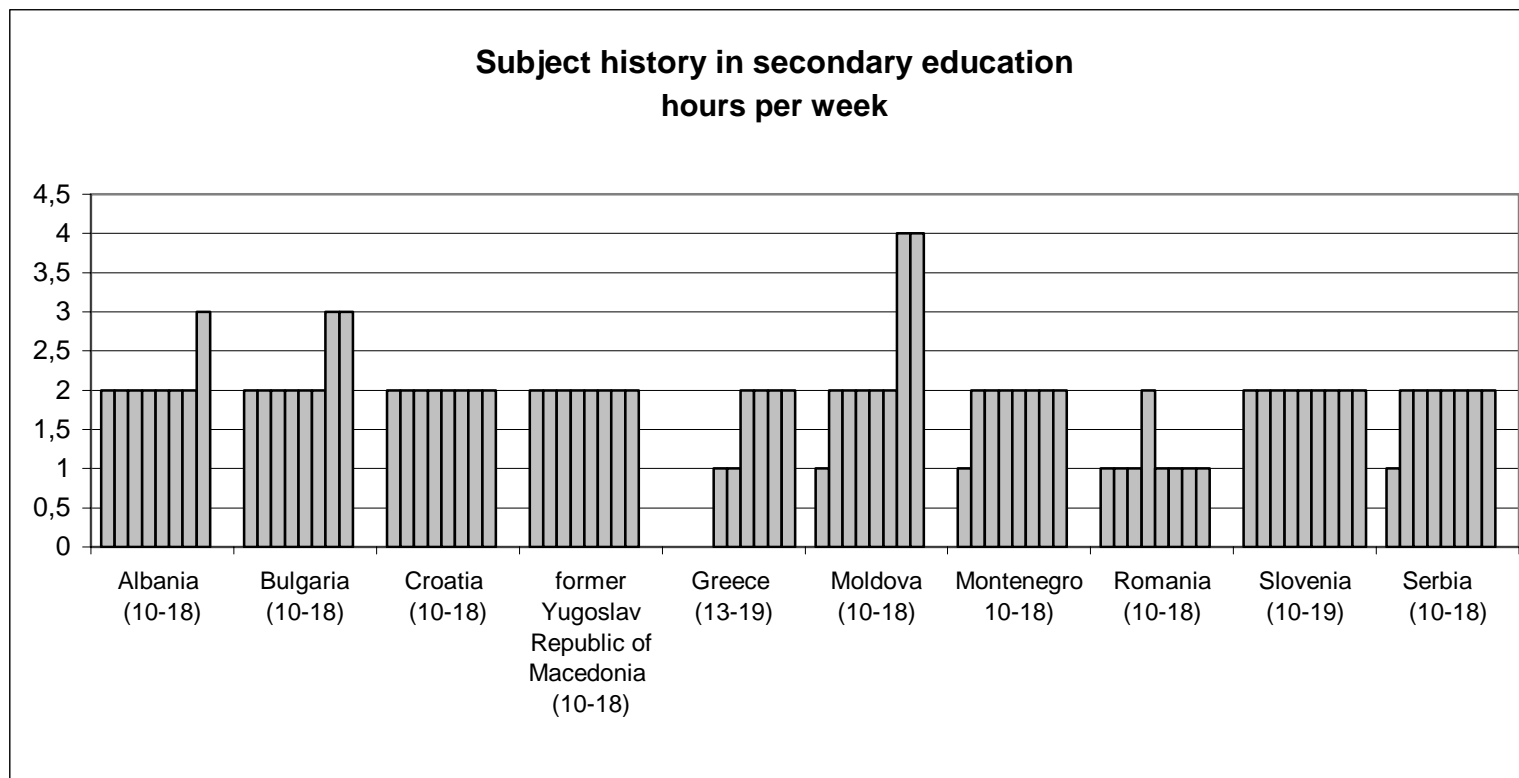
### Maps



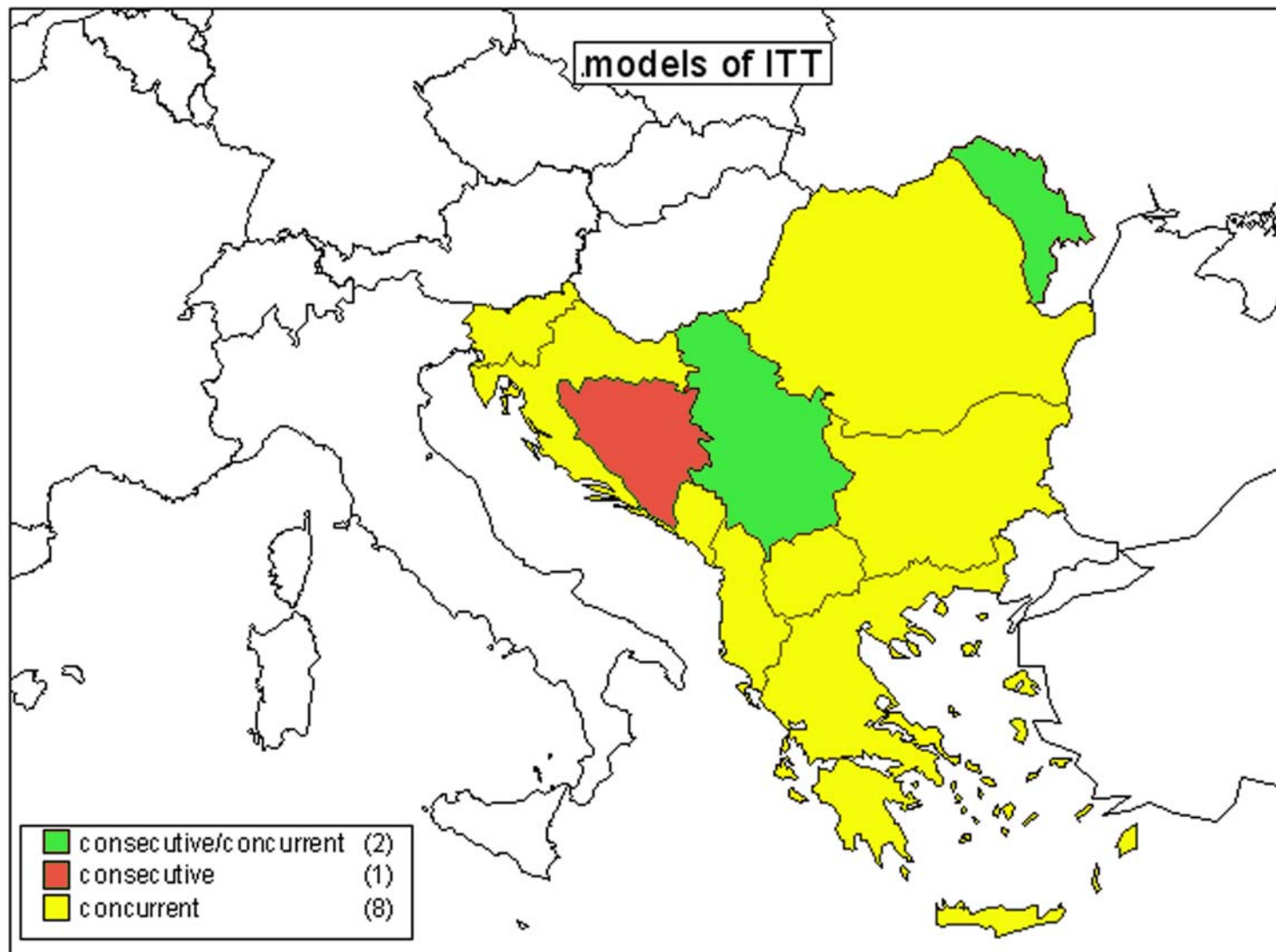
Chart A



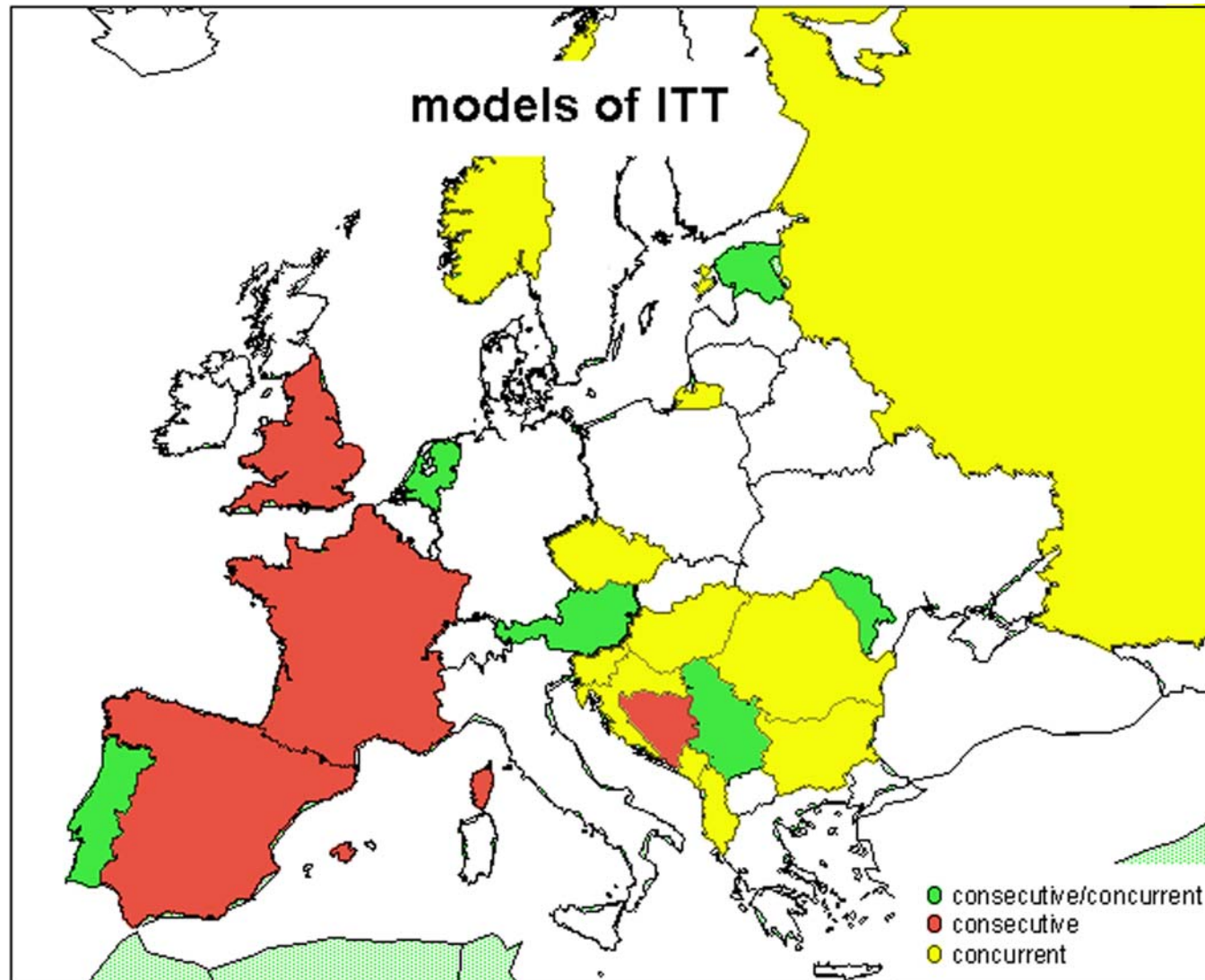
**Chart B**



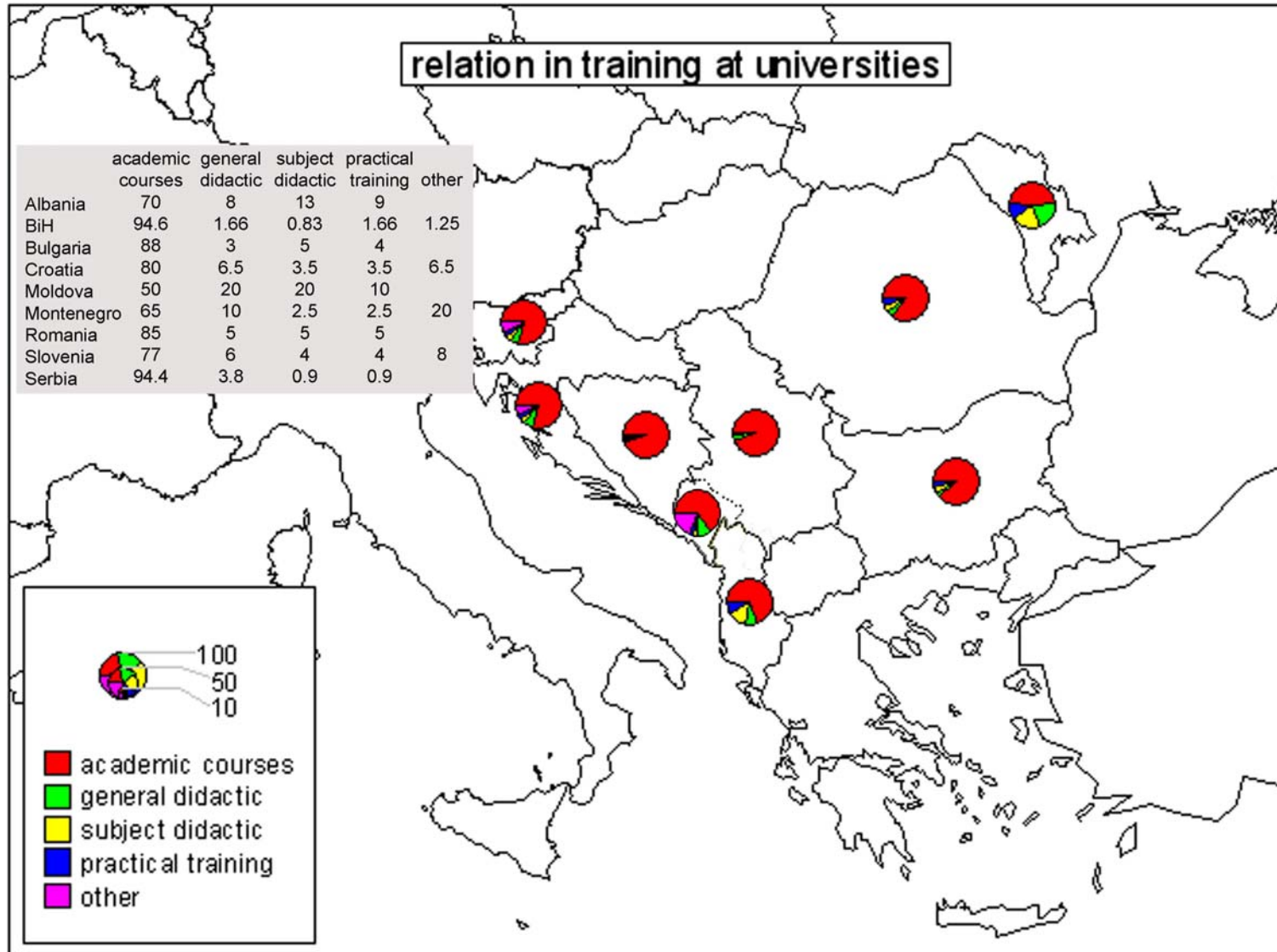
Map A



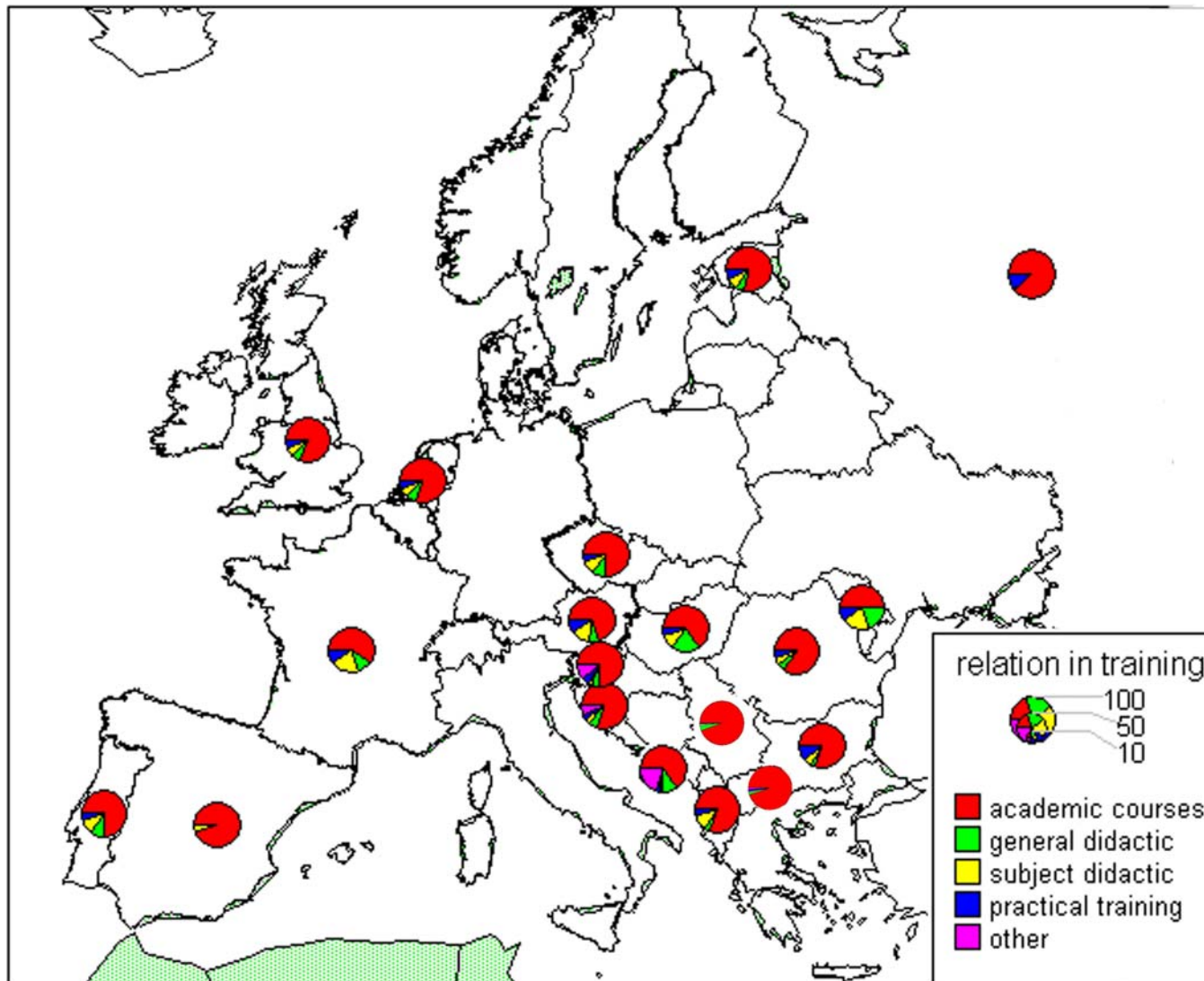
Map B



Map C

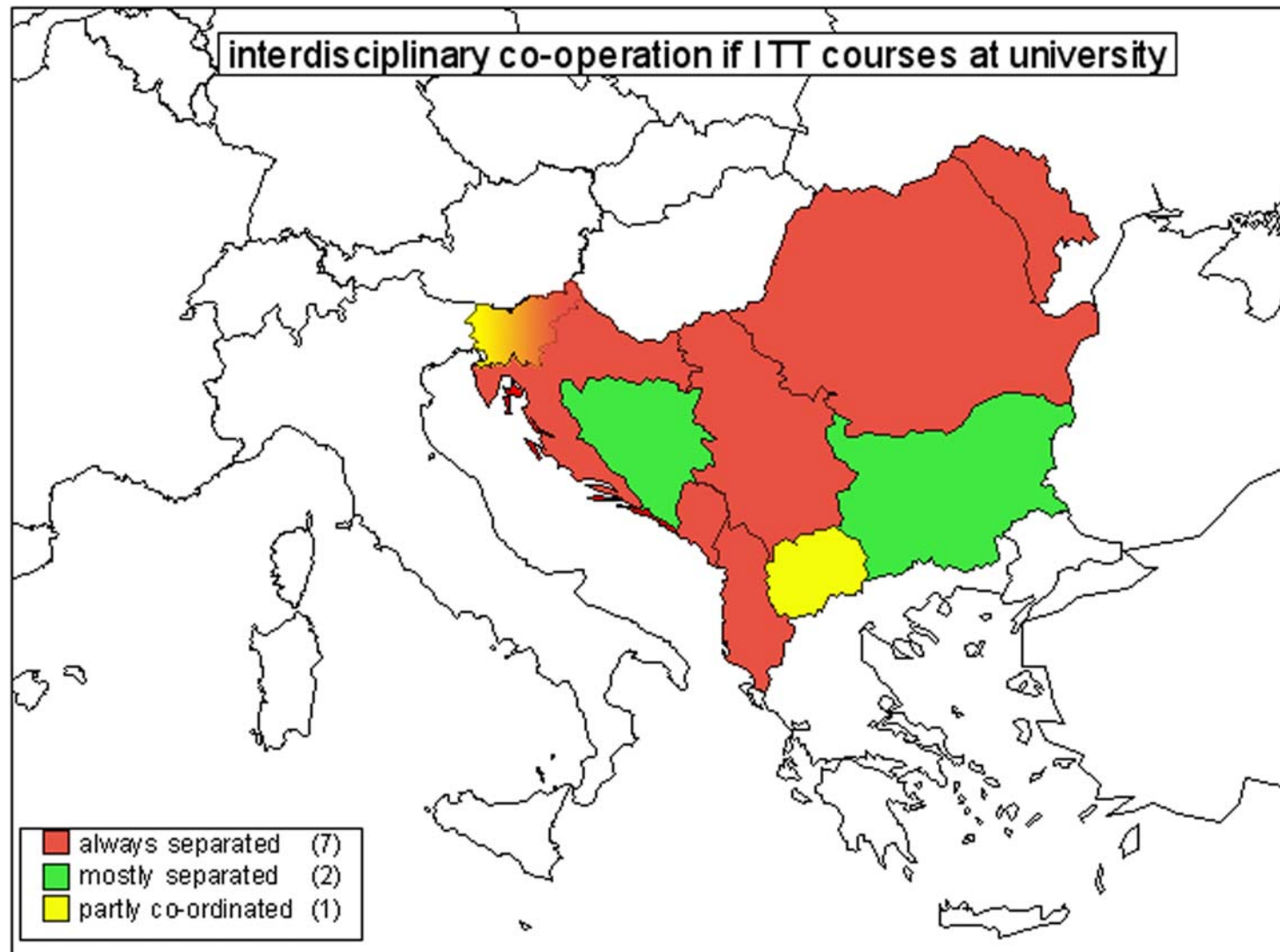


Map D

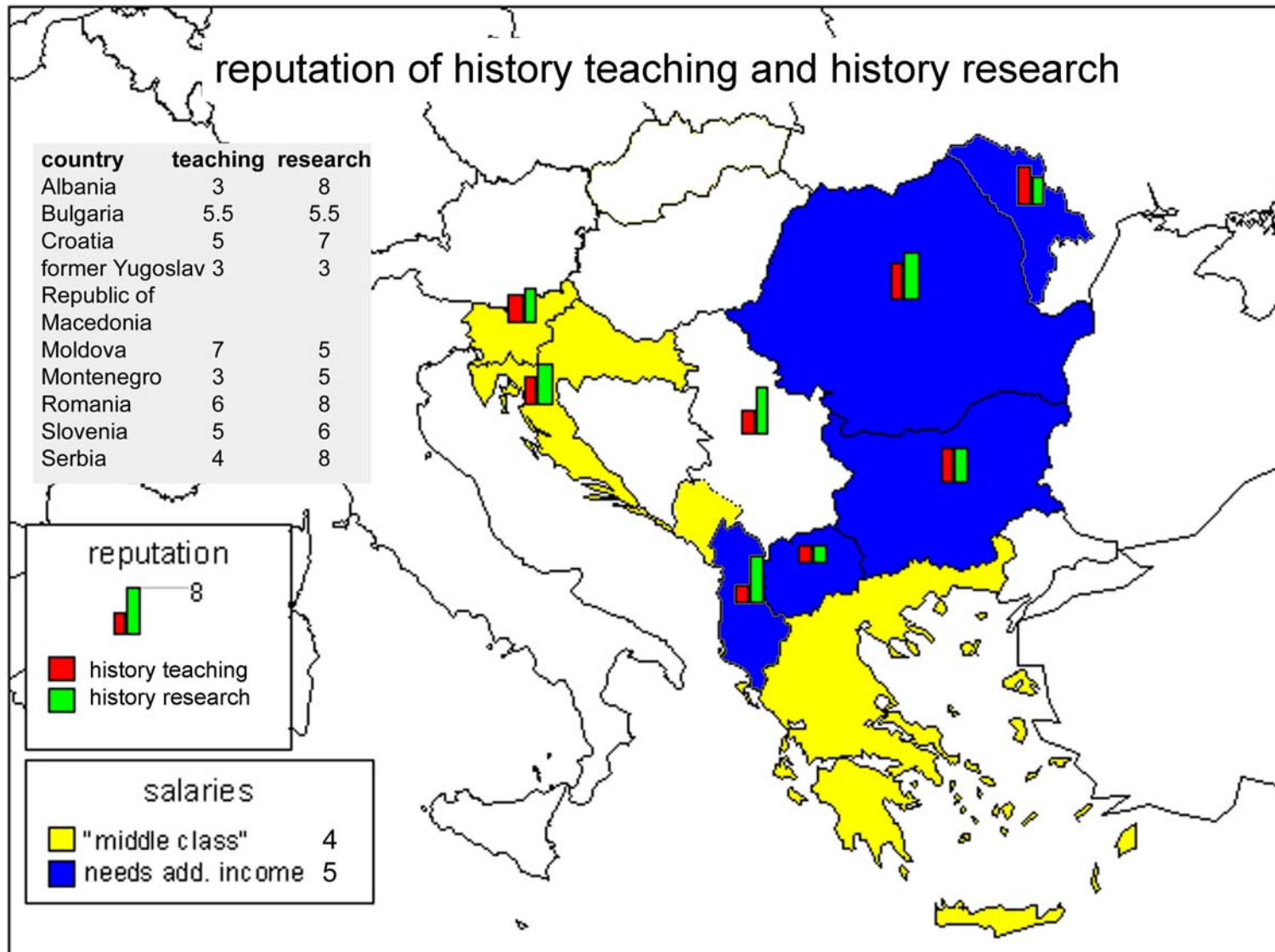




Map E



Map F



Map G

