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| Doc 9.1 |  Lifelong Learning | Assessment, tutorial structures & initial teacher education of trainee students in the subjects Political/Civic Education, Social/Cultural Studies & History in Europe—a comparative study—ITTP, 2009-12025 |
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Alois Ecker (Ed.) (2013)

Civic and History Teachers' Education in Europe.
A comparative study on concepts, structures and standards of initial teacher education, assessment and tutorial structures for the subjects ,History', ,Civic/Citizenship education', ,Social/ Cultural Studies' and ,Politics'

with contributions by Luigi Cajani, Brian Carvel, John Hamer, Tatiana Minkina-Milko, Falk Pingel, Dean Smart and Joanna Wojdon

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Acknowledgements

Since we started the first investigations on the structures and standards of initial education of history teachers in 1997, the number of countries involved in these international comparative studies on teacher education in Europe has grown quite respectively. With this recent study we are able to present comparative results from 33 countries with in-depth investigation on 45 teacher training institutions all over Europe. The results which we are going to present may indeed be attributed ‘representative’ for the actual situation of teacher education in the subjects ‘history’, ‘civic/citizenship education’, ‘social studies’, ‘politics’ and ‘cultural studies’ in Europe.

A comparative international study of this size can only be realized in a fruitful and productive cooperation with many colleagues who are willing to dedicate their expertise and energy to such form of challenging project work. I would like to thank all of them - for their confidence and trust in the project coordination, for their tolerance and supportive reactions when they realized the enormous task they agreed to fulfil in working on the standardized questionnaire, for their endurance in answering additional questions and make clarifications, for their substantial contributions to the discussions in the thematic working groups and, last but not least, for their motivating feedback and the good spirit they brought into this research network during the lively discussions of the three project meetings. A list of the partners and the contributors to this study is published in the annex. I would like to thank also all the contributors who worked for this study in doing research in the concerned countries and who collected the data even for questions which they were not so familiar with in the individual countries.

My special thanks go to the members of the project group: Luigi Cajani, Brian Carvel, John Hamer, Tatiana Minkina-Milko, Falk Pingel, Dean Smart, Ineke Veldhuis-Meester and Joanna Wojdon. Their constructive remarks and critical comments, their contributions in fine tuning the work plan during the three preparatory meetings, their efforts in making sure that the perspectives of the project were communicated to all members of the project during the project meetings as well as their roles in chairing and coordinating the thematic working groups were essential for the success of this process. Luigi Cajani, Falk Pingel, Dean Smart, and Joanna Wojdon coordinated the discussions of the working groups and developed the specific questions with the members of these groups in the intermediate phases between the meetings; they also edited the reports of the thematic groups which are published in the second part of this book. John Hamer fulfilled the role of the general rapporteur of all our meetings with his inimitable competence of condensing a process of several days and intensive work in anagrams and prospective metaphors. Brian Carvel unlocked the paths to those publishers who were expected to show interest in our proposal for establishing an ‘International Journal for History and Civic Education’ in permanence – a goal that was near, but still in its plan of realisation, when this book was edited. Ineke Veldhuis-Meester took over the role of an external evaluator: With her focus on the overall process of work and on the communication process between the Vienna team and the contributing experts she gave important feed back to the coordinator and the management of this project. Brian Carvell,

John Hamer and Tatiana Minkina-Milko went through the draft texts of this book and had a look on the coherence and the right spelling of this text.

I would like to express my gratitude to the History and Civic Education Division within the Council of Europe, especially to Jean-Pierre Titz and Tatiana Minkina-Milko for giving us support in developing this comparative study. As already with the former comparative studies the Council of Europe with its longstanding expertise on history education and on citizenship education acted as a competent and supportive partner in this project in providing us with background information, in helping us with our networking activities and in supporting the printing and the dissemination of the results of this study. – My sincere thanks go also to the representatives of the Council of Europe’s member states within the Steering Committee for Educational Policy and Practice (CDPPE) who gave feed back to the results of the comparative study during their annual meeting in February 2013.

Influential NGO’s in the field of history and civic education were partners of this study: Euroclio, the European Association of History Educators, helped us in developing the project network and in disseminating the project results; members of Euroclio also worked as individual experts in doing research for this study. The Georg-Eckert Institute for International Textbook Research also brought in its expertise and Inga Niehaus of GEI organised an additional meeting for the thematic working group on conflict resolution in Braunschweig in November 2011.

The funding of this study was based on several pillars: We got a grant after applying successfully at the European Commission’s Life Long Learning ‘Transversal Programme KA1SCR: Policy Cooperation and Innovation’. This basic funding gave us the possibility to include partners from the member states and candidate countries of the European Union as described in the general overview of the project organization below. We would like to express our sincere thanks for the support we got from the EACEA-office, especially from M. Erik Ballhausen, who gave us very helpful orientation in the development and administration of this project.

Those countries, who were neither members of the EU nor candidate countries, could not be included in the framework of the Life Long Learning Programme at the time of its application. We were therefore very happy to be able to include ten countries of East- und South East Europe in addition by means of a parallel project on ‘Teacher education in Europe’, co-financed by the Austrian ERSTE Foundation.

ERSTE Foundation, which evolved in 2003 out of the Erste Oesterreichische Spar-Casse, the first Austrian savings bank, is currently the main shareholder of Erste Group. The foundation invests part of its dividends in the development of societies in Austria and Central and South Eastern Europe and supports projects for social participation and civil-society engagement. The aims of ERSTE Foundation, bringing people together and disseminate knowledge of the recent history of East and South East Europe, fit perfectly to the overall goal of this project. As an active foundation, ERSTE Foundation develops its own projects within the framework

of three programmes: Social Development, Culture and Europe (www.erstestiftung.org). — We would like to thank Mr. Robin Gosejohann who was a discreet and helpful manager in the back of our project with ERSTE Foundation.

My special thanks go to the Austrian Ministry of Education, Culture and Arts for generously supporting our project. General Director Anton Dobart gave visionary impulses to the audience of our general meetings. - The cultural department of the City of Vienna facilitated the contacts with colleagues from the Russian Federation and from Switzerland. – A number of colleagues also managed to look for additional funding in order to make the data of their individual countries available, among them Béatrice Ziegler from the Pedagogical University of Applied Sciences Aarau, Switzerland.

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Last but not least, I would like to thank the members of the research group at the Department of Didactics of History, Social Studies and Civic Education at the University of Vienna: Elisabeth Wutzlhofer was helpful in developing the application and the project start, Barbara Hollendonner was a perfect project manager during the three years of this project, Cornelia Bruell helped to finalize the project, Maria Mesner made sure that our budget remained well organized and Andrea Ennagi cared about the administration of the project. Ali Kutlusoy developed the webpage and the electronic questionnaire and Martin Zusag made the collected data accessible and produced the maps, charts and tables with great sensitivity and endless patience.

My sincere thanks also go to all the helpful hands during the preparatory meetings, the three expert meetings and the meetings of the thematic working groups which were not mentioned by name in this acknowledgement.

Many friends and colleagues in the CHE-network share my way to think and to work on history and civic education in a European perspective. I am sure they are also with me when commemorating a person, who not only had strong influence on the Council of Europe's work on history teaching and learning in the 1980ies and 1990ies, but who also opened the paths for the work in this network on the education of history and civic education teachers: I therefore would like to devote this study to the remembrance of Maitland Stobart and to his unbreakable energy for a Europe beyond nationalism and dividing lines.

Vienna, May 2013

Alois Ecker

INTRODUCTION

Alois Ecker

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.

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).

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':

"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.

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)

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 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

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.

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

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 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

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). Kulturosoziologie. 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 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.

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 fundaments 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 Civic and History 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 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 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

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’.

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).

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.

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

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

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)

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?

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.

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.

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 fundaments, 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

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.

standards of teacher training in history and citizenship education in Europe was therefore extremely relevant.

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

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)

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.

A forth set of question 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 as 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.

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

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 rational underlying the structure of curricula in teacher education may differs quite substantially from the rational of studies for educating a researcher, e.g. a historian, a social scientist. However, the differences have not been discussed in-depth so far.

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.

STUDY AIMS, ORGANISATION AND METHODOLOGY

Alois Ecker

Aims of the Study

The study group aims at providing a comparative European survey of 33 countries of the European Higher Education Area on structures, concepts and standards of assessment, tutorial systems and teacher education for (trainee) teachers of school subjects “History”, “Civic and/or Citizenship Education”, “Politics”, “Social Studies” and “Cultural Studies”. An overall view on teacher education for these subjects on a European level did not exist so far.

The study group also aims at investigating the conditions for and practices of developing key-skills and competencies of trainee teachers, which, in the near future, are expected themselves to promote European citizenship, respect for human rights and democracy, the rule of law, tolerance and respect for other people and cultures. It also aims at identifying concepts following the framework of the European Council and the European Commission ‘for European cooperation in education and training (ET 2020).

On the basis of this investigation and systematic research, the study group aims at contributing to the quality improvement of curricula and training concepts for teacher education in the subjects of political education of the future European citizens.

The study addresses primarily the ‘community of practice’ of

- history teacher training institutions (universities, teacher training colleges, academies and institutions, teacher seminars, etc.) in Europe.
- educational researchers
- , policy makers, international education institutions, ministries of education in the European countries
- curriculum planners,
- teacher trainers and teachers

working in the field of History, Civic and Citizenship Education, Social Studies, Politics as well as in Cultural Studies.

Beyond this specific group of experts, the study addresses the wider community of

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

With the results presented in this study it hopes

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

Organisation and methodology of the comparative study

Comparative and/or international educational research

In our theoretical and methodological conception of the study we followed a ‘comparative’ approach. We have developed a standardized questionnaire for all the participating institutions, which was filled in by institutions and/or by countries. The data we have got from the individual institutions – or, for more general items, for the individual countries – were then compared and analysed systematically by a team of researchers on a European level. From the political goal of the EU Life-Long-Learning Programme (Transversal Programme KA1SCR - Policy Cooperation and Innovation), the study might be related as well to the field of ‘international educational research’. In this interrelated understanding between ‘comparative’ and ‘international’ we are in line with the reflections of other scholars in the field like James Arthur et al. (2008) and David Kerr (2012). Although there was no direct connection between the ICCS study²³ and our study, we can underline what David Kerr just published recently:

“Comparative and international perspectives are, in fact, two interrelated, multidisciplinary fields of educational theory and research. They attract researchers, policy-makers, stakeholders and practitioners from a range of disciplines including education, political science, sociology, economics, social sciences, history and psychology, among others. There is ‘comparative’ and alongside it ‘international’ education. The leading scholars who work in both fields state that the main distinction, though it remains fluid, is that comparative includes ‘the more academic, analytic, and scientific aspects of the field, while international is related to cooperation, understanding and exchange of elements’ (Rust, 2002). Or put another way ‘while comparative education advances our understanding of education through comparative research, international education as an endeavour is normative; it helps develop attitudes of tolerance and understanding of different cultures’ (Eppstein, 1994).

Put simply, ‘comparative’ entails the study of more than one unit of comparison. Given that the field developed when the nation-state was prominent, the nation-state/national education system has been the primary unit of study and comparison. However, in recent times the interpretation has broadened

²³ Kerr, D., Sturman, L., Schulz, W. & Burge, B. (2010). ICCS 2009 European Report. Civic knowledge, attitudes, and engagement among lower-secondary student in 24 European countries. Amsterdam: IEA; Schulz, W., Ainley, J., Fraillon, J., Kerr, D. & Losito, B. (2010). Initial Findings from the IEA. International Civic and Citizenship Education Study. Amsterdam: IEA; Schulz, W., Ainley, J., Fraillon, J., Kerr, D. & Losito, B. (2010). ICCS 2009 International Report: Civic knowledge, attitudes, and engagement among lower secondary school students in 38 countries. Amsterdam: IEA.

with some researchers insisting that the unit can also mean samples from different cultures and/or samples from at least two different points in time.

Meanwhile, ‘international’ involves the advancement of international understanding more generally, as well as specifically in relation to education. It has been characterised by a tradition of promoting humanitarian principles and seeking to bring improvement. Those involved in international education have long had a concern about promoting human rights and the principles of equality, equity and justice.

In reality, the fields of comparative and international education have become increasingly interlinked. This process has accelerated in the last two decades with the desire of policy-makers and researchers to explore and better understand the implications of globalisation for education. [...]

The upshot of these developments is that the impact of globalisation on society and education has succeeded in opening up new areas and topics for research and investigation and brought increasing comparative and international perspectives in those areas. One of these new areas is civic and citizenship education.”²⁴

Research plan and its realisation

The CHE-project started early in 2010 and was based on a three-fold research plan:

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

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

²⁴ Kerr, D. (2012) Comparative and international perspectives on citizenship education, in: Arthur, J. And Cremin, H. (Eds.) Debates on Citizenship Education, London, NY: Routledge, pp. 17.

Between May 2010 and March 2012, based on the standardized questionnaire, the partners and experts organized investigation in their individual countries in order to answer the questions. Each of the partners developed research strategies following the concrete structures of teacher education responding to the available data to be able to answer the questions as accurate as possible. Detailed set of questions were answered by all the participating research institutions on: the models of training, the institutional and the legal framework, the organisation of full study programmes, the aims, the theoretical basement, the architecture and the content of curricula, the concepts of subject education, of general didactics and of subject didactics, the methodology of the practical training and of induction, as well as the forms of assessment and of tutorial systems in teacher education of the CHE-subjects.

Results were fed back to the Vienna based research team. An electronic database on more than 340 items was created by the Vienna team in order to analyze and to compare the collected data systematically. A draft of the comparative study was prepared by the Vienna team, presented at the second meeting, fine-tuned and then presented and discussed again at the final conference of the project.

During this period of research, four thematic groups worked in addition on relevant topics such as, “The interdisciplinary relation between history and citizenship education”, “The professional development of trainees”, “The training for media analysis and media literacy” and “conflict prevention and conflict analysis by history and citizenship education”. The working groups had been composed at the first meeting following the principles of a widespread regional diversity and representing different models of teacher education. After intense and in-depth discussions these groups produced case studies on the above mentioned topics which were included in the final report.

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

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

The Vienna team analysed the country reports and gave feed back to the experts in the field. First results of the analysis of country reports were presented at the second expert meeting (25 to 28 May 2011) and a tentative structure for the final analysis of data was presented and discussed with the participants.

The three general expert meetings took place in Vienna, Austria, the first from 3-6 March 2010; the second meeting, from 25-28 February 2011 and the third meeting from 30 May – 2 June 2012. Additional preparatory meetings were organised with the project group (chairs of the thematic working groups, consultants, general rapporteur and evaluator) in Vienna, Austria, from 23-24 February 2011 and from 22-23 February 2012.

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

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

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

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

Central questions of the comparative study

Our study investigates the structures and standards that apply to the initial education of students who want to become teachers in one or several CHE-subjects as well as to the institutions where they are trained.

Regarding the initial education for these teachers, the study focuses on two social fields of investigation: first, the organisational dimension of teacher education as a relevant factor in training, covering training institutions and the legal framework for the organisation of study programmes, and second, the personnel dimension of the teachers’ education as proposed by the teacher education programmes, dealing with subject oriented knowledge and skills as well as skills in methodology of teaching, and key competences such as digital competence, social and civic competence, teamwork, sense of initiative and entrepreneurship and cultural awareness and expression.

We may relate these two fields to the general dimension of innovation in school. On the one hand, we were interested in issues of organisational development, or the development of communication and coordination structures in initial teacher education. On the other hand, we looked at *personnel* development, or the development of qualifications, knowledge and skills of the “social subjects”, and at the actors involved in this social system: the trainers and the students.

As regards the *organisational dimension*, we were interested in the following questions:

- What are the organisational standards in teacher education?
- What are the standards of communication and cooperation in and among training institutions?
- What are the standards of communication and teamwork within training structures and training models?

On a more normative level and in the context of current efforts to put teaching in the CHE-subjects on a more professional basis, the questions we sought to answer were: Do training structures and learning environments provide opportunities to acquire and improve the key competences which student teachers need to develop in order to be successful as (future) CHE-teachers? Do teacher training structures foster competences like multiperspectivity, sensibility for multicultural aspects, minority and gender issues? Do teacher training structures foster international mobility of CHE-teacher trainees?

These questions are also connected with the institutional dimension of teacher training. We think that this dimension will actually exert the biggest influence on future forms of teacher behaviour. Therefore, we might even claim that institutional rules form the “hidden standards” of initial teacher training.


Regarding the *people* involved in ITT, we were interested in the following questions:

- What are the standards of personal training during initial teacher education?
- Is there a professional profile for subject teachers that could serve as a basis for planning and designing training courses?
- What academic and didactic competences do trainees have to acquire during their studies?
- What opportunities are provided in teacher education to foster complex analytic and reflective learning processes?
- Are learning structures organised in a way that allows trainees to relate theoretical concepts to their individual practical experience?
- What assumptions regarding the awareness of becoming a socially responsible citizen form the basis of the teacher education concepts?

The Standardised Questionnaire

At the start of the project, a 250-page questionnaire has been developed to collect relevant data on initial education for teachers of the CHE-subjects in the participating countries. Reflections that formed the rationale of the questions were as follows:

- Teacher education has become a task of tertiary education – we have to involve the relevant institutions, especially the universities, to care for and to invest in teacher education.
- Quality improvement and professionalisation of teacher education in the CHE-subjects demands research based information on various levels: the institutional structures, the conception of curricula, the content and the methodology of teacher training.

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- The project should collect data on teacher education which will form several databases also for future studies on teacher education of the ‘CHE-subjects: training institutions, forms and concepts of training, content and methodology described in curricula, emphasis on basic concepts and key-competences of historio-political education.
- The ICCS study produced data on knowledge and competencies in the field of politics, citizenship of students at schools, the CHE project will provide the data for teacher education in the field.
- The European Commission as well as relevant international education organisations are interested in an evidence based policy paper - the questionnaire should therefore form the data background for this paper.

The Questionnaire – general conception

Structure of the questionnaire

The contributors - Guidelines – Glossary

Part 1: General information on the CHE-subjects in school and the relevant teacher education in the individual countries

Chapter A.

1. General information on number and type of study programmes
2. Statistical data: students, trainee teachers, general as well as detailed questions for the individual subjects: History, Civic/Citizenship education, Social Studies, Politics, Cultural Studies.
3. Female students, detailed questions for the individual subjects (as above).

Chapter B

1. General information on teacher training institutions: institutions involved, proportion of students attached.
2. Information on relevant teacher training institutions in the CHE-subjects -> to form a DATABASE on teacher training institutions, specification of TE institutions per subject.
3. The organisation and structure of teacher education – general information on study programmes, relation to Eurydice database (making the data comparable and feed them into the European database): models of training, length of studies, time for professional training, (structure of) the induction phase.
4. Entry requirements, forms of selection procedures, forms of assessment, Certification systems; Career models for subject teachers.
5. Forms of tutoring, mentoring, team orientation.

Chapter C


The teaching of the CHE-subjects in primary and secondary school – general information

1. The historio-political subjects and their place in the school curricula: individual, compulsory – optional subjects; hours taught per week; relation to other subjects in the field.
2. The subject teacher in school: Statistics, number of subject teachers: total, in different school levels, male – female; employment, certification status, future developments.

Part 2

Exploring the field of full study programmes of teacher education for subjects history, citizenship education, social studies, politics, cultural studies by analysis of selected study programmes.

Chapter D

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1. General information on the structure and the organization of concrete full study programmes in one of the CHE-subjects, selected for in-depth analysis (proposed were, per country/federal state: max. 2 study programmes for TE of subject ‘history’, max. 2 study programmes for subject ‘citizenship education’, and, as appropriate, 1 study programme for ‘social studies’, 1 for ‘politics’, 1 for ‘cultural studies’.

- Legal framework, (national) guidelines, (national, regional, local) coordination of curricula;
- Interdisciplinary coordination of curricula as concerns aims, content, methodology, recognition of credits;
- Date of the study programme;
- Impact of the Bologna-process;
- Architecture/Organisation plan of the full study programme: single subject, major – minor model, combinations;
- Summaries and/or full text of the curricula, to be fed into a -> DATABASE on Teacher education curricula in the investigated countries / teacher training institutions.

2. Theoretical and conceptual basement of the concrete curriculum.

3. Aims of the concrete teacher education curriculum.

4. Proportion of courses in subject, subject didactics, general didactics, practical training during the entire time of initial teacher education (including induction phase).

Chapter E – L:

The content and methodology in detail, as described in the concrete curriculum and/or in recommendations and commentaries to this curriculum:

E: Full study programme “History 1”

1. Content and methodology of subject courses: (name and type, ECTS, status in the curriculum, short description of content); concepts and theories forming the basement of this part of curriculum; coordination of courses on the level of content/subject knowledge.

2. Content and methodology of subject didactics courses: (name and type, ECTS, status in the curriculum, short description of content); concepts and theories forming the basement of this part of curriculum; coordination of courses on the level of content/subject knowledge.

3. Content and methodology of courses of general didactics/pedagogics: (name and type, ECTS, status in the curriculum, short description of content); concepts and theories forming the basement of this part of curriculum; coordination of courses on the level of content/subject knowledge.

4. Forms, Content and methodology of practical training: (name and type, ECTS, status in the curriculum, short description of content); concepts and theories forming the basement of this part of curriculum; coordination of courses on the level of content/subject knowledge.

5. Discussion of specific approaches, aspects and goals in the relevant curriculum (see below).

6. Didactic organisation of courses (lecture, research seminar, workshop, project work, blended learning, distance learning).

Scale of professional training during the whole period of TE in the concrete programme (teamwork, key-qualifications, interdisciplinary cooperation, interactive teaching, monitoring, use of media and ICT).

Specific analytic items for the Curricula:

E. “History 1”, and F “History 2”:

- Proportion of local, regional, national, European, World history;
- Proportion of political, social, economic, global, cultural history;
- Aspects in the conception and/or the teaching of the subject: e.g. chronology, historical thinking, multiperspectivity, gender history, historical narratives, historical consciousness;
- Aspects of civic/citizenship education in the curriculum “History 1 (2)”.

G. “Civic/Citizenship education 1” and H “Civic/Citizenship education 2”:

- Political literacy, civic education – citizenship education, HRE, intercultural education, conflict resolution/management;
- Training skills for active citizenship, global development and responsibility;
- Civil society: NGOs and pressure groups, environment, solidarity, self-confidence, critical thinking;
- Training skills in sociological methodology (action research, de-/constructing narratives, film analysis ...);
- Aspects of historical literacy in the curriculum “Civic education 1 (2)”.

J. Specific analytic items in the curriculum “Social Studies”

- identity of the social subject, social institutions, youth – peers’ life, labour and labour market;
- community, health care, distribution of goods and services;
- economic decisions and accountability, migration;
- crime prevention;
- civic institutions.

K. Specific analytic items in the curriculum “Politics”

- Elections, militarized conflicts, dictatorship, civil conflicts, wars;
- Social, cultural, linguistic diversity
- Local governance, science and technology in interaction with society;
- Gender equality.

L. Specific analytic items in the curriculum “Cultural Studies”

- Construction of values, beliefs, differing social perspectives
- Every-day-life, ways of living/Life-style;
- Festivity, literature, language, art, artefacts, music.

The sample of investigation

As agreed with all the contributors working on the standardised questionnaire, if not stated otherwise, all descriptive data given in this survey on structures and standards of initial teacher education (e.g. content of curricula, aims, theoretical basements, professional profile, assessment or tutorial structures) refer to the study year/school year 2009/10. In these cases the agreed deadline for data was 31st July 2010.

As for statistical data, following the OECD indicators, the data refer to the year 2009.

Statistics

In the year 2010 a total number of 93,088.000 pupils and students were enrolled in primary, secondary and tertiary education (ISCED 1 to 6, not including ISCED 0) in the 27 countries of the European Union²⁵. Of them a number of 19,846.588 were enrolled as students in tertiary education (ISCED 5 + 6).

If we consider the wider space of the European Higher Education Area, which also includes students of the Russian Federation (~ 10 mio.), Turkey (~ 3 mio.) and Ukraine (~ 2,7 mio.) as well as students from countries in East- und South-East Europe, over 40 million students were enrolled in tertiary education in the year 2008/09²⁶.

Table 1: The European Higher Education Area: Number of students enrolled in tertiary education by ISCED level, 2008/09²⁷

²⁵ Eurostat 2010, http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/search_database (27/07/2012)


²⁶ EACEA/Eurydice/Eurostat/Eurostudent (Eds.) (2012) The European Higher Education Area in 2012: Bologna Process Implementation Report, Brussels: Eurydice, p. 19; see also http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/138EN.pdf (27/07/2012)

²⁷ Ibid. p.19, source adapted for printing by the CHE-project team.

| Number | RU | TR | UA | DE | UK | FR | PL | IT | ES | RO | NL | BE | SE |
|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|--------|--------|--------|
| TOTAL | 9909160 | 2924281 | 2798693 | 2438600 | 2415222 | 2172855 | 2149998 | 2011713 | 1800834 | 1098188 | 618502 | 425219 | 422580 |
| ISCED 5A | 7513119 | 2013638 | 2364541 | 1998060 | 1806862 | 1548740 | 2096200 | 1966014 | 1472132 | 1069723 | 609868 | 205507 | 377191 |
| ISCED 5B | 2244125 | 874697 | 399332 | 440540 | 526667 | 552397 | 21304 | 6300 | 251491 | 573 | 885 | 207207 | 25478 |
| ISCED 6 | 151916 | 35946 | 34820 | : | 81693 | 71718 | 32494 | 39399 | 77211 | 27892 | 7749 | 12505 | 19911 |
| Number | CZ | HU | PT | AT | FI | BG | AL | SK | DK | CH | NO | LT | IE |
| TOTAL | 417573 | 397679 | 373002 | 308150 | 296691 | 274247 | 242590 | 234997 | 234574 | 233488 | 219282 | 210744 | 182609 |
| ISCED 5A | 360029 | 358445 | 357325 | 258519 | 275777 | 242574 | 223032 | 222519 | 198786 | 165680 | 211095 | 146422 | 126794 |
| ISCED 5B | 32638 | 32323 | 398 | 31160 | 122 | 27724 | 17450 | 2061 | 28725 | 48732 | 1258 | 61383 | 48494 |
| ISCED 6 | 24906 | 6911 | 15279 | 18471 | 20792 | 3949 | 2108 | 10417 | 7063 | 19076 | 6929 | 2939 | 7321 |
| Number | AZ | AM | HR | MD | LV | SI | EE | MK | CY | IS | MT | LI | |
| TOTAL | 180276 | 154639 | 139069 | 135147 | 125360 | 114391 | 68399 | 65200 | 30986 | 16919 | 10352 | 754 | |
| ISCED 5A | 142903 | 121444 | 92230 | 116084 | 102211 | 76318 | 42915 | 62836 | 17451 | 16312 | 9650 | 724 | |
| ISCED 5B | 35644 | 31803 | 43737 | 17205 | 21124 | 36079 | 23019 | 2135 | 13092 | 325 | 628 | : | |
| ISCED 6 | 1729 | 1392 | 3102 | 1858 | 2025 | 1994 | 2465 | 229 | 443 | 282 | 74 | 30 | |

Notes: Reference year for Albania is 2009/10.

Source: Eurostat, UOE and additional collection for the other EHEA countries.

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In the CHE-study we were able to include data from 33 of the 47 countries in the European Higher Education Area.

We investigated the situation of teacher education for the CHE-subjects

- ... in 20 member states of the European Union ...

Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Estonia, Finland, France, Germany²⁸, Hungary, Italy, Malta, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, United Kingdom (England/Wales)

- ... 5 candidate countries ...

Croatia, FYROM/Macedonia, Montenegro, Serbia, Turkey

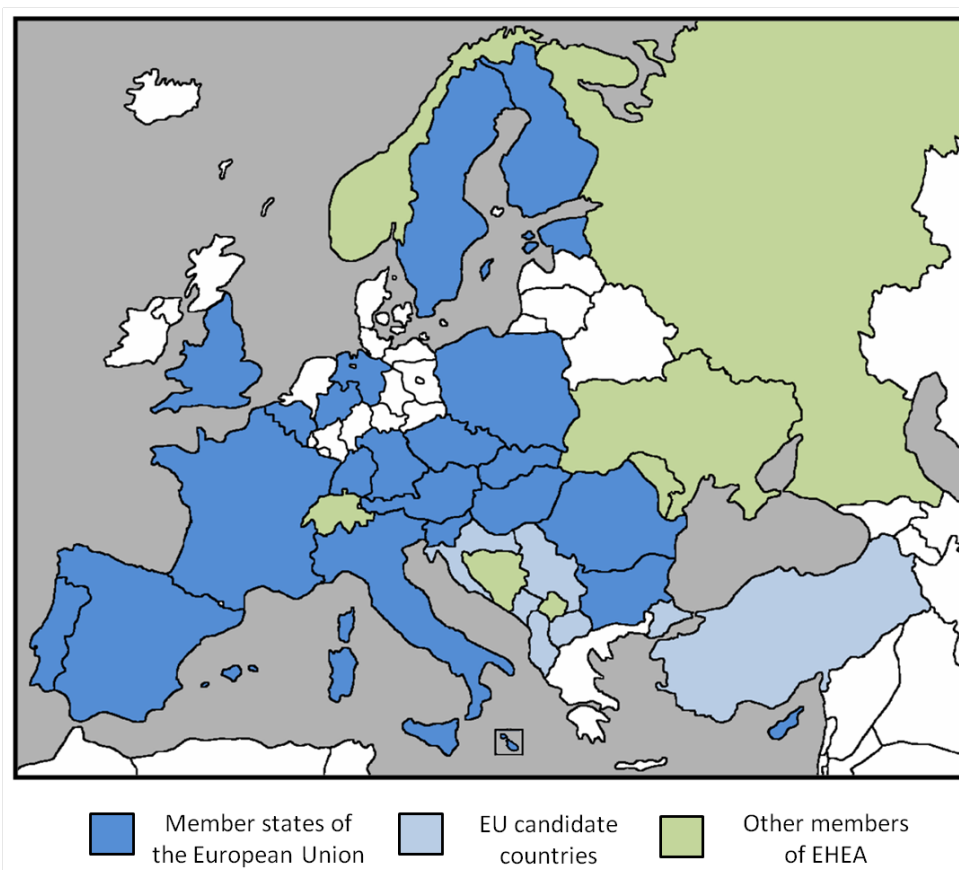
- ...and 8 countries from Central-, North-, East- und South-East Europe:

Albania, Bosnia and Herzegovina, Kosovo²⁹, Moldova, Norway, Russian Federation, Switzerland and Ukraine.

Chart 1: The 33 European countries involved in the comparative study

²⁸ To get a representative approach to the diversified educational system in Germany 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).

²⁹ 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.



More than 3,30 million students in our sample of the 33 countries in the EHEA or approx. 8,25 % of all students were trainee teachers. This means that more than 3 million students in one of the 33 European countries followed studies on a tertiary level to become a teacher either for primary or for secondary education in the year 2009/10.

As concerns trainee teachers in CHE-subjects we got data for our sample of around 150 000 students who were enrolled as trainee teachers of the CHE subjects (~ 0,7% of the EU countries, ~0,39% of the EHEA).

Compared to the overall number of students in tertiary education in Europe our study focuses on a small segment of tertiary education. On the other hand it tackles an important subject: The learning and teaching about history, civic education and the other CHE-subjects, which means: the study on information, knowledge, methodology and reflection about political, social, economic and cultural development of European societies.

Remarks on the context of investigation

As concerns the strategy of research we were astonished that again – as it was the case also in our previous studies – it seemed to be rather difficult for some countries to get exact data about the number of trainee teachers and especially the number of trainee teachers in subjects history, civic education, social studies etc.

These difficulties in getting exact statistical data can be taken as a general remark on the daily routine of organising teacher education: it still seems not too common in European countries

to relate discussion and planning about teacher education to empirical data, especially to the so called “exact data”, like statistics.

Increase or decrease of female students for the teacher’s job?

However, there was a growing number of countries who answered even to relatively special questions of statistics like (A3.1.1-6): whether there has been an increase in female trainee teachers during the last five years in general, and who specified their answers for all the teacher education subjects under discussion.

As to the analysis for this question: Compared to the previous study, there was a smaller number of the countries which reported YES to the question whether there had been an increase in female students in general: Among them were Albania, Bosnia and Herzegovina, Cyprus, Estonia, Hungary, Macedonia, Malta, Moldova, Montenegro and Turkey.

Other countries reported, that there had been NO increase during the last 5 years in general; or they were even describing a significant decrease of female students in teacher education in general. This was the case with Austria, Belgium, the Czech Republic, GE/BY, Portugal, Slovakia, Slovenia, Sweden, Switzerland, Ukraine and UK/EW.

But for the individual subjects, the situation can be different: For subject ‘history’³⁰ for example, Austria and GE/NI reported an increase in female students, opposite to the general trend. On the other hand Estonia and Turkey reported a decrease of female students, which was again opposite to the general trend. In GE/BW there was an increase of female students for subject ‘history’ at universities, but a decrease for this subject at pedagogical universities. In Hungary there was a decrease of female students of ‘history’ at colleges for higher education, while the subject ‘history’ at universities was with the general trend.

With these first details from our analysis we will switch to the presentation of selected results of the CHE-study:

³⁰ In this study, if not stated otherwise, the denomination for a concrete ‘subject’ always refers to the *subject of teacher education*. When describing a ‘subject’ which is being taught at university within a study programme for becoming a researcher, this is specified as an ‘academic subject’, or, when being taught as a subject in primary or secondary education, it is specified as the ‘school subject’.

RESULTS OF THE COMPARATIVE STUDY

Alois Ecker

As educators in the field of Civic and History Education (CHE)³¹ 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

³¹ 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.

pupils' competences to operate with such knowledge in a basic historical sense, were not sufficiently brought to the pupils' mind³².

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 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?"³³

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 Kingdom³⁴, 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

³² „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.

³³ 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.

³⁴ Keating, Jenny and Sheldon, Nicola (2012) as above, p.12.

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 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 schools³⁵.

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

³⁵ 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.

| | 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 | |

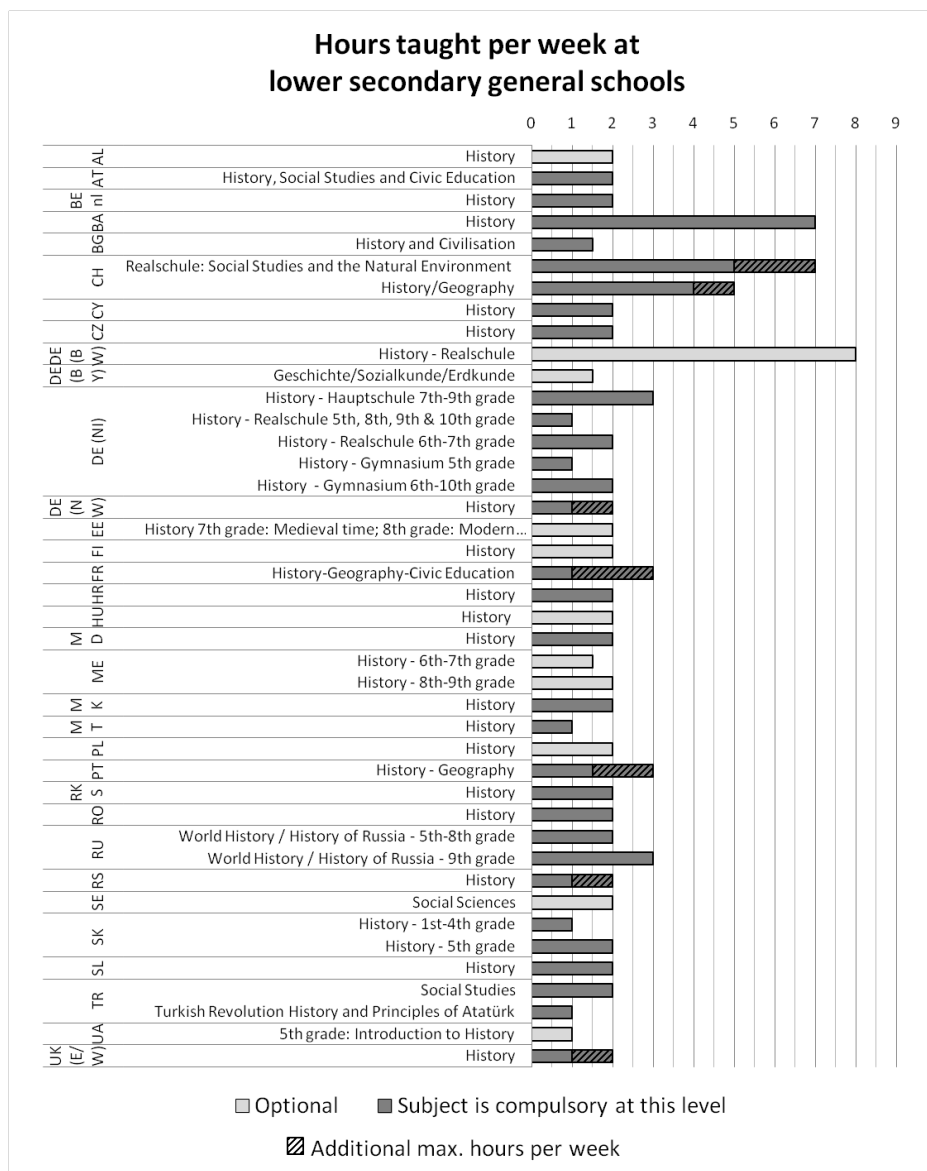
From our survey of the 33 countries we can say, that the school subject ‘history’ is taught as an ‘individual (separate) subject’ (C1.1³⁶) in almost all countries of Europe at lower and upper secondary general school as well as in many upper secondary vocational schools. In a number of countries, especially 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:

³⁶ 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.



In lower secondary general education (ISCED 2) in the second half of the 20th century the school subject 'history' had a stable place as a compulsory subject with an average of 2 hours taught per week. This was still the case for two third of the European countries of our survey in the year 2009/10. However, in Albania, in some Federal states (BW, BY) of Germany, in Estonia, Finland, Hungary, Montenegro, Poland and Ukraine, 'history' had been an optional subject in lower secondary general schools in the year 2009/10.

The amount of hours taught per week was

- less (BG 1,5; DE/NI [partly] 1; MT 1; SK [1st – 4th grade] 1; TR 1; UA 1; UK 1 [+1 optional]);
- or more (BA up to 7; CH 4 – 7; DE/BW [Realschule] 8; DE/NI [Hauptschule 7th – 9th grade] 3; RU [9th grade] 3)

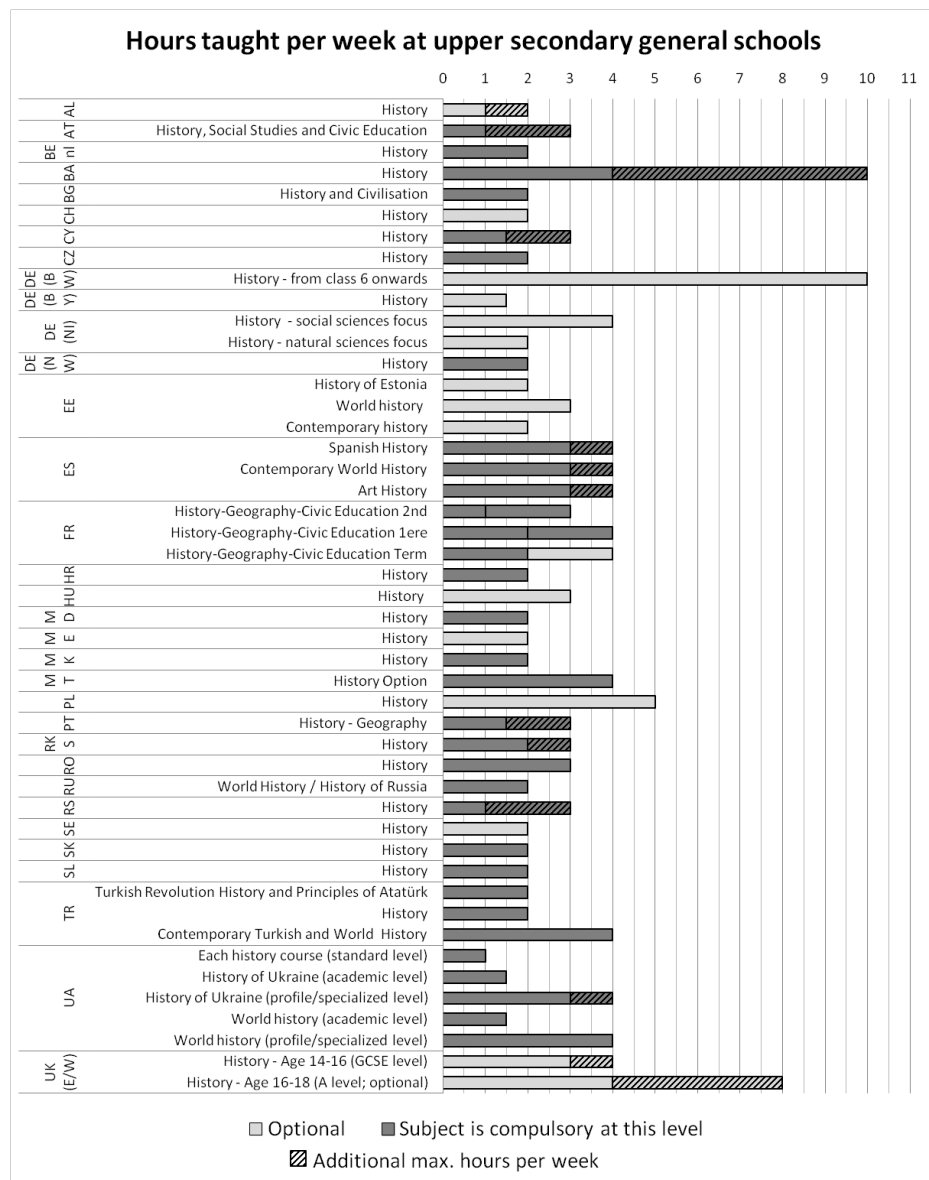
than the two hours per week.

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, to 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), Kosovo³⁷ (<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]" (Austria, GE/Ni, Sweden, Switzerland), "Nature and Society" (Montenegro, Serbia) or "Homeland Studies" (Czech Republic).

³⁷ 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.

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 [lsg³⁸]). 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

³⁸ [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.”³⁹

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

³⁹ 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’⁴⁰). 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.

⁴⁰ 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).

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 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)

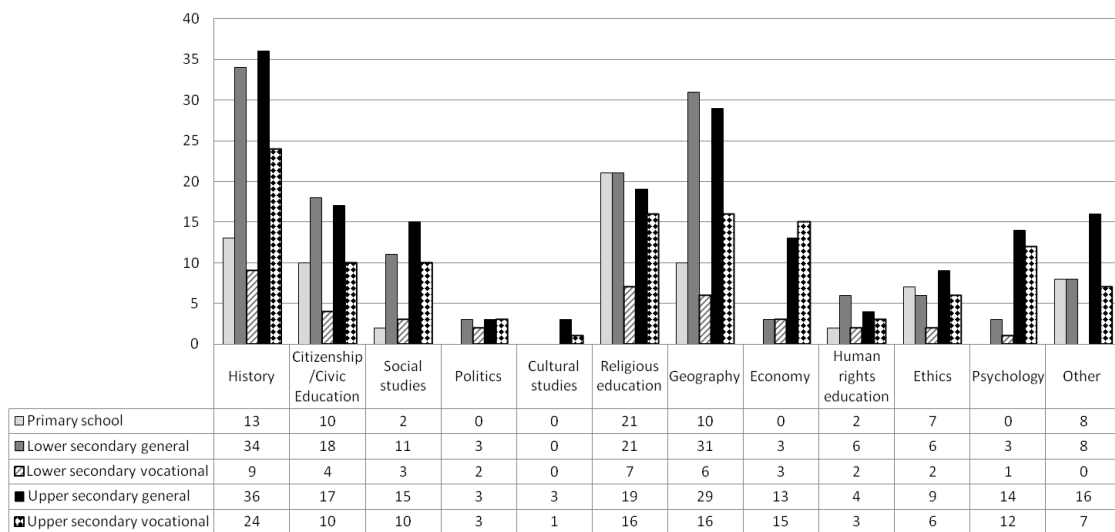
| | Cultural Studies | | | | |
|----|------------------|-------------------------|----------------------------|-------------------------|----------------------------|
| | Primary school | Lower secondary general | Lower secondary vocational | Upper secondary general | Upper secondary vocational |
| PL | | | | 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.”⁴¹


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 1997/98⁴². 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-subjects⁴³, 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.

⁴¹ Education, Audiovisual and Cultural Executive Agency (2012) Citizenship Education in Europe, Brussels, p.88.

⁴² 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

⁴³ 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.

| | | |
|---------|---|---|
| Doc 9.1 |  Lifelong Learning | Assessment, tutorial structures & initial teacher education of trainee students in the subjects Political/Civic Education, Social/Cultural Studies & History in Europe—a comparative study—ITTP, 2009-12025 |
|---------|---|---|

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 (primary⁴⁴ and) secondary schools. With the certification for the subject

⁴⁴ 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 well⁴⁵. 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 historiography⁴⁶.

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.

⁴⁵ Cf. Ecker (2003) Initial training for history teachers, pp.54.

⁴⁶ 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, Malta⁴⁷, Montenegro⁴⁸, Poland⁴⁹, 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, Germany⁵⁰, 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.

⁴⁷ 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.

⁴⁸ 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.

⁴⁹ 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’.

⁵⁰ 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 Austria⁵¹) 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 Gjirokastra⁵², 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 history⁵³ 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, ‘history⁵⁴’ 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 departments⁵⁵.

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’⁵⁶.

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

⁵¹ 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.

⁵² 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.

⁵³ 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.

⁵⁴ 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.

⁵⁵ www.ff.unsa.ba; www.ff.untz.ba; www.fhn.unmo.ba; www.fimo.ba; www.unibl.org/filozofski-fakultet; www.ffuis.edu.ba;

⁵⁶ 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)

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 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 ‘SLO⁵⁷’ 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 schools⁵⁸.

(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 Elbasan⁵⁹ 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’.

⁵⁷ 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).

⁵⁸ 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>.

⁵⁹ 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)

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 Herzegovina⁶⁰.

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-subjects⁶¹. 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 education⁶² 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: Belgium⁶³ 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

⁶⁰ 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

⁶¹ „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.

⁶² Goettlicher D. (ed.) (1999); National programme of Education for Human rights. First part: Preschool Education, Primary school, Secondary school;

⁶³ <http://soc.kuleuven.be/web/staticpage/1/61/nl/38>

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 Tirana⁶⁴ and Korça⁶⁵ (Albania). A PGCE for Social Studies 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’⁶⁶. 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.

64 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

65 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

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

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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 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

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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.“⁶⁷

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 training⁶⁸, 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;

⁶⁷ http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/ef0004_en (28/7/2012)

⁶⁸ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF> (28/7/2012)

(b) sustainable economic prosperity and employability, whilst promoting democratic values, social cohesion, active citizenship, and intercultural dialogue.“

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 Europe⁶⁹. 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 Europe⁷⁰ as well as the Council of Europe’s initiative on ‘Education for democratic citizenship’⁷¹ 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

⁶⁹ 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.

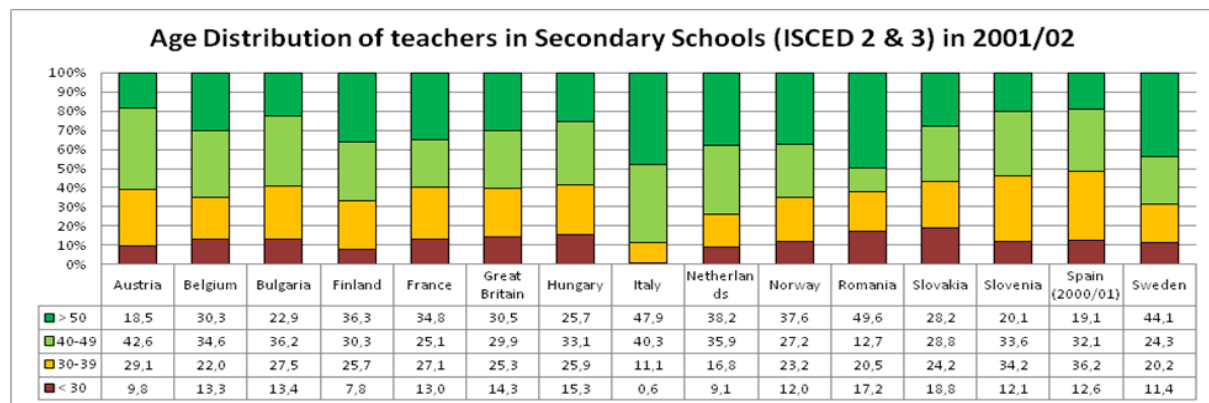
⁷⁰ Council of Europe, Committee of Ministers (2001). Recommendation Rec(2001)15 to member states on history teaching in twenty-first-century Europe (*Adopted by the Committee of Ministers on 31 October 2001 at the 771st meeting of the Ministers’ Deputies*) In: <https://wcd.coe.int/ViewDoc.jsp?Ref=Rec%282001%2915&Language=lanEnglish&Ver=original&Site=CM&BackColorInternet=9999CC&BackColorIntranet=FFBB55&BackColorLogged=FFAC75> (17/09/2012)

⁷¹ ‘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).

teacher education, there were plus 300% of students⁷² 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 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

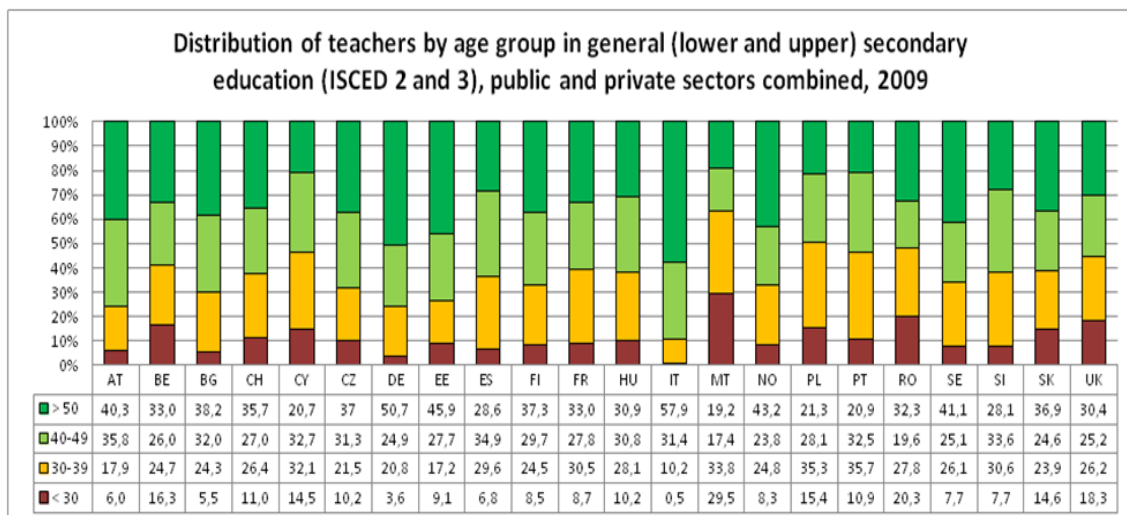


We can even talk of a “demographic turn” as concerns the generation of teachers in secondary schools. As can be seen from this table, around 20% of the teachers are going to retire within the next three to four years. And even more significant, another 30 – 35% will retire within the following years. 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 2009⁷³

⁷² 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.

⁷³ 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?

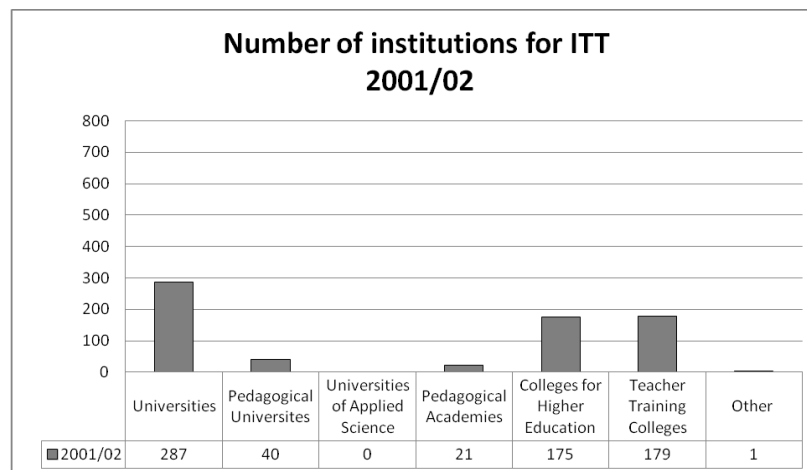
And we are encouraged to ask questions regarding necessary didactic and methodological skills of the next generation of history teachers: What didactic and methodological training will they need? What can be done by teacher training to make the new generation of history teachers enough self-confident 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.

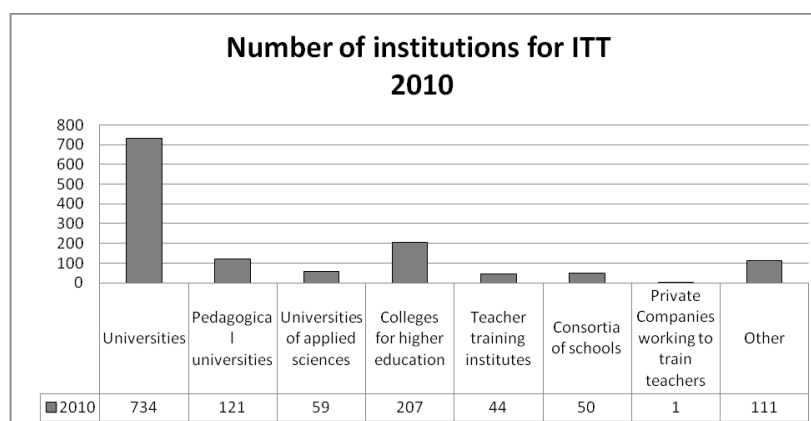
This trend is reflected in the next two surveys: The first table was produced with our previous study, dated in the study year 2001/02. It lists the sample of all institutions which were included in the European survey of 23 countries at that time:

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.

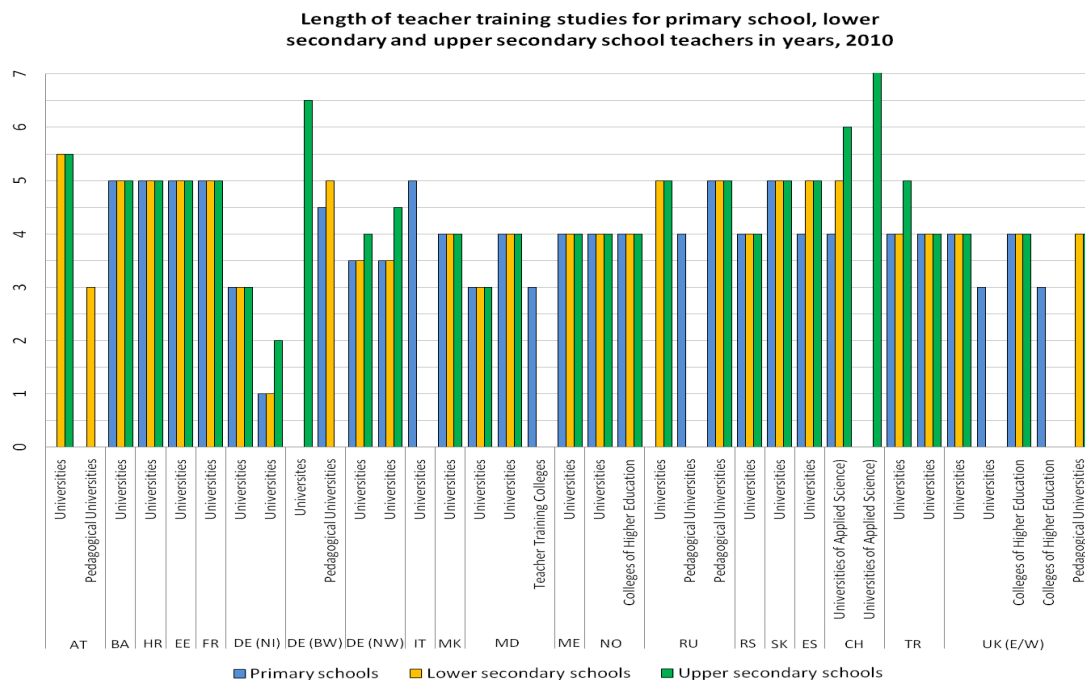
In most of the countries, this development went hand in hand with the general idea of the need to professionalization in teacher education on the one hand, and with the implementation of the European architecture of university organization, the so called Bologna-process, on the other hand. Since the 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.⁷⁴”

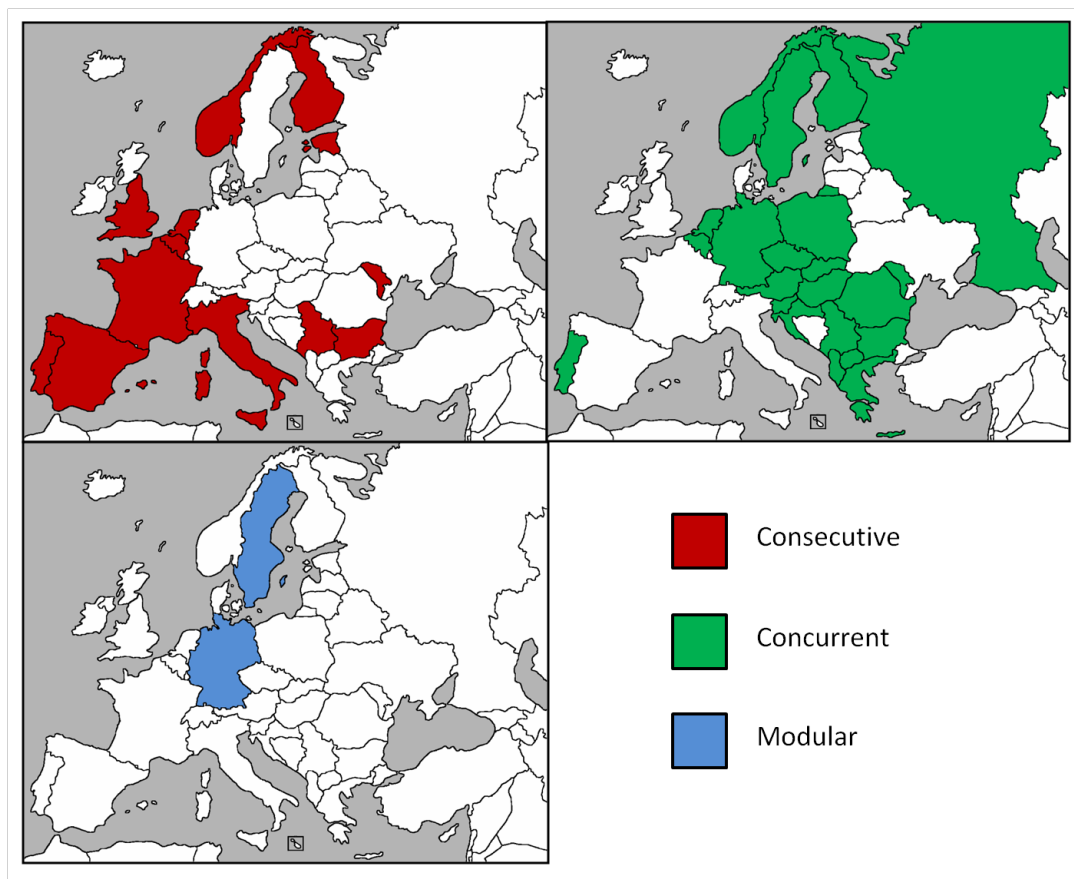
As concerns the comparison of these models for the situation of history teacher education, we stated in the pilot study (2003):

“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.⁷⁵”

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

⁷⁴ Eurydice (2009) Key data on education in Europe 2009, Brussels, p.149.

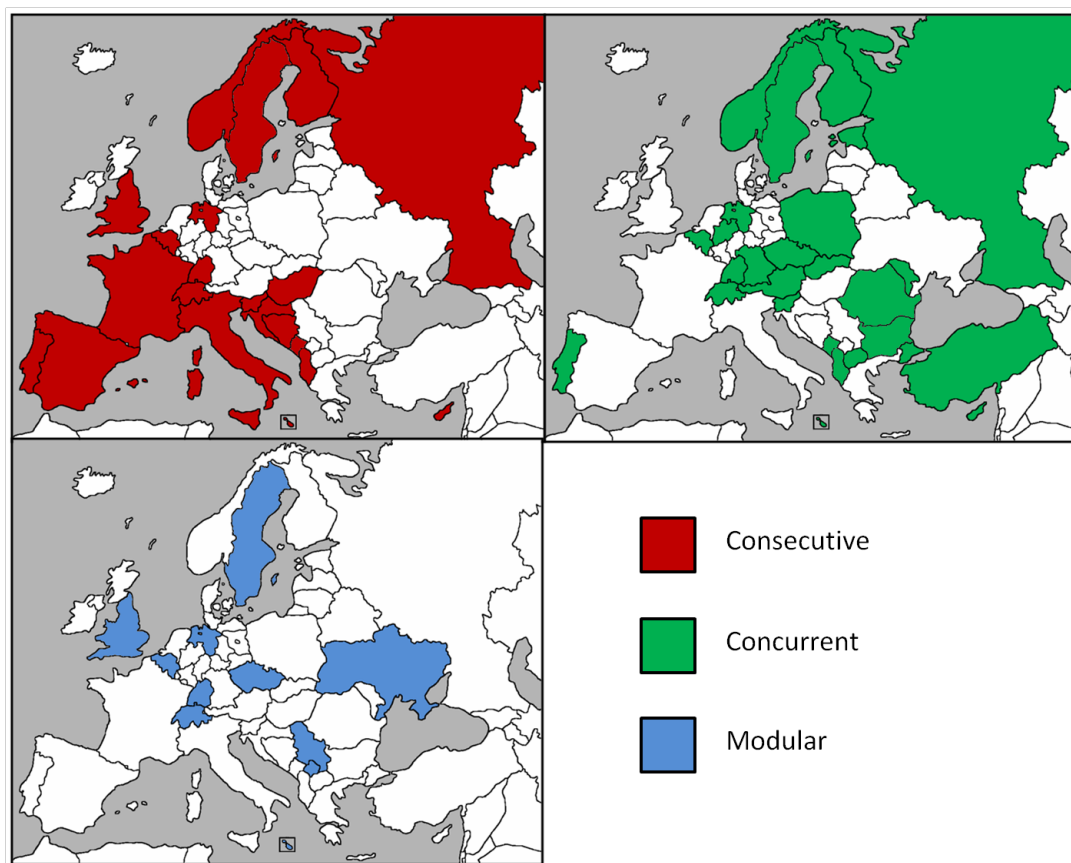
⁷⁵ Ecker, Alois (ed.) (2003), Initial training, p. 33.



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 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).

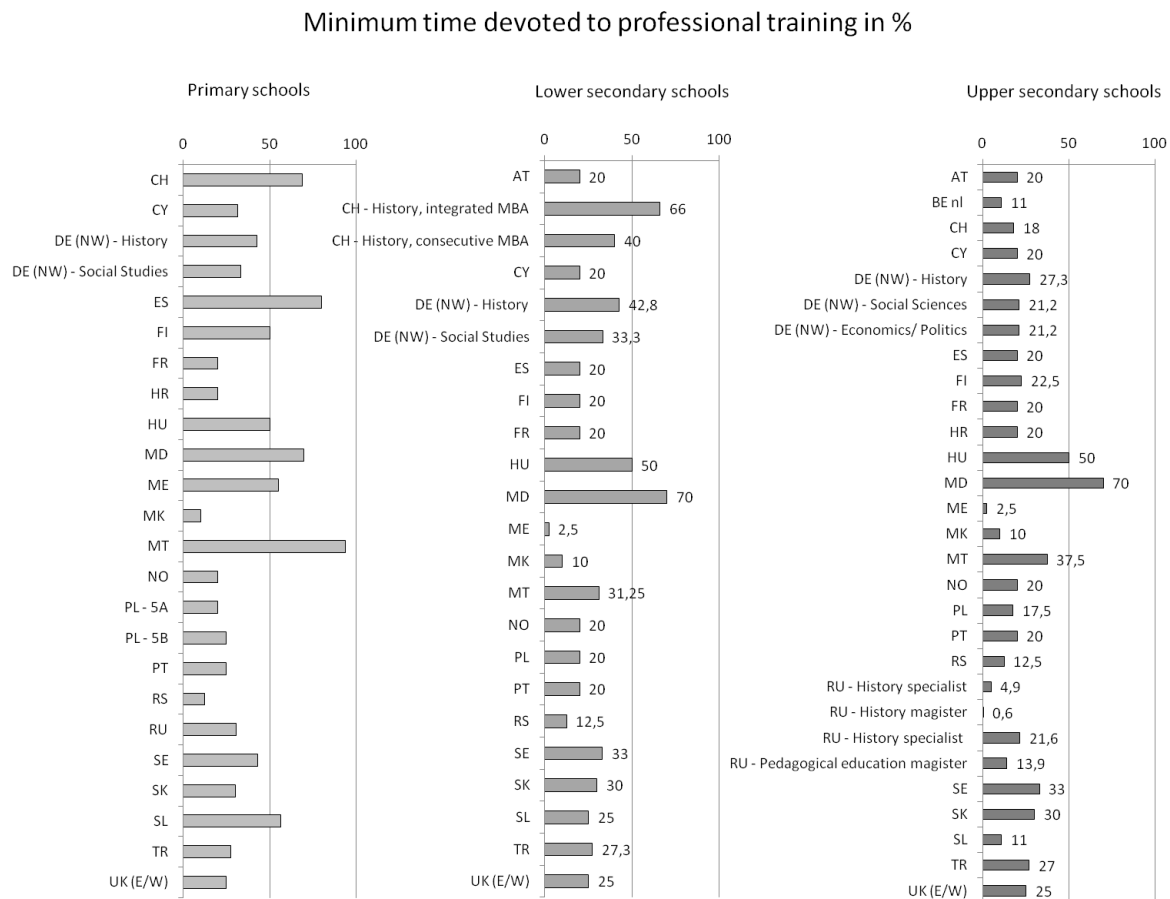
But we are not sure, whether this trend will continue: The question for the near future therefore is: Which responsibilities will be kept by the national state administration? Which responsibilities will be given to private/independent suppliers? And: Which responsibilities will be organized on the European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

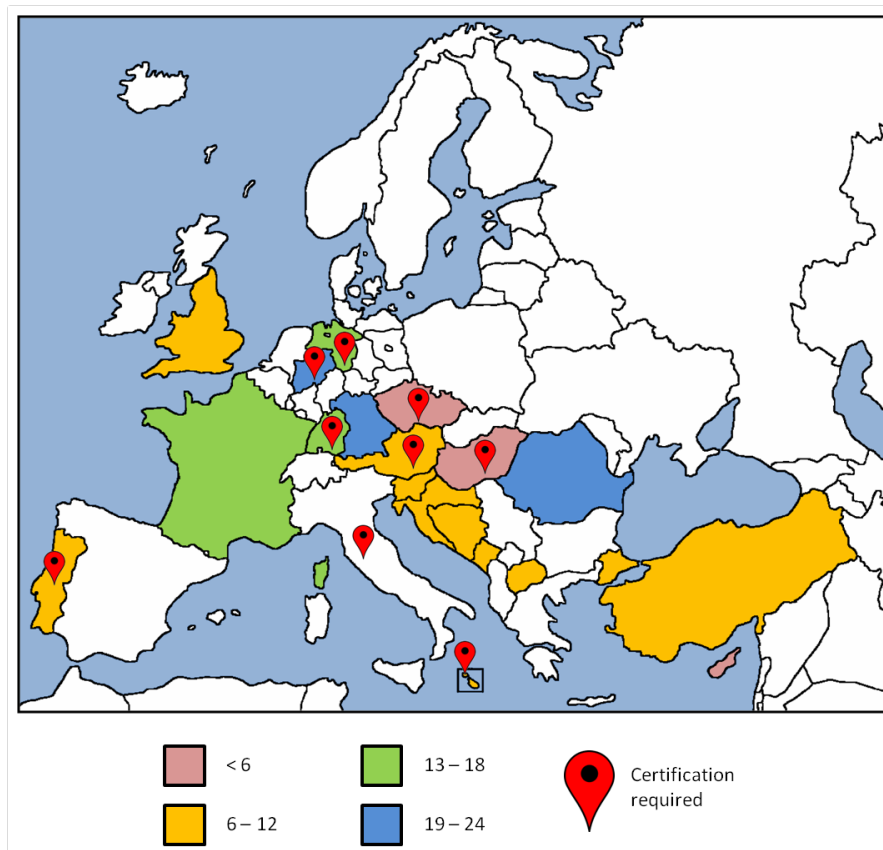
to the newly appointed trainee teachers a smaller amount of lessons to be taught per week, so that the trainee has sufficient time to prepare the lessons, to discuss the lesson plan before his/her teaching with a mentor teacher and to get feedback from the mentor after his practical experience. Furthermore, 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

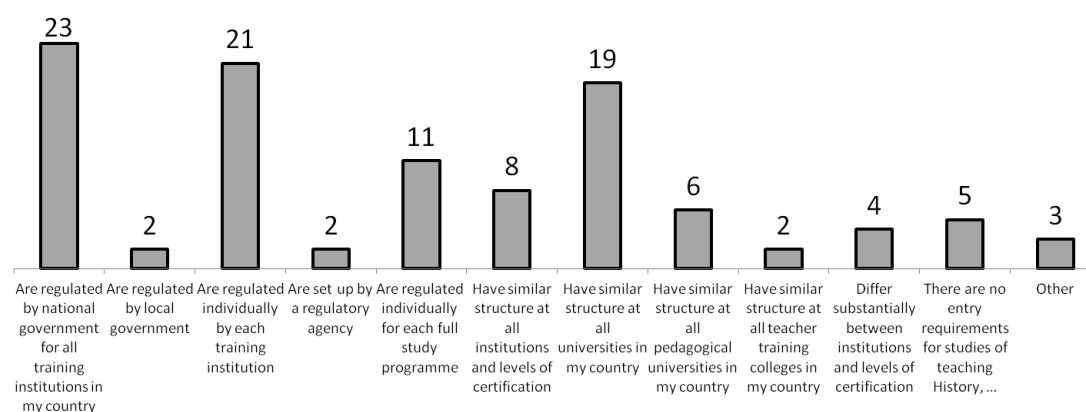
In the more general approach to structures of teacher education, we also wanted to know, which entry requirements, selection procedures, forms of assessment and procedures for getting a certification to teach a subject at a certain school level exist in the various countries.

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. Five countries reported that there are no entry requirements for studies of teacher education.

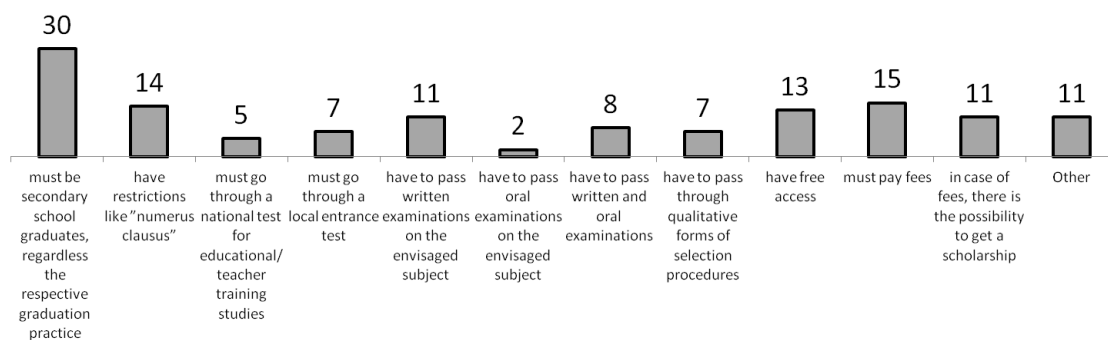
Table 19: Entry requirements for full study programmes of CHE-teacher education, general, year 2010



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

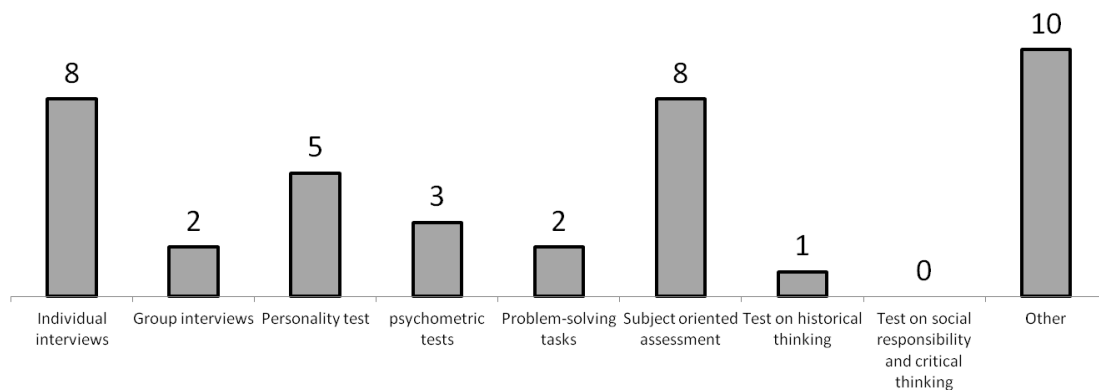


Selection procedures at the entrance of studies

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

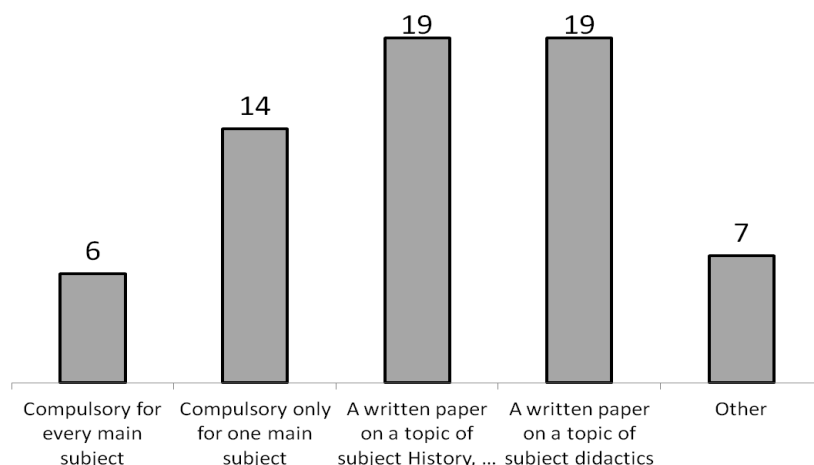


A few countries give strong attention to these selection procedures and thus have chosen a combination of different forms of assessment. This is the case with Finland, where there exists a combination of individual interview, group interview and subject oriented assessment to select the best candidates 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

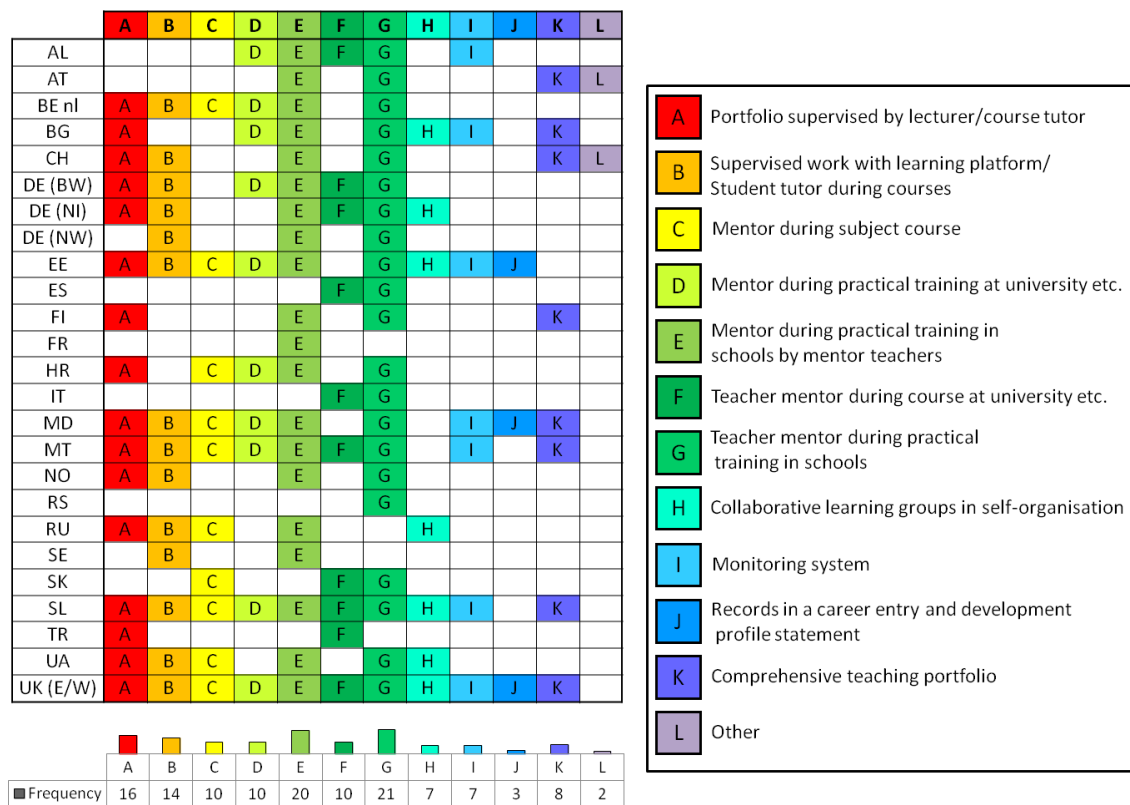
- a) graduation from BA- or MA-studies at universities or pedagogical universities (30)
- b) finishing the induction phase (15)
- c) meet the standards for the award of a qualified subject teacher (9)
- d) produce a teaching portfolio (6)
- e) pass a final appraisal by assessors, mentors or (chief) instructors (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).

| | | |
|---------|---|---|
| Doc 9.1 |  Lifelong Learning | Assessment, tutorial structures & initial teacher education of trainee students in the subjects Political/Civic Education, Social/Cultural Studies & History in Europe—a comparative study—ITTP, 2009-12025 |
|---------|---|---|

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.

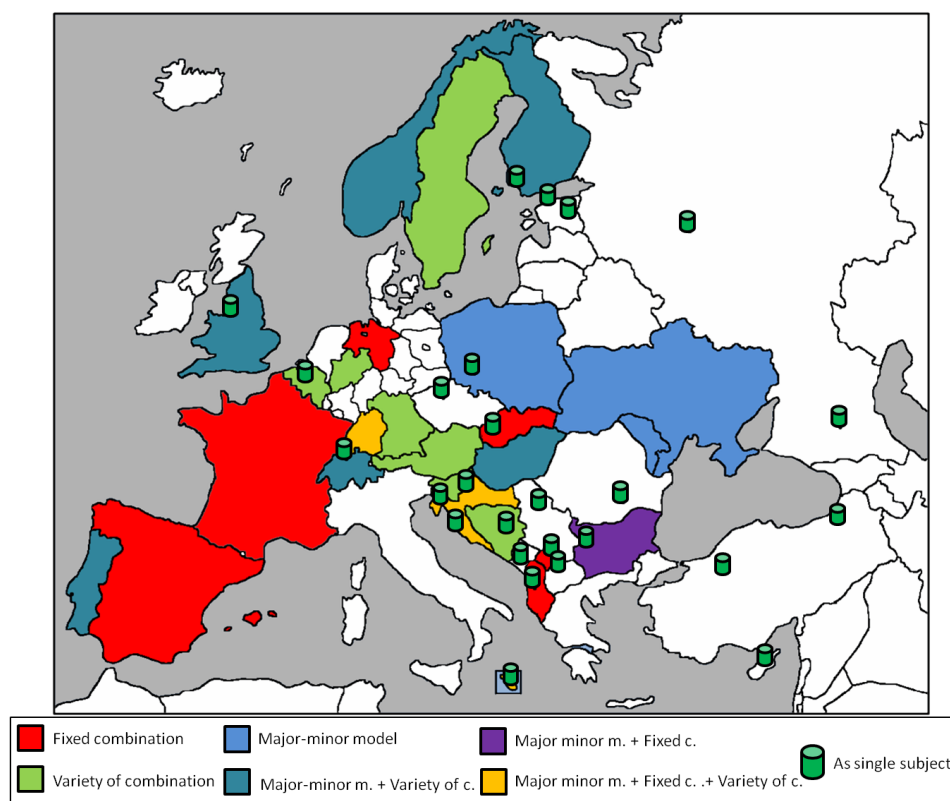
Table 24: Forms and/or combinations in studies of History (B3.1.1) - 2010

| 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 | | | | | | | | | |
| AT | U Vienna | | | | D | ES | U Valladolid | | | C | | RKS | U Prishtina | A | | | |
| | PU Styria | | | | D | | | | | | | | U Prishtina | | | C | |
| BA | U Sarajevo | A | | | D | FI | U Turku | A | B | | D | RO | U Bucharest | A | | | |
| BE nl | VU Brussels | A | | | | FR | U IUFM | | | C | | RS | U Belgrade | A | | | |
| | EH Brussels | | | | D | HR | U Zagreb | A | | C | | RU | FU Moscow | A | | | |
| BG | U Sofia H | A | B | C | | | U Rijeka | A | | | D | | PU Stavropol | A | | | |
| | | | | | | | 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 | A | B | | | SL | U Ljubljana | | | | D |
| | U Prague E | | | | | | Basarabesca | A | B | | | | U Maribor | | | | D |
| DE (BW) | U Heidelberg | | | | D | ME | U Podgorica | A | | | | TR | TU Ankara | A | | | |
| | PU Heidelberg | | B | C | D | MK | U Skopje | A | | | | | U Gazi | A | | | |
| DE (BY) | U Augsburg | | | | D | MT | U Malta | A | B | C | | UA | Kharkiv NPU | | B | | |
| DE (NI) | TU Brunswick | | | C | | | U Malta | | B | C | D | | PreCarpathian NU | | B | | |
| | U Hannover | | | C | | NO | U Bergen | | | | D | | Kherson SU | | B | | |
| DE (NW) | U Siegen | | | | D | PL | U Wroclaw | A | B | | | UK (E/W) | MMU | A | | | |
| | | | | | | | U Wroclaw | A | B | | | | 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 studies 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 forth 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’⁷⁶, 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 future⁷⁷; 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.

⁷⁶ White, H. (1973) *Metahistory. The historical Imagination in nineteenth-Century Europe*, Baltimore: JHUP.

⁷⁷ Danto, A. (1965) *Analytical Philosophy of History*, Cambridge: Cambridge Univ. Press, pp. 292.

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 history⁷⁸ 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 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.”⁷⁹

⁷⁸ 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

⁷⁹ 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.

If we know that ‘lecture, rather formal in nature’ had been contested already in 1936 in Shropshire’s survey of English state schools⁸⁰, 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 or 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

⁸⁰ 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.

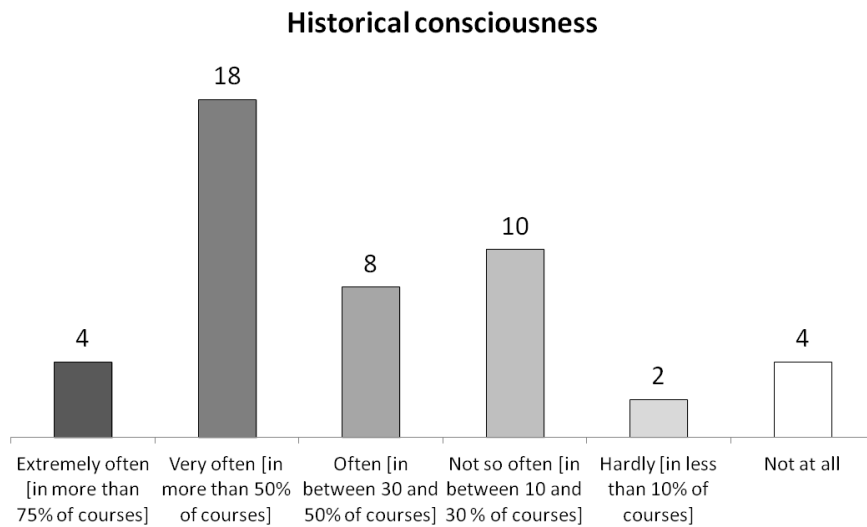


Table 26: Representation of the concept ‘historical culture’ in subject ‘history’ courses

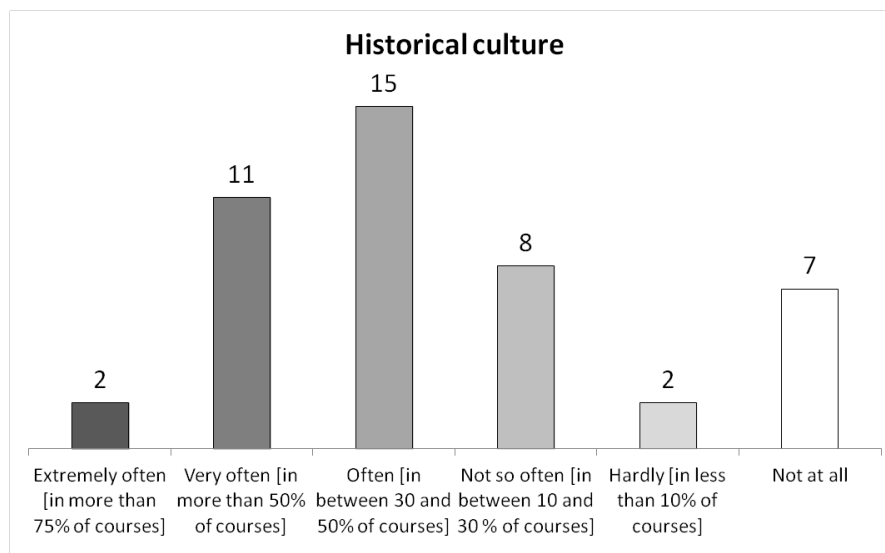
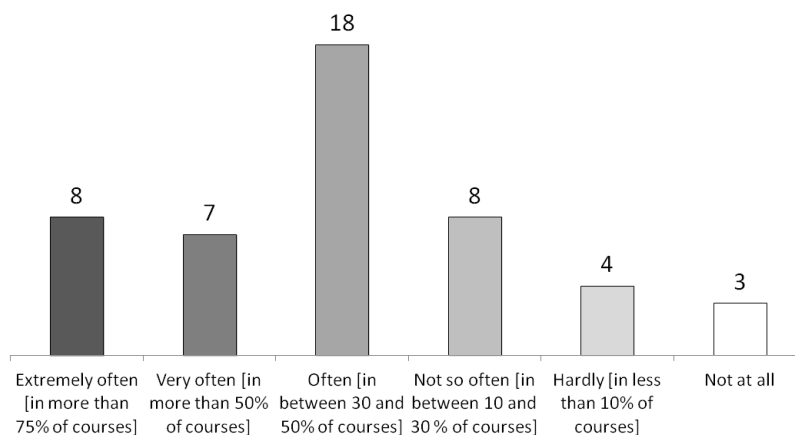


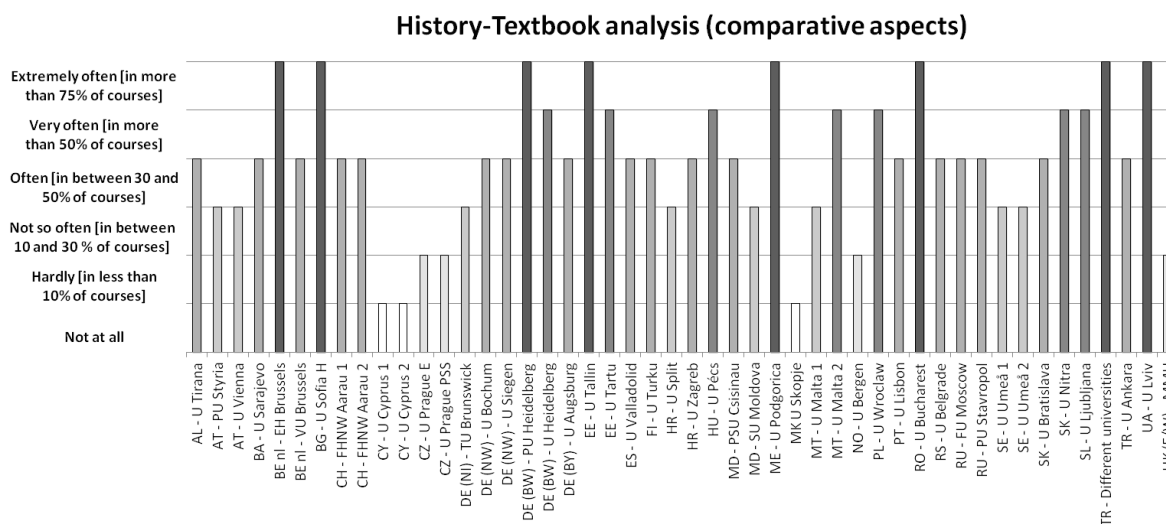
Table 27: The training of analytic skills in subject ‘history’ courses: the example of textbook analysis – European survey

History-Textbook analysis (comparative aspects)



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’:

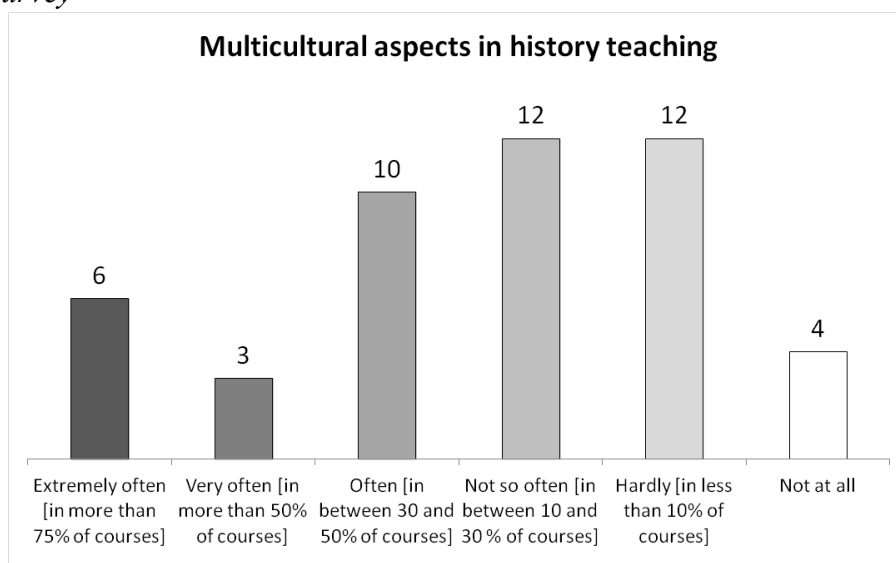
Table 28: The training of analytic skills in subject ‘history’ courses: the example of textbook analysis – survey by institutions (



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).

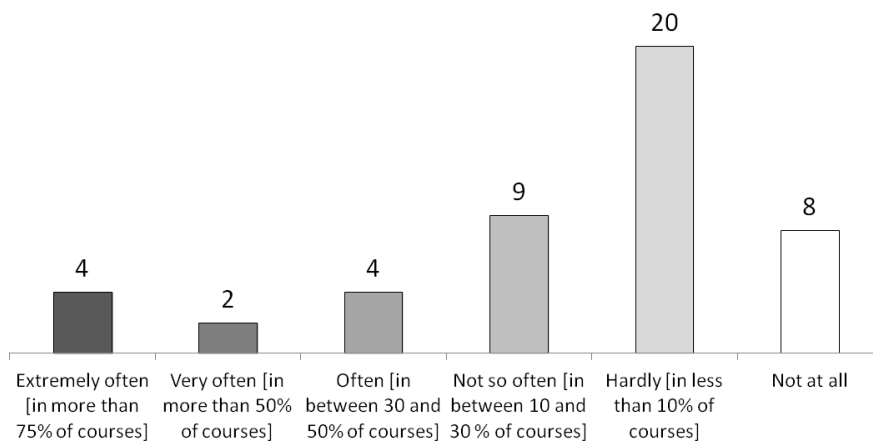
Table 29: The training of multicultural aspects during teacher education of subject 'history – European survey



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

Conflict resolution and conflict management



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.

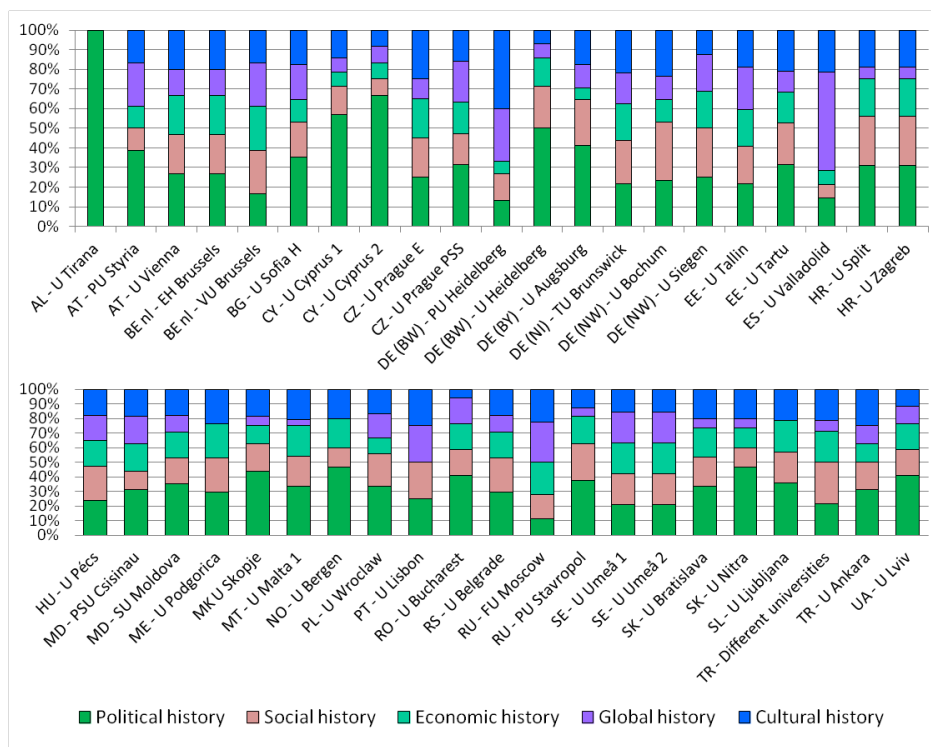
Table 31: The relation between local – regional - national – European and World history in subject history courses – European survey



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.“⁸¹

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.

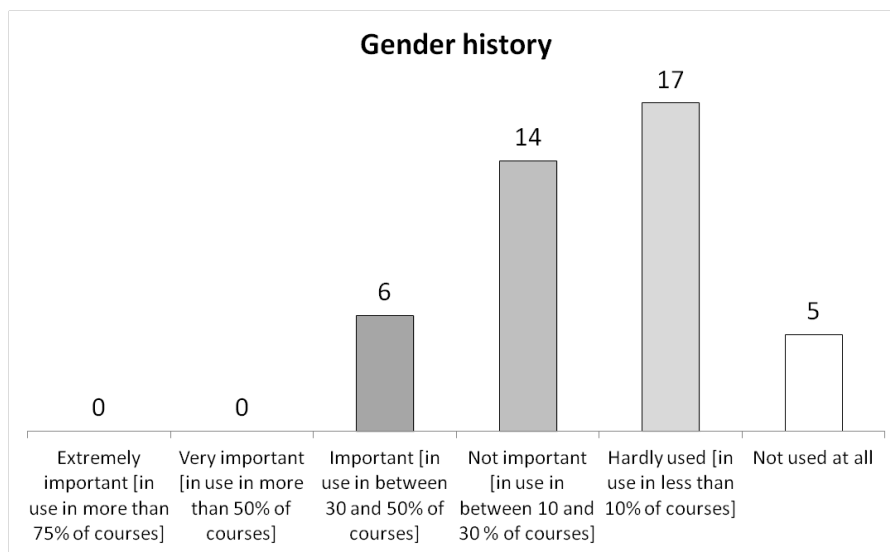
The young history teachers should be aware of the actual global developments and in consequence, they should be able to de-construct one-sided historical narratives. We therefore

⁸¹ 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.

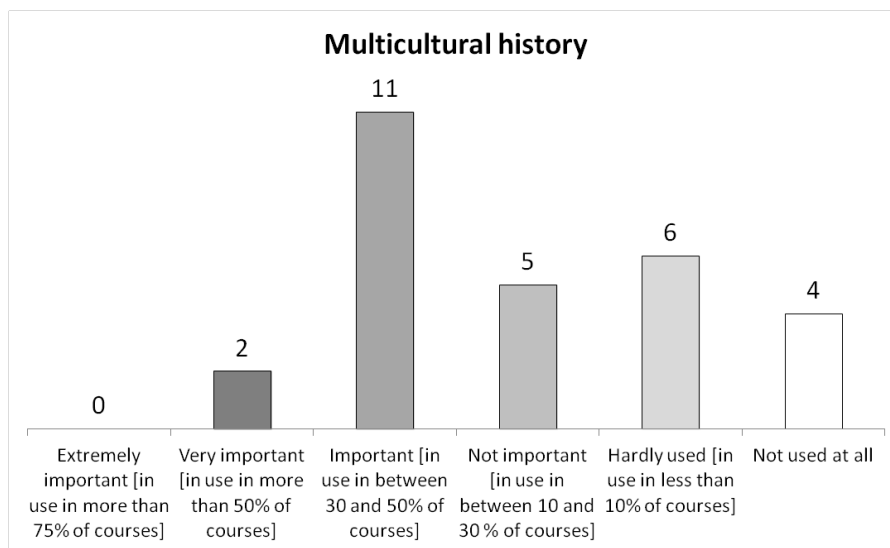
To take the example of ‘gender history’: This approach has been established in European historical research already in the 1970ies. However, the survey on the actual teacher training curricula shows that this aspect of historical analysis and reflection has not got too much space in the education of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



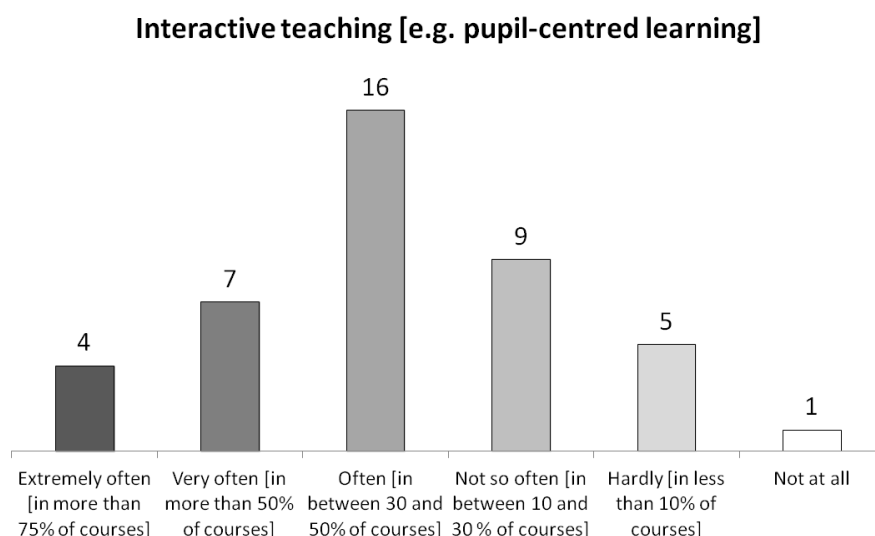
Another set of questions went to the training of historical methods during subject history courses. We ask among other, which of the following methods are trained explicitly and to which extent: Hermeneutics of history, Quantitative analysis of data, Working with statistics, Qualitative analysis of data, 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.

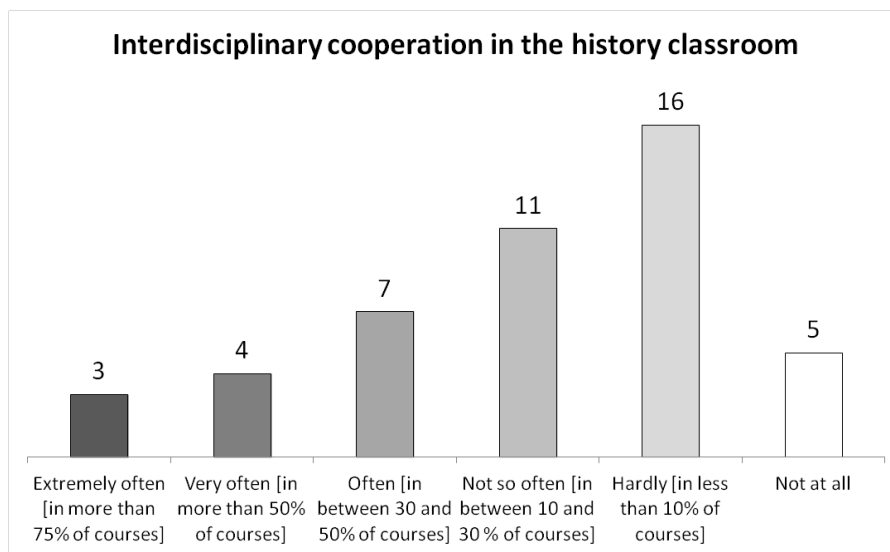
Table 35: The representation of ‘interactive teaching’ in subject didactic courses – European survey



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.

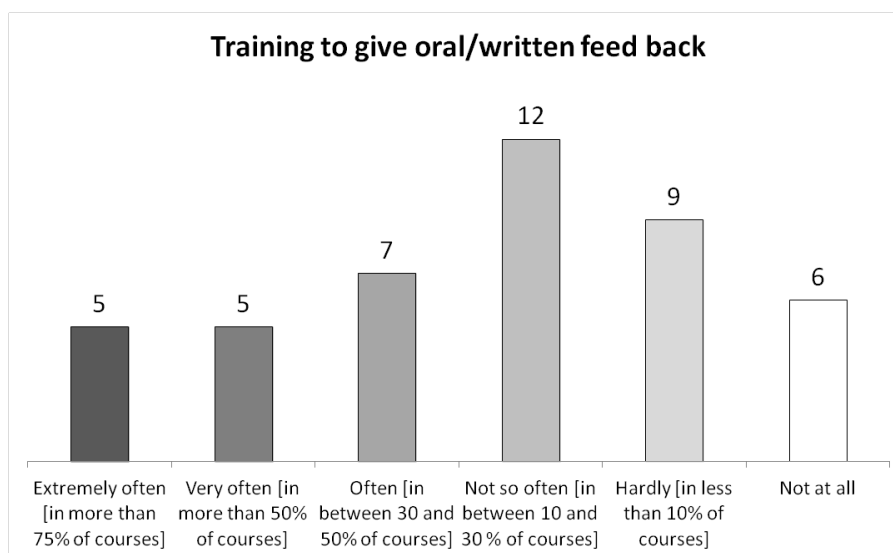
Only as soon as we look beyond such framework and ask for the more complex competences of e.g. bringing the historical information closer to the environment of today’s students, thinking in transdisciplinary dimensions and/or train the students to actively use the knowledge and skills acquired during 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

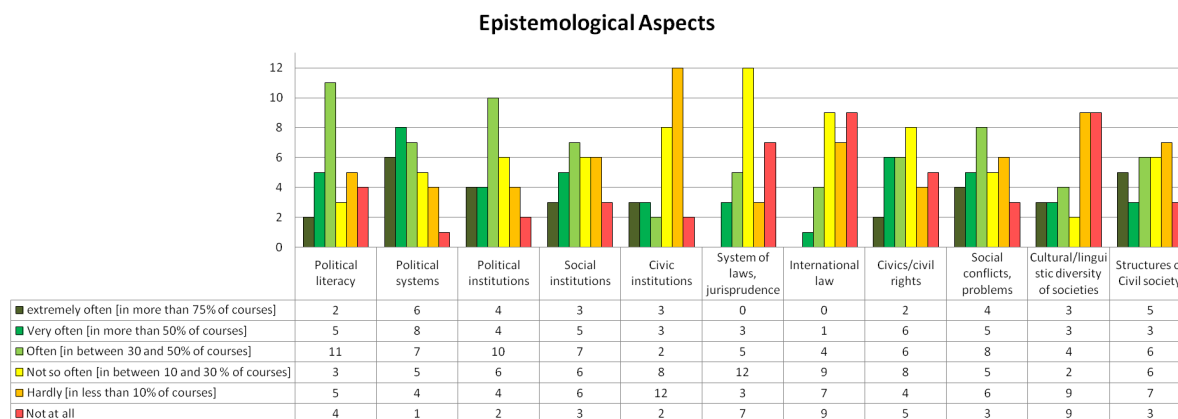
competences by the history curricula, when comparing them on the European level.

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

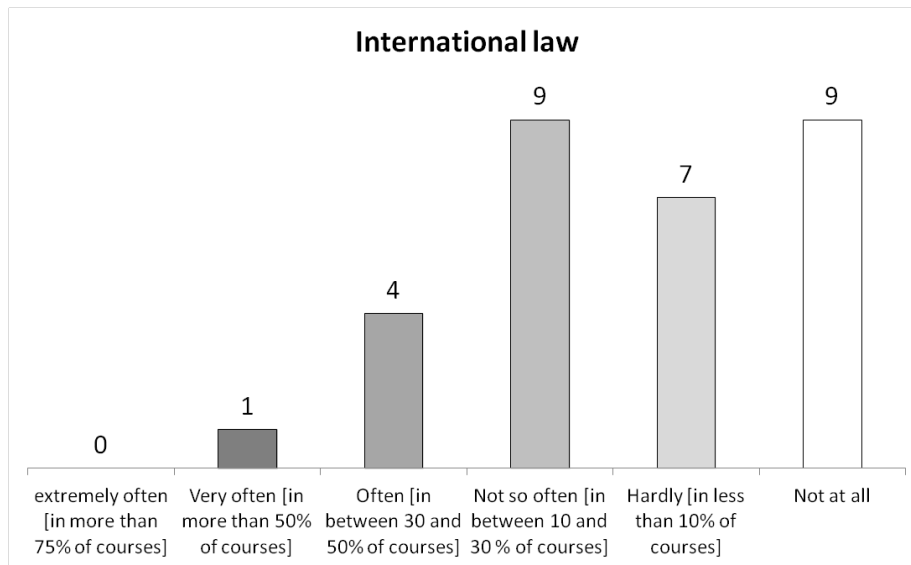
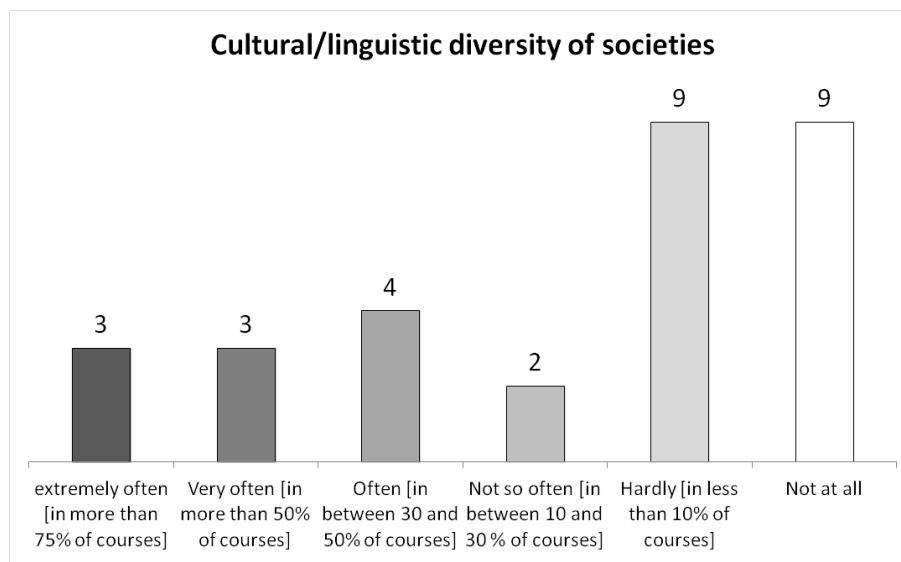


Table 40: The aspect ‘cultural/linguistic diversity of societies’ as being represented in the history curricula – European survey



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

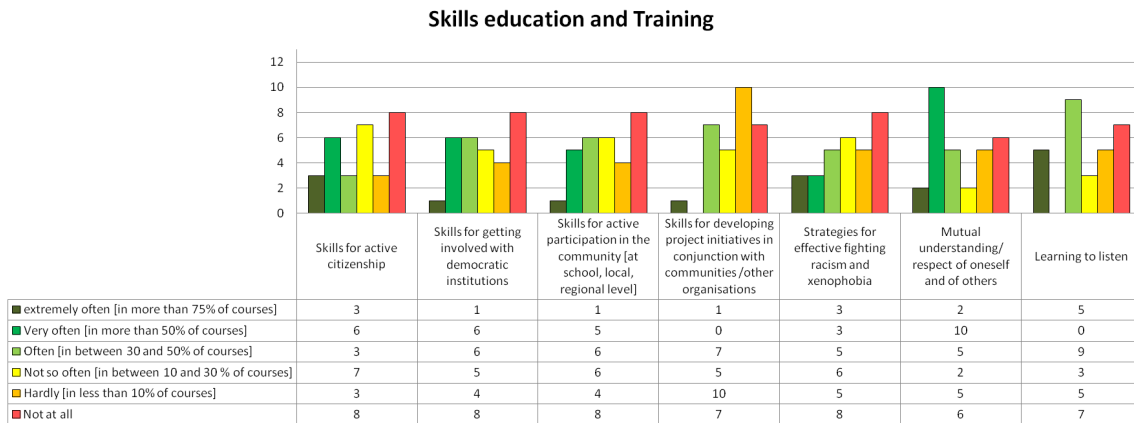


Table 42: The training for skills of active citizenship as represented in the history curricula – European survey

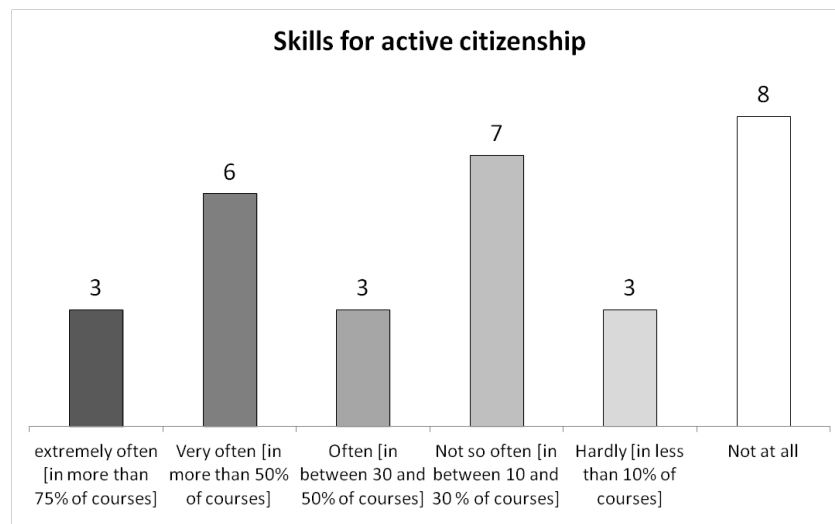


Table 43: The training of strategies for effective fighting racism and xenophobia as represented in the history curricula – European survey

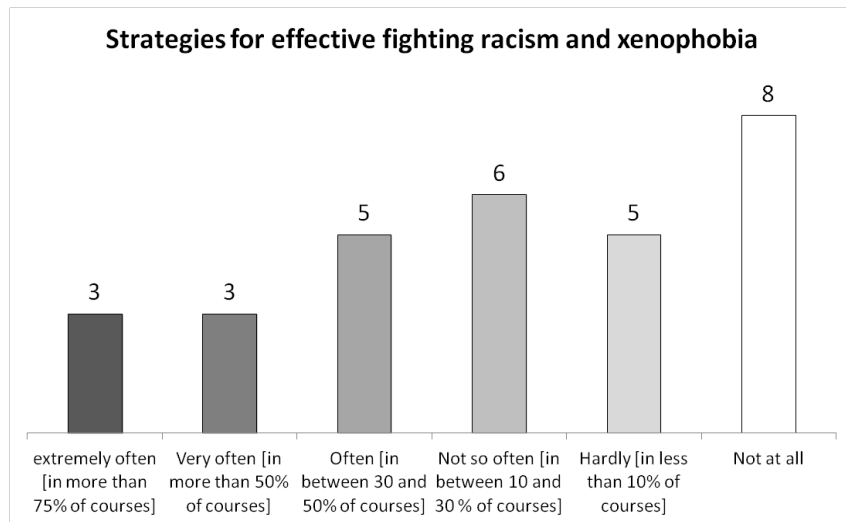
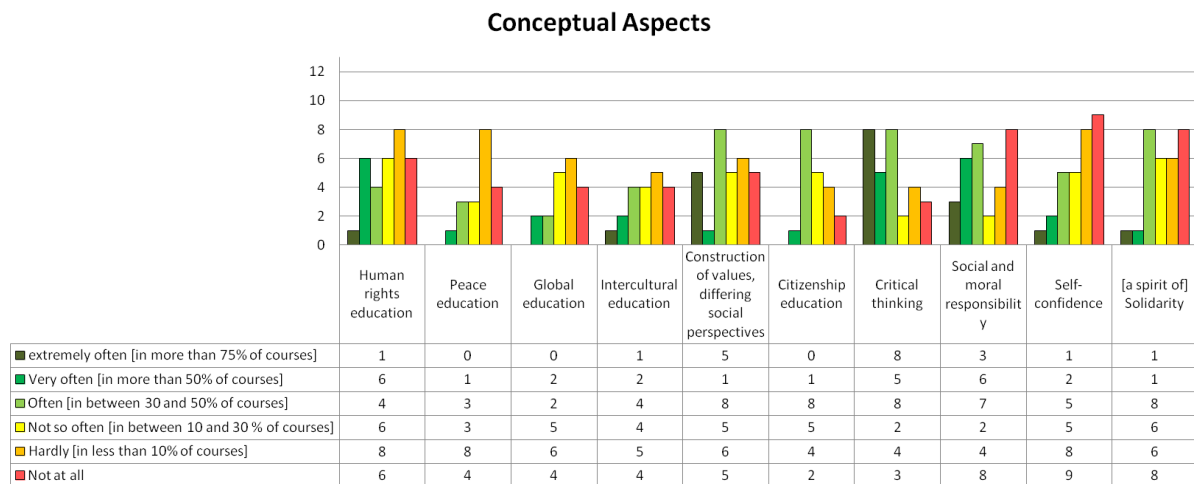


Table 44: Concepts of civic/citizenship education represented in the history curricula – European survey



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

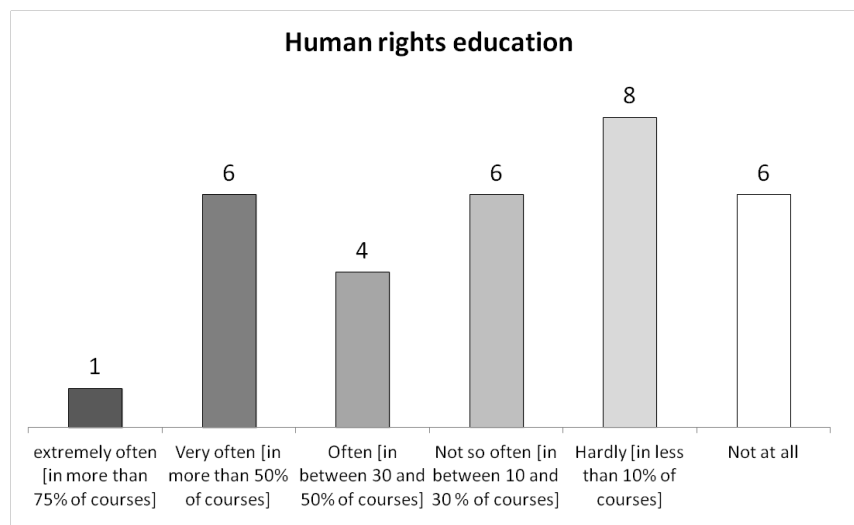


Table 46: ‘Peace education’ as represented in the history curricula – European survey

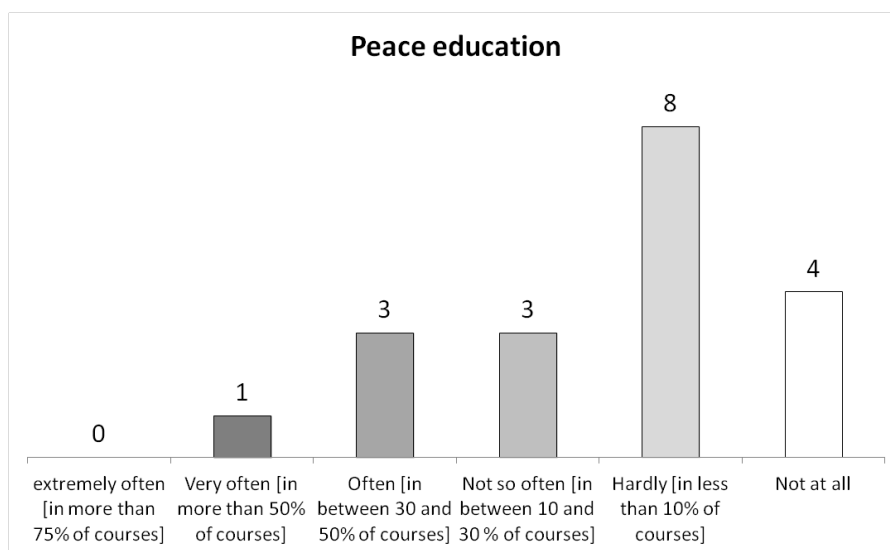
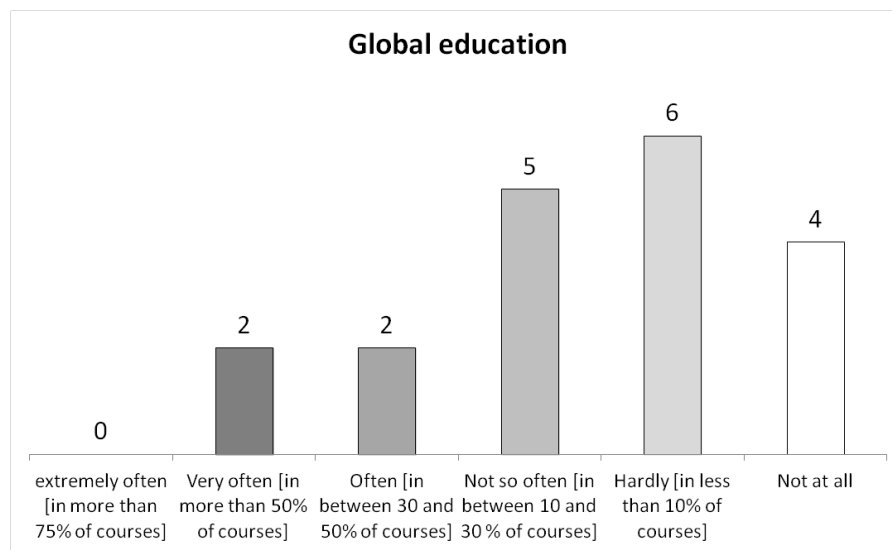


Table 47: ‘Global education’ as represented in the history curricula – European survey



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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| Doc 9.1 |  | Assessment, tutorial structures & initial teacher education of trainee students in the subjects Political/Civic Education, Social/Cultural Studies & History in Europe—a comparative study—ITTP, 2009-12025 |
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7. Topics to be discussed in the reports of the thematic working groups

Important key-qualifications of the CHE-teachers will be discussed in detail in the report of the work groups. See the reports below:

- Falk Pingel: Interdisciplinarity of history education and civic/citizenship education
- Dean Smart: Shaping communities of practice
- Joanna Wojdon: Training of media literacy
- Luigi Cajani: Conflict prevention and conflict management

To the evaluators of the final report:

Case studies similar to the case study on teacher education of subject ‘history’ will be developed before printing of this study also for subject ‘civic/citizenship education’, for subject ‘social studies’ and for subject ‘politics’.

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