

CHE civic and history education

Assessment, tutorial structures and initial teacher education of trainee students in the subjects Political/Civic Education, Social/Cultural Studies and History in Europe – a comparative study

Final Report

Public Part

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Executive Summary

Twenty three partners and an additional group of experts under subcontract were working together in this Life-Long-Learning project which investigated and compared the structures, concepts and standards of assessment, tutorial systems and initial education for teachers of the subjects “History”, “Civic and/or Citizenship Education”, “Politics”, “Social Studies” and “Cultural Studies” on a European level.

Teachers of these subjects are expected to contribute substantially to the formation of the socio-political identity of the future citizens of Europe. However, there has not been done much research on the training structures as well as the assessment and tutorial systems for (trainee) teachers of these subjects on a European level so far. - By comparing the current structures and standards of assessment, tutorial systems and initial teacher education on a European level the project aimed at contributing to an evidence-based discussion on teacher education for the key subjects of political education in European schools.

Additional funding for the scientific research conducted in the wider framework of this project came from the ERSTE Foundation and the Austrian authorities. All in all, including the group of associate partners and experts, a total number of forty research institutions from 33 European countries of the European Higher Education Area (EHA), among them most of the EU member states as well as Norway, the Russian Federation, Switzerland, Turkey, Ukraine, and many countries of South East Europe were working on this European survey.

The project was coordinated by a research team at the Department for Didactics of History, Social Studies and Civic Education at the University of Vienna. The project-coordinator, Prof. Alois Ecker, together with the Vienna based team had developed a standardised questionnaire, which asked in the first part for general information on the structures and the organisation of teacher education as well as the structures of the school subjects, in the second part for the content, methodology and the theoretical fundamentals of full study programmes of teacher education in the **Civic and History Education** subjects (= the CHE subjects). This questionnaire had been discussed and fine tuned with all the participants at the first general meeting of the project (Vienna, 3 to 6 March 2010), then revised and sent out to all the partners and experts.

Between May 2010 and March 2012 investigation was made on the questionnaire in the individual countries and detailed set of questions were answered by all the participating research institutions on: the models of training, the institutional and the legal framework, the organisation of full study programmes, the aims, the theoretical basement, the architecture and the content of curricula, the concepts of subject education, of general didactics and of subject didactics, the methodology of the practical training and of induction, as well as the forms of assessment and of tutorial systems in teacher education of the CHE-subjects.

During this period of research, four thematic groups worked in addition on relevant topics such as, “The interdisciplinary relation between history and citizenship education”, “The professional development of trainees”, “The training for media analysis and media literacy” and “conflict prevention and conflict analysis by history and citizenship education”. The working groups had been composed at the first

meeting following the principles of a widespread regional diversity and representing different models of teacher education. After intense and in-depth discussions these groups produced case studies on the above mentioned topics which were included in the final report.

To facilitate communication between the partners and to publish relevant information and results of investigation, a web-portal had been created during the first months of the project which is accessible under www.che.itt-history.eu. This portal provides also information on the research network, the partner institutions, the curricula of teacher education at the participating institutions, the previous comparative studies in the field and the actual results and presentations of the CHE-project. Furthermore, the web-portal hosts the internal workspace, where the electronic version of the questionnaire and social software (wikis) for the discussion of the four thematic working groups are still accessible.

The collected data were filled into an electronic questionnaire so that the data are still available and can be used for further investigation and, as we hope, for the buildup of a databank on teacher education in the CHE-subjects in a next step.

The Vienna team analysed the country reports and gave feed back to the experts in the field. Due to the number of participating countries, this process took longer than expected. First results of the analysis of country reports were presented at the second expert meeting (25 to 28 May 2011) and a tentative structure for the final analysis of data was presented and discussed with the participants.

At the annual meetings, the chairs of the thematic working groups equally gave a progress report on the outcomes of their discussions. The work plan for the next work packages was fixed and participants agreed on the proposed schedule for the next period of research.

Due to the complexity of the research group, the project coordinator had decided to install an 'inner project group', which consisted of the chairs and/or rapporteurs of the thematic working groups, the consultants, the general rapporteur, the evaluator, the project manager and the project coordinator. This group met first in a preparatory meeting organized as an antecedent to the first expert meeting (3rd March 2010) and again (23/24 February 2011) three months before the second and (22/23 February 2012) before the third general expert meeting. The discussions and reflections in the 'inner project group' helped to keep the workflow going and to decide upon strategies for the refinement of the work plan.

In addition, to improve the quality of the project, a process-oriented evaluation had been installed and the evaluator, who took part in the meetings, gave valuable feed back to the project management. The evaluator also organized a partner survey and gave feedback on the outcomes at the third and final conference of the project (28 May to 2 June 2012), where the draft version of the comparative study was presented and discussed with all the participants.

The comparative study had been developed between autumn 2011 and spring 2013. A draft of the final version of the comparative study was also presented to the members of the Steering Committee for Educational Policy and Practice (CDPPE) at its 2nd plenary session at the Council of Europe (20 February 2013) so that they could comment on it, make additional suggestions and commit upon the results on the political level.

Parallel to this process the thematic working groups produced their reports which are included in the study.

The final version of the comparative study is actually printed at the Council of Europe's Publishing House. A smaller booklet is also produced there for the dissemination of key results.

The results of the project are distributed in the framework of Euroclio, the Council of Europe as well as presentations, seminars, workshops and conferences organized by the network partners. Theoretic and methodological implications of the project will be published in a new "European Journal for History Didactics". The contract concerning the publication of this Journal has been signed with Wochenschau Verlag, Schwalbach/Ts., and a first volume of this new journal will be edited in autumn 2013.

Table of Contents

1. PROJECT OBJECTIVES.....	7
2. PROJECT APPROACH.....	9
3. PROJECT OUTCOMES & RESULTS.....	11
4. PARTNERSHIPS.....	13
5. PLANS FOR THE FUTURE.....	15
6. CONTRIBUTION TO EU POLICIES.....	16
7. EXTRA HEADING/SECTION.....	17

1. Project Objectives

LLP-Obj-a: To contribute to the development of quality lifelong learning and to promote high performance, innovation and a European dimension in systems and practices in the field.

Description:

The proposed project aims at developing a comparative European study on structures, concepts and standards of assessment, tutorial systems and education for (trainee) teachers of school subjects “History”, “Civic and/or Citizenship Education”, “Politics”, “Social Studies” and “Cultural Studies”. An overall view on teacher education for these subjects on a European level does not exist so far. It contributes to quality improvement of curricula and training concepts for the political education of future European citizens.

LLP-Obj-i: To reinforce the role of lifelong learning in creating a sense of European citizenship based on understanding and respect for human rights and democracy, and encouraging tolerance and respect for other peoples and cultures

Description:

The proposed study on structures, concepts and standards of teacher education of subjects like “History”, “Civic and/or Citizenship Education”, “Politics”, “Social Studies” and “Cultural Studies” on a European level will ask about the development of skills and competencies of trainee teachers for the promotion of European citizenship, respect for human rights and democracy, tolerance and respect for other people and cultures; it will identify examples of good practice on a European level.

LLP-SpObj-b: To promote the quality and transparency of Member States' education and training systems

Description:

The proposed study aims at comparing the structures, concepts and standards of assessment, tutorial systems and education for (trainee) teachers of the subjects “History”, “Civic and/or Citizenship Education”, “Politics”, “Social Studies” and “Cultural Studies” on a European level of twenty European countries, including GB, F, ESP, P, I, D, B, A as well as S, FIN, EE, PL, CZ, SK, H, RO, BG, TR, CY and Malta.

KA1-OpObj-a:

To support policy development and cooperation at the European level in lifelong learning, notably in the context of the Lisbon process and Education and Training 2010 work programme, as well as the Bologna and Copenhagen processes and their successors.

Description:

Results of the proposed comparative study will be disseminated in the framework of the Council of Europe, EUROCLIO, and by a new eJournal of Didactics of History and Political Education. Summaries go to international educational organisations, ministries of education and teacher training institutions. The questionnaire will also

ask for concepts following the Education and Training 2010 work programme and for changes in curricula and training structures following the Bologna process.

KA1-OpObj-b:

To ensure an adequate supply of comparable data, statistics and analyses to underpin lifelong learning policy development, as well as to monitor progress towards objectives and targets in lifelong learning, and to identify areas for particular attention

Description:

The proposed comparative study will develop a database on structures, concepts and standards of assessment, tutorial systems and initial education for teachers of the school subjects “History”, “Civic and/or Citizenship Education”, “Politics”, “Social Studies” and “Cultural Studies” on a European level. Access to this database will be provided by a web portal.

2. Project Approach

The project was based on a three-fold research plan:

1. investigation in the participating countries on the basis of a standardised questionnaire, collection of the data, analysis and feedback from the coordinating project team, in-depth expert discussions on the country reports at two meetings and additional comments from educational policy makers.
2. formation of thematic working groups to supply investigation on qualitative questions concerning the structures, standards and concepts of political, civic and historical education of trainee teachers, and
3. development of a comparative analysis on these topics on a European level with respect to results of previous case studies and results published by international educational organisations.

Based on a standardized questionnaire which had been prepared by the Vienna team and discussed at the first expert meeting, the partners and experts organized investigation in their individual countries in order to answer the questions. Each of the partners developed research strategies following the concrete structures of teacher education responding to the available data to be able to answer the questions as accurate as possible. Results were fed back to the Vienna based research team. An electronic database on more than 340 items was created by the Vienna team in order to analyze and to compare the collected data systematically. A draft of the comparative study was prepared by the Vienna team, presented at the second meeting, fine-tuned and then presented and discussed again at the final conference of the project.

Thematic working groups were built to work in parallel time upon qualitative aspects of the study. The project coordinator together with the chairs of the working groups had monitored this process.

The comparative study at hand aims at enhancing the discussion primarily on the level of educating teachers of subjects 'history', 'civic education' and similar subjects of historio-political education. The questions 'How they do so?' and 'How effective are they?' are just emerging in the discourses in subject didactics. Up to now more emphasis had been given to the teaching and learning of the CHE-subjects in the classroom¹.

The study addressed primarily the 'community of practice' of

- teacher training institutions (universities, pedagogical universities, universities of applied sciences, teacher training colleges etc.) in Europe,

¹ See Angvik, M. and von Borries, B. (Eds.) (1997) Youth and history. Comparative European survey on historical consciousness and political attitudes among adolescents (two volumes). Hamburg: Körber-Stiftung; Van der Leeuw-Roord, J. (Ed.) (1998a) The state of history education in Europe. Challenges and implications of the "Youth and History" survey. Hamburg: Körber-Stiftung; Kerr, D., Sturman, L., Schulz, W. & Burge, B. (2010). ICCS 2009 European Report. Civic knowledge, attitudes, and engagement among lower-secondary student in 24 European countries. Amsterdam: IEA.

- Educational researchers,
- Policy makers, international education institutions, ministries of education in the European countries,
- Curriculum planners,
- Teacher trainers and
- Teachers working in the field of History, Civic and Citizenship Education, Social Studies, Politics as well as in Cultural Studies.

Beyond this specific group of experts, the wider community of

- Teacher trainers at university and teacher training institutions,
- Sociologist, historians, political, social and cultural scientist with interest in didactics/ methodology;
- Mentors and tutors in the field;
- Teachers of primary and secondary education with interest in didactics/ methodology;
- The growing group of scientists and teacher educators working on Citizenship Education, Human Rights Education, Intercultural Education.

With the results presented in this study the project group hopes

- to give answers on questions about the organisation, the structures, the tenets, the content and methodology of initial education of teachers in the CHE-subjects,
- to facilitate the development of an academic canon for the newer fields of study variously referred to throughout Europe (and elsewhere) as Citizenship Education, Education for Democratic Citizenship, Civics in close relation to the epistemological capacities of historical sciences,
- to explore the interdisciplinarity of the group of subjects History, Civic/Citizenship Education, Politics, Social and Cultural Studies, and by this
- to contribute to an evidence based discussion on teacher education in a European and global perspective in the aforesaid subject areas.

3. Project Outcomes & Results

As a result of the indicated work packages (W), the following project outcomes have been produced:

W2, W4: The project-coordinator, Prof. Alois Ecker, together with the Vienna based team has developed a detailed standardised questionnaire on quantitative and qualitative aspects of teacher education in the field. Among other questions the study asked about institutions, models of training, legal framework, organisation of full study programs, aims, theoretical basement and content of curricula, didactic concepts and methodology of initial teacher education as well as about forms of assessment and of tutorial systems in teacher training of the concerned subjects. - This questionnaire had been discussed and fine tuned with all the participants at the first general meeting of the project (Vienna, 3 to 6 March 2010). On the basis of feedback from the partners, the standardised questionnaire had been fine-tuned by the Vienna team then sent to all the participants for investigation in the individual countries and institutions. The questionnaire was also accessible online with password.

W3: To facilitate communication between the partners and to publish relevant information and results of investigation, a web-portal had been created during the first months of the project: www.che.itt-history.eu. This portal also provides information on the research network, the partner institutions, the curricula of teacher education at the participating institutions and the previous comparative studies in the field. Furthermore, the web portal hosts the internal workspace, where the electronic version of the questionnaire and social software (wikis) for the discussion of the four thematic working groups are accessible. – Results of the comparative study will also be made visible on the web site.

W6, W7, W8, W9, W11, W 12, W15: At the final conference (May 2012), the project group presented and discussed the draft final version of the comparative study which is printed at the Council of Europe's Publishing. The comparative study includes results of the comparison made on the basis of the country reports as well as results from the case studies of the thematic working groups on "interdisciplinary relation between history and citizenship education", "professional development of trainees", "media didactics and media analysis" and "conflict prevention and conflict analysis by history and citizenship education".

A smaller booklet is produced for the dissemination of key results. It will be distributed in the framework of Euroclio, the Council of Europe as well as seminars, workshops and conferences organized by the network partners.

W17: Theoretic and methodological implications of the project were already published in individual articles and are going to be published in a new "European Journal for History Didactics". The contract concerning the publication of this Journal has been signed with Wochenschau Verlag, Schwalbach/Ts.

As a byproduct of the project, databases of the curricula of teacher training at the participating institutions as well as a database on relevant teacher training institutions in the concerned countries have been produced and published on the web portal.

W5: The process-oriented evaluation report has been finished in autumn 2012 and is included in the final report.

W14: To support the visual presentation of the project results, a flyer and a poster have been produced.

W17: Dissemination package: A smaller booklet has been produced for the dissemination of key results. It is distributed in the framework of Euroclio, the Council of Europe as well as seminars, workshops and conferences organized by the network partners. - Theoretic and

methodological implication of the project are going to be published in a new “European Journal for History Didactics”, to be published at Wochenschau Verlag, Schwalbach/Ts..

The network of experts in teacher education of history and citizenship education is still fostered by the Vienna team and by a number of other members of this project. To keep the qualitative international cooperation ongoing, the project team has applied for a grant in the LLL-Programme ‘Erasmus Academic network’ in January 2012 (Project N° 527469-LLP-1-2012-1-AT-ERASMUS-ENW) and again in January 2013 (Academic Network for Civic and History Teachers’ Education/ ANCHE - Project N° 540193-LLP-1-2013-1-AT-ERASMUS-ENW).

4. Partnerships

The project was coordinated by the Department for Didactics of History, Social Studies and Civic Education. The following institutions were partners in the project:

Number	Country, City	Institution	Contact person
P1	Austria, Vienna	University Vienna	Alois Ecker
P2	Italy, Rome	Università La Sapienza di Roma	Luigi Cajani
P3	Malta, Msida	University of Malta	Yosanne Vella
P4	Poland, Wrocław	University of Wrocław	Joanna Wojdon
P5	Finland, Turku	University of Turku	Arja Virta
P6	Czech Republic, Prague	Charles University	Marie Homerová ²
P7	Belgium, Brussel	Vrije Universiteit Brussel (V.U.B.)	Linda Van Looy Werner Goegebeur ³
P8	Turkey, Ankara	Ankara University European Union Research Centre (AUTAM)	Cagri Erhan
P9	Romania, Bucharest	University of Bucharest	Carol Căpiță
P10	Slovakia, Nitra	Constantine The Philosopher University Nitra	Ladislav Ruman
P11	Sweden, Umeå	Umeå University	Carina Rönqvist
P12	Estonia, Tartu	University of Tartu	Anu Raudsepp
P13	Slovenia, Celje	Museum of Recent History Celje	Andreja Rihter
P14	Spain, Palencia	Valladolid University	María Sánchez Agustí
P15	Germany, Braunschweig	Georg Ecker Institute for International Textbook Research	Inga Niehaus ⁴
P16	Germany, Augsburg	Universität Augsburg	Susanne Popp
P17	Germany, Heidelberg	University of Education Heidelberg	Bettina Alavi
P18	Netherlands, The Hague	EUROCLIO-European Association of History Educators	Dean Smart ⁵
P19	France, Strasbourg	Council of Europe	Jean-Pierre Titz, Tatiana Minkina-Milko ⁶
P20	United Kingdom, Manchester	Manchester Metropolitan University	Yvonne Sinclair
P21	France, Paris	Inspection générale de l'éducation nationale, France	Yves Poncelet ⁷
P22	Hungary, Budapest	World Citizen 2000 Educational Consulting	Zoltán Zarándy, Mariann Nagy ⁸
P23	Germany, Siegen	University of Siegen	Bärbel Kuhn ⁹
P24	Cyprus	University of Cyprus	Charis Psalitis ¹⁰

² As relevant contributor, Ms. Marie Homeraova has been nominated by Ms. Lucie Zacharova, Director of CIEE.

³ In addition to Mr. Werner Goegebeur, Ms. Linda van Looy has been nominated as relevant contributor.

⁴ As relevant contributor, Ms. Inga Niehaus has been nominated by Mr. Eckhardt Fuchs, Research Director of the Georg-Eckert-Institute.

⁵ As relevant contributor, Mr. Dean Smart has been nominated by Mr. Steven Stegers, project manager.

⁶ In addition to Mr. Jean-Pierre Tietz, Ms. Tatiana Minkina-Milko has been nominated as relevant contributor.

⁷ The Inspection générale has withdrawn from her role as partner in August 2012.

⁸ As relevant contributor, Ms. Nagy has been nominated in June 2011.

⁹ University of Siegen has been accepted as additional partner by amendment from EACEA of 24 January 2011.

¹⁰ University of Cyprus has been accepted as additional partner by amendment from EACEA of 22 May 2012.

Experts under subcontract			
	France	Consultant Research assistant	Jean-Michel Leclercq Jürgen Szumovsky ¹¹
	Norway	Bergen University	Kjetil Børhaug
	Portugal	Portugal - Museu Nacional de Arqueologia (National Museum of Archaeology)	Mário Antas

¹¹ After withdrawal of partnership by the Inspection générale, M. Leclercq and M. Szumovsky collected relevant data for France under subcontract.

5. Plans for the Future

A smaller booklet has been produced for the dissemination of key results. It will be further distributed in the framework of Euroclio, the network of the Council of Europe as well as in seminars, workshops and conferences organized by the network partners.

Results of the comparative study will be presented and discussed in the next two years at various conferences (e.g. HEIRNET, Nicosia, 14-16 September 2011), seminars and workshops. The printed study will also be presented at a Conference jointly organized by the Council of Europe and Vienna University in the framework of the Austrian Presidency to the Committee of Ministers of the Council of Europe (9-11 April 2014).

Theoretic and methodological implications of the project are going to be published regularly in a new “European Journal for History Didactics”. Negotiations concerning the publication of this Journal have been finished successfully with Wochenschau Verlag, Schwalbach/Ts. The preparation of the first volume is planned for autumn 2013.

The network of experts in teacher education of history and citizenship education will be fostered by this coordinating project team also in the next few years and the Webportal will be hosted by the Department for History Didactics at Vienna University.

To keep the qualitative international cooperation ongoing, the project consortium has applied already in January 2012 and again in January 2013 for an “Erasmus Academic network”. We hope that the application will be successful. Starting from the findings of the CHE-study (www.che.itt-history.eu), the Academic network aims at monitoring a sustainable discourse, interchange and cooperation on concepts, models, structures and standards of teacher education in the CHE subjects between relevant European universities and pedagogical universities. 39 partners from LLP- and third countries all over Europe will meet every year to discuss new findings of five thematic groups working on the following topics: 1. Minimal standards to be implemented in the future teacher training curricula of CHE-subjects in all the participating institutions; 2. Best practice models for media literacy, including online tools for designing, analyzing and evaluating teacher training courses; 3. Didactic models of teacher education for their professionalization in key competences; 4. Concepts for a European post-graduate-programme on ‘historio-political culture’, including extra-school activities in museums, 5. Concepts of teacher education for their work in a multicultural and global context.

The network also plans to work on a databank for future research on teacher education in the CHE-subjects. This databank will be based on the already collected data, which will be made accessible following research items, date of research, referred topics. Research should also be possible in a diachronic perspective, so that developments in concrete items could be analysed in the long term run. – To complete the picture, it is also intended to extend research on other subjects, related to the CHE-subjects, such as

- Economics
- Geography
- Juridical education
- Ethics/Philosophy.

Finally, there are two more plans for cooperation in the near future: The first is to establish a network of young researchers who can work closely together on concrete topics in a European network (e.g. by a Marie Curie ITN Network). The second plan is to extend the investigation on teacher education in the CHE-subjects with forms of continuing professional education.

6. Contribution to EU policies

E KA1-ObsAn-1: Promoting excellence, efficiency and equity in higher education: student access and retention.

Description: The proposed study will compare structures, concepts and standards of assessment and of tutorial systems in teacher education for subjects as “Political/Civic Education”, “Social/Cultural Studies” and “History” and will identify models of best practice. The study will also ask for links and interfaces between training structures and concepts of these subjects which are, as it seems, partly taught without sufficient coordination on the level of curricula as regards content and didactics.

CulDiv: Cultural and linguistic diversity

Description: By investigating and comparing structures, concepts and standards of assessment and of tutorial systems in teacher education for subjects such as “Political/Civic Education”, “Social/Cultural Studies” and “History” the proposed study will give evidence to and raise awareness of the cultural diversity in Europe and the importance of intercultural learning and dialogue.

The project responds in manifold aspects to the ‘‘Communication on the improvement of teacher education’’¹², adopted by the European Commission in 2007, as well as to the ‘Recommendation on key competences for lifelong learning’¹³ (Dec. 2006), which had stressed the importance of school education in general and of teacher education in particular in building up relevant key competences for the 21st century. Five of the eight key competences, described in the annex of this recommendation, were taken as reference framework also for questions in this study and were discussed in detail: digital competence, learning to learn, social and civic competence, sense of initiative and entrepreneurship and cultural awareness and expression.

The project group understands teacher education as a core investment in the future of Europe as a political, economic, social and cultural project. The rapid social and cultural changes in the countries of Europe demand transnational cooperation not only at the economic and political level but also at the cultural level. The political goal of crossing borders and achieving cooperation in the social and cultural fields is still in its infancy in the European countries. The elaboration of binding standards in teacher education might therefore be regarded as an important building block in the coordination of European educational planning and policy.

The comparative study of the structures and standards of teacher training in history and citizenship education in Europe was highly relevant. Among other results the study highlighted the importance of developing common guidelines and recommendations for teacher education as regards the CHE-subjects within the European Union. Guidelines and/or instruments for the exchange of information and experience in teacher education of these subjects between teacher training institutions in Europe are regarded as equally helpful.

¹² European Commission (2008). Improving the Quality of Teacher Education. Communication from the Commission to the Council and the European Parliament, COM(2007) 392 final, Brussels.

¹³ Official Journal of the European Union (2006) Recommendation of the European Parliament and the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC), L 394/10 of 30.12.2006, Brussels.

7. Extra Heading/Section

To make the results of this study comparable not only for EU-member states but in the whole European Higher Education Area (EHEA), the project coordinator was successful in acquiring additional funding: Such funding for the scientific research conducted in the wider framework of this project came from the ERSTE Foundation and Austrian authorities (Federal Ministry of Education, Culture and Arts; Community of Vienna).

All in all, including the group of associate partners and experts, a total number of forty research institutions from 33 European countries, among them most of the EU members as well as Ukraine, Turkey, the Russian Federation and many countries of South East Europe were working on this European survey.

The experts not mentioned in section 4 were the following:

Country	City	Institution	Contact person
Albania	Tirana	University of Tirana, Department of History	Gentiana Kera
Bosnia and Herzegovina	Sarajevo	BiH - EUROCLIO - HIP	Bojana Dujkovic-Blagojevic
Croatia	Zagreb	Department of History University of Zagreb	Snjezana Koren
Former Yugoslav Republic of Macedonia	Skopje	History Teachers Association of Macedonia	Mire Mladenovski
Kosovo*	Prishtinë	Ministry of Education Science and Technology of Kosovo	Arbër Salihu
Moldova	Chişinău	State Pedagogical University "Ion Creanga", History Department	Sergiu Musteata
Russian Federation	Moscow; Stavropol	Russian Academy of Education, History Department; Stavropol State University	Ludmila Aleksashkina; Alexey Krugov
Serbia	Belgrade	Belgrade University	Marko Šuca, Ljiliana Lazarevic
Switzerland	Aarau	Center of Civic and History Education School for Teacher Education FHNW	Béatrice Ziegler
Ukraine	Lviv	All-Ukrainian Association of Teachers of History and Social Studies "NOVA DOBA"	Polina Verbytska

* All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo.