

BELGIUM (Flemish Community)

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I. The education system

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

Principles and general objectives of education

For the principles and general objectives of education, the diagram of the education system and current reforms in secondary and tertiary education see the full version of the country report at the ITT website (<http://www.itt-history.eu>) and the Eurydice database: Eurybase - The information database on education systems in Europe (<http://www.eurydice.org>)

Laws and regulations for initial teacher training

See <http://www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=12348> and <http://www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=12407>. Both retrieved 28 March 2006.

Structure of the education system

The education system is:

comprehensive until student age of 14 years

selective from student age of 14 years

compulsory full time education up to student age 18 years

school leaving age: student age 18 years (18 years for general and vocational secondary, with a possibility for pupils of upper secondary vocational to follow part-time vocational education from the age of 15-16 up)

B. Statistical data

Teachers, students, history students, trainee teachers, trainee history teachers, teacher trainers

Pupils¹

Pupils in	Male	Female	Total
Lower secondary general education	72 711	68 895	141 606
Lower secondary vocational education			
Upper secondary general education	100 210	100 670	200 880
Upper secondary vocational education	38 177	36 819	74 996

¹ Source: Statistisch Jaarboek van het Vlaamse onderwijs, 2002-2003, p. 111-115.

- Ration of upper secondary graduates to total population at typical age of graduation²

	Male	Female	Total
Ratio of upper secondary graduates to total population at typical age of graduation	77.9%	85.9%	81.8%

Students

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	77 341	92 756	170 097 ³

- Students per institution

Institution/ ISCED	Male	Female	Total
Universities/ISCED 5&6	29 760	35 888	65 648
Colleges of higher education	47 411	55 846	103 257

- New students in 2002/03

Institution/ ISCED	Male	Female	Total
Universities/ISCED 5&6	5 623	7 178	12 801
Colleges of higher education	11 617	14 010	25 627

- Students graduating in 2002/03 per institution⁴

Institution/ ISCED	Male	Female	Total
Universities/ISCED 5&6	7 045	8 367	15 412
Colleges of higher education	9 384	13 161	22 545

Number of trainee teachers

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	5 459	14 799	20 258

- Trainee teachers per institution⁵

	Male	Female	Total
Universities/ISCED 5&6	540	1 162	1 702
Colleges of higher education	4 919	13 637	18 556

- New trainee teachers in 2002/03⁶

	Male	Female	Total
Universities/ISCED 5&6	na	na	na
Colleges of higher education	1 435	4 028	5 463

² Source: Press release on KUL research by G. Van Landegem & J. Van Damme, May 2004.

³ This figure also includes 1192 pupils of year 12 of upper vocational schools. Source: Statistisch Jaarboek van het Vlaamse Onderwijs, 2002-2003, p. 129, 214, 289.

⁴ The number of graduates for universities and colleges of higher education from 2002-2003 is not yet known; all graduate figures reflect the year 2001-2002. Source: Statistisch Jaarboek van het Vlaamse Onderwijs, 2002-2003, pdf file, detailgroepen, aantal diploma's hogescholenonderwijs; universitair onderwijs.

⁵ The figures for colleges of higher education include teachers for ISCED 0 (nursery schools), ISCED 1 (primary schools) and ISCED 2 (lower secondary schools). Source: Statistisch Jaarboek van het Vlaamse Onderwijs, 2002-2003, pp.222, 291.

⁶ The absence of data for universities is due to the fact that we only have global figures of all students enrolled in ITT: for an explanation, see footnote 25, structure of studies. Source: Statistisch Jaarboek van het Vlaamse Onderwijs, 2002-2003, p. 267.

• Trainee teachers graduating in 2002/03 per institution

	Male	Female	Total
Universities/ISCED 5&6	334	889	1 223
Colleges of higher education	932	3 296	4 228

History students

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	1 196	921	2 117

• History students per institution⁷

	Male	Female	Total
Universities/ISCED 5&6	1 196	921	2 117
Colleges of higher education	na	na	na

• New history students in 2002/03

	Male	Female	Total
Universities/ISCED 5&6	314	228	542
Colleges of higher education	na	na	na

• History students graduating in 2002/03 per institution⁸

	Male	Female	Total
Universities/ISCED 5&6	204	169	373
Colleges of higher education	na	na	na

Trainee history teachers

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	852	900	1 752

• Trainee history teachers in state, non-state (private) and church institutions⁹

Institution/ ISCED	State			Non-state			Church		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Universities/ISCED 5&6	29	31	60	12	15	27	23	29	52
Colleges of higher education	175	216	391	0	0	0	613	609	1 222

⁷ History students at colleges of higher education want to become history teachers, not history researchers or historians. History as a discipline/science is not the aim of colleges of higher education, so we only concluded: na (not applicable). Source: Statistisch Jaarboek van het Vlaamse Onderwijs, 2002-2003, p.290-91-93-94.

⁸ ITT history graduates not included (see below for the figure of ITT history graduates). Source: Statistisch Jaarboek van het Vlaamse Onderwijs, 2002-2003, p.528.

⁹ The term 'church institutions', which doesn't have the same meaning all over Europe, needs to be used with care. In the Flemish community it only means church representatives are present in the board of directors of these institutions, contrary to the others. However they have no majority in these boards. Church institutions are treated the same way as the others by the Flemish government. Counting them in with the other non-state institutions is another possibility; this would depend on the comparative findings. In any case, the term 'church institutions' as such is not used in Flanders (for a clearer view on this matter see www.vatican.va/holy_father/john_paul_II/apost_constitutions/documents/hf_jp_apc_15081990_ex-corde-ecclesiae_en.html). Retrieved 28 March 2006). Source: Statistisch Jaarboek van het Vlaamse Onderwijs, 2002-2003, p.312 + data L. Van de Velde (secretary-general VLHORA).

• New trainee history teachers in 2002/03 per institution

Institution/ ISCED	Male	Female	Total
Universities/ISCED 5&6	64	75	139
Colleges of higher education	424	412	836

• Trainee history teachers graduating in 2002/03 per institution¹⁰

Institution/ ISCED	Male	Female	Total
Universities/ISCED 5&6	48	43	91
Colleges of higher education	146	240	386

Teacher trainers in general and history teacher trainers

• Number of teacher trainers¹¹

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	569	173	742

• Teacher trainers in state, non-state (private) and church institutions

Institution/ ISCED	State			Non-state			Church		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Universities/ISCED 5&6	20	8	28	16	8	24	37	18	55
Colleges of higher education	na	na	na	na	na	na	na	na	na

• Number of history teacher trainers¹²

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	36	27	63

• History teacher trainers in state, non-state (private) and church institutions

Institution/ ISCED	State			Non-state			Church		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Universities/ISCED 5&6	4	1	5	2	2	4	3	3	6
Colleges of higher education	5	6	11	0	0	0	14	13	27

¹⁰ The figures for graduates of history ITT for universities from 2002-2003 are not yet known; all graduate figures reflect the situation of the year 2001-2002. Source: Statistisch Jaarboek van het Vlaamse Onderwijs, 2002-2003, p.528 + data L. Van de Velde (secretary-general VLHORA).

¹¹ The figures for teacher trainers at universities include only the teacher trainers responsible for subject didactics courses, general pedagogic/didactics courses and courses for communication skills (the core of the curriculum, which is supplemented by some 9 ECTS for 3 extra history subject courses and a number of optional courses). The data for colleges of higher education are estimations, so the total of 742 (persons) is no more than an educated guess. At universities e.g. the subject didactics course counts for 0.1 FTE in the calculation of the total education and research duty of the lecturers concerned; nevertheless they are counted as one person. Institutional supervisors are not included either, since the practice of using them in the training of trainee teachers is different from one institution to another; moreover here as well we are talking of very small numbers. Neither are the advisory teachers (*mentoren* = tutors) included in these figures since they have no official (legal) status and since their number varies from year to year, according to the needs of the various teacher training departments. Source: <http://www.kuleuven.ac.be/onderwijs/aanbod/opleidingen/>. Retrieved 28 March 2006. Bronselaer (administrator at the Flemish Department of Education, Section Tertiary Education).

¹² In universities and generally in colleges of higher education, the personnel for subject and subject didactics courses differs depending on the disciplines. The figures for colleges of higher education contain only subject history and history didactics personnel.

Teachers in general and history teachers¹³

School level	Number of teachers	Number of history teachers
Primary	55 791	na
Lower secondary	34 600	1 925
Lower secondary vocational		
Upper secondary general	17 067	2 920
Upper secondary vocational	22 693	2 085

• Number of teachers in school

School level	Male	Female
Primary	10 988	44 803
Lower secondary	15 374	19 226
Lower secondary vocational	na	na
Upper secondary general	7 987	9 080
Upper secondary vocational	na	na

• Number of history teachers in school

School level	Male	Female
Primary	na	Na
Lower secondary	590	1 335
Lower secondary vocational	na	na
Upper secondary general	1 230	1 690
Upper secondary vocational	637	1 448

• Number of teachers in state and non-state schools

School level	State (public) schools	Non-state (Private) schools
Primary	20 738	35 053
Lower secondary	10 830	23 770
Lower secondary vocational	na	na
Upper secondary general	4 358	12 709
Upper secondary vocational	na	na

Financing

The annual expenditure per history student at universities is €13 592.56. The average annual cost of educating a history student is about the same as that of educating other students.¹⁴

The annual cost of a trainee history teacher at universities is €9 107.01. The annual cost of a trainee history teacher at colleges of higher education is €6 139,00. The average annual cost of a trainee history teacher is about the same as the cost of a trainee teacher.¹⁵

¹³ This does not mean that there are as many full-time history teaching jobs; especially in lower secondary and in upper secondary vocational, history teaching is only a small part of the full-time job. Some teachers work in lower secondary as well as in upper secondary. So these figures can be a little misleading.

Source: Statistisch Jaarboek van het Vlaamse onderwijs, 2002-2003, p. 607. + G. Oeijen, administrator at the Flemish Ministry of Education (Secondary Education Section).

¹⁴ The figure for university students includes governmental research credits; it is an average figure for all university students; in the process of allocating the global amounts that universities receive, a humanities student is counted as 1 OBE (= *Onderwijsbelastingseenheid* = cost coefficient for education at universities), an exact sciences student as 2 OBE. 3 OBE is for medicine and applied sciences students. So the cost of a humanities (and thus history) student will probably be slightly less than the average. Colleges of higher education have a curriculum only for trainee history teachers. Source: Statistisch Jaarboek van het Vlaamse Onderwijs, 2002-2003, p.707.

¹⁵ For the calculation of this specific figure for history ITT university students, we multiplied the average annual cost of a university student (€13 592.56) by 0.67 because the government allowance for a trainee history teacher is 0.67 OBE, compared to 1 OBE for a history student, for example. It should be remembered that the sum of €9 107 for a university trainee history teacher is paid only once to universities at the end of the studies, while for

Feminisation¹⁶

During the last five years, there has been an increase of 1.85% in female students.

During the last five years there has been an increase in female students (general) at universities (2.4%) and colleges of higher education (1.3%), but there has been no increase in female history students at universities.

There has been an increase in female trainee teachers at universities (24%, part of an important global rise) and also an increase in female trainee history teachers at universities (8%) and colleges of higher education (exact data not available).

II. Initial training

Institutions involved in ITT

Institution	For which school level
Universities/ISCED 5&6	Teachers for upper secondary schools
Colleges of higher education	Teachers for primary schools, lower/upper secondary schools, lower/upper vocational schools

Main purposes of institutions

Institution	Purpose
Universities/ISCED 5&6	ITT departments in universities: providing a professional training for teachers for upper secondary schools
Colleges of higher education	Providing a professional training for teachers for primary schools, lower/upper secondary schools and lower/upper secondary vocational schools (upper secondary schools: the whole of the second grade included)

Faculties in charge of ITT

Institution	Faculties
Universities/ISCED 5&6	- At the VUB, the TTD-VUB Department, which is part of the Faculty of Psychology and Educational Sciences, oversees ITT. - At the UG the organisation is similar. - At the KUL, the interfaculty department ALO (<i>Academische Lerarenopleiding</i> = Academic TT) is responsible for ITT.
Colleges of higher education	Most colleges have an education department which provides ITT

TT institutions are required to meet legal standards set by¹⁷

- Universities: legal requirements set by the state (including government)
- Teacher training colleges: legal requirements set by the state (including government)

Number of training institutions

providing a training programme for initial teacher training (general)

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities/ISCED 5&6	3	2 (1)	5 (1)
Colleges of higher education	8	11 (11)	19 (11)

colleges of higher education students it is a real per annum sum as specified in the question. Source: Statistisch Jaarboek van het Vlaamse Onderwijs, 2002-2003, p.707.

¹⁶ Source: Statistisch Jaarboek van het Vlaamse Onderwijs, 2002-2003, pp. 278-279, 340 (percentage taken over a period of 3 years instead of 5, due to unavailable data).

¹⁷ Decree on ITT of 16/04/1996 & Decree on Professional Profiles for Teachers and Basic Competences from 29/09/1998. The rules of the departments are not strictly speaking, 'legal,' of course; however departments have a gatekeeper function here.

providing a training programme for initial training of history teachers¹⁸

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities/ISCED 5&6	1	2 (1)	3 (1)
Colleges of higher education	7	9 (9)	16 (9)

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

Initial training of history teachers as a subject of secondary or tertiary education

History teaching is studied (and taught) at:

- Universities: as a single subject
- Colleges of higher education: various combinations with other subjects. ¹⁹

The structure of ITT is:

- Universities: consecutive and concurrent²⁰
- Colleges of higher education: concurrent

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
Primary schools	free access, fees (possibility of getting a scholarship)	written, oral, practical	3	B.A.	various papers ²¹	none: admission at the end of the study
Lower secondary schools	free access, fees (possibility of getting a scholarship)	written, oral, practical	3	B.A.		
Upper secondary general schools	free access, fees (possibility of getting a scholarship)	written, oral, practical	1	Qualified teacher for upper secondary schools		
Lower and Upper secondary vocational schools	free access, fees (possibility of getting a scholarship)	written, oral, practical	3	B.A.		

Length of studies/training

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

¹⁸ Church and non-church institutions are no longer the only way to differentiate between institutions since the decree of 4 April 2003 when associations were formed between universities and colleges of higher education. In the future this criterion could become more important than the difference between church and non-church.

¹⁹ In colleges of higher education students have to choose a combination of two or three subjects. History as a subject can be combined with the following: biology, geography, economics, physics, Dutch, English, French, mathematics, non-confessional ethics, (mainly Catholic) religion, physical education, musical education, technological education, office management, design.

²⁰ At universities, ITT can be concurrent (along with the academic, i.e. history subject study during the second stage of tertiary education) as well as consecutive (as part of a separate ITT training after the academic history study).

²¹ A paper on an educational topic related to their teaching experience, a paper on one subject the student studies in-depth, compulsory paper on history subject, in addition to a paper on specific aspects of general and/or

- Form of graduation and allocation of years for teaching EDC/civic education
Not applicable in the Flemish community.

Standards for ITT

- Professional profile

There is a general professional profile for all ITT institutions in Belgium.²²

The professional profile is important for the implementation and planning of curricula, educational programmes and practical work.

The history teacher has a triple responsibility profile:

- a) Towards the pupils: as a pedagogue for the development of learning skills, as a tutor, as an expert on historical concepts, as an organiser in school matters, as an innovator/researcher
- b) Towards the school and the education community: as a partner of parents and advisory teachers, as a member of the school team, as a partner to external participants in educational/pedagogical matters, as a member of the education community
- c) Towards the entire community: as a participant in cultural life

– Certification system (qualified teacher status)

There is no process of certification after finishing studies of history teaching (e.g. qualified teacher status).

- Low-qualified history teachers

In Belgium there are low-qualified history teachers actively teaching history in school. The approximate percentage of such low-qualified teachers is 15%.

Reasons for the situation: The lack of qualified teachers (with the proper diploma for teaching history or other subjects) led to a small and temporary shortage in 2002. This had to be compensated with teachers who had ‘other’ qualifications: e.g. teachers with an academic training in history, but not in ITT history.

- Core curriculum

There is a common/core curriculum for all institutions of initial training for history teachers in Belgium.

– General guidelines for the conception of ITT

General guidelines for the conception of ITT come from the Ministry of Education and from universities and teacher training institutions.

– Coordination of curricula

The curricula of different institutions are not coordinated. Nevertheless, at the regional level, regular meetings take place between staff members of the different departments of TT, in order to avoid wildly divergent curricula.

The curricula within institutions are coordinated. The curricula for different disciplines, e.g. for history and communications sciences, are coordinated by the ITT departments themselves.

history subject didactics. Students may choose whether they write a paper on history subject or on another subject of their studies.

²² (Lower and) Upper Secondary Vocational Decree of 29 September 1998 concerning the Professional Profiles for Teachers and Basic Competencies for Teachers.

Source: <http://www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=12407>. Retrieved 28 March 2006.

There is a core curriculum and it is mainly in the subject didactics that the differences reside: only these courses are taught separately.

Training at universities

- Curriculum

The current curriculum dates from 1996-1998 (year of implementation).

Aims and professional profile for ITT history at universities: Teachers are responsible for the education they provide and are accountable to third parties (parents, colleagues) for their educational actions. They must be able to critically reflect on their profession, and find an adequate balance between their own beliefs and their participation in a school team. Teachers must be willing to improve their skills and competence during their entire professional career. Furthermore, all teachers must have the ability to operate beyond their own subject and work in an interdisciplinary manner in order to provide broad and general training for pupils.

Structure of studies for ITT history at universities: 1 year minimum length, to be accomplished within a four-year period, with a semester structure (September till January, and February till June). Each semester has an examination period.

- The aims of ITT for history teachers

The central aim common to all ITT curricula, whether at universities or at the colleges of higher education, is the training of various competencies necessary for efficient teaching: subject didactics content and skills, general pedagogic/didactics contents and skills, social competences and communication skills.

Additionally, at universities, it is possible to choose various courses from the curricula of the main faculties, such as the Faculty of Arts (another history course e.g.), Law, Economics and Social Studies, Psychology and Educational Sciences. The whole programme (some 35 SP²³) runs approximately as follows:

(3 supplementary) subject courses: 9 SP; general didactics and pedagogic courses: 9 SP; subject didactics: 3 SP; practice: 8 SP; choice from a number of other courses, mostly in the Department of Psychology: 6 SP.

The general structure for the colleges of higher education is different, since the study here consists of 180 SP, to be spread over 3 years of study:

- subject courses for at least 2 (or 3) disciplines: approx. 45 SP and upwards
- general courses (mostly (pedagogy, psychology, communication skills): approx. 45 SP
- subject didactics and practice for at least 2 disciplines: approx. 45 SP
- others (3rd subject, paper, etc.): max. ca. 45 SP

- The relationship in history teacher training

Institution/ ISCED	History courses	General pedagogic/ didactics courses	Subject didactics courses	Practical training	Other
Universities/ ISCED 5 & 6	54%	16%	6%	13%	11%
Colleges of higher education	15%	20%	30%	35%	%

²³ One SP is the equivalent of a student workload of 25-30 hours.

These courses are mostly separated.²⁴

The figures for universities are averages from the figures of the 3 Flemish universities that offer ITT (UG: Universiteit Gent, KUL: Katholieke Universiteit Leuven and VUB: Vrije Universiteit Brussel):

Institution/ISCED	History courses	General pedagogic/ didactics courses	Subject didactics courses	Practical training	Other
UG/ISCED 5&6	52%	25%	3%	15%	5%
KUL/ISCED 5&6	58%	15%	10%	10%	7%
VUB/ISCED 5&6	51%	10%	5%	15%	19% ²⁵

The figures for the colleges of higher education (CHE) are averages from the figures of three individual programmes, two from public and one from a private (i.e. Catholic) college of higher education. These programmes are representative for the Flemish CHE that have a teacher training department. The main difference between public and Catholic institutions here is one separate general course in Catholic colleges: religious (Catholic) education (approx. 3 SP in each year).

- Training of history competencies

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

Chronology and theme-centred structure of the general history courses in the curriculum follow:

– The general history courses in the curriculum are based on:

Chronological structure	45%
Theme-centred structure	55%

– Proportion between local, regional, national, European and world history in history courses

Local history	10%
Regional history	5%
National history	20%
European history	40%
World history	25%

The percentages are an average of the percentages of the three Flemish universities that organise ITT history as well as history courses.

Local history: e.g. at VUB: urban history (39 lecturing hours): processes and stages of urbanisation in different parts of the world; also at VUB: urban geography (26 lecturing hours): a study of the different social and demographic stratifications in urban areas (the odd figures for lecturing hours reflect the semester organisation in the Flemish community) (1 semester = 13 weeks of college).

²⁴ History as a subject is separated from ITT history. Nevertheless at all three universities ITT students have to choose 9 SP of history courses especially useful for teaching history in the classroom, e.g. history of foreign relations. Within ITT, at least one university, KUL Leuven, makes use of team teaching, where the team consists of a teacher responsible for general didactics and one for the subject didactics.

²⁵ Optional courses with a juridical/sociological/psychological emphasis

Regional history: e.g. at VUB: language and culture of the French-speaking regions (26 lecturing hours): a course concentrating on the diversity (literature, education) of the French-speaking regions in Europe

National history: e.g. at KUL, UG, VUB: history of the Low Countries (39 lecturing hours): a global historical view of the cultural and political entity which Belgium and the Netherlands have constituted from the Middle Ages to the nineteenth century. At VUB, KUL : e.g. political history of Belgium.

European history: at UG: history of northern Europe (24 lecturing hours): offering an insight into social aspects of countries in northern Europe, mainly Scandinavian countries

World history: at VUB, UG: problems of Third World countries (24-26 lecturing hours): this course aims at finding historical explanations for the contemporary social difficulties Third World countries face today with an emphasis on the influence of Western capitalism and the consequences of this economic system on social structures in Third World countries.

– Proportion of political, social, economic and cultural history

Political history	22%
Social history	25%
Economic history	25%
Cultural history	28%

The percentages are the average for the three Flemish universities.

At the three Flemish universities, trainees (from the start of the second stage of tertiary education) may choose subjects from different clusters (economic/social, political and cultural) within the curriculum. Each cluster itself allows further choice of a subject focusing on a particular historical era: ancient history, Middle Ages, early modern period, contemporary history.

For example, at the University of Brussels (VUB) trainees can follow the courses:

- Political problems of the ancient world (26 lecturing hours)
- Socioeconomic problems of the Middle Ages (26 lecturing hours)

The main purpose of each of these courses is to provide critical insight into the different domains of society, the problems faced by societies in the past, and the ways in which these societies coped (in term of solutions) with these problems.

– In the history courses, the following approaches are²⁶

Very important: problem-oriented

Important: multi-perspective, multicultural, bilingual

Not used at all: teaching by example

– During general courses, historical methods taught in training

Frequently include: hermeneutics of history, qualitative analysis, discourse analysis, working in and with archives; sometimes include: quantitative analysis, statistics; infrequently include: working in and with museums; do not include: action research

• Training of history subject didactics/methodology

The following competencies are:

Explicit focal points of training: textbook analysis, analysis of curricula, planning and organising lessons, teaching through directive structure, interactive teaching (e.g. pupil-centred learning; process-oriented forms of learning and teaching), use of media, use of

²⁶ Estimation given by the author of the questionnaire.

information technology, training of key qualifications, conflict resolution and conflict management

Not focal points of training: organising project work, training of teamwork, interdisciplinary cooperation, multicultural aspects

Trainee history teachers learn to implement the results of new historical research (new historical content and approaches) in classroom teaching. They are trained to use research methodology in the classroom. The curricula for history in secondary schools demand that pupils learn to use different forms of historical research methodology (e.g.: finding and selecting information, analysing and synthesising historical information from different types of sources, reasoning by relying on historical arguments). At some universities and colleges of higher education, trainee teachers learn the methodology of action research as well, but primarily within their ITT.

– Courses of subject (history) didactics

For example, at the University of Brussels (VUB) the following history subject didactics course is taught: history didactics: 26 lecturing hours, 3-4 SP. The aim of the subject didactics courses at universities is to integrate general didactic principles in ITT history, pointing out the function of the history lessons in the curricula of (upper) secondary schools.

At the colleges of higher education the subject didactics course is:

Didactics of history: 28 lecturing hours. Students follow this course during the first and the second year of their training. Evaluation is written as well as oral.

– Theoretical concepts for the training of subject (history) didactics

Learning about the use of different innovative and interactive learning methods for history in the classroom; guiding pupils in the development of an historical attitude.

• Educational sciences, general didactics, pedagogy

The following courses are part of the curriculum: theories of education, theories of teaching, theories of didactics, developmental psychology, learning psychology, professional development, organisational development of school, planning and organising lessons, teaching through directive structure, interactive teaching (e.g. pupil-centred learning; process-oriented forms of learning and teaching), use of media, use of information technology

The following courses are not part of the curriculum: Organising project work, interdisciplinary cooperation

For example, at the University of Brussels (VUB) the following general didactics/pedagogic courses are taught: educational planning, 26 lecturing hours; learning and teaching, 26 lecturing hours; processes of communication, 26 lecturing hours.

At the colleges of higher education the general didactics course is pedagogical sciences/didactics: 24 or more lecturing hours

• Practical training during universities studies

For example at VUB: practical training for history teaching (including meta-cognitive/reflective training): 8 SP

At the colleges of higher education the main practical training for every subject (2 or 3 in total) is subject practice : some 35 SP.

Evaluation: observation by advisory teachers (*mentoren* or tutors) and institutional supervisors, in university teacher training as well as in colleges of higher education; portfolios.

– Institutional links between universities and other institutions to carry out practical training during university studies

There are institutional links (forms of cooperation) between universities and other institutions to carry out practical training during university studies. Since the Decree of 4 April 2003, associations (i.e. a form of institutional cooperation) have been formed between universities and colleges of higher education and more cooperation is to be expected in the future.²⁷

Cooperation between institutions concerning their general didactic/pedagogic courses can be expected. A second point of attention is the cooperation in assistance and feedback to students during their practical training in school.

Legal framework for the institutional cooperation: Decree of 4 April 2003 (<http://www.ond.vlaanderen.be/edulex/database>).

– Forms of practical training during studies at universities

Micro-teaching: 7 hours, training in schools: 40 hours

– Relation between theory and practice

There are established methods of relating the theoretical production in (history) subject didactics to the practical work of history teaching in the classroom.

At the University of Brussels (VUB) e.g. an action survey is part of the curriculum. Trainees have to select a specific point of interest and describe frictions/dilemmas they encountered, caused by differences between theory and practice. Experiences are then discussed in Balint groups. Trainees are expected to do research on this particular topic as well. This is part of the curriculum, but is nevertheless limited in its extent.

Postgraduate initial training (PG-ITT) for history teachers

There is no postgraduate initial training for history teachers in Belgium, which is obligatory for the admission to teach history in primary and secondary schools.

Induction

There is no obligatory form of induction for newly employed history teachers.

Minority and gender issues, multicultural aspects

• Minority issues²⁸

During the whole period of studies approx. 7% of time is given to minority issues in history. Minority issues:

For example at Universiteit Gent (UG): colonisation and decolonisation: the focus is on the historical influence of European (i.e. Belgian) colonisation in Africa and the social problems of decolonisation, 26 lecturing hours.

• Gender issues

During the whole period of studies approx. 7% of time is given to gender issues in history. Gender issues:

For example at the University of Brussels (VUB): introduction to gender studies: introduction to concepts, methods and paradigms of gender studies, 26 lecturing hours

²⁷ Source: <http://www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=13403>. Retrieved 28 March 2006.

²⁸ Source: <http://aivwww.ugent.be/Studentenadministratie/Studiegids>. Retrieved 28 March 2006.

- Multicultural aspects

The ITT curriculum is not conceptualised to prepare trainee teachers for teaching history in the context of a multicultural society. During the whole period of studies approx. 7% of time is given to multicultural aspects in history.

Course example: nationality problems (VUB): studying concepts such as ethnicity, ethno-national conflict, pacification techniques, 26 lecturing hours.

Professional competencies

The following professional competencies are explicitly emphasised in training:

	history courses	general didactics	subject didactics	Practical training
Capacity to think in historical categories and to relate information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity to relate current events or information to historical processes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity for critical analysis and synthesis of historical information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to comment on, annotate or edit historical sources and documents correctly according to the critical canons of history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to organise complex historical information in coherent form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Research skill in history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity for applying historical knowledge in practice	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical and self-critical abilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interpersonal skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Planning and organising lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reflection and self-evaluation of the training course/ lesson	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Monitoring/social dynamics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of information technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Training of key qualifications (social and communicative skills)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interdisciplinary cooperation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- Scale of professional training²⁹

Training in teamwork (e.g. group work of students; team teaching)	5%
Training in key qualifications (self-reflection, social and communication skills, organisational skills)	20%
Training in interdisciplinary cooperation	5%
Training in planning and organising lessons	10%
Training in teaching through directive structure	10%
Training in interactive teaching (e.g. group work)	20%
Training in organising project work	-
Training in the use of feed back in classroom	10%
Training in reflection and self evaluation of courses	5%
Training in monitoring/social dynamics	10%
Training in use of media	2.5%
Training in use of information-technology	2.5%

²⁹ Based on a comparison of the university teacher training curricula.

- Information technology and e-learning

During ITT studies, the percentage of ITT students who have access to computers is	100%
During ITT studies, the percentage of ITT students who have access to the Internet is	100%
Percentage of ITT training laboratories equipped with computers	100%
Percentage of institutions/faculties/departments of history equipped with a content management system	%
Percentage of institutions/faculties/departments of history equipped with a learning management system	%
There is technical support for the use of information technology at the teacher training institutions	yes
There is didactical support for the use of information technology at the teacher training institutions	Yes
Other (please specify)	%

During the whole period of studies approx. 8% of time is given to training for the use of new media/information technology.

Form and content of courses in the ITT history:

For example at the University of Brussels (VUB) students can choose the course education and instrumentation technology, 26 lecturing hours. Its emphasis is on new technologies and media that can be used in teaching.

Evaluation of ITT courses

- Official evaluation of training courses by the training institutions

There is an official evaluation of training courses by the training institution for:
history courses, general didactics courses

Every university or college of higher education has its own internal quality control system.
It makes use of standardised evaluation

- National evaluation of training courses

There is a form of national evaluation³⁰ of training courses for:
history courses, general didactics courses, subject didactics courses, practical training.
It makes use of verbal feedback, written feedback and standardised evaluation.

Institutions organising the national evaluation: The visitation committees of the VLIR (Flemish Interuniversity Council) and of the VLHORA (Flemish Council for Colleges of Higher Education). These mostly consist of retired Flemish and Dutch specialists and lecturers from the French-speaking community of Belgium.

- Informal evaluation of their courses by the trainers

There is an informal evaluation of their courses by the trainers for:
history courses, general didactics courses.

It uses written feedback.

This is only done occasionally by some teacher trainers on an individual basis.

³⁰ A national evaluation of ITT was scheduled for 2004-2005 but has not taken place yet. History as a subject has been evaluated twice (last evaluation: 2003- 2004). Colleges of higher education are evaluated on a regular basis as well (scheduled for 2005-2006).

C. The students

Training of key competencies

- History teacher training emphasises these key competencies:

Institution/ ISCED	academic qualification	didactic qualification	psychological qualification	juridical/institutional qualification	other qualification ³¹
Universities/ISCE D 5 & 6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Colleges of higher Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- Kind of learning environment in which training of these key competencies takes place:

	academic qualification	didactic qualification	psychological qualification	juridical qualification	other qualification
Individual studies	<input checked="" type="checkbox"/>				
Group work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Project work	<input type="checkbox"/>				
Other	<input type="checkbox"/>				

Participation of students in planning and organisation

Trainee history teachers are involved in the planning and organisation of the curricula and practical training.

In certain institutions, students participate in the departmental council responsible for the curriculum. As for practical training, students may choose the school where their practical training will take place under the guidance of an advisory teacher. However, this choice has to be approved by the staff members of the ITT.

International mobility

In Belgium there are no ITT programmes explicitly designed to foster the international dimension of teacher education. There is a language barrier. Some exchange takes place, though not to the extent as is the case in language teacher training.

D. Trainers

The trainers

- Professional groups involved in ITT for history teachers:

Historians, advisory teachers in schools and/or universities, psychologists, pedagogues, didacticians, sociologists and jurists are also involved in history ITT as teachers.

– Coordination of these groups

These groups are coordinated at universities and colleges of higher education.

Form of cooperation:³²

³¹ Students have to develop pedagogical, communicative, reflective and ethical competencies as well; at universities they have to show a research oriented attitude towards their practice.

³² Source: <http://www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=13403>. Retrieved 28 March 2006.

- institutional collaborators: general meetings and peer supervision sessions take place on a regular basis;
- advisory teachers and institutional collaborators: meetings on a yearly or semester basis.

– Interdisciplinary cooperation between these groups

There is interdisciplinary cooperation between these groups at universities and colleges of higher education.

Kinds of cooperation:

Academic training, practical training, didactic /pedagogic training

Coordination meetings take place on a regular basis to periodically evaluate the curriculum, and more specifically to evaluate the contribution of each course to the attainment of the governmental requirements in teacher education.

- Average percentage working time devoted by teacher trainers to the training of trainee teachers:³³

Institution/ ISCED	Historians	Advisory teachers	Psychologists	Didacticians	Teachers	Other
Universities/ ISCED 5&6	10%	10%	10%	10%	50%	10%
Colleges of higher education/	100%	10%	100%	100%	100%	

E. Training of teacher trainers

In-service training

There is a possibility of in-service training for teacher trainers at universities (not obligatory) and colleges of higher education (obligatory in some institutions). The cost of in-service training is covered by the teacher training institution. The training (for universities and colleges of higher education) includes improvement and training in self-reflection, improvement of competencies in planning and design of courses, training in directing and steering the learning process, training in different forms of examinations, forms of evaluation. Usually this in-service training takes the form of 1- or 2-day seminars, on topics such as learning methods and evaluation.

Specific training

There is no specific training for history teacher trainers.

The training of trainers

- The trainers are trained by³⁴

	Historians	Advisory teachers	Psychologists	Education- alists	Didacticians	External trainers	Others
Historians	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advisory teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychologists	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education-	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

³³ In the Flemish community, the post of advisory teacher is voluntary although they take part in the training of the history teacher training programme; however it is difficult to specify the exact percentage of their time spent on advising/tutoring activities (not more than 10%).

³⁴ If and when external trainers are called in, they belong to one of the aforementioned categories. Some of them may be sociologists or jurists (on ethical and deontological aspects of the teacher job).

alists							
Didacticians	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
External trainers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

- Place of training for the trainers

Internal personnel development for historians, advisory teachers, didacticians, pedagogues, psychologist. There is no external personnel development.

- Internal personnel development is normally done by Didacticians, professional trainers.

- International mobility of history teacher trainers

History teacher trainers are encouraged to participate in international research or exchange programmes. Participation of history teacher trainers in international research programmes/projects: Socrates programmes (e.g. on the development of portfolios); History Didactics Society congresses; G. Eckert Institute initiatives on textbook research.

III. History teaching in primary and secondary schools

A. The subject

Basic information about history as a subject in secondary school education (student ages 10-18/19):

- History as a school subject³⁵

School level	Full name of the subject
ISCED 1 – primary school	Orientation on the world
ISCED 2 – lower secondary general school	History
ISCED 2 – lower secondary vocational school	General subjects
ISCED 3 – upper secondary general	History
ISCED 3 – upper secondary vocational school	General subjects

- Separate subject

Is history a separate subject?

School level	Separate subject	Name of the comprehensive subject	Percentage of history in the comprehensive subject
ISCED 1 – primary school	no	Orientation on the world	approx. 20%
ISCED 2 – lower secondary general school	yes	–	–
ISCED 2 – lower secondary vocational	no	General subjects	approx. 6%
ISCED 3 – upper secondary general	yes	–	–
ISCED 3 – upper secondary vocational school	no	General subjects	depends on the individual teacher

³⁵ Source: <http://www.ond.vlaanderen.be/dvo/>. Retrieved 28 March 2006.

• Number of history lessons

Number of lessons per grade each week and school type:

Grade (age)	Primary	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
1 (6-7)					
2 (7-8)					
3 (8-9)					
4 (9-10)					
5 (10-11)	2 lessons each 1 hour				
6 (11-12)					
7 (12-13)		1-2 lessons each 50 minutes ³⁶			
8 (13-14)			1 lesson/50 min. ³⁷		
9 (14-15)				2 lessons each 50 minutes	
10 (15-16)					6 lessons each 50 min.
11 (16-17)					4 lessons each 50 min.
12 (17-18)					
13 (18-19)					

• History curriculum in school³⁸

– Aims and content of the subject in primary school

Notions of time, space and different forms of society are taught in primary schools. Pupils in primary schools understand the concept of ‘historical event’; they can distinguish different historical eras in Western European history; they can place important historical figures in the right historical era.

– Aims and content of the subject in lower secondary general school

Pupils can use a framework of historical concepts (time, space, sociality) and relate these concepts to a specific historical era and to each other. Historical content: ancient history, Middle Ages and early modern history.

– Aims and content of the subject in upper secondary general school

Pupils develop specific historical skills, e.g. gathering and selecting data, critically analysing, synthesising and evaluating historical information. Historical content: nineteenth and twentieth centuries.

– Aims and content of the subject in lower secondary vocational school

Pupils can develop their study of history using historical concepts such as time, space and sociality.

³⁶ In lower secondary public schools (ISCED 2): two history lessons per week in the first year of ISCED 2, one history lesson per week in the second year of ISCED 2. In lower secondary schools (ISCED 2) of “church” institutions: one history lesson per week in the first year of ISCED 2, two history lessons in the second year of ISCED 2.

³⁷ In the Flemish community, lower secondary vocational education consists of 1 year (2nd year of the 1st stage, age pupils: 13-14). It’s a preparation year for upper secondary vocational (as can be seen on the diagram at the beginning of the report on Belgium).

³⁸ Source: www.ond.vlaanderen.be/dvo. Retrieved 28 March 2006.

– Aims and content of the subject in upper secondary vocational school
Pupils realise that the present is influenced and formed by events and developments in the past. They learn to respect historical-cultural patrimonies.

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

Local history	5 %
Regional history	5 %
National history	15 %
European history	40 %
World history	30 %
Other ³⁹	5 %

The content of this curriculum applies to general lower and upper secondary education. Although the curriculum of the public schools has been taken as an example, there are no important differences between this and the curriculum of church-organised education. Both curricula have to meet the requirements laid down by the government in the Flemish Attainment Goals for History. For a good understanding of the different stages, we refer to the schematic representation of the Flemish educational system at the beginning of the report on Belgium.

Local/regional history: 2nd stage: attention to the importance of the Flemish culture within medieval Europe (paintings, textiles, religious and secular music), Flanders during the Spanish Inquisition; 3rd stage: focus on the formation of the Flemish Movement in French-speaking Belgium, origins of Flemish nationalism

National history: 1st stage: ‘Belgium’ as a component of the Celtic culture of the 1st century BC; 3rd stage: global view of Belgian society since the Independence of 1830 with an emphasis on its socioeconomic development and formation of national political parties

European history: 1st stage: formation of Greek city states, history of the Roman world; 2nd stage: Europe during the Middle Ages (Viking invasions, feudality), early modern Europe (Renaissance, Reformation and Counter-Reformation), pre-revolutionary Europe (Ancien Régime, Enlightenment), French Revolution, Napoleonic Europe; 3rd stage: industrial revolutions, rise of constitutional monarchies, new political ideologies (liberalism, nationalism, socialism, Communism, Fascism), denazification, the formation of the European Union

World history: 1st stage: early states and empires in the ancient Middle East (Egypt, Mesopotamia, Persia); 2nd stage: Christianity versus Islam (the Crusades), discovery of the New World, start of European colonisation and European influence worldwide; 3rd stage: WWI & II, Cold War (East versus West, Soviet Union), decolonisation, North versus South, the formation of international institutions (United Nations, NATO)

Other history: 1st stage: origination of the human species, agriculture, writing, warfare; 2nd stage: important inventions at the break of modern Europe (printing, compass, new ships, etc.) 3rd stage: the function and influence of the media in contemporary history, the start of the consumer industry/leisure industry in the western world.

³⁹ The category ‘other’ consists of thematic approaches, e.g. technological history (inventions like compass, innovations in agriculture etc.).

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

Political history	30%
Social history	25%
Economic history	20%
Cultural history	15%

The content of this curriculum applies to general lower and upper secondary education:

Political history: 1st stage: theocracy (pharaohs), democracy versus aristocracy in the ancient city-states, the Roman regal period/republic/empire; 2nd stage: pope versus emperor, Magna Carta, the creation of parliaments, the formation of national states in Europe, monarchical absolutism; 3rd stage: constitutionalism, formation of new political parties and ideologies (the nineteenth and twentieth centuries, -isms.).

Social history: 1st stage: Greco-Roman slavery versus freedom of the citizen; 2nd stage: the medieval serf, the feudal society in Europe, repercussions of the Black Death (bubonic plague) on the social and demographic level in medieval Europe; 3rd stage: problems of the working class in modern and contemporary Europe.

Economic history: 1st stage: the origins of trade, coined money; 2nd stage: medieval handicraft, the Hanseatic towns, mercantilism; 3rd stage: the origins of economic liberalism, capitalism, economic depression (Wall Street Crash 1929), economic globalisation.

Cultural history: 1st stage: architecture and art in the ancient Middle East and the Greco-Roman world; 2nd stage: Byzantine culture, the medieval monastery (production of manuscripts), cathedral building, urbanisation, Renaissance, Baroque, Rococo; 3rd stage: neo-classicism, realism, naturalism, romanticism, symbolism (...), popular culture (music, film).

– The teaching of history as a subject

History is taught as a single subject in:

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
History is taught as a single subject	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
History is taught in a fixed combination (e.g. geography)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History is taught under the umbrella of a broader subject (e.g. social studies)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Primary schools: History in primary schools is taught in a combination with geography and biology under the umbrella of orientation on the world. It also includes the topic *wereldbeeld* (i.e. world views, not so much in the philosophical sense as in a historical-geographic sense).

Lower secondary vocational school: History as a separate course is not taught in lower secondary vocational schools. It is part of a larger umbrella course called general subjects. Pupils can choose history (1 hour a week) together with two other general subjects. Those other subjects are: geography, Dutch, French, mathematics, physics.

Upper secondary vocational schools: History as a separate subject is not taught in upper secondary vocational schools. It is part of a larger umbrella course called general subjects. This contains the following subjects: history, geography, mathematics, Dutch and social education.

– Subjects taught at school

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
Geography	<input checked="" type="checkbox"/>				
Social studies	<input checked="" type="checkbox"/>				
Cultural studies	<input checked="" type="checkbox"/>				
Civic education	<input checked="" type="checkbox"/>				
Human rights education	<input checked="" type="checkbox"/>				
Ethics	<input checked="" type="checkbox"/>				
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Others	<input checked="" type="checkbox"/>				

• Comparison: school curriculum vs. ITT

There are no important differences between topics being studied in ITT and topics taught in school according to the curricula. Regarding the basic structure of school curricula and the study of history, curricula at universities or colleges of higher education do not differ strongly from each other. Both concentrate on the same chronological development of historical content, though with different perspectives. There is probably a greater focus on world history in school curricula. On the other hand, the comparative approach is a greater focus in higher education curricula, as is a long-term view of historical phenomena (a thematic, diachronic approach). In both curricula, the importance of acquiring historical skills is emphasised. In history ITT, an accent is put on the teaching (through different methods) of a fundamental historical framework and of skills (such as analysis, synthesis, historic argumentation). The final aim is the development of historical consciousness and an historical attitude towards past and present.⁴⁰

There have been important changes during the last ten years in the field of history teaching at universities and colleges of higher education in Belgium: The government final attainment goals demand that history teaching (a) becomes more interactive, and based on innovative learning methods which involve more participation and activity of pupils (b) maintains a problem-oriented and pluri-perspective approach, and an emphasis on the development of historical concepts and of historical skills, as well as attention to change and change agents.

These changes in history teaching have directly affected the ITT.

At universities: The emphasis on practical training has increased significantly. Owing to a need for more professionalism, ITT at universities has attracted greater attention since the decree of 1996, but much remains to be done.

At colleges of higher education: More emphasis is now being put on practical training, as well as on the problem of linking theory and practice, and on new ways of evaluating students (electronic portfolio, etc.)

• Future developments

There are no changes expected in the near future; the implementation of the new attainment goals is difficult enough. The curricula and textbooks have been revised (beginning in 1996) and will be in use from 2005 onwards.

⁴⁰ Goegebeur W., Vernailen L., & Gijzenbergh M. (2002). *Vakdidactiek Geschiedenis Lerarenopleiding*. Brussel: Dienst Uitgaven VUB, 15-57.

B. History teachers in schools

Socioeconomic situation of history teachers

- Job opportunities

In 2002 graduates had to wait for one year before they could get a job as a history teacher. This figure was based on a survey of the Flemish Service for Employment and Vocational Training (VDAB), which pointed out that in 2000, 16.8% of graduated history students (35 out of 208 graduates) were still looking for a job one year after graduation.⁴¹

Salaries

In 2002, a full-time secondary school teacher belonged to the middle class of wage-earners.

- Number of history teachers newly employed in 2002

Data not available. The figures from ISCED 1&2 for new teachers in general are 2 661 and 173 respectively; a specific number of history teachers newly employed in 2001 could not be determined owing to lack of data.

- Number of unemployed history teachers

Data not available, see above.

- Future developments

The number of available jobs will not, or will only insignificantly, change. In comparison to 2002, an increase in the number of students who started history ITT at universities in 2003 was noted, but it is still too early to say that this tendency will reflect a different number of graduates, compared with 2002.

- Age distribution

– The average age of history teachers in primary and secondary schools⁴²

School/ ISCED	<30	31-40	41-50	50>
Primary schools/ISCED 1	17%	27%	27%	29%
Lower secondary schools/ISCED2	24%	26%	22%	28%
Upper secondary schools/ISCED 3	16%	22%	34%	28%

⁴¹ *Werkzoekende schoolverlaters in Vlaanderen* (brochure VDAB, afdeling databeheer en analyse, 17de longitudinale studie, juni 2000- juni 2001), p. 44.

⁴² R. Van De Sijpe & G. Oeijen, administrators at the Flemish Ministry of Education (Sections Primary and Secondary Education).

- Age of employment/retirement

– Age at which history teachers normally get hired in primary and secondary schools:⁴³

School/ ISCED	Female	Male
Primary schools/ ISCED 1	average 25	average 25
Lower secondary schools/ ISCED 2	minimum 21	minimum 21
Upper secondary schools/ ISCED 3	minimum 22	minimum 22

– Age at which history teachers normally retire from teaching in primary and secondary schools:⁴⁴

School/ ISCED	Female	Male
Primary schools/ISCED 1	na	na
Lower secondary schools/ ISCED 2	minimum: 60 years maximum: 65 years	minimum: 60 years maximum: 65 years
Upper secondary schools/ISCED 3	minimum: 60 years maximum: 65 years	minimum: 60 years maximum: 65 years

- Salaries/age

Average salaries of history teachers in euros per level of qualification:⁴⁵

School/ ISCED	< 30 years	50 > years
Primary schools/ISCED 1	€1 952.50	€3 260.25
Lower secondary schools/ISCED 2	€2 094.60	€3 322.10
Upper secondary schools/ISCED 3	€2 453.69	€4 212.79

- Relation between school and university

Institutional links and forms of cooperation:

Contract between institutions: cooperation between universities/colleges of higher education and primary/secondary schools for the practical training in ITT.

- Status of the profession history and history teaching in society

– Rank of studies

Arts, humanities and theology	3
Social sciences	7
Educational sciences	6
Juridical sciences	4
Natural sciences	8
Mathematics and computer related sciences	9
Medical sciences	2
Engineering and architecture	1
Other (please specify)	5

⁴³ An exact average for ISCED 2 & 3 cannot be given, only a terminus post quem, based on the length of history subject and ITT history study. Source: R. Van De Sijpe & G. Oeijen, administrators at the Flemish Ministry of Education (Sections Primary and Secondary Education).

⁴⁴ The average retirement age for (history) teachers is 59 (for men) and 58 (for women). Source: R. Van De Sijpe & G. Oeijen, administrators at the Flemish Ministry of Education (Sections Primary and Secondary Education).

⁴⁵ Source: G. Oeijen, administrator at the Flemish Ministry of Education (Section Secondary Education) + <http://www.ond.vlaanderen.be/onderwijsstatistieken/2002-2003/input%202003.pdf>. Retrieved March 28 2006.

Owing to the lack of research data the authors of the report had to look elsewhere to answer this question. An objective indicator was chosen to rank the reputation a specific field of study holds in the Flemish community: the number of students enrolled in each specific field of study in 2002.

Within the humanities group history takes second place after languages.

Reputation of history teaching on a scale from 0 (worst) to 10 (best): na

Historians and history teachers are employed in a wide array of professional functions (education, financial business, politics, public administration, private firms, research centres etc.). Historians are appreciated as valuable employees because they have broad and general training with a lot of attention to critical and accurate analysis. As teachers, historians are well respected because they provide young people with a cultural background and enable them to develop an open and critical view of historical and contemporary issues.