

SPAIN

with the contribution of Gregorio González Roldán

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 the 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

1. Pre-primary education and primary education

The diplomas required to teach at the non-university level are specified in the 1990 Organic Law on the General Organisation of the Education System (LOGSE) and the 2002 Organic Law on the Quality of Education (LOCE).

The Maestro certificate, needed for teaching at pre-primary education (*educación infantil* – 0 to 6 years) and primary education (6 to 12 years) levels, is regulated by a Royal Decree adopted in 1991, which likewise lists the specialities and general guidelines for the studies leading up to this degree.

Recently, after the last general elections held in March 2004, the new government established, through the Royal Decree 1318/2004, a partial adjustment of the implementation calendar of the LOCE, stating that it would be progressively implemented by 2007/08.

2. Secondary education

The academic qualifications required to teach at non-university levels are set by the 1990 Organic Law on the General Organisation of the Education System (LOGSE). The legislative framework regulating the studies leading to such qualifications is the 2001 Organic Law on Universities (LOU), and subsequent associated legislation. Some aspects of the 1970 General Law on Education (LGE) are still provisionally in effect as regards secondary education teacher training.

The 2002 Organic Law on the Quality of Education (LOCE) sets down possible changes as regards the qualifications required to teach at non-university levels. This Act establishes the Corps of *Catedráticos* of Secondary Education and public officials with a principal teacher status belonging to the Corps of Secondary Education teachers will be attributed to it.

A 1995 Royal Decree, subsequently modified by a 2003 Royal Decree, regulates the professional certificate of pedagogical specialisation, establishes the nature and effects of such title, and the conditions for awarding it. The aforementioned Royal Decree also defines the characteristics, duration and contents of the teaching qualification and the schedule for the organisation of the corresponding studies. Likewise, it stipulates that education authorities establish the maximum number of places for each specialisation, as well as the procedures and criteria to gain access to them.

3. Higher education

The legislative framework for university teaching staff is to be found in the 2001 Organic Law on Universities (LOU). Recently, two Royal Decrees promulgated on 21 January 2005

established the structure of university education and regulated official graduate and postgraduate university studies, respectively, which will have a bearing on the adaptation of initial teacher training.

Structure of the education system

The education system is:

- comprehensive until student age of 16 years
- selective from student age of 16-18 years
- compulsory full-time education up to student age of 16 years
- school leaving age: student age 16 years (general)

Population by educational standard

Population aged between 25 and 54 years by highest educational standard (school leaving or graduation) in percentage¹

	Male	Female	Total
Pre-primary and primary education [ISCED I]	30%	34%	32%
Lower secondary [ISCED 2]	27%	25%	26%
Secondary II [ISCED 3]	18%	16%	17%
Post-secondary, non-tertiary [ISCED 4]	–	–	–
Tertiary I [ISCED 5A/6]	17%	18%	17%
Tertiary II [ISCED 5B]	8%	6%	7%

B. Statistical data

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

Pupils

Pupils in	Male	Female	Total
Lower secondary general education	963 460	914 715	1 878 175
Lower secondary vocational education	124 257	101 222	225 479
Upper secondary general education	305 978	373 795	679 773
Upper secondary vocational education	116 120	116 211	232 331

• Ratio 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	56.6%	69.2%	62.7%

¹ Source: OECD 2004: education at a glance, chapter A1. (2002)

² The percentage of the population aged between 20 and 24 years who have completed upper secondary education. Source: Ministry of Education and Science. Statistics.

Students³

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	861 014	977 360	1 838 374

• Students per institution⁴

Institution/ISCED	Male	Female	Total
University education (ISCED 5 and 6)	734 045	846 075	1 580 120
First cycle studies	278 872	298 201	577 073
1st and 2nd year studies (ISCED 5)	417 965	508 629	926 594
Joint degrees (ISCED 5) ⁵	1 471	2 009	3 480
Third year studies (doctorate) (ISCED 6)	35 737	37 236	72 973
Artistic education from Olgoes (G ^o ADV.) (2) (ISCED 4) ⁶	9 326	13 761	23 087
Advanced higher education equivalent to university education (ISCED 5) ⁷	2 377	3035	5 412
Advanced specific vocational training (ISCED 4) ⁸	115266	114489	229 755

• New students in 2002/03

Institution/ISCED	Male	Female	Total
University education (ISCED 5 and 6)	149 678	179 122	328 800
First cycle studies	70 043	75 080	145 123
1st and 2nd year studies (ISCED 5)	149 108	178 373	327 481
Joint degrees (ISCED 5)	570	749	1.319
Third year studies (doctorate) (ISCED 6)	na	na	na

³ The term 'tertiary education' is understood as all post-secondary education in Spain, university education being the most significant. The rest is made up of studies that can be grouped into three categories: 1) advanced specific vocational training, which offers a post-secondary qualification; 2) studies offering a qualification equivalent to a university qualification included in the *enseñanzas de régimen especial* (specialised education) but which, because of their specific nature, are not taught at university, including advanced artistic education (music and dance studies, dramatic art education, conservation and restoration of artistic objects, ceramics, design and glass) and advanced sport education; 3) studies that are governed by specific legislative regulations offering a qualification which is not equivalent to the rest of studies mentioned, including advanced military training – army, navy and air force – and other modes of specialised training, such as interior architecture, private investigation, design and fashion, marketing, civil aviation, public relations.

⁴ University education is organised in cycles with specific educational goals and autonomous academic value. There are at present four types of studies: first cycle studies (short cycle); dual cycle studies (long cycle) lasting five or six years; second-cycle-only studies (two years); and third cycle studies, which last one or two years. University studies may be grouped into five branches: humanities; experimental science, health science; social and legal science; and technical education. Each branch may comprise first cycle; first and second cycle; second cycle only; and third cycle doctoral education.

Source: Ministry of Education and Science, Ministry of Defence, Civil Guard and Eurydice and INE

See also note 1 at the end of this report.

⁵ Studies leading to the attainment of two official qualifications.

⁶ Includes students enrolled in conservation and restoration (advanced), advanced design studies, advanced ceramic studies, dramatic art (OLGOES Plan), music conservatories (advanced) and singing.

⁷ Includes students enrolled in higher and intermediate military education, (the latter as of academic year 1995-96), occupational therapy and civil and tourist aviation. Labour officer studies are included until the school year when they were integrated in university education.

⁸ Advanced specific vocational training, which offers a post-secondary qualification.

Artistic education from Olgoes (G° ADV.) (2) (ISCED 4)	na	na	na
Advanced higher education equivalent to university education (ISCED 5)	na	na	na
Advanced specific vocational training (ISCED 4)	na	na	na

• Students graduating in 2002/03 per institution

Institution/ISCED	Male	Female	Total
University education (ISCED 5 and 6)	93 530	132 743	226 273
1st and 2nd year studies (ISCED 5)	9 172	9 545	18 717
Third year studies (doctorate) (ISCED 6)	102 702	142 288	244 990

*Number of trainee teachers*⁹

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	27 678	82 692	110 370

• Trainee teachers per institution

	Male	Female	Total
Universities (ISCED 5)	4 199	17 236	21 435
Teacher training colleges (ISCED 5)	23 479	65 456	88 935

• New trainee teachers in 2002/03¹⁰

	Male	Female	Total
Universities (ISCED 5)	4 199	17 236	21 435
Teacher training colleges (ISCED 5)	6 020	17 223	23 243

• Trainee teachers graduating in 2002/03 per institution

	Male	Female	Total
Universities (ISCED 5)	4 115	16 891	21 006
Teacher training colleges (ISCED 5)	5 383	17 234	22 617

History students

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	30 597	19 893	50 490

⁹ Pre-primary and primary education teacher training is acquired at the teacher training colleges of the *escuelas universitarias* at the education faculties, and in the teacher training institutes attached to these faculties.

To become a teacher in secondary general education or in secondary vocational education it is necessary first of all to obtain a degree as a licentiate, engineer, architect or equivalent. Therefore, the establishments where they receive their initial training are the faculties or university *escuelas técnicas superiores* or *escuelas politécnicas superiores*. In addition, it is necessary to hold a Certificate of Pedagogical Specialisation (CAP, TED, CDQ) awarded after having followed a teaching qualification course, in which future teachers are trained in the pedagogical aspects of teaching in secondary education. (see: Certification system). The CAP takes an academic year to complete, after the corresponding higher qualification has been obtained. With this requisite, students may sit competitive examination convened by the relevant education authority and private secondary school.

Source: Ministry of Education and Science. Council for University Coordination (statistics). Attracting, selecting, training and retaining quality teachers in Spain. Thematic Report for the OECD. April 2003.

¹⁰ Starting a career as a teacher: registering for different teacher training cycles for either primary, secondary general or secondary vocational schools.

• History students per institution¹¹

	Male	Female	Total
Universities (ISCED 5) geography	3 508	2 280	5 788
Universities (ISCED 5) geography and history	2 170	1 411	3 581
Universities (ISCED 5) history	15 642	10 170	25 812
Universities (ISCED 5) history of art	9 277	6 032	15 309

• New history students in 2002/03

	Male	Female	Total
Universities (ISCED 5) geography	519	290	809
Universities (ISCED 5) geography and history	67	52	119
Universities (ISCED 5) history	4 123	3 188	7 311
Universities (ISCED 5) history of art	743	1 929	2672

• History students graduating in 2002/03 per institution

	Male	Female	Total
Universities (ISCED 5) geography	562	474	1 036
Universities (ISCED 5) geography and history	176	189	365
Universities (ISCED 5) history	1 476	1 309	2 785
Universities (ISCED 5) history of art	572	1 802	2 374

Trainee history teachers¹²

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	1 010	2 707	3 717

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

Data not available.

• New trainee history teachers in 2002/03 per institution

Data not available.

• Trainee history teachers graduating in 2002/03 per institution

Institution/ISCED	Male	Female	Total
Universities only (ISCED 5)	990	2 653	3 643

Teacher trainers in general and history teacher trainers

Data not available.

¹¹ In Spain teachers of history normally have a degree in geography, geography and history, history or history of art. All these studies are completed at universities. Source: Ministry of Education and Science. Council for University Coordination (statistics).

¹² We have taken as criterion the students registered in the CAP for geography and history in course 2002-2003, that is to say, those who wish to become geography and history teachers.

Teachers in general and history teachers¹³

School level	Number of teachers	Number of history teachers
Primary	227 510	Data not available
Lower secondary	163 378	
Upper secondary general		
Upper secondary vocational	20 511	

- Number of teachers in school¹⁴

- Number of history teachers in school

Data not available.

- Number of teachers in state and non-state schools¹⁵

School level	State (public) schools	Non-state (private) schools
Primary	411 399	151 111
Lower secondary		
Upper secondary general		
Upper secondary vocational		

- Number of history teachers in state and non-state schools

Data not available.

Financing

The costs of a history student are the same as the average annual cost of a student. The exact annual cost of a trainee history teacher is €181 and is the same as the average annual cost of a trainee teacher.

Feminisation

During the last five years, there has been an increase of 1.07% (ISCED 5A) and 6.3% (ISCED 6) in female students (general)¹⁶, but a 2.8% decrease in female history students.¹⁷

There has also been an increase of 22.3% in female trainee teachers and an increase in female trainee history teachers in the last five years.

II. Initial training

A. Training institutions

Institutions involved in ITT¹⁸

Institution	For which school level
Universities	ISCED 2 until ISCED 4
Teacher training colleges	ISCED 0 until ISCED 1

¹³ Plus 151 111 private and publicly funded private education teachers. Source: Data and figures. Academic year 2004/05. MEC.

¹⁴ No corresponding figures.

¹⁵ Non-university education teaching staff. Source: Data and figures. Academic year 2004/05. MEC.

¹⁶ ISCED 5A: From 52.5% in 1994/95 to 53.57% in 2001/02. ISCED 6: From 46.5% in 1994/95 to 52.8% in 2001/02. Source: Ministry of Education and Science. Council for University Coordination (statistics)

¹⁷ Universities (ISCED 5A) Geography: decrease from 47.9% to 45.1% between 1997-98 and 2002-2003 .

¹⁸ Initial training for history teachers; See also note 3 at the end of this report.

Main purposes of institutions

Institution	Purpose
Universities (ICE) ¹⁹	The functions of these education science institutes (ICEs) is to train university students to any educative level and improve the teaching staff , and to conduct research and offer technical advisory services to own university.
Teacher training institutes	Initial training for pre-primary and primary teachers

Faculties in charge of ITT

Institution	Faculties
Universities	Education; pedagogy; psycho-pedagogy, philosophy and arts
Other, please specify	Education science institutes (ICE)

TT institutions are required to meet legal standards set by²⁰

- Universities: the state (including government), the local/regional authorities, the training institutions themselves, the council of university coordination
- Teacher training institutes: the state (including government), the local/regional authorities, the training institutions themselves, the council of university coordination
- ICE: the state (including government), the local/regional authorities, the training institutions themselves, the council of university coordination

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	49 (0)	15 (6)	64 (6)

providing a training programme for initial training of history teachers

Institution/ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities	40	9 (5)	49 (5)

¹⁹ (1) In contrast to the established procedures for pre-primary and primary education teachers, teacher training for secondary education has traditionally been provided at universities. In general, teachers at this level have completed higher university studies at the different faculties or schools, specialising in one or various areas of knowledge, without receiving specific pedagogical training for teaching. This situation was altered by the 1970 General Education Law (LGE), which made it compulsory for future teachers, in addition to their respective university degrees, to take pedagogical training, obtained through education science institutes. Completion of these courses entitled students to a Pedagogical Aptitude Certificate (CAP). Students studying education as a speciality in the university and those who had a year's teaching experience in a state or private school at the educational level and aspired to teach were exempt from this requirement.

The LOGSE, enacted in 1990, establishes two teaching corps at this education level, depending on the initial training: those who have a *licenciado*, engineering or architecture degree may either teach in *educación secundaria obligatoria*, baccalaureate or specific vocational training; and those who have a *diplomado*, technical architect or technical engineer degree may teach specific vocational education and, in certain cases, some subjects of *educación secundaria obligatoria* and baccalaureate.

²⁰ Universities are autonomous as regards educational and training aspects. But the syllabuses are subject to certain general directives regarding organisation, material and course load. These directives are set down by the Council of University Coordination and approved by the state. The adaptation of the Spanish university regulations to the Bologna Process has led the Cabinet of Ministers to pass the Royal Decrees 55/2005 on the establishment of the structure of university education and the regulation of official graduate university studies, and the Royal Decree 56/2005 on the regulation of official postgraduate university studies.

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

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

History teaching is studied (and taught) at:

- university (ISCED 5A): as a fixed combination with geography and social studies

The structure of ITT is:

- university (ISCED 5A): consecutive

Length of studies/training

- Form of graduation and allocation of years for ITT of history teachers²¹

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
Primary schools	free access	not necessarily	3 years	BA	yes, compulsory for history	not necessary
Lower secondary schools	free access, fees (with the possibility of scholarships)	Sometimes a written report of the practical phase	3-5 years	MA (Licentiate)	Sometimes a written report of the practical phase	admission at the end of study or PG-ITT in TT institutions
Upper secondary schools						
Lower and upper secondary vocational schools						

- Form of graduation and allocation of years for teaching EDC/civic education in secondary general schools and (lower and) upper secondary vocational schools

In Spain, this subject does not exist.

Standards for ITT

- Professional profile

There are individual professional profiles for ITT at education science institutes (ICEs). The professional profile is important for the implementation and planning of curricula, educational programs and practical work.

Content of the professional profiles: A double dimension of competencies is required:

- a) subject competencies (social sciences, geography, history)
- b) didactic competencies

These competencies must be complementary: the scientific dimension in the discipline and the corresponding didactic dimension; the academic qualification and the practical professional dimension.

²¹ Secondary general and vocational education teaching staff:

Teaching in secondary education requires a degree as a licentiate, engineer, architect or equivalent for teaching, obtained after taking dual cycle university studies. In addition, it is necessary to have a professional certificate of pedagogical aptitude (CAP) obtained after doing a course of pedagogical qualification. Beginning with the academic year 2006/07 the Certificate of Pedagogical Specialisation (*Título de Especialización Didáctica – TED*) will replace the CAP established by the LOGSE. From this period on of the Certificates of Pedagogical Aptitude will cease to be organised and taught.

The LOCE establishes that teachers carrying out their activity in the labour market may be temporarily hired under administrative law regulations to teach *módulos profesionales* included in vocational initiation programmes. It will not be necessary for these teachers to hold the Pedagogical Specialisation Certificate (*Título de Especialización Didáctica – TED*).

- Certification system (qualified teacher status)

The percentage of teachers with full certification as a history teacher in secondary school is about 80-90%.

There is a process of certification on completion of history teaching studies (e.g. qualified teacher status).

Access to the teaching profession largely depends on two fundamental factors:

1. The type of school where the teacher is going to work (private or state)
2. The level at which the teacher is going to work (infant, primary, secondary, vocational training, special education, etc.).

A. Teaching in the public sector

A. 1. Teaching corps in primary and secondary education

The public education system, which is in general subject to the regulations governing civil servants, establishes three corps of non-university teachers: primary teachers, secondary teachers, technical teachers of vocational training:

A.2. Teaching qualifications

Level	Qualifications	Profile	Certification for
Pre-primary and primary education	qualification as primary school teacher	Training at university teacher training schools. It is a first-cycle university training (diploma studies). The length of study is three years (180 credits). It includes theoretical and practical training.	Infant education, primary education, foreign language, music, listening and language, special education, physical education
Secondary education	Qualification as licenciante, engineer, architect or equivalent plus corresponding pedagogical aptitude course (CAP)	Training at the corresponding faculties and university schools. It is second cycle university training (3-5 years)	The different subjects covered in secondary education

B. Teaching in the private sector

The legal regulations governing the social and working conditions of professionals in the private sector are in general, the same as those for any other worker. The regional governments have the powers to negotiate and apply the corresponding territorial collective agreements in the field of subsidised education. Professional categories vary depending on whether it is subsidised or non-subsidised education, although the profiles are usually teacher, titular teacher, assistant teacher, helper and assistant/instructor.

The system governing the selection and hiring process is linked to a labour contract established between the professional and the owner of the school, which must be in line with current legislation and the principles of transparency and advertisement (at least in subsidised centres) and with the criteria of the centre's school board. The hiring of teachers in these centres must be public.

In the private sector, the basic accreditation requirements – initial training required – are similar to those of the public sector.

- Low-qualified history teachers

The approximate percentage of low-qualified history teachers actively teaching history in school is 17% (in year 2003-04). Most of them hold temporary contracts (*interinos*). These contracts are designed to cover vacancies pending allocation and substitution for short-term absences. These posts are generally covered by people who have taken the competitive

examination and failed it, but obtained good enough results to guarantee some competence as a teacher.

- Core curriculum

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

- General guidelines for the conception of ITT

General guidelines for the conception of ITT come from the Ministry of Education, regional authorities, universities/teacher training institutions and the Council of University Coordination.

- Coordination of curricula

Curricula of different institutions are coordinated at the regional and national level. Curricula of the same institutions are also coordinated at the regional and national level.

Training at universities

- Curriculum

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

The current curriculum dates from 1971 (year of implementation) and will be replaced by a new curriculum in 2006 (year of replacement).

1. Characteristic of the different models of initial training for secondary education

In Spain there are three models of ITT for secondary school history teachers: the CAP (Law of 1970), the course of pedagogic qualification (CPQ) of the LOGSE (1990) and the Title of Didactic Specialisation (TED) of the LOCE (2002) – the latest will be implemented in 2006/07.

1.1. Characteristics of the CAP

In most of universities initial secondary teacher training follows the design foreseen by the General Education Law of 1970 to train specialist teachers to teach in the missing BUP. The training is carried out through the compound number CAP (Certificate of Pedagogic Aptitude) in two cycles:

1st cycle (minimum 150 hours): principles, objectives and problems of education – psychological, sociological and historical aspects; technology and systems of educational innovation; subject didactics.

2nd cycle (minimum 150 hours): education work in the schools, teaching practice with advisory teachers

1.2. Characteristic of the CDQ (Course of Pedagogic Qualification)

The Royal Decree of October 20 1995 (BOE 9 November) completed by the Order of 26 April 1996 (BOE 11 May) establishes the contents and the characteristics of the new Course of Pedagogic Qualification (CDQ) with the purpose of substituting the CAP. The universities in which the CDQ has been developed in an experimental way are: Alcalá, Valladolid, Autonomous University of Barcelona, Murcia, La Laguna, National Basque University and Autonomous University of Madrid).

Courses: (60 to 75 credit points): general theoretical-practical teachings (19-23 credit points), specific theoretical-practical teachings (16-20 credit points), optional theoretical-practical teachings (5-7 credit points), practical (20-25 credit points)

1.3. Characteristic of the TED

There are universities for which the CDQ applies, and others which have returned to a revised CAP. As a consequence, the 2002 Organic Act on the Quality of Education (LOCE) states that the Certificate of Pedagogical Specialisation (*Título de Especialización Didáctica* – TED) will replace the CDQ established by the LOGSE. The TED will begin in the academic year 2006/07.

The TED certificate will be obtained after the successful completion of an academic and teaching practice period. To obtain this certificate, candidates must successfully complete two stages: an academic period comprising subjects common to all specialities, speciality main subjects and additional or elective subjects; and a minimum three-month period of teaching practice to support and evaluate teachers new to the profession. The completion of both periods will not exceed two academic years.

- The aims of IT for history teachers

Two universities have been chosen for the description of the aims and the content of ITT for history teachers. The general objectives also reflect the professional profile of history teachers in secondary education:

University of Alcalá de Henares, Madrid (CAP)

General aims: Understanding social sciences, geography and history in the context of the current Spanish educational system; knowing the necessary methodology for the teaching of social sciences, geography and history; problem-solving competencies within the field of the didactics of social sciences, geography and history, being able to connect the teaching and learning of social sciences with current social problems and realities.

Specific aims: Knowing the evolution and current situation of each one of the subjects integrated into social sciences, with special reference to geography and history, knowing the didactic and methodological resources useful for the teaching of social sciences, as well as the approaches for their selection; being able to plan fieldwork in the different areas of social sciences, geography and history with the purpose of fostering learning, discovery and use of the environment

University of La Laguna, Canarias (CPQ)

Students of this ITT receive degrees in different specialties, such as history, geography, history of art or other subjects. In general, knowledge of the subject is harmonised with specific subject didactics.

Aims: Understanding the necessity of didactic or educational vocational training, besides the subject disciplines, being conscious of the need to teach diverse social sciences with a comprehensive and interdisciplinary focus; knowledge of the basic aspects of the didactics of this specialty; understanding the planning and programming of aspects of this specialty; being able to use different technical and didactic resources appropriate to each specific thematic unit; being able to use different evaluation strategies; being able to evaluate existing problems in the schools regarding curricular developments in the classrooms, existence of subjects in classrooms, etc.

- The content of initial training for history teachers

Based on the state regulatory scheme (Royal Decree), each autonomous community regulates ITT for secondary schools, which is in turn established autonomously in each university.

University of Alcalá de Henares, Madrid (ITT for secondary education: Certificate of Pedagogic Aptitude (CAP)):

Structure of courses: 1. Theoretical cycle: (mid-October to February, two days per week from 4.30 to 7.45 pm, for social sciences on Tuesdays and Thursdays). (150 hours); 2. Practical cycle: practical carried out in secondary schools according to assigned schedules (150 hours)

Teacher trainers: The compulsory general subjects and subject didactics are taught by university lecturers; the compulsory subject didactics are also taught by secondary school teachers.

The practical is coordinated by the Faculty of Secondary Education.

System of evaluation: Specific for each course

University of La Laguna, Canarias (pedagogic studies leading to the professional Title of Didactic Specialisation (CPQ)):

Structure of courses: (one academic year, 67 credits):

1. General theoretical-practical training (24 credits): design and development of the curriculum, tutorship and orientation, awareness of diversity, school organisation, educational sociology, theory and contemporary educational institutions, educational psychology, developmental psychology

2. Specific theoretical-practical training (15 credits): focusing on the didactic aspects of the teaching of the disciplines (social sciences, geography and history)

3. Optional theoretical-practical training (6 credits): designed to complete the training in scientific and technological content

4. Practical (22 credits): teacher trainers

Teacher trainers: The compulsory general subjects and subject didactics are taught by university lecturers, the optional subjects also by secondary school teachers. The practical is coordinated by the Faculty of Secondary Education.

System of evaluation: The award of the professional Title of Didactic Specialisation is subject to a positive global evaluation in each one of the compulsory general, specific and optional subjects and the practical.

• The relationship in history teacher training²²

Institution/ISCED	History courses	General pedagogic/ didactics courses	Subject didactics courses	Practical training	other
Universities (ISCED 5A)	100%	0%	0%	0%	0%

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:

Chronological structure	100%
Theme-centred structure	0%

²² In Spain university establishments are autonomous as regards educational and training aspects, in other words they are responsible themselves for drawing up and proposing syllabi. Nevertheless, the syllabi are subject to certain general directives regarding organisation, material and course load. These directives are set down by the Council of University Coordination and approved by the state.

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

Local history	0%
Regional history	0%
National history	37%
European history	31%
World history ²³	32%

– Proportion of political, social, economic and cultural history²⁴

Political history	30%
Social history	30%
Economic history	30%
Cultural history	10%

– In the history courses the following approaches are
Extremely important: multi-perspective; very important: teaching by example; important: multicultural; not important: bilingual; not used at all: problem-oriented

– Training in historical methods during general courses

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

• EDC as part of the curriculum

In Spain, this subject does not exist.

• Training of history subject didactics/methodology

The following competencies are explicitly emphasised in 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 information technology, training of key qualifications, conflict resolution and conflict management, organising project work, training of teamwork, interdisciplinary cooperation, multicultural aspects

Trainee history teachers are trained to implement the results of new historical research in classroom teaching. They are also trained to use research methodology in the classroom.

– Courses of subject (history) didactics

The example of the University Huelva, Andalusia

Module 4: Special didactics

Contents: What is and what should be the role of social sciences, geography and history in secondary education? Critical analysis of the school experiences of the pupils. Possibilities and limitations of innovation in the teaching of social sciences, geography and history.

²³ World history here includes approx. 5% history of Latin America. In Spain local history and regional history do not appear in the curricula, but these modalities are covered when studying the history of Spain. In some cases with a nationalistic view (Catalan, Basque, Galician) is contrasted with a Spanish national view of the history of Spain. Source:

http://www.mec.es/educa/jsp/plantilla.jsp?id=602&area=ccuniv&contenido=/ccuniv/html/direct_generales/troncal/historia.html.

²⁴ In Spain history studies begin from a chronological point of view. But each of the historical stages should be treated “in their diverse aspects” as indicated the Royal Decree that establishes the curriculum. This affirmation permits the inclusion of political, social, economic, cultural history, etc. The percentages are approximate.

Design of a teaching unit of social sciences, geography and history: analysis of the objectives of pursuing the selected didactic unit; the official curriculum of social sciences, geography and history in secondary education and high school: objectives, contents and evaluation approaches.

- Educational sciences, general didactics, pedagogy

The curriculum includes the following courses: 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, organising project work, interdisciplinary cooperation, teacher-parents relations, pupils with special needs

- Practical training during university studies²⁵

It takes place after graduation during studies for obtaining the CAP, CDQ or TED. The most elaborate practical phase is the one at the University of La Laguna (Canaries) and has the following characteristics:

The practical comprises two modalities (altogether 220 hours):

1. Teaching practice in secondary schools deals with the organisation, coordination, pursuit and evaluation of the educational activity.
2. The practice and simulated practice seminars integrate the theoretical and practical training of the students, leading to critical reflection and analysis of the performance during the period of practice. To ensure coordination between the theoretical exercises and the practical, the final practical report that each student must submit includes elements referring to this block of lessons. In the practical the main focus is on intercultural awareness.

Institutional links between universities and other institutions to accomplish practical training during university studies²⁶

There are institutional links (forms of co-operation) between universities and other institutions especially to accomplish practical training during university studies.

- Example: the Commission of Teaching presided over by the Faculty *Vicedecano*, University of La Laguna (Canaries).

– Forms of practical training during studies at universities²⁷

- Training in schools: 150 to 220 hours in every year of the CAP

– Relation between theory and practice

There are established forms aimed at relating theoretical production in (history) didactics to the practical work of history teaching in the classroom.

²⁵ Source: Orders of 13 June 1996 (BOC nº 74, 19 of June), of 17 February 1997 (BOC nº 35, 17 March) and 23 February 2000 (BOC nº 31, 10 March) and Order of 22 July 2005 (BOC nº 172, 1 September) of Councillorships of Education, Culture and Sports of the Government of the Autonomous Community of the Canaries.

²⁶ Source: Orders of 13 June 1996 (BOC nº 74, 19 June), 17 February 1997 (BOC nº 35, 17 March) and 23 February 2000 (BOC nº 31, 10 March) and Order of 22 July 2005 (BOC nº 172, 1 September) of Councillorships of Education, Culture and Sports of the Government of the Autonomous Community of the Canaries.

²⁷ Source: University de Huelva. [http://www.uhu.es/vic.docente/cap/Libro-\(2005-2006\).doc](http://www.uhu.es/vic.docente/cap/Libro-(2005-2006).doc), University of Alcalá de Henares: <http://www2.uah.es/ice/ICE/CAP/pCCSS.pdf>, University of La Laguna: <http://webpages.ull.es/users/cseduc/>.

Postgraduate initial training (PG-ITT) for history teachers

There is compulsory postgraduate initial training for history teachers who wish to teach history in primary and secondary schools.

The process of obtaining the CAP, CDQ or TED of teacher of history in Spain is a postgraduate course.

Minority and gender issues, multicultural aspects

- **Minority issues**

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

- **Gender issues**

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

- **Multicultural aspects**

The ITT curriculum is designed to prepare trainee teachers to teach history in the context of a multicultural society.

During the whole period of studies, approx. 5% of time is devoted to multicultural aspects in history.

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 type="checkbox"/>
Capacity to relate current events or information to historical processes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity for critical analysis and synthesis of historical information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to organise complex historical information in coherent form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Research skill in history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity for applying historical knowledge in practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical and self-critical ability	<input checked="" 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 checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflection and self-evaluation of the training course/the lesson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Monitoring /social dynamics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of information technology	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of key qualifications (social and communicative skills)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interdisciplinary cooperation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- Scale of professional training²⁸

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

- 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	–
Percentage of institutions/faculties/departments of history equipped with a content management system	100%
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 following percentage of teacher training institutions	100%
There is didactical support for the use of information technology at the following percentage of teacher training institutions	50%

During the whole period of studies, approx. 30% of time is devoted to training for the use of new media/information technology.

Form and content of courses:

University of Alcalá de Henares (Madrid): Course A: New technologies in the didactics of the social sciences: audiovisual and computer means applied (I). Focus on motivational element and analysis, possibilities of didactic use. Course B: New technologies in the didactics of the social sciences: audiovisual and computer means applied (II). Focus on image, movement and contrast elements, available resources: historical and geographical audiovisual documents and their treatment in the classroom, adaptation to the different educational stages, the didactic possibilities of computer science in social sciences, computer and telematic means, available sources of information, special facilities.

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 and practical training. It takes the form of a standardised evaluation.

- 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, subject didactics courses and practical training

²⁸ During the CAP and CPQ which last an academic year, the percentage of the hours devoted to these sections, in the three courses of the mentioned universities is given. Source: University de Huelva: [http://www.uhu.es/vic.docente/cap/Libro-\(2005-2006\).doc](http://www.uhu.es/vic.docente/cap/Libro-(2005-2006).doc), University of Alcalá de Henares: <http://www2.uah.es/ice/ICE/CAP/pCCSS.pdf>, University of La Laguna: <http://webpages.ull.es/users/cseduc/>.

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
Universities (5A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Universities I.C.E. (5A)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Project work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participation of students in planning and organisation

The trainee history teachers do not take part in the planning and organisation of any type of study plans.

International mobility

In Spain, there are no ITT programmes explicitly designed to foster the international dimension of teacher education.

D. Trainers

The trainers

- Professional groups involved in ITT for history teachers:

Historians, advisory teachers in schools and universities, psychologists, pedagogues, didacticians, others: geographers, economists and sociologists

- Coordination of these groups

These groups are coordinated.

Forms of cooperation:

The coordination is on the basis of the CAP or of the CDQ. In the courses mentioned above, psychologists, pedagogues and specialists take part in general didactic and in subject didactics courses of social sciences, geography and history, especially in the general modules. In subject didactics of social sciences, geography and history, historians, geographers, economists and sociologists take part. Secondary school geography and history teachers take part in the practical training.

- Interdisciplinary cooperation between these groups

There is interdisciplinary cooperation between these groups.

Kind of cooperation: coordinated by the curriculum, in academic training, in practical training, in general didactic training.

Structure of personnel in training courses

Over the whole period of studies, 80% of the training courses are run by one teacher, 8-10% by a team of university lecturers and advisory teachers, and 10-12% by a team of university lecturers and tutors.

E. Training of teacher trainers

In-service training

There is the possibility of in-service training for teacher trainers at universities, centres for teachers and higher institute for teacher training.

For a more detailed description of the in-service training of teacher trainers in Spain see the ITT website (<http://www.itt-history.eu>).

Specific training for teacher trainers of history

There is specific training for teacher trainers of history at

- Universities (ICE): for university lecturers (academic courses), didacticians/pedagogues and advisory teachers
- Centres for teachers: for university lecturers (academic courses), didacticians/pedagogues and advisory teachers
- Higher institute for teacher training: for university lecturers (academic courses), didacticians/pedagogues and advisory teachers
- Public and private institutions (foundations, associations, official professional organisations, etc.): for university lecturers (academic courses), didacticians/pedagogues and advisory teachers

The training of trainers

- The trainers are trained by

	Historians	Advisory teachers	Psychologists	Educationalists	Didacticians	External trainers	Others
Historians	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
Advisory teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
Psychologists	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
Educationalists	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
Didacticians	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
External trainers	<input type="checkbox"/>	<input type="checkbox"/>					
Other	<input type="checkbox"/>	<input type="checkbox"/>					

- International mobility of history teacher trainers

History teacher trainers are encouraged to participate in international research or exchange programmes: Schoolnet, Educalia, Comenius, Grudnvitg, the education forum, virtual school, Ehelp.

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 subject – according to the 2002 Organic Law on the Quality of Education (LOCE)

School level	Full name of the subject
ISCED 1 – primary school (age 6-12)	Science, geography and history
ISCED 2 – lower Secondary general school (age 12-16)	Geography and history
ISCED 2 – lower Secondary vocational school (age 10/12 – 14/16)	–
ISCED 3 – upper Secondary general (age 16-19)	Spanish history; history of art; contemporary world history; geography; economics
ISCED 3 – upper Secondary vocational school (age 14/16 – 18/19)	–

- 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	Science, geography and history	50-70%
ISCED 2 – lower secondary general school	no	Geography and history	40-60%
ISCED 2 – lower secondary vocational	–		
ISCED 3 – upper secondary general	yes and no	History; history of art contemporary world history geography; economics	10-100%
ISCED 3 – upper secondary vocational school ²⁹	–	–	–

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)	3 cycles, 350-175 lessons per year, one lesson – 45 min.				
2 (7-8)					
3 (8-9)					
4 (9-10)					
5 (10-11)					
6 (11-12)					
7 (12-13)		2-3 lessons per year, one lesson – 60 min.			
8 (13-14)					
9 (14-15)					
10 (15-16)		3-4 lessons per year, one lesson – 60 min.			
11 (16-17)				3-4 lessons (history – Spanish history) per year	
12 (17-18)					
13 (18-19)					

²⁹ At this educational level social sciences, geography and history are not taught.

- History curriculum in school – according to the 2002 Organic Law on the Quality of Education (LOCE)

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

– Aims and content of the subject in primary school

Aims: To acquire and use correctly and accurately, in oral and written form, the specific vocabulary of the natural, social and cultural surroundings, from diverse sources and contributions, to develop comprehensive readings in scientific, historical and geographic texts; to collect, select and process basic information and communication technology; to evaluate the function of society in the historical processes, and recognising the power of the people who have contributed to the progress of science; to know and appreciate the contribution and importance of science and investigations to improving the quality of life and wellbeing of human beings and, thus, to include and understand the necessity for using natural resources in a responsible way; to know one's own society and social, historical and cultural reality; to recognise the differences and similarities between groups and to appreciate the enrichment that follows from a respect for diverse cultures, a shared sense of values and universal rights; to develop, through historical knowledge, values related to human rights and democracy.

Content: Human activity and the landscape; social, political and territorial organisation of Spain; introduction to historical chronology; the great civilisations and their contributions to the progress of humanity; changes and permanence; introduction to artistic styles; great Spanish artists; important processes and people in the history of Spain and Europe; prehistory and Antiquity in Spain; Romanisation; medieval Spain; Spain in the modern age; Spain in the contemporary age; Spain in Europe; the European Union; Spain and Latin America today.

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

Aims: To know the basic processes and mechanisms that influence social development and to use this knowledge to understand the organisation of societies; to acquire and use accurately the specific vocabulary of the area; to select information with the methods and techniques of geography and history, to explain the causes and consequences of the problems and to include/understand the geographic and the past historical space; to know the physical and human diversity of the world, its basic characteristic geography and to distinguish the great socioeconomic, cultural and political areas; to understand the physical and human characteristics of Spain and the diversity of its geography and its cultures; to identify and locate the important processes and events in time and space with the purpose of acquiring a global perspective of the historical evolution of the humanity, within a precise chronological frame and scheme of dates, distinguishing within the historical evolution the knowledge of change and permanence, to harness the values of tolerance and solidarity through knowledge of the facts and events of the different historical stages and the geographic, natural and cultural diversity.

Content: From prehistory to Greek and Roman civilisation and Roman Hispania; the political and social organisation of societies; the Middle Ages (feudalism, the Iberian peninsula); the territorial organisation of the state and the articulation of the Spanish territory; the European territory; the European Union; modern history (modern states, Renaissance and reforms, Baroque, Enlightenment, industrial revolution, imperialism); the modern world (Spain 1900-1930, World War II, the Western world and the Communist world, the Franco period, democratic Spain).

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

Aims: To know and analyse the most significant facts in the history of the contemporary world, locating them in time and space, and their consequences for the present; to explain and interrelate the socioeconomic and political changes and the characteristic collective mentalities of the last two centuries; to manage in an appropriate way the terminology accepted by historiography, applying it to contemporary history; to analyse the situations and problems of the present with insight that transcends reductionism and involves a global and coherent perception of the world; to develop sensibility for the current social problems, a critical attitude, responsibility and appreciation of human rights, democracy and peace; to be able to use new technologies in historic research.

Contents: Transformation processes in the nineteenth century; the Old Regime; Enlightenment; industrial revolution; liberalism, nationalism and romanticism; changes and social movements; the big European powers of the nineteenth century; European dominance of the world; tensions and conflicts in the first half of the twentieth century; World War I and the organisation of peace; the Russian Revolution; the economy in the interwar period; the democracies and the ascent of totalitarianisms; World War II and its consequences; the United Nations; the modern world; the Cold War and bloc politics; decolonisation; the Communist world; the capitalist world; between two millennia.

– Aims and content of the subject in lower secondary vocational school
At this educational level social sciences, geography and history are not taught.

– Aims and content of the subject in upper secondary vocational school
At this educational level social sciences, geography and history are not taught.

– 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	12%
Regional history ³⁰	
National history	40%
European history	16%
World history	32%

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

Political history	42%
Social history	18%
Economic history	22%
Cultural history	18%

Political history: The political organisation of societies; the Restoration

Social history: Changes and social movements

Economic history: The economy in the interwar period

Cultural history: Between two millennia: evolution of mentalities in the twentieth century

³⁰ Optional content is not regulated on a nationwide basis. Rather, they are established by the Autonomous Communities and the educational centres. The Ministry of Education and Science stipulates that establishments are to programme their elective subjects according to pupil demand and taking into account the teaching staff.

– The relation between history and other (school) subjects

During the whole period of secondary education, the teaching of history is related to other subjects. This is so in all the geography and culture courses, as in anthropology, prehistory or history of America. Historians use the knowledge of psychology and of pedagogy. Knowledge of the general and specific didactics of history, geography and the social sciences are also used. There is also interdisciplinary collaborations in the areas and matters of language and Spanish literature or of the Autonomous Communities, foreign languages and technology.

– 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
History is taught in a fixed combination (e.g. geography)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History is taught as an integrated subject (e.g. history and social studies)	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Subjects taught at school

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

• Comparison: school curriculum vs. ITT

There are no important differences between topics studied in ITT and those that have to be taught in school according to the curricula.

• Future developments

Following changes for history are expected:

Primary schools

The Ministry of Education and Science has launched a debate prior to the preparation of an education bill aimed at the achievement of the greatest political consensus about the definition of educational reforms, so that it may serve as the basis for the preparation of this project. The new proposals for debate in primary education are included in the official document “Quality education for all and with all” (Ministry of Education and Science, 2004: 35). The primary

education proposals aim at ensuring pupils' personal development, facilitating the acquisition of basic instrumental skills and the prevention of possible school problems, intervening as soon as they are discovered. The Ministry of Education and Science recommends the establishment of a new area for primary education, "citizenship education" as part of the school curriculum. This area will focus on the teaching of civic values and will see that pupils know the rights and liberties guaranteed by democratic governments. Likewise, the Ministry of Education and Science is holding talks with several organisations and sectors of the educational community in relation to the possible change in the teaching of the subject of religion both in its denominational and non-denominational option.

Secondary schools

After the general elections in March 2004, the Government committed itself to review aspects of the 2002 Organic Law on the Quality of Education (LOCE). Thus, the Ministry of Education and Science (MEC) is determined to foster a debate which will serve as the basis for the drawing up of a new law. In order to facilitate this debate, the MEC presented a document entitled "Quality Education for all and by all" [*Una educación de calidad para todos y entre todos*], which includes the aspects to be revised according to the Government and makes a set of proposals³¹. As far as post-compulsory secondary education is concerned, there is a set of proposals for baccalaureate studies, vocational training and university entrance. These proposals are adapted to the demands and knowledge that twenty-first century society demands. The main aims of these proposals are to establish a flexible structure and improve the connection among them, develop different ways of transition from one type of education to the next in an orderly manner.

A new subject will be included in the baccalaureate, which will be common to all modalities. It will aim at the scientific education of students. Once the student chooses a specific baccalaureate modality, the number of subjects he/she will have to study will be lower than the ones he/she has to study at present. Thus, students will have more possibilities to choose and therefore will be allowed to take different options within each modality.

B. History teachers in schools

Socioeconomic situation of history teachers

- Job opportunities³²

In 2002, there were enough positions for graduates of ITT in Spain. But in some cases, graduates have to wait six years until they may get a job as a history teacher.

- Salaries

In 2002, the salaries of a full-time secondary school teacher were in the middle class of wage-earners.

- Future developments

The number of available jobs will decrease significantly (There will be fewer children in the schools).

³¹ This document is available on the MEC website (<http://debateeducativo.mec.es>)

³² Source: Libro Blanco. Título de Licenciado en Historia.

- Age distribution

– The average age of history teachers in primary and secondary schools³³

School/ISCED	<30	31-40	41-50	50>
Primary (and pre-primary – Maestros)	13.4%	25.6%	35.6%	25.4%
Secondary education	12.6%	36.2%	32.1%	19.1%

- Age of employment/retirement

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

School/ISCED	Female	Male
ISCED 1	65	65
ISCED 2	65	65
ISCED 3	65	65

- Status of the profession history and history teaching in society

– Rank of studies

Arts, humanities and theology	7
Social sciences	6
Educational sciences	8
Juridical sciences	5
Natural sciences	4
Mathematics and computer-related sciences	3
Medical sciences	2
Engineering and architecture	1

Reputation of history teaching on a scale from 0 (worst) to 10 (best): 7

Factors for the status value: after having finished their studies of history, the majority of graduates choose the teaching profession. People who choose to teach history have the same status as other teachers. The income is at a middle-class level, which makes it possible for teachers to devote themselves to teaching history without being dependent on other work. In the last couple of years, the reputation of the teaching profession has deteriorated.

Reputation of history on a scale from 0 (worst) to 10 (best): 7

Factors for the status value: The reputation of history has improved as a consequence of discussion about nationalism and the Spanish Civil War,.

Reasons for the changes in the last couple of years:

1. New research about the Spanish Civil War
2. Debates on the modification of the Spanish Constitution of 1978
3. The terrorist attacks of 11 March 2004
4. Marriage of Prince Felipe and dynastic succession

³³ General data, but percentages for history teachers will not differ very much.