

Well educated professionals to teach the next generation of European citizens?

First results of the CHE-Study on civic and history teachers' education in Europe

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Summary

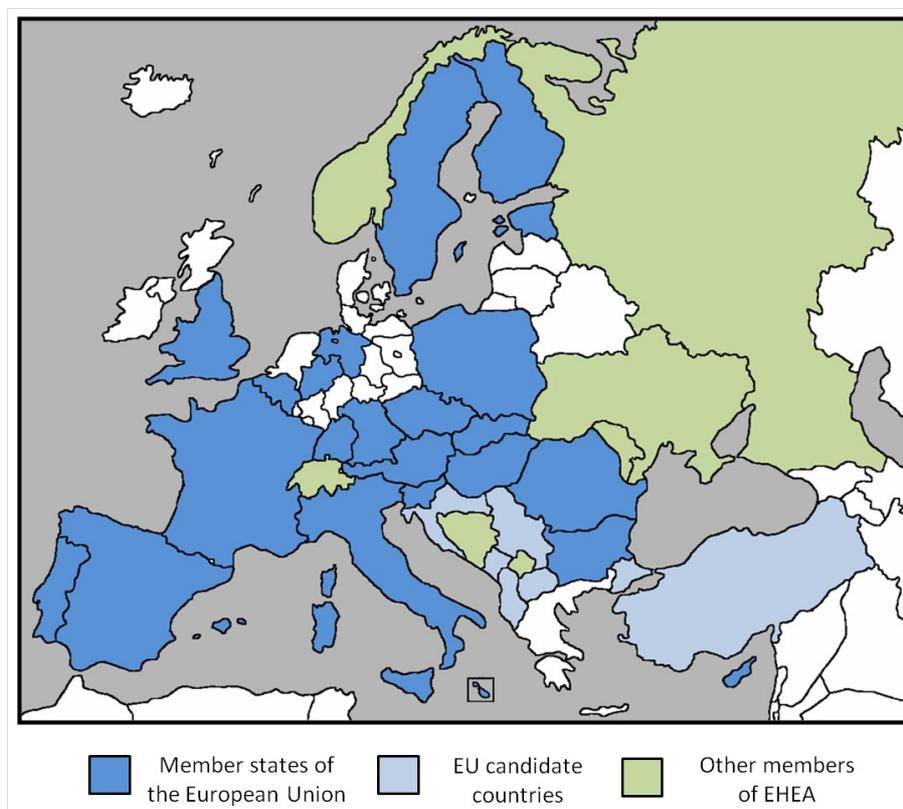
Between 2009 and 2012 more than 46 institutions of 33 countries in the European Higher Education Area have been investigated in-depth on the existing full study programs in teacher education of subjects history', 'civic/citizenship education', 'politics' and 'social studies'. In the framework of an EU-Life-Long-Learning Program, detailed set of questions were answered on the institutions, the models of training, the legal framework, the organisation of full study programs, the aims, the theoretical basement and the content of curricula, the didactic concepts and the methodology of the professional training, the forms of assessment, of practical training and of tutorial systems in teacher education of the concerned subjects. - First results of the Civic and History Education-Study were published in printed form¹ and a concise survey is available on the web-portal of the project (www.che.itt-history.eu). - This survey focuses on crucial questions of the historio-political education of the CHE-teachers in a comparative European dimension.

Introduction

Taken schools as one of the key institutions to develop historical culture and historical consciousness of the next generation, - and targeting values such as democratic interaction, intercultural dialogue and social responsibility as basic references of such education, - the project group asked, what kind of historical culture is being supported by the actual teacher education programs in different places and institutions all over Europe, and, what concepts of historical consciousness the teachers are educated for.

Over the last decades research in history didactics was primarily focused on the pupils' performance in the classroom, on their historical knowledge and their skills in thinking 'historically'. This article focuses on the education and professionalisation of the *teachers of the CHE-subjects*.

Chart: The CHE-Study investigated 46 institutions in 33 countries



It seems obvious that teachers have to dispose on a well elaborated expertise themselves, when they are going to teach concrete subject knowledge or skills. Similar abilities are requested when developing the more general skills of pupils such as ‘media literacy’ or ‘teamwork’.

The idea to focus on the education of the CHE-teachers got even more importance, when considering the subjects ‘history’ and ‘civic education’ to play a significant role in forming the socio-political identity of the future citizens (be that in Europe or in other parts of the world). The nature and quality of the education and training that teachers of these subjects received, then, became crucial.

In public view teachers of history and of civic education are expected to develop in pupils the skills necessary for democratic citizenship, intercultural dialogue, mutual understanding and tolerance.

It therefore seemed to be of high relevance to ask whether teacher education provides the necessary knowledge and skills for trainee teachers to become a responsible educator of the future European citizens. The emphasis in our study was given to the initial teacher education for the CHE-subjects in the European Higher Education Area (EHEA). Other than in our pilot studiesⁱⁱ, we choose as field of investigation for this interdisciplinary study the broader area of historio-political education.

As educators in the field of **Civic and History Education (CHE)**¹ we can contribute to foster a historical and political culture that leads our students to attitudes of mutual understanding, open-mindedness and tolerance.

To react properly to the needs of today's pupils and students we not only have to dispose on adequate analysis of contemporary society and a meaningful prognosis of its near future. We also have to know more about the strengths and weaknesses in the architecture of CHE-curricula, the proposed content to be taught in school and university, or the effectiveness and capacity of different teaching methods. - And of course, we need to know more about the education of those people who are responsible for educating the next generation of European citizens: the teachers. Teachers are the key factor in the teaching and learning of history, civic/citizenship education, social studies, politics or cultural studies. This is why we decided to undertake this empirical study on teacher education in the CHE-subjects on a European level.

1. 'History' as a school 'subject' in its relation to 'civic education' and to other CHE-subjects

Since the school subject 'history' had been established in the secondary school curricula of European countries in the second half of the 19th century, there has been repeated debate among experts on history teaching whether the school subject 'history' should fulfil its educational and political function as an instrument to build up the "good citizens", p.ex. the dutiful and submissive citizens, the patriotically thinking civil servants, - or whether it should rather fulfil its informative, knowledge building, enlightening and scientific function. Should history be understood as a reservoir of information, analysis and interpretation about past political, social, economic and cultural events and developments or should it be understood as a powerful instrument to build up patriotic feelings and/or national identity?

Already in 1867 the German history educator Oskar Jäger complained about too much patriotic, religious and ethical instruction by the subject 'history' when it was taught in secondary school. In his eyes, the genuine functions of the school subject 'history' such as: 1. Presenting and memorizing a certain amount of historical knowledge, and 2. developing the pupils' competences to operate with such knowledge in a basic historical sense, were not sufficiently brought to the pupils' mind².

Such debate about the role of the school subject 'history' was not just a specific discourse in the German speaking countries: From a recent project tracing the development of history teaching in English state schools across the twentieth century we learn that already in the 1930ies there was not only critique on 'lecture' as the most common method of teaching

¹ As described in the introduction we investigated teacher education in those subjects, which are expected to have a high impact on the formation of the competencies of future citizens. Among these subjects of Civic and History Education (= the CHE-subjects), we analyzed in detail full study programmes in: history, citizenship/civic education, social studies, cultural studies and politics.

² „Frage man nun unsere didaktisch-pädagogische Litteratur nach Ziel und Zweck des geschichtlichen Unterrichts, so wird man viel vom Weckung des vaterländischen, des religiösen, des christlichen Sinnes zu lesen bekommen, man wird von Bildung des Verstandes und Herzens, von Begeisterung für das Gute, Wahre und Schöne lesen. Ganz gut, diese trefflichen Wirkungen werden eintreten, je mehr der Lehrer von jenen Eigenschaften besitzt [...]

Welches sind die Zwecke und Zielpunkte, die den Geschichtsunterricht, die 2-3 wöchentlichen Geschichtsstunden auf dem Gymnasium, als einer für das wissenschaftliche Studium in strengen Sinne vorbereitenden Anstalt ... bestimmen sollen? Es sind, denken wir zwei: 1. Mitteilung und Einprägung eines gewissen Quantum von historischem Wissen; 2. Entwicklung der Fähigkeit, mit diesem Wissen zu operieren.“, in: Jäger, Oskar (1892) Bemerkungen über den geschichtlichen Unterricht. Beigabe zu dem "Hilfsbuch für den ersten Unterricht in alter Geschichte". Für Lehrer der Geschichte an höheren Schulen. Dritte Auflage, Wiesbaden: Vlg. C.G. Kunzes Nfg., pp. 7-8.

history in secondary school, but there was also a lively debate whether ‘civics’ should “be part of a modern history course, introducing pupils to current issues, or [whether it should] be a separate subject, teaching the rights and responsibilities of citizenship?³”

The debates on the place of ‘history’ and of ‘civic education’ in the school curriculum have increased after the traumata of the two World Wars and the Holocaust. During the 1960ies and early 1970ies there was an ongoing discussion about the reform of history teaching in many European countries. Manifold arguments emerged for a separation of the school subject ‘history’ from instructions in the school subject ‘civics’ or ‘civic education’ (cf. the report of the working group on “Interdisciplinarity” in this volume).

On the other hand there were also strong arguments pledging for a reform of the history curricula by including perspectives and methodology of social sciences and of political sciences. By such reform the goals of ‘civic education’ should be integrated in a new conception of history teaching. In the Scandinavian countries, in the United Kingdom⁴, in Belgium, the Netherlands, Germany, Austria, Switzerland as well as some other European countries, the paradigm of ‘social history’ respectively the ‘Historical Social sciences’ had strong influence on this new conception of the school curricula. The debate broadened the scope and the perspectives of ‘history teaching’ towards social and economic history, and, since the 1980ies also towards the new concepts in cultural history (e.g. every day-life history, oral history, visual history).

Parallel to this debate on the content of ‘civic education’ in its relation to the ‘history’ curriculum the new paradigm of ‘history didactics’ emerged in the 1970ies at different places of Europe, the United States, Canada, Australia as well as Latin America. The discourse on ‘history didactics’ brought new perspectives on the pedagogy, the methodology and the conception of history teaching in the classroom: It stressed the importance of the basic curricular concepts ‘behind’ the content, it put emphasis on the communication in the classroom, respectively the forms of teaching and learning the school subject ‘history’, and it made clear that in a democratic society of the second half 20th century the history teacher could not be regarded uncritically as the ‘sovereign’ who ruled upon the historical knowledge in the classroom without taking into account the social and cultural background of the pupils he/she taught or without making their potential interest and reflection on history to a central goal of his job.

The debates in history didactics made explicit that a democratic society needs new forms of historical thinking and learning which are no longer exclusively legitimizing the political and/or cultural tradition of the nation state at hand, but which have to provide techniques and strategies of reflection making the historical information analysable and interpretable also beyond the borders of national history and positivist approaches. History was more and more regarded as a subject that could give orientation as regards complex social and political developments of today’s societies. Starting from the analysis of past developments and an understanding of the contemporary situation, the teaching of history as a form of reflection should contribute to develop useful concepts for the future of human societies and culture. In this new sense the subject ‘history teaching’ was detected to contribute to the ‘historical

³ Keating, Jenny and Sheldon, Nicola (2012) Trends and themes in history teaching, 1900 – 2010, in: Davis, Ian (Ed.) (2011) Debates in History Teaching, London, New York: Routledge, p.8.

⁴ Keating, Jenny and Sheldon, Nicola (2012) as above, p.12.

consciousness’ on both the reflection of the individual development and the public debate and reflection of political, economic, social or cultural developments and changes.

By such historical analysis and comparison the new concepts of history teaching aims at contributing to the development of political literacy, critical thinking and social responsibility. As described in the introduction, all European educational organisations agree widely on this new concept of history teaching, which is closely related to key-aspects of citizenship education.

However, future empirical studies have to examine whether and/or to which extent these new concepts have reached the history classroom also in practice.

The role of subject ‘history’ in the school curriculum

Regardless all changes and reforms, up to date, subject ‘history’ has a fix place in the curriculum of lower and upper secondary general schools⁵.

Table 2: School subject ‘history’ taught as an ‘individual (separate) subject’ at different types of school and at different school levels (C1.1):

	History				
	Primary school	Lower secondary general	Lower secondary vocational	Upper secondary general	Upper secondary vocational
AL	X	X		X	X
AT		X		X	X
BA		X		X	X
BE nl		X		X	
BG		X	X	X	X
CH		X		X	
CY	X	X		X	X
CZ		X		X	X
DE (BW)		X	X	X	X
DE (BY)		X		X	X
DE (NI)		X		X	
DE (NW)		X		X	
EE	X	X	X	X	X
ES				X	
FI	X	X		X	
FR		X		X	
HR		X		X	
HU	X	X	X	X	X
IT	X	X		X	X
MD	X	X	X	X	X
ME		X		X	X
MK	X	X	X	X	X
MT		X		X	
NO				X	
PL		X		X	
PT		X		X	X
RKS	X	X	X	X	X
RO	X	X		X	X
RS	X	X		X	X
RU		X		X	X
SE		X		X	X
SK		X		X	X
SL	X	X		X	X
TR		X		X	X
UA		X	X	X	X
UK (E/W)	X	X	X	X	

⁵ Compare also Ecker, A. (Eds.) (2003) Initial training for history teachers: structures and standards in 13 member states of the Council of Europe, Strasbourg: Council of Europe Publishing, pp. 42.

From our survey of the 33 countries we can say, that the school subject ‘history’ is taught as an ‘individual (separate) subject’ (C1.1⁶) in almost all countries of Europe at lower and upper secondary general school as well as in many upper secondary vocational schools. In a number of countries, especially in primary education, history is taught under a broader umbrella such as ‘social studies’. In Norway, Sweden and Switzerland this is the case also for lower secondary general education.

This survey gives a first idea on the significance of ‘history’ as a school subject. It gives no evidence about the quantity of lessons per week neither gives it information about the status of the subject of e.g. being a compulsory subject or not. This information is given by the next two tables (C1.2.1).

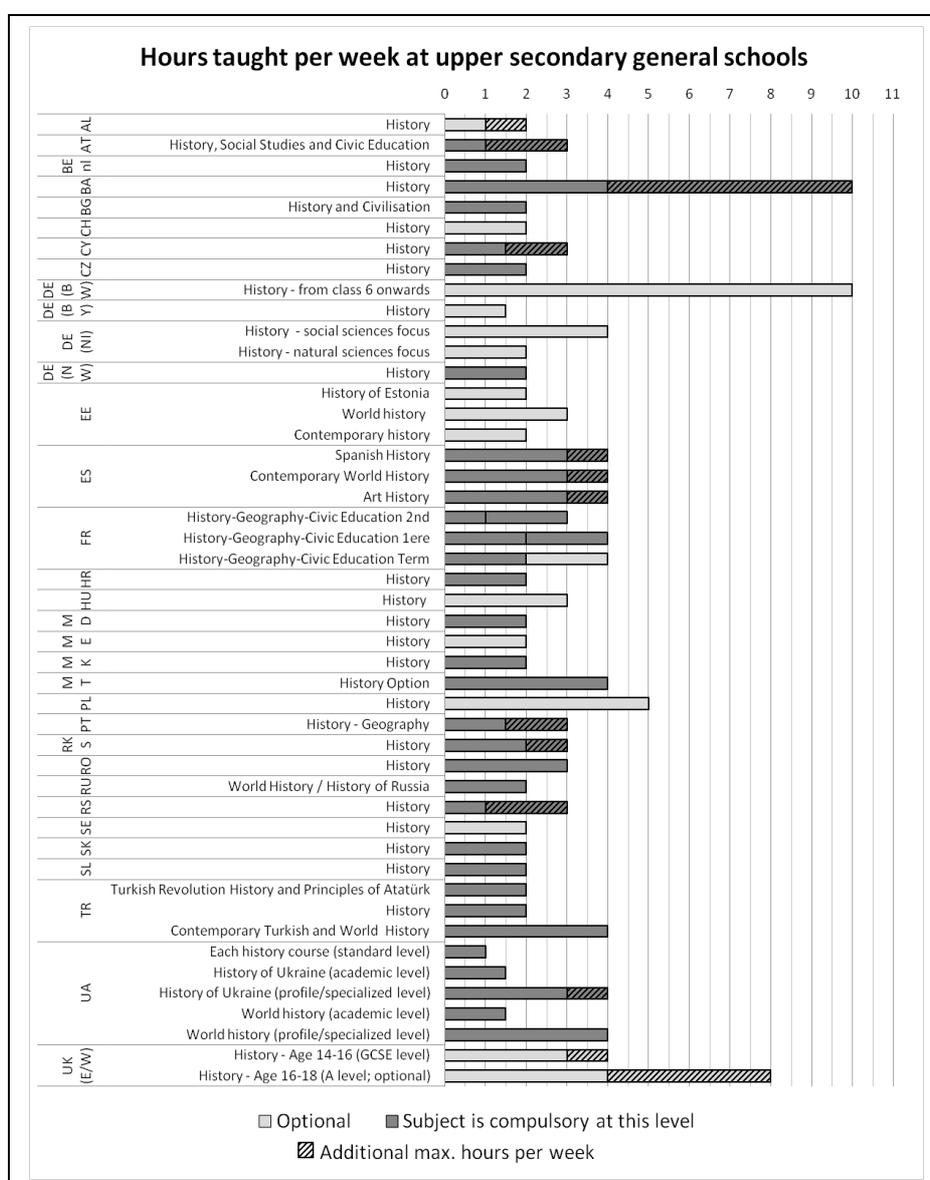
Table 3: History as compulsory or optional school subject, Hours taught per week

a) Subject history at lower schools:

⁶ We will indicate in the text with all the tables and graphs the identification number of the question out of the standardised questionnaire forming the basic data for the survey.

Owing to the increasing autonomy of schools also in lower secondary general education, in some countries, schools may choose to offer either one, two or more lessons per week. This is the case in Germany/BW and with Switzerland in the school type “Realschule”. Although in these cases it seems an advantage for the subject ‘history’, in general, o our regret, we noticed that flexibility in the timetable leads to fewer hours for the subject history in school.

Table 4: History as compulsory or optional school subject, Hours taught per week
b) *School subject history at upper secondary general schools:*



The situation of school subject ‘history’ in upper secondary general schools (ISCED 3) shows more variability compared to our last survey of 2003. In general, in a growing number of countries, the tendency to give more autonomy to individual schools or types of schools

continued. In addition to the countries mentioned for lower secondary general school above, subject ‘history’ was an optional subject in upper secondary general school also in Switzerland, Serbia and the United Kingdom (E/W) in the year 2009/10.

The number of hours per week given to school subject history was not necessarily diminishing in upper secondary general school - the average remained on 2 hours per week. As an option even more time can be given to subject ‘history’ by individual school programmes in Austria (<3), Bosnia and Herzegovina (4<10), DE/BW (<10), DE/NI [social science focus] (<3), Estonia [World history focus] (<3), Spain (<4), Hungary (<3), Malta (<4), Poland (<5), Kosovo⁷ (<3), Romania (<3), Russian Federation (<3), Turkey [world history] (<4), Ukraine [national history or world history] (<4) and United Kingdom (E/W) (<4 at GCSE level; <8 at A level).

In the UK/EW, at Primary level, ‘history’ along with other Arts and Humanities subjects has little space on the timetable and there is much variation in school. At lower secondary general school as a norm 1,5 hours are given to ‘history’ which is then a compulsory school subject. However the amount of hours given to ‘history’ varies from school to school. - At upper secondary general level, more time can be given to ‘history’: At the age group 14-16 (GCSE level) the school subject ‘history’ could be given 3-4 hours, and at the age group 16-18 (A level) it can be even 4-8 hours: But at both upper secondary school levels ‘history’ is then an optional subject.

In Finland and Sweden, there exist modular forms of organising the history lessons, p.ex. in Finland, in senior secondary, there is a period system: history has to be taught for 6 periods per year, equivalent to app. 6 weeks, where one (thematic) course is taught during one period. In Switzerland, to give another example, the main responsibility for education lies with the cantons. There is no national standard curriculum for pre-school and compulsory education. For example in the Canton of Aargau, at lower secondary level, ‘history’ could part of a broader compulsory subject ‘Social Studies and the Natural Environment (Realien;)’ to which may be given an amount of 5-7 hours per week, when being taught at the ‘Realschule’, it might be part of a fix combination with school subject ‘geography’, to which is given an amount of 4-5 hours per week, when being taught at ‘Sekundarschule’ and it could be a stand-alone subject ‘history’ to which is given an amount of 2 hours per week, when being taught at a ‘Bezirksschule’.

Although the school subject history is mainly taught at secondary school level, we should pay more attention to school subject ‘history’ as a stand-alone subject or as part of a broader umbrella at *primary school*.

19 countries, i.e. more than half of the sample, reported of ‘history’ to be a compulsory school subject at least for one or two years at primary school level (ISCED 1). This was the case for Albania, Cyprus, Estonia, Hungary [History and civic education], Poland [History and Society], Portugal [History and Geography], the Kosovo, Romania, Slovenia and UK/EW. – In the second group ‘history’ was part of a broader umbrella, such as “Orientation in the World” (Belgium, nl), “Social Studies [and the Natural Environment and/or Civic Education]”

⁷ 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.

(Austria, GE/NI, Sweden, Switzerland), “Nature and Society” (Montenegro, Serbia) or “Homeland Studies” (Czech Republic).

In a number of cases the focus of interest between e.g. ‘history’ and ‘civic education’ or ‘history’ and ‘social studies’ is also variable following the different school grades. In Austria, for example, topics of civic education are mainly taught at grade 8 (age group 14) and grades 11 and 12 (age group 17 and 18). In Turkey the focus in lower secondary general schools is given to ‘social studies’ while in ‘upper secondary education’ it is given to national and world history.

Looking at the structure of the school subject ‘history’ from a European comparative perspective we notice a big variety as concerns the place in the school curriculum, the amount of time given to the teaching and learning of the subject per week as well as concerns the conception of the subject: being either a stand-alone subject, or a subject in a fix combination with a second subject (e.g. geography or civic education), being a subject in a variety of combinations with one or two other (parts of a) subject, or a subject under a broader umbrella like ‘social studies’.

It is obvious that more investigation has to be done on this issue. The school subject was not in the focus of this study, so we can just highlight what we have found from our survey. A first approach to the different conceptions of the subject ‘history’ can be gained, when looking on the different organisational forms the subject is taught in relation to other school subjects:

Table 5: ‘History’ as a school subject, in relation to other subjects in the curriculum (C1.1.1):

	History is taught as a single subject	History is taught in a fixed combination	History is taught as an integrated subject	History is taught under the umbrella of a broader subject
AL	X			
AT			X	X
BA	X			
BE nl	X		X	X
BG	X			
CH	X			X
CY	X			
CZ	X	X	X	X
DE (BW)	X	X	X	
DE (BY)		X		
DE (NI)	X		X	X
DE (NW)	X		X	X
EE	X			
ES	X	X		X
FI	X			
FR		X		
HR	X			
HU	X		X	
IT	X	X		
MD	X			
ME	X			X
MK	X			
MT	X	X	X	X
NO	X			X
PL	X		X	
PT		X		
RKS	X			
RO	X		X	
RS	X	X		
RU	X			
SE	X			X
SK	X			
SL	X			X
TR	X		X	
UA	X			
UK (E/W)	X			

To conclude, as it is shown in the tables above,

- School subject 'history' is taught as an 'individual (separate) subject' at lower and upper secondary general school in almost all countries of Europe. In many countries it is also taught at upper secondary vocational school level. In many European countries subject 'history' is a separate stand alone compulsory subject in lower secondary schools and a compulsory or optional subject in upper secondary general school. In some countries it is combined with a second subject such as geography (e.g. in Germany/Bavaria, France, Montenegro, Italy and Spain [lsg⁸]). School subject 'history' is taught in a big variety of forms and combinations, e.g. 'history and social studies', 'history and civic education' or in a variety of such combination (e.g. in Austria, CZ – partly, Italy, Romania [lsg], Turkey [lsg]).

Changes in the role and perception of subject history in the context of the school curriculum

⁸ [lsg] = lower secondary general schools.

During the last decades, the school subject ‘history’ underwent substantial changes as concerns the aims, the content and methodology of teaching and learning history. This development is commented and reflected in the ongoing debate of history didactics all around the world.

Less attention was given to the changing status of the school subject history in the context of general governance of school curricula –although this status builds the institutional context for many questions discussed otherwise in history didactics and thus is important as e.g. methodological questions. Some authors, however, reflected the increasing concern about the subject history “losing its place in the actual school curricula” or as “being sold short in the current educational culture” (P. Lee 2012:63).

A tendency to give to school subject history fewer hours per week and to reduce its status as a compulsory subject in upper secondary schools has already been observed in the pilot study on initial teacher education (Ecker 2003:42). But while this tendency seemed to become stronger in the middle of the last decade and subject ‘history’ seemed to share its place in the school curriculum more and more with a stand-alone subject ‘civic education’ or ‘citizenship education’, this trend was not any more confirmed by the more recent surveys on the European level.

The Eurydice survey on ‘Citizenship Education at School in Europe’ of 2005, for example, concluded its analysis by saying, “It became clear that, in most countries, providing citizenship education in schools has gained ground increasingly in recent years (2005:62).” - Seven years later, the new Eurydice survey on ‘Citizenship in Europe’ revised the trend, when it concluded: “Thus, comparison with the previous edition of this study shows that in some countries or regions within countries, [the status of] citizenship education integrated within other subjects and/or delivered as a cross-curricular theme has supplanted the stand-alone approach (2012:27).”

In all the 33 countries of our investigation, there were also clear regulations about the structures of teacher education and the qualification requested for those trainee teachers who were then allowed to teach the subject ‘history’ in primary, lower or upper secondary schools.

... the role of ‘civic education’ in school curriculum ...

As for ‘civic/citizenship education’ as a school subject, the situation was different in the European countries: During the last three decades, civic/citizenship education has gained more space in the school curricula. Nevertheless, the structures in which it is offered and taught as well as the aims and the content of civic education differ considerably between the European countries. In our survey for the school year 2009/10 we got the following picture:

Table 6: School subject ‘Civic/citizenship education’ taught as an ‘individual (separate) subject’ at different types of school and at different school levels (C1.3)

	Citizenship/Civic Education				
	Primary school	Lower secondary general	Lower secondary vocational	Upper secondary general	Upper secondary vocational
AL	X	X		X	X
BA		X		X	X
CY		X		X	
CZ		X		X	X
EE	X	X	X	X	X
ES	X	X			
FI		X			
FR		X		X	
MD		X	X	X	X
ME		X		X	X
MK	X			X	
PL		X			
RKS	X	X	X	X	X
RO	X	X		X	X
RS	X	X		X	X
SE		X		X	
SK		X		X	X
SL	X				
TR		X		X	X
UA	X			X	
UK (E/W)	X	X	X	X	

Civic/citizenship education may be offered as a separate stand alone subject, it may be integrated into one or more other subjects or it may be offered as a cross-curricular educational theme. As we learned from the recently published Eurydice study,

“Citizenship education exists as a compulsory separate subject both in primary and secondary education in Estonia, Greece, Spain, France, Portugal and Romania. France and Portugal introduce citizenship education at the earliest age (6 years). In other countries, the subject is part of the compulsory curriculum at either lower or upper secondary education, except Cyprus, Poland, Slovakia, Finland and the United Kingdom (England) where it is part of the curriculum in lower secondary education and for at least one year in upper secondary. Where citizenship education is taught as a separate subject, the length of time it is taught as a compulsory subject varies considerably [from 12 years in France to 1 year in Turkey]...

In the vast majority of countries, citizenship education is integrated into several subjects or educational/learning area, whether or not it is also taught as a separate compulsory subject.”⁹

We add this more recent description of the school subject ‘civic education’ which does not correspond everywhere to what we had found for school subject ‘citizenship’ in the year 2009/10. We therefore assume that the role of ‘civic/citizenship’ has changed in some countries during these two years.

We can confirm from our survey that more than half of the countries in our sample reported the school subject ‘civic education’ to be a single, stand-alone school subject at lower secondary general school level and, with some variations, also at upper secondary school

⁹ Education, Audiovisual and Cultural Executive Agency (2012) Citizenship Education in Europe, Brussels, pp. 19.

level. More details are discussed in the report of the thematic working group on ‘interdisciplinarity’ (cf. Falk Pingel et al. in this volume).

... and the role of ‘politics’, ‘social studies’ and ‘cultural studies’ in the school curriculum

We can add to the picture we have got so far about the actual situation of historio-political instruction and learning at school the findings on the three other school subjects in our sample: Politics, Social Studies and Cultural Studies.

The school subject ‘Politics’ may be regarded as a specialised focus of instruction and learning on topics of political sciences as well as of juridical knowledge. Therefore, normally, the subject ‘politics’ is not necessarily taught by history teachers, as it is the case in some countries with school subject ‘civic education’, but by jurists or people from political sciences. The subject is mainly taught in some Federal States of Germany (DE/BW, DE/NI, DE/NW), as well as in specialised courses of upper secondary general school in Finland, in Ukraine and in a branch of upper secondary vocational school (HTL) in Austria.

Table 7: School subject ‘Politics’ taught as an ‘individual (separate) subject’ at different types of school and at different school levels (C1.4)

	Politics				
	Primary school	Lower secondary general	Lower secondary vocational	Upper secondary general	Upper secondary vocational
AT					X
DE (BW)		X	X	X	X
DE (BY)					
DE (NI)		X			
DE (NW)		X	X		X
FI				X	
UA				X	

The school subject ‘politics’ is a representative example of the diversification in the educational field of ‘civic education’. The subject has a strong focus on knowledge and instruction on the political institutions of a democratic state, it puts emphasis on knowledge of the law systems and as such it is quite close to the ‘classical’ canon of ‘civics’ or ‘civic education’. However, during the last two decades, more and more attention was given to aspects of ‘citizenship education’ and the education of the critical and responsible citizen. If we consider the methodology of the subject ‘politics’ that refers to a strong part to the political and social sciences, we find strong arguments to put the subject ‘politics’ in a close relation to ‘civic/citizenship education’.

We have discussed in the introduction that the field of school subjects “civics”, “civic education” and/or “citizenship education”, is characterized by various traditions on how to instruct and/or to educate the citizens of a given European country and society. The emphasis in ‘civic/citizenship education’ is either given to knowledge of political institutions and the

regulations of polity, with attention to the role, the rights and duties of the citizens (= ‘civics’), or to political strategies in dealing with controversial interests in a democratic society, with the conflicts emerging out of such controversies, with conflict prevention, and with the regulations intending to deal with conflicts in a non-violent form, i.e. to the forms and structures of policies and politics in society (= ‘civic education’) or to national and international bodies of conflict management and to institutions and instruments of the civil society, with attention to promote and develop the active, responsible and critical citizen (= ‘citizenship education’ or ‘Education for democratic citizenship’¹⁰). To indicate our awareness of the differences which might be connected with the term ‘civic education’, we use for the more general items in this study the description ‘civic/citizenship education’.

The school subject ‘social studies’ is also in close relation to the goals of citizenship education. The overall European survey indicates the subject being an important factor in the range of the CHE-subjects.

Table 8: School subject ‘Social Studies’ taught as an ‘individual (separate) subject’ at different types of school and at different school levels (C1.3)

	Social Studies				
	Primary school	Lower secondary general	Lower secondary vocational	Upper secondary general	Upper secondary vocational
CZ				X	X
DE (BY)		X		X	X
DE (NW)		X		X	
EE	X	X	X	X	X
FI		X		X	
FR		X		X	
HU		X		X	X
ME	X				
MK				X	
MT		X		X	
RO				X	X
RU		X		X	X
SE		X		X	X
SK					X
SL			X		
TR		X			
UA		X	X	X	X

As shown in the table above, the school subject ‘social studies’ is a stand-alone school subject at lower and upper secondary general level in a number of European countries including two of the German federal states (DE/BY, DE/NW), Estonia, France, Finland, Hungary, Malta, The Russian Federation, Sweden, Turkey, Ukraine as well as for parts of the school curriculum the Czech Republic, Macedonia, Montenegro Romania and Slovenia.

Since the late 1960ies the school subject has been implemented in the school curricula of different countries in order to bring closer to the young generation knowledge and reflection

¹⁰ Compare the ‘Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education’, In: [Recommendation CM/Rec\(2010\)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education](#) (20.1. 2012).

of social sciences, e.g. knowledge on social structures and their development, the role of the ‘social subject’ in society, social conflicts and forms of dealing with such conflicts as well as aspects of the civil society. An important task of the school subject too is to bring closer to the pupils qualitative and quantitative methodology of sociological research as well as media analysis. In this task, ‘social studies’ are partly overlapping on the one hand with the goals of historical social sciences and on the other hand with citizenship education.

The fifth school subject we have identified to play a role in aspects of citizenship education is school subject ‘Cultural studies’. The position of ‘Cultural studies’ in the school curricula so far is its role as specialized course at upper secondary general school level (PL, SE, UA) or at upper secondary vocational school level. There has been a lot of debate in the cultural sciences during the last two decades, so the subject might become more important in the near future.

Table 9: School subject ‘Cultural studies’ taught as an ‘individual (separate) subject’ at different types of school and at different school levels (C1.3)

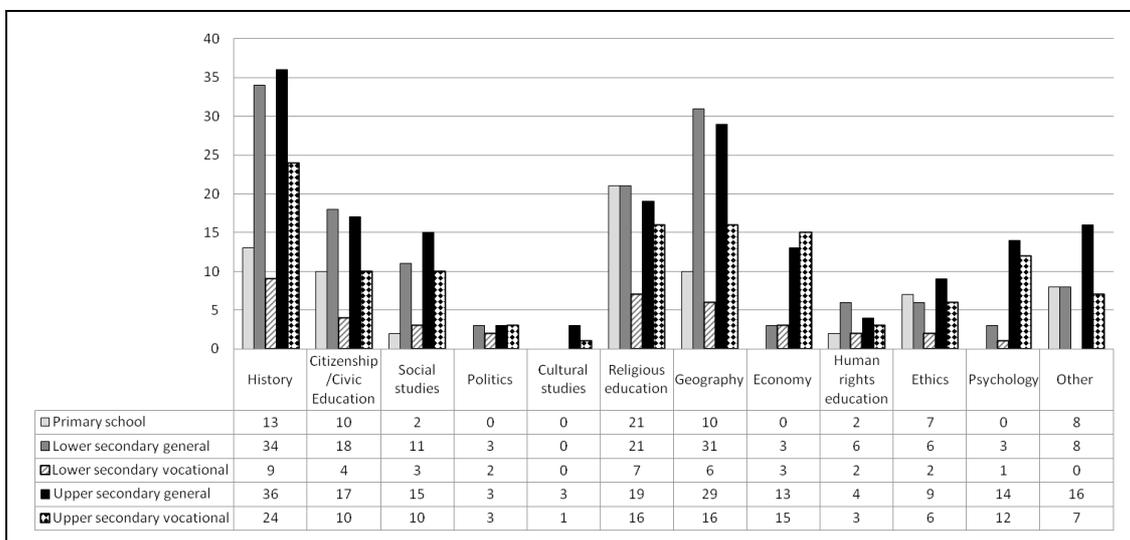
	Cultural Studies				
	Primary school	Lower secondary general	Lower secondary vocational	Upper secondary general	Upper secondary vocational
PL				X	
RU					X
SE				X	
UA				X	

Other relevant school subjects of citizenship education

At the end of this survey of CHE-subjects at primary and secondary school we would like to draw the attention to some other school subjects which play – be it by tradition or by newly implemented reforms of curricula– an influencing role in the historio-political education of European citizens at school.

In question C1.1 we asked for the school subjects being taught as individual (separate) subjects at different school levels, and this is what we got as answers in the overview:

Table 10: Overview: School subjects being taught as an ‘individual (separate) subjects’ at different types of school and at different school levels



Regarding the quantitative significance of school subjects from a European perspective, subject ‘history’ is on top of the subjects. It is represented at all school levels and types of schools more often than other subjects. However, there are two other school subjects which have also high quantitative significance: these are the school subject ‘Religious education’ and the school subject ‘Geography’. We have not investigated these school subjects so far and therefore cannot compare our findings with these subjects, but it would be of great interest to do so in the near future.

Two other relevant subjects, especially in the education of upper secondary general and vocational level, are the school subjects ‘Economy’ and ‘Psychology’ (which is partly taught in combination with Philosophy).

Finally, the survey leads our attention to the school subjects ‘Human Right education’ and the subject ‘Ethics’, which are in their goals and understanding very close to the goals of citizenship education.

To complete the European survey on school subjects taking influence on citizenship education it would be worth to further investigate and compare the curricula of these six school subjects, e.g. on their conception(s), their rationales as well as their content and methodology and then put the findings in comparison to the analysis of concepts, structures and curricula for the education of teachers of these subjects.

Our findings on the relevance of these six subjects presented in this survey were underlined by a description on the variety of teacher education for school subject ‘civic education’ given in the recent Eurydice survey on Citizenship in Europe (2012:88):

“In most countries, central level regulations on initial teacher education and/or their qualifications define areas of specialisation for secondary teachers according to the courses they take. Generally, the area of citizenship education is integrated within initial teacher education courses for specialists in history, geography, philosophy, ethics/religion, social sciences or economics. [...]

Apart from the subjects mentioned above, some countries also mention psychology (Bulgaria, Cyprus and Latvia), law (Bulgaria and Italy) or other subjects (e.g. Latin and Greek language in

Cyprus, and cultural studies in Latvia) which incorporate the teaching of citizenship. This means that, for example, in Greece, graduates on HEIs providing courses in political sciences, sociology, social studies, law and economics may also teach citizenship education in secondary schools. It should also be noted that, in a few countries (e.g. Denmark, Ireland and the United Kingdom), there are either no regulations governing areas of specialisation, and/or initial teacher education institutions decide on the content of study programmes and fields of specialisation themselves. In these cases, any subject or combination of subjects can be chosen by the prospective specialist teacher.

Only in the United Kingdom (England) are prospective teachers offered the opportunity to train as a specialist teacher in citizenship education.”¹¹

In our study, we have focused exclusively on the situation of teacher education of both, the history teachers as well as the teachers in civic/citizenship education and other CHE-subjects. We will therefore be able to add some more details to the situation of teacher education as described in the Eurydice survey.

The international databases on education have become more aware of the importance of teacher education since we started to work for the pilot-study on initial training for history teachers in 1997/98¹². Fifteen years later, we are in the comfortable situation to relate, what we have found about the specific situation of teacher training for civic and history teachers, to the general information about teacher education in Europe: This will be the task of the following chapters which will give an overview on structures of teacher training for teachers in history and civic education, the conception of the curricula of teacher education in the CHE-subjects¹³, the institutions involved in teacher education, the models of training, the selection procedures, the forms of assessment and the professional profiles for civic and history teachers in the European context.

¹¹ Education, Audiovisual and Cultural Executive Agency (2012) *Citizenship Education in Europe*, Brussels, p.88.

¹² Ecker, Alois (Ed.) (2003a) *Initial Training for History Teachers: Structures and Standards in 13 Member States of the Council of Europe*, Strasbourg: Council of Europe Publishing

¹³ We are aware of possible differences as concerns the correct terminology for teacher education and training in this field. An exact description of our research question would be the following: The structures, standards and tenets of teacher education for teachers of the school subjects ‘History’, ‘Civic/Citizenship Education’, ‘Social Studies’, ‘Cultural Studies’ and ‘Politics’. As acronyms for this longer description of our topic we use the short version: ‘Civic and History Teacher Education (=CHE)’ as well as: ‘the CHE-subjects’ (= the subjects of civic/citizenship education, history education, social studies, cultural studies and politics. We will use the short versions also in the following analysis.

2. Initial teacher education in the CHE-subjects in Europe - The general picture of our sample

Are there different possibilities to be trained as a teacher for History and Civic Education?

When conceptualising investigation for the survey on teacher education at the beginning of this study in 2008/09, we expected the field of teacher education in the CHE subjects to expand towards civic education or to similar studies in the field like ‘social studies’, ‘cultural studies’ or ‘politics’. However, this tendency was not confirmed in the overview we got when asking for ‘full study programs’ of teacher education.

As shown in the country overview below for the study year 2009/2010, in most European countries the focus was given to subject ‘history’ as the major subject in teacher education. There were just some countries which offered stand-alone study programs in ‘civic education’ or ‘citizenship education’ (e.g. CH, MD, SK, UK) and some others, which offered stand-alone programs in ‘social studies’ (BEnl, CZ, DE, MK, NO, SE, TR, UK) or ‘politics’ (BEnl, DE).

Table 11: Country-Overview: Full study programs in Teacher Education with subject X as the major subject

Country-Overview: Full study programmes in Teacher education with subject 'X' as the major subject

	History	Civic/ Citizenship Education	Social Studies	Politics	Cultural Studies
AL	X	X			
AT	X				
BA	X				
BE nl	X		X	X	
BG	X				
CH	X	X			
CY	X				
CZ	X		X		
DE (BW)	X			X	
DE (BY)	X		X		
DE (NI)	X			X	
DE (NW)	X		X	X	
EE	X				
ES	X				
FI	X				
FR	X				
HR	X				
HU	X				
IT	X				
MD	X	X			
ME	X				
MK	X		X		
MT	X				
NO	X		X		
PL	X				
PT	X				
RKS	X	X			
RO	X				
RS	X				
RU	X				
SE	X		X		
SK	X	X			
SL	X				
TR	X		X		
UA	X				
UK (E/W)	X	X	X		

We would like to underline at this point of the survey that the focus of our investigation was on “full study programmes” of teacher education. It would be worth to explore the broader field of post-graduate courses and especially courses of continuous professional development (CPD) to conclude the picture. However such questions would have exceeded the capacity of this project.

From our previous studies of 1998/9 and 2003/4 we had information that in most European countries there were no separate full study programmes for Civic Education in the individual European countries. Students had to study ‘History’ or ‘History Teaching’ to be certified as a teacher for history in (primary¹⁴ and) secondary schools. With the certification for the subject

¹⁴ In primary schools subject ‘History’ in most European countries is not taught as a single subject but in an umbrella with topics of geography, social studies and life skills. Consequently there is no full study programme to be certified as a history teacher for primary schools.

‘history’ the young teachers, in most of the cases, also got their permission to teach school subjects related to ‘History’, like ‘Civic education’, ‘Social Studies’ or ‘Politics’.

Starting from the late 1960ies and enforced in the 1980ies and the 1990ies, in some European countries, like in Austria, Hungary, the Netherlands or Norway, ‘history’ as a school subject had been transformed into an integrative subject, (‘history and social studies’, ‘history and civics’, ‘social studies’) including not only the ‘classical’ historical narratives (national history, world history) but the topics of the Historical Social sciences (social history, economic history) and/or the topics of Political Sciences (history of political systems, state systems, systems of law, jurisprudence) as well¹⁵. The conception of the school subjects in the concerned countries, was then partly reflected in the teacher training programmes, where normally a few courses within the ‘history teacher education’-curriculum were then dedicated to these topics of social studies and/or civic education.

Since we started our investigation on initial training of history teachers in 1998, a clear trend towards professionalization of teacher education was to be observed: While in 1998 teacher education studies in many cases were still part of a regular ‘history’ studies programme and were rarely organized as full study programmes, the latter was already the trend in 2003, when we organized the broader European survey on ITT for history teachers: At this time, trainee teachers had already to decide at the beginning of their studies whether they wanted to become ‘history teachers’ or whether they wanted to start studies to become a ‘historian’, a researcher, an archivist or a similar expert in historiography¹⁶.

Certainly, already since the early 1990ies there were post-graduate programmes and comparable certified academic courses to acquire additional certifications in civic education, citizenship education and political studies. But the basic training of most teachers to become a teacher for subject ‘history’ and subject ‘civic education’ until recent years was by teacher education studies of ‘history teaching’.

Today, with this recent comparative study on the situation of teacher education, we can show a slightly differentiated picture.

¹⁵ Cf. Ecker (2003) Initial training for history teachers, pp.54.

¹⁶ To be precise, this was the case with the training programmes following the concurrent model – see below.

Overview: The full study programmes in initial teacher education in the CHE-subjects

In the year 2010, to be certified as a teacher for the CHE-subjects, the situation was as follows:

(1) In all 33 countries of our sample there existed full study programmes for initial teacher education, which were dedicated either to the single subject ‘History (Teaching)’ or to a combination, where subject ‘History’ was the main subject of teacher education but had to be studied in a fixed combination with a second subject or in a broader umbrella with other subjects like ‘social studies’ or ‘civic education’.

In 20 countries of this sample full study programmes for ‘History’ (or a combination with ‘history’ as the main subject) were the only full study programmes to be certified as a teacher in the CHE-subjects:

This was the case with Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Estonia, Finland, France, Hungary, Italy, Malta¹⁷, Montenegro¹⁸, Poland¹⁹, Portugal, Romania, Russian Federation, Serbia, Slovenia, Spain and Ukraine.

In the other 13 countries of our sample, beside the full study programmes for history, there existed also additional full study programmes to be certified as a teacher in the CHE-studies:

This was the case with Albania, Belgium, Czech Republic, Germany²⁰, Kosovo, FYROM/Macedonia, Moldova, Norway, Slovakia, Sweden, Switzerland, Turkey and United Kingdom (E/W).

(2) If we look more in detail, the picture can be differentiated as follows:

(a) Teacher education with subject ‘history’ as the main topic

Today, in all the 33 countries there exist full study programmes with subject ‘history’ as the main topic.

¹⁷ At the University of Malta, a PGCE in Social Studies is offered; following the definition of full study programmes we did not list it here, but it will be described with the other programmes on Social Studies.

¹⁸ At the University of Podgorica, even though the main access to a teaching certificate for the CHE-studies goes via studies in ‘History’, a teaching certificate for school subject ‘Social Studies’ can be obtained either after MA-studies in ‘History’ or in ‘Philosophy’ or in ‘Sociology’ plus the requested courses of professional education.

¹⁹ In Poland a certification for school subject ‘civic education’ and/or ‘cultural sciences’ could also be obtained after basic studies in social sciences, political sciences or cultural sciences. But the professional education was given through teacher education programmes in ‘history’.

²⁰ As described above we have studied the teacher training programmes in four of the 16 federal states of Germany: Bavaria (DE-BY), Baden-Württemberg (DE-BW), Lower Saxony (DE-NI) and North Rhine-Westphalia (DE-NW).

In a minority of these countries, subject history was only taught either in a broader umbrella together with ‘social studies’ and/or ‘civic education’ (this was the case with Austria²¹) or in a fixed combination together with ‘geography’ (this was the case with France and Portugal).

Nevertheless, this picture is open for further differentiation: There were other countries where more than one possibility existed to be educated as a history teacher:

In the Kosovo, apart from a full study programme for ‘history’, there was also a full study programme for ‘history and civic education’. A similar situation was reported for Moldova, where even other combinations were offered (see below).

In Albania, ‘history’ could be studied as a single subject (University of Tirana, MA programme leading to a teaching permission for upper secondary school education) or in combination with ‘geography’ (University of Elbasan and Gjirokastra²², M.A programme leading to a teaching permission for lower secondary school education). - In Bulgaria, the regular way for being educated as a history teacher was to follow a full study programme for history²³ in a fixed combination with a compulsory second subject. The possible combinations were History and Geography; Bulgarian language and History; History and philosophy; History and a Foreign language (EN, FR, DE). Alternatively, ‘history’²⁴ could be studied as a single subject leading to a BA-certificate and teacher education could be followed as one option in a consecutive form.

The combination ‘history and geography’ was also offered, among others, at the State Pedagogical University of Chisinau, Moldova.

- For the studies of history in Bosnia and Herzegovina, there were 7 faculties of Philosophy and Humanities where history teachers were educated at History departments²⁵.

At the University of Cyprus, BA studies of either ‘History and Archaeology’, in ‘Byzantine and Modern Greek Studies’ or in ‘Classical Studies and Philosophy’ were a precondition to be assigned in public schools to teach subject ‘history’, but as well ‘civic/citizenship education’ and ‘social studies’²⁶.

The picture will become still more heterogeneous if we ask about the architecture of the teacher education programmes. We will learn that ‘history teaching’ in many cases has to be studied together with a second teaching subject. In such cases, the combination with ‘history’ is not fixed to a second subject (like in France or Portugal: with geography), but it is optional. This means that the trainee teachers can combine the subject ‘history’ with a subject ‘language teaching’, with ‘mathematics’, ‘chemistry’, ‘Physics’, ‘informatics’, ‘sports education’ or ‘religious education’ as well. We will come back to this question when we ask

²¹ The teacher education programme at Austrian Universities is a diploma study termed ‘History, Social Studies and Civic Education’ and leads to a teaching certificate for lower and upper secondary schools, while at Austrian Pedagogical Universities it is a BA-study termed ‘History and Social Studies’ and leads to a teaching certificate for lower secondary schools. cf.: Hochschul – Curriculaverordnung §11 (2006). Retrieved November 24, 2010, from http://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA_2006_II_495/BGBLA_2006_II_495.pdf, 4; and: Federal Ministry of Science and Research. Retrieved November 24, 2010, from http://www.bmwf.gv.at/startseite/studierende/studieren_in_oesterreich/postsek_bildungseinrichtungen/universitaeten/studien.

²² Decision of The Council of Ministers No.1288 For the opening of the study programme Master of First level in Teaching in lower secondary school education at the University of Gjirokastra, in the academic year 2008-2009 in Fletorja Zyrtare (2008), No. 150, p.7400.

²³ Teacher education programmes were offered exclusively at six state universities: Sofia University, Veliko-Tarnovo University, South-Western University Blagoevgrad, Plovdiv University (with branches in Smolyan and Kurdjali), Sumen University and Russe University.

²⁴ Beside the subject ‘History’ similar full study programmes were offered for Archaeology, Ethnology, Archival and documentary studies, Modern and contemporary history of South-Eastern Europe. All of them could be used as basis for further teacher education.

²⁵ www.ff.unsa.ba; www.ff.untz.ba; www.fhn.unmo.ba; www.ffmo.ba; www.unibl.org/filozofski-fakultet; www.ffuis.edu.ba;

²⁶ The Educational Service Commission refers that graduates from departments on these three studies were the only ones that can be assigned in public schools and teach school subject ‘History’, ‘Civic/Citizenship education’ or ‘Social Studies’, see: <http://www.ucy.ac.cy/goto/letters/el-GR/Departments.aspx> (20/07/2012)

for the professional profile of the ‘history teacher’ and for the teacher of civic education below.

In addition, the picture becomes still more heterogeneous, if we look on the institutions: Not all teacher education institutions offer the same types of full study programmes, or give permission to the same level of school education: e.g. Austrian Universities offered teacher education programmes as diploma studies for ‘History, Social Studies and Civic Education’, which gave permission to follow a one-year induction phase (‘Unterrichtspraktikum’) leading to a teaching certificate for lower and upper secondary schools, while Austrian Pedagogical Universities offered teacher education programmes as BA-studies for ‘History and Social Studies’ leading to a teaching certificate for lower secondary schools without any additional induction. – In Belgium/NL the teacher education programme at teacher training colleges was offered as a general ‘SLO²⁷’ programme, but not a specific History SLO, while students could also graduate at teacher training colleges with a Masters in History, which allowed to teach history in secondary schools²⁸.

(b) Teacher education with subject ‘Civic education’ as the main topic

In the year 2010 there were 5 countries in our sample where full study programmes in teacher education with subject ‘civic education’ as the main topic existed.

This was the case with Albania, Kosovo, Moldova Slovakia and Switzerland.

In Moldova, Slovakia and in Switzerland there were teacher training programmes with subject ‘civic/citizenship education’ as the main subject.

In Albania, teacher education programmes for ‘civic education’ were offered as MA programmes at the University of Elbasan²⁹ as a fixed combination with history or with geography and led to a teaching permission for lower secondary school education. Similar fixed combinations of subject ‘civic education’ with subject ‘history’ or with subject ‘geography’ were reported for the Kosovo at the University of Pristina and for Moldova at the State Pedagogical University of Chisinau.

From some countries we learned that there existed separated MA-programmes offered in ‘civic education’.

This was the case with Austria, Bulgaria, Estonia

From other countries we learned, that there were no full study programmes for civic education, but the teachers for ‘history’ or for ‘sociology’ taught also the school subject ‘civic education’. In such cases there might be a form of in-service training in ‘civic education’ like in Bosnia and Herzegovina³⁰.

²⁷ SLO (Specifieke Lerarenopleiding = Specific ITT): at universities (workload is 30 ECTS points theory and 30 ECTS points practice); the other teacher education programme is a GLO (Geïntegreerde Lerarenopleiding=Integrated ITT): at colleges of higher education only (workload is 180 ECTS points in 3 years, with ca. 60 ECTS points based on practice).

²⁸ http://www.cvobrusseel.be/opleiding.php?id_opleiding=26 www.ond.vlaanderen.be/.../2009-03-13-CR-RVV-VWO-specifieke-lerarenopleiding.ppt <http://www.kuleuven-kortrijk.be/poolWest/centraal/partnerinstellingen>.

²⁹ Vendim Nr. 621, datë 11.06.2009 Për hapjen e programeve të studimit “Master i Nivelit të Parë” në Universitetin Aleksandër Xhuvani Elbasan, in Fletorja Zyrtare (2009), No. 104, p. 4988-1989 (Decision No. 621 For the opening of study programme “Master of First Level” at the University Aleksander Xhuvani Elbasan)

³⁰ The Teachers for the subject Citizenship and Civic Education were mainly history teachers or teachers of Sociology who were educated at the Sociology department of the Faculty of Politics, in Sarajevo or in Banja Luka, see: Report of the Faculty of political Science, University of Banja Luka, 02/5-529/11; <http://www.fpn.unsa.ba/fpn/>, and

In other countries like Bulgaria, there existed no school subject ‘civic education’ but the conception was that ‘civic education’ in school should be taught through the school subjects ‘philosophy’, ‘psychology’, ‘logics’, ‘history’ and ‘geography’.

If there is no full study programme for civic education and if there is no (compulsory) school subject ‘civic education’, like in Croatia, topics of civic education were nevertheless recommended to be included and taught in school subject history or in other CHE-subjects³¹. In countries of South-East-Europe, with the Stability Pact for SEE after the year 2000/2001, especially topics on democratic values and on Human rights education³² have gained space in primary and secondary schools. Education and teacher training institutions also offer in-service training programmes for teachers on these topics – but these workshops and/or summer schools were not necessarily combined with didactic /methodological training for teachers.

In Estonia no full study MA programme (120 ECTS) for CHE- subjects separate from subject „History“ existed, but there were MA programmes „Teacher of History and Civics“ at Tartu University and at Tallinn University. At Tallinn University a BA optional programme (48 ECTS) of Civics existed, which was required for the MA programme „Teacher of History and Civics“. This example indicates that topics of ‘civic education’ might play a bigger role in the teacher education programmes than we were able to highlight with this study.

(c) Teacher education with subject ‘Social studies’ as the main topic

From another 6 countries we learned that there were full teacher education programmes with subject ‘Social studies’ as the main topic.

This was the case with Belgium, the Czech Republic, Germany (BY and NW), FYROM/Macedonia, Norway and Sweden.

Here also, the architecture of curricula was not homogenous: Belgium³³ and Norway reported about a full study programme, which was focused primordially on Social Studies. In the Czech Republic, Macedonia and Sweden ‘Social studies’ were offered in combination with ‘civic education’. In Germany/BY a full study programme on ‘Social Studies’ was offered in combination with other subjects of political sciences. In Germany/NW ‘Social Studies’ were offered as a full study programme but only at the Universities of Bielefeld, Bochum, Dortmund and Duisburg.

In addition, MA-courses in Social Studies were offered at several universities in the United Kingdom, at the University of Tirana³⁴ and Korca³⁵ (Albania). A PGCE for Social Studies

³¹ „Moduls of civics education“, Education and teacher training institution, in: <http://www.azoo.hr/tekst/moduli-gradjanskog-odgoja-i-obrazovanja/2296>, downloaded on 16. Nov. 2010.

³² Goettlicher D. (ed.) (1999); National programme of Education for Human rights. First part: Preschool Education, Primary school, Secondary school;

³³ <http://soc.kuleuven.be/web/staticpage/1/61/nl/38>

³⁴ Vendim Nr. 1373 i Këshillit të Ministrave, datë 10.10.2008 Për hapjen e programit të studimit, Master i Nivelit të Parë në mësuesi, për arsimin e mesëm, si dhe për miratimin e kuotave të pranimit e të tarifës së shkollimit në këto programme, në Universitetin e Tiranës, në vitin akademik 2008-2009, In Fletorja zyrtare (2008), No.166, p.8183

³⁵ Vendim Nr. 1371 i Këshillit të Ministrave, datë 10.10.2008 Për hapjen e programeve të studimit, Master i Nivelit të Parë në mësuesi, për arsimin e mesëm, si dhe për miratimin e kuotave të pranimit e të tarifës së shkollimit në këto programme, në Universitetin “Fan S. Noli”, Korçë, në vitin akademik 2008-2009, In Fletorja zyrtare (2008), No.166, p.8181

existed at the University of Malta (Malta). In Romania ‘Social Studies’ were integrated in a combined study programme together with ‘History’, ‘Philosophy’ and ‘Politics’.

(d) Teacher education with subject ‘Politics’ as the main topic

From 2 countries we learned that there were full study programs in ‘Politics’ that lead to a teaching certificate.

This was the case with Belgium and Germany (NI, BW, NW).

Mainly in some federal states of Germany studies in ‘Politics’ gave the permission to teach the subject ‘politics’ which included many aspects of civic/citizenship education, as described in the previous chapter. There were full study programs of ‘Politics’ in Germany /Lower Saxony (DE/NI) and in Germany/Baden-Württemberg (DE/BW). Full study programs in ‘Politics and Economics’ were reported from Germany/BW and Germany/NW.

In Belgium there existed a program on ‘Politics’³⁶. Romania reported a program in ‘Political Sciences’ in combination with History, Law and Philosophy.

From Sweden we learned that ‘Politics’ was integrated in a program on ‘Social Studies’.

(e) Teacher education with subject ‘Cultural studies’ as the main topic.

There was NO country from which we got information about a full study program for ‘Cultural Studies’.

In addition we learned that there was an ‘Intercultural teacher programme’ in Sweden; but this programme was not judged as equivalent to a full study programme.

We also learned that full study programmes on ‘Cultural Studies’ exist at several European universities, e.g. at University of Rijeka (Croatia), but such programmes are not related to the school curricula or to teacher education of the CHE-subjects and hence students are not being trained for any teaching skills.

For the time being, we can conclude that there is no linear trend from subject ‘history’ towards subject ‘civic education’, neither as concerns the school curricula nor the teacher education programs. - But although citizenship education has not become that much a stand-alone program than expected, a growing number of teacher education programs gave emphasis to integrated and cross-curricular aspects of civic/citizenship education and/or of social studies into curricular structures of the study program ‘history’: This was the case with Albania (partly), Austria, Finland, Germany (BY and NW), Hungary, Moldova (partly), Norway, Slovenia and Sweden.

The relation between subjects ‘history’ and ‘civic education’ will remain an interesting point of future observation at different levels: the interrelation of school subjects, the level of study

³⁶ <http://www.ugent.be/ps/nl/onderwijs/opleidingen/lerarenopleiding/dienstverlening.htm>

programs of teacher education and of course the level of knowledge and of skills provided by teacher education.

Before going more in detail of these topics I would like to describe a few organizational factors which should be known about the European teacher training system.

3. European Trends in the organisation of teacher education: The civic and history teachers' education in the context of the more general developments of the teaching profession

Remarks on the educational system and research in Europe

There are several reasons why you should know more on standards, structures and tenets of the actual education for civic and history teachers in Europe:

- Teachers for Civic/citizenship education, for History Education and related subjects like Social Studies, Cultural Studies or Politics (= the CHE-subjects) are expected to form the socio-political identity of the next generation of European citizens.
- Teacher education is one of the priorities of the European Commission in their support of the educational sector. The Commission is interested to know more about the education of teachers who are responsible for the education of the future citizens of Europe.
- More than 50% of teachers in the CHE-subjects are going to retire within the next twelve years. It is the right moment to invest in teacher education and therefore have sufficient evidence on the concepts, the organizational structures and the curricula of teacher education for the upcoming generation of CHE-teachers.
- The legal basis for teacher education in Europe is still remoulded in national frameworks. It might be interesting to know whether there are coherent or consolidated standards on curricula of teacher education for the CHE-subjects within the European countries that go beyond national borders.

This study focuses on the initial education of the CHE-teachers as well as on the period of their induction into the school systems. The actual survey includes contribution from 33 European countries and an in-depth analysis of curricula of 45 teacher training institutions.

To introduce the topic of initial education for the civic and history education teachers it seems useful to start with some remarks on the actual situation of educational systems and educational research in Europe:

There are no consistent, consolidated standards in teacher education for all European countries. Educational systems in the European Union are still based on national legacy; up to now there exist no binding regulations for educational systems within the European Union. But also apart from the European Union, in those countries which are not members of the European Union, e.g. Albania, Croatia, Norway, the Russian Federation, Serbia, Switzerland, Turkey or Ukraine, educational standards relay on national structures and organization.

Nevertheless with the establishment and the organization of the European Higher Education Area, the teacher education, being mainly an issue of tertiary education, has the chance to become a topic of international and European reflection not only between the smaller 'scientific communities' of experts from the individual departments or universities, but on the

level of intergovernmental consultancy, exchange of information, recommendations, guidelines and regulations.

Since the beginning of this century, experts on teacher education have stressed the importance of teacher education within the European Commission or by the European Council and the European Parliament. They also have put their finger on the fact that we are in a sensitive moment of teacher education, as more than 50% of the teachers in secondary education are going to retire within the next ten years. This led to a series of important documents adopted by the European Commission. Among them is the

- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions of 3 July 2008 on ‘Improving competences for the 21st Century: an Agenda for European Cooperation on Schools’ [[COM\(2008\) 425](#) final – Not published in the Official Journal], which underlines that
„The competences of teachers are the main within-school factors that shape students’ educational outcomes. Nevertheless, in most EU countries there are deficits in teaching skills and not enough resources are allocated to training and development. The public consultation emphasised the need to balance theory and practice in teacher education, link teaching to children’s learning and progress and accredit teachers’ training and development activities.
The Commission intends to support EU countries’ cooperation in improving the quality of teacher education concerning the:
1. initial education, induction and professional development of teachers;
2. recruitment of teachers and school leaders.“³⁷

In addition,

- The “communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on ‘An updated strategic framework for European cooperation in education and training’ (1). (1) Doc. 17535/08 + ADD 1 + ADD 2”

as well as

- The Council Conclusions of 12 May 2009 on a strategic Framework cooperation in education and training³⁸, agreed, that
“In the period up to 2020, the primary goal of European cooperation should be to support the further development of education and training systems in the Member States which are aimed at ensuring:
(a) the personal, social and professional fulfilment of all citizens;
(b) sustainable economic prosperity and employability, whilst promoting democratic values, social cohesion, active citizenship, and intercultural dialogue.“

³⁷http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/ef0004_en (28/7/2012)

³⁸<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF> (28/7/2012)

Also, there is a longstanding exchange of information between European countries on the level of ministers of education as well as on the level of experts in education. An important part of these discussions has been monitored by the biggest intergovernmental organization of Europe, the Council of Europe.

So, although there is no consolidated legacy on school education in Europe, there are common standards as concerns the goals of education: The main aims building the framework for all measures of educational work – that could be found in all general guidelines of school curricula across European countries – are the values of democracy, human rights, the rule of law, freedom, equality, solidarity and tolerance.

Almost since the foundation of the Council of Europe in May 1949 history teaching has been an important topic in the agenda of the Council of Europe³⁹. After the Second World War and the traumata of the fascist regimes, a main focus of the work for a non nationalistic teaching of history went to textbook-analysis – UNESCO and the Georg-Eckert-Institute played an important role in this process – while a second focus went to curriculum development. By analyzing the textbooks and the school curricula, national bias and prejudices in history teaching were identified, then, the questions of how to overcome these bias and prejudices were discussed in seminars and conferences, and finally, recommendations for the conception of new curricula and textbooks in all the member states, explaining the standards and giving examples of good practice, were developed. As a third field of comparison, the education of history teachers came into discussion in the 1990ies and was discussed in various recommendations. We have presented the Recommendation Rec(2001)15 to member states on history teaching in twenty-first-century Europe⁴⁰ as well as the Council of Europe's initiative on 'Education for democratic citizenship'⁴¹ in the introduction to this study.

To conclude, there is a growing interest among European institutions towards teacher education and training. The interest shown is very reasonable, as we are in a period of challenging changes in the teachers' cohort:

The Demographic Turn in the teachers' profession

We observed an increasing interest in teachers' job since the year 2006/2007. For example at the University of Vienna, where there is still free access to university studies in the field of teacher education, there were plus 300% of students⁴² who applied for studies of teacher education in the subject "history teaching". This new interest in the teacher's job has to do with various factors. For example: Teachers are civil servants; the teaching profession as a

³⁹ Compare: Council of Europe (1994b). Standing Conference of European Ministers of Education. Resolutions of the Standing Conference. Collected texts 1959-1994. Strasbourg: Council of Europe; and Council of Europe (1995). Against bias and prejudice. The Council of Europe's work on history teaching and history textbooks. Recommendations on history teaching and history textbooks adopted at the Council of Europe conferences and symposia, 1953-1995. Strasbourg: Council for Cultural Co-operation.

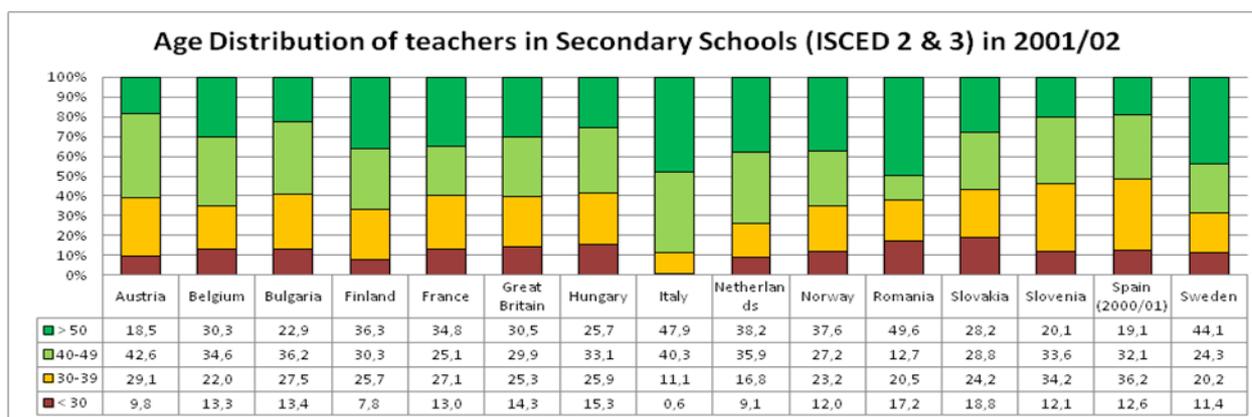
⁴⁰ Council of Europe, Committee of Ministers (2001). Recommendation Rec(2001)15 to member states on history teaching in twenty-first-century Europe (*Adopted by the Committee of Ministers on 31 October 2001 at the 771st meeting of the Ministers' Deputies*) In: <https://wcd.coe.int/ViewDoc.jsp?Ref=Rec%282001%2915&Language=lanEnglish&Ver=original&Site=CM&BackColorInternet=9999CC&BackColorIntranet=FFBB55&BackColorLogged=FFAC75> (17/09/2012)

⁴¹ 'Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education', In: [Recommendation CM/Rec\(2010\)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education](#) (20.1. 2012).

⁴² In winter term 2006/07 there were around 300 students applying for the study programme 'history, social studies and civic education', in winter term 2011/12 there were more than 900 students applying for this study programme.

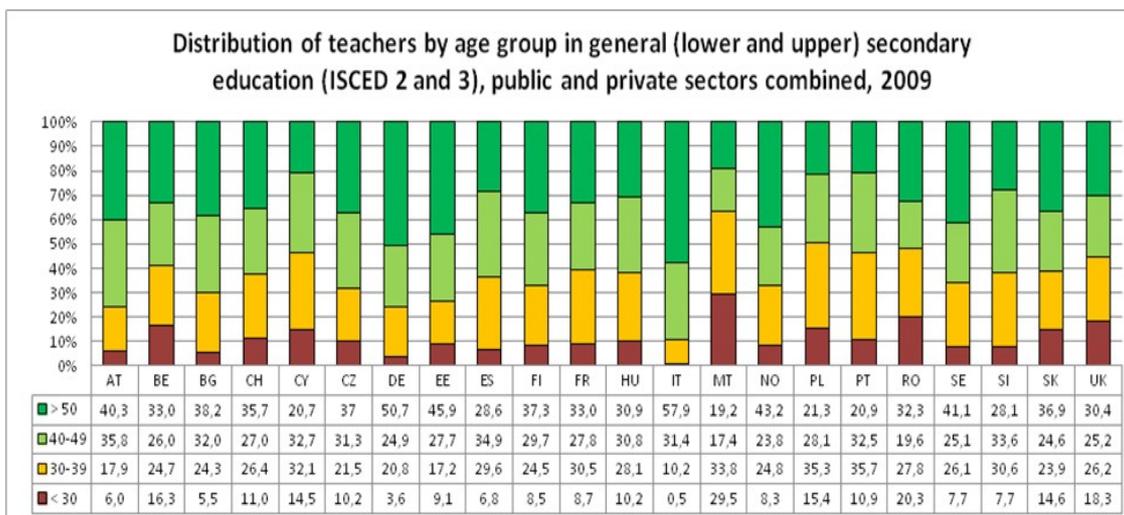
civil servant is a relatively stable job, therefore young people can be (more or less) sure that they will get salary from the state also in times of economic or financial crisis. But there is also a general demographic factor in this trend, which could be detected already some years ago, when we produced our last survey:

Table 12: Age distribution of teachers in Secondary Schools, 2001/02



We can even talk of a “demographic turn” as concerns the generation of teachers in secondary schools. As can be seen from this table, around 20% of the teachers are going to retire within the next three to four years. And even more significant, another 30 – 35% will retire within the following years. In sum, and this is a general trend for lower and upper secondary teachers in Europe, more than 50% of the teachers are going to retire within the next 10 – 12 years.

Table 13: Teachers in secondary schools by age group, general secondary education, public and private sector combined, year 2009⁴³



43 Source: Compilation from Eurydice (2012) Key data on education, Brussels, pp. 124

Source: Compilation from Eurydice (2012) Key data on education, Brussels, pp. 124

On the organizational level, the demographic turn in the teachers' cohort is of course a challenge for educational planners, for teacher training institutions and for school administration as well.

It may become a risk, if we take into account that the generational change of more than half of the teachers at secondary schools in Europe may not only mark a demographic turn but also a social and cultural turn. As teacher trainers, we are becoming more sensitive at the moment to questions like: Who are the new teachers? Where do they come from? What is their political, cultural, social, religious, background? What are their political „belongings“, „convictions“? Shall we, and if yes, how shall we include and/or consider these aspects of the teacher's personality in the professional training programs?

Beyond the social dimensions, we also may think of the cultural changes of this process.

These changes may of course also be seen as a chance: A chance to develop adequate perspectives on history and civic education together with the new generation of CHE-teachers. We just may think of the didactic and methodological implications of this generational change. The generation of teachers, who is going to retire now, had its initial training in the 1970ies, in a period where there was no internet, no PC, no mobile phones – and hence no teacher training for the use of these technologies in classroom teaching.

As curriculum planners and as teacher trainers we are encouraged to ask also questions regarding the content of teacher training, like: What history will the young generation teach? What values will they live? What ideas of a history pupil/ of the history teaching in the classroom will they bring in?

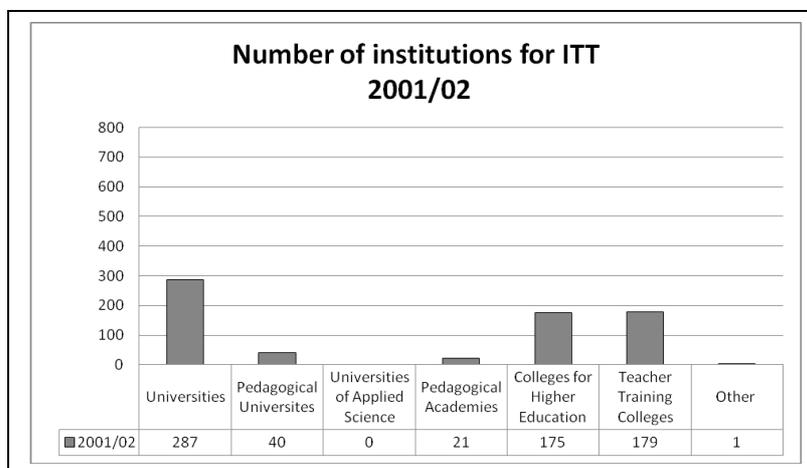
And we are encouraged to ask questions regarding necessary didactic and methodological skills of the next generation of history teachers: What didactic and methodological training will they need? What can be done by teacher training to make the new generation of history teachers enough self-confident and self-reflective to enable them to observe and organize the history classroom as a multi-perspective discourse?

The CHE-teacher: An academic profession - trained in a big variety of forms and concepts all over Europe

Considering the institutional framework, since the 1980ies, a general shift could be observed in teacher education from the secondary to the tertiary sector of education in all the European countries. Initial teacher education of the CHE-teachers, for example, has been widely established at academic institutions such as universities or pedagogical universities. This is the case not only for upper secondary teachers, but also for nurseries, for teachers of primary and of lower secondary education.

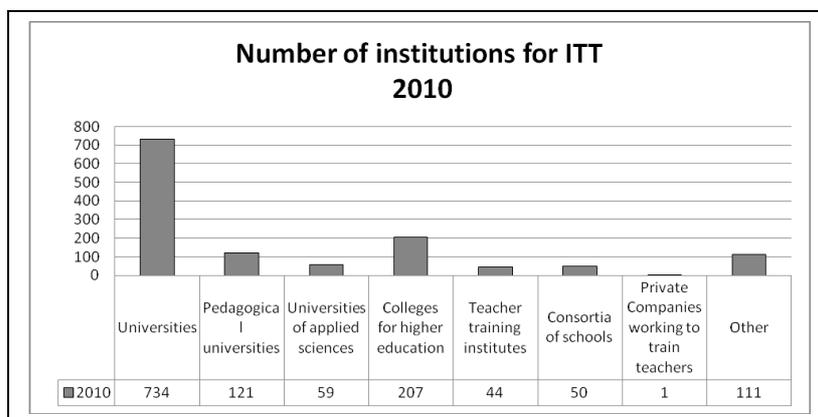
This trend is reflected in the next two surveys: The first table was produced with our previous study, dated in the study year 2001/02. It lists the sample of all institutions which were included in the European survey of 23 countries at that time:

Table 14: Number and type of teacher training institutions in the survey 2001/2002



The second table was produced with the actual study and lists all institutions of the 33 countries which were included in our general survey.

Table 15: Number and type of teacher training institutions in the survey 2009/2010



Both tables are of course just examples and do not reflect the entire field in the EHEA, but even as examples in comparison we can observe between the two tables a clear trend towards universities: In 2009/10 more than two third of trainee teachers in our sample were educated at universities or pedagogical universities.

In most of the countries, this development went hand in hand with the general idea of the need to professionalization in teacher education on the one hand, and with the implementation of the European architecture of university organization, the so called Bologna-process, on the other hand. Since the Bologna-process full study programs are organised in many countries on BA-level for primary and lower secondary schools or on MA-level for lower and/or upper secondary schools.

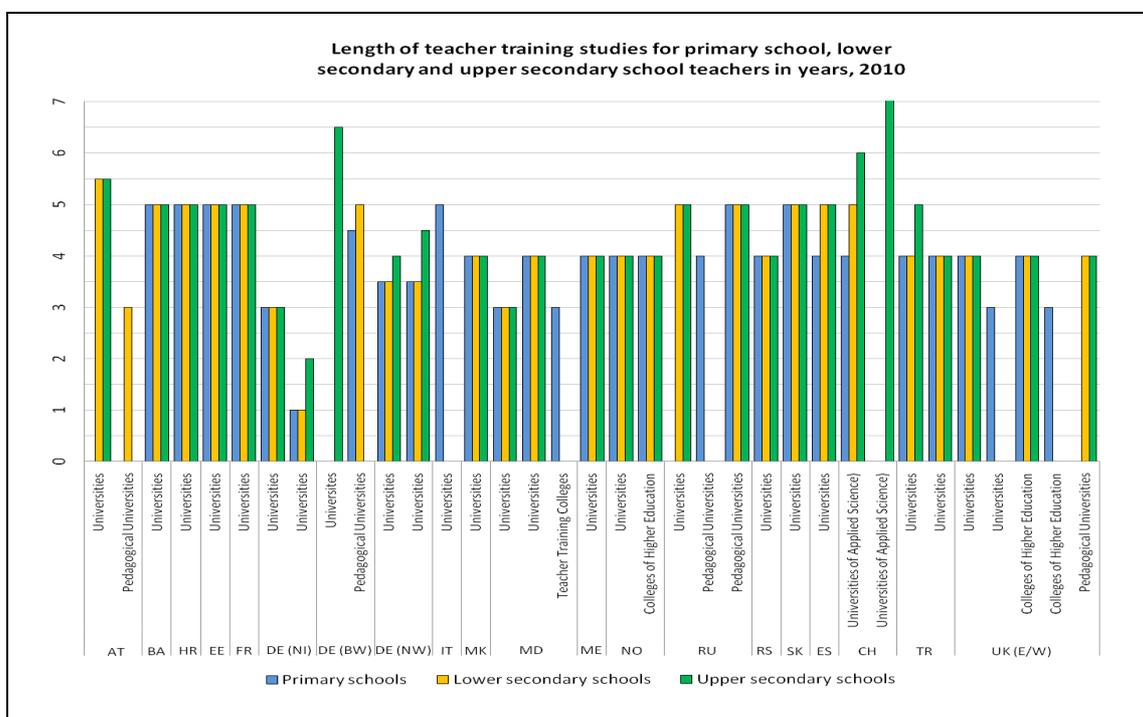
With its tendency to deregulate national frameworks and to enforce, on the other hand, the modularisation of study programs, the Bologna-process has also brought a bigger variety in

forms of models, curricula, training concepts, content and methodology of teacher education curricula in the CHE-subjects.

Length of teacher education studies, Percentage of professional training per level of school

As concerns the length of studies, the situation has not changed dramatically. There is a slight trend for teacher education of primary and lower secondary education to adapt to the academic level and thus become longer. But the changes are not that big.

Table 16: Length of teacher training studies for primary, lower and upper secondary general education, year 2010



Today, trainee teachers for primary and lower secondary school level finish their university studies at BA-level (with an average length of studies of three to four years), while those for upper secondary level finish at MA-level (with an average length of studies of four to five years).

Organization of studies: Models of training

When consulting the European databank on education, EURYDICE, we learn that the Eurydice indicators distinguish between two main models of initial teacher training in Europe, the consecutive model and the concurrent model.

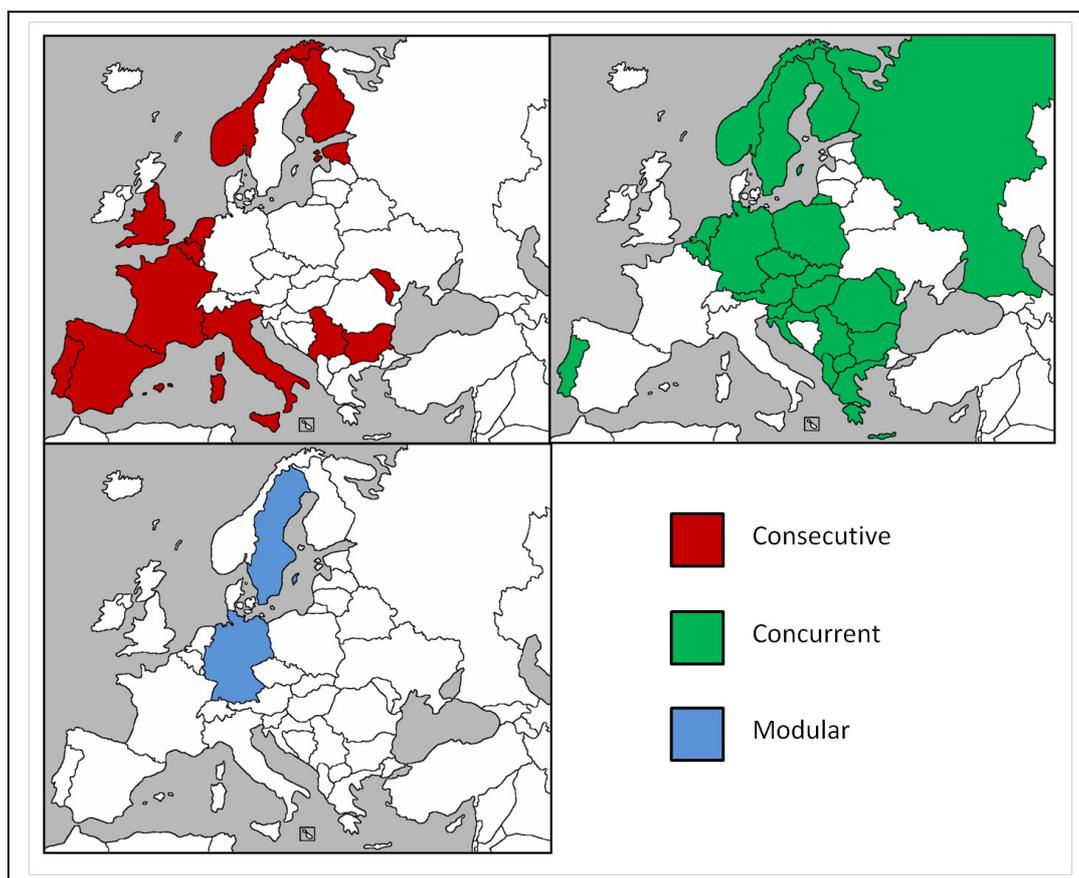
“In the consecutive model, students who have undertaken tertiary education in a particular field, then move on to professional training in a separate phase. In the concurrent model,

students are involved in specific teacher education right from the start of their studies, whereas in the consecutive model this occurs after their degree.⁴⁴”

As concerns the comparison of these models for the situation of history teacher education, we stated in the pilot study (2003):

“The concurrent model normally prevails in institutions which prepare trainees for teaching at lower secondary school, while the consecutive model is 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 European countries.⁴⁵”

Chart 3: Models of teacher education for history teachers, 2002/03



Already in our previous study of 2003/2006 we noticed a bigger variety of the two models, even in one country. This trend continues, as we can show also in the actual study of 2010, and goes hand in hand with the establishment of a third form of organization, the ‘modular model’, where smaller units of a study program are offered at different training institutions

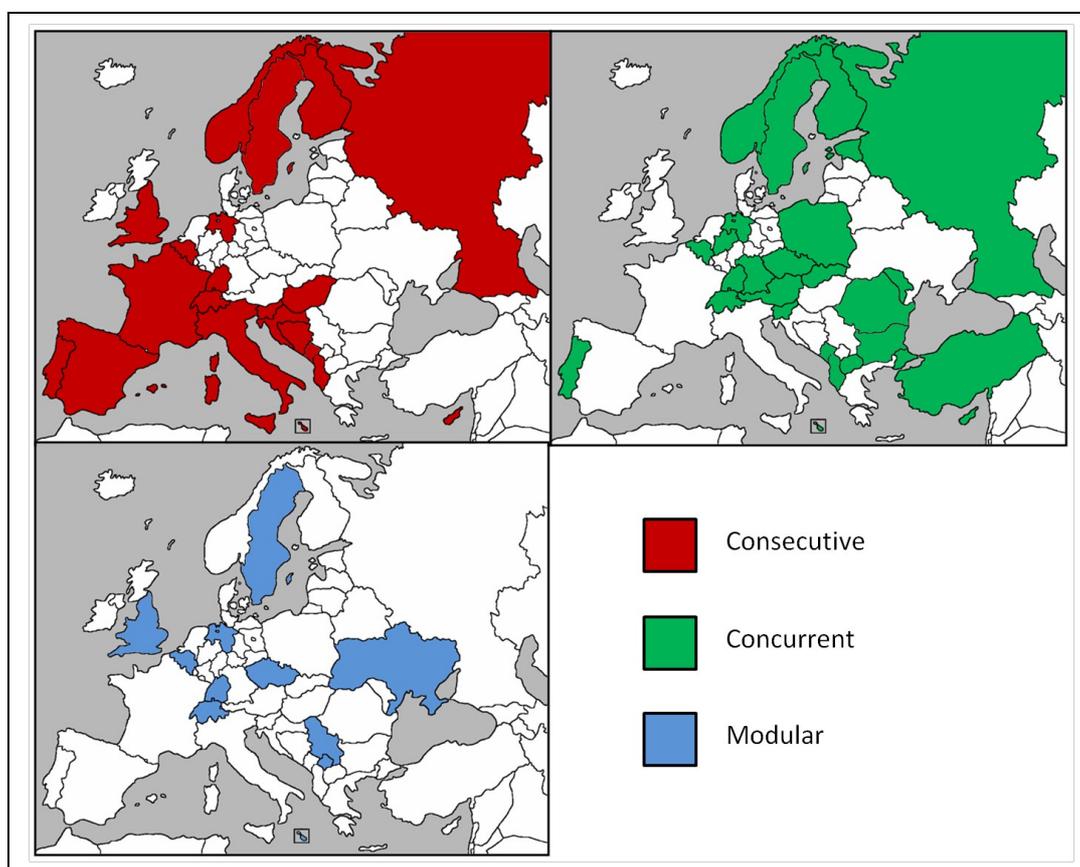
⁴⁴ Eurydice (2009) Key data on education in Europe 2009, Brussels, p.149.

⁴⁵ Ecker, Alois (ed.) (2003), Initial training, p. 33.

and can be completed by the students following their individual study plans (e.g. partly offered in BE-nl, CZ, DE, SE, UA). These models of teacher education are organised in the individual countries in a big variety of forms and different models can be offered within a country or even within an institution, e.g. at different faculties.

While in the idea of the consecutive and the concurrent model ITT the study program had a clear local focus, more and more study programs are offered today with an option to more mobility, to e.g. study at different universities in Europe, and to finish part of the teacher training studies, one, two, three modules at one place, and complete the other modules at another university.

Chart 4: Models of teacher education for CHE-teachers, 2009/10



As visible even from our small survey of 45 European teacher training institutions, the picture is not at all uniform. There is a paradox in the Bologna process: Caused by the organizational autonomy and the sovereignty of European universities as concerns curriculum development, we state a bigger variety in forms of curricula and training concepts today than we have stated eight years ago.

This process is also caused by new trends in teacher education, which were not that much visible in 2002: Especially Western European governments tend to reduce their responsibility as concerns teacher education and open the market to new suppliers, e.g. private universities,

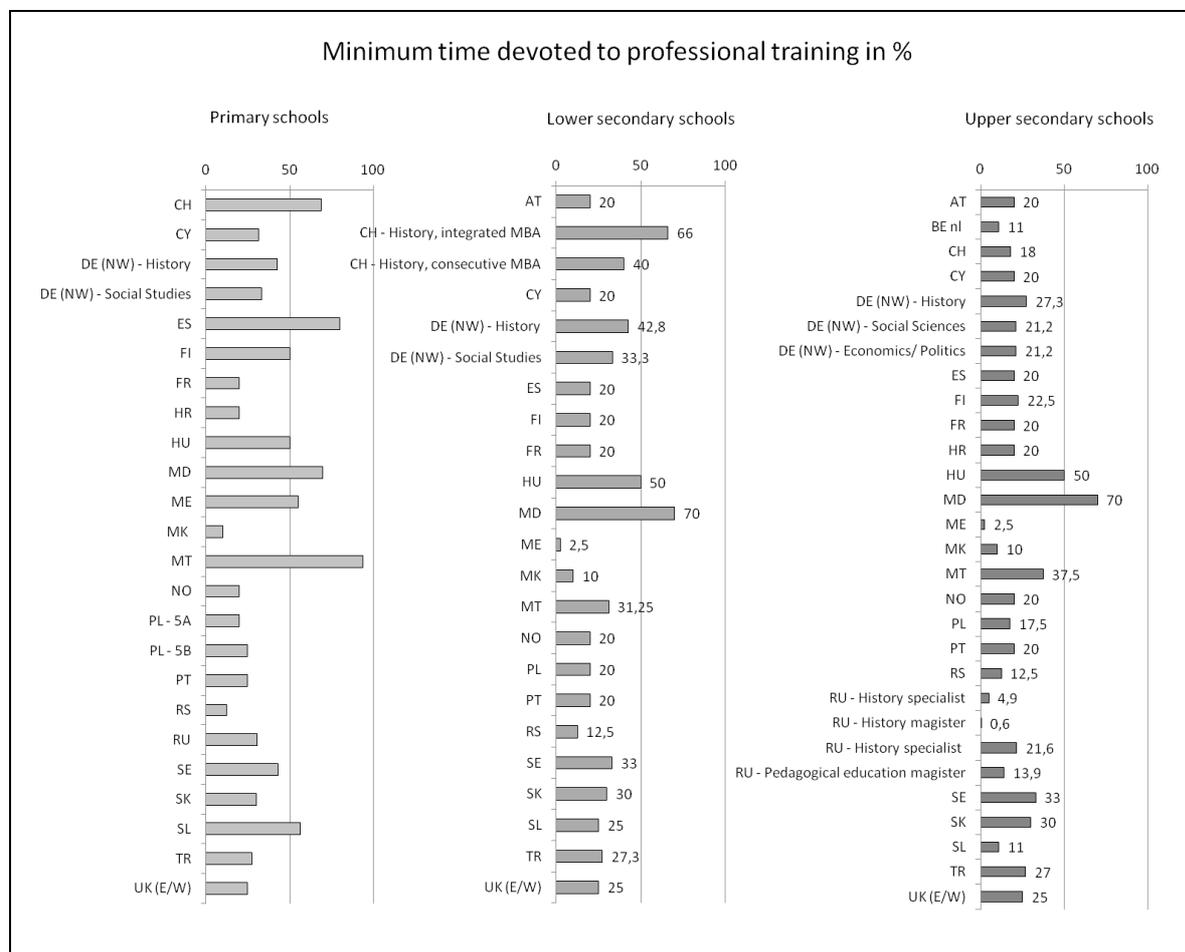
or teacher training associations: although there is still a big interest in state regulation and control of teacher education, we notice a trend to deregulation of teacher education. One expression of this trend is the modularization of curricula (see Chart 2: Forms and combinations in studies of history below).

But we are not sure, whether this trend will continue: The question for the near future therefore is: Which responsibilities will be kept by the national state administration? Which responsibilities will be given to private/independent suppliers? And: Which responsibilities will be organized on the European level?

Following the Eurydice survey, we also asked in the actual CHE study for the minimum time devoted to professional training. The answer to this question describes that in average around 20% of the study time is given to the professional training. Taken from another perspective this means that around 80% of the study time are given to academic/subject training.

On average, more time is devoted for professional and practical training for teachers to be educated for primary and lower secondary schools, than for teachers of upper secondary schools. Although more time has been invested during the last decade for the professionalization of teachers also for upper secondary schools, we may not be sure that this trend is ongoing. During the work on this study we got information from several countries, like the UK, Italy or Austria, that there are tendencies to reduce the amount of time given to the professional training of trainee teachers and to strengthen again the time given to subject training.

Table 17: Minimum time devoted to professional training in %, cut into teacher training of the CHE-subjects for primary, lower secondary and upper secondary schools, 2010



The phase of induction

More emphasis is given within the past years to include and/or to add a phase of induction in the last part of initial teacher education. The picture we got was rather heterogeneous. The induction phase may either be integrated as a form of ‘practical training on the job’ during BA-studies (Macedonia, Kosovo, Serbia, Ukraine) or MA-studies (Bosnia and Herzegovina, Czech Republic, France, Hungary, Portugal), or after graduation from MA-studies at university (Austria, Estonia, Germany, Hungary, Italy, Ukraine). The induction may be conducted by teacher training institutions (sometimes even though the universities were the leading institution during BA/MA studies) like in Austria, Estonia, Germany, Hungary, Italy and Ukraine, and/or the induction phase takes place at partnership schools with the universities remaining in the leading role as scientifically conducting institution (Austria, Czech Republic, GE/BY, Croatia, Hungary, Montenegro, Slovenia, UK/EW, Ukraine). Mentor teachers frequently play a leading role during induction phase.

The picture that we have collected on the actual situation of induction in the CHE-subjects is as follows:

Table 18: Forms and structures of induction, year 2010

	Part of B.A. studies	Part of M.A. Studies	After graduation from M.A. studies	Conducted by teacher training institutes in school	Conduction by mentor teachers	Integration of sec. Schools by partnerships
AT			X	X	X	X
BA		X	X		X	
CY					X	
CZ		X		X	X	X
DE (NI)			X	X	X	
DE (NW)				X	X	
DE (BW)				X	X	
DE (BY)			X		X	X
EE				X		
FR		X				
HR					X	x
HU		X		X	X	X
IT			X	X	X	
ME					X	X
MK	X				X	
PT		X			X	
RKS	X					
RO			X		X	
RS	X				X	
SL			X		X	X
TR					X	
UA	X			X	X	X

More systematic research and comparison has to be done on the induction phase. What we have learned also from the discussions during the general meetings was, that there may be different interests in the background of such induction. From the side of didactics, this phase seems to be rather important. Therefore, there is the tendency, as it has been the case in some European countries like Germany ('Referendarzeit'), Austria ('Unterrichtspraktikum'), the UK (partnership model; phase before getting the QTS), France (IUFM), Italy (SSIS), to give to the newly appointed trainee teachers a smaller amount of lessons to be taught per week, so that the trainee has sufficient time to prepare the lessons, to discuss the lesson plan before his/her teaching with a mentor teacher and to get feedback from the mentor after his practical experience. Furthermore, when combined with MA-studies at universities, the practical experience can be reflected systematically following theories of didactics or subject didactics respectively models of training and adequate training plans. By such approach, a written thesis can be the final (by)-product of such qualitative form of teacher education.

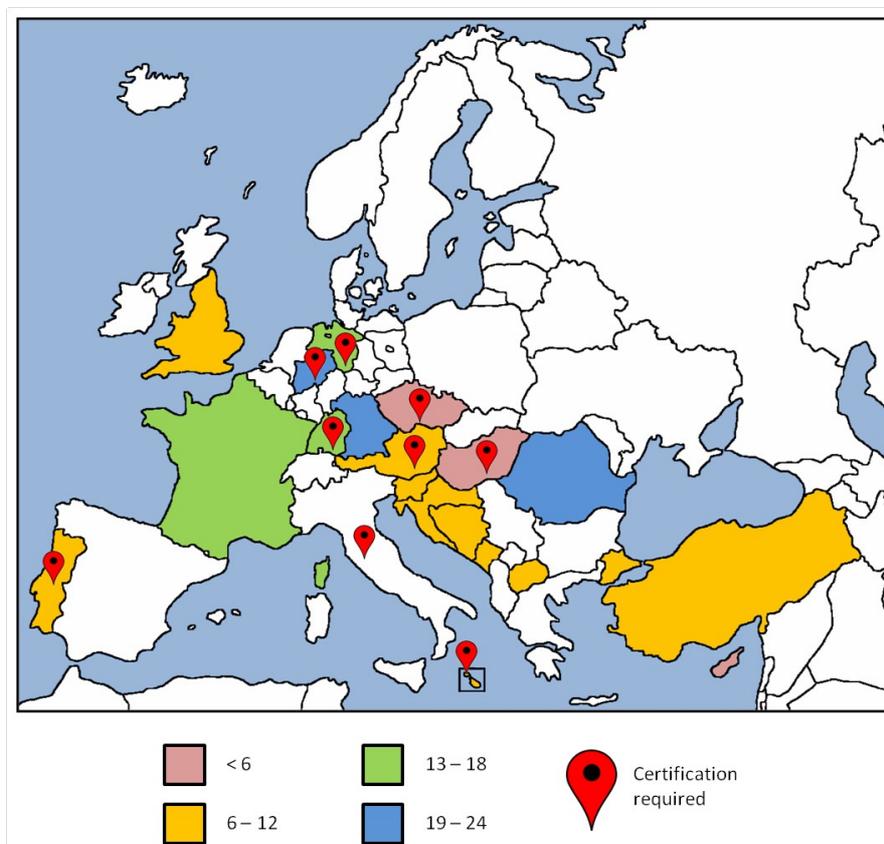
However, the economic factor might play an important role as well, when putting more emphasis on the induction of trainee teachers in recent years: Caused by the demographic situation described above, there is and/or there will be a lack of teachers at many schools and school subjects within the upcoming years. In such situation, the school administration tends to engage trainee teachers as early as possible. They may even get a job without having finished their diploma. It is obvious in such cases, that the newly employed teachers have to

take over more lessons than it would be reasonable for their status as beginners in the teacher's job. As a consequence, the systematic didactic education of the trainees will be interrupted, the new developments in general didactics and subject didactics will not be sufficiently elaborated with the trainees, they will not be able to sufficiently differentiate their theoretical and didactical competences and thus tend to remain dependent on the teaching praxis at hand. There is a risk at this actual moment that the school system reproduces the ritualized forms of every-day teaching which it had adapted within the last decades without establishing sufficient innovation and reflection in the field of initial teacher education.

In the latter case, the school administration tends to organize this phase of induction, sometimes in cooperation with pedagogical universities, teacher training colleges and/or selected partner schools at secondary level, but not necessarily in cooperation with universities, even though they might have been the leading organization during BA/MA teacher training studies.

But the sample in the case of induction is too small to identify general trends. As shown in the chart below, also the length of induction and the forms of certification still differ quite significantly when compared on a European level:

Chart 5: Length of induction phase, certification requested, 2009/10



The induction phase may last for a period up to 6 months (CZ, HU), up to a year (A, CR, PT, RS, SLO, TR, UK/EW) up to 18 months (GE/NI, GE/BW, FR) or 2 years (GE/BY, GE/NR).



4. Assessment

Selection procedures, forms of assessment, Certification systems

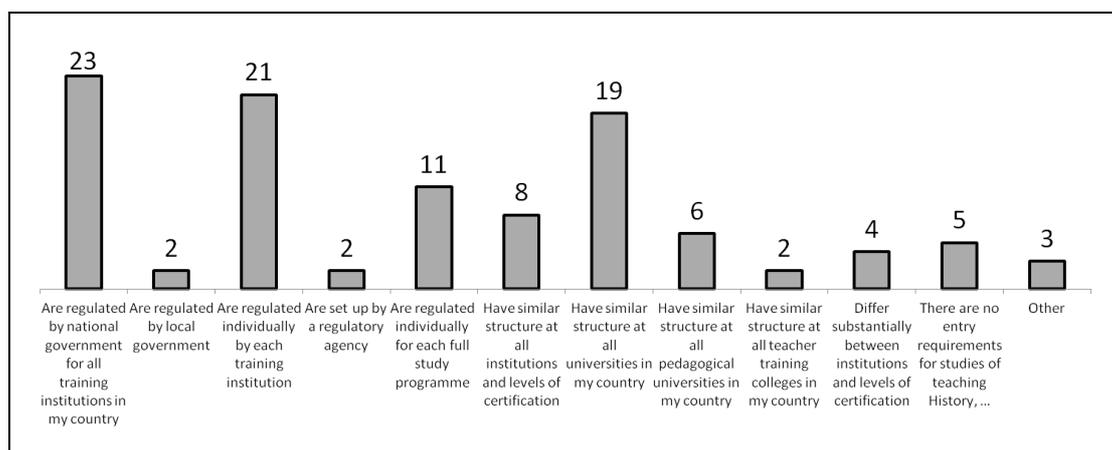
In the more general approach to structures of teacher education, we also wanted to know, which entry requirements, selection procedures, forms of assessment and procedures for getting a certification to teach a subject at a certain school level exist in the various countries.

a) *Entry requirements (B4.3.1)*

With the questions on entry requirements we also get an insight in the more general organization of teacher education in the concerned country. As visualized in the next table, there are different approaches to this field.

In the majority of countries, entry requirements are regulated in the more general aspects on the national level (23 countries) with an additional fine tuning of such regulations by the individual teacher training institution (21) or by a local government (2). In two cases, a regulatory agency is involved in the regulation of entry requirements. The detailed regulations normally differ slightly between the institutions involved in such procedures (universities, pedagogical universities, teacher training colleges) but only 4 countries report that such regulations differ substantially between the institutions. Five countries reported that there are no entry requirements for studies of teacher education.

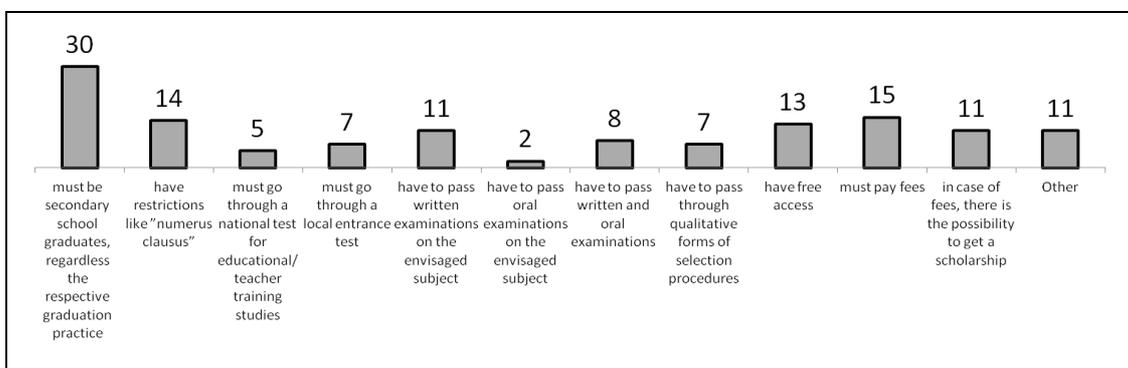
Table 19: Entry requirements for full study programmes of CHE-teacher education, general, year 2010



As concerns the formal aspects of entry requirements, again, a majority of countries (30) concurred in that, regardless the forms of graduation, the students applying for studies in teacher education must be graduated from secondary school. In two third of the countries there exist forms of selection procedures, while with approximately a third of the countries (13) the access to teacher education studies is free.

A bigger number of countries report about a form of “*numerus clausus*” (14) as criterium of selection, while in other countries there exist national tests, tests developed by local authorities or the teacher training institutions individually. Written and/or oral examinations may then be the form to select the candidates.

Table 20: Forms and procedures of entry requirements for full study programmes of CHE-teacher education, year 2010

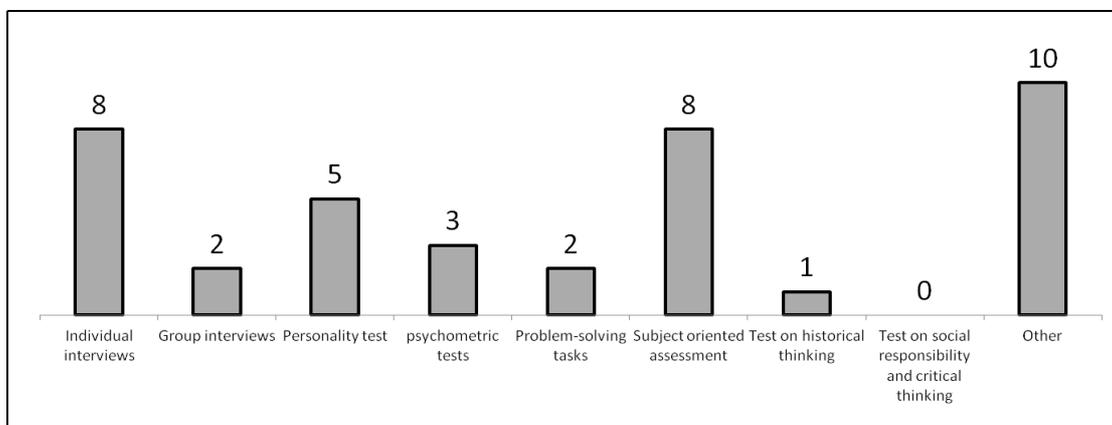


Selection procedures at the entrance of studies

Without neglecting the potential weakness of some data, which we are adjusting at the moment, we would like to highlight the qualitative forms of selection procedures in teacher education. Some countries, among them CZ, EE, FI, GE/BW, IT, ME, RU, TR, UA and UK/EW reported about qualitative forms of selection procedures. As shown in the table below there exist different approaches and forms of qualitative assessment. We can distinguish between three types of assessment:

- There may be subject oriented assessment,
- assessment on the personality of the candidate and his/her psychological ability to become a teacher, or
- an assessment of the communicative and social abilities of the candidate.

Table 21: Qualitative forms of selection procedures for full study programmes of CHE-teacher education, year 2010

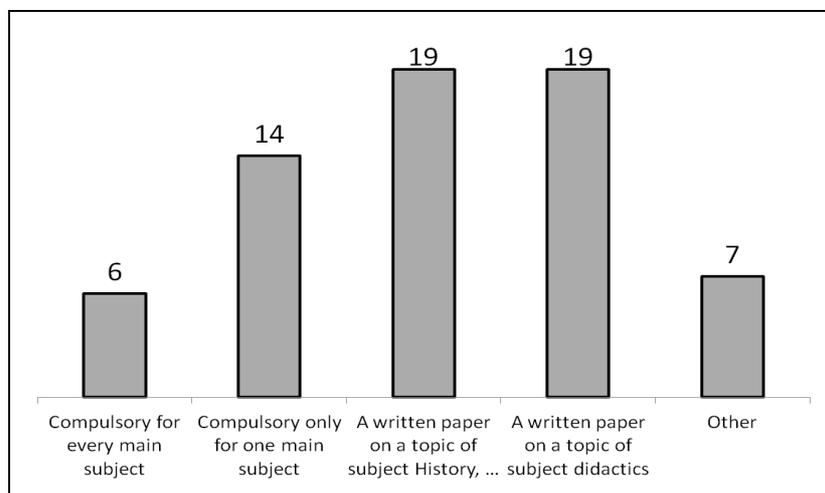


A few countries give strong attention to these selection procedures and thus have chosen a combination of different forms of assessment. This is the case with Finland, where there exists a combination of individual interview, group interview and subject oriented assessment to select the best candidates for teacher education studies, and with the Russian Federation, where a combination of individual interview, psychometric test and subject oriented assessment is in use. In the Ukraine and the UK/EW a combination of personality test and subject oriented assessment is a common form of selection procedure.

Final examination of studies

Most but not all of the countries indicate that the students have to do oral or written final examination at the end of their studies. However, the particular moment of such examination (at the end of university studies, at the end of induction, at both dates) as well as the conditions of such examination (compulsory for one subject, for every subject, oral, written, assessed by an examination board, by the mentor teacher etc.) may be different and hence again the forms show substantial variations.

Table 22: Forms of final examination for full study programmes of CHE-teacher education, year 2010



Certification system(s)

A similar description could be given for the certification systems. As in the other cases, multiple answers were permitted with this question:

Teachers of the CHE-subjects may get their teaching certification by

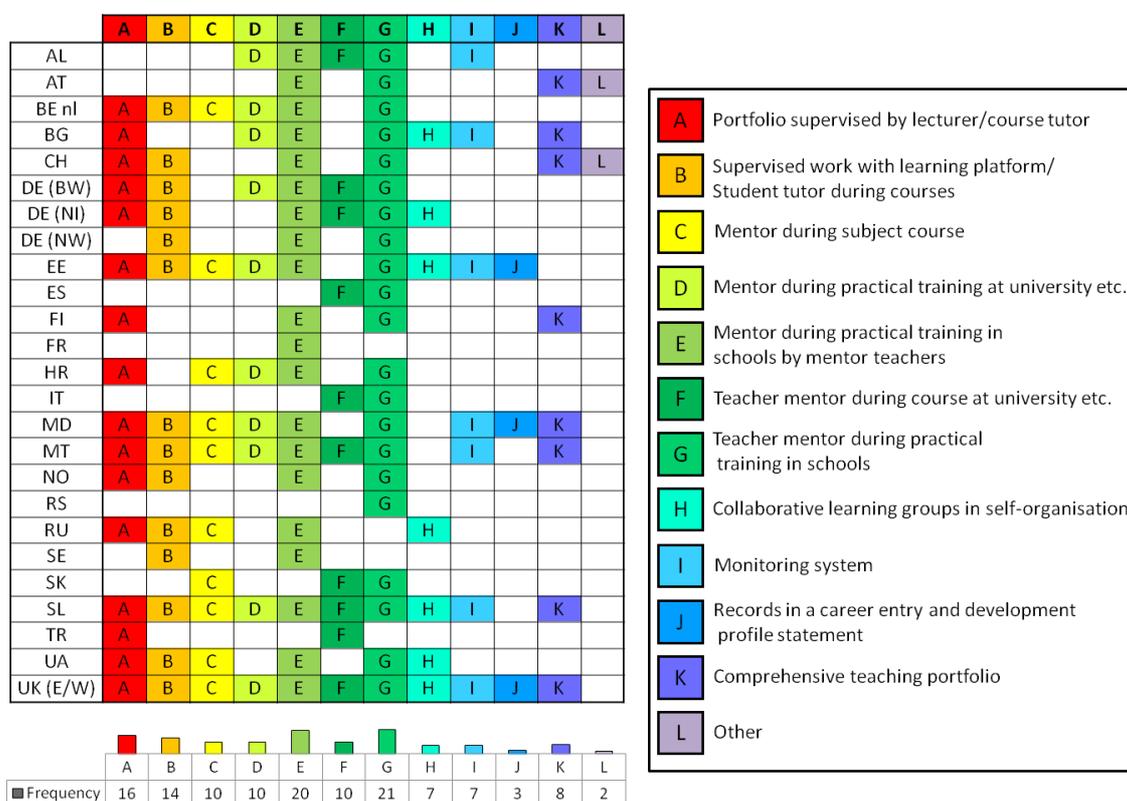
- a) graduation from BA- or MA-studies at universities or pedagogical universities (30)
- b) finishing the induction phase (15)
- c) meet the standards for the award of a qualified subject teacher (9)
- d) produce a teaching portfolio (6)
- e) pass a final appraisal by assessors, mentors or (chief) instructors (15)
- f) make empirically based research on didactic problems (5)
- g) write an essay on subject oriented topics (8)
- h) write an essay on problems of subject didactics (7)
- i) Follow an employment based training route leading to a teaching certificate (5)
- j) Follow a standardized training and assessment programme leading to a teaching certificate (9)
- k) Follow an individualized training and assessment programme leading to a teaching certificate (9)
- l) Pass computerized skills test in literacy, numeracy and information and communication technology
- m) Be assessed against the induction standards.

An important indicator is given by the fact that from NONE of the 45 institutions and the 33 countries accepted the criterion “work as a subject teacher in secondary school for a minimum of 3 – 5 years” as relevant for certification. Such information needs to be discussed of course in-depth. However we attempt to give the interpretation, that no teacher training institution or body of assessment regards the praxis of teaching as such as a sufficient criterion to attribute to a candidate the status of being a certified/qualified subject teacher.

5. Tutoring and Mentoring

Tutoring by a mentor teacher is common with almost all teacher education forms and countries. As can be seen from Table 23 below, to work with a mentor during practical training in schools is a familiar form of education and/or instruction in all the countries involved:

Table 23: Institutionalized forms of tutoring and mentoring (B4.8.2)



It might be more surprising that also relatively new forms of self-organisation and self-reflection in the learning process, like portfolio tasks, are well established in more than half of our sample of the 33 countries.

Growing attention is also given to forms of supervised work with a learning management system or a so called learning platform. In such cases, not only the teacher trainers but also senior students play a certain role as mentors in the learning process. Forms of eLearning by a learning platform are well established in Belgium, Bulgaria, Switzerland, Germany (BW, NI), Finland, Norway, the Russian Federation and UK/W.

Forms of tutorial and/or mentoring are more established with teacher education in methodology (subject didactics) and with practical training. They are less common with subject oriented courses especially at university level.

While the three forms of tutoring and mentoring, mainly various types of mentorship in practical teacher training, and - with growing attention - the work with portfolio and the supervision by a learning platform seem to be relatively common in teacher education at the European level, other forms of tutoring and mentoring are not so common.

This is the case with tutoring by peers in *collaborative learning groups*, a form which is known with teacher education in Bulgaria, DE/NI, Estonia, the Russian Federation, Slovenia, Ukraine and the UK/EW.

Portfolios as a comprehensive tool of organizing the learning process, e.g. as a form which is recommended or even described as obligatory in the study programme, are established in Austria, Bulgaria, Switzerland, Finland, Moldova, Malta, Slovenia and UK/EW. More information on the work with portfolio is given in the report on 'professionalisation' (cf. Dean Smart et al. in this volume).

Monitoring systems as another form of supervision are established in Albania, Bulgaria, Estonia, Moldova, Malta, Slovenia and the UK/EW.

6. Case Study: The study programmes of subject ‘History’ – selected items

Organisational framework of full study programmes in subject ‘History’

There is an on-going debate in teacher education since the 1980ies how to foster the professionalization of history teachers by teacher education. One group of teacher trainers seems to be convinced that teacher education has to start from academic subject training – this group is expected to be closer attached to those institutions which follow the consecutive model. The other group stresses the growing differences between the professional fields of historical *research* and of history *teaching* and therefore argue for a more profession-oriented and integrated teacher education also as concerns the content/knowledge and methodology of history in the teacher education curriculum. This is the tendency at institutions following the concurrent and the modular model (see above, chapter 3).

The Eurydice survey still follows the classical understanding of professional education as an umbrella for those parts of teacher education which comprise subject didactics, general didactics and practical training within a teacher education programme. Taken this approach as term of reference, an average of 20% of the overall time of a teacher education programme is given to the training of professional skills (see above, chapter 3).

When looking more in detail, the variety in the forms of teacher education in the CHE-subjects is much bigger on the European level, than the different models or the dichotomy between subject oriented training and professional training might suggest.

Just when looking on the organisational forms in which subject ‘History’ can be studied, we discern

- a) full study programs with subject ‘history’ being studied as a single subject,
- b) full study programs with subject ‘history’ in form of a major-minor subject,
- c) full study programs with subject ‘history’ in a fixed combination with one other subject (e.g. with geography) or in a fixed combination with two other subjects (civic education, social studies), or
- d) full study programs with subject ‘history’ in a variety of combinations with one subject (e.g. language, religious education, mathematics, sports education) or more than one subject.

Table 24: Forms and/or combinations in studies of History (B3.1.1) - 2010

Country	Institution	A	B	C	D	Country	Institution	A	B	C	D	Country	Institution	A	B	C	D
AL	U Tirana	A				EE	U Tartu	A				PT	U Lisbon		B		D
	U Elbasan			C				U Tallin	A						U Prishtina	A	
AT	U Vienna				D	ES	U Valladolid			C		RKS	U Prishtina			C	
	PU Styria				D	FI	U Turku	A	B		D	RO	U Bucharest	A			
BA	U Sarajevo	A			D	FR	U IUFM			C		RS	U Belgrade	A			
BE nl	VU Brussels	A				HR	U Zagreb	A		C		RU	FU Moscow	A			
	EH Brussels				D		U Rijeka	A			D		PU Stavropol	A			
BG	U Sofia H	A	B	C			U Zadar	A				SE	U Umea				D
CH	FHNW Aarau	A	B		D	HU	U Pécs		B		D	SK	U Bratislava			C	
CY	U Cyprus	A				MD	SU Moldova	A	B			U Nitra	A				
CZ	U Prague PSS	A					SU Basarabasca	A	B			SL	U Ljubljana				D
	U Prague E					ME	U Podgorica	A				U Maribor				D	
DE (BW)	U Heidelberg				D	MK	U Skopje	A				TR	TU Ankara	A			
	PU Heidelberg		B	C	D	MT	U Malta	A	B	C			U Gazi	A			
DE (BY)	U Augsburg				D	NO	U Bergen				D	UA	Kharkiv NPU		B		
DE (NI)	TU Brunswick			C			U Bergen		B				PreCarpathian NU		B		
	U Hannover			C		PL	U Wroclaw	A	B				Kherson SU		B		
DE (NW)	U Siegen				D	UK (E/W)	U Wroclaw	A	B			MMU		A			
							Other universities		B		D						

A As single subject

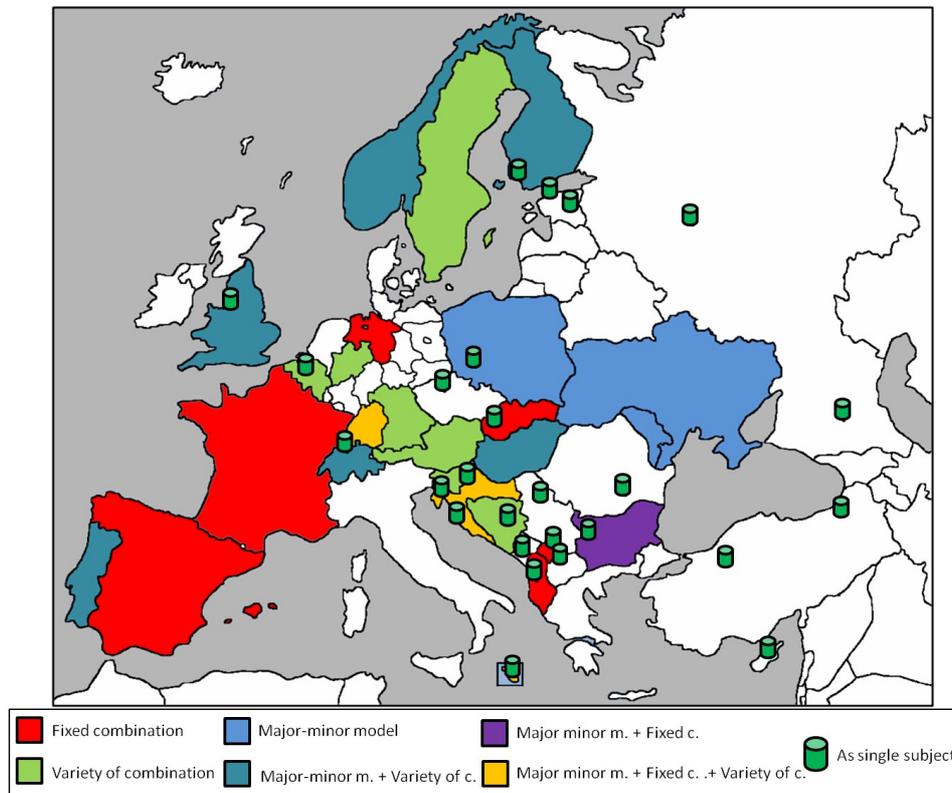
B As a major-minor model

C In fixed combination with other subjects

D In variety of combinations with other subjects

To make the diversity more visible, we have produced alternatively also the following chart as a European overview (which we would like to further refine in the near future):

Chart 6: Forms and/or combinations in studies of History (B3.1.1) – year 2010



We assume, that the organizational aspects, we were able to highlight, also have their reverberations in the conception and thus the understanding of the subject “history”.

Varieties on the level of content and methodology are of course still bigger than the organizational dimension of studies we are highlighting with this item. We will show some examples below.

Taking these results on the organisational forms in which a full study programme of subject ‘history’ can be studied and comparing the individual situation of countries on the European level, the data imply that we may not be so sure of what it means to be educated as a “history teacher”: Even though all trainee teachers are formally educated as ‘history teachers’, this does not mean that they are trained

- a) in similar structures,
- b) towards similar or comparable goals, and
- c) within a comparable framework of content and methodology.

Examples for professional profiles in the education of history teachers

As discussed above, trainee history teachers might be trained in different organisational structures, which might have a certain impact on the way, the subject ‘history’ is perceived and understood by the students.

When asking for the concepts and the aims for a full study programme of teacher education in subject ‘history’ and then compare them on the European level (D2.2.1), again, we discovered relatively different curricula, with different professional profiles and different role models of what is meant to perform as a history teacher. Taken these profiles as an indicator for the conception at the bottom of a teacher training curriculum, we get the impression, that the trainee teachers of subject ‘history’ might be trained towards sometimes even contradictory professional identities as history teachers. Taken the descriptions of the aims and the general guidelines of curricula as field of analysis, we identified a series of different profiles. To give a few examples:

A. The subject teacher as a variation of the general profession as teacher:

Recent debates on the teacher’s profile put more emphasis on the general competences of the teacher as a reflective practitioner, of the process-oriented teacher who is able to steer a learning process and/or of the teacher who acts as a professional also outside the classroom, in contact with colleagues, parents and superiors. An example is given in the 10 general aims for the ‘history’ curriculum at VU Brussels: The teacher is expected to function as ...

- a facilitator of learning,
- an educator,
- *a content expert,*
- an organizer,
- an innovator and researcher,
- a partner of parents or caretakers,
- a member of school team,
- a partner of external organizations,
- a member of educational community, and
- a cultural participant.

In such profile, the subject is regarded as a relatively small segment of a much broader general profile of the teacher.

B. The scientifically trained (subject) history teachers

In a number of institutions, as it is the case for example at the university of Tartu (Finland), curricula of history teachers’ education start from key-competences such as are described in various international educational institutions like ‘skills of international communication and interaction’, ‘skills of using ICT in working life’, ‘skills of being an expert and developer in working life’. These key-competences are relate by the curriculum to the academic skills of ‘using scientific knowledge and methodologies’ and, more specifically, to skills regarded as being essential for the teaching of history, like

- adopting and using broad and deep historical knowledge,
- have a broad understanding of history as human culture and thinking,

- have broad understanding of the development of historical thinking and historiography,
- have broad knowledge of significant theories of historical science, characteristics of historiography, methods etc;
- have a deeper understanding of one or more epochs or special themes,
- have deeper understanding of some methodological approaches relevant to research skills (constructing a study, research process, using information, scientific thinking, implementing, producing and communicating information),
- being able to follow academic discussion - skills in written, oral and digital communication. Furthermore, teachers should also be able to develop, what is called 'The world view of a historian', i.e.
- emphasis on values of classical humanism,
- thinking about the social and ethical dimensions of history,
- describing the past and present reality and its diversity in a way that can persist critical inquiry,
- have a critical attitude to knowledge, beliefs and values.

However, such subject specific qualifications should be related to the general pedagogy of teaching in the multicultural classroom, the understanding of pupil's development and learning, theories and pedagogy of teaching, and, as the main aim, creating a basis for the trainee teacher's own professional development as an expert in teaching and educating.

C) The history teacher as an active developer of historical culture

Curricula at other institutions, like the Russian Academy of Teacher education, Moscow, have similar aims as concerns historical knowledge and methodological skills but put more emphasis on the performance and the understanding of the history teacher as an active participant of and developer of the historical culture at different levels of society, e.g. the

- Activities within the scientific community, e.g. organising scientific conferences, writing and editing scientific publications,
- Activities in the educational system, e.g. practical use of and basic knowledge of educational activities; analysis and interpretation of political, socio-cultural, economic and civilizing aspects of historical processes,
- Activities in school and school administration, e.g. preparation and processing of evaluations, work with databases and information systems,
- Activities in the local community, e.g. realization of historical, cultural and local history functions in cooperation with local cultural institutions like archives and museums,
- Activities towards the more general dimensions of society, e.g. working out historical and socio-political aspects in cooperation with analytic centres, public and governmental organizations and with media.

D) The history teacher as provider of knowledge and methodology for acquiring socio-political orientation:

The fourth profile integrates aspects of historical literacy as well as literacy of social and political sciences. Such profile, as proposed by the University of Applied Sciences, Aarau (CH), promotes an integrative approach to historical learning with a strong emphasis in civic education. The main goals for initial teacher education in this sense are,

- To bring up important contents and themes of the regional, Swiss, European and extra-European history in different eras,
- To get to know dimensions of the historical subject discipline like human rights, religions and politics from different points of view to realise and respect the diversity of possibilities of human existence,
- To learn to find and disclose (critical and appropriate) historical sources and materials, research the contexts, interpret the material and sources and therein identify the historical dimensions of the present,
- To learn to use the basis for participation in the society, and
- To acquire historical knowledge (political, economic, social, cultural, environmental and gender aspects).

This curriculum is based on explicit theories and didactic models, such as

- „A professional profile of a history teacher, consisting of: Professionalizing of teachers: Jürgen Baumert, Lee Shulman, Hermann J. Forneck
- The following concepts and/or theories of general didactics/ pedagogy: Systemic models of education: Andreas Helmke, Kurt Reusser, Helmut Fend
- The following concepts and/or theories of history didactics: Historical competences: Peter Gautschi, Hans-Jürgen Pandel, Klaus Bergmann
- The following training model: Training models influenced by Helmut Messner, Fritz W. Staub, Hans Aebli, John Dewey
- The following curriculum model: Stefan Hopman, Rudolf Künzli
- The following theories of learning: Helmut Messner, Walter Edelmann, Franz E. Weinert“

And thus has a sound scientific basement and reflection, which could be transmitted also to the trainee teachers.

The choice of content and methodology Constructing history – Deconstructing history Epistemological reflections

With this study on the interrelation between history and civic education we obviously tackle not only a basic question of history teaching, we also strike on a dichotomy of historical research, historical thinking and reflexion: From its scientific pretension, ‘history’ aims to describe past political, social, economic or cultural developments as objective as possible - but from its instructional role, ‘history’ makes sense not before it has contributed to the personal development, to the social and political orientation and/or to the cultural edification of the people living at present. This is the epistemological ground for the debates on ‘historical consciousness’.

As we know from the more recent theoretical discussions on the construction of ‘historical narratives’⁴⁶, such creation of sense by means of a historical narrative is inevitably related to a fictional part of imagination and thus remains open to a plurality of interpretations. It is by this imaginative function that ‘historical narrations’ remain contingent towards the past, the present AND the future⁴⁷; it is by this imaginative function that historical narratives can contribute, as a kind of ‘open narration’ - a narration open to interpretation in present -, to the preparation of future concepts of the citizens and their society. And of course, this is the epistemological ground for the constructions of history on the one hand and the ability to understand the ‘other’ in an empathetic and tolerant way on the other hand.

This paradox between the enlightening, rational and scientific function of history and the instructional, edificational and imaginative role of the ‘subject’ ‘history’ forms the epistemological ground of today’s debate on history teaching. It is from this rich epistemological ground that the debate on ‘didactics of history’— as it is now frequently called in the Euro-English speaking world – gets impulse and inspiration.

This paradox plays an important role also in practical school life, where both functions, the scientific and the instructional, the rational and the imaginative, go hand in hand when a history teacher together with a group of pupils is successfully developing the history lesson.

During the last thirty years the understanding of the school subject ‘history’ has changed quite enormously: Today, most theoretical discussions in history didactics converge in the idea that the main goal of the school subject ‘history’ consists in the development of ‘historical literacy’ and ‘historical consciousness’ among young pupils and students. Again, this shift of paradigm in ‘history teaching’ – from the positivist approach to the past and its clotting forms in school teaching (‘teaching to test’) to a sociological approach in ‘developing historical literacy’ with qualitative elements of self-reflection and self-organisation – opens the debate towards an interrelation between the goals of history education and the goals of citizenship education’.

Of course, we are not so sure about the realisation of such goals in practical school life. The European study ‘Youth and History’ on pupils’ perception and pupils’ understanding of history⁴⁸ brought to evidence in the late 1990ies, that the predominant function of the subject at that time still laid in the repetition of normative concepts of history and not in giving impulses for the creation of historical consciousness nor the development of a socially meaningful ‘historical culture’.

Following this study most pupils all over Europe answered to the question: “What does usually happen in your history lessons?” that their history lessons predominantly consisted in ‘listening to the teacher’s stories about the past’ and in the repetition of what was written in the history textbooks. In the overall European ranking, the item “We listen to teacher’s stories about the past” took ‘often’ the biggest part of the history lessons. In the overall ranking it

46 White, H. (1973) *Metahistory. The historical Imagination in nineteenth-Century Europe*, Baltimore: JHUP.

47 Danto, A. (1965) *Analytical Philosophy of History*, Cambridge: Cambridge Univ. Press, pp. 292.

48 Angvik, Magne, Borries, Bodo von (Eds.) (1997) *Youth and History. Comparative European survey on historical consciousness and political attitudes among adolescents*, (two volumes), Hamburg: Körber-Stiftung

was second after the item “We use the textbook and/or worksheets”, but very close to the first place.

As Angela Kindvater and Bodo von Borries report, these results indicate a rather traditional type of historical instruction in the European average.

“The combination of the most frequent methods/media “listening to teachers telling” and “textbook/worksheet” on the one hand and the most rare methods/media “audiovisual/auditory media” and “project/visit” on the other hand indicates a rather traditional, old-fashioned type of historical instruction in the European average. Eager reformers will be disappointed - and may hope for a “better” situation in their own countries, but in some cases the range is not at all above the European mean, even if a long and fierce debate on reform of history teaching has taken place for decades (like in Germany or Sweden). Theoretical controversies and convictions of didacticians are not social reality of everyday instruction.”⁴⁹

If we know that ‘lecture, rather formal in nature’ had been contested already in 1936 in Shropshire’s survey of English state schools⁵⁰, mentioned above, and if we learn from Magne Angvik’s and Bodo von Borries’ European survey, that hierarchic learning structures obviously still prevail in the learning and teaching about history more than sixty years after this analysis, we are invited to observe the evidence when discussing our wishes to reform the learning and teaching of history at primary and secondary school. Notably against the goals of citizenship education we have to seriously ask whether this repetitive form of historical ‘instruction’ can contribute to the development of open minded, critical, tolerant and self-determined citizens of the future democratic society.

The relevance of ‘historical consciousness’ and ‘historical culture’

However, the results of our study for the curricula of today’s teacher education show a relatively optimistic picture. From all the institutions we got a more a less strong answer for a new conception of the subject ‘history’. Teachers of subject ‘history’ for tomorrow’s school get, as it seems from our survey, a relatively clear theoretical education for the development of ‘historical consciousness’, historical thinking’ and ‘historical culture’.

When asking for epistemological aspects in subject training whether being extremely important, very important, important or not so important (cf. the Questionnaire, E 2.2.1 and F 2.2.1) the picture is of course not uniform when looking on the concrete institutions, but in the European survey approximately two third of the institutions reported that ‘historical consciousness’ and ‘historical culture’ are taught explicitly at subject history lessons ‘extremely often’, ‘very often’ or ‘often’. We got similar answers for the aspect ‘historical culture’:

Table 25: Representation of the concept ‘historical consciousness’ in subject ‘history’ courses

⁴⁹ Kindvater, Angela, Borries, Bodo von (1997) Historical Motivation and Historical-political Socialisation, in: Angvik, Magne, Borries, Bodo von (Eds.) (1997) Youth and History, pp. A96.

⁵⁰ Shropshire, Olive E. (1936) The Teaching of History in English Schools. New York: Teachers College, Columbia University, in: Keating, J. and Sheldon, N. (2011) History in education.

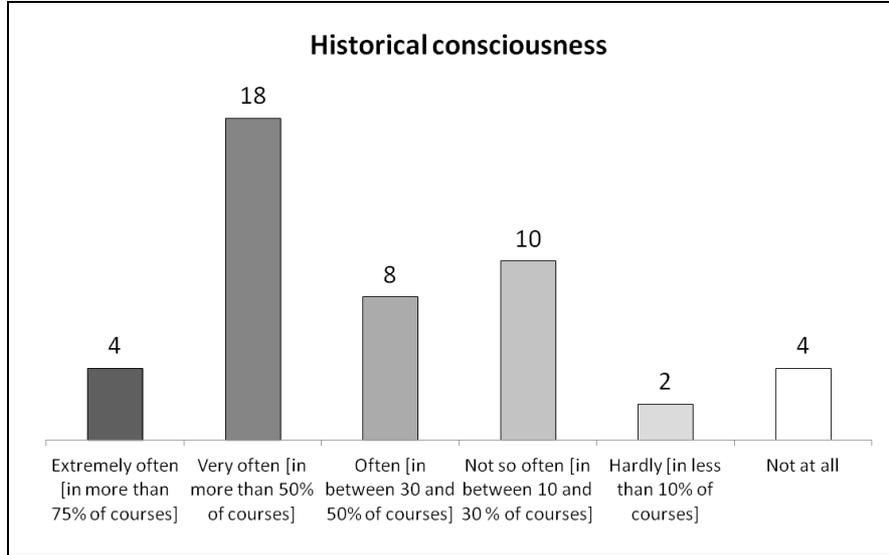


Table 26: Representation of the concept ‘historical culture’ in subject ‘history’ courses

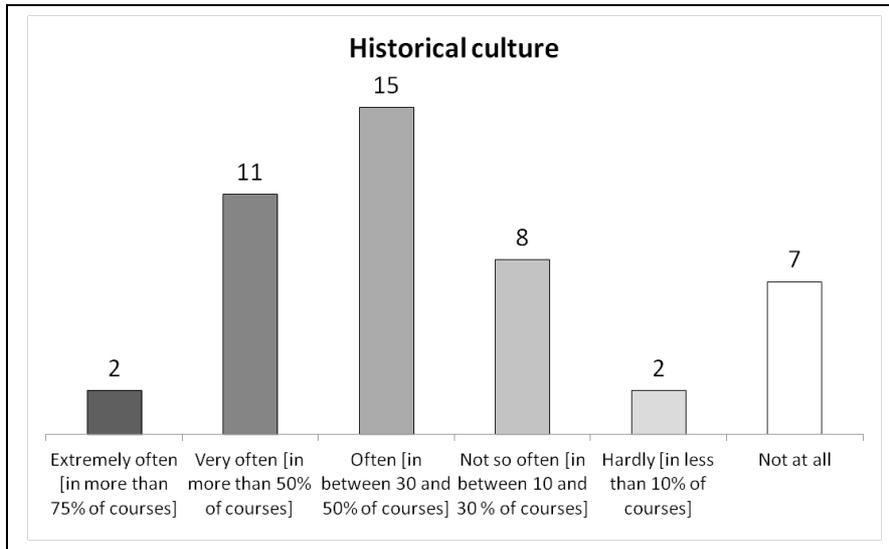
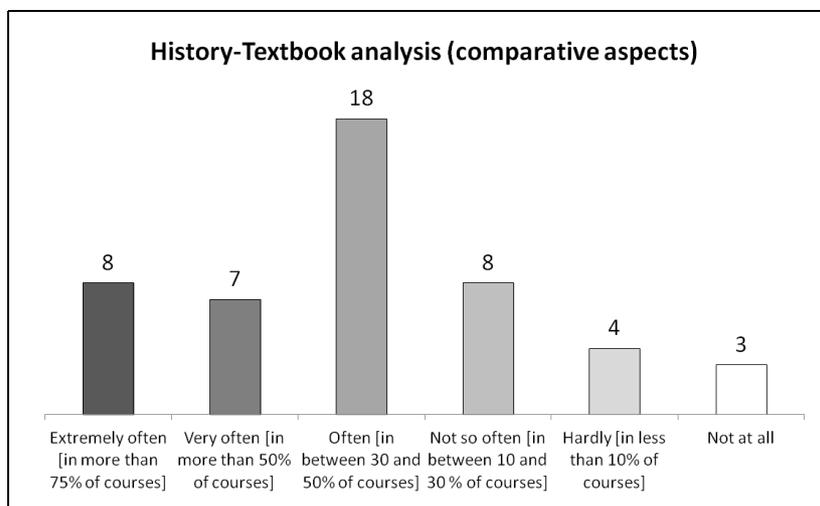
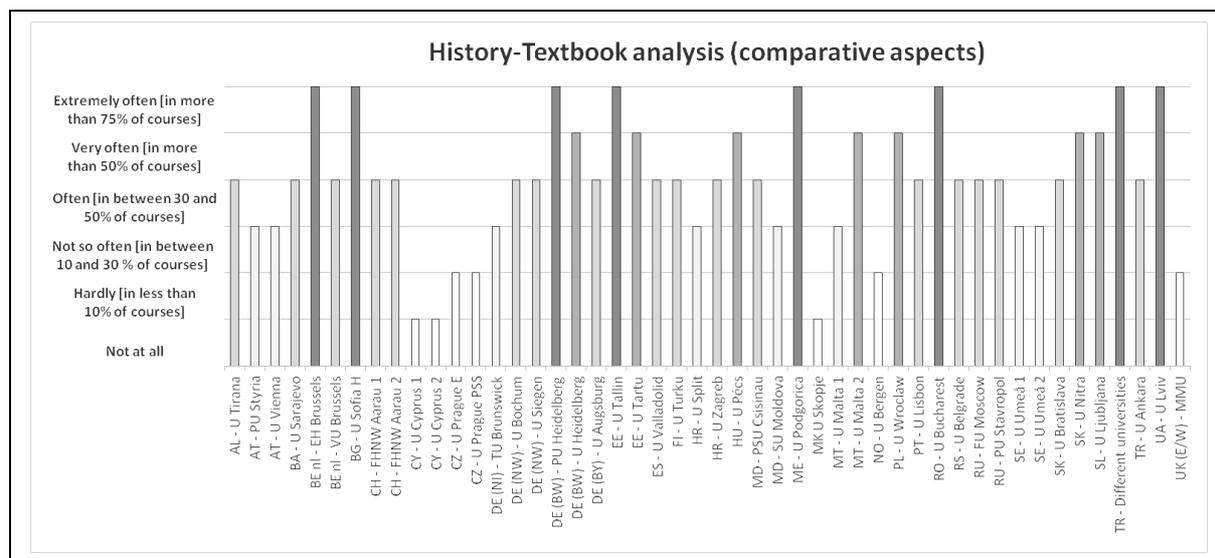


Table 27: The training of analytic skills in subject ‘history’ courses: the example of textbook analysis – European survey



In comparison to the previous study, more emphasis is also given to the training of analytic skills, e.g. by the analysis and comparison of history textbooks, by comparing different historical narratives or by discussing the construction and de-construction of historical narratives. (see table above). To give an idea of the more complex pictures we got from each item, we add at this point the survey of institution reporting to the item ‘analysis and comparison of history textbooks’:

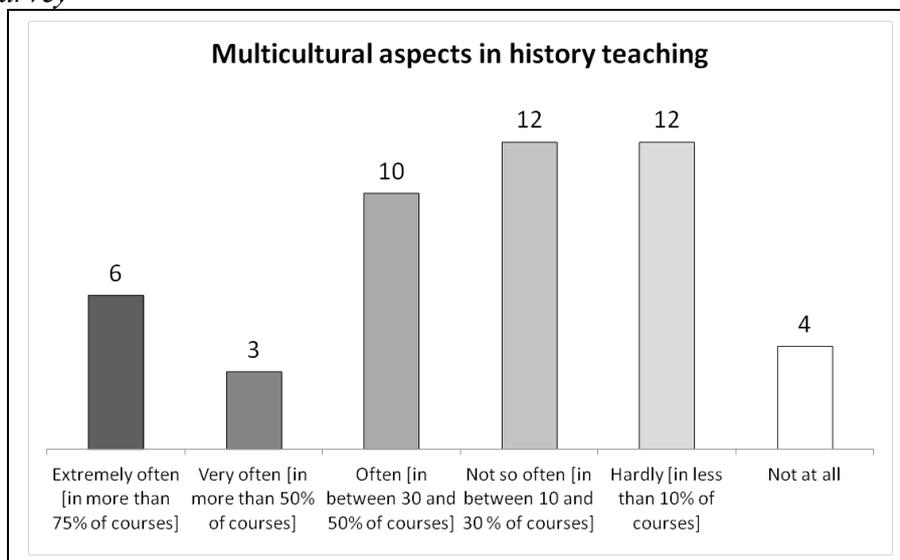
Table 28: The training of analytic skills in subject ‘history’ courses: the example of textbook analysis – survey by institutions (



The training of analytic skills aims at contributing to reduce biased historical interpretation. A history teacher being trained to discern as clearly as possible historical evidence from ideological positions and from other narrow, missionary and unidimensional concepts of society and politics, might also contribute to the education of a critical citizen.

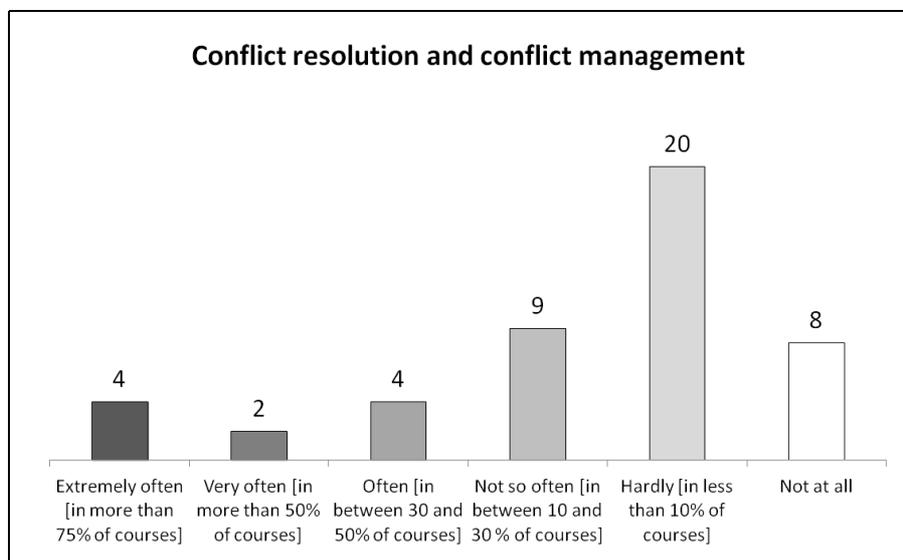
What we need for today’s and tomorrow’s European society are historically well educated citizens. Citizens who are aware of their position in political and social life and who are able at the same time to relate their individual position to historical developments of society and culture in variable and multiperspective dimensions. As regards the aspects of multiperspectivity, and especially multi- und intercultural approaches by history teaching, the curricula differ much more and thus the European survey is not convincing (see table below on multicultural aspects).

Table 29: The training of multicultural aspects during teacher education of subject ‘history – European survey



When we ask for the contribution of the teacher training curricula to aspects of citizenship education, like the ability to analyse conflicts, to take history as a field of learning not only about conflicts but also about conflict management and conflict resolution, there is not much encouragement coming from the guidelines of teacher training curricula so far.

Table 30: The training of conflict resolution and conflict management during teacher education of subject ‘history – European survey



The role of historiography and its impact on history teaching

The academic discipline „History“, as special scientific „form“ of reporting and reflecting about the past, has been developed in the 19th and early 20th century primordially as national (and sometimes nationalistic) narrative: the good and glorious history of the patrimony, of the “fatherland” or the “motherland”.

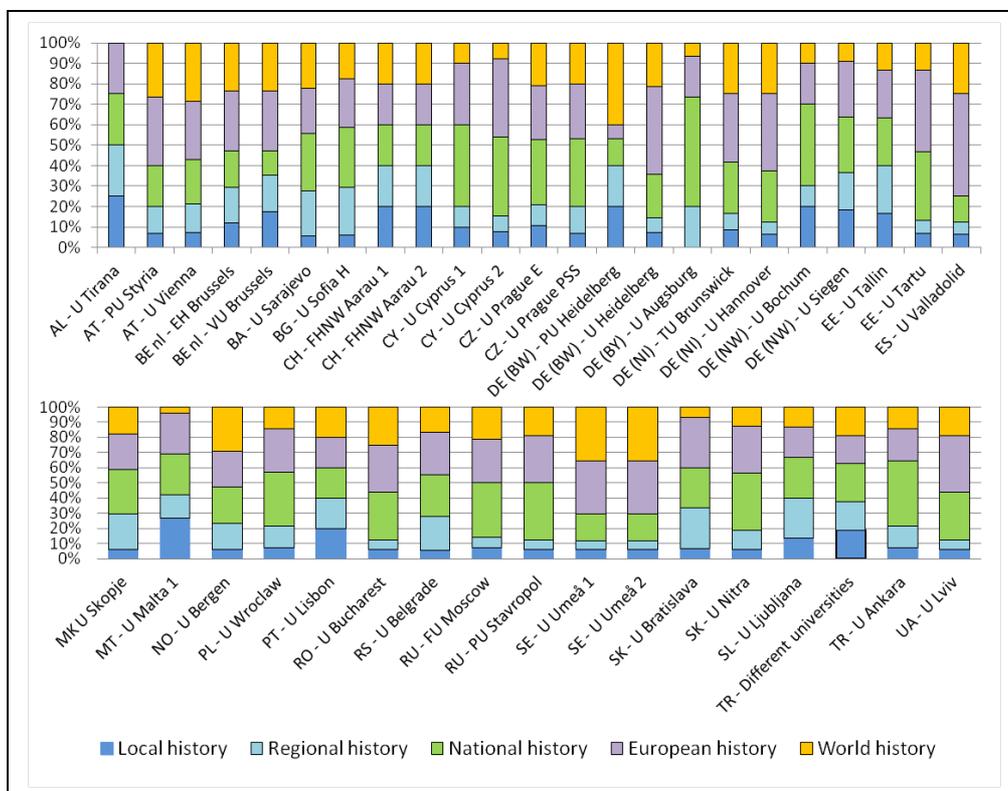
The various forms of this (19th c.) historiography still have a strong influence on the way(s), in which history is seen, investigated and taught today. For example the new nation states in East and South Europe, like Slovakia, Moldova, the Baltic States, the Balkan states, e.g. Croatia, Serbia, FYROM/Macedonia have strengthened their efforts to build up their individual national history, as this seemed to be the first and most important job of historiography.

The transmission and reproduction of national narratives is still regarded as the predominant task of history teaching in secondary schools. The pilot study on ITT for history teachers (1998-2000) concluded:

„national history and the construction of national identity through history remain the predominant issues in all concepts, regardless of all differences and variations“. These findings have been verified by the previous study from 2003/2006.

However, the more recent findings of the study at hand do not entirely confirm this picture. In the European survey, when asking about the relation between local, regional, national, European and World history this time, the percentage attributed to national history was on average less than in the previous study of 2003/06 where between 25% and 40% of the content in subject history were given on average to national history.

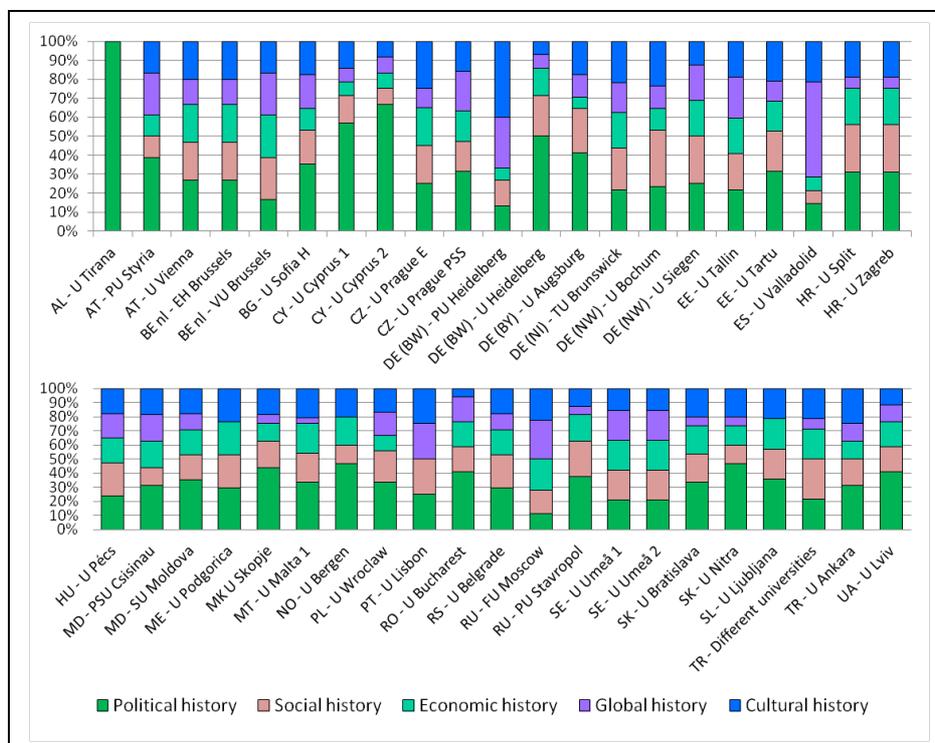
Table 31: The relation between local – regional - national – European and World history in subject history courses – European survey



We have not yet analysed all the data in the CHE project in detail, but from the European survey we have got this time, it seems that there is a trend to give less emphasis to national history and to political history. In average, between 25 – 30 % of the subject courses are dedicated to national history.

In view of global processes of economic, social and political developments, national concepts tend to be inadequate and anachronistic. Consequently, new trends of historiography have emerged during the last four to five decades: economic and social history, every-day-life-history, gender history, cultural history and global history. This trend has been reflected also in the teacher training curricula: Today, more time is devoted to social, economic and cultural aspects in history.

Table 32: The relation between political – social – economic – global and cultural history in subject history courses – European survey



Developing the teacher’s skills: subject methodology, didactic skills, social, communicative, reflective skills, training of skills for active citizenship

„Preparing young people for citizenship also involves giving them a civil culture based not only on the principles of democracy, equality and freedom but also on the recognition of rights and duties. The report has in particular identified the difficulty of promoting social and cultural diversity and the need to make teachers more aware of the importance of their role in students' development as citizens.“⁵¹

When pupils are predominantly oriented to reproduce the historical content presented by the history teacher, this does not create insight in historical processes – reflection is left out: the hidden curriculum in such situation is: obedience, acceptance of the authority in front of the pupils. Ritualised forms of teaching and learning history are inadequate for societies who wish to educate future citizens with respect of democratic values, human rights, tolerance and solidarity.

Keeping attached to local, regional or national traditions of historiography produces a lack of global perspectives. Global history aims at presenting the plurality of possible aspects of history – including social, economic, cultural aspects of history, every-day life history, gender history or environmental history.

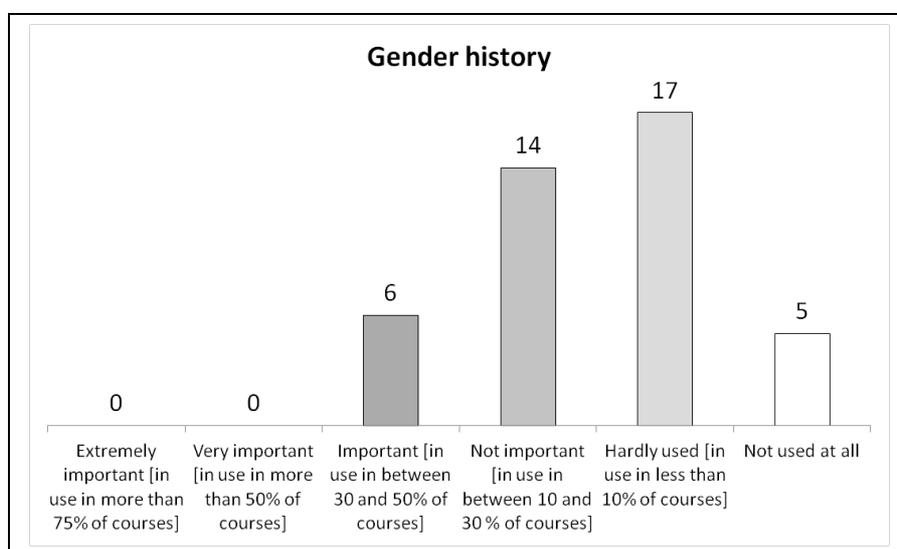
The young history teachers should be aware of the actual global developments and in consequence, they should be able to de-construct one-sided historical narratives. We therefore

⁵¹ European Report of May 2000 on the Quality of School Education: Sixteen Quality Indicators. Report based on the work of the Working Committee on Quality Indicators, in: http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11063_en.htm (28/7/2012)

asked in the second part of the questionnaire, whether and to which extent the trainee teachers are trained to deal with the more recent findings and developments of historiography and of historical research, e.g. gender history, global history, environmental history.

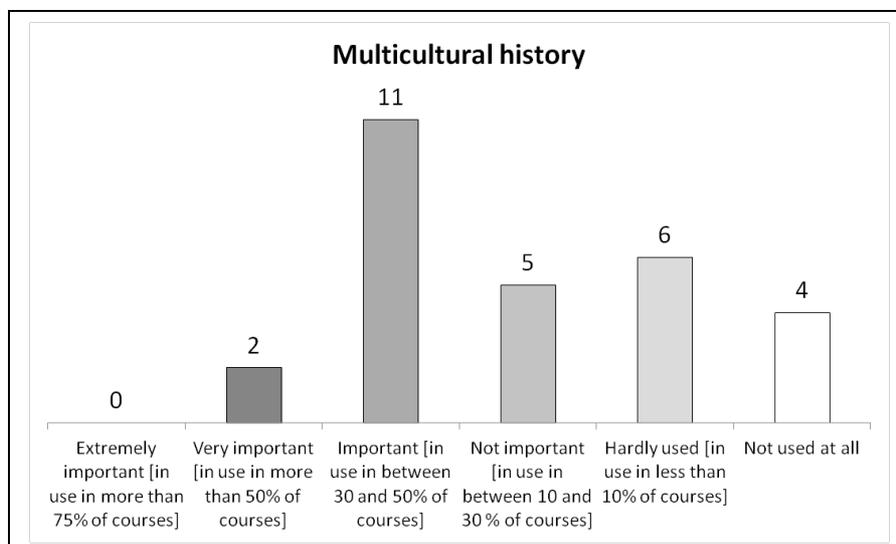
To take the example of ‘gender history’: This approach has been established in European historical research already in the 1970ies. However, the survey on the actual teacher training curricula shows that this aspect of historical analysis and reflection has not got too much space in the education of the European teachers so far:

Table 33: The representation of ‘gender history’ in subject history courses – European survey



As described in the introduction, the international educational institutions promote values of intercultural dialogue to be more represented in today’s and tomorrow’s teaching and learning. When asking for the emphasis on aspects of intercultural and multicultural history, the European survey gives a rather diversified picture:

Table 34: The representation of ‘multicultural history’ in subject history courses – European survey



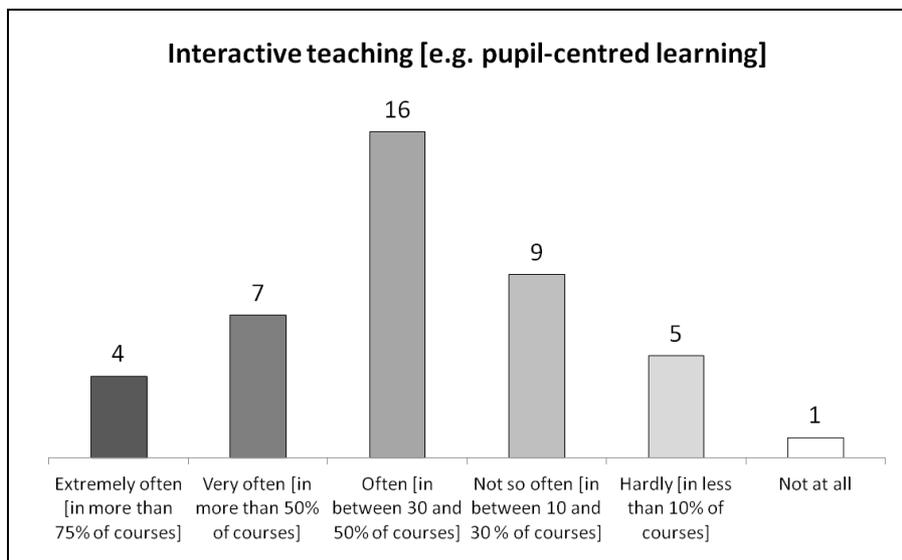
Another set of questions went to the training of historical methods during subject history courses. We ask among other, which of the following methods are trained explicitly and to which extent: Hermeneutics of history, Quantitative analysis of data, Working with statistics, Qualitative analysis of data, Discourse analysis, Oral History, Action research, Working in and with archives, Working in and with museums, Working with media sources (pictures, films). We will not refer to these findings in detail in this first overview, but we can conclude, that the skills and abilities described above get obviously growing attention in various teacher training curricula. Hence, there is a tendency to put more awareness on the training of historical methods and to the development of the teacher trainee's skills to apply historical methods adequately, also when working in the classroom.

A long set of questions referred to aspects of subject didactics. We ask for the quantitative significance in training courses of such aspects like Historical consciousness, Historical culture, Historical thinking, Construction and De-construction of History, Historical Narratives, Intercultural dialogue in history teaching, Use of historical research skills in teaching, Conflict resolution and conflict management, History-textbook analysis, Analysis of history curricula, Planning and organising history lessons, Observing the teaching of history, Analysing the teaching process (e.g. by video), Teaching history through directive structure, Interactive teaching (e.g. pupil-centred learning), Process-oriented forms of learning and teaching, Organising project-work in history teaching, Use of media in history teaching, or Use of information-technology in history teaching.

Some of these aspects will be discussed in detail in the group reports (cf. the report on media literacy by Joanna Wojdon et al. in the second part of this study).

At this part of the description we would just like to highlight a general impression from the data survey: More emphasis seems to be given to aspects of classroom management, interactive forms of steering the learning process and process-oriented aspects of teaching and learning than it has been the case in the previous survey. To stress the example of interactive teaching, the survey indicates a relatively strong emphasis given to this methodological aspect in subject didactics training.

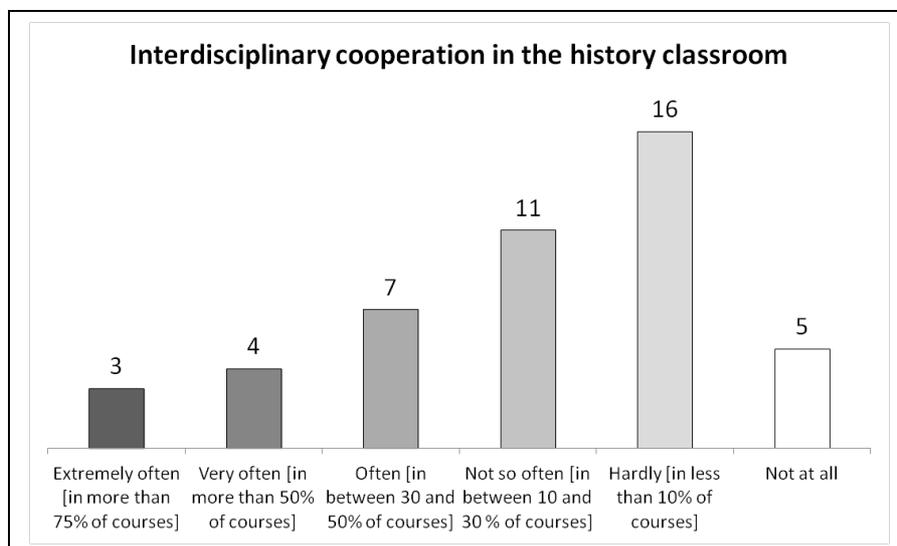
Table 35: The representation of ‘interactive teaching’ in subject didactic courses – European survey



As far as subject didactics is understood in a more narrow sense as the training of methodological skills to deal with historical information in an scientifically oriented approach, much seems to be done during the last decade to bring such aspects into the curricula of teacher education of history teachers.

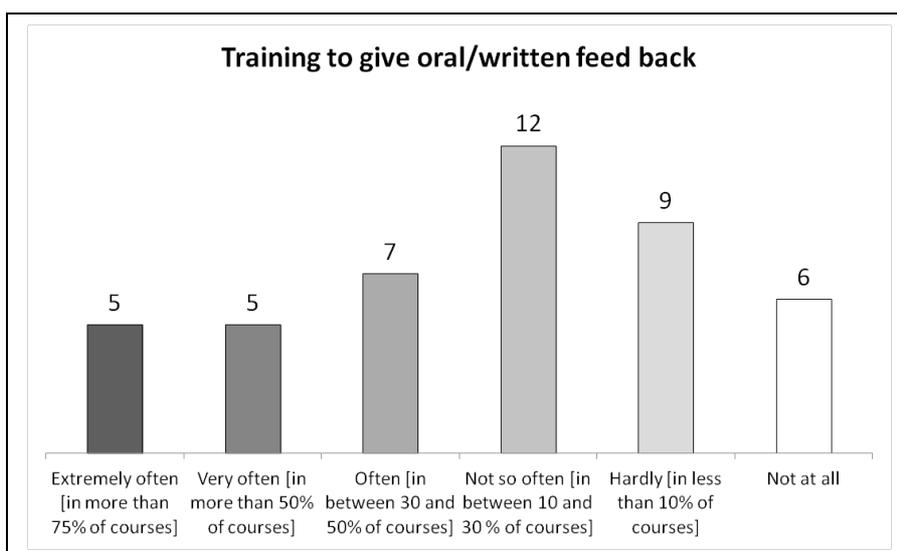
Only as soon as we look beyond such framework and ask for the more complex competences of e.g. bringing the historical information closer to the environment of today’s students, thinking in transdisciplinary dimensions and/or train the students to actively use the knowledge and skills acquired during university courses, there is not much encouragement by the actual teacher training curricula to so.

Table 36: The training for ‘interdisciplinary cooperation’ in subject didactic courses – European survey



Another example is given in the report on the training of media literacy: As long as the questions go to the more general aspects like ‘the use of media’, the curricula correspond to such goals. As soon as active and practical competences are required, like ‘the use of collaborative tools and Web 2.0 in history teaching’ or the ‘Production of AV-products like CD-ROM, videos, films, websites’, there is not much emphasis given by the curricula.

Table 37: The ‘training to give oral or written feedback’ in subject didactic courses – European survey



A similar tendency can be observed with communicative competences. The relevance of high quality in the classroom communication for the learning process has been widely discussed in general didactics as well as in subject didactics. However, when asking for the emphasis on key-competences in communication such as the ability to give feedback, to listen actively to

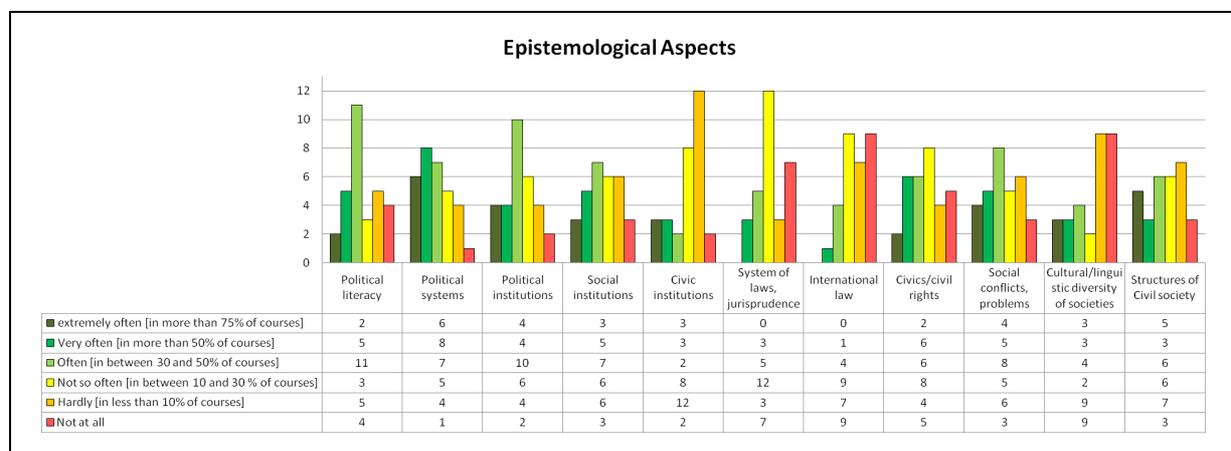
the other or to train non-violent communication few encouragement is given to these competences by the history curricula, when comparing them on the European level.

Aspects and skills of civic/citizenship education in the history curricula

I would like to conclude this first overview on the results of the comparative study by bringing the attention back to the genuine question of the CHE-study. How far and to which extent can we relate the history curriculum to the goals, the content and the skills requested for the education of today’s citizens?

We have asked for aspects of civic and/or citizenship education in the history curriculum in three dimensions: We asked for epistemological aspects of civic/citizenship education represented in the curriculum, we asked for the training of skills for active citizenship and we asked for concepts that are frequently related to citizenship education such as global education, human rights education et al. whether and to which extent they are represented in the teacher education curriculum of subject ‘history’. Here are some results:

Table 38: Epistemological aspects of civic/citizenship education represented in the history curricula – European survey



If we accept the narratives of political history to report on examples of political systems, on their functions, their background and their development, and if we accept especially the more recent and contemporary history to be a rich reservoir of political conflicts, which might be questioned and analysed in various political aspects, we will easily understand that a strong relation between history education and civic education can be developed. In this approach we are in line with the responses of the experts in the CHE-study who reported that there is in general a relatively high emphasis in the history curricula on political literacy, knowledge of political systems as well as on social conflicts and problems.

Other aspects like the information on civic institutions or on the civil society get less but not too less attention in the subject history curricula. It is not the same with aspects which might

also be regarded as being important for the understanding of today’s politics and society like ‘international law’ or ‘cultural and/or linguistic diversity in society’. We therefore highlight these items in two separate tables:

Table 39: The aspect ‘international law’ as being represented in the history curricula – European survey

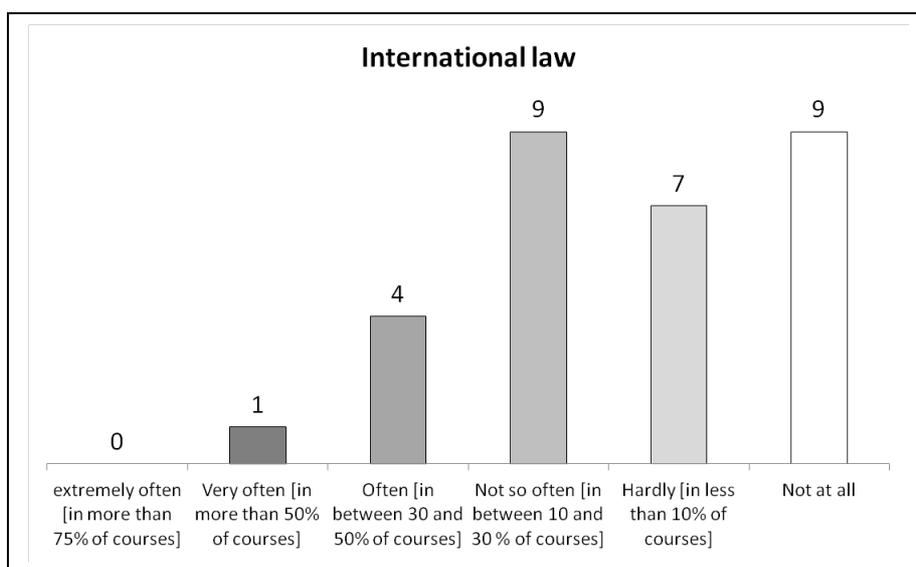
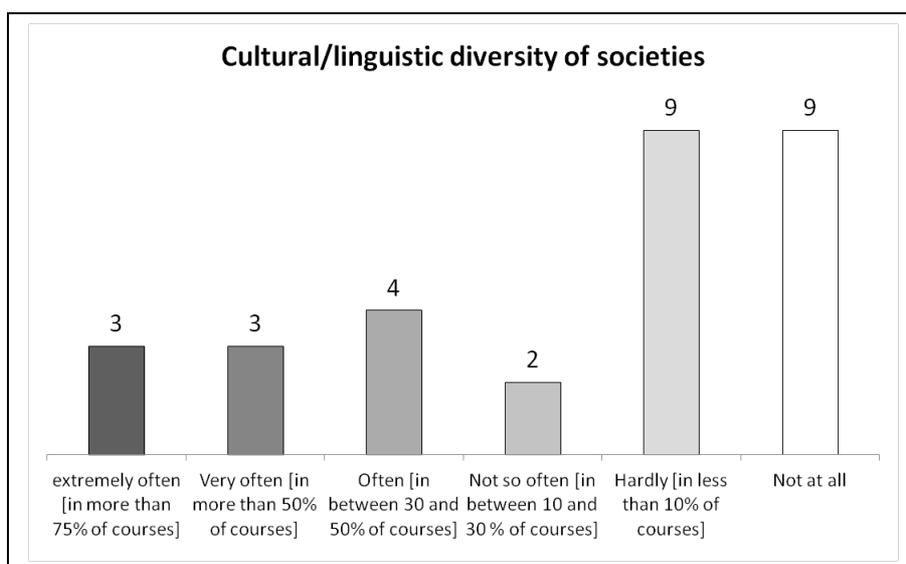


Table 40: The aspect ‘cultural/linguistic diversity of societies’ as being represented in the history curricula – European survey



As concerns the aspects dealing with skills education, the answers given for the history curricula give a different picture. Not so much importance is given to the training for active

citizenship: the overall picture shows a rather diversified approach to the training of such skills. It might be more surprising that another aspect that is strongly connected to the history of the 20th century is also not that much represented in the history curriculum than we would probably expect it to be: The ‘training for active fighting racism and xenophobia’ gets not very much attention in general. Therefore we have highlighted these two questions also in a separate table.

Table 41: The training for skills of civic/citizenship education as represented in the history curricula – European survey

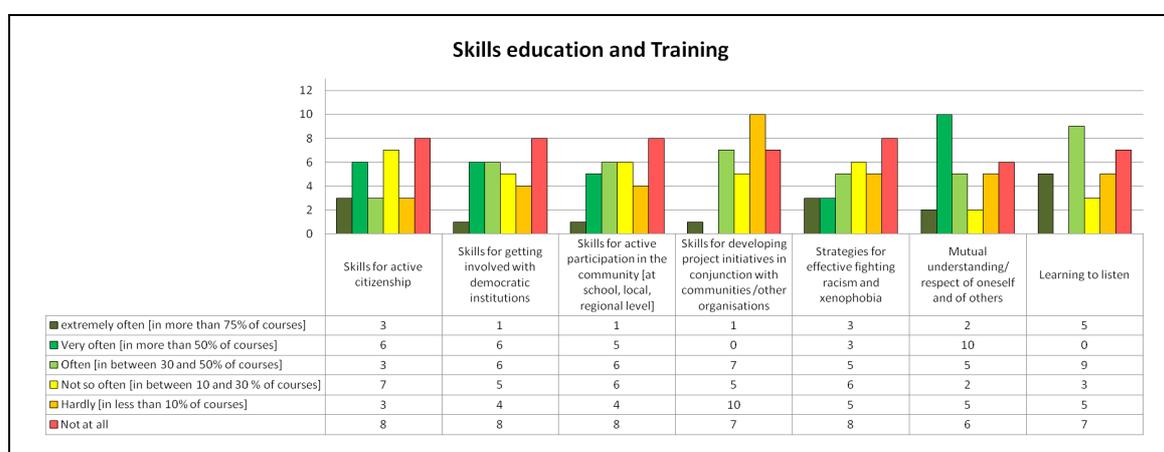


Table 42: The training for skills of active citizenship as represented in the history curricula – European survey

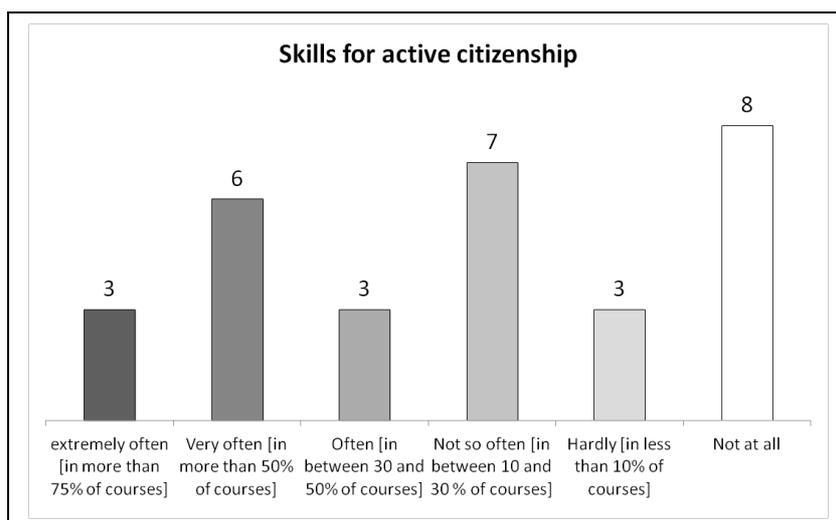


Table 43: The training of strategies for effective fighting racism and xenophobia as represented in the history curricula – European survey

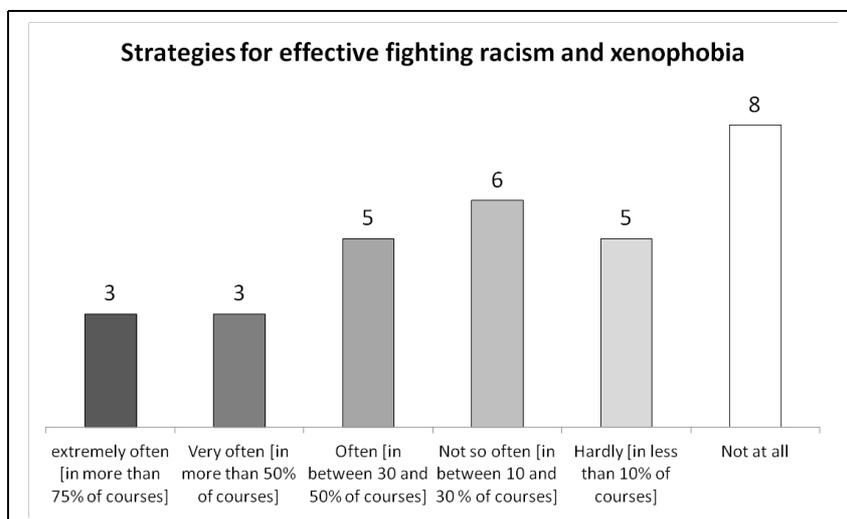
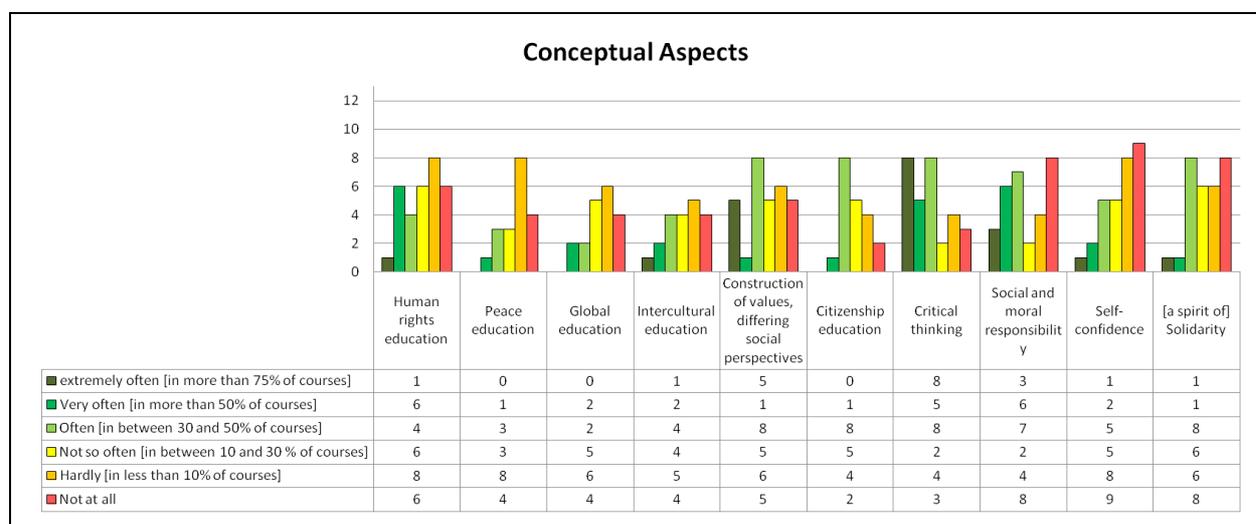


Table 44: Concepts of civic/citizenship education represented in the history curricula – European survey



As discussed in the introduction, educational institutions agree widely on basic concepts to be promoted by citizenship education in the 21st century. We have put some of them in our questionnaire aiming at getting an insight in the concepts of the history curricula. It might be surprising that general European values like ‘human rights education’ and ‘peace education’ do not get very much attention in the history curricula. The third aspect we wanted to highlight with this survey is ‘global education’. Although global history is one of the most prosperous fields of investigation in the 21st century, the idea of developing such historical approach also in the sense of citizenship education has not got much attraction within the curriculum planning of subject ‘history’.

Table 45: ‘Human rights education’ as represented in the history curricula – European survey

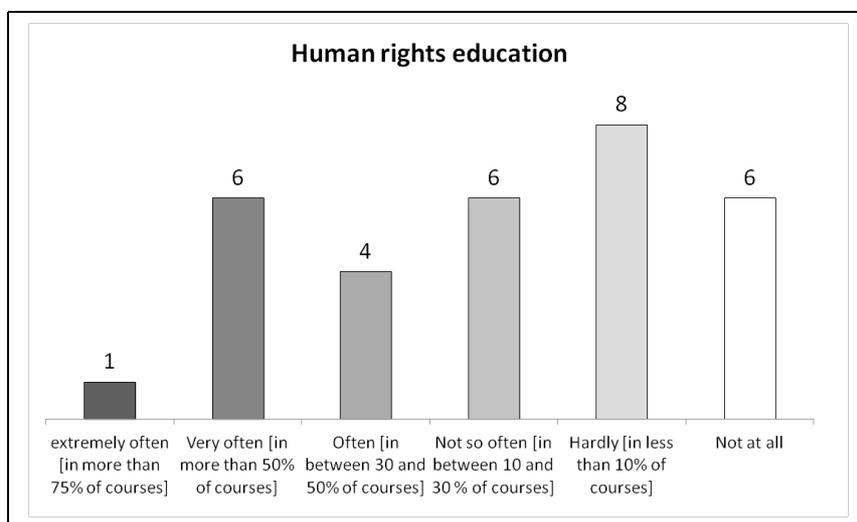


Table 46: ‘Peace education’ as represented in the history curricula – European survey

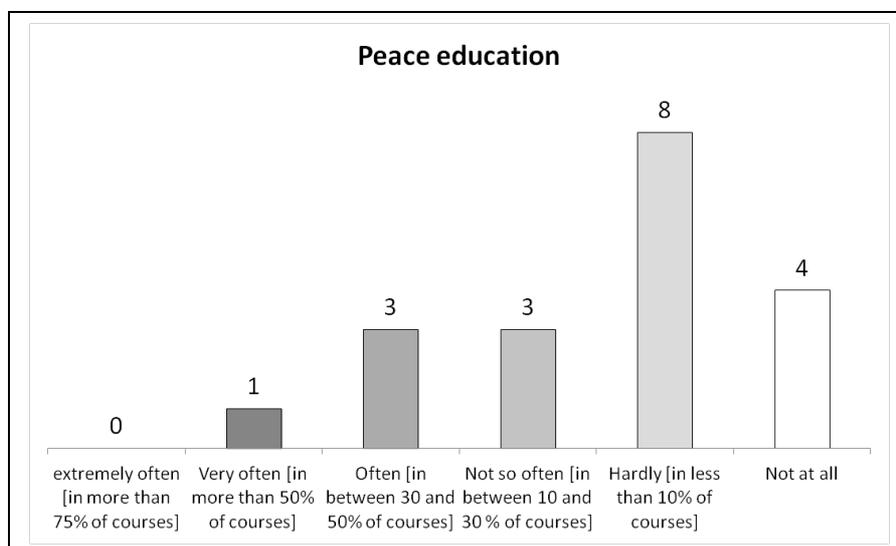
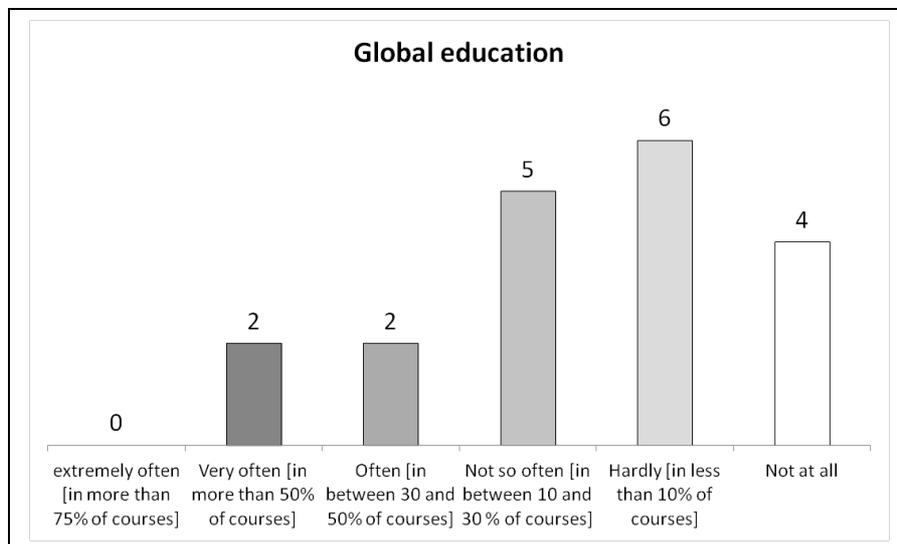


Table 47: ‘Global education’ as represented in the history curricula – European survey



Conclusion

With this comparative study on the education of the civic and history teachers in Europe we want to contribute to an evidence based discussion on the historio-political education of the next generation of European citizens, and, in particular, of the teachers of subjects ‘history’, ‘civic/citizenship education’, ‘social/cultural studies’ and ‘politics’. Teachers of these subjects are expected to give orientation and advice as concerns the political and social identity of the next generation of European citizens.

As shown in various details, the results we have got from this survey brought into light a rather heterogeneous picture of the education of teachers for the Civic and History Education in Europe. The subjects which are expected to give orientation on the political and social dimensions of the European society are partly missing a clearer theoretical basement as well as a clear conception on their educational goals.

Common guidelines or standards as concerns the goals, the content and the methodology in teaching the CHE-subjects are not that much visible so far.

It seems therefore worth to increase discussion and investigation on the goals of European citizenship also from the angle of a historio-political education for the 21st century. The subject ‘history’ had been one of the key-subjects to form the identity of citizens in the 19th century. But the structures that had formed the basement of the school subject in the 19th century tend to be anachronistic for today’s globalizing society.

New conceptions for the teaching of history and for citizenship education have been developed for the 21st century in the framework of the European Commission and in the framework of the Council of Europe.

The European Higher Education Area offers a unique framework for further developing the concepts for teacher education in the CHE-subjects in the sense of a European identity.

Asking whether the actual curricula for teacher education in the CHE-subjects are written to promote knowledge, skills and values for the education of the European citizen of the 21st century, we observe valuable progress on both the level of content and the level of methodology/didactics. However, there is not sufficient debate on the values, the goals, the scientific basement as well as the content and the methodology of a historio-political education for the 21st century.

Having in mind the actual demographic turn of secondary school teachers, right now is a good moment to invest in the upcoming generation of young teachers in the CHE-subjects.

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