

# CZECH REPUBLIC

with the contribution of Marie Homerova

## 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*

There are no special laws and regulations concerning ITT or history teachers. ITT is included in every university curriculum.

#### *Structure of the education system<sup>1</sup>*

The education system is:

- comprehensive until student age of 12 year
- selective from student age of 12/13 or 15 years
- compulsory full-time education up to 9 years of age
- school leaving age: 16 (vocational schools) years of age  
18/19 (secondary vocational schools and secondary general schools gymnasium) years of age

#### *Population by educational standard*

Population aged between 25 and 54 years by highest educational standard (school leaving or graduation) in percentage:

	Total
below secondary II [ISCED 2]	23.4%
secondary II [ISCED 3]	38.0%
post-secondary, non-tertiary [ISCED 4]	24.9%
tertiary I [ISCED 5A/6]	3.5%
tertiary II [ISCED 5B]	8.9%

### B. Statistical data

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

#### *Pupils<sup>2</sup>*

Pupils in	Male	Female	Total
Lower secondary education	536 673	501 385	1 038 058
Upper secondary general	56 919	85 430	142 349
Upper secondary vocational	318 177	190 446	408 623

<sup>1</sup> Source: National Programme for the Development of Education in the Czech Republic (White Paper), Ministry of Education, Prague 2001 (pp. 48-69)

<sup>2</sup> Source: UIV (the Institute of the Information on Education in the Czech Republic), Senovazne namesti 26, Prague 1

- Ratio of upper secondary graduates to total population at typical age of graduation<sup>3</sup>

#### *Students*

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	140 471	138 123	278 594

- Students per institution<sup>4</sup>

Institution/ ISCED	Male	Female	Total
Universities, faculties of arts	4 596	9 490	14 086
Pedagogical universities, faculties of education	6 392	16 373	22 765

- New students in 2002/03

Institution/ ISCED	Male	Female	Total
Universities, faculties of arts	569	1 517	2 086
Pedagogical universities, faculties of education	1 214	3 405	4 619

- Students graduating in 2002/03 per institution

Institution/ ISCED	Male	Female	Total
Universities, faculties of arts	434	1 095	1 529
Pedagogical universities, faculties of education	671	2 334	3 005

#### *Number of trainee teachers*

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)			
Faculties of arts	6 079	17 929	24 008
Faculties of education			

- New trainee teachers in 2002/03

	Male	Female	Total
Universities, Faculties of arts <sup>5</sup>	1 030	3 578	4 608

- Trainee teachers graduating in 2002/03 per institution

	Male	Female	Total
Universities, faculties of arts	668	2 542	3 210

#### *History students*

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)			
Faculties of arts	1 563	1 354	2 917
Faculties of education			

<sup>3</sup> No data is available on the differences between male and female teachers, but the estimation is that female graduates have gained slightly higher percentage in secondary education.

<sup>4</sup> In the Czech Republic all history teachers are trained only at state universities in two types of faculties: 1. faculties of arts, 2. faculties of education. There is no other institution in charge of ITT of history teachers.

<sup>5</sup> Only numbers for all institutions together are available, i.e. faculties of arts and faculties of education

• New history students in 2002/03

	Male	Female	Total
Universities faculties of arts	166	168	334

• History students graduating in 2002/03 per institution

	Male	Female	Total
Universities faculties of arts	121	125	246

*Teacher trainers in general and history teacher trainers*

• Number of teacher trainers

	Male	Female	Total
Post secondary and tertiary education (= ISCED 4, 5 and 6) Faculties of arts Faculties of education	n/a	n/a	2.580

• 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, faculties of arts	n/a	n/a	930	n/a	n/a	n/a	n/a	n/a	n/a
Pedagogical universities, faculties of education	n/a	n/a	1.650	n/a	n/a	n/a	n/a	n/a	n/a

*Teachers in general and history teachers*

At present, there are profound changes taking effect in the administration in the Czech Republic. The schools were managed by the Ministry of Education, but now school management has been transferred to regional and local authorities. Therefore statistical data are not available. After these changes have been finished, the statistical data will be more precise and available.<sup>6</sup>

*Financing*

The annual expenditure per history student by universities is approximately €1000<sup>7</sup>. the average annual cost of a student, the costs of a history student are lower than average for students.

The annual cost of a trainee history teacher is approx. €1000. The costs of a trainee history teacher are lower than average for trainee teachers.

*Feminisation<sup>8</sup>*

Data not available

<sup>6</sup> Source: The Ministry of Education, regional authorities.

<sup>7</sup> All Czech history departments estimate the annual cost between 900 and 1000 euros.

<sup>8</sup> This problem has not been researched, no exact numbers are available but it is estimated that there are more women students in Faculties of Education than in Faculties of Arts. There is a larger increase in women students in Faculties of Education.

## II. Initial training

### A. Training institutions

#### *Institutions involved in ITT*

Institution	For which school level
Universities, faculties of arts	Four universities with four faculties of arts in the Czech Republic Graduates can teach at every level, but they mostly teach in upper secondary schools or universities
Pedagogical universities, faculties of education	Six universities with six faculties of education secondary schools

#### *Main purposes of institutions*

Institution	Purpose
Universities, faculties of arts	High academic level. Training of professional historians who have the right to be trained in special pedagogical courses to gain the qualification as history teachers. The study consists of two parts: BA and MA
Pedagogical universities, faculties of education	Training of the majority of the history teachers in the Czech Republic Teachers training is an inseparable part of the study courses. The study consists of two parts: bachelor study and master study

#### *Faculties in charge of ITT*

Institution	Faculties
Universities, faculties of arts	history departments department of pedagogical sciences department of psychology
Pedagogical universities, faculties of education	history departments department of pedagogical sciences department of psychology

*TT institutions are required to meet legal standards set by The state (including government), and the training institutions themselves.*<sup>9</sup>

#### *Number of training institutions*

providing a training programme for initial teacher training (general)<sup>10</sup>

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities, faculties of arts	4		4
Pedagogical universities, faculties of education	6		6

providing a training programme for initial training of history teachers<sup>11</sup>

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities, faculties of arts	4		4
Pedagogical universities, faculties of education	6		6

<sup>9</sup> All history departments have the right to act independently, but within the framework of valid legislation and in accordance with the rules set up by the Ministry of Education.

<sup>10</sup> There are four faculties of arts and six faculties of education responsible for ITT in the Czech Republic, all ISCED 5A.

<sup>11</sup> The study at all faculties consists of two stages: 1. BA and 2. MA. BA graduates have the right to continue to MA. Only after MA graduation can the students obtain the full teaching qualification.  
Source: Czech university curricula, consultations with experts, valid legislation.

## 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:

- Charles University in Prague
- Palacky University in Olomouc
- Masaryk University in Brno

*The structure of ITT is concurrent.*

*Length of studies/training*

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

School level form of graduation	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
After MA graduation , graduate may teach at all Czech faculties	examination	written, oral, practical	4-5	MA	yes	none, admission at end of study
After MA graduation at any faculty in charge of ITT (i.e. graduates from the faculties of arts or faculties of education), graduates can teach at all types of schools according to their own choice.				to succeed in all examinations and credits, final examinations, diploma thesis		
Graduate may teach at all Czech faculties of arts (if the student passes the study courses in pedagogical sciences and didactics)			5			
Graduate may teach at all faculties of education with the acquired qualifications			5			
Graduate may teach at all Czech faculties of arts (if the student passes the study courses in pedagogical sciences and didactics enabling him/her to achieve pedagogical competencies)			5			
Graduate may teach at all faculties of education			4-5			

- Form of graduation and allocation of years for teaching EDC / civic education in secondary general schools  
Students receive a graduation separate from history teaching.

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
Universities	examination	written, oral, practical	4-5	MA	yes	none, admission at the end of study

*Standards for ITT*

- Professional profile

There is a professional profile for history teachers in the Czech Republic.

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

#### Content of professional profile<sup>12</sup>

There are different profiles at different faculties, but they mostly concentrate on these goals:

- The graduate should:

know the basic historical development and data from all periods of national, European and world history, know and use the methodology of history as a science, know and use the methodology of other social sciences, specifically geography, have language knowledge (especially Latin and German in faculties of arts), have basic computer skills, have skills to use sources and archival materials, acquire knowledge and skills in teaching history

- All Czech ITT curricula for history teachers consist of two parts:

1. Survey and description of the content of academic study courses and all requirements for passing these courses (e.g. the titles of courses, the required number of pages of written exams, the content of oral examinations, etc).

There is no other specification.

2. Survey and description of pedagogical and didactics courses:

History of pedagogy, general pedagogy, general and pedagogical psychology, general didactics and subject didactics, practical training in schools

- The following students must write and defend in public a diploma thesis:

Historians and researchers in history, ITT students with the combination of two or three subjects can choose the subject of the diploma thesis based on the combination, either from history or the other subject of the combination. Those students who do not choose history as a diploma project are obliged to write an MA thesis from history (this option is shorter than a diploma project, but otherwise has the same criteria).

- Certification system (qualified teacher status)

There is a process of certification after completion of history teacher training: the graduation diploma certificate from the university. Approximately 90-100% of all history teachers in the Czech Republic have acquired this certificate.

- Low-qualified history teachers

In the Czech Republic, there are low-qualified history teachers actively teaching history in school. The approximate figures are unknown but there is a large number of non-qualified teachers, who teach mostly in primary and in lower classes of secondary schools. One cause of this unfavourable situation is that some school managements consider history as something that can be taught by any social studies teacher. A second cause is the lack of qualified teachers in some regions, because graduates mostly work in other professions owing to the low salaries in schools.

- Core curriculum

There is a common/core curriculum for all institutions of initial training for history teachers in the Czech Republic. Every faculty has the right to develop its own curriculum. However, owing to the fact that the concept in all faculties is chronological history, the core of all curricula is very similar (the current continuation of the traditional attitude from the nineteenth century).

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<sup>12</sup> There are very few diploma theses on the history didactics at Czech universities. It is evident that pedagogical sciences and history didactics are neglected and underestimated. This situation is often criticised, but little has been done to improve it until now. However, new approaches have appeared and several university didacticians plan to elaborate new curricula for history didactics.

Source: Czech university curricula, consultations with experts.

– General guidelines for the conception of ITT

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

– Coordination of curricula

Curricula of different institutions are coordinated. Curricula of the same institutions are not coordinated.

### *Training at universities*

- Curriculum

The current curriculum dates from 2000 (year of implementation).

- The aims of IT for history teachers

The ITT curriculum of the Faculty of Education, Charles University in Prague<sup>13</sup>

For a more detailed version of the ITT curricula of the Czech Republic see the ITT website (<http://www.itt-history.eu>).

The faculty trains teachers for basic school and upper secondary school. Both study programmes consist of BA and MA courses.

Graduates should acquire professional competency for teaching history :

Aims: To prepare mostly lower and upper secondary school teachers with high academic and didactic skills, graduates are trained in all forms of academic and teaching skills so that they can apply their competencies in practical teaching (some of them can work in academic professions).

- General courses and language courses:

History of philosophy, language courses, two languages compulsory.

Latin obligatory for upper secondary teachers (the exception among other faculties of education in the Czech Republic)

- Academic courses

The obligatory courses and historical excursions are numbered in chronological order. Their timing is in accordance with this chronology, i.e. the prehistoric era is the first topic, the twentieth century history is taught in the last semesters (as in all Czech universities). Optional courses are offered to the students from the first semester, but every student is obliged to take a certain number of these special optional courses to achieve the required number of credits. There are a variety of titles of optional courses, e.g. lectures and workshops on gold mining in the Middle Ages, daily life throughout the centuries.

The obligatory educational historical programmes:

*Pedagogical training* (4 semesters) consisting of history of pedagogy (2 semesters) and general pedagogy (2 semesters).

*Psychology* (4 semesters) consisting of general and social psychology (2 semesters,) and social and school psychology (2 semesters).

*Didactics module*: 4 semesters (91 classes): general didactics (39 classes), subject didactics (39 classes), specific didactics (13 classes)

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<sup>13</sup> All Czech university curricula are similar to the above ones. There are differences in the lectures and workshops offered, basically the choice in faculties of arts is more academic and more diversified in comparison with faculties of education. There are, of course, differences between the curricula of all faculties depending on the university teaching staff.

*Practical teaching in schools: 25 classes for basic school and lower secondary school teachers, 20 classes for upper secondary school teachers.*

• The content of initial training for history teachers<sup>14</sup>

All faculties in the Czech Republic in charge of ITT of history teachers provide academic courses based on chronological history. However, faculties of arts have more academic courses than pedagogical faculties. In faculties of education, the number of academic courses differs: ITT for teachers of upper secondary schools have more courses than ITT for teachers qualifying for lower secondary schools (more practical teaching). The length of study also differs: teachers for upper secondary schools have to finish 10 semesters (a five-year study course), and teachers for lower secondary schools 8 semesters (a four-year study course).

All faculties in the Czech Republic provide courses in pedagogical sciences, psychology and didactics. These courses are obligatory for all future history teachers. The number of courses is the same for students in ITT for upper secondary schools. Students in ITT for lower secondary schools have a higher number of courses in pedagogical training. Faculties training future historians or researchers provide the opportunity for those students to attend these courses and pass the examinations. This opportunity is used by the majority of students and future historians.

All faculties in the Czech Republic provide obligatory or optional courses in general social sciences, e.g. philosophy, sociology. Courses on the history of philosophy are obligatory for every student of history. Moreover every student should attend a certain number of optional obligatory courses to gain the required credits.

The ITT for history teachers in all faculties in the Czech Republic consists of two parts: BA and MA. The BA degree is the basic condition for doing an MA, but if students decide early to begin an MA, they have the opportunity to achieve some credits in advance.

1. BA: three-year course (6 semesters)

Obligatory academic courses in history: introduction to history, the Middle Ages, the new age, modern history, heraldic sciences.

Optional courses: different topics: e.g. daily life, regional history.

2. MA: continuation of BA, altogether 4-5 years

- Obligatory academic courses: chronological history, but the courses are more numerous than in previous bachelor stage starting with prehistoric era and finishing with modern history.

- Courses in other social science disciplines (philosophy, culture, etc.)

- German, foreign languages (Latin in faculties of arts).

- Courses in pedagogical sciences, psychology, sociology, didactics

- Training in schools (students are mostly trained in the schools where they are supposed to teach after their graduation)

- Optional courses: a wide choice of optional history courses; every student must select a certain number of optional courses.

• The coursework in history teacher training

Institution/ ISCED	History courses	General pedagogic/ didactics courses	Subject didactics courses	Practical training
Faculties of arts	70%	20%	16%	4%
Faculties of education	60%	30%	24%	6%

<sup>14</sup> Some faculties offer both BA and MA courses. Students can choose some MA courses so as to have fewer examinations later. All courses and examinations are spread throughout 4-5 years study, so that students can choose courses according to their possibilities. They have to gain a certain number of credits to be able to graduate. The framework above described is valid (with small differences) at all Czech universities in charge of ITT.

Source: Curricula, consultations with experts

These courses are always separated.

- 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.

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

Chronological structure	95-99%
Thematic structure	1-5%

– Ratio of local, regional, national, European and world history in history courses

Local history	5-10%
Regional history	10-15%
National history	30%
European history	30%
World history	20-30%

Local history: the history of certain home localities and those neighbourhoods

Regional history: the history of a certain home region and sometimes its adjacent parts (e.g. Silesia in the Czech Republic and in Poland)

National history: the history of the state territory and neighbouring areas

European history: the history of prominent historical European events, processes, concepts, personalities, regimes and countries. More attention is devoted to Central European affairs within the larger European context

World history: the history of prominent historical events, processes, phenomena, countries, personalities, regimes in world history. More attention is devoted to relations between the Central European region and world affairs

– Ratio of political, social, economic and cultural history

Political history	50-60%
Social history	20-30%
Economic history	20-30%
Cultural history	10-30%

Political history: the political development of different countries, political doctrines and their historical development, the consequences of political events on the history of different countries.

Social history: the social background of the political development, the specific social phenomena and their changes throughout history, the daily life in different historical periods.

Economic history: mostly taught as a background to political history; exceptional economic phenomena are sometimes taught separately (e.g. great depression, totalitarian regime economy).

Cultural history: mostly taught in connection with philosophical concepts, and with a chronological structure. Students are offered obligatory optional seminars at all faculties.

– In the history courses, the following approaches are<sup>15</sup>

Important: problem-oriented, teaching by example, multicultural; hardly used: multi-perspective, bilingual.

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<sup>15</sup> There are no empirical studies and collection of data concerning the ITT in the Czech Republic.

– Training in historical methods during general courses

Focuses a lot on: working in and with archives; focuses on: hermeneutics of history, action research, working in and with museums; barely focuses on: quantitative analyses, statistics, qualitative analysis, discourse analysis.

• EDC as part of the curriculum

The following competencies are explicitly emphasised in training:

system of laws, jurisprudence, political systems, civics/civil and political rights, human rights education, civic education, citizenship education, intercultural education, international law.

There are only a few optional courses on EDC, offered to students in exceptional cases.

• Training of history subject didactics / methodology

The following competencies are explicitly emphasised in training:

Textbook analysis, planning and organising lessons, teaching through directive structure, interactive teaching, organising project work, use of media, use of information technology, training of teamwork, training of key qualifications, multicultural aspects.

Trainee history teachers are encouraged to implement the results of new historical research in classroom teaching, but they are not systematically trained to do this.

– Courses of subject (history) didactics

History of pedagogy (2 semesters), general pedagogy (4 semesters), general psychology (2 semesters), pedagogical psychology (2 semesters), general didactics (2 semesters), subject didactics (2 semesters), practical training (20-25 hours)

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

There is no official concept. Every faculty and every history department has developed its own concept. As the basic concept is chronological history, the curricula and the philosophy of teaching is similar in all Czech faculties in charge of ITT.

• Educational sciences, general didactics, pedagogy

Following courses are part of the curriculum<sup>16</sup>:

Theories of education, theories of teaching, theories of didactics, developmental psychology, learning psychology, 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, interdisciplinary cooperation

• Practical training during universities studies

20 hours in all faculties of arts

25 hours at all the faculties of education

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

There are institutional links (forms of cooperation) between universities and other institutions to accomplish practical training during university studies. The forms of cooperation are limited, and more informal cooperation is often used.

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<sup>16</sup> There are big differences between faculties. The majority of faculties keep to the old traditional model without any innovation, but several faculties have introduced new methods, e.g. in media use or the use of digital technology.

– Forms of practical training during studies at universities  
Training in schools (20-25 hours in 14 days)<sup>17</sup>

– Relation between theory and practice

There are no established forms aiming at relating the theoretical production in (history) subject didactics to the practical work of history teaching in the classroom.

### *Postgraduate initial training (PG-ITT) for history teachers*

There is no obligatory postgraduate initial training for history teachers in the Czech Republic who wish to teach history in primary and secondary schools.

- Structure of PG-ITT

There is no PG ITT in Czech universities.

- Induction

There is an obligatory form of induction for newly employed history teachers. Supervising school teachers advise on the preparation of lessons and teaching materials. They consult teaching methods with new teachers, monitor the beginners' lessons and the feedback from pupils. They visit beginners' lessons and advise beginners on teaching strategies. There are no official rules or official prescriptions for advisory teachers.

### *Minority and gender issues, multicultural aspects*

- Minority issues

During the whole period of studies, approx. 5-10% of time is devoted to minority issues in history.

Form and content of courses:

University in Ostrava, research programmes:

The history of the Czech-Polish relations, minorities living in the northern Moravian region, research on historical consciousness, relations of Czech young people to their neighbours in the Central European region, teaching history of schools and surviving stereotypes, the relations of young Czech people to European nations, the changes of pictures of the Czech and the Austrians in their past, relations of young Czech people to the Austrians

- Gender issues

During the whole period of studies, approx. 5-10% of time is devoted to gender issues in history.

Form and content of courses<sup>18</sup>:

Explicitly taught in the courses at the Faculty of Arts in Olomouc:

Women in the nineteenth and twentieth centuries, children in the nineteenth century

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<sup>17</sup> The forms of practical training are not well elaborated. Practical training is evidently underestimated. A lot of university lecturers are of the view that history teachers should be well educated in history as an academic science. There are few differences among universities in practical training. New forms of training are theoretically promoted only by a few history departments, micro-teaching and mini-labs included.

<sup>18</sup> Gender studies are a new issue. They were introduced into university teaching several years ago. It is difficult to cover all activities focused on gender issues, because they are often included in lectures and workshops focusing on the certain historical period. Students are offered a number of optional lectures, workshops and projects on gender studies.

• Multicultural aspects

The ITT curriculum is not designed to prepare trainee teachers for teaching history in the context of a multicultural society.

There are no courses taught with explicit multicultural dimensions. The items of multicultural education are included in other courses focusing on certain historical periods.

*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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity to relate current events or information to historical processes	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>
Ability to comment, 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 type="checkbox"/>
Ability to organise complex historical information in coherent form	<input 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 type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reflection and self-evaluation of the training course/ the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Monitoring / social dynamics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use of media	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use of information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training of key qualifications (social and communicative skills)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary cooperation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Scale of professional training

Training of teamwork (e.g. group work of students; team teaching)	4-10%
Training of key qualifications (self-reflection, social and communication skills, organisational skills)	1-5%
Training of Interdisciplinary cooperation	1-3%
Training for planning and organising lessons	5-10%
Training for teaching through directive structure	40-50%
Training for interactive teaching (e.g. group work)	15-20%
Training for organising project work	1-2%
Training for the use of feed back in classroom	1-2%
Training for reflection and self evaluation of courses	1- 2%
Training for monitoring / social dynamics	1-5%
Training for use of media	1-5%
Training for use of information technology	1-5%

• Information technology and e-learning<sup>19</sup>

During ITT studies, the percentage of ITT students who have access to computers is	50-90%
During ITT studies, the percentage of ITT students who have access to the Internet is	50-90%
Percentage of ITT training laboratories equipped with computers	50-90%
There is technical support for the use of information technology at the following percentage of teacher training institutions	50-90%
There is didactical support for the use of information technology at the following percentage of teacher training institutions	20%

During the whole period of studies, approx. 10-20% of time is devoted to training in the use of new media/information technology. There is very little training in the use of new media specifically for history teaching. All university labs are equipped with computers. However, these computers and the Internet are mostly used for writing papers or working on the agenda. There are no interactive programmes concerning history teaching or ITT, only informative programmes.

*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, subject didactics courses, practical training. All courses are evaluated either by oral examinations, written tests or credits.

• Informal evaluation of their courses by the trainers

There is informal evaluation based on the cooperation between faculty teachers and advisory teachers on the final evaluation of every candidates' practical teaching. University and advisory teachers judge the performances of all candidates (verbal feedback).

**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
Faculties of Arts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculties of Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>19</sup> Computers and digital technology are mostly used in a passive way (searching for the information, typing papers). There are no interactive programmes concerning ITT.

### *Participation of students in planning and organisation*

Trainee history teachers are involved in the planning and organisation of subject didactics courses and practical training. Students participate very little. They mostly participate in their practical training, e.g. they can teach at schools according to their choice (e.g. in regional or village schools) in the neighbourhood of their home, etc.

### *International mobility*

In the Czech Republic, there are no ITT programmes explicitly designed to foster the international dimension of teacher education. The regional universities usually have shared programmes and projects with neighbouring foreign regions. e.g. West Bohemia University with Bavaria, North Moravian universities with Polish Silesian institutions. There are no systematic exchange programmes with foreign universities, but students have a lot of opportunities to participate in exchange programmes organised by special departments of all universities (for individuals). Trainee history teachers have opportunities to participate in international research projects individually. However, these programmes mostly focus on history as a science.

## **D. Trainers**

### *The trainers*

• Professional groups involved in ITT for history teachers:

Historians, advisory teachers in schools and/or universities (experienced practical teachers in schools recommended mostly by the pedagogical centres), psychologists, pedagogues didacticians

– Coordination of these groups

These groups are coordinated.

Forms of cooperation: The coordination is done through personal contacts and according to the ITT needs of the moment.

Interdisciplinary cooperation between these groups

There is no interdisciplinary cooperation between these groups. The coordination between groups is loose and is based on the contemporary needs of practical ITT; there is no systematic cooperation.

Kind of cooperation:

- Coordinated by the curriculum, in practical training and in didactic/pedagogic training

*Average percentage of working time devoted by teacher trainers to the training of trainee teachers*

Institution/ ISCED	Historians	Advisory teachers	Psychologists	Didacticians	Pedagogues
Universities, faculties of arts	1-70%	71-75%	76-80%	91-100%	81-90%
Pedagogical universities, faculties of education	1-70%	71-75%	76-80%	91-100%	81-90%

### *Structure of personnel in training courses*

The training courses are run entirely by teams of university lecturers and advisory teachers.

## E. Training of teacher trainers

### *In-service training*

There is a possibility of in-service training for teacher trainers at universities<sup>20</sup>. The cost of the in-service training is covered by the state and the teacher trainers themselves. The training 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 of organisational skills, training in different forms of examinations, forms of evaluation. Teacher trainers can choose from a variety of different educational programmes offered by different educational institutions.

### *The training of trainers*

- The trainers are trained by<sup>21</sup>

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

- Internal personnel development is normally done by Historians, psychologists, didacticians

Examples of courses/forms of training:

School management, interactive methods and teaching strategies, assessment in history teaching, courses in history (all historical periods).

- External personnel development is normally done by

- Experts from training institutes.<sup>22</sup>

Examples: lecturing and practical training

- Numerous courses on history

- Courses on didactics and methodology: interactive methods in social sciences, assessment in history, school management, teaching of the Holocaust, etc.

- International mobility of history teacher trainers

History teacher trainers are encouraged to participate in international research or exchange programmes, but there is no training or preparation for this. Trainers have the opportunity to participate in educational cooperation programmes if they wish. However, language barriers prevent the majority of them from participating. There are no organised programmes or links between Czech universities and exchange programmes concerning ITT.

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<sup>20</sup> In-service training of teachers is not obligatory.

<sup>21</sup> There is no special obligatory training of teacher trainers, they can be trained like other history teachers. If they decide to gain better training, they can voluntarily attend and participate in different in-service teacher training courses.

<sup>22</sup> Experts from training institutes have little official influence on external personal development, but they provide advisory services.

### III. History teaching in primary and secondary schools

#### A. The subject

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

- History as a school subject

School level	Full name of the subject
ISCED 1 – primary school	Homeland study
ISCED 2 – lower secondary general school	History
ISCED 2 – lower secondary vocational school	History
ISCED 3 – upper secondary general	History
ISCED 3 – upper secondary vocational school	History

- Separate subject

School level	Separate subject	Name of the comprehensive subject	Percentage of history in the comprehensive subject
ISCED 1 – primary school	no	Homeland study	30-40%
ISCED 2 – lower secondary general school	yes	n/a	n/a
ISCED 2 – lower secondary vocational	n/a	n/a	n/a
ISCED 3 – upper secondary general	yes	n/a	n/a
ISCED 3 – upper secondary vocational school	yes	n/a	n/a

- 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)	2 lessons/ week				
3 (8-9)					
4 (9-10)					
5 (10-11)					
6 (11-12)					
7 (12-13)		2 lessons/ week			
8 (13-14)					
9 (14-15)					
10 (15-16)				2 lessons/ week <sup>23</sup>	1 or 2 lessons/ week according to type of school
11 (16-17)					
12 (17-18)					
13 (18-19)					

- History curriculum in school

(For a more detailed version of the school curricula of the Czech Republic see the ITT website <http://www.itt-history.eu>)

– Aims and content of the subject in primary school

Elementary schools, student ages 6-10, the subject: homeland study

Content: Pupils learn about the world and people around them, the history of their location and region, their national history and legends, the basis of medieval national history, the most

<sup>23</sup> Optional seminars at the last two grades of the study (years 11 and 12)

significant events of modern history in Europe, the rise of Czechoslovakia, the rise of the Czech Republic.

Skills: Pupils gain a positive relation to their local history and acquire a good overview of their national history and interpretation of the past

Aims and content of the subject in lower secondary general school

Student ages 10-15, history

Content: Pupils acquire basic systematic knowledge about the world and peoples, basic knowledge about the history of their region, systematic knowledge of their national history, systematic knowledge of the most significant events of modern world and European history.

Skills: Pupils learn to interpret different historical events in their context, to develop critical thinking and their own standpoints regarding past events, to develop responsibility for human and civil rights, and civil society (chronological structure from the prehistoric period to the twentieth century).

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

Gymnasiums (grammar schools), academic level

Two branches:

8-year *gymnasium* (student age 12-15) students in the lower classes of *gymnasium* have history 2 hours a week. The content of history teaching curriculum is the same as curriculum for their peer group from basic schools. However, these pupils are usually more motivated than pupils in basic schools. Therefore, the results tend to be better.

4- year *gymnasium* (15-18/19)

The structure of the history curriculum is chronological, and covers the prehistoric period up to the twentieth century. The content is more exacting than the chronological structure of the lower secondary schools, e.g. more topics are discussed.

History is mostly taught for 2 hours a week in the years 9 to 11 or 12. In years 9 and 10, a general obligatory course of history is taught for 2 hours a week. In year 11, students have the opportunity to choose optional seminars on history (2 hours a week). These seminars are planned either for 1 or 2 years (until graduation).

In year 11, students mostly choose their future universities and the classes specialise in social studies or science. Headmasters have the right to determine whether the obligatory history course will be finished in year 11 or if it will continue in year 12. The idea is that students from social sciences classes finish their obligatory courses in year 12, but students from science classes finish their obligatory courses in year 11. However, a large number of headmasters consider history important even for science students and therefore history teaching is obligatory for all students up to year 12.

– 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	10%
Regional history	10%
National history	30%
European history	30%
World history	20%

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

Political history	50%
Social history	20%
Economic history	10%
Cultural history	20%

– The relation between history and other (school) subjects

History is mostly taught as a separate subject. Unfortunately, there is seldom systematic integration between social science disciplines in practical teaching in Czech schools (the results of assessment programmes). This situation has been frequently criticised, but social science teachers have not been trained in this kind of teaching. The majority of history teachers are of the opinion that history is a neutral and absolutely independent subject.

– The teaching of history as a subject

History is taught as a single subject in:

	Primary school	Lower secondary	Upper secondary general	Upper secondary vocational
History is taught as a single subject	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

History is integrated into home study only at the elementary stage of basic schools: elementary history, geography, folklore, national heritage, etc. Otherwise, it is taught as a separate subject.

– 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Civic education	<input checked="" type="checkbox"/>				
Human rights education	<input type="checkbox"/>				
Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

All these subjects are taught as separate subjects and some are integrated – e.g. psychology and ethics into civics – in some upper secondary schools.

Content of social studies and cultural studies

Basic schools: basic knowledge and skills in social studies, from the beginning of school attendance; these are gradually developed

Lower secondary schools: the civics course is predominantly focused on civil society, human and civil rights, moral values and ethical behaviour

Upper secondary schools: besides different topics – e.g. psychology, sociology – the history of philosophy is introduced. The *gymnasium* curriculum is more academic than that of other upper secondary schools.

Cultural studies are mostly included in social studies or history teaching in all types of schools. There can be organised, special seminars concerning only cultural studies at *gymnasiums* or other upper secondary schools.

• Future developments

Following changes for history are expected:

- new curriculum, new graduation examination

## B. History teachers in schools

### *Socioeconomic situation of history teachers*

- Job opportunities

In 2002, there were enough positions for graduates of ITT in the Czech Republic<sup>24</sup>.

- Salaries

In 2002, a full-time secondary school teacher belonged to the rank of below-average wage-earners or to the middle class of wage earners, depending on the years of their practice, i.e. younger and beginning teachers earn less.

- Number of unemployed history teachers

There have been no cases of unemployed teachers reported. On the contrary, some regions suffer from a lack of qualified teachers. Future developments: the number of available jobs will not or will only insignificantly change.<sup>25</sup>

- Age distribution

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

School/ ISCED	<30	31-40	41-50	50>
ISCED 1	20%	20%	30%	20%
ISCED 2	10%	30%	30%	30%
ISCED 3	20%	30%	30%	20%

- Age of employment / retirement

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

School/ ISCED	Female	Male
ISCED 1	24/25	24/25
ISCED 2	24/25	24/25
ISCED 3	24/25	24/25

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

School/ ISCED	Female	male
ISCED 1	57-60	60/63
ISCED 2	57/60	60/63
ISCED 3	57/60	60/63

- Salaries / age

Average salaries of history teachers in euros per level of qualification:<sup>26</sup>

School/ ISCED	< 30 years	50 > years
ISCED 1	400-500	600
ISCED 2	400-500	600
ISCED 3	400-500	600

<sup>24</sup> There is no report about any unemployed teachers in the Czech Republic; on the contrary there is a lack of qualified teachers

Source: UIV, Senovazne namesti 26, Prague 1

<sup>25</sup> The following data is based on estimates in every Czech region. Exact data is not available (ISCED 4 and 5 have not been found)

<sup>26</sup> Data is based on estimates according to the other partial information. Exact data is not available (ISCED 4 and 5).

- Relation between school and university<sup>27</sup>

Institutional links and forms of cooperation:

a) Contract between institutions

Mostly contracts on shared programmes or projects

b) Contract between an institution and an individual (lecturer, advisory teacher)

Mostly contracts between advisory teachers (trainers in schools) and universities

c) Legal framework: none

- Status of the profession history and history teaching in society

– Rank of studies<sup>28</sup>

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

Reputation of history teaching on a scale from 0 (worst) to 10 (best): 5

Factors that are important for the status of history teaching are level of education, social status, academic level and teaching profession. History is traditionally viewed as a means for academic education in older and middle-aged generations. However, there is a lack of interest among younger people (as opposed to the situation after the fall of the Communist regime in 1989 when there was a great interest in history). There has been a change in the last couple of years. The content of history teaching has changed, new textbooks published, more teaching materials developed and digital technology introduced. Old stereotypes, direct-teaching strategies and the practice of memorisation have all been criticised, but changes and innovation have been slow to take effect, partly because of the concept of ITT at universities. Reasons for these changes: the change of political regimes, more freedom in history research.

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<sup>27</sup> The cooperation between schools and universities is often criticised. Better cooperation has been developed between regional faculties and local schools than between universities in big cities and schools. This situation ought to be improved in the nearest future.

Source: Statement from the meeting of university didacticians of all Czech universities, 7 May 2004 at the Ministry of Education.

<sup>28</sup> Note: There are no empirical data available, no research has been done.