

SWEDEN

with the contribution of Carina Rönnqvist

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>)

Structure of the education system

The education system is:

- comprehensive until student age of 15 years (more or less)
- selective from student age of 15 years
- compulsory full-time education up to student age of 15 years
- school leaving age: student age 15 years

B. Statistical data

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

Pupils

Data not available.

Students¹

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	136 347	204 427	340 774

• Students per institution²

Institution/ ISCED	Male	Female	Total
Universities	94 656	125 804	220 460
Colleges of higher education	41 691	78 623	120 314

• New students in 2002/03

Institution/ ISCED	Male	Female	Total
Universities	28 492	35 504	63 996
Colleges of higher education	15 710	26 939	42 649

• Students graduating in 2002/03 per institution³

Institution/ ISCED	Male	Female	Total
Universities	13 059	19 597	32 656

¹ Statistics for autumn 2002. Source: <http://nu.hsv.se/nu/index1.html>. Retrieved 28 March 2006.

² Universities including KI, KTH, Chalmers, Sthlm handels.

³ Numbers are based on statistics showing students who have applied for diploma. In Sweden many students who fulfil course requirements leave universities without applying for a diploma. Consequently, not all graduating students are listed above.

Colleges of higher education	5 163	12 003	17 166
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Number of trainee teachers⁴

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	20 486	66 372	86 858

• *Trainee teachers per institution⁵*

	Male	Female	Total
Universities	5 708	15 878	21 586
Colleges of higher education	4 673	17 606	22 279

• *New trainee teachers in 2002/03⁶*

	Male	Female	Total
Universities	2 963	9 137	12 100
Colleges of higher education			

• *Trainee teachers graduating in 2002/03 per institution⁷*

	Male	Female	Total
Universities	801	2 834	3 635
Colleges of higher education	782	3 413	4 095

History students and trainee history teachers

No data available.

Teacher trainers in general and history teacher trainers

No data available.

Teachers in general and history teachers⁸

School level	Number of teachers	Number of history teachers
Primary		5 200
Lower secondary		2 700
Upper secondary general		
Upper secondary vocational		

⁴ “Students who want to become teachers”: in Sweden it is possible to graduate as a teacher by participating in a programme or by taking independent courses. For example, in history, 50% of our students are within a teacher education programme and 50% participate in freely selected courses. Among those, perhaps 80% end up as history teachers after a complementary study year. Only those who are listed in a teacher education programme are listed above. Source:

<http://www.ssd.scb.se/databaser/makro/MainTable.asp?yp=tansss&xu=C9233001&omradekod=UF&omradetext=Education+and+research&lang=2&langdb=2>. Retrieved 28 March 2006.

⁵ Autumn 2003. Source:

<http://www.ssd.scb.se/databaser/makro/MainTable.asp?yp=tansss&xu=C9233001&omradekod=UF&omradetext=Education+and+research&lang=2&langdb=2>. Retrieved 28 March 2006.

⁶ Source :

<http://www.ssd.scb.se/databaser/makro/MainTable.asp?yp=tansss&xu=C9233001&omradekod=UF&omradetext=Education+and+research&lang=2&langdb=2>. Retrieved 28 March 2006.

⁷ Based on statistics showing students who have applied for diploma in autumn 2002/spring 2003. In Sweden many students who fulfil course requirements leave universities without applying for a diploma. Consequently, not all graduating student are listed above. Source:

<http://www.ssd.scb.se/databaser/makro/MainTable.asp?yp=tansss&xu=C9233001&omradekod=UF&omradetext=Education+and+research&lang=2&langdb=2>. Retrieved 28 March 2006.

⁸ Source: <http://www.skolverket.se/publikationer?id=1402> (fall 2002). Retrieved 28 March 2006.

- Number of teachers in school
Data not available.

- Number of history teachers in school⁹

School level	Male	Female
Primary		
Lower secondary	46%	54%
Upper secondary general		
Upper secondary vocational		

Financing

The annual expenditure per history student by universities and colleges of higher education is €3 680.¹⁰ The costs of a history student at universities and colleges of higher education are lower than the average annual cost of a student, (about €2 970 less expensive).

The annual cost of a trainee history teacher at universities and colleges of higher education is €4 610. The costs of a trainee history teacher are lower than the average annual cost of a trainee teacher (about €2 155 less expensive).

Feminisation

During the last five years, there has been no increase in the ratio of female to male students. In 1999, 59% of the students were female, in 2004 58% of the students were female. So there has been a slight decrease of 1% in female students during the last five years. There was a total increase of about 15% in female students between 1999 and 2004 compared with a total increase of 22% in male students.

There has also been no increase in female trainee teachers in the last five years. From autumn 1999 to autumn 2004 there was a small total decrease in female history students at universities and colleges of higher education from 53.5% to 52%. So there has been a total decrease of 1.5% in female history students.¹¹

II. Initial training

A. Training institutions

Institutions involved in ITT

Institution	For which school level
Universities	for all school levels
Colleges of higher education	for all school levels

Main purposes of institutions

Institution	Purpose
Universities	Education of researchers and teachers
Colleges of higher education	Education of teachers

Faculties in charge of ITT

Institution	Faculties
Universities	Most commonly: Faculty of (Teacher) Education in cooperation with Faculty of Humanities (specifically: Department of History)

⁹ Note: <http://www.skolverket.se/publikationer?id=1402> (fall 2002). Retrieved March 28, 2006.

¹⁰ Gross amounts according to the 2004 budget.

¹¹ Source: http://nu-prod.hsv.se/NUController?event=JAMAMNE_URVAL. Retrieved March 28, 2006.

TT institutions are required to meet legal standards set by

- Universities: legal standards set by the state and the training institutions themselves
- Colleges of higher education: legal standards set by the state and the training institutions themselves

Number of training institutions

providing a training programme for initial teacher training (general)¹²

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities	11 (0)	-	11 (0)
Colleges of higher education	18 (0)	-	18 (0)

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	10 (0)	-	10 (0)
Colleges of higher education	12 (0)	-	12 (0)

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

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

History teaching is studied (and taught) at universities and colleges of higher education.

The structure of ITT

For universities and colleges of higher education: concurrent

Length of studies/training

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

School level	Entry requirements ¹³	Final exam	Length of study in years	Degree	Diploma thesis ¹⁴	PG training
Primary schools	“numerus clausus”	written	3.5 years	BA in Education	yes: teacher knowledge (didactics or pedagogy)	none, admission at the end of study
Lower secondary schools	“numerus clausus”	written	4-5 years	MA in Education	yes: teacher knowledge (didactics or pedagogy)	none, admission at the end of study
Upper secondary general schools	“numerus clausus”	written	4-5 years	MA in Education	yes: teacher knowledge (didactics or pedagogy)	none, admission at the end of study
Lower and Upper secondary vocational schools	“numerus clausus”	written	3 years	BA in Education	yes: teacher knowledge (didactics or pedagogy)	none, admission at the end of study ¹⁵

¹² Source: <http://www.lararutb.uu.se/links.html>. Retrieved March 28, 2006.

¹³ “Numerus clausus” to access a teacher programme. More or less free access to courses within the teacher program.

¹⁴ Students have to write a thesis to be able to take an exam. They get no diploma, however.

¹⁵ Students who apply for a teacher programme for vocational schools must, however, have two years practical experience in their subject.

- Form of graduation and allocation of years for teaching EDC/civic education in secondary general schools

No data available. EDC is not a specific subject in Swedish schools. Both history teachers and teachers of civics deal with these issues.

Standards for ITT

- Professional profile

There is a professional profile for history teachers for all universities and for ITT at universities. There are both national and local professional profiles for teachers in general. On a national level there is an *Examensordningen* (= Higher Education Ordinance) which details the expected qualities of teachers. On the local level there is the *Examensbeskrivningen* (= examination description). This document declares certain objectives for the student teacher. Usually, however, both profiles are similar. The professional profile is important for the implementation and planning of curricula, educational programmes and practical work.

- Certification system (qualified teacher status)

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

- Core curriculum

There is no common/core curriculum for all institutions of initial training for history teachers in Sweden.

– General guidelines for the conception of ITT

General guidelines for the conception of ITT come from the Ministry of Education.

– Coordination of curricula

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

Training at universities

- Curriculum

General information: In Sweden, training of history teachers is carried out in several independent public universities and other higher education institutions (HEI). Each HEI has the right and mandatory obligation to develop its own curriculum. This overview draws on a reading of curricula from six universities (Uppsala, Stockholm, Gothenburg, Lund, Umeå and Örebro) and two other HEI (Gotland University College, Jönköping School of Education and Communication).

Professional profile: The professional profile is generally rare or absent, at least in curricula. A minority of the curricula deal explicitly with the profession. Some of these have school-based modules in the course. This school-based time can consist of study visits, listening to classes and also student teaching and reflection in groups on the teaching experience.

Structures of studies: (e.g. length, sections, modules, forms of examinations, ECTS)

Courses at Swedish universities are modular: modules usually range from 3 to 15 ECTS. A majority of history courses are essentially chronological. Teaching consists of a mix of lectures and seminars (discussion in groups together with teacher on literature or the historical record, usually with focus on some crucial historical and methodological issues). Examinations are mainly written but often complemented by oral tests. There are final examinations only within modules. Participation in lectures is usually voluntary but

mandatory in seminars. The examination for one module usually consists of a test, a paper and active participation during seminars.

- The aims of ITT for history teachers

Aims in mainstream ITT are traditional for subject studies in history at university level (students are expected to develop their historical knowledge as well as critical and analytical skills). At some HEIs a didactic approach is added. A majority of curricula seem to have been developed in (history) subject departments and slightly adapted to teacher education later. At least two curricula differ: instead of focusing on a description of the historical knowledge provided or developed by students during the course, these curricula state their point of departure as the aim of providing sufficient historical knowledge for teaching in school. One of the curricula gives more details on the aims connected to the profession of history teacher, and extends those aims to general teacher training.

- The content of initial training for history teachers

Content and form of courses (history, didactical approach, practical)

An estimation would be that at least 75% of training time is devoted to traditional historical studies. In the best cases, 25% of training time focuses on questions targeting either the assignment as history teacher, the difference between academic history and school history, the role of the past in contemporary society and the connection between didactical approaches, ethical choices and obligations, and epistemological as well as theoretical underpinnings of historical knowledge.

- The relationship in history teacher training

Institution/ ISCED	History courses	General pedagogic/ didactics courses	Subject didactics courses	Practical training	Other
UmU	90 ECTS /33%	90 ECTS/ 33%	25% of 45 ECTS integrated in history	45 ECTS of 270 (17%)	
MAH	90 ECTS /33%	90 ECTS/ 33%	0%		
UU	90 ECTS/ 33%	90 ECTS/ 33%	0%		

Figures above are calculated for a Swedish teacher education degree preparing teachers for students aged 16-19. These teachers need to study one subject other than history; no single subject teacher education programmes exist in Sweden. The requirement is at least 90 ECTS (three semesters) of studies in one subject. The Swedish teacher education is based on a system of three fields of study: a general field of education (90 ECTS, including 15 ECTS practical teaching experience), an educational area with emphasis on particular subjects or subject areas (minimum of 60 ECTS in each subject/subject area, including 15 ECTS practical teaching experience) and a specialised educational area (minimum of 30 ECTS). Within the framework of these three areas, students are required to produce an independent degree thesis of 15 ECTS.

- Training of history competencies

The training of history competence is generally the same for teacher education students and for students with other goals.

– The general history courses in the curriculum are based on:¹⁶

Chronological structure	33%
Theme-centred structure	66%

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

An overall estimation of proportion would be: less than 50% national (including Nordic) and more than 50% world (including European) history. For example, the literature for ITT students at Uppsala University during the first semester consists of 42% Swedish/Nordic history. In essence, the amount of national history during the first and second semester is probably between 15% and 30%. The amount of regional and local history is usually not mandated during the first semester, and can be a student's choice at the intermediate and advanced levels. The degree thesis is usually based on historical records of local origin but not necessarily from the area in which the university is located. Regional and local perspectives per se are usually not an issue.

Local, national and Nordic history is taught chronologically from the age of Vikings to contemporary history, mainly organised by main trends in Nordic and European history. It focuses on the establishment of a central power, the expansion of the country, its consequences on daily life, collapse of empire, struggle for democracy and its breakthrough.. Gender issues and a focus on living conditions for ordinary people are also important. European and world history is taught chronologically from the rise of man and first civilisations up to contemporary history. World history during the period before 1500 is mainly illuminated by a focus on the independent rise of civilisation and an analysis of the concept "civilisation". World history after 1500 is mainly analysed from a European perspective. The focus is on the expansion of the European sphere, age of discovery and colonisation. European history: power struggles and balances within European politics, nationalist movements and efforts/attempts at a pan-European hegemony.

– Proportion of political, social, economic and cultural history

Owing to the fact that all HEI in Sweden have different curricula, it is not possible to give a proper estimation.

– In the history courses the following approaches are¹⁷

Very important: problem-oriented; important: teaching by example, multi-perspective; not important: multicultural; hardly used: bilingual

– Training in historical methods during general courses¹⁸

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

• EDC as part of the curriculum

EDC is not a part of the curriculum in Sweden.

¹⁶ Owing to the diversity, this is hard to answer. A general feature is that first level (0-30 ECTS) mainly consists of chronological studies and that the intermediate and advanced (31-90 ECTS) levels are thematically organised.

¹⁷ An approximation by the author based on experience in history teacher education at Umeå University. Cannot be considered general.

¹⁸ An approximation by the author based on experience in history teacher education at Umeå University. Cannot be considered general.

- Training of history subject didactics/methodology

Training focuses on the following competencies¹⁹

A lot: textbook analysis, analysis of curricula, planning and organising lessons, interactive teaching (e.g. pupil-centred learning; process-oriented forms of learning and teaching), organising project work, training of teamwork, training of key qualifications, interdisciplinary cooperation, multicultural aspects; not at all: conflict resolution and conflict management

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

- Educational sciences, general didactics, pedagogy²⁰

The following courses are part of the curriculum: theories of education, theories of teaching, theories of didactics, learning psychology, professional development, organisational development of school, planning and organising lessons, interactive teaching, organising project work, use of media, use of information technology

The following courses are not part of the curriculum: developmental psychology

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

There are institutional links (forms of cooperation) between universities and other institutions to carry out practical training during university studies. Some universities cooperate with colleges of higher education. In all teacher education in Sweden there is cooperation between schools and universities/colleges of higher education.

In the cooperation between universities/colleges of higher education and schools, there is usually a contract between the municipality and the university/college of higher education

– Forms of practical training during studies at universities

Micro-teaching: varying forms; mini-labs: varying forms; training in schools: approximately 10 weeks in length

Postgraduate initial training (PG-ITT) for history teachers

There is no obligatory postgraduate initial training for history teachers in Sweden who intend to teach history in primary and secondary schools.

Minority and gender issues, multicultural aspects

- Minority issues

No data available

- Gender issues

In theory, gender issues and questions of equality are examined in all areas of university education. In practice, in history teaching, this may vary.

- Multicultural aspects

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

¹⁹ An approximation by the author based on experience in history teacher education at Umeå University. Cannot be considered general.

²⁰ Example from Umeå University. Can probably not be considered general.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity to relate current events or information to historical processes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity for critical analysis and synthesis of historical information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to comment, 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Capacity for applying historical knowledge in practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical and self-critical abilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interpersonal skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training of key qualifications (social and communicative skills)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interdisciplinary cooperation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

• Information technology and e-learning²¹

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	0%
Percentage of institutions/faculties/departments of history equipped with a content management system	0%
Percentage of institutions/faculties/departments of history equipped with a learning management system	0%
There is technical support for the use of information technology at the following percentage of teacher training institutions	0%
There is didactical support for the use of information technology at the following percentage of teacher training institutions	20%

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. It takes the form of verbal feedback, written feedback, standardised evaluation.

²¹ All student teachers have access to certain computer labs at all universities and colleges of higher education.

- National evaluation of training courses²²

There is a form of national evaluation of training courses for history courses, general didactics courses, subject didactics courses, practical training. It takes the form of verbal feedback, written feedback and standardised evaluation. Institution organising the national evaluation: National Agency for Higher Education²³

- 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, practical training. It takes the form of verbal feedback, written feedback and standardised evaluation.²⁴

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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Colleges of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Schools (practical training)	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
Group work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Project work	<input type="checkbox"/>	<input type="checkbox"/>	<input 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

History trainee teachers are involved in the planning and organisation of the curricula, academic courses, didactics courses, subject didactics courses, practical training.

D. Trainers

The trainers

- Professional groups involved in ITT for history teachers:
Historians, advisory teachers in schools and/or universities, pedagogues, didacticians.

– Interdisciplinary cooperation between these groups

There is interdisciplinary cooperation between these groups • Average percentage of working time devoted by teacher trainers to the training of trainee teachers

²² The National Agency for Higher Education sometimes makes national evaluations of entire educational programmes.

²³ See: <http://www.hsv.se>. Retrieved March 28, 2006.

²⁴ Most commonly: written feedback and standardised evaluation.

Institution/ ISCED	Historians	Advisory teachers	Psychologists	Didacticians	Pedagogues	Other
Universities	61-70%	0-10%	%	21-30%	%	%
Colleges of higher education	61-70%	0-10%	%	21-30%	%	%

Structure of personnel in training courses

The training courses are run:

- 11-20% by one teacher/trainer
- 61-70% by a team of university lecturers/trainers
- 1-10% by a team of university lecturers and advisory teachers
- 1-10% by a team of university lecturers and tutors

E. Training of teacher trainers

In-service training

There is a possibility of in-service training for teacher trainers at universities and colleges of higher education. The cost of the in-service training is covered by the teacher trainers themselves and the state (costs for education). The training includes improvement and training in self-reflection, improvement in 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.²⁵

In-service training has no specific direction or curricula. The content of in-service training for teachers depends very much on variables such as student demands and specific teacher competences at the universities/colleges.

Specific training

There is no specific training for teacher trainers of history although most universities have certain courses for university lecturers in general.

The training of trainers

- Place of training for the trainers

Internal personnel development for:

Historians, advisory teachers, didacticians, pedagogues

External personnel development for:

Historians, advisory teachers, didacticians, pedagogues

- Internal personnel development is normally done by

- professional trainers

Examples of courses for university lecturers (Umeå University):²⁶

Introduction – teaching and learning environments, the roles of the university lecturer, promoting learning, ICT in teaching and learning

- External personnel development is normally done by

- Experts from other institutions

²⁵ All examples: In-service training *can* include one or more of the given aspects.

²⁶ Source: <http://www.upc.umu.se/kurser/kursutbud.html>. Retrieved 28 March 2006.

- International mobility of history teacher trainers

History teacher trainers are encouraged to participate in international research or exchange programmes, but there is no general preparation for all history teacher trainers.

History teacher trainers participate in all kinds of educational cooperation programmes. At Umeå University, for example, historians, history didacticians, schoolteachers/tutors and students have a cooperation programme for problems, possibilities and didactics in the practical training.

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

School level	Full name of the subject
ISCED 1 – primary school	Social science subjects (a subject which integrates history, geography, religion and civics)
ISCED 2 – lower secondary general school	Social science subjects (up to student age 13 years), history (from 13 years)
ISCED 2 – lower secondary vocational school	-
ISCED 3 – upper secondary general	History
ISCED 3 – upper secondary vocational school	History

- 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	Social science subjects	approx. 25%
ISCED 2 – lower secondary general school	no (up to 13 y.) / yes (from 13 y.)	Social science subjects / History	approx. 25%
ISCED 2 – lower secondary vocational	-	-	-
ISCED 3 – upper secondary general	yes	-	-
ISCED 3 – upper secondary vocational school	yes (but not compulsory)	-	-

- Number of history lessons

Number of lessons per grade each week and school type:

- Primary schools (ISCED 1): An example: A seven-year-old pupil has approximately two lessons/week in social science subjects (one lesson – 40 minutes). There is no national document that regulates the time for each subject. It is up to each school to decide.
- Lower secondary general schools (ISCED 2): An example: A ten-year-old-pupil has one history lesson a week (one lesson – 40 minutes). Note: There is no national document that regulates the time for each subject. It is up to each school to decide.
- Upper secondary general schools (ISCED 3): An example: A sixteen-year-old pupil in a social science programme has history studies corresponding to one month (=100x40-minutes lessons) full-time studies in two semesters (one school year). Most commonly these pupils have about three history lessons a week, but some schools prefer to work in interdisciplinary which leads to somewhat altered schedules.

- History curriculum in school

National curricula at all levels aim at developing the pupil's critical thinking, democratic skills and tolerance for other cultures. They also emphasise information presentation, comparisons between societies over time and space, and relations between peoples.²⁷

- Aims and content of the subject in primary school

In primary and lower secondary school, social science subjects contain themes such as democracy as a way of life, cultural patterns and variation, local and global environment and survival issues and making knowledge in an information society.

Aims (up to age 11): Familiarity with and ability to reason about basic concepts in a democratic system and to practise democracy in everyday actions, familiarity with events and conditions that have formed and continue to form local society and its environment, ability to compare their own living conditions with living conditions in other environments and other periods, ability to discuss important issues concerning life that affect the individual and relations between people, ability to search for process and summarise information in order to explain or answer questions about man and his activities.²⁸

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

Aims (at the end of year 9): Ability to present important events and familiarity with the personalities, ideas and changes in the historical development of Sweden, the Nordic area and Europe, ability to make comparisons with other countries, familiarity with historical developments in some of the world's leading powers during different periods, insight into how major social upheavals have altered man's living conditions, ability to identify and reflect on some of the different historical events and developments of significance for our own age, awareness of and ability to give examples of historical events and conditions that can be looked at from different points of view, ability to reflect on how information and propaganda have been used before and are used today as a means of exerting influence.

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

History education in upper secondary school has a multi-perspective approach; it examines economic, environmental, political, cultural and social history issues, as well as the history of ideas.

Aims: developing knowledge of the structure of history, its main development trends and processes of change, acquiring an insight into cultural heritage and its varying contents for different people and different national minorities, developing a secure and democratic identity on the basis of historical heritage, developing historical awareness; developing an understanding of the background and processes of historical phenomena and their relationships, in regard to both global politics and everyday reality; developing an ability to assess the reliability and value of different texts, pictures, media and other sources; developing the ability to reason independently, and hold a discussion based on a historical perspective.

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

No such school form in Sweden.

²⁷ Source: www.skolverket.se. Retrieved 28 March 2006.

²⁸Source:

<http://www3.skolverket.se/ki03/front.aspx?sprak=EN&ar=0405&infotyp=23&skolform=11&id=3882&extraId=2087>. Retrieved 28 March 2006.

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

History is not a compulsory course in vocational schools. Pupils choosing history as an option follow the same time plan as for the social science programme in upper secondary general schools.

– The ratio of local/regional, national, European and world history in the school curriculum for the whole period of compulsory lessons/ history courses²⁹

Local history	11-20%
Regional history	1-10%
National history	31-40%
European history	31-40%
World history	1-10%

– The ratio of political, social, economic and cultural history in the school curriculum for the whole period of compulsory lessons/history courses³⁰

Political history	41-50%
Social history	41-50%
Economic history	1-10%
Cultural history	1-10%

– The relationship between history and other (school) subjects

Up to age 13, history is integrated with geography, social science and religion. After that, it is treated as a single subject although many teachers prefer to work in interdisciplinary projects.

– The teaching of history as a subject

History is taught as a single subject in:

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
History is taught as a single subject	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> ³¹
History is taught in a fixed combination (e.g. geography)	<input type="checkbox"/>	<input 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 checked="" 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"/>

²⁹ There is no national curriculum that regulates these issues. The numbers above are estimations based upon experiences from school teachers.

³⁰ There is no national curriculum that regulates these issues. The numbers above are estimations based upon experiences from school teachers.

³¹ If chosen by the pupils.

– Subjects taught at school³²

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general ³³	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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Human rights education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Comparison: school curriculum vs. ITT

There are important differences between topics being studied in ITT and the topics that have to be taught in school according to the curricula. ITT in general does not deal so much with minority questions, despite the goals in the curricula.

There have been important changes during the last ten years concerning history teaching in Sweden: The curricula from 1994 prescribe a clearer focus on local history and identity questions. This may have changed history teaching somewhat.

These changes in history teaching did not directly affect ITT.

• Future developments

The following changes for history are expected:

- Upper secondary general: history will be compulsory for all upper secondary programmes from 2007
- Upper secondary vocational: history will be compulsory for all upper secondary programmes from 2007

B. History teachers in schools

Socioeconomic situation of history teachers

• Job opportunities

In 2002, graduates had to wait for 1-2 years until they got a job as a history teacher.

• Salaries

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

• Number of history teachers newly employed in 2002

No data available.

• Number of unemployed history teachers

No data available.

³² The curricula for the different programmes in upper secondary school tend to focus on very different subjects and today it is only in the social science programme that subjects like these are compulsory. Most of the subjects above are dealt with within the framework of other subjects in primary and lower secondary school.

³³ For the social science programme.

- Future developments

The number of available jobs will increase significantly. There are many teachers in schools today who are approaching the age of retirement. Furthermore, from 2007 history will be a core subject in all upper secondary school programmes, which will increase the demand for history teachers.

- Age distribution

No data available.

- Age of employment/retirement

No data available. However, most history teachers are between 24 and 30 when they graduate, and they are usually a couple of years older when they are hired.

– History teachers normally get hired in primary and secondary schools:

No data available. However, most history teachers are between 24 and 30 when they graduate, and are usually a couple of years older when they are hired.

– History teachers normally retire from teaching in primary and secondary schools:

School/ ISCED	Female	Male
All schools	65	65

- Salaries/age

Average salaries of history teachers in euros per level of qualification:³⁴

School/ ISCED	< 30 years	50 > years
Primary	1 630 – 2 460	
Lower secondary	1 715 – 2 520	
Upper secondary	1 790 – 2 550	

- Relation between school and university

Institutional links and forms of cooperation: contract between institutions.

There is cooperation between universities and schools, especially after the 2001 teacher education reform. The basic idea of the reform was to forge a closer link between teachers in schools and lecturers in the universities/colleges. At Umeå University, for example, there are two kinds of cooperation between the university and schools. First, there is a project with one upper secondary school aimed at finding ways to optimise the students' learning when they are practising in schools (The Östra model). Secondly, there is a project where history teachers from the north of Sweden meet students and university lecturers at the university to discuss and also practise didactical issues (RUH-project). In this project, about 30 teachers are involved.

- Status of history and history teaching in society

– Rank of studies

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

³⁴ Salaries differ between Swedish municipalities. These are only approximate figures from 2005. Source: <http://www.lararforbundet.se/web/region/ingangsloner.nsf>, <http://www.lr.se/>. Both retrieved 28 March 2006.

Engineering and architecture	5
Other (please specify)	6

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

Generally speaking, teachers do not have high status in Swedish society, but history teachers have high status within the teacher community.

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

There has been a change in the last couple of years: History has become more popular among students, and is now one of the most popular subjects for student teachers.