

Introduction

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History and Civic Education in the era of accelerated cultural change

The dynamic of global economic growth has its impact on society and culture. The social architecture of countries is being challenged and questioned from various sides; seemingly stable conventions have come under vigorous modification; and well-established norms and behavior may change rapidly.

In this process of "accelerated social and cultural change"¹ we observe, at both the individual and the collective level, a tendency for social cohesion to loosen. Attitudes of responsibility towards the underprivileged "other", whether they are disadvantaged on grounds of ethnicity, race, gender or socio-economic factors, are weakened.

International organisations and NGOs react to such undermining of social and cultural conventions by putting more emphasis on codices and charters of general values and beliefs. Democratic values, human rights, the rule of law, multicultural interaction and intercultural communication have been described as highly valued and in great demand in post-industrial societies.

But the 'accelerated social and cultural change' also has its reverberations in the educational system. The structures, the content and the proposed methodology of curricula at school and universities, for example, are in permanent discussion.

To react adequately to the challenges in the educational system, teaching and educating for the 21st century not only requests to develop the subject specific competences, but to transgress the established disciplinary borders and to contribute actively to the development of the students' reflective competences as well as to their competences of active and responsible citizenship. Educational concepts leading in this direction have been published by international organizations within the last two decades.

The DeSeCo-project, for example, launched 1997 by the OECD in parallel to the more narrow focus of the PISA-studies, emphasized the importance of key-competences such as social and political skills to be developed in consistence with the principles of human rights and democratic values².

At the same time, the Council of Europe's initiative on 'Education for democratic citizenship' had been started to develop a "set of practices and activities designed to help young people and adults play an active part in democratic life and exercise their rights and responsibilities in society"³.

A few years later, the Council of Europe's 'Recommendation Rec(2001)15 of the Committee of Ministers to member states on history teaching in twenty-first-century Europe' proposed as 'The aims of history teaching in the twenty-first century':

¹ Ecker, Alois (1994) Process-oriented methods in the teaching of history. New avenues in the initial training of history teachers at the University of Vienna, in: <http://www.geschichtsdidaktik.eu/index.php?id=57&L=1> (20. 1.2013)

² OECD (2005) The Definition and Selection of Key-Competences. Executive Summary, p.4, in: <http://www.oecd.org/dataoecd/47/61/35070367.pdf> (20.1. 2013)

³ See the documents on the CoE's website on 'Education for democratic citizenship and human rights', <http://hub.coe.int/en/web/coe-portal/what-we-do/education-and-sports/citizenship?dynLink=true&layoutId=51&dlgroupId=10226&fromArticleId=> (20.6.2013).

“History teaching in a democratic Europe should:

- occupy a vital place in the training of responsible and active citizens and in the developing of respect for all kinds of differences, based on an understanding of national identity and on principles of tolerance;
- be a decisive factor in reconciliation, recognition, understanding and mutual trust between peoples;
- play a vital role in the promotion of fundamental values, such as tolerance, mutual understanding, human rights and democracy;
- be one of the fundamental parts of the freely agreed building of Europe based on a common historical and cultural heritage, enriched through diversity, even with its conflictual and sometimes dramatic aspects;
- be part of an education policy that plays a direct role in young people’s development and progress, with a view to their active participation in the building of Europe, as well as the peaceful development of human societies in a global perspective, in a spirit of mutual understanding and trust;
- make it possible to develop in pupils the intellectual ability to analyse and interpret information critically and responsibly, through dialogue, through the search for historical evidence and through open debate based on multiperspectivity, especially on controversial and sensitive issues;
- enable European citizens to enhance their own individual and collective identity through knowledge of their common historical heritage in its local, regional, national, European and global dimensions;
- be an instrument for the prevention of crimes against humanity.”⁴

Recommendations are important policy papers, but of course, they cannot show the evidence of the practice of teaching and learning in school nor the practice of training the teachers. For the purpose of this study, we therefore have developed six set of questions which helped us to analyse the field of teacher education, which is in the focus of our investigation:

1. This Council of Europe’s concept on history teaching in the 21st century launches a strong interdisciplinary perspective on teaching the subject ‘history’. The concept goes beyond the goals that have been regarded as essential for history teaching at the beginning of the previous century when building up a national identity by history teaching was regarded as the main disciplinary focus of the subject. The actual Council of Europe’s concept puts the teachers of subject history in a position of responsibility for the education of an active and tolerant citizen who is acting in a globalized society.

To realize such a programme, ‘history teaching’ at schools has to be reconceptualized. This also includes the training of history teachers, especially the initial education of history teachers.

The subject ‘history’ has to be conceptualized as the development of ‘historical consciousness’⁵ and ‘historical literacy’ on both, the level of the individual and on the level of collective identities. By

⁴ 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)

⁵ Danto, A.C. (1985) *Narration and Knowledge. Including the integral text of ‘analytical philosophy of history’*, Columbia UP; Stearns, P.N., Seixas P., and Wineburg S. (Eds.) (2000). *Knowing, Teaching and Learning History: National and International Perspectives*. New York, London: New York University Press. Seixas, P. (Ed.) (2004). *Theorizing Historical Consciousness*. Toronto, Buffalo, London: Toronto Press Inc.; Rüsen, J. (2005) *History. Narration, Interpretation, Orientation*, NY, Oxford: Berghahn Books; Straub, J. (2005) *Narration, Identity and Historical Consciousness*, NY, Oxford: Berghahn Books; Lukacs, J. (2009) *Historical consciousness. The remembered past. With a new introduction by the author and a foreword by Russel Kirk*, New Brunswick, NJ.: Transaction Publ.

putting the individuals in a responsible and reflective position for (their own) history, the subject 'history' may indeed become an important factor in educating the new generation for democratic societies and a decisive factor in the recognition, understanding, mutual trust and even reconciliation between peoples and nations – and not just a weapon for 'history wars'⁶.

In addition to this reflective approach to history, students should be able, following the Council of Europe's concept on history teaching, to elaborate their competences as responsible citizens, being not just historically well educated, but able to apply such historical literacy in every day political life. Therefore students should get the capacity to analyse and interpret historical information critically and responsibly, they should be able to identify historical evidence, and they should become open to discuss also controversial and sensitive issues of the past in an empathetic and multiperspective approach in the present.

Finally, the Council of Europe's concept puts the teaching of history at schools and universities in the role of a fundamental player in building a European identity and in developing mutual understanding and trust of human societies in a global perspective. In this regard, history teaching should be based on general values of human societies, such as democracy, human rights, the rule of law, multicultural interaction and intercultural communication and cooperation.

The Council of Europe's ongoing initiatives on History Teaching and on Civic education are of course a vital factor in promoting the goals of this recommendation and in strengthening adequate teaching strategies for the 21st century history and civic education in schools. Although many educational institutions, associations and individual experts are working in coherence with such goals for history teaching, it is evident, that the goals in the sense of the Council of Europe's concept are not yet realized in all parts as a comprehensive principle in the daily routine of history teaching in the European classrooms.

To reach such goals, the teaching of history has to be reconceptualized in many dimensions. For example, it cannot just be based on positivist findings of historical research, which may be reproduced at certain exams. Taken into account the more recent theoretical debates in historiography, 'history' has to be taught in a multiperspective approach, where the national history is understood as one possible narrative among other historical narratives.

However, the concrete story must be based on objective evidence also in the future of history teaching, but in addition it also has to be put in a clear theoretical framework, e.g. being understood as a 'social history' or a 'historical social science', a 'cultural history', a 'political history' or an 'economic history'⁷.

The consequences of such debate for the teaching of history at school and university are continuously discussed also in the field of history didactics⁸. In this debate 'history teaching' is not just regarded

⁶ Taylor, T. And Guyver, R. (Eds.) (2012) *History Wars and the Classroom. Global perspectives*, Charlotte, NC: Information Age Publishing.

⁷ Compare p.ex. *Journal of Social History*, Oxford UP 1967ff; *Geschichte und Gesellschaft. Zeitschrift für Historische Sozialwissenschaft*, Göttingen: Vandenhoeck & Ruprecht 1975ff; Moebius, St. and Quadflieg, D. (Hrsg.) (2006). *Kultur. Theorien der Gegenwart*, Wiesbaden: Verlag für Sozialwissenschaften; Wohlrab-Sahr, M. (2010). *Kultursoziologie. Paradigmen – Methoden – Fragestellungen*, Wiesbaden: Verlag für Sozialwissenschaften; Landwehr, A. (2009). *Kulturgeschichte*, Stuttgart: UTB; Arcangeli, A. (2011). *Cultural History: A Concise Introduction*, London: Routledge; Burke, P. (2004). *What is Cultural History?* Cambridge: Polity Press; Poirrier, Ph. (2004). *Les Enjeux de l'histoire culturelle*, Paris: Seuil.

⁸ The Euro-English term *subject didactics* is used throughout this study to denote concepts, theories, knowledge, understandings, traditions and practices connected with teaching and learning individual (school) subjects. The term is used here synonymous with the German term "Fachdidaktik", i.e. 'subject-specific teaching methodologies' and/or 'pedagogy of the subject'. It refers to and serves as a cover term for didactics of history, didactics of civic education, didactics of mathematics, didactics of Spanish as a foreign language, etc. – As there is no cover term in the English-speaking countries for 'didactics' so far, the term 'didactics' is translated in various forms in the English speaking countries. Depending on the context, it could refer to 'theory and/or reflection upon teaching and learning a specific subject' or to 'the concepts of teaching and learning a specific subjects', 'the methodology of teaching the subject and or to develop learning arrangements in this subject' or to 'the epistemological ground and the reflection of such practices' as well. - The relevance of such paradigmatic approach to the field of subject didactics is documented for the English speaking countries

as a cognitive form of transfer of the results of historical research. 'History teaching' is understood as an applied social and cultural science, taking into consideration - besides the cognitive dimensions which play of course an important role - the social, communicative and emotional dimensions of teaching and learning. As such, in its epistemological fundamentals, 'history teaching' refers to the findings of historical research on the one hand and to educational theories and concepts of general didactics and subject didactics on the other hand; but it also refers to theories of social psychology, communication theories, organizational theories or other relevant concepts of teaching and learning in an integrative and multiperspective approach.

By discussing the concepts of the subject 'history', we may also become more aware on the conception of related school subjects so that our curiosity may lead us to wishing to know more about their conception(s). Certainly, when comparing the new goals of history teaching as described in the Council of Europe's concept with those of relevant other school subjects, we may find the traditional disciplinary fundamentals of the subject 'history' to be challenged or even to be loosen in one or the other aspect. But this may just be a first step of updating or rebuilding the disciplinary fundamentals.

Furthermore, when comparing the aims of the new subject 'history' with the aims of related school subjects such as 'civic/citizenship education', 'social studies', 'cultural studies' or 'politics', this may lead us to detect convergences, similarities and overlapping goals in all these subjects.

We may also find that the goals of e.g. citizenship education when being conceptualized as a social and political science are closer to the above described goals of history teaching than the aims of a subject history, when being described as a simple set of competences or skills of 'historical thinking'.

At any rate, we will recognize with a certain surprise, that there has been little debate on such relationship between the potential subjects of historio-political education so far. There has been little debate and comparison as concerns the curriculum development of these subjects, there has also been little debate as concerns the wider political goals of these subjects on the European level, there has been little debate on the capacities for interdisciplinary cooperation between these subjects, and there has been little comparative research on the disciplinary fundamentals of one or the other subject.

A first set of questions for this study therefore was,

- to highlight issues on the interdisciplinary relationships between the school subjects 'history' and the related subjects 'civic/citizenship education', 'social studies', 'cultural studies' or 'politics' (named in the following as 'the subjects for **C**ivic and **H**istory Education', i.e. 'the CHE-subjects'),
- to ask for similarities, convergences and differences in the disciplinary conception of these subjects in both, the school subject and the subject of teacher education at tertiary level, and
- to give basic information on the concepts, the structures, the content and the methodology of the curricula of these subjects of historio-political education in teacher education.

We will have a look on the European situation with their specific diversity in national historical narratives. In the interest of stressing the importance of the field of education but also for the purposes of systematic research, we will mainly focus on the structures and the curricula of teacher

p.ex. in the 'Debates in Subject teaching Series', (edited by Susan Capel, Jon Davison, James Arthur and John Moss). Cf. for our topic: Davis, I. (Ed.) (2012) Debates in History Teaching, London, NY: Routledge/ Taylor & Francis; and Arthur, J. and Cremin, H. (Eds.) (2011) Debates in Citizenship Education, London, NY: Routledge/ Taylor & Francis. Compare also the annual publication of the International Society for History Didactics, Yearbook/Jahrbuch/Annales, e.g. on (2006/07) Historical Consciousness- Historical Culture; (2008/09), (2010)History Teaching in the Crossfire of Political Interests Empirical Research on History Learning, (2011) Analyzing Textbooks: Methodological Issues; (2012)From Historical Research to School History: Problems, Relations, Challenges. Schwalbach/Ts.: Wochenschau Verlag.

education. In a final stage, we aim putting the results in comparison with the more global challenges of the CHE-subjects.

2. Today, not just the economic structures are in a situation of continuous change. Also the scientific disciplines and the relevant (school) subjects in our field of investigation may be regarded to be in a process of transformation. To take the example of subject 'history': As described above, the role of the school subject 'history' has certainly experienced remarkable changes over the past decades. Beyond the continuing task of building an up-to-date national identity – which was regarded as the major goal of history teaching in the 19th and early 20th century - the subject has taken over new goals: History teaching of today is expected to develop the students' 'historical literacy' and to contribute by such education to the 'historical consciousness' of the reflective and active citizen of tomorrow.

In a globally oriented multicultural society this change of paradigms in history and history didactics implies, on the level of content, the subject history to be related more systematically to historical narratives such as social, economic and/or cultural history. In parallel, on the level of didactics/methodology of history teaching, the emphasis should be given to analytic, comparative and reflective forms of teaching and learning – a goal, which in fact has widely come under discussion⁹ during the last ten to fifteen years.

The attempt to realize such goals puts the subject 'history' in a context which has to remain open to modification. This context has to be clarified and described in relation to the existing structures of the educational systems at both the level of universities (in our case the space of scientific research AND of teacher training) and the level of schools (the space for teaching and learning AND for trainee teachers' practical experience, observation and reflection).

As regards the subject 'history' in the context of primary and secondary school education, 'history' has to compete today with new demands on subject education, which are no longer given exclusively to 'History': The school subjects such as 'Civic education' or 'Citizenship Education', 'Social Studies', 'Politics', and/or 'Cultural Studies' are expected to form the socio-political identity of the future citizens as well. However, public expectation for educating the next coming generation towards responsible citizenship in a European and global perspective in general are still connected to subject "History" - but with growing interest on the more recent subject of "Civic and/or Citizenship Education".

Concerning the field of school subjects "civics", "civic education" and/or "citizenship education", which has emerged broadly since the 1970ies, we have to be aware on the existence of various traditions on how to instruct and/or to educate the citizens of a given European country and society. Depending on the overall goals of the respective educational system, 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 (= subject '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, to national and international bodies of conflict management, and to institutions and

⁹ See for example the more recent volumes of 'Teaching History. The secondary education journal of The Historical Association', or of the yearbooks of the International Society for History Didactics on 'History teaching in the crossfire of political interests' (2008/09), on 'Empirical research on history learning' (2010) on methods of textbook analysis (2011) and on the relation between 'historical research' and history teaching'.

instruments of the civil society, with attention to promote and develop the active, responsible and critical citizen (= 'civic education', or, currently more in use: 'citizenship education').

More recent concepts, like the Council of Europe's concept on 'Education for democratic citizenship' aim, "by equipping learners with knowledge, skills and understanding and by moulding their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law."¹⁰

We also notice a growing interest in new conceptions of historio-political education from the side of secondary school education. The fact that the school history curricula during the last decade have lost ground also in terms of being a compulsory school subject during the entire period of secondary education, or the fact that the quantity of lessons per week attributed to subject history is diminishing in a number of European countries may indicate a shift from subject history to subject civic education or to other subjects of social studies.

However this trend is not at all clear or linear: The recent EACEA-study on Citizenship Education in Europe reports, that "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."¹¹

With this study, we therefore wanted to get more evidence, whether there is such a growing interest

- in new concepts for history teaching,
- in combinations of history with civic education,
- in integrative forms of history, social studies and civic education,

or whether there is an interest

- in a clear distinction of the curricula of subject 'history' from curricula of subject 'civic education'.

A second set of questions for this study therefore was, with the focus on teacher education,

- to ask about convergences and differences of the subjects 'history' and 'civic education' on the level of content, the level of methodology, and the level of organising the teaching and learning,
- to draw attention to the relationship between aspects of civic education in the history curricula on the one side and to aspects of history education in the civic education curricula or the other CHE-subjects on the other side,
- to highlight epistemological, methodological and practical aspects in different conceptions of curricula of history education and of civic education, and
- to highlight differences between the conception of the historio-political education of trainee teachers of the CHE-subjects.

In general, in this study, we will use the terminology "civic/citizenship education" when describing the field of (school and/or university) subjects developing and supporting the political education of the well informed, competent and active citizen at school and university.

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).

¹¹ Education, Audiovisual and Cultural Executive Agency (2012) Citizenship Education in Europe, Brussels, pp. 19.

Teacher education for the 21st century

3. The above cited recommendation on history teaching in the twenty-first-century was one of the results of the Council of Europe's project on 'Learning and teaching about the history of Europe in the 20th century'. This project was equally launched in 1997 upon a mandate of the European Ministers of Education¹². Although teacher education was not in the focus of this project, the organisation of this Council of Europe's project gave the framework for the development of the first pilot study on the initial training of history teachers on a European level¹³. Together with a dedicated group of experts, the editor of this study was given the opportunity to develop the pilot study on structures and standards for initial teacher training in 13 Council of Europe's member states.¹⁴

In this pilot study we proposed to make a clear distinction in research as concerns a) the level of teaching history in school, b) the teaching of teaching history, means the level of education and training for becoming a history teacher, and c) the training of the trainers of history teachers. The clear distinction between the education of pupils, the education of subject teachers and the education/training of the trainers will provide, in the long term run, not only a better understanding on the roles and the profiles of the different actors, it will also help to develop clearer analytic terms of research when observing the process of teaching and learning. For the teacher in the classroom good theory is also helpful to keep one's own self-reflection ongoing and to avoid projective interpretations on the role of the one (teacher) or the other part (pupil) of the learning and teaching process. This distinction has become standard as concerns qualitative questions in research on history teaching since that pilot study.

At the end of the 20th century, the issues of 'teacher education' and more specific, the professionalization of teachers, just came in the focus of interest of educational planners, educational policy and of educational research on the international, the European and the global level. At that time, the study on initial training for history teachers was the first study on the education of a concrete cohort of subject teachers in a European comparative perspective. More than a decade later, having successfully mastered the turn of the millennium, we are able to look back to the recent developments in the field of history teacher's education and we may ask: What has been achieved so far?

The existing network to this research on the history teachers' education in Europe can compare now in the long term run, which goals in teacher education for subject history had been promoted at the beginning of the new century and which goals have been achieved ten years later? We will therefore highlight some remarkable changes since we started the pilot study on the education of history teachers in 1998.

However, the specific focus of the study this time goes to the education of history teachers in its relation to the entire field of social studies, i.e. the CHE-subjects. With this new study, we wanted to explore, what was the state of the art in the year 2010 and what was envisaged as the near future of teacher education in the CHE-subjects?

¹² For a more detailed description of this project see the CoE's website on History Teaching, http://www.coe.int/t/dg4/education/historyteaching/Projects%5CTwentyCentury%5CTwentyCenturyIntro_en.asp (17/09/2012)

¹³ Ecker, A. (Ed.) (2003). Initial training for history teachers: structures and standards in 13 member states of the Council of Europe, Strasbourg: Council of Europe Publishing.

¹⁴ The study was followed by a regional study on this topic in the countries of South East Europe: see, Ecker, A. (Ed.) (2004). The structures and standards of initial training for history teachers in South-East Europe, Strasbourg: Council of Europe Publishing.

In the last decade, schools and universities were expected to react to the structural changes in society and culture with adequate and up-to date curricula. Teacher training institutions were expected to go in the same direction by developing concepts and training opportunities for the professional education of the next generation of teachers.

Teachers of the CHE-subjects were expected to develop the pupils' skills and competences towards democratic citizenship, intercultural dialogue, mutual understanding, tolerance and social responsibility.

The role and identity of (subject) teachers are formed and conceptualised at the very beginning of their career. More than before, teacher education – as well as the professional practice of teachers – requires a continuous reflection according to adequate theoretical principles.

In secondary general and/or vocational schools, to give another example, the subjects “History”, “Political/Civic Education”, and “Social/Cultural Studies” are partly taught as integrated subjects, partly as separate subjects. There has been little discussion about the theoretical and didactic concepts and the rationales that lie behind the decisions towards one or the other model of training.

During the last years we also observed a growing interest in scientific research, systematic empiric investigation, international comparison as well as theoretical and methodological/didactic discussion on how to build the new curricula for ‘history’ and for ‘civic education’ – and how to train teachers to think and to work in such inter- and transdisciplinary perspectives as described above. The scientific discussion on how to develop these skills and competences in a sustainable perspective is still young but has good chances to become a prosperous and dynamic new field in educational research.

Especially in times of rapid social and cultural change, adequate theories are of major importance for teacher education, as they will serve as a meaningful and sustainable resource over a longer period of teachers' professional lives.

In the future of academic teacher education, the development of complex training and learning structures which facilitate the reflection of school learning processes in step with actual practice, will be essential.

A third set of questions therefore went to the theoretical fundamentals, the concepts building the scientific ground of the curricula, the models of teacher education and the structure of the curricula in the CHE subjects.

- We asked for the architecture of the curricula,
- We asked for the interplay between subject, subject didactics, general didactics and practical training in the concrete curricula,
- We wanted to know more about the theories building the background in the conception of the concrete curricula, and
- We asked for the concrete forms and organisations of teaching and learning in teacher education studies.

4. “There are around 6.25 million teachers (full time equivalents) in Europe. Teachers play a vital role in helping people develop their talents and fulfil their potential for personal growth and well-being, and in helping them acquire the complex range of knowledge and skills that they will need as citizens and as workers. It is school teachers who mediate between a rapidly evolving world and the pupils who are about to enter it. - The profession of teaching is becoming more and more complex.

The demands placed upon teachers are increasing. The environments in which they work are more and more challenging.”¹⁵

The European Commission has adopted this communication on the improvement of teacher education in 2007, after intense discussion in working groups aiming at promoting the goals of the Lisbon process in developing the European Union as a knowledge society. In the Executive Summary of the progress report towards the Lisbon objectives in education and training, the Commission then expressed the conviction, that “high-quality initial teacher training, in conjunction with a process of continuous professional development, is necessary to equip the teaching body with skills and competencies for its role in the knowledge society over the coming decades.”¹⁶ - Up to date the Commission’s Recommendation on ‘Improving the Quality of Teacher Education’ is one of the key recommendations for the development of teacher education in the European Union.

Shortly before, in December 2006, the European Parliament and the European Council had put into force another recommendation which is highly relevant for our topic: The ‘Recommendation on key competences for lifelong learning’¹⁷ stressed the importance of fostering key competences through school education and through forms of lifelong learning. In this goal, the recommendation gave also particular emphasis to teacher education. The recommendation defines key competences as “those, which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment”¹⁸. Five of the eight key competences, described in the annex of this recommendation, were taken as reference framework for questions in this study: digital competence, learning to learn, social and civic competence, sense of initiative and entrepreneurship and cultural awareness and expression.

Teacher training is a core investment in the future of Europe as a political, economic, social and cultural project. The rapid changes in the countries of Europe demand transnational cooperation not only at the economic and political level but also at the cultural level. The political goal of crossing borders and achieving cooperation in the social and cultural field is still in its infancy in the European countries. The elaboration of binding standards in teacher education might therefore be regarded as an important building block in the coordination of European educational planning and policy. Yet, as we will show below, up to now, within the European Union, there exists only few common guidelines and recommendations for teacher education in general. Neither are there common standards for teacher education as regards the CHE-subjects, nor are there guidelines or instruments for the exchange of information and experience in teacher education of these subjects. A comparative study of the structures and standards of teacher training in history and citizenship education in Europe was therefore extremely relevant.

¹⁵ European Commission (2008). Improving the Quality of Teacher Education. Communication from the Commission to the Council and the European Parliament, COM(2007) 392 final, Brussels, p. 2.

¹⁶ European Commission (2005) Commission Staff Working paper: Progress towards the Lisbon objectives in education and training. 2005 report. SEC (2005) 419, Brussels, p. 6.

¹⁷ Official Journal of the European Union (2006) Recommendation of the European Parliament and the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC), L 394/10 of 30.12.2006, Brussels.

¹⁸ Ibid., p.13.

The importance of teacher education is reflected also in the more recent ‘framework’ of the European Council and the European Commission ‘for European cooperation in education and training (ET 2020):

“1. Education and training have a crucial role to play in meeting the many socio-economic, demographic, environmental and technological challenges facing Europe and its citizens today and in the years ahead.

2. Efficient investment in human capital through education and training systems is an essential component of Europe's strategy to deliver the high levels of sustainable, knowledge-based growth and jobs that lie at the heart of the Lisbon strategy, at the same time as promoting personal fulfilment, social cohesion and active citizenship“¹⁹.

Our reflection may easily be in line with the Council Conclusions. If we not only want to promote but to understand the necessity for social cohesion we have to know more about the historical development of European societies. If we want to have active citizens, again, we are invited to develop their analytic skills and competences in a historio-political dimension. This study asks whether teachers are prepared to deal with such complex tasks for their daily teaching at school.

Objectives for the future development of teacher education as formulated in the European Commission’s Communication on ‘Improving the quality of teacher education’ (2007) and the European Parliament’s and Council’s Recommendation on ‘Key competences for lifelong learning’ (2006) are reflected as well as by recommendations of international educational organisations such as OECD, UNESCO, and the Council of Europe. They concur in that, alongside professional and didactic qualifications, competences such as the ability to work in a team, self-reflection, social, communicative, and organisational competences have to be strengthened in the education of students pursuing a teaching certification.

These general professional qualifications (key qualifications) should become an integral part in the description of the professional profile of the history teachers or the teachers in civic education in the near future. Such standards, as soon as they will be implemented, have to be continually refined and adapted to new demands of society. At the same time such profiles have to be updated and adjusted regularly to the developments in those scientific disciplines which form the scientific background of the (school) subject.

In addition, the attempt to give orientation and social values to the next generation - an attempt which has, for example, been strongly promoted by the Council of Europe since its foundation in 1949 - has not so far been linked to the academic discourse. The study also aims at enhancing the discussions of new concepts of learning and teaching to become a responsible and historically well educated citizen. It aims at establishing the scientific discourse on findings, concepts and theoretical reflections in this new interdisciplinary field, which is already being given attention in the most influential European networks on history teaching, like the Council of Europe’s History and Civic Education division and the European Association for History teachers (Euroclio). In a more global perspective the International Society for History Didactics, the International Association for Research in History and Social Sciences Education (IARHSSE), the International NGO History Forum for Peace in East Asia, the United Nations Alliance of Civilisations and the Research Centre for Islamic History, Art and Culture (IRCICA) have already given interest to such form of comparative studies.

¹⁹ ‘Council Conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training’ (ET 2020) – (2009/C 119/02), see: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF> (28/7/2012)

A fourth set of questions in this study, therefore, went to the development of key-competences of the CHE-teachers by teacher education as well as the education and training of their own capacity in building values and in dealing with general values of human societies in an active, empathetic and critical way.

- We wanted to know whether the curricula are conceptualized in a way that encourages and supports the development of key-competences such as teamwork, social competence, organisational competence, media literacy, as well as communicative skills like ‘learning to listen’, critical thinking etc. in the education of student teachers.
- Furthermore, we wanted to know whether general values as described in the common cultural heritage of Europe in most guidelines and recommendations of the European institutions (democracy, human rights, rule of law, social responsibility) are designed to be a central factor in the education of the upcoming generation of teachers.

5. International research on comparative education has made rapid progress at the European level in the last decade. Parts of the Eurydice database²⁰ deal with the general situation of teachers and teacher education (models of teacher education, teachers’ qualification, employment, weekly teaching time, salaries, feminisation of the teaching profession, demographic structure of teachers in primary and secondary education, retirement age). Previous Eurydice publications²¹ have also provided general data on teacher training, on in-service training as well as the recruitment situation of teachers in European countries.

Nevertheless, there is a lack in particular of comparative studies of the structures and standards of teacher education in specific subjects such as the history teachers or the civic education teachers. The most recent publication on citizenship education in Europe²² gives a small overview on initial education and continuing professional development for teachers of citizenship education, but of course cannot go in detail.

Educational planners, curriculum developers and teacher trainers need to know more about the concrete forms of professionalization of teachers in the CHE-subjects, so that they can compare concepts at their institutions with those of other relevant institutions.

At tertiary level, since the beginning of the century, more and more teacher training institutions have offered teacher education programmes as stand-alone studies which were more or less separated in their conception and at least partly in the content of training courses from subject oriented programmes. The rationale underlying the structure of curricula in teacher education may differ quite substantially from the rationale of studies for educating a researcher, e.g. a historian, a social scientist. However, the differences have not been discussed in-depth so far.

²⁰ EURYDICE/European Commission (2002) Key data on education in Europe.- 2002 edition; EURYDICE/European Commission (2005) Key data on education in Europe – 2005 edition. Brussels, Luxembourg: Office for Official Publications of the European Communities; EURYDICE (2009). Key Data on Education in Europe 2009. Brussels: Eurydice.; EURYDICE (2012). Key Data on Education in Europe 2012. Brussels: Eurydice.

²¹ EURYDICE (1995) Teacher Training; (1995) In-service training of teachers; (2000) Structures of the education, initial training and adult education systems in Europe, third edition; (2002) Key topics in education in Europe, Volume 3: The teaching profession in Europe: profile, trends and concerns. Report I: Initial training and transition to working life of teachers in general lower secondary education, Report II: Teacher supply and demand at general lower secondary level, (2003) Key topics in Education in Europe, Volume 3, Report III: Working conditions and pay, general lower secondary education; (2004) Volume 3, Report IV: Keeping teaching attractive for the 21st century, general lower secondary education; (2005) Volume 3, Supplementary Report: Reforms of the teaching profession: a historical survey (1975-2002). General lower secondary education; (2006) Quality Assurance in Teacher Education in Europe.

²² Education, Audiovisual and Culture Executive Agency (Eds.) (2012) Citizenship Education in Europe, Brussels: Eurydice and PolicySupport.

But also within teacher education programmes we may detect relevant differences: In the consecutive model, for example, students have to finish subject studies – normally at BA-level – before having access to the professional training. In the concurrent model, the professional training runs in parallel to subject training, so that students are educated to become teachers from the beginning of their BA studies. The ideal concept in this model offers subject courses which are more applied to the needs of teaching the subject in school, so that subject education and didactical or practical training may be integrated. It seemed to be of interest to have more information and more exchange of experience on such aspects of curricular conception.

A fifth set of questions therefore went to the professional education and training of teachers in the CHE-subjects with the main focus on the initial education and the induction of the CHE-teachers. We wanted to know in detail,

- which models of teacher education were in use,
- which forms of cooperation between the teacher training institutions had been developed,
- which curricular structures had been selected for the education of the CHE-teachers,
- which epistemological, methodological and practical aspects had been enforced, and
- which content and methodology had been chosen as adequate and as relevant for building up the next generation of teachers of the historio-political education of European citizens.

6. There is also little knowledge on a comparative European level about the structures of tutoring/mentoring and their impact on student teachers' learning strategies or their impact on the efficiency of a teaching process. We know little about the role of tutors as a factor of teaching and educating, although, on the individual level, many teacher trainers are more or less convinced, that tutors can help enormously in the transfer of knowledge and even more in handling the course plan and in establishing and maintaining the social communication between lecturer and students. We know from supervising processes that techniques of listening, clarifying and/or reflecting experiences can be supported successively by tutors. - In our study we wanted to know, as a first approach, which forms of tutoring are in practice at European teacher training institutions and how far are they used as a tool of quality improvement in teacher education.

Moreover, during teacher education, mentor teachers may be a decisive factor in developing, changing and/or reflecting upon the trainee teacher's role. Mentor teachers can be supportive in the planning or in the analysis of the first practical experiences, they can monitor the first steps of teaching in the classroom and/or give systematic – and hopefully empathetic - feedback on the experience of a concrete lesson taught by the trainee teacher. There may also be other forms of tutoring and mentoring, like monitoring in writing a portfolio, peer evaluation, or tutorials via electronic learning management systems, which might play an important role in the education of the CHE-teachers.

Their impact on the development of knowledge, social skills and teamwork of the trainee teachers has not been described systematically so far. Here also, we wanted to know more, in a first step, about the main forms actually effected during teacher education and training.

On the other hand, the performance of students and their accomplishment of demands in concrete course work have to be assessed. There is a growing conviction among teacher trainers that the assessment of trainee teacher has to be conceptualised and organised more carefully in order to get

well educated teachers. Institutions tend to establish selection procedures at the beginning of teacher training studies. However there is an ongoing debate which forms of selection procedure might be effective to select the best candidates for a teaching job. - There are all kinds of assessment during studies, at the end of studies or during induction: Here also, we wanted to know more about the forms and the role of certain forms of assessment in the course of teacher training studies.

A sixth set of questions, therefore, went to the structures of tutoring and mentoring as well as to the forms of assessment in teacher education.

- We wanted to know which role was given to mentoring and tutoring in the teacher education curricula.
- We were also interested to know more about the different forms of mentoring and tutoring and their role in the process of educating the trainee teachers during the first years of studies and of induction.
- Finally, we were interested to get an overview on the forms of assessment and on the grounds for the different forms of assessment at certain stages of teachers' education.

We know that this comparative study can only deliver first results and give preliminary answers. More publications are planned to give in-depth analysis on the content of curricula and on the methodology in the professional training. Future research, hopefully, will provide additional data and deeper insights into the field. For the time being, we hope that the categories that we proposed will be of interest to the teachers, the teacher trainers, the curriculum developers and the politicians working in the field of education. We also hope to contribute to a profound, evidence based discussion on teacher education in the CHE-subjects.

As teachers and as educators we are working in a long term perspective without knowing whether our efforts will have the chance to bring up successful results. From this relatively weak position we hope that our investigation in the field of **Civic and History Education** teachers can contribute to foster a historical and political culture that leads our pupils and students to attitudes of mutual understanding, open-mindedness and tolerance and that it will encourage the next generation of teachers to promote a life with respect of Human Rights and democracy, the rule of law and the values of freedom, equality and social responsibility.