



Initial training for history teachers Structures and standards in 13 member states of the Council of Europe

A comparative study

Edited by Alois Ecker

Project “Learning and teaching the history of Europe in the 20th century”

Council of Europe
Strasbourg 2002

The opinions expressed in this work are those of the authors and do not all necessarily reflect the official policy of the Directorate of School, Out-of-School and Higher Education of the Council of Europe.

The **Council of Europe** was founded in 1949 to achieve greater unity between European parliamentary democracies. It is the oldest of the European political institutions and has 43 member states,¹ including the 15 members of the European Union. It is the widest intergovernmental and interparliamentary organisation in Europe, and has its headquarters in Strasbourg.

With only questions relating to national defence excluded from the Council of Europe's work, the Organisation has activities in the following areas: democracy, human rights and fundamental freedoms; media and communication; social and economic affairs; education, culture, heritage and sport; youth; health; environment and regional planning; local democracy; and legal co-operation.

The **European Cultural Convention** was opened for signature in 1954. This international treaty is also open to European countries that are not members of the Council of Europe, and enables them to take part in the Council's programmes on education, culture, sport and youth. So far, 48 states have acceded to the European Cultural Convention: the Council of Europe's full member states plus Belarus, Bosnia and Herzegovina, the Federal Republic of Yugoslavia, the Holy See and Monaco.

Four steering committees – the Steering Committee for Education, the Steering Committee for Higher Education and Research, the Steering Committee for Culture and the Steering Committee for Cultural Heritage – carry out tasks pertaining to education and culture under the European Cultural Convention. They also maintain a close working relationship with the conferences of specialised European ministers for education, culture and the cultural heritage.

The programmes of these four committees are an integral part of the Council of Europe's work and, like the programmes in other sectors, they contribute to the Organisation's three main policy objectives:

- the protection, reinforcement and promotion of human rights and fundamental freedoms and pluralist democracy;
- the promotion of an awareness of European identity;
- the search for common responses to the great challenges facing European society.

The education programme of the Steering Committee for Education and the Steering Committee for Higher Education and Research currently covers school, out-of-school and higher education. At present, there are projects on education for democratic citizenship, history, modern languages, school links and exchanges, educational policies, training for educational staff, the reform of legislation on higher education in central and eastern Europe, the recognition of qualifications, lifelong learning for equity and social cohesion, European studies for democratic citizenship, the social sciences and the challenge of transition, learning and teaching in the communication society, education for Roma/Gypsy children in Europe and the teaching of the Holocaust.

These multilateral activities are complemented by targeted assistance to the newer member states in bringing their education systems in tune with European norms and best practice. Co-ordinated under a strategy of “partnerships for educational renewal” projects are carried out, in particular on education legislation and structures, citizenship and history teaching. The priority regions are South-east Europe and the countries sprung from the former Soviet Union.

1. Albania, Andorra, Armenia, Austria, Azerbaijan, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, San Marino, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, "the former Yugoslav Republic of Macedonia", Turkey, Ukraine, United Kingdom.

Contents

Foreword	9
Introduction	13
<i>Alois Ecker and Julieta Savova</i>	
Key questions on structures of initial training for history teachers	
<i>Alois Ecker</i>	19
Structures, standards and job prospects with regard to initial training for history teachers: general results of the comparative study	
<i>Alois Ecker</i>	31
Models of initial training for history teachers	
<i>Julieta Savova</i>	85
Institutional links between schools and teacher training institutions	
<i>Christa Donnermair</i>	103
Academic and practical competencies in initial teacher training	
<i>Elka Drosneva, Heinz Strotzka</i>	115
Training the trainers	
<i>Alois Ecker, Maria Luisa de Bivar Black</i>	129
The impact of multi-cultural society on education and on initial training for history teachers in particular	
<i>Joke van der Leeuw-Roord</i>	145
Recommendations	157
Appendix I: Country reports	165
Appendix II: Training institutions	289
Appendix III: Bibliography	304

Acknowledgements

A comparative international study like ours is only possible if there is an incredible amount of help and support from many sides. I would like to express my sincere gratitude to the Council of Europe for helping us with our networking activities and the organisation of the two seminars and the expert meeting in Vienna and Prague. My special thanks also go to the Austrian Ministry of Education, Science and Culture for generously funding our project and facilitating the contacts with our contributors and to the Czech Ministry of Education for hosting the second expert meeting of this project in Prague. This study would not have seen the light of day without the ongoing support of Monika Goodenough-Hofmann, Anneliese Stoklaska, and Annamaria Sikoronja from the Austrian Ministry of Education, Science and Culture.

I am particularly indebted also to all the experts who contributed to this study and to the representatives of the countries concerned in the Education Committee of the Council of Europe who kindly reviewed the country reports.

My sincere thanks also go to the members of the research group at the Institute of Economic and Social History at the University of Vienna: especially Gerhard Dabringer who made the collected data accessible, Isabel Oliva who gave form and structure to all this information and to Sabine Schmidt, who took on the task of copy-editing the articles.

Last but not least, I would like to thank all the members of the editorial board: Christa Donnermair (Austria), Elka Drosneva and Julieta Savova (Bulgaria), Heinz Strotzka (Austria), Yvonne Sinclair (United Kingdom), and Ineke Veldhuis-Meester (Netherlands) for revising the final versions of the articles.

Vienna, December 2000
Alois Ecker

Foreword

History teaching at secondary schools depends on three main elements which must be taken into account and constantly adjusted to societal developments and the cultural needs of coming generations: curriculum development, textbooks and teaching materials and teacher training. Our pilot study on a crucial aspect of the third element – initial training for history teachers – is the first comparative study on the structures of initial training for history teachers in several European countries. To our knowledge it is also the first study of this kind to compare the structures of teacher training in a concrete subject on a European level.

The study describes the structures and standards that apply to the initial teacher training (ITT) for history teachers in Albania, Austria, Bulgaria, the Czech Republic, Estonia, France, Hungary, the Netherlands, Norway, Portugal, the Russian Federation, Spain, and the United Kingdom (England and Wales). It includes database and background information on ITT which will help those in charge of history teacher training – ministries of education and teacher training institutions: universities, pedagogical universities and teacher training colleges – to discuss concepts of ITT for history teachers. The aim of the study is to provide information that will raise the level of professionalism not only of history teaching, but also of teacher training.

Highly industrialised countries are currently undergoing a process of rapid cultural change. This rapid change will also affect teachers at secondary schools. History teachers have to deal with political, social, economic, and cultural change every day. Indeed, this is the very subject of their profession. Unfortunately, they are not always well prepared for this job. Therefore, we explored current forms of their initial training, as this will provide a basis for future planning and for developing ITT reforms on the levels of institutional co-operation, institutional reforms, and the personal development of both teachers and teacher trainers.

Thanks to the organisational support and longstanding experience of the Council of Europe with issues of history teaching and thanks to the generous support provided by the Austrian Ministry of Education, Science and Culture and the Czech Ministry of Education we were able to organise two expert seminars in Vienna and Prague, where those ITT questions initially investigated with the help of country reports and two comprehensive questionnaires were discussed in greater detail.

In more concrete terms, the study aims at providing information about the structures of ITT: ITT models; length of studies; conditions of assessment and graduation; curricula; relations and differences between school curricula and ITT curricula; relations between academic and practical training in ITT; the institutions involved in training: universities, pedagogical universities, colleges, pedagogical academies, and other teacher training institutes; and the (theoretical) concepts which form the background of training. We also looked at the forms of co-operation between training institutions, especially as regards opportunities of practical training, but also at teamwork and project-oriented training during studies.

Furthermore, we wanted to get an insight into the social context history teachers currently work in or will be working in the future. Therefore, we also looked at general demographic data referring to history teachers, their social background, the trend towards feminisation of the profession, teachers' salaries, and students' chances of actually working as history teachers after graduating from university or teacher training college.

We are indebted to many people for providing us with the necessary information about the countries involved in this study. Our thanks go to all of them.

Contributors from the participating countries

Albania

Petrit Nathanaili, Faculty of History, University of Tirana
Fatmiroshe Xhemali, Ministry of Education and Sport, Tirana

Austria

Fred Burda, Federal Ministry of Education, Science and Culture, Vienna
Christa Donnermair, Institute for Economic and Social History, University of Vienna
Klaus Edel, Institute for Economic and Social History, University of Vienna
Heinz Strotzka, Pedagogical Academy, Salzburg

Bulgaria

Elka Drosneva, Faculty of History, Sofia University
Julieta Savova, Faculty of Education, Sofia University

The Czech Republic

Marie Homerová, Gymnazium Jan Kepler, Praha
Hana Pátková, Institute of History, University Usti nad Labem

Estonia

Mare Oja, Ministry of Education, Department for Social Studies, Tallin
Anu Raudsepp, Department of History, Tartu University

France

Jean Carpentier, Inspecteur général honoraire de l'Education nationale, Paris
Gisèle Dessieux, Inspecteur générale de l'Education, Ministère de l'Education nationale, Paris

Hungary

Robert Bartha, expert of teacher training, Debrecen
György Gyarmati, expert of history, Budapest
Vilmos Vass, Ministry of Culture and Education, Budapest

The Netherlands

Joke van der Leeuw-Roord, Executive Director of Euroclio, Den Haag
Ineke Veldhuis-Meester, Senior Lecturer History Education, University of Groningen

Norway

Magne Angvik, Bergen College of Higher Education
Svein Lorentzen, NTNU, University of Trondheim

Portugal

Maria Luisa De Bivar Black, University da Lusiada, Lisboa

The Russian Federation

Ludmila Alexashkina, Laboratory of History, Russian Academy of Education, Moscow
Vladimir Batsin, Ministry of Education, Department for Regional Co-operation, Moscow

Spain

Juan Carlos Flores, Ministry of Education and Culture, Madrid
Gregorio Gonzalez Roldan, Centre of educational research, CIDE, Madrid
Carmen Sanchez, Ministry of Education and Culture, CIDE, Madrid

United Kingdom

Mark McLaughlin, HMI, Office for Standards in Education, Birmingham
Yvonne Sinclair, Senior Lecturer History Education, Manchester Metropolitan University

Editorial board

Christa Donnermair, Institute for Economic and Social History, University of Vienna
Elka Drosneva, Faculty of History, Sofia University
Julieta Savova, Faculty of Education, Sofia University
Heinz Strotzka, Pedagogical Academy, Salzburg
Yvonne Sinclair, Senior lecturer, School of Education, Manchester Metropolitan University
Ineke Veldhuis-Meester, Senior lecturer, UCLO, University of Groningen

Introduction

Alois Ecker and Julieta Savova

The Council of Europe's project "Innovation in the primary school"² made a number of recommendations, one of which was "that the Council should devote more attention to the issues concerning teacher training. There were several reasons for this recommendation but the principal one derived from what project members saw as a major barrier to successful innovation in schools."³

More than ten years after this recommendation was published in a Council of Europe project on innovation in primary school, it is still as relevant as in 1987 – and not only for primary school teachers. Without adequate organisational and personnel development, innovations in educational institutions – be it on the primary, secondary or tertiary level – will not be successful in the long term. Organisational development in today's schools primarily depends on effective structures of communication and co-operation between those who work in organisational management and those who teach. Personnel development, first and foremost, depends on the actual qualifications of teachers themselves.

Taking into account that "teaching" is not just a gift of nature, talent, character or divine grace, we have to look at the various ways in which teachers acquire the necessary teaching competencies on the job. The best-known ways of acquiring teaching competencies are initial and in-service training courses and seminars. Therefore, we decided to carry out a comprehensive survey on the professional training of history teachers for tomorrow's secondary schools.

By exploring initial training for history teachers we hoped to find out more about the structures and standards which are established at the very beginning of a history teacher's teaching career. During the three to four years at teacher training college or the four to five years at university, history teacher trainees are expected to acquire a basic orientation on their future teaching profession. This orientation often remains the predominant structure of a teacher's professional role and identity throughout her or his entire teaching career. We thought it might be interesting to look at the explicit and the hidden aims that characterise the initial years of future history teachers in Europe, and at how they are filled with content, in a more systematic way.

This is the first comparative study on the training of subject teachers on a European level. The training of teachers in general and of history teachers specifically has not been particularly reflected upon on an international or a general European level. It still remains a field of national interest, and there is not much comparison with training structures in neighbouring countries, for example. Even within a certain country, one teacher training institution may know very little about the objectives and forms of training applied by another institution in the neighbouring city. We noticed a general lack of information and communication about the structures of training, both in individual countries and in Europe as a whole. The structures of teacher training are rather heterogeneous, so that we thought it might be useful first to highlight the structures that are common to initial training for history teachers in 13 member states of the Council of Europe and then to describe the differences between the main concepts in this field.

2. CDCC project No. 8 on "Innovation in primary school", CDCC document DECS/EGT(87)23; Council of Europe.

3. See Galton, Maurice and Moon, Bob (eds) (1994) *Handbook of teacher training in Europe*, David Fulton, London p. 181.

These 13 countries – Albania, Austria, Bulgaria, the Czech Republic, Estonia, France, Hungary, the Netherlands, Norway, Portugal, the Russian Federation, Spain, and the United Kingdom – were selected, on the one hand, for geopolitical reasons and, on the other hand, because they enabled us to address characteristic differences in training concepts. Drafting the first questionnaires on initial training for history teachers in 1998, we were not very sure about the relevant issues and topics to enquire about. In the first few months of this survey we knew little more than what was going on at our own training institution and at those institutions with which we already had long-standing contacts. Over the last two years we not only learned to ask the more relevant questions, but we also acquired a profound knowledge of the relevant structures behind the initial answers. Discussions with colleagues from other countries at the seminars held in Vienna (April 1998)⁴ and Prague (June 1999)⁵ helped us to put our own views and ideas about the topic in perspective – and various colleagues told us that their experience had been similar.

During our investigations we came to appreciate the particular form of research we had chosen – the combination of standardised questionnaires followed by expert discussions in two seminars and by corresponding working groups – as a particular form of intervention into the education systems concerned. Our questions provoked further investigation on a national and institutional level. In-depth discussions at two seminars and additional research on special topics in five working groups between April 1998 (Vienna) and June 1999 (Prague) revealed a number of crucial problems which we had not been aware of at first. At the start of this survey we did not know that there was so little co-ordination with regard to initial training for history teachers among the countries of Europe. Therefore, we would like to express our hope that this study will help to realise one of the original aims of this project: to establish an international platform for the systematic discussion and investigation of important issues and problems concerning initial training and, thus, to develop a new quality of reflection upon the relevant needs in teacher training.

History teaching in Europe has had to face challenging new developments during the last decade: In the countries of east and south-east Europe the process of political reforms has greatly changed the role of history teachers as well as the significance of history teaching at school and university. But the changes regarding history and the teaching of history were not limited to the countries in transition. History in western and central Europe has also had to cope with the growing complexity of political, social and economic systems. Despite the particular differences between eastern and western European countries, special attention must be paid to one tendency which may well be considered the biggest challenge for history at the beginning of this century – the new nationalist and right-wing tendencies. These also affect young people so that history teachers are confronted with these problems in the classroom, too.

4. See the Vienna seminar report, “Initial training for history teachers in 13 member states of the Council of Europe”, CDCC document DECS/EDU/HIST20/FORM (98) 1, Council of Europe.

5. See the Prague seminar report, “Initial training for history teachers in 13 member states of the Council of Europe – follow-up seminar”, CDCC document DECS/EDU/HIST20/FORM (99) 4, Council of Europe.

On the other hand, new approaches to history both on the content level and on the methodological level – especially the use of new technologies⁶ – need to be implemented in classroom teaching, and teachers need to be prepared for these forms of dealing with the past.

In the 20th century, national history remained the dominant focus of history teaching all over Europe – even though this was, as we know, not always to the benefit of the people living in Europe. At the beginning of the 21st century we have to ask ourselves whether historiographers and history teachers should continue to promote the construction of national histories and, thus, remain dependent on the political powers that be, or whether history and history teaching should encourage a more systematic and reflective approach to the past, with comparative and multi-perspective methods, which could contribute to overcoming the nationalist heritage in history: for example by topics of social, economic and cultural history as well as a political history with a thematic focus, a broader view and differentiated categories, including European and global perspectives, and promoting a history based on democratic values and human rights.

We have to ask ourselves whether future education through history teaching will be able – with the consent of the new young generation – to foster social and communicative competencies, critical thinking, open-mindedness, mutual understanding, tolerance and solidarity between the people of Europe and other parts of the world.

Educators work with a long-term perspective, not knowing whether their efforts will ever bear fruit. Therefore, they can only hope that their work will be successful in bringing about more objective forms of history and history teaching. Nevertheless, we have to ask again and again which ways of dealing with the past are best-suited to foster peaceful development and co-operation in Europe. As teachers and educators we have to look for ways of using history to encourage self-consciousness and cultural identity in the next generation without excluding “the other” – irrespective of whether she or he is the “other” on grounds of gender, social status, religion, race, language, ethnicity, or nationality.

Teacher training plays an important role in this effort to promote democratic forms of history, as it determines the fundamental structures of how history will be taught to future generations. While it is true that learning and training today requires the permanent, lifelong improvement of qualifications, prospective teachers still get their first orientation in the initial teacher training at university or other teacher training institutions. This is why we thought it important to explore – across national borders and comparing different European countries – what happens in these first years of training and induction.

6. See Tardif, Jacques, *The challenges of the information and communication technologies facing history teaching*, Council of Europe Publishing, Strasbourg, 1999.

Key questions on structures of initial training for history teachers

Alois Ecker

We would like to introduce the subject with some general remarks on the current development of education systems in Europe and its consequences for the training of history teachers.

Teacher training in an era of accelerated cultural change: complex societies and complex learning processes

The highly industrialised regions of the world are currently undergoing a process of rapid social, political and economic change. This restructuring has a strong impact on the cultural sphere: seemingly stable conventions are undermined, well-established norms and forms of behaviour change rapidly. This process has been termed “accelerated cultural change”.⁷

Accelerated cultural change also affects the educational sector. Established educational institutions are coming under increasing social pressure. New suppliers in the information sector – new technologies, TV, print media, adult education, private institutions – compete with schools and universities as providers of education. The kind of education offered at school and university is increasingly being questioned.

Consequently, history teaching is confronted with various new challenges. Demands on school teachers have grown rapidly over the last years in terms of both content and pedagogy. Relationships between teachers and pupils are changing. Successful teaching methods and contents are no longer accepted unquestioningly by today’s young generation. What we need in the classroom is complex, integrative and dynamic methods of teaching and learning. Methods which enable the learner not only to acquire declarative knowledge about certain historical facts (such as the social dynamics of industrial societies, the restructuring of the family, the changing relationship of the sexes), but also to develop procedural knowledge which can be acted upon in concrete, everyday social situations – methods which allow the learner to experience the complexity of social change and which help her or him to develop social competencies.

The accelerated cultural change described above affects the teacher’s role in general as well as co-operation among colleagues. Interdisciplinary co-operation and teamwork have not formed part of teacher training so far. The teacher is still seen as an individual, isolated worker in the classroom – and this outside perception corresponds with the prevailing self-image of the teachers themselves. As soon as they have closed the classroom door, they feel themselves alone with a group of pupils or students – often without taking sufficient account of the fact that they teach these pupils together with a number of other colleagues. Even today, there is very little co-ordination between subject teachers who teach the same class level. On the other hand, such forms of co-ordination rarely get any official or institutional support such as a concrete financial compensation for the time spent on such co-ordination.

Thus, accelerated cultural change represents a new challenge for teacher education. Future teachers need to be trained to apply complex methods and to co-operate with colleagues, and they need to be able to react flexibly to any other problems which may arise in their professional life. Therefore, the education and training of teachers also needs to be remoulded into a rich learning environment where student teachers can acquire and improve the necessary academic, didactic and organisational competencies.

7. Ecker, Alois (1994) Process-oriented didactics of history, <http://www.univie.ac.at/Nirtshattsgeschichte/index.html>.

This leads us to the **first** set of questions regarding initial training for history teachers: What can be done to promote reflection upon this issue not only with respect to what is happening in the classroom, but also with respect to current social and cultural developments outside the classroom, in the school as a special social system and in the school's environment? What can be done to promote reflection upon rapid cultural change in teacher training institutions, with respect to the macro-social development of our societies, the economic and social changes in Europe and in other parts of the world?

Reflection upon the training situation requires a system of meta-reflection on the structures of learning how to teach history

In this approach, history didactics⁸ is regarded as an *applied social science*.⁹ Its central concerns with regard to the teaching of history at school are as follows:

- In the face of current social developments, which ways of dealing with the past seem particularly necessary and useful to encourage reflection in the group of people concerned (such as students)?
- Which (historical) methods are appropriate for reconstructing past cultural, social, economic and political situations and their development in a critical and multi-perspective dimension?
- What knowledge is necessary in order to foster a historical understanding that relates to current changes in society?

These are the central questions which history didactics needs to resolve within its concrete social environment.

Consequently, we also need to deal with these questions in initial training for history teachers. However, we should not focus on the current situation of history teaching at school, but on the demands which history teachers are likely to meet in the future. We need to ask what kind of future these teachers are being educated for.

One crucial theoretical point concerning the observation of and reflection upon our subject came up repeatedly in many discussions with teacher trainers. When we talk about history teaching, we should clearly distinguish three levels of observation and reflection: history teaching in the classroom; teacher education (the training of students and/or teachers through initial or in-service training); the training of trainers.

Each level is a proper social system in its own right – and what is good on one level need not necessarily be good on another one. “Level switching” is a common problem in the current debate on history didactics. It means that even theoreticians of history teaching do not draw a clear distinction between the levels they are talking about. Owing to this mix-up, they might seem to suggest that there is no difference in discussing, for example curriculum development for secondary schools and curriculum development for initial teacher training. When it comes to teacher training, in particular, many experts do not have the training situation in mind, but

8. In English-speaking countries the term “methodology” still prevails. We decided to give preference to the term “didactics” as this notion is becoming more and more common in Europe, and especially because it is more precise and comprehensive in describing the “art of learning and teaching” as well as reflection upon learning and teaching structures.

9. Ecker, Alois (1994b) *Process-oriented didactics of history*.

the classroom. They seem to be talking about teacher training but, in fact, they are interested only in what goes on at school. Of course, there are certain links between these two levels, but – to stick to our example – the history curriculum for school pupils is not necessarily the same as that for teacher trainees at university. Thus, what we need in discussing teacher training is more awareness of the level of observation and reflection we are talking about.

Academic reflection upon the training of history teachers is still relatively new. At university, at least, the traditional way of teacher training used to consist in the cognitive learning of “historical events” (or “facts”) and in the adoption of methods of historical research – but up to now, there has been very little reflection upon what is happening in the learning and teaching situation, and almost none upon ways of integrating the processes of cognitive learning and “social learning”.

In the understanding of university members, “teaching” very often remained an imitation of the behaviour of experienced older teachers. If there was any theoretical reflection at all, it mostly consisted in normative concepts, or “instructions”, of what trainees should do in the classroom rather than in any empirical observation, description and analysis or feedback on what could be described as the actual interaction between teacher trainees and pupils. Most of the time, the training of future teachers remained limited to instructions as to what the students should do or learn in history courses instead of describing how the trainers should perform their task.

This leads us to a second set of questions regarding initial training for history teachers: What can be done to improve the perspective of observation and reflection in initial training for history teachers? What should trainers focus on in reflecting upon the training situation? Who is at the centre of interest. Is it really the student who wants to become a history teacher – or is it still the idealistic concept of a teacher which the trainer dreamed about during his own schooldays?

Institutional co-operation: on the relationship between theory and practice in university-based teacher education

Teacher training is not only a question of trainers and students. It takes place in institutions – and usually there is not only one institution involved in initial training for history teachers, but several. Initial teacher training (ITT) takes place at universities, pedagogical universities or teacher training colleges, but also at schools, where teacher trainees get their first practical experience. Therefore, we also have to look at the forms and quality of co-operation between those institutions which are involved in concrete ITT models.

The historical development of the relationship between school and university, for example, has opened up certain channels of co-operation, but it has obstructed others. The relationship between university teachers and schoolteachers is widely experienced as hierarchical, so that horizontal co-operation is seriously under-developed or is made difficult by mutual allegations of deficits and conflicts. Universities still see themselves as institutions which produce “theory”, while schools are expected to provide practical learning environments.

If there is co-operation between these two institutions, it still depends very much on individual initiative and contracts, but not on contracts between the institutions themselves. Practical teacher training in these cases has to rely on small and unstable channels.

Consequently, there is very little practical training during university studies, and students who want to become history teachers often do not even get any opportunity during their first four years at university to find out in classroom practice whether they are actually able to handle a class of pupils or not.

This leads us to a **third** set of questions regarding initial training for history teachers: What can be done to improve co-operation between the institutions involved in teacher education, that is universities, pedagogical universities, teacher training colleges and schools as well as the administrative bodies governing these institutions (ministries of education, ministries of science and research, central or regional school administrations)? What are the main obstacles that hamper the productive co-operation of these institutions?

A professional profile for history teachers

If we accept accelerated cultural change as a reality in the current historical process, we have to develop concepts of teacher training in a way that allows teachers to perform their tasks more professionally. For history teachers, this includes a thorough and continuous reflection upon the aims, contents and methods of history teaching.

In recent years, many professions have reacted to the structural changes in society by adjusting their understanding of their own roles and, thus, altering their job descriptions. Looking for a systematic job description for history teachers in training institutions, it often turns out that there is no explicit professional profile for teachers in secondary school. Professional training, then, runs the risk of working like a company without a business plan, the members of which (teachers/lecturers and students) act without clear objectives and remain dependent on diffuse assumptions and traditions as well as on external influences and orders. Teacher education at university or other training institutions, therefore, is in dire need of clearly formulated aims which may serve as guidelines for the development of concrete syllabuses.¹⁰ Such a professional profile will also have to include academic and didactic qualifications.

The *academic competencies* required for the profile might be: a good knowledge of political as well as social, economic and cultural history; the ability to establish links between political, economic, social and cultural developments in the historical period under discussion; flexibility in handling factual and methodological knowledge; a readiness to cross borders between academic disciplines; the ability to relate historical contents to the present; the ability to develop a critical and problem-oriented choice and treatment of historical subjects; and the ability to select and to deal with the historical information available through new technologies and the Internet in a critical and problem-oriented way.

As far as *didactic qualifications* are concerned, the profile might include: process-oriented competencies; the ability of self-reflection; social and communicative competencies; planning and design skills; skills in the analysis of organisations; the ability to handle (institutional) power transparently and to deal with conflicts in class constructively; the ability to direct,

10. See also: Buchberger, Friedrich (1994) "Teacher education in Europe – diversity versus uniformity", in: Galton, Maurice and Moon, Bob (eds) op.cit., p. 34.

analyse and reflect on processes within the learning group with respect to the historical subject under discussion; the ability to prepare, manage and co-ordinate the learning process in a way that enables pupils to reconstruct a certain historical situation and to deal with a certain historical event by applying critical historical methods; the ability to analyse possible ways of co-operation with colleagues, superiors and parents within the respective organisation; the ability to plan and implement interdisciplinary co-operation and project work.

This leads us to a **fourth** set question regarding initial training for history teachers: What is the professional profile of a history teacher who is to teach history to the new generation of pupils? Which academic and didactic competencies do future history teachers need?

Developing interdisciplinary co-operation and teamwork

We said above that teaching is still largely seen and performed as an individual and “lonely” profession. Considering the teamwork and co-operation skills required in business enterprises all around the world, we have to ask ourselves whether this model of teaching still corresponds to today’s needs. International educational organisations have repeatedly stressed the importance of fostering teamwork and interdisciplinary co-operation through teacher training. The 45th session of the International Conference on Education in Geneva for example proposed in their Recommendation No. 2:

to develop basic skills among teachers for the performance of their indispensable role, which consists on the one hand in arranging information in such a way that it may become knowledge, in making choices and in developing critical faculties, and on the other hand in transmitting culture, forming personal and social relationships, being outgoing, favouring life together and promoting awareness of both differences and common values. In particular, these skills involve: ... Teamwork: inculcating attitudes encouraging co-operation and dialogue with colleagues and all levels of educational staff, the essential conditions for collective professionalism guiding teaching activities; ...¹¹

The future development of modern democratic societies depends on people who are able to communicate flexibly in different codes and to co-operate even in situations they are not familiar with. Teacher trainers, therefore, are called upon to develop new forms of directing the learning process in a way that foster trainees’ co-operation skills.

If we look at teacher training courses at university or college from this perspective, we find that most academic courses – and even pedagogical and didactic courses – do not encourage teamwork and co-operation between students *in an active way*. Teacher trainees work on their own most of the time, having to rely on their individual work and expertise. Therefore, it should be one of the major objectives of future initial training to foster students’ teamwork skills. Can we imagine that students also work together in teams in the same courses? Can we imagine that they prepare their practical lessons at school together in a team, that they also work together closely when teaching in the classroom and that, finally, all members of the group receive the same marks at the end of this process?

11. Unesco (1996) International Conference on Education. Draft declaration of the 45th session of the International Conference on Education. 30 September-5 October 1996, Geneva, p. 4.

These demands are in line with another requirement for the teaching profession: considering that our societies have become more complex, we need training situations which help us to simulate this complexity. Complex subjects – and training people to teach about historical processes is a very complex subject – also require a highly complex learning process.

Therefore, teacher training institutions are called upon to develop and implement more complex forms of organising teaching in the training situation on different levels of the learning process:

- on the level of students: for example through project-oriented structures in training courses; group work and project work; team teaching; and opportunities of systematic reflection upon teacher trainees' classroom experience in these teams;
- on the level of trainers, for example, by encouraging teamwork between trainers; interdisciplinary co-operation between different experts who work together in a training course, such as historians, ethnologists and psychologists in courses on the history of everyday life, or historians, didacticians and advisory teachers in seminars on subject didactics;¹²
- on the level of training institutions, for example, by developing curricula which offer opportunities of interdisciplinary co-operation in training courses.

This leads us to a **fifth** set of questions regarding initial training for history teachers: What can be done to improve students' teamwork skills? What kind of support is necessary for trainers and teacher training institutions to develop training models which provide opportunities of interdisciplinary co-operation and teamwork?

The (im)balance between academic and professional training

A point that is often made in the context of teacher training is that students should first acquire a profound historical knowledge and academic competencies before they start to teach history. Standing in front of a class for the very first time, they will feel more confident if they have a thorough knowledge of their subject. This argument is put forward mostly by academic historians who defend the traditional form of teacher education at universities.

It is indeed a valid argument – but only to a certain extent. The question remains whether academic training is oriented towards history teaching, or whether it is limited to the “mere” academic training of students intending to become historians, researchers or archivists. Archaeological excursions, specialist courses on analysing medieval sources, statistical calculations in demography or quantitative analysis about the economic growth of the Rothschild bank between 1866 and 1873 may certainly be of interest and serve as good examples for teacher trainees, too, as long as they are related to the needs of history teaching at school. Yet this is rarely the case in academic training at university.

12. The German term *Fachdidaktik* is either translated as “subject didactics” or “subject-based didactics”. We prefer the first version.

Academic training should be linked more closely to professional training. Historians at university are not always aware that they are holding courses for future history teachers. History teachers need to systemise historical developments and to introduce pupils to the basic assumptions and tools of history. Academic training has to enable them to fulfil these tasks. This leads us to the **sixth** set of questions regarding initial training for history teachers: What can be done in ITT to create and maintain a fruitful balance between academic and professional training? What can be done to further develop the interest of academic historians as regards didactical problems and questions?

The relationship between didactic theory and teaching practice

As mentioned above, the relationship between theory and practice is traditionally experienced as a hierarchical one, so that there is very little direct horizontal co-operation between theoreticians and practising teachers in teacher training. Moreover, looking at current models of initial teacher training, we are confronted with a significant imbalance between theoretical and practical courses: an imbalance that is also obvious in the relation between theoretical instruction and opportunities of practical training. Students tend to think that most theoretical aspects of history teaching – as far as they exist at all – are too far removed from practical classroom reality. Consequently, most theories of learning and teaching are not as useful as they could be for practical work in the classroom.

This implies that a problem which affects all social sciences today has been neglected in the training of history teachers: the problem of creating and maintaining an equilibrium and a stable link between theory and practice. Our criticism of the lack of practical concerns in the education of history teachers does not refer only to the insufficient opportunities for students to gather practical classroom experience. It is more fundamental than that and is also directed at the imbalance between theory and practice in academic, general educational and sometimes even subject didactics.

This leads us to the seventh set of questions regarding ITT: What can be done to improve the balance between theoretical and practical experience in initial training for history teachers? What can be done to develop training courses into a “reflective practice” of history teaching?

These questions apply to various aspects of ITT: curriculum development; the theoretical conception of training courses; encouraging interdisciplinary teamwork among teachers and trainers; creating more opportunities of supervised practical training in schools. All in all, we need to find ways of integrating theory and reflection more closely with students’ personal experience of classroom practice.

Reflection upon the training situation

The different fields of training for history teacher trainees have been described above. Trainees should acquire the best qualifications to be well-prepared for their future work as teachers. But what about the trainers? The growing complexity of the learning process holds a number of challenges for teacher trainers as well.

Trainers are expected to evaluate the learning process in training courses on a permanent basis. They are also supposed to possess the necessary qualifications to provide students with extensive academic and didactic competencies. But where do they acquire their own qualifications? Besides, many historians and even didacticians are not used to co-operating in

their courses. Team teaching as an alternative structure of teaching is not an integral part of academic courses. Can we imagine, for example – and can we also implement (!) – training models where historians from university, didacticians/pedagogues *and* school-teachers work together closely in teams?

If, at the beginning of the 21st century, we aim at building societies where people are much more able and willing to co-operate than today, we need to educate coming generations to try and realise this aim. Therefore, teaching and especially teacher training is among the most important professions to prepare the ground for social and cultural change.

It is also quite obvious that a professional profile for history teachers, as outlined under point 4, requires extensive competencies on the part of teacher trainers especially in the areas which were defined as the professional profile there. It is important to stress that a model of “permanent learning” also entails the need for the trainers themselves to continue their own training on a permanent basis, for example by acquiring additional didactic skills outside university through courses in group dynamics or group pedagogy, organisational consulting and similar training programmes.

This leads us to the **eighth** set of questions regarding ITT: What can be done to assist teacher trainers in giving thought to and examining their work? What can be done to create more opportunities for university teachers and trainers themselves to develop and improve their own didactic qualifications? What can be done to institutionalise these training programmes at universities or other teacher training institutions?

These eight sets of questions indicate the path we might take in the initial training for future history teachers.

Conclusion

In conclusion, we might say that a modern model of initial teacher training for history teachers has to provide solutions for the following challenges:

- to relate the objectives as well as the model of training to the macro-social development of societies;
- to establish an adequate system of meta-reflection with respect both to the training of history teachers and to history teaching in the classroom;
- to improve the structures of co-operation between all institutions involved in teacher training;
- to clearly formulate a professional profile for future history teachers which may serve as a guideline for training programmes;
- to create a learning environment which offers opportunities for interdisciplinary co-operation and teamwork;
- to maintain a fruitful balance between academic and professional competencies in the training process;
- to develop didactic theory in close connection with practical experience;
- to foster reflection among, and to create training opportunities for, the trainers themselves.

Most of the training models which served as the basis for these key questions require extensive content-oriented and organisational co-ordination on the part of the trainers. The value of such efforts of co-ordination is still widely underestimated by training institutions. Nevertheless, we firmly believe that an up-to-date curriculum for the education and training of teachers will certainly benefit from such forms of (interdisciplinary) co-operation. Every step into this direction would definitely improve the quality of teacher training. It would contribute to the conveyance of specialised contents as well as to the social integration of individual courses, so that both the academic and the job-related aspects of the courses would profit.

Ultimately, this would mean that we have reached a new level of quality in initial training for history teachers – and it would also serve as a small contribution towards developing a more democratic understanding of education.

Structures, standards and job prospects with
regard to initial training for history teachers: general
results of the comparative study

Alois Ecker

Organisation and methodology of the study

The idea for this comparative study emerged as a result of the activities of the Council of Europe's Council for Cultural Co-operation (CDCC) on the reform of history teaching in countries in democratic transition.¹³ Living in the centre of Europe and looking at the rapid process of reform in history and history teaching in eastern and south-east Europe from a western European perspective, I became interested in a systematic comparison of the structures of teacher training which apply to those students who will be the history teachers of Europe's next generation of pupils. The field of teacher training is rather broad and heterogeneous, so it appeared logical to concentrate on one specific area first. The obvious choice was the initial training for history teachers: an area of teacher training which is also one of my main fields of activity.

The idea became more concrete at the first expert meeting for the CDCC project on "Learning and teaching about the history of Europe in the 20th century", and I started to get into contact with the contributors to the study. The Austrian authorities agreed to grant substantial support to the study, and the project group adopted the study. In early 1998 a research group was constituted at the Institute of Economic and Social History at the University of Vienna.

As described in the introduction we had chosen a particular form of research for our investigations which is still rather new in the field of educational research:¹⁴ the combination of standardised questionnaires followed by expert discussions in two seminars and by corresponding working groups. We came to appreciate this form of organisational research as it can also be regarded as a particular form of intervention into the education systems concerned. Our questions provoked further investigation on a national and institutional level. In-depth discussions at two seminars and additional research on special topics in five working groups between April 1998 (Vienna) and June 1999 (Prague) revealed a number of crucial problems which we had not been aware of at first. With these two seminars we started to realise one of the original aims of this project: to establish an international platform for the systematic discussion and investigation of important issues and problems concerning initial training for history teachers and, thus, to develop a new quality of reflection upon the relevant needs in teacher training.

Our research was based on a twofold approach.

The first was based upon an evaluation of all available initial training (ITT) data. These were collected systematically in each country by the respective contributors with the help of two questionnaires (see below) and by using the databases of the national ministries of education. They were then forwarded to and compiled by the Vienna research group, which also compared the collected data with data from the European education database Eurydice, the Unesco "World database on education" and the OECD studies "Education at a glance".

The second approach was based upon in-depth expert discussions on qualitative aspects of the subject at the two seminars; five group networks which worked on relevant problems of the field for more than one year; the permanent exchange of information; and a final expert meeting.

13. "The reform of history teaching in schools in European countries in democratic transition", CDCC seminar report. Graz (Austria), 27 November-1 December 1994, Council of Europe.

14. See also: Schratz, Michael and Walker, Rob (1995) *Research as social change. New opportunities for qualitative research*, London: Routledge; Schratz, Michael, Iby, Manfred and Radnitzky, Edwin (2000) *Qualitätsentwicklung. Verfahren, Methoden, Instrumente*, Weinheim u. Basel: Beltz

Contributors to the study were asked to write a country report on the relevant structures of ITT. They were asked to describe – by answering a number of open questions – the structures of ITT as seen from the perspective of the education system in their country. These reports as well as additional presentations were discussed at the first seminar in Vienna.¹⁵

The Vienna seminar had several organisational objectives:

- to gain an overview of the relevant structures and standards in the ITT of history teachers through a systematic discussion of the country reports and the presentations given at the seminar;
- to obtain a differentiated picture on relevant issues in the field which might then be investigated more closely in all participating countries with the help of a detailed questionnaire;
- to identify crucial problems in the field of ITT and to establish smaller working groups to deal with these topics in networks over the next months.

Two fields of research emerged at the Vienna seminar. The first field was that of collecting structural data on ITT. This work was co-ordinated by the Vienna research group and the main aims were to:

- to draft the new questionnaire on the basis of the information gathered from the country reports and in the discussions at the seminar;
- to send out the questionnaire to all contributors and to assist with its completion;
- to collect and evaluate data;
- to collect additional information on various questions from European education databases, and to compare this information with that obtained from the questionnaire;
- to systemise the collected data.

The second field concerned the qualitative approach to crucial problems of ITT. This was the field of the working groups, whose tasks were to collect information and examples on the topic they had chosen for further discussion and investigation by networking among the group members; and to prepare a report for the next expert seminar in Prague.

Each working group had one or two co-ordinators who were responsible for stimulating the discussion of the topic chosen by the group. Five groups were established at the Vienna seminar, dealing with: ITT models, entrance requirements, selection and evaluation of students; institutional links, partnership models; fostering academic and practical competencies; initial training in multicultural societies; and training the trainers.

Originally, the group co-ordinators were supposed to meet in the autumn of 1998 to fine-tune research activities and to prepare a draft programme for the second seminar. Owing to financial restrictions this meeting had to be cancelled, which led to considerable problems of co-ordination; however, thanks to e-mail and additional personal commitment at all levels, we managed to overcome these difficulties.

15. “Initial training for history teachers in 13 member states of the Council of Europe”; Vienna, op.cit.

The second seminar in Prague¹⁶ was generously organised by the Czech Ministry of Education. Its main functions were to:

- present the first results of the Vienna research group which had systemised and evaluated the data from the questionnaires and compared them with additional information obtained from European education databases;
- discuss the results with all participants and to identify additional issues to be further investigated with the help of a new questionnaire;
- present and discuss the reports of the group networks and to prepare the final reports on that work to be included in the study;
- develop recommendations and guidelines concerning initial training for history teachers for teacher trainers, teacher training institutions, ministries of education and the Council of Europe.

The Prague seminar offered the opportunity to get an overview of the collected data and to fine tune the results.

After the Prague seminar, the Vienna group drafted a second questionnaire for more in-depth information on some areas and then prepared the preliminary versions of the country overviews. These were sent out to both the contributors of the study and the ministries of education, or the representatives of the Council of Europe's Education Committee, respectively, asking for additional comments, corrections and/or additional information and updating of data. The comparison of the data collected from these reports formed the basis of the comparative approach in the first part of this study. After Prague, the group co-ordinators started to work on the articles which now form the second part of the study. All texts were discussed at an editorial meeting in Vienna in 1999, and the fine tuning and editorial work finally began in spring 2000.

For a general classification of education data we refer to the OECD's revised International Standard Classification of Education (ISCED-97),¹⁷ which was adopted by the Unesco General Conference in 1997 as well as by Eurydice, the European database on education.

Aims and central questions of this comparative study

This is a pilot study. It is the first comparative study on the structures of initial training for history teachers in 13 member states of the Council of Europe: The states are: Albania, Austria, Bulgaria, the Czech Republic, Estonia, France, Hungary, the Netherlands, Norway, Portugal, the Russian Federation, Spain and the United Kingdom (England and Wales).

16. "Initial training for history teachers in 13 member states of the Council of Europe", Prague, op.cit.

17. OECD (1999) "Classifying educational programmes". Manual for ISCED-97 Implementation in OECD countries. 1999 Edition, Paris.

The general aims of this comparative study are to:

- provide information and foster networking to put initial training for history teachers on a more professional level;
- offer information on the relevant structures and standards of initial training for history teachers in 13 member states of the Council of Europe;
- provide database and background information on ITT to encourage an empirically based discussion of and reflection on the relevant problems in the Council of Europe, intergovernmental educational institutions, non-governmental organisations and ministries of education;
- provide training institutions and teacher trainers with systematic information about curricula and standards in ITT;
- provide trainers and the trainers of trainers with information about professional profiles and/or other national and international standards of their job;
- offer information about current trends and problems in ITT, and
- put forward recommendations and guidelines regarding ITT to the Council of Europe, ministries of education and teacher training institutions.

As described above, we developed two questionnaires to collect relevant data on ITT in the participating countries. The fields concerned were:

- ITT structures:
 - ITT models: concurrent, consecutive, modular
 - length of studies
 - conditions of assessment and graduation
 - the content of curricula
 - the relation between academic and professional training
 - the relation between theoretical and practical training
- the concepts and/or theoretical background of training structures:
 - the professional profile of history teachers
 - qualified teacher status
 - the relation between general and professional training
 - teamwork and project-oriented training
 - the content of subject didactics for history
- institutions:
 - universities, pedagogical universities
 - colleges, pedagogical academies
 - other teacher training institutes
 - addresses and contacts

- trainers:
 - types of teacher trainers
 - qualifications
 - training opportunities
 - in-service training for trainers
- the relation between ITT and history teaching in secondary schools:
 - institutional links, partnership models
 - forms of practical training
 - the contents of ITT curricula compared with school curricula: similarities and differences
- structures of history teaching in secondary schools:
 - lessons per week
 - relation between political, social, economic and cultural history
 - relation between local, national, European and World history
 - expected changes in history teaching
- the job situation of history teachers:
 - feminisation
 - pupils-per-teacher ratio
 - age distribution
 - salaries
 - job opportunities for young teachers
 - necessity of taking on a second or third job to earn enough money

The focus of interest

As this study mainly deals with history teachers, it might be expected to describe the situation of history teachers in secondary school classrooms or the experience of pupils who are taught history at school. However, this is not the case – and we are very much aware of that. We think that studies which are concerned with this first level of observation and reflection – that is history teaching in the classroom – are, indeed, highly important (especially if they are based on the systematic empirical observation and collection of data). Still, we decided to focus on the second level of observation and reflection – that is, teacher training. History teaching in the classroom has been investigated comprehensively before,¹⁸ while this has not been the case with teacher training.

18. See Angvik, Magne and von Borries, Bodo (eds) (1997). *Youth and history. Comparative European survey on historical consciousness and political attitudes among adolescents* (two volumes). Hamburg: Körber-Stiftung; Van der Leeuw-Roord, Joke (ed.) (1998a) and *The state of history education in Europe. Challenges and implications of the "Youth and History" survey*. Hamburg: Körber-Stiftung.

Our study, therefore, includes the structures and standards that apply to the initial training of students who want to become history teachers as well as to the trainers who train them and the institutions where they are trained. We also take an in-depth look at the third level of observation and reflection, that is, the training of the trainers.

As concerns initial training for history teachers, the study focuses on two social fields of investigation: first, the organisational dimension of ITT as a relevant factor in training, covering training institutions and the structures of training, and second, the personnel dimension of ITT, that is fostering historical and didactic competencies, knowledge and skills and training for future history teachers, and dealing with the training and qualification of the trainers.

We may relate these two fields to the general dimension of innovation in school. On the one hand, we were interested in issues of organisational development, or the development of structures of communication and co-ordination in ITT. On the other hand, we looked at concepts specifically aimed at the personnel, such as the development of qualifications, knowledge and skills in the “social subjects”, and at the actors involved in this social system: the trainers and the students.

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

- What are the organisational standards in ITT?
- What are the standards of communication and co-operation in and among training institutions?
- What are the standards of communication and teamwork within training structures and training models?

On a more normative level and in the context of current efforts to put history teaching on a more professional basis, the question we sought to answer was: Do training structures and learning environments provide opportunities to acquire and improve the key competencies which student teachers need to develop in order to be successful as (future) history teachers?

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

As regards the people involved in ITT, we were interested in the following questions:

- What are the standards of personal training during initial teacher training?
- Is there a professional profile for history teachers which may serve as a basis for planning and designing training courses?
- Which academic and didactic competencies do trainees have to acquire during their studies?
- Which opportunities are provided in training to foster complex analytic and reflective learning processes?

- Are structures of learning organised in a way that allows trainees to relate theoretical concepts to their individual practical experience?
- Which assumptions of historical consciousness and historical thinking form the basis of training concepts?
- Which methods of dealing with the past should future history teachers be able to apply when teaching history in the classroom?
- Which standards exist for the trainers themselves? Is there a professional profile for trainers?

Another field of interest concerned the job opportunities for those who are trained to become history teachers:

Where will they work?

What will they have to teach?

How much will they earn?

What prestige does their job hold?

Which demands will they have to face in the future?

We know that this pilot study can only give preliminary answers. Future research, hopefully, will provide additional data and deeper insights into the field. For the time being, we hope that the categories that we propose will be of interest also to those working in the field. We will now describe some of the central findings of our studies.

Results

Organisational structures of ITT – general information

Institutions

Here, we refer to the European database on education, Eurydice. The Eurydice database gives information on 11 of the 13 countries covered by our study. In addition to current¹⁹ Eurydice data, we also included data from Albania and the Russian Federation in our comparison. The introduction of a chapter on teachers and their training in the latest Eurydice edition states that:

In the European Union and EFTA/EEA [European Free Trade Association/European economic area] countries today, training for teachers working in primary and secondary schools is provided at tertiary education level, either in universities or in non-university tertiary education institutions. University-level training is becoming the norm at higher levels of education. ... In the pre-accession countries, the initial training of primary and secondary school teachers is also mainly organised within tertiary education, with the possibility of university-level training.²⁰

19. The editorial deadline of this study was October 2000.

20. Eurydice /European Commission (2000). Key data on education in Europe 99/2000, Brussels, Luxemburg, p. 123; also see <http://eurydice.org>

In our study we concentrated on the training of history teachers in lower and upper secondary schools of both types of education (general and vocational), and we found that, concerning teaching at lower secondary school, ITT takes place at university or pedagogical university in most countries, with the exception of a few countries where ITT also takes place at other training institutions. This is the case in: Austria: pedagogical academies; Hungary: teacher training colleges; Norway: colleges of higher education; Portugal: polytechnics.

The degrees students obtain at these last four institutions entitle them to teach history only in (some)²¹ lower secondary general or lower secondary vocational²² schools. However, reforms are being discussed to establish an overall educational structure which is equivalent and comparable to university studies²³ and which will also cover the above-mentioned types of training institutions.

We also found that in teaching at upper secondary school, ITT is provided at university or pedagogical university in all countries.

Thus, most teacher trainees who want to become “full history teachers” (that is qualified to teach both at lower and upper secondary school) are trained at university or pedagogical university today.

Over the past ten years we have seen a tendency to establish ITT at the tertiary level. Therefore, what we have just said does not necessarily mean that most history teachers who work at school today actually hold a university degree or diploma. Only those who are under 30 years are (almost) certain to have a university degree.

[See appendix IV, tab. I]

We noticed that universities provide ITT in all countries. Besides, pedagogical universities (Netherlands, Russian Federation), teacher training colleges (Spain, Hungary, Norway, UK) or pedagogical academies (Austria), teacher seminars (Estonia), university institutes for teacher training (IUFMs) (France) or Polytechnic institutes (Portugal) are involved in initial training for history teachers. Furthermore, we must not forget the (secondary) schools which provide practical training in almost all countries.

Requirements regarding the organisation of ITT are laid down both by the state and the training institutions themselves. This is the case in all countries. The ministries of education develop or approve the legal framework for the organisation of ITT, but the institutions are – more or less – autonomous in developing their specific organisational structures as well as their curricula. Owing to this autonomy, ITT structures at universities usually differ much more from each other – even within a single country – than those at teacher training colleges, where decision-taking tends to be more centralised. In Czech Republic, Estonia and the Russian Federation, associations of history teachers also exert a certain influence on ITT requirements. Working groups for process management have a similar function in the Netherlands.

21. Austria: with the certificate from a *Pädagogische Akademie* (Pedagogical Academy), history teachers are entitled to teach only at *Hauptschule* (the less prestigious form of lower secondary school).

22. Hungary

23. Austria: reforms aim at reorganising *Pädagogische Akademien* into pedagogical universities within the next seven years.

At university, ITT is usually provided either by a faculty of history (Bulgaria, Estonia, Russian Federation), by a faculty of history and philology (Albania), or by one or several institutes or departments of history (Austria, Czech Republic) that form part of a larger faculty of philosophy, of education (Czech Republic) or of the arts (Czech Republic) or of a faculty of human sciences (Austria, France). Different faculties/institutes are in charge of the organisation of teacher training and/or provide special courses of ITT, for example a faculty/institute of pedagogy (Austria, Bulgaria) and/or a faculty/institute of psychology (Austria, Bulgaria).

These data already show that the organisational structure of ITT is rather heterogeneous – or, as one of our contributors said, “there is no centralised system”, neither in a single country nor on a bi-national or multinational level.

Length of studies

The average length of study to become a full history teacher, qualified to teach at lower and upper secondary school, is four to five years, including academic and professional/practical training.

The minimum length of studies is three years. Minimum-length studies entitle graduates to teach only at lower secondary school. This is the case with pedagogical academies in Austria, history studies at a faculty of art or faculty of education in the Czech Republic, and studies at a faculty of education in the Russian Federation, with studies in the last two countries ending at Bachelor of Arts level.

The maximum length is five and one-half years (Austria) to six years (France, Spain, UK – 3rd grade), all examples including at least one year²⁴ of practical training after graduation from university.

As for history teachers who are entitled to work in an extended form of compulsory school,²⁵ (Austria: *Gymnasium*; Bulgaria: *gymnasia*; Czech Republic: *gymnázium*; France: *college/lycée*; Netherlands: pre-university education; Russian Federation: complete secondary school) or in upper secondary school, the length of studies for teacher trainees has not changed much over the last decades because these studies had been organised at university level, or in close connection with university studies, even before. Studies for admission to teach at lower secondary level, on the other hand, have become longer.

24. In Spain, students have to take a teacher training course (minimum length: 300 hours) after graduating from university. In France, students who succeed in the open competition for the Certificat d'aptitude au professorat de l'enseignement secondaire (CAPES) are admitted to one year of professional training at an Institut universitaire de formation des maîtres (IUFM).

25. The ISCED classification distinguishes between lower (ISCED 2) and upper secondary education (ISCED 3), the former starting around the age of 10, the latter starting at the age of 14 or 15 and ending at 18 or 19. In reality, secondary school structures differ quite substantially, especially in the organisation of education between the ages of 10 (Austria, Hungary), 11 (Bulgaria, Czech Republic, France, UK) or 12 (Netherlands) and the ages of 14 (Austria, Albania, UK) 15 (Austria, France, Russian Federation) or 16 (Hungary, Netherlands). Some countries have a system of basic/comprehensive education which starts at the age of 6 or 7 and ends at 15 (Spain, Estonia, Portugal, Russian Federation) or 16 (Netherlands). Compulsory full-time education lasts until either 14 (Albania) 15 (Austria, Czech Republic, Spain, Estonia, France, Portugal, Russian Federation) or 16 (Bulgaria, Hungary, Netherlands, Norway, UK). For more information please see Eurydice (2000) Key data, p.17.

The extension of tertiary-level training to include history teachers who will teach at lower secondary schools is still rather new. The respective organisational reforms date back to the late 1960s (Austria), the 1970s (UK), the late 1980s (France) or the 1990s (Spain, Estonia, Netherlands, Russian Federation).²⁶ Further research in the field might explore the reasons of this development.

Naturally, there are several factors which have been involved here. The prolongation of the period of teacher education may be interpreted as a sign that the challenges in teaching generally have increased over the last decades and that one solution chosen by policy-makers in education was to extend the respective courses of study. Another question to ask is why universities and/or pedagogical universities were deemed adequate structures of teacher training? Was it because the university training model was more attractive? Or because university representatives were more successful in lobbying than the representatives of pedagogical colleges? Or was it because universities still have the status of being institutions of 'higher education' and, thus, enjoy more prestige so that choosing them seemed to be the adequate answer to new problems in teacher training? Each of these aspects played a certain role, but another factor of general importance in teacher education is also worth mentioning.

Focusing, above all, on subject-based studies, the university model of education was considered an interesting option for teacher education in the growing discussion on the professionalisation of teacher training. It was considered important that teachers of younger pupils (between 10 and 14) also receive their training at a certain distance from the classroom experience at secondary level. With its systematic theoretical orientation, tertiary education at university seemed well-suited to foster the systematic, analytic and reflective competencies of teacher trainees and to introduce them to complex theoretical models to help them analyse and explain their social experience in general and their school experience in particular. The argument is convincing – yet future empirical research still has to prove whether teacher training at university actually fulfils these expectations. This leads us to the next category.

Training models

The Eurydice indicators distinguish between two main models of initial teacher training:

The professional and practical training of teachers is provided either at the same time as their general course (the concurrent model) or following the general course, for instance at post-graduate level (the consecutive model). ... In most EU and EFTA/EEA countries, the concurrent model is adopted for training primary level teachers. Conversely, the consecutive model characterises the training of secondary level teachers. In the pre-accession countries, the concurrent model is the most common whatever the level of education.²⁷

26. Anweiler, Oskar et al. (1996) *Bildungssysteme*, pp.75.

27. Eurydice (2000) *Key data*, p.123.

Regarding ITT for history teachers, the distribution in our sample was as follows:

- concurrent: six countries (almost half of our sample) have only concurrent models (Albania, Bulgaria, Czech Republic, Hungary, Norway, Russian Federation);
- concurrent and consecutive: another four countries have both forms (Austria, Estonia, Netherlands, Portugal);
- consecutive: the remaining three countries have only consecutive models (Spain, France, UK).

[See appendix IV, map A]

The concurrent model normally prevails in institutions which prepare trainees for teaching at lower secondary school, while the consecutive model is dominant in institutions which prepare trainees for teaching at lower and upper secondary level.

A brief look at the regional distribution of the two types of training shows a predominance of consecutive models in western and central European countries, while the concurrent model is more common in eastern European countries. On the surface, thus, our findings correspond to the data in Eurydice.

However, in contrast to Eurydice, our numerical overview gives the impression that there is a dominant trend towards concurrent models also in those countries where ITT takes place mostly at university. This would imply that academic training and professional and/or practical training take place in a more or less integrated form. Yet when we analysed the curricula, we noticed that some of the concurrent forms are still based on consecutive models. There is very little professional or practical training during the general course. This is the case in almost all university models. Contrary to these, curricula at pedagogical universities or teacher training colleges are normally closer to the concurrent model:

The relation between academic and professional/practical training

We also looked at the relation between academic courses, courses of general pedagogy, courses of special didactics and practical training during the period of university studies.²⁸

There are slight differences between the individual countries, but in most cases academic courses make up between 70% and 80% of all courses in this period. The highest share of academic courses in all courses is 95% (Spain: universities),²⁹ the lowest share is approximately 60% (France: IUFM).³⁰

In most countries, 0% to 20% are devoted to *courses of general didactics*; the average share is approximately 10% (0% in Spain: universities; 20% in Hungary: universities).

28. Not including post-graduate practical training.

29. Followed by one year of practical training at school.

30. In Portugal, a reform that became effective in 1998 allows universities to establish closer co-operation with secondary schools, so that students may be supervised in university seminars during their fifth year (= practical training at school).

Between 5% and 20% of all courses are dedicated to subject didactics of history (*Fachdidaktik*) (5% in Spain: universities; 20% in France: IUFM).

From 0% to 10% are devoted to practical training (0% in Spain: universities,³¹ 10% in Austria: universities, and France:

[See appendix IV, map B]

University studies are followed by a longer period of post-graduate training in some countries (Austria, Spain, Estonia, France, Netherlands, Portugal, UK), especially in those countries where consecutive models prevail. Post-graduate forms of training are usually organised in close co-operation with teacher training institutes and schools (France, Netherlands, Portugal, Spain UK) or they take place at school (Austria, Spain, Estonia).³² With the exception of the French model, these forms of training are not – or not closely – linked with preceding training courses at university.

Generally, we might say that the *consecutive structure* is still quite often the dominant structure behind the concurrent model. However, there have been recent initiatives in some countries (Albania, Austria, Czech Republic, Estonia, Hungary, Norway, Russian Federation) to increase the share of practical and/or professional training already in university studies and to establish the concurrent model at university, too.

As concerns the training concept of the consecutive model, it is based – as far as we know – on the assumption that students first need to be trained in academic history courses to learn historical facts by heart and/or to familiarise themselves with historians' tools before they start to think about or deal with problems of teaching history. This study is not the right place for a detailed discussion of this attitude, but didacticians and psychologists of all theoretical orientations have long proved that the logic of learning is not as simple as that (see the contribution by Drosneva and Strotzka).

Case study: the Russian Federation on academic, didactic and practical courses at universities and pedagogical universities

As shown in the diagrams below, pedagogical universities do not necessarily provide more practical training. In the Russian Federation, the percentage of academic courses is higher at universities than at pedagogical universities. On the other hand, pedagogical universities in the Russian Federation place more emphasis on general didactics and subject didactics, while universities offer more opportunities of practical training in laboratories (8%) and schools (3%).

Comparing what has been said about the consecutive structure at university with the structure of ITT at teacher training colleges, we get a different picture:

The concurrent model prevails:

- academic courses make up a much smaller share of studies, between 25% (Spain) and 60% (Hungary) of all courses;
- courses of general pedagogy make up between 20% (Austria, Hungary) and 30% (Spain);

31. For universities in Spain see footnote above.

32. In most countries these history teacher trainees receive a lower salary (approx. half of the salary a full-time teacher usually earns) during this period of practical training at school.

- subject didactics makes up between 10% (Hungary) and 25% (Austria);
- practical training makes up between 10% (Hungary) and 25% (Austria, Spain).

However, the quantitative factors discussed above can be misleading, since the relation between two, three or four factors in education does not necessarily prove the *quality of training*. To get a better insight into the qualitative aspects of ITT we have to look at the concrete conditions of teaching as well as at teachers' competencies and at possible ways of establishing complex training structures (for example the potential to integrate different levels of a learning process – the cognitive as well as the affective level), and we have to explore forms of co-ordination and co-operation within and among training courses.

Institutional co-operation, institutional links, partnership models

As we have outlined above, the training structures in ITT are rather heterogeneous both on the national level and, sometimes, also on the level of the training institutions themselves. Academic courses and courses of subject didactics and general pedagogics often do not seem to be very well co-ordinated. Still, the question of institutional co-operation concerns a number of different levels.

It would also be interesting to explore the structures of co-ordination between political, strategic and administrative units in ITT on a regional or national level: for example the forms of co-operation between representatives of the political and the administrative system, or the co-operation between ministries of education and universities/faculties or the forms of co-operation between various faculties and institutes involved in a concrete training programme.

As far as we know, all these questions have never been systematically investigated with respect to ITT even in a single country, so it would have required a tremendous effort to initiate a serious comparative study on this topic on an international level. Nevertheless, we are convinced that these questions will have to be tackled very soon to realise effective and professional structures in teacher education. At the moment we can merely assume – considering our own experience with training institutions and the information we obtained in the discussions at the two seminars – that there are many “missing links” in the co-ordination between the political, strategic and administrative units which play a role in ITT. Educational policy makers, heads of administrative units as well as heads of teacher training institutions very often cannot rely on sufficient and/or effective structures for institutional co-operation, nor do they always find themselves encouraged to develop such structures. All these missing links put those involved under a lot of stress in their day-to-day work. Misinformation, misunderstanding and, consequently, mistrust or resignation drain them of their energy, making it hard for them to remain productive and creative in organisational management.

Our study, therefore, focuses on a particular sector of organisational co-operation – the links between institutions which are responsible for general courses and those which are responsible for practical training. What we found is that there is very little co-operation between different institutions involved in ITT training programmes. Generally, there is very little co-operation between universities as bodies of academic and pedagogical/didactical training and schools as bodies of practical training.

We received information only about a few models where institutional co-operation is established by contracts between institutions. This is the case with partnership models in England, with the organisation of practical training at IUFMs in France and with the co-operation between universities and secondary schools concerning practical training in Bulgaria.

The second form of partnership model which we found is contracts between a training institution and an individual expert, for example an advisory teacher in a secondary school who also trains students in their practical stage. These forms of contracts exist with partnership models in the Netherlands, Norway, Portugal, and the process-oriented model in Austria (for more information, see the contribution by Christa Donnermair).

It will probably not come as a surprise to most readers that even within individual institutions there is a lack of effective co-operation and co-ordination between the institutes or departments involved in ITT. Regarding themselves primarily as places of research, university units pay little attention to what is happening in training courses. Besides, there is still little awareness of the fact that inter-institutional co-operation is a key factor in improving the quality of learning and teaching at universities.

Interdisciplinary co-operation, team teaching and teamwork among trainers

What has been said for the quality of inter-institutional co-operation also applies to inter-personal co-operation. The quality of training courses will improve if there is effective co-ordination at different levels of the trainers' work. As long as there is no explicit co-ordination and planning on the trainer level, it will be hard to achieve a co-ordinated learning process on the students' side. This factor is important with respect to both the contents to be taught and the social competencies to be acquired. Contents which are not explicitly related to each other by the trainers will also remain isolated and not reflected in the work of the students. As long as they are not reflected upon and productively dealt with in the learning process, conflicts in the group – conflicts between teachers and students as well as conflicts among students, as insignificant as they might be – will impede learners in developing the necessary social competencies.

Even today, co-ordination between trainers remains rather abstract. This co-ordination is formally based on the structure of curricula and syllabuses. But which trainer is really interested in what is going on in other courses – as long as there is no institutionalised need to take an interest? Who really knows what her or his colleague teaches in another history seminar? Which historian knows the contents of the psychologist's course, and which didactician knows those of the archaeologist's course?

In fact, one finding of both the questionnaires and the discussions at the two seminars was that there is still little interdisciplinary co-operation between different subjects and their representatives.

One question with respect to universities was whether academic courses are co-ordinated with courses of general didactics and subject didactics and/or with practical courses. The result was that:

- courses are always separated in six countries (Albania, Czech Republic, Estonia, Hungary, Russia Federation, UK);
- courses are mostly separated in Bulgaria;

- courses are partly co-ordinated in the other six countries (Austria, Spain, France, Norway, Netherlands, Portugal), but this co-ordination rarely covers more than a fifth of all courses.

[See appendix IV, map C]

It comes as no surprise that there is very little co-ordination of training courses between academic and professional training in institutions where the consecutive model prevails. Interdisciplinary co-operation on a broader basis hardly exists at universities. The main argument against it is that it costs more money so that options for its practical realisation are limited. While this is certainly true, it must also be taken into account that there is a lot of pressure on university teachers to engage in productive, successful research activities, while there is considerably less support for their teaching activities. In our opinion, this seems to be the most dominant cause of the lack of interdisciplinary co-operation in ITT. A second factor – which may sound paradoxical, but which is linked to the first point – is that until recently, universities (especially in the human sciences like history, languages, etc.) have attached more importance to the individual specialisation of their members than to teamwork and co-operation.

Generally, we may say that interdisciplinary co-operation is still underdeveloped in teacher training at universities. University teachers set a bad example with respect to teamwork and team teaching. If we relate these facts to the recommendations of educational institutions which describe the needs for teacher education in the 21st century,³³ and in particular the importance of teamwork as one of the future key competencies, the question arises where students are trained to acquire and use these key competencies.

Teacher trainees do not get a lot of opportunities for group work, either. We asked for the share of individual studies, group work, project work and other forms of learning in the entire period of university studies, and we found that in most countries, individual studies take up between 80% and 90% of the entire time, in others 5% to 10% of studies are organised as group work, and the remaining 5% to 10% are organised as project work.³⁴

This might suggest that the concurrent model offers more support for interdisciplinary co-operation and teamwork. While we agree with this assumption in principle, we also found that there is no guarantee for a realisation of interdisciplinary co-operation within the concurrent model in concrete situations. We rarely heard about courses where experts from different disciplines work together as a team, for example historians, psychologists and didacticians working together in a course of subject didactics. Judging from the information obtained in the expert discussions, there is still much room for improvement in the co-ordination between academic, didactic and practical training at both pedagogical universities and teacher training colleges.

We would like to conclude this chapter by quoting from the OECD study on “teachers for tomorrow’s schools”³⁵ which expresses the opinion that innovation for tomorrow’s schools will largely depend:

on what teachers do collectively and how they are permitted to develop their schools, separately and across systems. It also depends on whether they can define a new type of professionalism ... which ... most importantly ... will require: ... “Organisational

33. See “Teachers for tomorrow’s schools”, op. cit. pp. 25-39.

34. Less time is devoted to individual studies in two countries (Albania and Netherlands).

35. “Teachers for tomorrow’s schools”, op.cit. p.38

competence and collaboration” – among other competencies as “Expertise”, “Pedagogical know-how”, “Understanding of technology”, “Flexibility”, “Mobility” and “Openness”.

As regards organisational competence, the Centre for Educational Research and Innovation maintains that teacher professionalism can no longer be seen simply as an individualised competence, but rather must incorporate the ability to function as part of a “learning organisation” and that the ability to learn from and to teach other teachers is perhaps the most important aspect of this attribute.

Future history teachers also need to be prepared to develop adequate organisational competencies. Therefore, we need to ask which opportunities existing ITT curricula offer in this respect.

Initial training as a starting point in history teachers’ careers

The first part of this overview of the results of our comparative study was devoted to the organisational structures of ITT and their possible implications on the standards regarding the competencies and skills of future history teachers. The second part provides basic demographic data about the clients of teacher training, the reputation of the job and about graduates’ current and future job-opportunities, and then discusses the main standards in training curricula.

Who are the students?

We did not always receive exact data on the proportion of male to female history students/graduates trained or training to work as teachers. However, we did find it a clear trend that even today, more than half of all history teachers in lower and upper secondary schools are women, and the number of female history teachers will continue to rise. In general, the last century was marked by an increasing feminisation in the profession of teaching,³⁶ and this trend has not stopped yet. History teaching is no exception to this trend. The last five years have seen an increasing feminisation regarding history teacher trainees and graduates.³⁷

This trend towards feminisation continues in 10 countries, Albania, Austria, Czech Republic, United Kingdom, France, Hungary, Netherlands, Norway, Spain and Portugal. A deviating tendency was observed only in Bulgaria and Estonia, where the percentage of female teachers in lower and upper secondary schools is already rather high by comparison (over 70% in Bulgaria, approximately 80% in Estonia).³⁸ We did not receive any data from Russian Federation, but we were told that the percentage of female teachers in Russian secondary general schools was 84% in 1994,³⁹ and all our collaborators agreed that it was still on the rise. In general, the percentage of female history teachers is higher at lower secondary school. In terms of regional distribution, the percentage of female history teachers is higher in eastern and south-east European countries than in western European countries.

36. Bölling, Rainer (1983) *Lehrer*, pp.10; Ecker, Alois (1995) *Frauenarbeit*, pp.162.

37. In 1998, more than 65% of Austrian history graduates trained to work as teachers were women. In Albania, from the total number of graduates in history teaching, only one fourth were male: there were 60 male and 191 female students.

38. Eurydice 2000, p.135; we obtained the same results for Albanian teachers (see country reports).

39. Anweiler, Oskar et al. (1996) *Bildungssysteme*, p. 186.

What are the implications of this trend on the teaching of history? This is an important question. The changing paradigms in historiography have clearly shown that, for centuries, history has predominantly been the history of men, neglecting the role and the place of women in history. As we will show below, political history still prevails in school curricula, and this means that the history of men continues to dominate textbooks and, presumably, lessons.

What are female history teachers going to do with men's history? How will they present it? Can female children identify with a history of men? Will there be enough information provided for the classroom to go beyond men's history and also address women's history and gender history? Are teacher trainers sufficiently aware of the fact that the majority of the students they are training to become history teachers are women? Is gender even a relevant issue in ITT, or should teacher trainers ignore it?

These are just a few potential questions to be discussed at future trainers' seminars.

The reputation of history teaching as a profession

It has been argued by a number of authors that the feminisation of a profession is accompanied by a decreasing reputation of the job in society – and, quite often, also by a relative decrease in salary. Our data are not entirely clear in this respect so we cannot substantiate this assumption as such, but we did note one general trend. The reputation of studying “history teaching” at university is lower, in general, than the reputation of studying “history” (research). The reputation of history (research) is higher in former communist countries than in western European countries, excepting France.

We also learned that neither history nor history teaching are studies with a particularly impressive reputation at the moment. Studies currently considered highly prestigious are, for example, computer sciences, genetics, mathematics (France), law, economics, finance (Hungary), or mathematics, medicine and science-related subjects (Netherlands), while teachers training in general and classical philology (ancient Greek and Latin) and teacher training in general belong to those studies with the lowest reputation in all three countries.

[See appendix IV, map D]

What do history teachers earn?

It is no great surprise that history teaching is not among the best-paid jobs in Europe. History teachers' salaries – at both lower and upper secondary school – are “above the average” income (in relation to the per capita GDP)⁴⁰ in four of our survey countries (Austria, Spain, Netherlands, Portugal). In two countries (France, UK), the salaries of history teachers fall into the “middle class”⁴¹ range. Teachers' salaries in Norway are below average. However, the

40. See Eurydice (2000), pp.136. The GDP is an indicator of the general standard of living in a country. For this survey we have used the Eurydice indicators which illustrate the financial position of teachers in relation to the average standard of living in their countries. The respective figures were obtained by “dividing the gross annual salary (minimum and maximum) in national currency by the per capita GDP (at current prices in national currency) of the country concerned ... Gross annual salary is defined as the amount paid by the employer in the year – including all bonuses, increases and allowances such as those for cost of living, end of year (if applicable), holiday pay, etc. – less the employer's social security and pension contributions. This salary does not include any other financial benefits in respect of additional functions, further qualifications or specific responsibilities.”

41. Salaries were classified as “above average” when teachers' “minimum salaries” were above 100% and “maximum salaries” above 150% in relation to the per capita GDP. The “middle class” category applied to those

situation of history teachers in eastern and south-east Europe is rather different. Generally, history teachers are regarded as middle-class wage-earners there, too, but this is primarily a social category which is not necessarily related to their actual income – in three countries (Czech Republic, Estonia, Hungary) the financial situation of young teachers forces them to take on a second or third job to earn an additional income⁴² and maintain even a minimum standard of living; in the remaining three countries (Albania, Bulgaria, Russian Federation) this problem also affects older teachers.

In western Europe there is quite a big difference in salary between teachers who are at the beginning of their career and those who are already at the end of theirs. In some countries (Portugal, Austria, Spain) the maximum salary is twice as high (or even higher) than the minimum salary. Seniority is also a major determinant of teachers' salaries in eastern Europe, especially in Estonia and Hungary. In many countries there are also marked differences in salary between teachers at lower secondary school and those at upper secondary school. These differences are not necessarily related to different qualifications, but rather to the status of the respective type of school (for example in Austria: Hauptschule or Gymnasium).

When do graduates start to teach history?

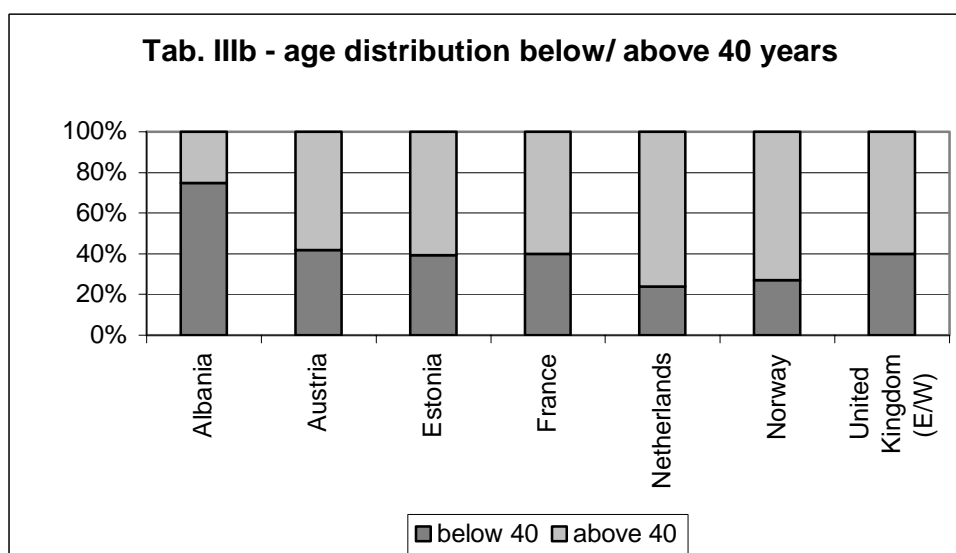
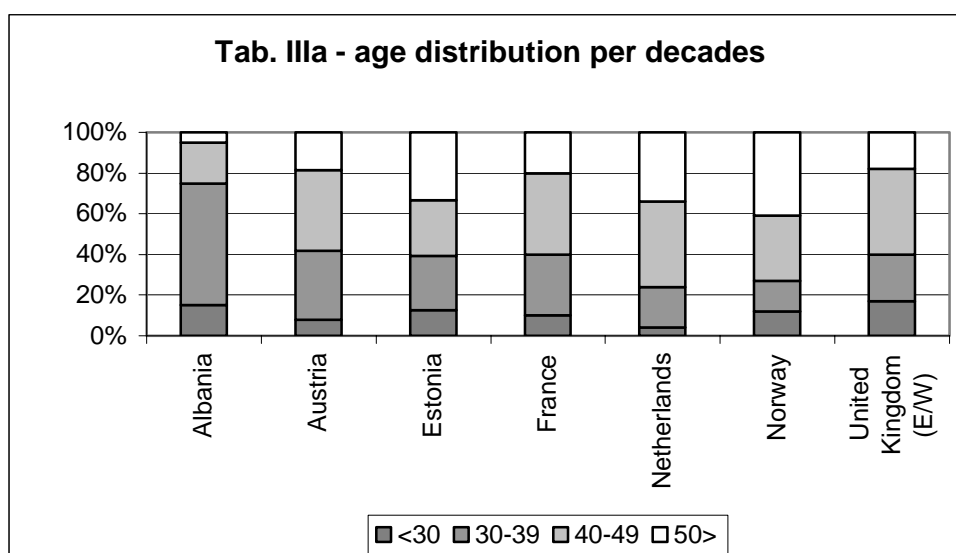
The expected income might be a significant factor for young people's decision to become teachers, but it is certainly not the only reason. We have already identified reputation as another important factor. Future job opportunities are a further key factor. However, the job situation differs considerably from one country to another.

In Portugal, teachers are very well paid, graduates have to wait for six to ten years to get a job. A shortage of jobs was also observed in Austria, Spain, and Hungary, where graduates have to wait for two to four years to get employed as teachers. Bulgaria reported that jobs were currently rather scarce, while the other countries said there were enough vacancies for young teachers. But will the situation remain like this within the next five, ten or fifteen years?

This kind of information would certainly be useful for teacher trainers, since it not only affects their own job opportunities, but would also make it easier for them to define the objectives and contents of their courses and curricula. In our opinion, for example, it should certainly make a difference for teacher trainers whether their students will start to teach history only in ten years' time and not already in five years' time.

countries where teachers' "minimum salaries" were higher than 50% and "maximum salaries" between 100% and 150% in relation to the per capita GDP. Salaries were classified as "below average" when teachers' "minimum salaries" and "maximum salaries" were below 100% in relation to the per capita GDP. – "Minimum salary is the salary received by teachers ... [either in lower or in upper secondary schools, AE] ... who are starting teaching, having completed their education, initial training and trial period. Maximum salary is the salary received by teachers ... who are at the end of their career, that is, during the last year prior to retirement." See Eurydice (2000), p.137.

42. We introduced this fourth category to give a more accurate description of the financial situation of history teachers. Even though teachers may be considered to be "middle class" wage earners, they still often depend on additional incomes.

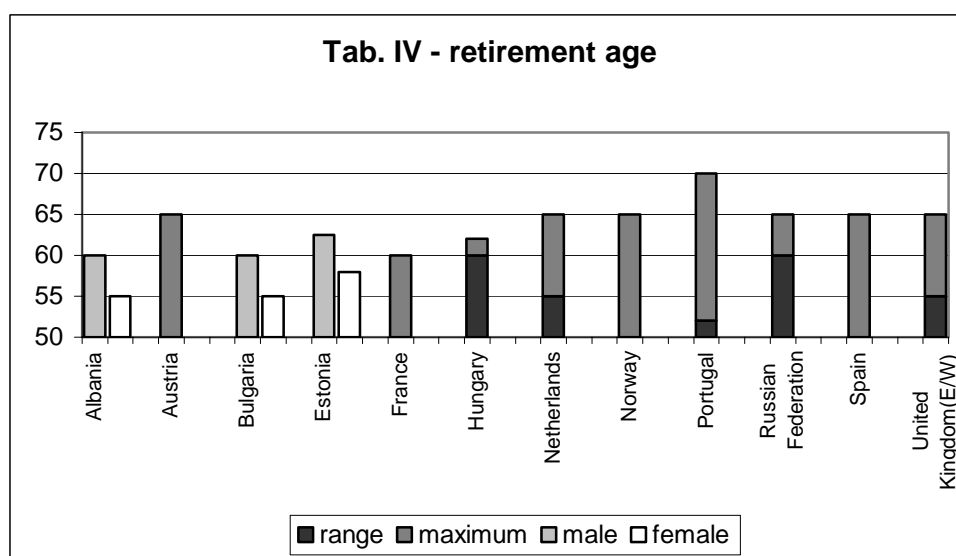


We received precise data only from seven countries, but we can generally say that the percentage of teachers over the age of 40 is rather high. According to the Eurydice study, almost half of Europe's 6 million (primary and secondary) teachers are over 40 years old. Teaching staff, except in Ireland and United Kingdom, are generally older at secondary school than at primary school, and staff tend to be older in western Europe than in eastern Europe.

The charts above show that between 15% (UK) and 40% (Norway) of history teachers are over 50 years old in all the surveyed countries except one, Albania. This means that a considerable number of teachers will retire within the next ten years. Assuming that the job conditions of history teachers – with respect to retirement age as well as contract of employment/working hours, class size, number of history lessons per week, and the form of classroom teaching by single teachers – will remain more or less the same, history teachers' prospects of finding a job are likely to improve considerably at the end of this decade.

This rather simple prognosis also applies to the second decade of the 21st century.⁴³ The second chart shows that the number of teachers over 40 years is between 60% (Austria, Estonia, France, UK) and 75% (Norway, Netherlands), the only exception again being Albania. Thus, demand for secondary-school history teachers may be expected to increase even more in that decade. This fact is of crucial importance for the following question: Which period of the 21st century are we training young history teachers for?

There is no room here for an extensive discussion of the other factors we have mentioned. The maximum retirement age of teachers is 65 years in most countries (70 years in Spain, Norway and Portugal). Considering the current debate in western Europe, the minimum retirement age – which is currently between 55 and 60 years⁴⁴ – may be expected to increase.



Even though it does not directly concern the focus of this study, we would like to point out that the two charts may also be used as an indicator of in-service training of history teachers. They show that more than 60% of history teachers in Austria, Estonia, France, Netherlands, Norway, UK underwent their initial training between the late 1960s and the early 1980s. This implies, among other things, that in most countries these teachers were trained to teach history through a narrative structure and were never exposed to pupil-centred forms of learning (for example group work) or process-oriented methods of learning and teaching (for example project work). Only those history teachers over 40 years of age who have taken courses in group pedagogy or similar courses dealing with pupil-centred methodology may be expected by educational planners to possess up-to-date knowledge and skills in these fields.

History as a school subject: the number of history lessons at school

The number of lessons per week is another important factor regarding job opportunities and also indicates the importance of history in the interplay with other school subjects.

43. This is true assuming that teaching conditions and the structures of school organisation will largely remain the same (which cannot generally be expected, of course) for example the working hours of history teachers, the size of classes, the number of history lessons per week, the traditional form of classroom-teaching by single teachers, and the same age retirement age for teachers.

44. One of the lowest retirement ages is that of Albania, with 60 years for male and 55 years for female teachers.

Since our study focuses on history teaching in secondary education we do not have detailed information about history teaching at primary school. We know that in some countries like Austria, Bulgaria, Estonia, the Netherlands, Portugal, and UK history is gradually introduced in the third or fourth year of primary school together with general information on the social structures of the pupils' local area. Teachers in primary education are usually not specially trained to teach history.

There are different types of history lessons at secondary school in the 13 countries of our survey. History is taught either as a single subject, or in combination with geography (Spain, France, Portugal), as an integrated subject (Austria, Netherlands) or as a comprehensive subject, such as under the umbrella of the subject "social sciences" (Hungary, Norway). Thus, what we can offer here is an overview and some examples of our findings regarding general secondary schools.

History is a compulsory subject in lower secondary education in most countries; it starts at the age of 10 or 11 years and is taught two hours per week on average. In Spain and France history is traditionally taught in combination with geography: three hours at lower secondary school and three to four hours at upper secondary school for both subjects, or approximately one and a half or two hours for history. Portugal has the same combination with geography in grades 5 and 6, while history is taught as a single subject (three hours per week) in grades 7 to 9.⁴⁵ In grades 10 to 12, those pupils who choose humanist studies may even take four history lessons per week.

Owing to the increasing autonomy of schools in lower secondary general education, schools may choose to offer either one, two or three lessons per week. This is the case in Austria (1-3), Estonia (1-2) and the Netherlands (1-2). Pupils in the UK also study history as a subject in Key Stage 3 (grades 5 to 8), but there it remains up to the school to fix the number of history lessons. To our regret we noticed that flexibility in the timetable in general leads to fewer hours for the subject history in school.

Pupils in upper secondary general education usually have 2 (Austria, Spain, France) or two and a half hours (Hungary) of history per week.⁴⁶ In some countries it is either two or three hours, depending on the respective grade (Albania, Bulgaria, Estonia, Netherlands, Russian Federation). History is not a compulsory subject in upper secondary education everywhere. In the Netherlands and the UK it is optional, and in the former it is taught in the wider context of social studies, where pupils are partly free to define their own focus of interest.

An alarming decrease is reported in the number of history lessons at upper secondary vocational school. Depending on the type of vocational school, history is limited to one, two, or three years, with a maximum of two hours per week.

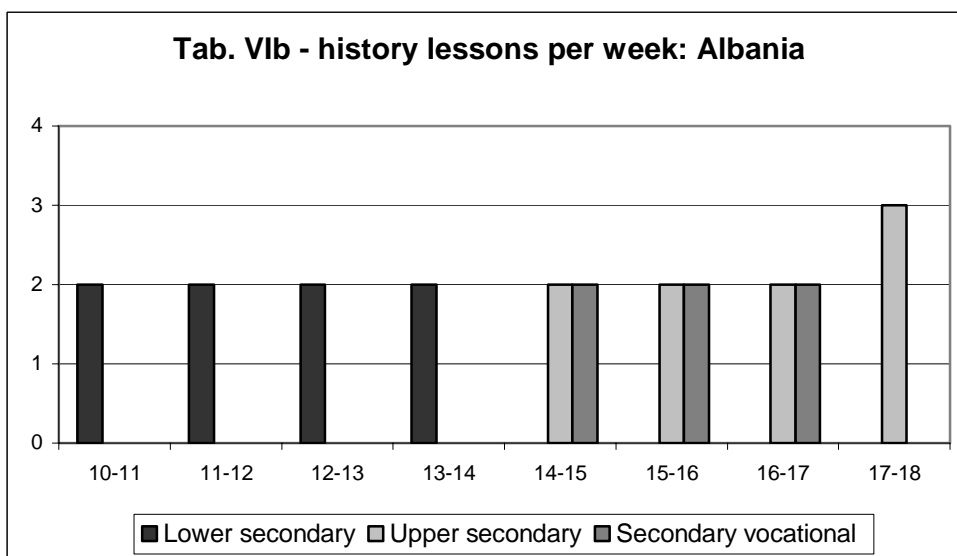
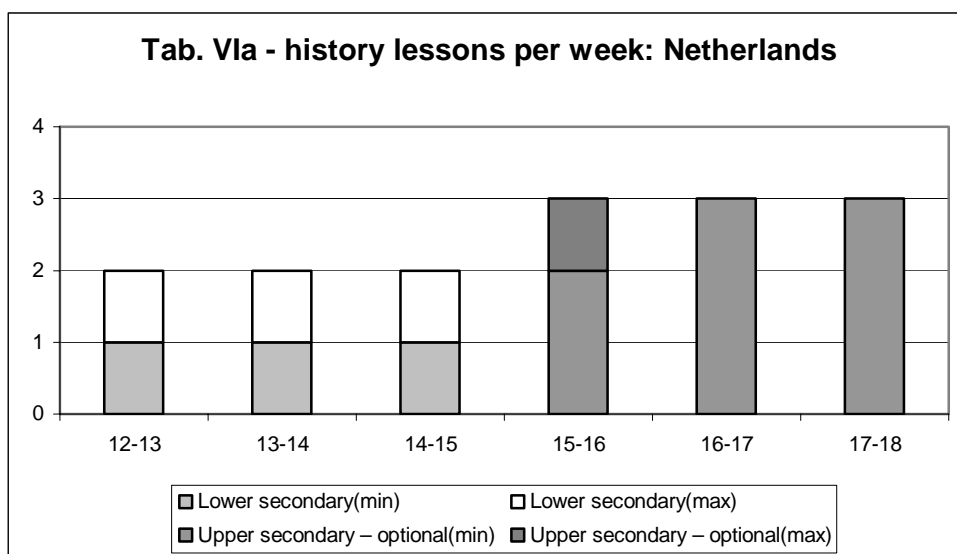
We heard from several countries that the time allocated to history at secondary school is decreasing also in general education.⁴⁷ If the number of history lessons per week continues to fall, as is currently the case in some western European countries (Austria, Norway, Portugal), job opportunities for graduates in history teaching will not improve despite the fact that many

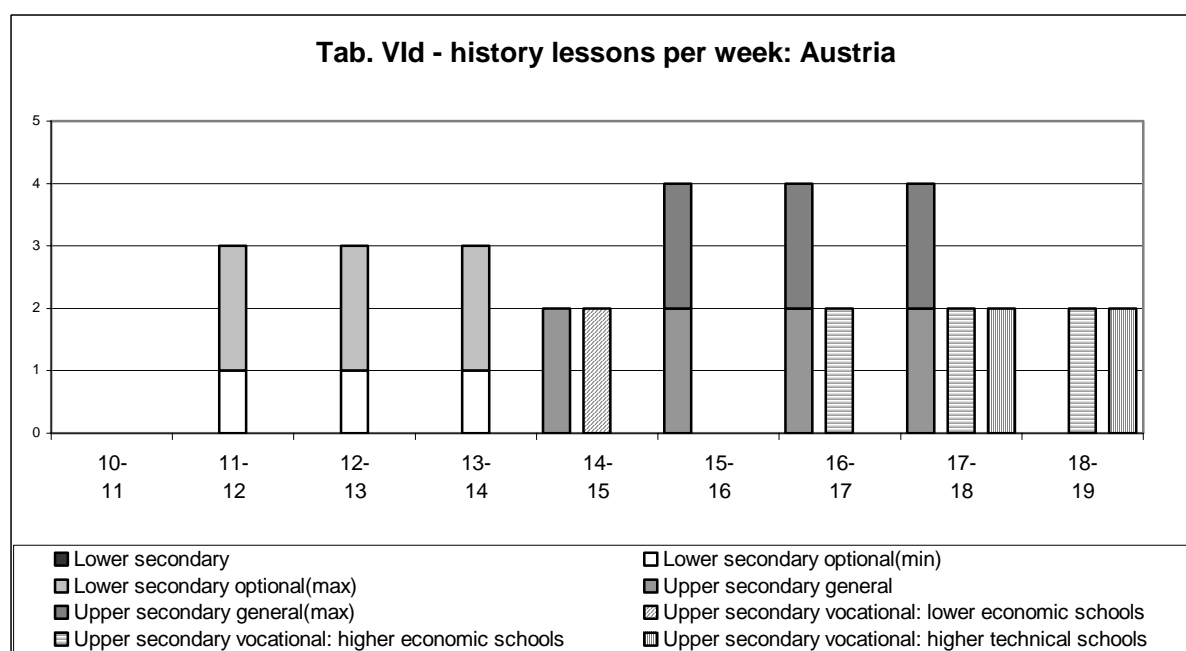
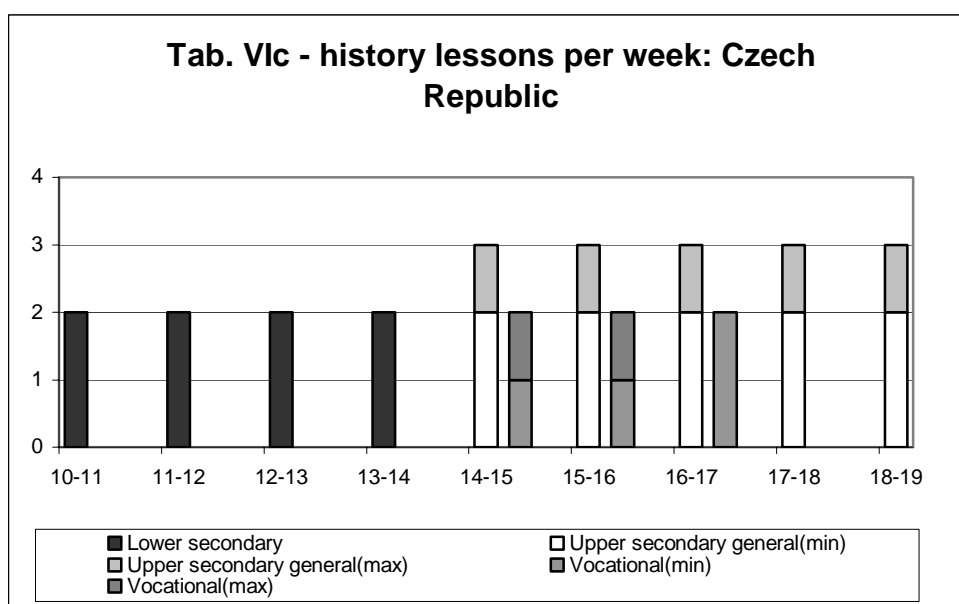
45. This number will decrease with the start of the new curriculum in 2000-01.

46. See exception of Portugal above.

47. With the exception of the Russian Federation where a reform for lower secondary schools plans to add two hours per week for history.

older teachers are going to retire soon. This issue is closely related to another question: Is history a compulsory subject, or is it an optional subject within a wider framework of “social studies” or “humanities”, for example?





Albania is a typical example of a system with a fixed number of history lessons throughout school curricula. Curricula are prescribed by the Ministry of Education. Schools have no autonomy regarding curricula and no influence on the number of lessons per week. Thus, history teachers find themselves in a stable situation and do not have the need to adapt to any special focus of interest of a particular school. Bulgaria, Spain, France, Hungary and Portugal do not give individual schools a free choice of lessons, either. To a certain extent this also reflects the degree of centralisation in the respective school system.

In the Czech Republic, the number of history lessons in the curricula of upper secondary schools is becoming increasingly flexible. Schools may allocate two or three hours per week to history. The same applies to secondary schools in the Russian Federation. Both countries also offer a rather small number of history lessons in vocational schools, where only 1 hour of history is taught in grades 10 and 11. In Portugal, schools have gained some autonomy regarding the number of weekly hours to sets of disciplines as well.

As regards history teaching in upper secondary vocational schools, the same shortage of history lessons is reported by Austria. Higher economic schools have a flexible framework of five to eight hours covering grades 10, 11, and 12, but most schools allocate a total of 3x2 hours to history. Higher technical schools only allocate 2x2 hours to history teaching.

School autonomy also offers flexibility for lower secondary general education in the country. Theoretically, schools might devote up to 3 hours per week to history, but they usually choose to allocate fewer hours to history and more hours to foreign languages or to information and communication technologies.

In the Netherlands and in Estonia, the number of history lessons in lower secondary education also varies between one and two hours. While in Estonia history is a compulsory subject in its own right, in the Netherlands it is only compulsory in grades 5-8 (ages 9 to 14/15) and is always combined with civics. In upper secondary school, history is optional and is currently chosen by less than 50% of pupils. The percentage is higher only in pre-university education (VWO), where about 50% of pupils opt for history.⁴⁸ The trend in the Netherlands is towards integrating history with subjects like geography or social sciences at lower secondary level, too. This is also the case in Norway, where history forms part of the subject “social studies” which includes history, geography, sociology, and similar issues such as human rights education.

Expected changes in history

We also asked whether any changes were to be expected for history as a school subject in secondary education within the next four or five years. Six countries (Spain, Estonia, France, Hungary, Norway, Portugal) reported that no changes were expected. This normally indicates that curricula were already reformed in the second half of the 1990s. Most of the other seven countries (Austria, Albania, Bulgaria, Czech Republic, Netherlands, Russian Federation, UK) plan to reform the history curricula of lower, upper general and upper vocational schools. The Russian Federation intends to reform curricula in lower secondary education: as a single phenomena, this reform is expected to add two hours per week to the history curriculum. The Czech Republic plans a reform designed to combine history with social subjects, which is in line with the above-mentioned tendency. Estonia intends to implement another reform in three years' time. In Portugal, programmes are supposed to be replaced by curricular guidelines which support the development skills.

Above we gave some principal socio-economic information on history teachers and related it to factors of school organisation such as the timetable for history, changes in school curricula, or the relevance of school autonomy. This allowed us to show whether and to what extent it is, or will be, an attractive option to become a history teacher in one of these countries. These indicators offer a first overview of the social situation of history teachers and their reputation and provide information on future job opportunities for trainees in the field.

Summing up, we may say that, generally, the reputation of history teaching is not the best compared to that of other jobs for graduates from tertiary education. No significant improvement is to be expected, either. However, demand for history teachers is certain to

48. See the country report for the Netherlands in the present study.

grow in some countries, which may well have a positive effect on the job's reputation. In any case, this is an important factor for those concerned with organising initial training for history teachers. It would certainly be necessary to obtain more detailed data for each individual country to allow more exact forecasts, but in general we may say that job prospects for history teachers will gradually improve. This should be given adequate consideration in the planning and organisation of ITT in the near future.

Standards in initial training for history teachers

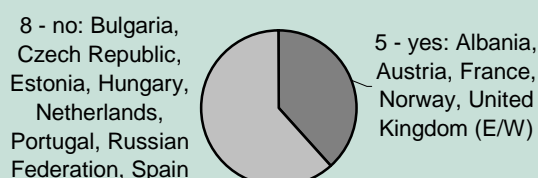
The professional profile of history teachers and the qualified teacher status

If we relate our findings about ITT structures to the planning of training, we are taken back to a key question raised in the introductory part: namely that of systematic reflection upon the training situation. Therefore, we first wanted to know whether there is any systematic planning of and approach to initial training for history teachers in the countries concerned. As stated in the introductory part we will take the professional profile of history teachers as an indicator of such reflective planning in ITT institutions.

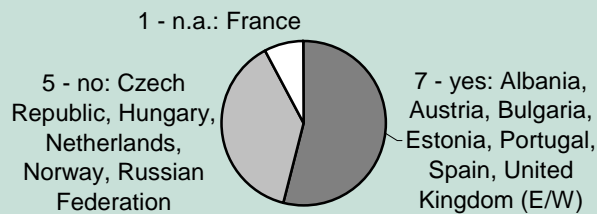
We asked about such profiles in our questionnaire and found that 5 of the 13 countries (Austria, Albania, France, Norway, UK) do have professional profiles and 8 do not. However, two countries (Hungary, Netherlands) are currently discussing the issue, and several institutions in the Russian Federation have developed professional profiles within the framework of university autonomy. In Spain, universities do not have professional profiles for history teachers, but teacher training colleges do.

Four countries (Bulgaria, Spain, Estonia, Portugal) which do not have any concrete professional profiles for history teachers have defined conditions of a “qualified teacher status” (QTS). This may also be regarded as an important measure towards establishing standards for a job profile. Qualified teacher status entitles a person to teach in state-funded schools. Thus, there is definitely a trend towards establishing standards for the job of teaching history at secondary school, but these standards are still very much under discussion.

Tab. VIIa - Is there a professional profile for history teachers?



Tab. VIIb - Is there a qualified teacher status?



As shown above, universities are relatively autonomous in defining the curricula for ITT. In most countries this also gives them the right to develop individual professional profiles. However, most universities and other training institutions would not have developed such profiles if there had not been any central requirements to do so from their ministries of education. Even though ministries usually do not determine explicitly what history teachers should be able to do, they define what should be done in curriculum development by creating the corresponding legal framework. Together with the exchange of information between training institutions on a national level this leads to similarities in the definition of professional profiles in individual countries. Thus, we can offer examples of and illustrate general trends in the approach to professional profiles for history teacher.

A professional profile requires competencies on both levels: the level of content/knowledge and the level of skills. Both academic and didactic competencies are necessary. The profiles of France, the UK, and Austria show the different kinds of approach to these profiles.

France has a dual system of standards. These are either prescribed and supervised by the Ministry of Education and/or the general inspectorate, or developed and executed by the IUFGM, that is, the training institution itself. According to the recommendations of the Ministry of Education, the profile for young teachers of history and geography⁴⁹ comprises the following five sections.⁵⁰

49. In France students study both subjects together.

50. Source: Ministère de l'Éducation nationale. Inspection générale de l'Éducation nationale. Groupe Histoire et Géographie, Compétences attendues des professeurs d'histoire et géographie nouvellement formés. Paris, octobre 1994, pp.1.

Competencies of newly trained history teachers (France) as recommended by the French Ministry of Education

1. Academic competencies:

Teachers should have a comprehensive general knowledge of the subject and a profound knowledge of central aspects and key issues of history and should be able to use this knowledge to link it with less important aspects of the subject. They should be familiar with the methodology of information and documentation: knowledge of the methods, concepts and central notions of history; the history of the subject; epistemology and theory; knowledge and skills in handling historical tools.

2. Planning and organising lessons:

Teachers should: have a precise knowledge of the curricula and schedules of training classes as well as a general knowledge of the curricula of all types of schools; develop a well-balanced syllabus for the school year that takes into account all the requirements of the curriculum; maintain a balance in increasing pupils' knowledge and developing their skills; be able to reflect upon the aims and objectives of history, and to precisely define the aims and central problems of each lesson.

3. Directing classes and monitoring pupils' work:

Teachers should: have sufficient authority to direct pupils' behaviour and work in class; construct each lesson on the basis of specified objectives and clearly defined problems; be able to recognise the needs and expectations of the class; use material, methods, and media in a simple, but effective way; conduct lessons, regardless of the chosen method, in a clear style and finish them with simple, synthesising summaries; monitor the compilation of exercise books and the quality of their language; be able to evaluate their own teaching; and practise different forms of evaluating pupils' work in class.

4. Teaching at school:

Teachers should: be actively involved in the subject group of colleagues (vertical coherence), contribute to the group and ask for its assistance, if necessary; be actively involved in the group of classroom colleagues (transversal coherence); have a good knowledge of the rules in class and in the school building.

5. Further training and self-evaluation:

Teachers should: be able to evaluate and critically analyse their professional experience; have a subject-oriented interest in a continuing evaluation and improvement of their academic competencies through in-service training; be able, as regards didactic competencies, to look for support through the joint reflection with colleagues or other partners at school (supervision).

As is obvious from this overview, the French standards for history teachers form a challenging profile that includes academic and didactic competencies, that is, high subject knowledge combined with knowledge of methods and concepts of history as a science. In addition the profile puts even more emphasis on professional competencies: competencies in directing and monitoring pupils' behaviour and learning progress as well as pupil-centred forms of directing, analysing, and evaluating the learning process in class. History teachers have to precisely follow curricula, that is, a centrally prescribed subject plan, but they also have to take into account the concrete conditions of a specific class. This may cause a certain conflict with central guidelines which sometimes oblige or force history teachers to adapt their courses to a general national plan that does not necessarily meet the actual learning needs of a specific group of pupils. On the other hand, this is a problem that history teachers are probably faced with in all 13 countries of our survey.

The French concept of classroom teaching seems to be based on a rather systemic approach to history teaching, since the professional profile clearly differentiates between the competencies necessary to deal with the class as a social body and those needed to manage the process of individual learning. The systemic perception of the class as a social body in its own right is still not very common in the didactic theory and practice of the surveyed countries. More than the others, the French model also stresses the need and the ability of history teachers to co-operate with their colleagues and superiors and to ensure support from this group in terms of additional information and reflection. Thus, the French concept of history teaching is not just a matter of classroom organisation, but of co-ordination and co-operation between colleagues within the school as well.

Professional training in the United Kingdom starts at post-graduate level: all intending secondary history teachers have to hold a history degree before embarking on training in partnerships.⁵¹ This type of training is entirely concerned with pedagogical issues and not with history “content” as such. Intending teachers’ studies in history as an academic discipline may be very diverse: from broad-based courses that include ancient, Medieval and modern history, to courses that are quite specialised in a particular period or region, or both.

As regards the standards of one-year (postgraduate) ITT,⁵² the United Kingdom represents a rather centralised system. All ITT courses have to comply with the criteria laid down by the national government through the Teacher Training Agency. Every course has to fulfil fixed requirements, and every trainee teacher has to achieve certain “standards” before acquiring the “qualified teacher status”. Besides these centrally prescribed standards, individual partnerships⁵³ may impose additional requirements and award their own qualifications such as the Postgraduate Certificate in Education (PGCE) which is held by the vast majority of newly-qualified history teachers. Partnerships, in other words, may define their own approach to training, so that there is no uniform ITT curriculum in the United Kingdom.

ITT aims to equip history teachers with the knowledge, skills and understanding to teach their subject confidently and accurately within the age range 11 to 18, and at the same time to nurture their personal attributes and develop intellectual and managerial skills to enable them to operate as effective professionals. The training is almost entirely pedagogic and practical. All trainees have to work towards the achievement of the nationally prescribed standards in:

- knowledge and understanding;
- planning, teaching and classroom management;
- monitoring, assessment, recording, reporting and accountability;
- other professional requirements.

51. ITT in the UK is based on partnerships, usually between a higher education institution and a number of schools. In most cases, the institution plays the leading role in the partnership. At universities ITT is usually the responsibility of a department of education or a school of teacher education/teaching studies.

52. For university graduates with a degree in history.

53. ITT in the UK is based on partnerships, usually between a higher education institution and a number of schools. In most cases, the institution plays the leading role in the partnership. At universities ITT is usually the responsibility of a department of education or a school of teacher education/teaching studies.

The professional profile of history teachers (UK) as recommended by MMU/ Didsbury School of Education⁵⁴

A. Teaching Competencies

Planning and Preparing

- a) Setting appropriate aims, objectives, statements of learning outcomes.
- b) Ability to plan coherent, progressive sequences of work.

Assessment

- a) Ability to monitor and assess pupils' progress and achievement.
- b) Ability to record and report achievement.
- c) Ability to respond to assessment data in planning future teaching.

Classroom Management and Organisation

- a) Ability to maintain an orderly learning environment.
- b) Ability to organise provision for learning.

Providing for Individual Differences

- a) Ability to match methods and materials to the ability of the pupils.
- b) Ability to demonstrate concern for equal opportunities.
- c) Ability to take account of pupils with special needs including the able and gifted.

Classroom Interaction

- a) Use of a variety of teaching styles, techniques, equipment.
- b) Appropriate and varied questioning techniques.
- c) Use of appropriate language, communication skills.
- d) Ability to motivate pupils and maintain pace.

Subject Competence a) Suitability of objectives (see 1a above)

- b) Knowledge and skills.
- c) Ability to assess (see 2 above).

Context and Awareness

- a) Awareness of ethos of school or college.
- b) Ability to relate to staff and pupils.
- c) Perception in evaluation.
- d) Flexibility.

54. MMU, Didsbury School of Education: Description of the PGCE programme 1997/98, pp.21.

B. Subject competencies for history:

Understanding of the aims of the teaching and learning of history and the subject's place in the secondary curriculum.

Demonstrate familiarity with the history content of the prescribed study units for KS3.⁵⁵

Knowledge and understanding of the significance of the study of key concepts in history, i.e.: chronology, causation, change and continuity, similarity and difference (Key Elements 1 and 2) and an awareness of pupils' most common misconceptions of these concepts.

Ability to understand the significance of interpretations in history (Key Element 3).

Knowledge and understanding of the range of sources and skills in the use of evidence including the use of sources for enquiry.

Understanding the principles and problems of assessment at Key Stage 3 and 4 and at 'A' Level, including the monitoring, assessment, recording and reporting of pupils' progress and attainment in history.

Knowledge and understanding of the aims of the GCSE history syllabuses, the assessment objectives; the usual examination format and history in humanities examinations.

Ability to understand the implementation of the GCSE in terms of schemes of work and coursework.

Knowledge and understanding of the range of teaching methods best suited to the abilities and interests of secondary pupils, including the use of IT as appropriate.

Ability to identify the possible learning difficulties presented by the study of history and to adopt appropriate strategies to help to overcome such difficulties. This will include identifying the needs of pupils with specific learning difficulties and the needs of pupils not yet fluent in English.

Ability to understand how pupils who are able in history may be identified and the reasons for choosing work which is appropriate for the able pupil.

Understanding of the role which local history and fieldwork can play in developing pupils' understanding of and interest in history.

Ability to understand the varied role of language in the teaching and learning of history, including the organisation and communication of history (Key Element 5) and the role of extended writing.

Ability to understand how the teaching of history can contribute to the promotion of equal opportunities across the curriculum.

Knowledge and understanding of the contribution to the cross-curricular elements of the National Curriculum and of the opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development. [...]

Knowledge and understanding of the sources of information and recurrent developments in history and history teaching.

Ability to reflect on one's developing competence as a teacher of history.

55. Key Stage 3 is equivalent to grades 5 to 8 / age 11 to 14.

The teaching competence which should be acquired by trainees during this one year of training is regarded as “an holistic set of criteria which will require continual upgrading and development through the course.”⁵⁶ According to the MMU programme “it is only at the time that the examination board decision is taken that it can be said that you [the trainee] have achieved competence”⁵⁷ As we will see below this approach to “assessing” teaching competence differs from the Austrian model, where students themselves are encouraged to reflect upon the progress in their teaching competence and to discuss this progress with advisory teachers and didacticians. Although we agree to the concept of continual upgrading of teaching competence we would advocate a more active involvement of students in the process of developing self-reflection upon their teaching competence. A systemic approach to teaching, classroom management, and classroom interaction is also requested in the English example.

As concerns didactic and practical competencies we also notice a differentiated profile. Regarding the understanding of the aims of the teaching and learning of history, other “key concepts of history” refer to a multiperspective approach to history teaching: the “understanding and explaining differing interpretations; developing a range of skills using a variety of evidence; developing enquiry and communication skills involving historical evidence; ... history’s contribution to a pupil’s language development”.⁵⁸ It might be interesting to ask history didacticians from other countries whether they also intend to contribute to the pupil’s language development by training and teaching history teachers. Language problems play an important role in multicultural societies: a fact that is underlined also by one of the next aims in the profile.

This example shows that the *understanding* of history is considered a crucial factor of ITT in England. Trainees should be able not only to present historical information, but to teach pupils to acquire historical knowledge. History teachers are also encouraged to contribute to pupils’ personal, spiritual, moral, social, and cultural development: History is defined much more as a subject that forms pupils’ personality rather than a subject that is merely designed to impart specialised knowledge. History seems to be regarded very much as a medium to foster pupils’ sense of identity and their social and cultural role.

Compared with the two countries discussed above, Austria has a relatively decentralised system of teacher training. The Ministry of Education defines the legal framework, but teacher training institutions (at least those at university level) are invited to develop job profiles and curricula in accordance with their specific local and institutional conditions. A professional profile has recently been established together with the new ITT curricula at Austrian universities.⁵⁹ As in France and the United Kingdom, this profile includes both academic and didactic competencies.

56. MMU, op.cit., p.11.

57..Ibid.

58.MMU, op cit. p.19

59. The current reform of curricula is still in progress and will be completed in 2002.

The professional profile of history teachers (Austria) as recommended by the University of Vienna⁶⁰

Principles

History teachers should: be highly flexible and self-organised and have a high level of personal responsibility; be able to critically select information, to co-operate, and to handle conflicts constructively; be aware of the necessity of continual further training and improvement of their competencies ...

ITT aims at developing academic and didactic competencies together with the development of self-reflecting, social, communicative, and organisational competencies ...

General didactic qualifications

As far as the organisation of classroom teaching is concerned, history teachers should be able to create a variety of dynamic learning structures which foster pupils' self-determination and self-organisation. Besides, they should be able to: present information in an easily comprehensible way, making use of the relevant media available;

- create a stimulating learning environment that is rich in content and will produce a lasting effect;
- monitor, foster, direct, analyse, and evaluate processes of learning, communication, and work;
- identify and assess pupils' learning capacity and development potential;
- try to create a good balance between pupils' self-reflection and their self-esteem;
- critically evaluate and assess all (teaching) concepts that are suggested to them;
- take a constructive position regarding the circumstances of their actions;
- reflect upon their own actions on a theoretical basis.

As regards co-operation with their colleagues, history teachers should be able to: work in an interdisciplinary setting; offer professional support and advice to their colleagues; direct working processes in the teaching team; develop school profiles; examine and assess their own development ...

Subject competencies include:

- thinking in historical categories;
- a wide general knowledge as well as a profound specialised knowledge of history, taking into account all cultural, political, social, economic, and other aspects which foster the understanding of different cultures, both past and present;
- the ability to encourage critical and communicative learning processes that raise pupils' political awareness and take into account various theories and findings of political, social, and cultural studies;
- abilities and skills in applying methods and techniques of historical theory that correspond to the latest findings of historical research;
- a readiness to engage in the permanent development of specialised didactic competencies with regard to current debates on history didactics;
- flexibility in applying the acquired knowledge, methods, and competencies of the subject or field;
- an analytical, systematic, and reflective application of relevant subject knowledge and skills, and a critical approach to historical sources, the findings of historical studies, and current information;

60. University of Vienna (2000) Lehramtsstudienkommission, Qualifikationsprofil für Absolventinnen und Absolventen des Lehramtsstudiums 'Geschichte und Sozialkunde' (Sekundarstufe I und II), Vienna, October 2000, pp. 2

- the ability to synthesise and present the findings of historical research;
- the competence to develop and foster a multi-perspective perception of historical situations and processes: raising pupils' awareness of the manifold causes of historical events and the broad range of potential interpretations; and the systematic practice of synchronic and diachronic ways of perception;
- interdisciplinary thinking and work styles; the ability to facilitate an understanding of the interrelation between cultural, political, economic, social, and ecological developments;
- a choice of contents that is oriented towards the present and takes into account pupils' situation and everyday experience: the ability to link knowledge of local history with overall historical developments;
- choosing and handling topics in a critical, problem-oriented way designed to foster pupils' sense of identity;
- intercultural thinking and acting: e.g., developing a differentiated perception of the past by discussing the 'other' that is different in both space and time; an understanding of the historical development of foreign cultures;
- self-reflection: acting out, and maintaining a certain distance towards, one's role in the teaching situation; handling (institutional) power in a transparent way; dealing with conflicts constructively; recognising pupils' emotions in a differentiated way, separating them from one's own emotional reactions, and handling the emotional dimension of teaching in a sensitive and creative way;
- social and communicative competence: process-oriented thinking and work styles; developing and implementing experience-based learning processes; the ability to initiate, foster, direct, monitor, analyse, and reflect upon learning processes;
- planning and preparation: a basic knowledge of the theories of learning and developmental psychology and of the didactic appropriateness of specific media, especially regarding the critical application of information technologies; wide-ranging experience in the use of all currently relevant techniques and media; the knowledge and creative realisation of curricular provisions;
- organisational analysis: the necessary analytical competence to adequately assess opportunities of co-operation within the organisation with colleagues, superiors, and parents; the ability to plan and implement interdisciplinary or international forms co-operation, projects, and partnerships.

Compared with the two other profiles, the Austrian example puts more emphasis on the development of the personnel, such as self-reflection, social and communicative skills of the trainees. Students are encouraged to develop their individual plan of studies within a variety of possibilities in both, general and professional courses. As regards the development of history teachers' *academic competencies* and its underlying philosophy and rationale, the Austrian profile is very similar to those of France and the UK. It is considered crucial for students of history to acquire a profound knowledge not only of political history, but also of social, economic, and cultural history, enabling them to link the political, economic, social, and cultural developments in the historical period under discussion. They should be able to handle factual and methodological knowledge in a flexible way, and they should be willing to cross borders between academic disciplines. They should be able to relate historical topics to the present situation of pupils and to choose and discuss historical subjects in a critical, problem-oriented way that fosters pupils' sense of identity. They should also be able to introduce a multi-perspective approach in the teaching of history and to deal with historical developments in a multicultural dimension.

With regard to *didactic qualifications* the situation of history teaching at Austrian universities is understood, following the theories of social dynamics and social systems, not only as a problem of how to select the right historical content or how to choose the right teaching methods and media, but as a special social and communicative event. When history teachers interact with their pupils in the classroom, they – together with the pupils – form the special social system of “history teaching”. Therefore, history teachers also need to be qualified to lead, manage, and reflect upon social processes in the learning group.

This is why history teachers also have to develop competencies of self-reflection. They should be able to act out social roles in a differentiated way and to maintain a certain distance towards their own role in the teaching situation. They should handle (institutional) power in a transparent way and deal with conflicts in class constructively. Since pupils also learn through identification and imitation, teachers should be able to recognise transference from pupils, to separate it from their own reaction of counter-transference and, if possible, to arrive at a functional interpretation of that reaction in the context of the historical topic taught in the classroom.

Similarly, students should be given the chance to develop *social and communicative competencies*: process-oriented thinking and work styles; competencies in developing and implementing experience-oriented learning processes; and the ability to direct, analyse, and reflect upon processes going on within the learning group in relation to the historical topic under discussion.⁶¹ In order to manage these processes history students should acquire adequate *planning and preparation skills*: a basic knowledge of the theories of learning and developmental psychology and of the appropriateness and application of different media; a profound procedural knowledge in applying different teaching methods (such as lectures, group work, role play, project work) and media. Finally, trainees need *skills in organisational analysis* in order to deal with colleagues, superiors, and parents. They need analytic skills enabling them to remain realistic about the possibilities of co-operation within their organisation, and they should be able to plan and implement interdisciplinary co-operation and project work.

ITT at Austrian universities aims at training history teachers who do not simply present facts about a particular historical topic, but who are able to communicate its relevance to the social dynamics of the learning environment. They should be able to choose from a range of teaching methods, taking into account pedagogical considerations, and to respond to the social, cognitive, and age-related situation of the learning group as well as to the realities of school life in a flexible manner.

In conclusion we may say that all three profiles tend to attach equal weight to promoting academic as well as didactic competencies while occasionally there seems to be more emphasis on didactic qualifications rather than on academic ones. Future history teachers will be regarded as managers of learning processes rather than as mere presenters of historical information. It is considered their task to teach pupils to obtain and to critically select

61. Teaching history, in this sense, does not mean primarily that the teacher tells the pupils about a certain historical event or process, but that the pupils themselves are encouraged to reconstruct historical situations and to apply critical historical methods to historical events. It also means that they learn to identify their own, personal (local, regional, social) place in history. In such a process of learning, the teacher's primary task is not in presenting historical information and judgement, but in preparing, managing, and co-ordinating the learning process.

historical information themselves and to guide them in their historical research work. We also noticed that professional profiles are based on the idea of history teachers with a high competency of self-reflection that enables them to examine the learning process in a very differentiated way. Finally, the profiles stress the need for continual further training during the entire teaching career, already taking into account the necessity of lifelong learning.

However, looking at the data shown above about the imbalance between academic and professional training in current ITT) we have to say that there seems to be quite a wide gap between the ideal professional profile for history teachers and its realisation in the concrete training situation. Therefore, we consider it one of the central objectives of ITT in the next decade to reduce this gap and to encourage the realisation of the well-planned objectives laid down in the new profiles for history teachers.

General structures and concepts of history teaching

When prospective history teachers come to university or teacher training college they already have a broader knowledge of history and a certain conception of history that influences the implicit structure of their perception and selection of information about the past. As teacher trainers we should know about these conceptions because they form the hidden structure of our students' historical consciousness. There is not enough room here to discuss the problems of historical consciousness in its various forms.⁶² What we can do here is describe some general characteristics of school curricula and compare them with the curricula in ITT. As most of our students finished secondary school in the late 1990s we may assume that the history lessons they had at school will be structured in much the same way as we have analysed here.

Analysing the history curricula of secondary schools in the countries concerned will certainly require even more detailed information than we can offer in this first overview. Some more information has been included in the country reports. In this summary we will first present some structural characteristics of secondary-school curricula and then compare them with curricula in ITT.

Is history taught as a single subject? As pointed out above (see chapter: lessons per week) there are actually four forms of history in secondary-school curricula:

- history is taught as a single subject. This is the case in Bulgaria (see next item), Czech Republic, Estonia, Portugal (to some extent in grade 7 and higher), Russian Federation and the UK (Key stages 1 and 2);
- history is taught in a fixed combination with geography. This has been a long tradition in the Romance language countries, Spain, France, Portugal (grades 5 and 6), but is also the case in Albania and, to some extent, in Bulgaria (taught in grade 4 with geography, one hour per week for each subject;

62. See Angvik, Magne, and von Borries, Bodo (eds) (1997) *Youth and history. A comparative European survey on historical consciousness and political attitudes among adolescents*. (two volumes) Hamburg: Körber-Stiftung, 1997.

- history is taught as an integrated subject, that is, “history and social studies” (Austria), or “history and civics” (Netherlands)
- history is taught under the umbrella of a broader subject, such as “man and society” (Hungary) or “social studies” (Norway), or together with “civics” (at some schools in the UK at Key Stage 3). A new curriculum is under discussion in Bulgaria, and will probably be called “history and civilisation”.

This brief overview already shows that there are different forms of dealing with historical information and knowledge at secondary school. Let us take a look at the concepts of history which are behind the curricula taught in secondary schools. To a certain degree, the four structures correspond to different concepts of dealing with the past (though this is not necessarily so in all cases). While the tendencies analysed are found in all curricula, the main emphasis in the presentation and construction of history differs considerably from country to country.

The first concept places more emphasis on political and cultural history, whereas the latter takes a more traditional approach, focusing on the history of architecture and the arts. The positivist concept of historicism that concentrates especially on the development and changes of political power, including the construction of the respective “nation” in its relation to “the world” and its “cultural contributions to the eternal heritage of mankind” still seems to be the dominant idea behind this curricular structure. This approach has come to the fore again in eastern and south-eastern European countries since the downfall of communist regimes, but also continues to play an important role in western Europe.

The second concept has its origins in the idea of a national history that shaped the national state. Its central message concerns the heroic development of the nation’s *political power* in time and space. This idea can be found in every curriculum, but the emphasis that is placed on it differs considerably. Colonialist and imperialist traditions seem to have played a bigger role in the development of this concept in some countries; the combination with geography is evidence of the imperialistic concept that stood behind this structure of history teaching which also dates back to the late 19th century. Today, more attention is usually given to encouraging pupils’ analytic and critical skills through teaching combined forms of history and geography, aiming at enabling them “to make informed judgements about the economic, political, social and environmental issues of everyday life.”⁶³

Man and society, the central question of every sociological theory of the 20th century, forms the background of the third concept of history, where aspects of social and economic history are added to, included in, or integrated into traditional political history. This approach favours problem-oriented and thematic ways of dealing with the past; these would also require a new methodological approach to history teaching which is not yet sufficiently developed and supported. The question also arises why this concept prevails in countries such as Austria or the Netherlands, which have lost much of their political influence in the 20th century.

The fourth concept is based on the idea of forming citizens through integrating history into the wider context of the organisational development of societies, covering aspects of civics, the history of law and institutions, the development and organisation of political structures, institutions of the state and civil society. This form, too, may be applied either to legitimise

63. Shennan, Margret (1991) *Teaching about Europe*, Cassell Education, London, p.58.

the political powers of the day or, on the contrary, to critically analyse and discuss the evolution and changes of political and societal structures. The idea of developing communicative, critical skills through civics education prevails in the normative texts of curricula. However, the examples mentioned in the curricula suggests that forming “good citizens”⁶⁴ and “true patriots” is still the most important objective of this concept.

Which historical topics are students expected to know? Secondary school curricula in comparison with ITT curricula

National history

National history and the construction of national identity through history remain the predominant issues in all concepts, regardless of all differences and variations. The development of the academic discipline of history in the second half of the 20th century, which may be regarded as a counter-movement to national concepts of history, has certainly had its reverberations in school curricula, but in most of the countries these new tendencies are only an appendix to the national approach to the subject. In spite of the scientific debates and alternative conceptions and aspects (such as economic, social, or new cultural history or the history of everyday life; problem-centred and theme-centred approaches) it is considered the predominant task of history as a school subject to familiarise the next generation with the history of the national state and to devote a large part of history lessons to legitimising it.⁶⁵

We also looked at the relation between local, national, European, and world history in school curricula as well as in ITT curricula. The data we received are approximate data, but they do show a distinct tendency. Only few countries reported that national history takes up less than 20% of all lessons; generally, between 40% (Albania, France) and 50% (Czech Republic, Hungary, Russian Federation) of lessons are devoted to national history. The percentage is even higher (65% in Bulgaria and the UK) at lower secondary school, where national history generally forms an important part of school curricula. In the majority of countries school curricula attach more weight to national history than ITT curricula.

The following are some examples.

Lower secondary pupils in England (Key Stage 3, that is, age 11-14) mostly study the history of (Great) Britain, as stipulated by the national curriculum. They are taught about the changes in the economy, society, culture, and political structure of Britain from the early Middle Ages to the 20th century.⁶⁶

Four study units are designed to be taught in sequence:

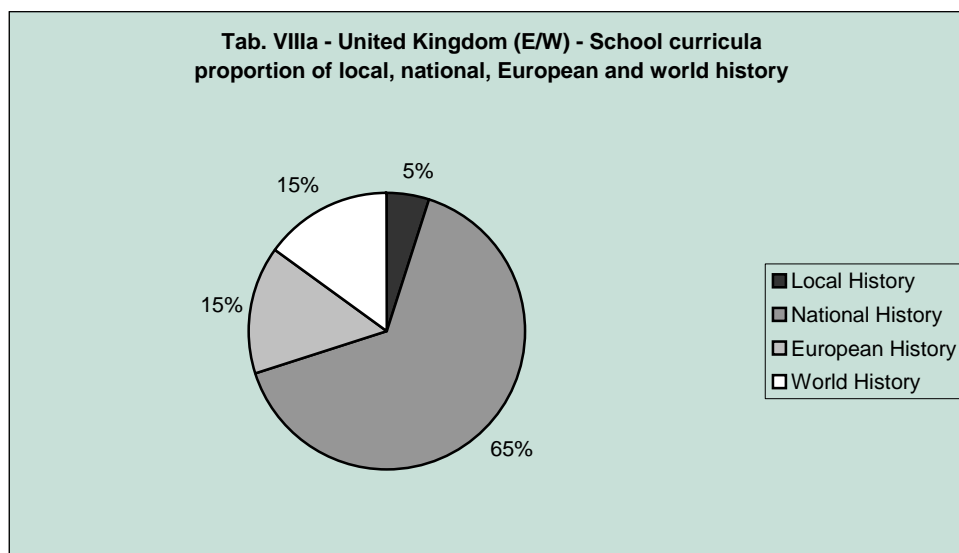
- “Medieval realm: Britain 1066–1500”;
- “The making of the United Kingdom: crowns, parliaments and peoples 1500–1750”;

64. “L’histoire et la géographie aident à la construction du citoyen”, which refers to being a citizen who is able to “agir dans le monde en personne libre et responsable”. In “L’histoire et la géographie au collège, programmes de 1996”, Centre national de documentation pédagogique, February 1996, Paris, p.41.

65. “History, as knowledge of the past, is one of the most important bases of national and European identity, being the collective memory of society.” In: Ministry of Education (1998) The national core curriculum, Budapest, p.96.

66. Yvonne Sinclair, Marc McLaughlin, answers to questionnaire 1, p.2.

- “Britain 1750–ca. 1900”: “An overview of some of the main events, personalities and developments in the period and, in particular, how world-wide expansion, industrialisation and political developments combined to shape modern Britain.”⁶⁷
- “The world in the 20th century”.



The other three study units are:

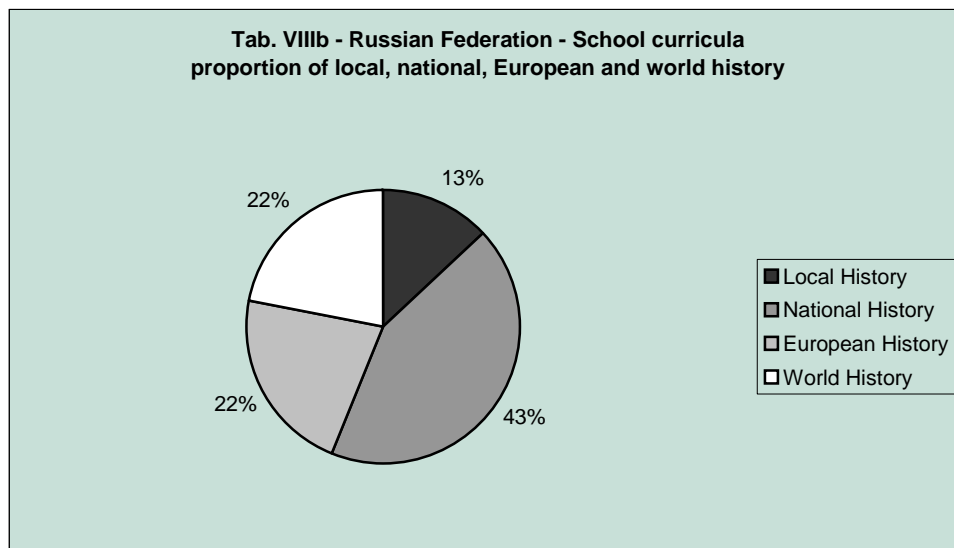
- “An era or turning point in European history/society before 1914”;
- “A past non-European society”;
- “Across the Key Stage: opportunities to study aspects of the past in outline, in depth and through local context; aspects of the histories of England, Ireland, Scotland and Wales; history from a variety of perspectives: political, economic, technological/scientific, social, religious, cultural and aesthetic”.

In the key elements, which should be closely related to and developed through the study units, it is also recommended “to develop overviews of the main events and changes both within and across periods, by making links between the content in different study units and between local, British, European and world history.”⁶⁸ As these key elements are recommendations for methods of dealing with historical information they will certainly encourage different forms of historical thinking; but the impression remains that historical information, analysis, and interpretation focuses on British (national) history.

As mentioned above, the United Kingdom is not the only country to stress the importance of national history. While secondary history curricula in the Russian Federation show a different relation between local/regional, national, European and world history, the major share of lessons is also devoted to national history. It is also characteristic of both countries that “world history” is regarded predominantly from the national or (in the case of the Russian Federation) the “international” perspective, which suggests that, to a certain extent, world history is regarded as part of the “extended” history of a powerful nation state.

67. Key Stage 3 programme of study.

68. Sinclair, McLaughlin, p.4.

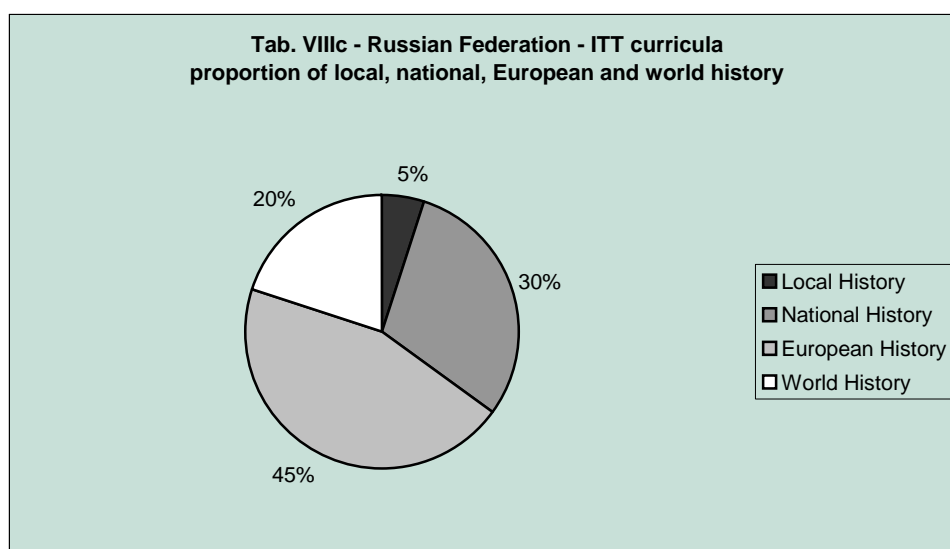


The last curriculum reform in the 1990s introduced two chronological cycles instead of the former linear chronological structure into Russia's secondary history curriculum:⁶⁹ a basic cycle at lower secondary school (grades 5 to 9) and an extended cycle at upper secondary school (grades 10 and 11). The curricula of both cycles contain clear recommendations regarding the number of lessons devoted to national and to world history; these are taught more or less separately, usually with two different textbooks: one for national and one for world history. In addition to the primary topics curricula, especially in the second cycle, also recommend topics such as: the history of civilisations, states, and nations; natural and social conditions of life; the foundations and values of historical societies; society – power – individuality. The proportions indicated in the above chart are not strictly prescribed, but recommended.⁷⁰

As concerns Russia we also have to take into account that the notion of “local” and/or “regional” history refers to the history of either the republics (such as Dagestan or Tatarstan) or autonomous regions, or to one of the ethnic groups within the Russian Federation. The national curriculum, which was approved and published by the Ministry of Education in 1999, is a basic curriculum. Educational authorities in the various regions or republics may prescribe additional topics and provide additional materials concerning regional and local aspects of history (up to a maximum extent of 15% of the overall time allocated to history). Thus, the above-indicated share of 13% for local/regional history represents the average of this optional part and gives an idea of what is taught at secondary school in different regions of the Russian Federation.

69. Ludmila Alexashkina, (2000) “The development of history curricula for secondary schools in the Russian Federation”, in: *Beiträge zur historischen Sozialkunde, Transitional Russia*, p.46.

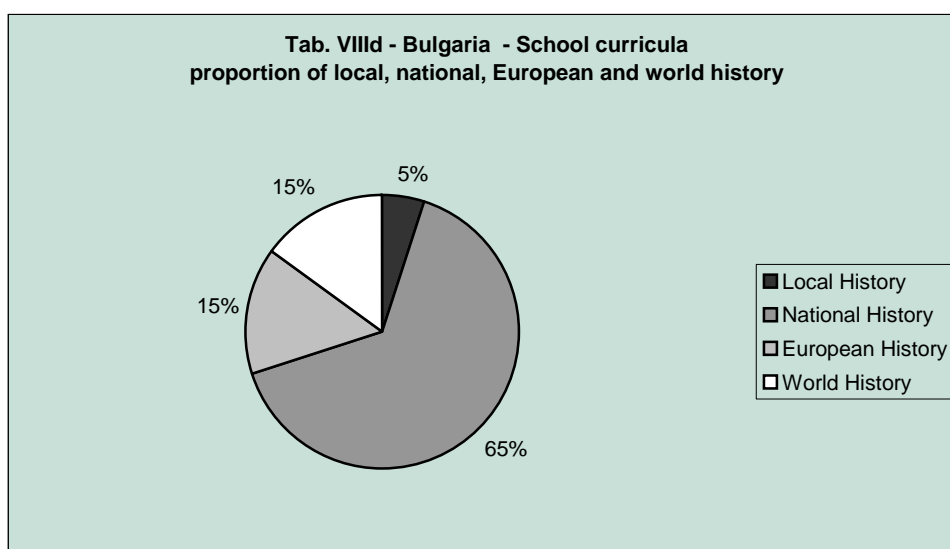
70. Ludmila Alexashkina, answers to questionnaire 1, pp.2.



A systematic description of history teaching in the Russian Federation still faces the problem that there are at least two aspects of “national” history: “Russian history” as centrally recommended by the Ministry of Education, and the so-called “regional” history, which is, in fact, also written (and, presumably, taught) as a “national” history (of Tatarstan, etc.) in most cases. The syllabuses for the latter are developed by regional teacher training institutions and recommended by regional authorities, ministries or departments of education.

However, if we look at the proportion of local/regional, national, European, and world history in ITT studies, we notice that regional history does not play a big role there (5%) and that more attention is given to European (45%) and world history (20%). This tendency can be observed in most of the countries and may be regarded as indicative of the attitude that developing a national identity is a crucial task of (primary and) secondary education, whereas ITT students are expected to already have developed a national consciousness so that more emphasis can be placed on international, European, and global perspectives on history. Furthermore, we may assume that in some regions of the Russian Federation European and world history form a counterweight to what is regarded as Russian centralism, so that Russian national history is not recommended as strongly as in the (centrally decreed) school curriculum.

In Bulgaria, our third example, the relation between local/regional, national, European and world history in the school curriculum is the same as in the UK, but the structure of teaching is different. Bulgarian history prevails as a topic in grades 5, 6 and 11: from the 15th century to the liberation in 1878 (grade 5), from the liberation to the present (grade 6), and from the very beginnings until today (grade 11). In grades 7 to 10 pupils follow a chronological cycle that begins with prehistory and ends with contemporary history. This cycle also includes Bulgarian history, but places more emphasis on the Mediterranean civilisation, the history of the Balkans, European and American history, and European and world history.



The proportion of national history is also quite high in Czech school curricula (50%) and in Albania (40% plus 10% local). Here, we also note another phenomenon of national history – more emphasis is placed on national history in the context of contemporary history. Developments in the last decades are very often described in relation to national events or world history. What is missing, for example, is a history of the relations with neighbouring countries as well as a more systematic description of the European dimension in history.

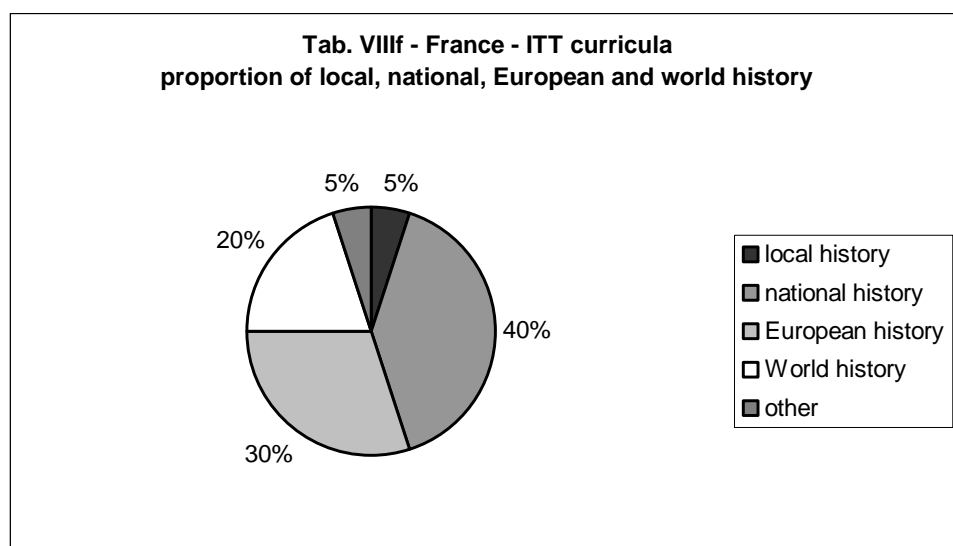
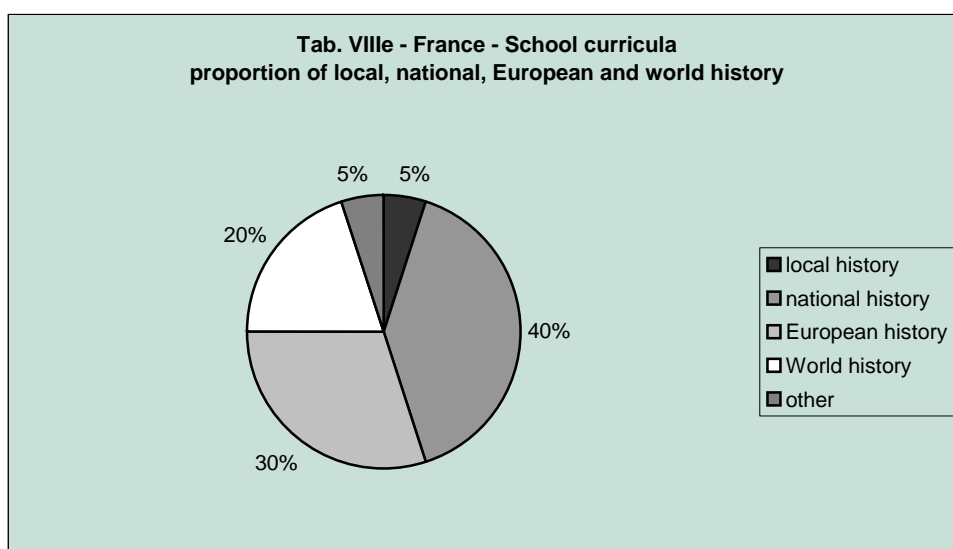
In all these cases the proportion of national history is higher in secondary school curricula than in ITT curricula. This is not the case in France and Hungary, for example, where the share allocated to national history is the same in secondary school curricula and in ITT curricula.

This first overview is designed to provide an incentive for a further, more profound analysis of national history in the context of history curricula. Comparing the contents of school curricula and exploring the objectives behind the special focus on national history will be an important area for further research.

Returning to the question raised at the beginning of this chapter we may say that students starting their university studies already learned to accept that national history plays a predominant role in dealing with the past when they still were pupils themselves. If history teacher trainers want to arrive at a more critical, analytic, and reflective way of dealing with the past in ITT training courses, they need to counteract students' experience and make them reflect on it, for example by means of experience-oriented forms of training (role play), analysing the contents of textbooks or curricula, and presenting new concepts in history teaching.

European and world history

In all the countries surveyed here, European and world history form a counterpart to local and national history. This is also expressed by the proportion of lessons allocated to both groups: in more than half of the countries approximately 50% of history lessons are devoted to local and national history, while the other half is devoted to European and world history. France is a good example of such an even balance in both school and ITT curricula.

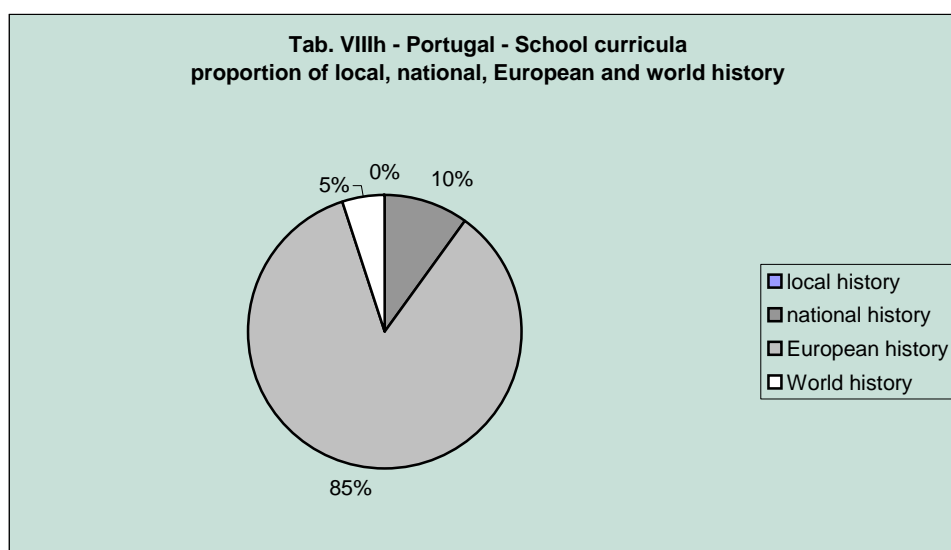
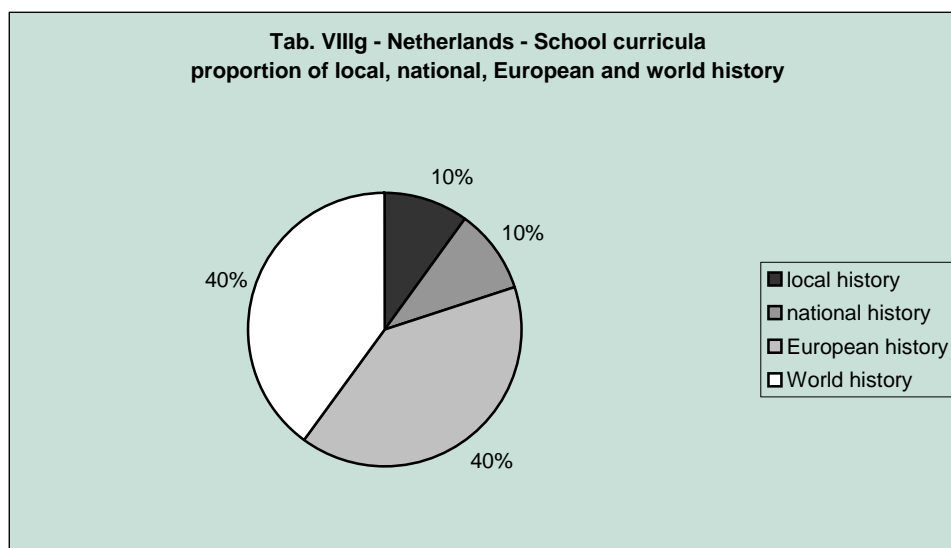


We noticed a similar balance in Hungary (school curricula : 55% devoted to local and national history, 45% to European and world history; ITT curricula: 50% : 50%) and in the Russian Federation (school curricula: 55% : 45%; ITT curricula 52% : 48%), although local history plays a bigger role there (see above). The same holds true for school curricula in Albania (50% : 50%), Norway (50% : 50%) and Spain (52% : 48%).

Nevertheless, there are greater differences between school curricula and ITT curricula regarding these percentages. As stated above, local and national history are more important in the *school curriculum*, while European and world history play a bigger role in academic teacher training. Bulgaria and the UK are striking examples of this tendency. – On the other hand, we noted that in countries like Austria (25% : 75%), Estonia (35% : 65%⁷¹), the Netherlands (20% : 80 %) and Portugal (10% : 90%) European and world history are obviously much more important than national history – especially in the school curriculum.

71. In the Estonian school curriculum, 10% was devoted to “other”, that is “archaeology, archival science, etc.”. In terms of content these courses can be related either to local/national or to European/world history; therefore, in this very simple relation, we decided to give 5% to each group.

Since we had less opportunity to closely examine the details of curriculum contents, we can only mention these particular facts without being able to give satisfactory explanations. We did notice, however, that such a distribution of lessons tends to be more frequent in countries which – in geographical terms – are not among the biggest countries of our sample. The question might be raised whether it is a general tendency for smaller countries to give more room to European and world history.



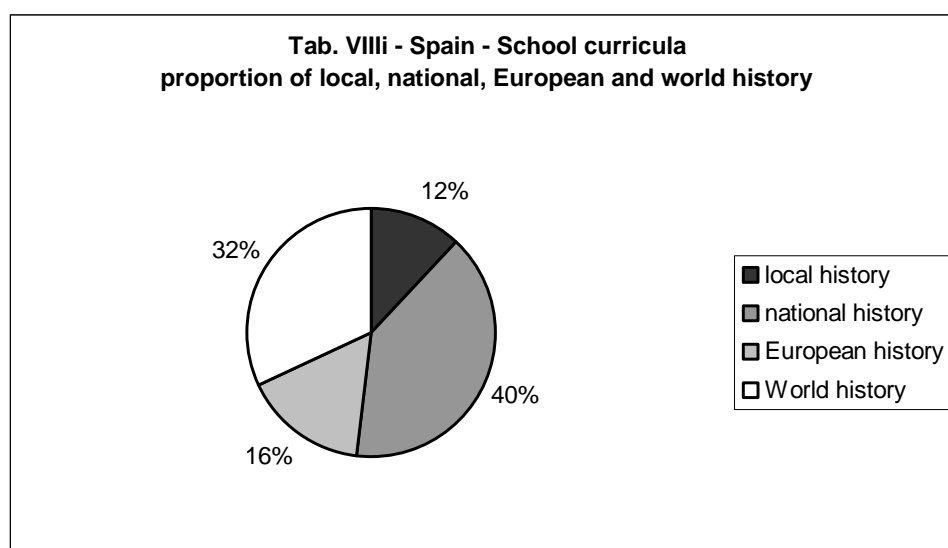
If our observations can be generalised, we have to explore the specific motives of curriculum developers : Why did they move the focus from national history to European and world history? What are the motives for giving more room to a certain area of interest? Are curriculum developers in smaller countries more motivated to identify with bigger entities and, thus, to create new and different opportunities of identification also for the assumed audience, the pupils? If so, this would certainly not be the only explanation for the percentages we have noted. We have to focus more on the specific development of these nation states and their historiography during the 20th century to find the real motives for these changes. For the Netherlands and for Portugal, for example, we would also have to ask to what history they actually attribute the history of former colonies: is it still part of national history, like in the British example, or is it attributed to world history? – Contrary to the example of England, which we have discussed before, in the Netherlands and in Portugal we

noticed a tendency to attribute former colonial and imperialistic history either to European or to world history. Thus, we may assume a new conception of history in the respective nation state which is no longer closely linked to colonial and/or imperialistic objectives.

As regards the proportion of local/national history and European/world history in the *ITT curriculum*, we also noticed a more even balance in the larger part of our sample. Contrary to what has been said about the school curriculum, Portugal places more emphasis on local and national history in ITT studies. – Countries which pay considerably more attention to European and/or to world history in the ITT curricula are once again Austria (31% local/national : 69% European and world history), Estonia (30% to 70%), the Netherlands, but also Albania, the Czech Republic (35% to 65%), the Russian Federation (35% to 65%), and Spain (31% to 69%).

Our categories were too broad to provide a detailed analysis of curriculum contents. We know that it is difficult for the readers to get an idea of what is understood as “local”, “national”, “European” or “world history” as long as we describe only proportions. Therefore, we would like to take *Spain* as a fourth example to describe the possible contents behind these notions:

In the Spanish school curriculum “*local and/or regional history*” mainly refers to the history of provinces, autonomous regions, or the islands. Therefore, there is a greater focus there on the history of Andalusia, Galicia, the Basque Country, the Canary Islands, etc. By focusing on this form of regional history the school curriculum also allows for *multicultural approaches*: In Andalusia, the curriculum in lower secondary school also includes lessons on “general features defining Islamic art and its evolution in Andalusia: significant manifestations of customs, traditions and lifestyles” or on “the culture of Al-Andalus: re-conquest and re-population in Andalusia”. In the curriculum for upper secondary school, the syllabus in the Basque country also includes lessons on “the abolition of the privileges in the Basque Country in the 19th century”, “the Basque Countries during the dictatorship of Franco” or on “the post-war years, industrial growth and socio-cultural problems”. For the Canary Islands the curriculum in upper secondary school includes lessons on “the plurality of people and cultures in the Iberian sphere”, “the colonisation of the Canary Islands in its double perspective of colonist and colony” and “the process of cultural transfer”.



“*European history*” in the Spanish school curriculum is mainly defined in geographical terms as the history of the nation states on the European continent. Notions like “prehistory and the ancient age” were attributed to “national history”, as far as the actual Spanish territory was

concerned. Where the Spanish territory was not (or not particularly) concerned, these notions were attributed to European history. – The former conception of Spanish history seemed to distinguish only between two categories: national history and world history. Therefore, there are still difficulties in clearly attributing certain historical topics to European history. Topics such as “the period of world conflict”, “the world since 1945”, or “problems and perspectives of the modern world” were attributed to the category “European history”, although we would probably expect them to form part of world history.

“*World history*” in the Spanish school curriculum is also defined in geographical terms as the history of the world outside the European continent. Thus, topics such as “prehistory”, “ancient history”, or “medieval societies” were also attributed to this category if they were related to regions outside the European continent. – On the other hand, it was less easy for our Spanish colleagues to attribute the “history of Latin America” to world history. This part, therefore, formed a separate category in their description of curriculum’s content. As this was the only country to do so, we nevertheless decided to follow the geographical logic and to include “Latin America” in world history. However, in the Spanish conception, the history of Latin America is situated between national history and world history: this becomes evident in topics such as “hegemony and decadence of the Spanish monarchy: the colonisation of America and its independence from Spain in the 19th century”; “1898 and the loss of the colonies” or “Spain in the world: Latin America”.

In the Spanish school curriculum, “world history” is a category which also includes thematic aspects of history, such as “the industrial revolution”, “the economic depression”, “economic imbalances”, “political ideas and human rights”, or “technology and social change”.

It is one of the central ideas of historiography in the late 19th century that history develops in time and space. Thus, readers will not be surprised to find this conception still serving as the basic structure of school curricula and ITT curricula today. Since we began our description by citing the percentage of lessons devoted to categories of “space” in the curricula, we will now have to explore how “time” is constructed in teaching and training conceptions.

Chronology

As stated above, chronological cycles form a principle of organisation in the secondary school curricula of the UK (Key Stage 3), the Russian Federation and Bulgaria. But these are not the only countries to organise historical information along chronological lines. Albania has two chronological cycles from grades 5 to 7 and grades 9 to 11, each of them followed by a year devoted to national history (grades 8 and 12). Austria and Czech Republic have two cycles, first from grades 5/6 to 8 and then from grades 9 to 12, each of them covering local, national, European, and world history. This first cycle from grades 5 to 9 is also found in Spain and Estonia. Upper secondary school in Spain also starts with a second cycle in the first two years, followed by one year of art history in grade 11 and one year of contemporary history in grade 12. Norway has a longer first cycle (grades 5 to 10) followed by a two-year cycle (grades 11 and 12). Portugal even has three cycles, the first one in grades 5 and 6, the second one in grades 7 to 9, and the last one in grades 10 to 12. However, in the third cycle (starting with medieval history in grade 10) more emphasis is placed on social and economic history, for example the dynamics of world economy, and on material civilisation and changes of mentality and culture.

The French curriculum also prescribes a chronological cycle (“cycle central”) from grades 6 to 9 that starts with Antiquity, discusses European history from the Middle Ages to the end of the 19th century and finally devotes one year to the 20th century. Before and after this cycle

the curriculum leaves more room for national history, but also for theme-centred forms and problem-oriented learning in history. What is new about the French curriculum is that – despite the cliché that France puts more emphasis on national history – the curriculum recommends dedicating this central cycle “to provide insight into the gradual development of the European cultural heritage without neglecting other cultures as well.”⁷²

Hungary and the Netherlands seem to be the only two countries which do not recommend a strict chronological cycle. A core curriculum prescribes a certain number of “fields of study” or attainment targets which have to be reached at the end of the school year or of the period when history is taught (for example in Hungary after grade 8 and grade 10). Yet the two curricula differ considerably as regards their contents.

In the Netherlands attainment targets are divided into five areas which have to be addressed in every attainment target: approaches and skills; economic and social history and society; governments and politics; culture and thinking; and civics/ politics.

In Hungary, attainment targets fall into three categories: minimum competency, knowledge and skills. The examples provided in the core curriculum follow a chronological scheme, starting with prehistoric societies and ending with contemporary history (Hungary after the second world war; the Kádár regime). Minimum competencies are formulated in a very similar manner to the minimum facts pupils should know, such as, for example, the main events of the revolution of 23 October 1956.

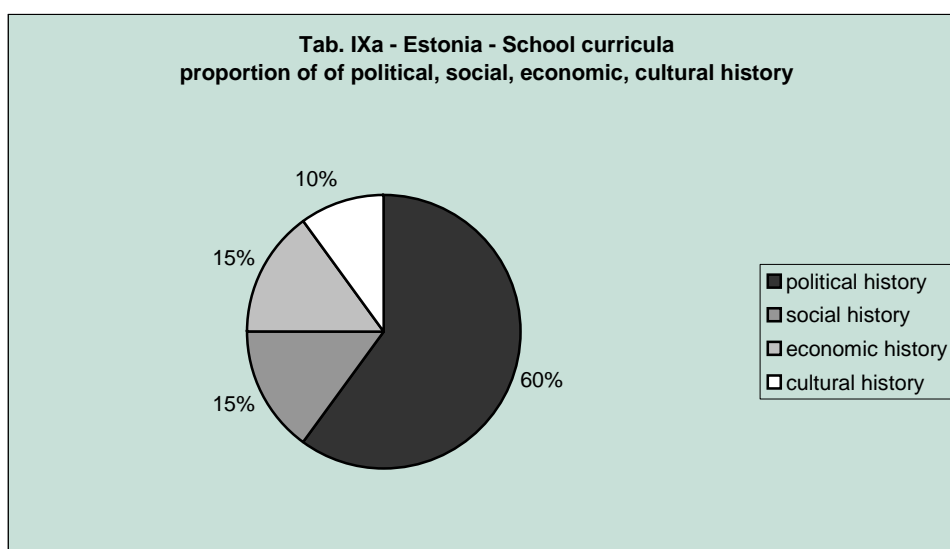
Chronology remains the predominant structure in the curricula as regards the presentation of the historical category of “time” in curricular structures. A general discussion of the conceptions of “time”, theme-centred diachronic or synchronic approaches to history, process-oriented approaches to the past, concepts like the individual and/or the collective memory, cultural heritage, cyclic conceptions in history, or the concept of “longue durée” are rarely encouraged. As regards the future conception of history teaching in the 21st century, we can only raise the question whether it would not be worthwhile for pluralistic societies to pay more attention to complex historical theories of time and space.

Thematic aspects of history: the proportions of political, social, economic and cultural history in school and ITT curricula

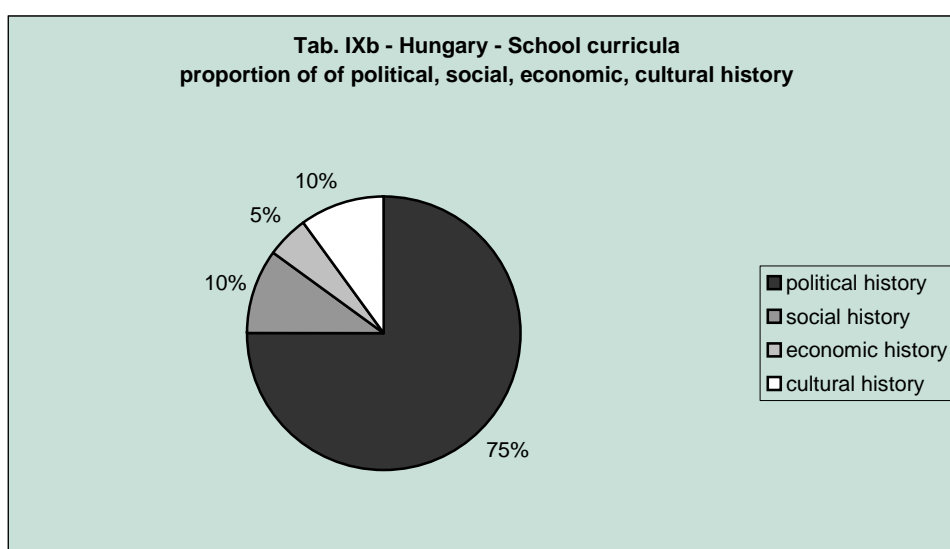
There are certainly many ways to categorise thematic aspects in history. For this first approach to the structures of curriculum contents we looked at the classical categories: political, social, economic and cultural history.

It comes as no surprise that *political history* is the predominant aspect of history in secondary schools as well as in academic training courses. The triad “national history, political history, chronology” still defines the three main pillars of history teaching and training in the 13 European countries surveyed. In secondary schools, political history normally accounts for 40% (Austria, Netherlands, United Kingdom) to 60% (Albania, Estonia, Spain) of all lessons. The Czech Republic and the Russian Federation are in between, both with 50%. Only three countries devote less time to political aspects (Portugal: 17%, Bulgaria and France: 30%).

72. “... on peut tenter une première approche de l’histoire de l’humanité, qui, sans négliger les autres cultures, est essentiellement organisée autour de la lente constitution du patrimoine culturel européen.” In: “L’histoire et la géographie au collège, programmes de 6^{ème}” (1996), Centre national de documentation pédagogique, février 1996, Paris, p.42.



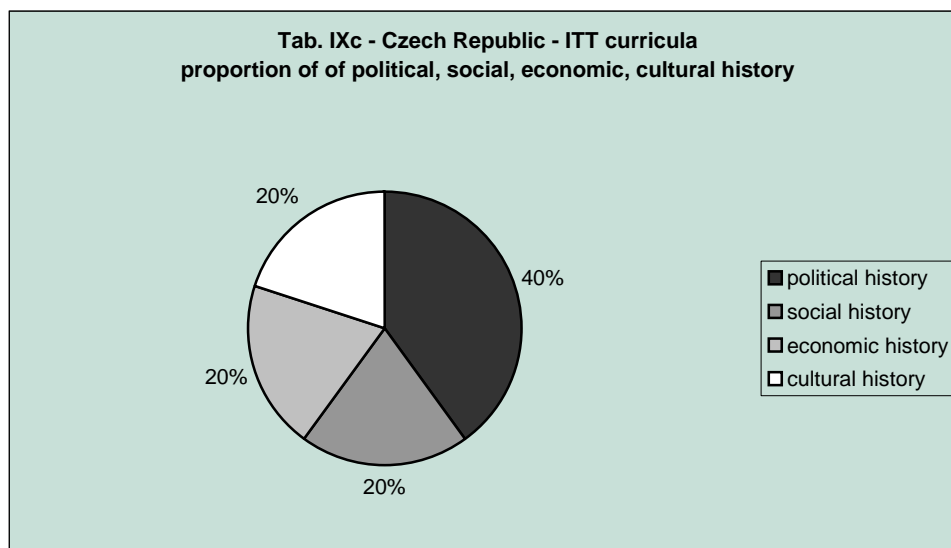
We heard from Hungary that 75% of lessons and academic courses are devoted to political history. This may come as a surprise since we also noted that civic education and social studies are integrated in the Hungarian school curriculum.



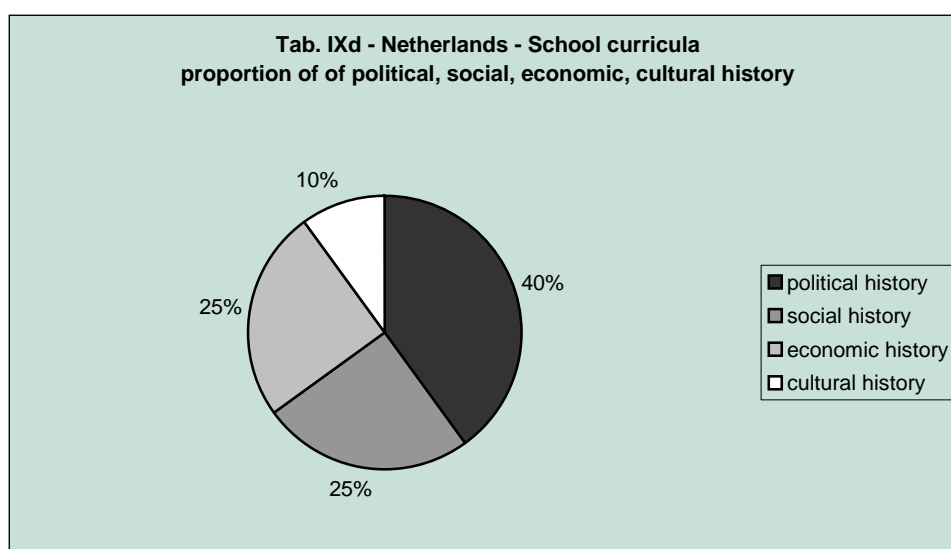
ITT curricula do not differ significantly from what we have heard about secondary schools. As mentioned above, we find approximately the same percentages in school and university curricula in Albania, Bulgaria, France and Hungary. Thus, (national) political history is also the main issue in academic training courses. Austria, the Czech Republic and Spain report that political history plays a smaller role at universities, but as we know that universities have the autonomy to develop their own curricula and students normally have several options and can choose from a variety of courses, this only indicates a tendency in the selection of themes and aspects for university courses. Nevertheless, if we take the whole sample, we notice a slight tendency to give more emphasis to social, economic and/or cultural aspects of history at university.

We also investigated the topics which are understood as “political” in both institutions. The answers mainly cover the classical understanding of political history. To cite our Czech colleague, “political history teaching focuses in particular on the historical development of the nation (...) and the turning points in European and world history. In lower secondary schools

the pupils should acquire a basic understanding of political developments and a fundamental knowledge of chronology. The same compulsory history courses are repeated in secondary schools, but more issues are added and these should be taught more profoundly. ... Political history is the part that is predominantly taught at all Czech faculties. We do not have precise figures as no research has been made in this field, but comparing the study programmes of different universities and faculties it is obvious that the percentage of political history could reach 40 and even more than 50 percent.⁷³



As regards *social history*, we were informed that 10% (Hungary, Spain), 15% (Albania, Austria, Estonia), 20% (Bulgaria, Czech Republic, Russian Federation) and 25% (France, Netherlands, UK) of the history lessons in secondary schools are devoted to this subject. In Portugal, more than 30% of all lessons are devoted to social history. Again, the proportions do not differ significantly at universities, only Austria cites 27% for academic training courses.



Concerning the topics which are attributed to social history, we obtained a rather differentiated picture: development and change of societies, social institutions and social conflicts are regarded as topics of social history in all the countries we surveyed. Other topics

73. Homerová, Marie, answers to questionnaire 1, pp. 3, 19.

concern “women in history”, the history of minorities, the history of human rights, as well as the holocaust (e.g. in the Czech Republic). – The Spanish school curriculum also includes complex and interdisciplinary approaches to social developments, such as “space and political power: diversity of societies and cultures”, “imperialism and social movements”, “processes of de-colonisation in Asia and Africa.”, “population growth and the Third World” or “technology and social change”. Other innovative topics can be found in Austrian, Dutch, or English curricula. Portuguese curricula, for example, feature topics such as “domain and feudalism: evolution of the structures of dependency and power in European society from 9th to 13th century”, “urban phenomena and social dynamics in the late Middle Ages” or “change and social tension: industrialisation and bourgeois society in the 19th and early 20th century”. – Austrian and English curricula also promote topics related to social and cultural studies and historical anthropology, such as “the history of childhood, youth and family”, “the history of everyday life”, “the conditions of working-class people”, or topics of historical demography like “the demographic revolution in the late 19th century”.

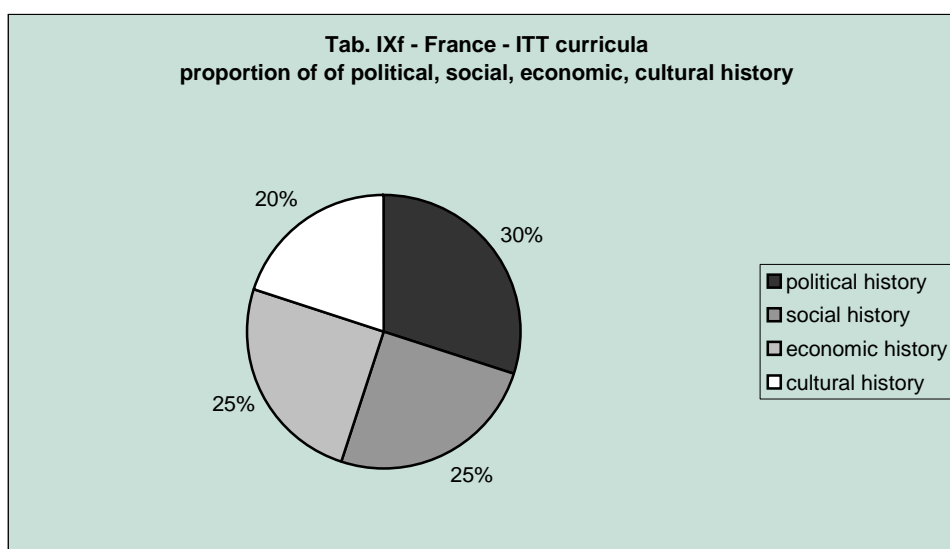
We also have to take into account that in several countries topics relating to social history are not, or not necessarily, taught in history lessons, but form part of subjects such as “social studies” or “civics”. These subjects may be separated from “history” as a school subject, as is the case in Albania, the Russian Federation and Spain, or be partly integrated under the heading of a broader subject, such as “social sciences” (Hungary, Norway).

Economic history does not show as heterogeneous a picture as social history. In general, we only heard about a few classic topics of economic history which are required to be taught in school, like “the industrial revolution”, “the economic depression”, and “colonialism and imperialism”. However, we were not able to do a more in-depth analysis to explore whether the emphasis in teaching about these topics is on social aspects or rather on economic theories and developments. We only learned from Portugal that “the operating concepts of the curriculum are derived from economic history and include: time (short, long, cyclic), levels of analysis (event, conjuncture and structure), change (rupture, crisis and revolution).”⁷⁴ This conception explains why we find issues such as “The dynamics of world economy in the 17th and 18th centuries: from Amsterdam to London” in the Portuguese curriculum of grade 11.

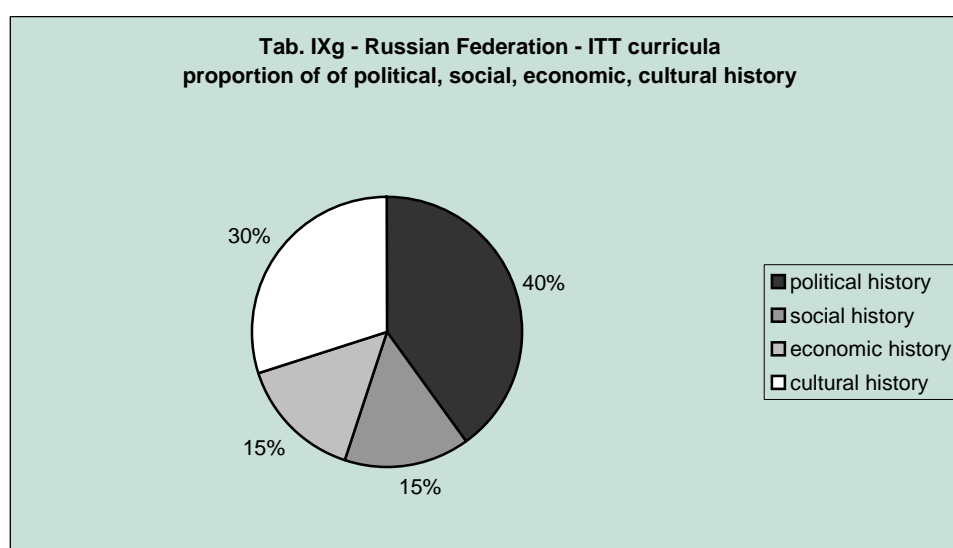
If we add aspects of economic history to aspects of social history and examine the share of lessons allocated to both we find a larger number of countries where social and economic history is represented with about 30% (Austria, Czech Republic, Estonia, Russian Federation, Spain) and a smaller group with 50% (France, Netherlands, UK).

We also learned that, especially as concerns social and economic history, there is still a lack of professional literature and training as well as a lack of adequate textbooks and teaching material.

74. De Bivar Black, Luisa, Answers to questionnaire 1, p. 3.



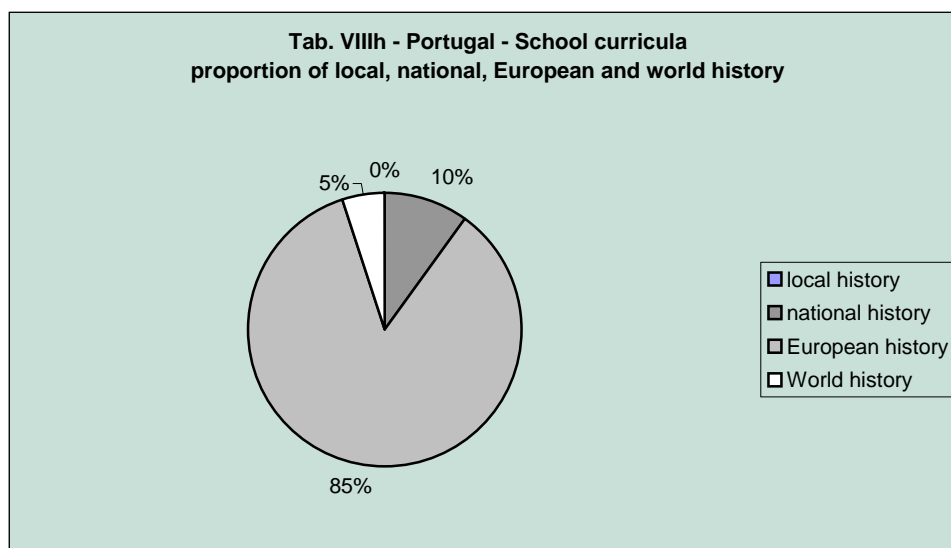
As regards *cultural history*, the picture is once again rather heterogeneous. We can distinguish two main approaches to cultural history. The first includes the history of arts, architecture, philosophy, human sciences and religion, while the second one refers to new topics of cultural studies like the history of everyday life, material culture and/or the history of mentalities. The Spanish curricula may serve as an example for the first group with topics such as “art as an expression of humanity in time and space”, “artistic styles: historic evolution and spatial diversity”, or “continuations and changes in contemporary art”. Besides history, there is even a separate school subject – “cultural studies” – in the Spanish curriculum for both lower and upper secondary education. We were also told that there is such a subject in the Russian Federation where it is taught 2 hours per week from grade 5 to 8.



One aspect which may be closely related to this special interest in cultural history was again reported by our Czech colleague: “Cultural history is frequently taught, especially in the so-called humanist⁷⁵ gymnasium. As opposed to political history, Czech history teachers are well educated in this field as they were able to study cultural history more intensively under the previous regime than, for example social or economic history. Therefore, additional special lessons are very often offered in many schools.” This type of cultural history seems closely

75. Classical secondary school emphasising the study of Latin and Greek

related to the origins of the modern structure of the ‘humanistic gymnasium’ as it has developed since the first half of the 19th century. We know that the conception of this type of school was closely linked to a certain conception of bourgeois life and culture of the 19th century. It might be interesting to explore why, in the countries of Eastern Europe in particular, this conception of cultural history is still (or again) attractive at the beginning of the 21st century.



The second conception of cultural history prevails in some Western European countries. The Portuguese school curriculum, for example, stipulates lessons on “material civilisation and mentality” in the context of 16th-century Renaissance and Reformation (grade 11) or about “changes in the mentality and culture from the beginning until the middle of the 20th century: the crisis of traditional values: ruptures in thought and art: the diffusion of mass culture”. (grade 12).

Before concluding this overview on the structures of curriculum contents, we would like to emphasise once again that this study can only be regarded as a first and rather incomplete survey of the structures of history teaching in European countries. We hope that there will be future comparative studies which will specifically address these very challenging questions.

Models of initial training for history teachers

Julieta Savova

Summary

This article is devoted to models of initial training for history teachers and to selection procedures, addressing questions such as: What are the main models of initial training for history teachers? Where does it take place? What are the most common selection procedures for history teachers? This article also analyses the structures of teacher training and discusses emerging new trends.⁷⁶

Selection procedures and realities are another issue: selection strategies that are developed and/or adopted, their significance and value in the context of existing national systems of teacher training, and their relevance to these training systems and future job requirements. Selection procedures are discussed in the context of existing selection policies and their institutional or national framework, where both centralisation and decentralisation patterns can be observed.

The article outlines the main structures of initial teacher training (ITT) programmes for history teachers and how they are linked with the length of the programmes. It describes the "two sides" of initial training for history teachers and discusses important new trends and issues. Interesting examples of ITT for history teachers from various countries are presented and their strengths and weaknesses analysed.

Our comparative study shows that there is a variety of common trends and similarities even though the traditions and specific conditions of the countries concerned are quite different. The study also offers insights into these differences, enabling readers to compare the situations in various countries and form their own opinions about teacher training and its perspectives in a European context.

Models of initial training: where does ITT take place?

All 13 European countries involved in this comparative study have an extensive and quite diversified system of institutions with responsibilities related to teacher training, including the training of history teachers for secondary schools. Both long-standing traditions and new educational needs have a significant influence on institutional developments.

University remains the main institutional structure responsible for ITT for history teachers. All countries rely on this basic structure in teacher education. However, there are differences regarding:

- the involvement of faculties/departments – which faculties and departments are involved in teacher training for history teachers;
- the degree of autonomy – what extent of autonomy do these structures have, whether internal or external university structures (departments, institutes, colleges, and other teacher training institutions);

76. My special thanks go to the members of the working group on "Models of ITT – Entrance requirements" who contributed to this article: Petrit Nathanaili (Albania) and Gisèle Dessieux (France), " Vilmas Vass (Hungary) and Gregorio Gonzales Roldan (Spain).

- the status of universities – state (public) or private;
- organisational issues – when and where is teacher training/professional training introduced;
- the respective ITT models – consecutive, concurrent, or modular.

Despite the differences between the countries concerned in terms of organisation or content, the stability of teacher training and the relevant institutions has generally been preserved, especially at university level.

Bulgaria is among those countries where ITT (for lower and upper secondary level) takes place only at public universities. History is also taught at some private universities, but these do not necessarily train history teachers. Faculties of history and faculties of pedagogy are usually responsible for ITT. Following new amendments to the law on higher education and subsequent changes in the requirements regarding professional staff, some universities such as South-west University (SWU) have restructured individual faculties. An integrated Faculty of Law and History has now been established at SWU, for instance, but the major responsibility for the training of history teachers still lies with the Department of History and the Department of Pedagogy. History teachers for secondary school are trained at various universities all over the country.

Portugal enjoys the same structural stability. Universities, both state and private ones, are the only institutions where history teachers for secondary school are trained. Seven state and three private universities are concerned with the training of history teachers.

Recently introduced legislative changes in Portugal stipulate that teacher training for teachers in compulsory education (until grade 9) is to be offered in all 22 administrative districts, with polytechnic institutes being mainly responsible for training the targeted group of teachers. These changes do not affect the training of history teachers for secondary school (after grade 9), which remains university-based.

Universities are also the main institutions for teacher training in the Czech Republic. Teacher training for history teachers takes place at the country's nine pedagogical faculties and five faculties of philosophy; the faculties of philosophy are also responsible for the training of professional historians. Prospective history teachers and professional historians receive the same kind of basic training until the last two years, when professional training for history teachers is introduced. It is interesting to note the specific regional distribution of the faculties where history teachers are trained: nine faculties of education correspond to the nine regions in the country.

In Albania ITT takes place only at university. The Ministry of Education holds a wide range of responsibilities with regard to teacher training and monitors and controls teacher training programmes. The training of history teachers used to be the responsibility of higher pedagogical institutes until all of them were restructured into universities in 1991.

The country's four universities concerned with history teacher training are public. The faculties mainly involved in teacher training for history teachers are faculties of history and philology which provide different teacher qualifications, depending on the respective university. In contrast to the other surveyed countries, professional training for history teachers is provided by the same faculties, but many similarities with the other countries may be found on the department level. Teacher training for history teachers, like that for all other

teachers, is university-based, even though it is governed by central guidelines and close monitoring.

In Norway, responsibility for the training of history teachers is shared by universities and colleges of higher education. The Royal Ministry of Education and Church Affairs plays a significant role in ITT. The University of Trondheim is a good example of the Norwegian situation. Both departments – the Department of History and the Department of Teacher Training – are involved in teacher training for history teachers. Recent innovations (1992) were based on the implementation of a model of co-operation between several departments, including those mentioned above. Contents of teacher training courses were updated to meet the needs of future teachers, and organisational patterns of teacher training courses were reviewed and adapted to new demands, but on a structural level the relationship between the university and the departments concerned remained relatively unchanged.

Hungary also falls into the pattern described above. It also has a “dual system” of teacher training which may be compared, to a certain extent, with the Austrian system. History teachers for upper secondary school are trained at university, while teachers for primary school (grades 1 to 6) or middle school (lower secondary: grades 5 to 8) are trained at teacher training colleges or other colleges.

Systematic educational reforms were undertaken in all countries undergoing democratic transition in the last decade. These reforms include the restructuring of education systems and teacher training institutions. The restructuring of systems of teacher training and the creation of new training environments are proof of the clear professional and political will to improve the quality of training. As a result, a separate structure called pedagogical university was established in some countries, while in others so-called institutes of semi-higher education were reformed and restructured into university faculties or teacher training colleges.

Pedagogical universities are mainly concerned with the training of teachers, including history teachers, for different educational levels. Some of these pedagogical universities are relatively new institutions.

A typical example is the Russian Federation, where former teacher training institutes were reformed, and so-called pedagogical universities were established. This was due, among other reasons, to the fact that teacher training institutes had a reputation of being heavily steeped in ideology and of using out-dated methods. However, not all pedagogical universities are newly-established institutions.

In the Netherlands, history teacher training is offered both by pedagogical universities and “classical” universities. The introduction of pedagogical universities was not related to the reasons mentioned above. It is merely the result of new educational developments and the ensuing transformation of colleges of higher education into pedagogical universities that began in 1999. The basic internal structures concerned with teacher training are teacher training departments and faculties of arts.

Prospective history teachers at pedagogical university study four years for a “second grade” qualification that entitles them to teach the 12-15 age group. “First grade” qualification is granted to students or graduates of “classical” universities who express the intention to become teachers and are entitled to take an additional year in order to become qualified history teachers. Teacher training colleges at university level offer students training in one subject. This is a distinctive feature of the Dutch model.

In Estonia both classical universities and pedagogical universities are involved in teacher training: Tartu University, the Tartu Teacher Seminary and Tallinn Pedagogical University (which started history teacher training in 1998).

One of the strengths of pedagogical universities is that they attribute greater attention to teacher training issues. Thanks to their closer links and affiliations with schools they can also offer practical teacher training in a school environment. This is because their basic mission is to meet teacher training requirements, while classical universities sometimes seem to consider matters of teacher training, especially the professional training of future teachers, as a minor issue. However, the lower reputation of pedagogical universities as compared to that of classical universities is certainly one of their weaknesses.

In Austria, history teachers for lower and upper secondary school are trained at university. All of the five universities are public and cover the country's needs. Nevertheless, Austria represents a very specific case, as teachers for one type of lower secondary school (*Hauptschule*) are trained at pedagogical academies. These are independent structures representing both the public sector (eight public academies) and the private sector (five private academies). Teacher training at pedagogical academies is shorter (three years) and more practice-oriented than at university and is marked by an explicit emphasis on pedagogical aspects. Austria is also one of the countries (such as Norway, Netherlands, Russian Federation, Estonia) with a “dual system” of teacher training. The basic weakness of this dual system is the institutional separation and alienation between different forms of training which affects the quality of teacher training and the status attributed to teaching as a profession.

In France teacher training is university-based and takes place at the *Instituts universitaires de formation des maîtres* (IUFMs). There are 28 IUFMs across the country. They are autonomous structures within the universities and provide teacher training for those university students who have already opted for a teaching career. IUFMs offer professional training during the last two years of studies, when academic, pedagogical and practical components are introduced. Although universities and IUFMs enjoy a certain autonomy, the French model of teacher training is still largely based on a centralised approach.

Spain is another example of university-based training for history teachers. Professional training is introduced by the Institute for Educational Science (ISE), a structure within the university, and usually takes place during the last year of study. Universities are largely autonomous, decisions on teacher training matters are university-based, and the whole system is marked by a high level of decentralisation. But teacher training also depends, to a certain extent, on the situation in the labour market. The Ministry of Labour announces teaching vacancies, and each region then decides on the number of teachers needed.

In England, university remains the main institution responsible for teacher training, since a university degree is a prerequisite for all teachers at secondary school. However, professional teacher training is provided in a separate one-year programme, of which only a small part is university-based. Most teacher training takes place at secondary school level under the partnership model between institutions of higher education (universities, colleges of higher education) and secondary schools. In view of the strong ties between universities and schools, this model of teacher training for history teachers may be classified as an explicitly school-centred one, even though both sides – universities and schools – are involved in training.

Major trends

New trends were observed in the restructuring of teacher training institutions. Owing to different reasons, pedagogical universities were established as teacher training institutions in some countries (Netherlands, Russian Federation) or are currently being established (Austria). This creates new opportunities for harmonising teacher training institutions across Europe and for laying the foundation for common European teacher training standards to ensure a high quality of training and to encourage the mobility of teachers.

Some countries have a dual system of ITT for history teachers, where teacher training for history teachers is provided at both levels: university and pedagogical academy (Austria), university and training college (Norway, Hungary), university and polytechnic (Portugal). Typically, history teachers for upper secondary school are trained at university, while the training of history teachers for lower secondary school as well as for primary and basic school takes place at college.

The network of institutions offering ITT for history teachers on both national and European level is becoming increasingly diversified. On the one hand, this may be seen as a trend towards democratising systems of ITT for history teachers and adapting them to the current needs of teacher training. On the other hand, it shows that a competitive environment for history teacher training is emerging which will, hopefully, contribute to raising the overall quality of training. This is underlined by the fact that teacher training for history teachers is provided not only by public, but also by private institutions (universities and colleges).

A growing autonomy of educational institutions concerned with teacher training for history teachers was observed in all countries. However, the evaluation of institutional autonomy is ambivalent.

Key issues and problems

The coherence of the ITT system for history teachers

There still seem to be some problems regarding the coherence among institutions within ITT networks. Austria, for example, reported a certain degree of separation and isolation between institutions in the “dual system” (universities/pedagogical academies).

Other countries (Czech Republic, Portugal) noted great differences in the status of faculties and departments involved in ITT for history teachers, which affects both the public and the professional perception of the quality of ITT provided by these training structures. This clearly shows that the prestige of training institutions has an impact on expectations regarding the reliability of teacher training.

As concerns academic training, in particular, expectations are higher towards, and greater prestige is attributed to, university education as compared to other training structures. However, this does not apply to all countries or to the entire field of teacher training. A number of countries (Czech Republic, Portugal, Netherlands, etc.) report that university priorities are not necessarily related to teacher training. In fact, the aims and objectives of “classical” universities and pedagogical universities and those of other training institutions are not the same. This also refers to the priorities of the individual institutions. In the given circumstances, these priorities may lead to teacher training issues being neglected, or they may depend on financial considerations.

The autonomy of teacher training institutions

The study shows that autonomy, especially at university level, is seen ambivalently. Some countries (Hungary, Czech Republic, and ect.) report that autonomy does not always lead to positive results. Institutional self-isolation, the adoption of different criteria by different institutions, and failure to reach the relevant teacher training standards are the most frequent negative effects of existing practices of autonomy.

Selection procedures in ITT

The majority of participating countries apply selection procedures at different stages of ITT for history teachers. A general requirement in all training systems is that candidates must be secondary school graduates, regardless of the respective graduation practice (compulsory or non-compulsory examinations).

Few countries (Austria, Estonia, Portugal) do not apply specified selection procedures for candidates for history teacher training.

In most countries (Albania, Bulgaria, Hungary, Russian Federation, Czech Republic, etc.) future history teachers undergo selection procedures at the start of their university studies, while other countries apply these procedures either at the beginning or at the end of professional training. In France, selection is applied at the beginning of teacher training, and in Spain it happens twice: first upon entrance into university and then at the end of professional training.

Our comparative study clearly shows that all countries have general policies of applicant selection, but these take a variety of forms. Even those countries which do not have any special selection procedures (Austria, Estonia, Portugal) pursue a general policy regarding the admission of history students.

To give a better understanding of the distinctive features of the selection systems currently applied in the various countries, I shall list a number of examples describing the main specifics of these systems.

Examples

The most typical form of selection procedure is selection upon entrance into university. Bulgaria uses such a model of general selection. All applicants for history, regardless of their career objectives, have to take a uniform written examination on history. They may apply for many different specialties, not only for history. The entrance exam is taken on a competitive basis. Although its content is based on the history curriculum of secondary school, with special consideration of Bulgarian history, universities are autonomous in deciding on the specific questions and areas included. All questions and areas covered by the exam are announced and published in advance. Candidates have five hours to write the test; results are publicly announced about seven to ten days afterwards. Universities have their own rules to determine which applicants are successful, but usually cumulative scores are formed by adding the doubled scores from the history exam to the candidates' secondary school marks in history and Bulgarian (at least this is the practice at Sofia University, Bulgaria's oldest and largest university).

Based on their cumulative scores, candidates are ranked according to the number of places announced to be open at a particular university in a particular year. This latter decision is not taken by the universities themselves, but by the Ministry of Education and Science, and is determined primarily by the available financial means and by policies of higher education rather than by the universities' requests for places.

History students may also be admitted on a merit basis under special agreements between universities and the secondary schools affiliated to them. Students who come from such schools and achieve the best results in the national history competition are entitled to enrol at university without taking an entrance examination in history.

General selection at the level of university entrance takes place in countries such as the Czech Republic, Hungary, Albania, etc. However, despite their similar selection approach these countries also differ from each other in a variety of ways.

In Albania, the general entrance examination consists of two parts which require knowledge of different contents and fields. The first part of the written exam is based on the secondary school curricula of science and mathematics, while the second part requires candidates to demonstrate their knowledge of history (Albanian history and world history). Although universities are considered autonomous institutions, the Ministry of Education tightly monitors selection procedures and controls the process of candidate selection.

In Hungary, both forms for selection – written and oral examinations – are applied, but more importance is attached to the written examination. The weighting between the written and the oral form is 70%:30%, but the test only covers historical knowledge, not analytical skills. That is why the selection procedure includes an essay as well. It forms the basis for assessing applicants' analytical skills in the field of history.

Applicants for history (the practice is similar in other subjects) are ranked according to the results of both their university/college entrance examinations and their secondary school graduation exams. One graduation exam must be taken in a prescribed subject (literature, history, foreign language, mother tongue), while the other one may be chosen freely. Candidates are ranked on the basis of cumulative results.

However, experts in history teacher training in Albania as well as in Hungary claim that there is no sufficient link between school examinations and university examinations. General selection is still applied to all candidates, not only history candidates.

Spain has adopted a “mixed selection policy”. Owing to decentralisation, all universities determine their own selection requirements and procedures, but there is clear link between entrance examinations and training. Spanish practice tends to recognise the results from school-leaving examinations at secondary school level and allows scores from university entrance examinations to be added to them. The selection of history teachers takes place at the end of teacher training, which lasts one year and is related to the Institute for Educational Science, which forms part of the university. Selection is based on candidates' academic knowledge of history (at entrance level) and on their didactical knowledge and competencies (at the end of teacher training).

This may imply the conclusion that selection practices in countries where the target group of applicants for history teacher training is clearly identified, are quite different from those practices where general selection takes place at university entrance level. However, we also have to take into account that the second stage of selection (French and Spanish models) is also determined by professional requirements.

France is a country where centralisation and decentralisation regarding university admission and teacher training are integrated in a unique way. Selection takes place first upon entrance into university (general selection) and then at the beginning of professional training for history teachers. There is also a final stage of selection when graduates from teacher training programme are awarded the title “qualified teacher”.

Generally, there are two ways of university entrance: after the *baccalauréat* examinations at secondary school, which are recognised by universities, or by taking university entrance examinations. During the first stage of their studies, all history students receive the same kind of training. Those who want to become history teachers and successfully pass the relevant recruitment exams then enter the professional stage of training. Here, academic knowledge of history is combined with pedagogical, didactical, methodological, and practical competencies. This two-year training takes place at an IUFM and is specially designed to prepare future history teachers for their chosen profession. To join a programme of history teacher training, applicants have to take recruitment examinations. The number of teaching vacancies in the country is publicly announced each year, and students have to pass highly competitive exams to obtain a teaching post. Although IUFMs enjoy a considerable degree of autonomy, the contents of recruitment examinations are determined centrally in order to grant equal opportunities to all candidates and to ensure standard requirements on a national level. At the beginning of professional training, applicants’ knowledge of history and geography and their skills in working with historical sources are tested. Candidates also have to take an oral exam on cultural history. At the end of professional training, they have to defend their thesis, and their views on pedagogical issues are examined. Finally, they are awarded the title “qualified teacher”. However, this stage of selection predominantly serves the requirements of the teaching profession.

Major trends

A significant number of countries pursue a general selection policy, but do not have any specific selection process for candidates for history teacher training (Albania, Bulgaria, Czech Republic, Hungary, Russian Federation). Responsibility for selection procedures and decisions mostly lies with the universities themselves. This applies to countries with stable selection procedures as well as to those with changing selection patterns as a result of structural transition.

Selection policies generally tend to focus on an academic knowledge of history, attaching relatively little importance to other skills and competencies. In those countries where selection is entirely based on university entrance examinations, the requirements of teacher training and the needs of the teaching profession are not reflected in the selection procedures at all.

In the majority of countries (with the exception of Austria and France) universities do not recognise the results of graduation examinations at secondary school, even in those cases where these examinations are uniform national tests. Universities adopt their own selection procedures which, again, are not linked in any way to the requirements of teacher training and the needs of the teaching profession.

Selection takes a variety of forms, with written examinations being by far the most frequent one. Different weight is attached to different forms of selection. In those countries where selection procedures exist, the admission of applicants is entirely, or partially, based on examination results.

Selection procedures vary according to the individual countries' traditions with regard to issues such as: institutional/state selection policies, the stage of ITT, and so forth. Only few countries (France and, to some extent, Spain) have adopted a two-stage approach where the second stage of selection takes into account both the requirements of teacher training and the needs of the teaching profession.

The study also showed that some countries (Austria, Estonia, Netherlands, Portugal) do not apply any special selection procedures.

Key issues and problems

The relevance of selection policies and procedures to the requirements of teacher training and the needs of the teaching profession is one of the key issues of our study. In the majority of countries, selection takes place at the level of university entrance. It is linked neither to the requirements of teacher training nor to the needs of the teaching profession. General selection policies do not offer the chance to identify the best-suited candidates and to admit them to teacher training programmes for history teachers. This is a major disadvantage of this type of selection policy.

With regard to the content of selection procedures, they mostly focus on an academic knowledge of history, which may even raise doubts about selection results. A proper balance in the contents of selection procedures has yet to be found.

This problem of quality/inequality in teacher training for history teachers still seems unresolved in the majority of countries. Institutional autonomy (at whatever level) may lead to unequal opportunities for history teacher candidates or may cause selection quality to decrease. This need not necessarily be the case, but some countries have already pointed out this risk (Hungary). Finding a favourable balance between centralisation and decentralisation policies continues to be a vital issue.

Frequent models of ITT

All countries participating in this study have adopted either the concurrent, the consecutive, or both models. The modular model is only found in very few countries: the United Kingdom (Open University) and the Netherlands (now starting on an experimental level), but interest in this model is rising.

Before describing the countries' various practices and models of history teacher training, I should like to comment on some important orientations in the ITT curriculum which depend on the status of history in the school curriculum.

In some cases, the curriculum of history teacher training is structured in such a way as to provide future history teachers with knowledge and competencies from the “pure” field of history, preparing them to teach only this subject. In other cases, the curriculum is designed to prepare trainees for teaching integrated subjects which also include history (for example social studies). Social studies cover a wide area comprising history, geography, civics, the humanities, sociology, and so forth. This is a specific characteristic of Norway and the Netherlands, but it does not apply to the curricula of all training institutions. Even these two countries differ in their approach to curriculum structure. The Dutch experience tends to integrate history, geography, civics and social sciences into one subject: humanities, or social studies. Integrated subject history and civics is introduced in the curriculum for lower secondary school. However, in the Dutch case teachers are trained in only one subject. This is quite different from the orientation of training in the other countries.

Norway, which has the same comprehensive subject of “social studies”, puts more emphasis on history, geography and sociology. Additional considerations are concerned with areas such as human rights, education, ethics. and sociology.

Combinations of subjects that future history teachers are trained in vary considerably. In most countries, the predominant combination in the curriculum for history teachers is history and geography, so that graduates are qualified to teach both subjects. This also applies to Bulgaria, but the country has now also introduced integrated training in combinations such as history/literature and history/foreign languages.

The present study clearly shows that most countries aim at offering history training in combination with training in another subject or area.

Examples

France has a very distinctive model of initial training for history teachers. In fact, it is a uniform training model for teachers for all types of schools. It is a predominantly consecutive model, with some variations.

Since 1991, all teachers receive their professional training at an IUMF. As mentioned above, an IUMF is a state-run educational institution within a university and enjoys legal and financial autonomy. The network of IUMFs covers the country’s 28 regions, and their number corresponds with the number of universities and academies. Training for history teachers takes at least four years. Initial training for history teachers is based on three years of university studies leading to a *licence* or Bachelor's degree. Equivalent qualifications or diplomas are also accepted.

Holders of an *agrégation* (four years of university study/*maîtrise* plus competitive exam) form another group of future history teachers.

A third option is open to students who have already completed at least two years of university training. In their third year of academic training they start their first year of teacher training, which is mainly devoted to pre-professional training and the preparation for competitive examinations and is dominated by practice and supervision of trainees.

All applicants for teacher training programmes in France are, in fact, applicants for teaching vacancies, the number of which is announced nationally. To qualify for these programmes applicants have to pass a recruitment competition.

An essential part of the initial training for history teachers is introduced in the second year which is devoted to theoretical and practical training. Compulsory modules like pedagogy, psychology, didactics of history (methodology of history teaching), and so forth, are offered together with elective modules such as teaching skills, foreign language history teaching, adolescent psychology. This second year also includes four to six hours of teaching per week. All teaching activities are supervised by teacher trainers (IUMF members), inspectors, and advisory teachers. Students become qualified teachers upon successful completion of theoretical training (module training), practical training, and a thesis.

England and Wales share a common approach to teacher training for history teachers at secondary school level and have also adopted the consecutive model. Its framework (structures, contents, requirements) is increasingly determined by central authorities (government and the State Teacher Training Agency) and becomes the framework of prescribed standards for teacher training. The most distinctive feature here is the partnership between universities, other institutions of higher education, and schools. In contrast to France, there is no special selection. The history teacher training programme lasts one year (PGCE programme). The proportion between university-based and school-based training should be 40%:60% on average.

Manchester Metropolitan University (MMU), for example, offers the following training programme for history teachers.

The programme profile comprises 20 subject-based competencies to be acquired by future history teachers. These fall into five main groups: subject application in the classroom (planning, monitoring, assessing); pupils' learning needs and expectations of history as a subject; internalising the aims and objectives of history teaching; teaching concepts and skills; history curricula at secondary school level.

The organisation of history teacher training depends on the structure of the school year. Students spend 24 weeks at secondary school where they teach history under the supervision of a school mentor. The school mentor works together with the university tutor who is also responsible for the quality of training.

Student teachers perform all duties of "real" history teachers (observation, monitoring, writing, planning, teaching, assessment), learning how to be an efficient secondary school teacher of history.

The university-based part of training mainly focuses on students' reflections on subject and teaching competencies and also aims at making them efficient history teachers. There is close co-operation and teamwork among university representatives, school teachers, and student teachers.

Student teachers have to accomplish three special assignments devoted to effective teaching and learning of history in the classroom; language in the classroom; and planning, teaching, monitoring and assessing pupils' progress and performance against attainment targets. All three assignments should take into account the relevant literature in the field as well as reflections on school-based training.

The evaluation of student teachers takes place on a formal level as well as on an informal one, both at university and at school, and involves university tutors, school supervisors, and the students themselves. After completion of the teacher training programme, graduates serve a probation year at school.

England is gathering experience also in module-based teacher training (Open University, Milton Keynes) where university-based sessions and consultations with teacher trainers are combined with a distance learning approach. Special distance-learning programmes and training packages are developed and offered to fulfil training requirements.

Modular models are being introduced in the Netherlands, too. Two of the country's seven universities (the Universities of Utrecht and Leiden) are currently testing a distance education approach. The experiment is funded by the Ministry of Education.

These models are targeted at students enrolled in post-graduate teacher training courses which last two years. They are considered part-time students because they are already employed. This employment does not necessarily have to be in (history) teaching.

These training models rely on new information technologies and the use of Internet services. Students are organised in teams of six to eight and receive their assignments by e-mail. Their reflections on their own experience within the working teams are an essential element in this model of teacher training.

Students are expected to complete their tasks and assignments within a specified period of time and to send back reports and materials to their trainers in written form. Teacher trainers comment on the results and evaluate the students' performance against specific criteria. At the moment it is still too early to assess the results of these experiments.

A further analysis of teacher training practice in the Netherlands shows that all three models of initial training for history teachers are used. The choice of model depends on a number of factors, one of them being the type of training institution. The concurrent model is applied at most pedagogical universities.

The consecutive model is typically found at universities, which provide teacher training both for university students who choose a teaching career and for university graduates. The former are offered a two-month introductory course within the post-graduate teacher training programme, while graduates take a one-year post-doctoral (PGCE) course. These courses take place at local universities: IVLOS in Utrecht and UCLO in Croningen.

The organisation of initial training for history teachers depends on the specifics of the respective institution. Pedagogical universities have four-year training programmes where theoretical training in history (a four-year history course) is combined with professional training in general pedagogy, psychology, and the methodology of teaching and learning history. In a contrast to classical universities, primary importance is attached to practical training at school level. The professional reflection of future teachers on their practical experience is considered a crucial factor in teacher training. Practical training takes up 50% of the time allocated to a teacher training programme.

Classical university students also follow a four-year programme in their chosen area, but they have to take an additional year of teacher training to acquire the status of a "first-grade" teacher. Post-graduate teacher training programmes are based on a consecutive approach. Training contents focus on history as a school subject, not as an academic discipline.

An analysis of the training of history teachers for upper secondary school also has to take into consideration a distinctive feature of the Dutch model: history and civics are a part of 50% elective programme for pupils and can be chosen as an option. The only compulsory element concerns pupils aged 15 to 16 years and deals with 20th century history and politics.

Other elements of teacher training programmes are pedagogics, the methodology of teaching and learning history, and practical training. The proportion between theoretical and practical training differs from that at pedagogical universities. Less time is allocated to practical training than to the theoretical part of professional training (about 33% compared to 50% at pedagogical universities).

Another important feature of the Dutch system is the fact that the Ministry of Education establishes general guidelines which regulate the contents and the time allocated to teacher training programmes. The ministry also funds the programmes, guaranteeing a certain level of quality. Thus, there is no common curriculum for teacher training, merely guidelines.

Together with the Central Organisation of the Institutes of Higher Education (VSNU and HBO-Raad), the Ministry of Education is also in charge of controlling and evaluating teacher training programmes, including those at teacher training colleges. The Working Group for Process Management in Teacher Education is a newly-established body affiliated to the Ministry of Education. It has drafted a “final terms of achievement” for teacher training colleges, where teachers for lower secondary school (12-15 age group) are trained.

Using their institutional autonomy, training institutions also develop their own criteria for teacher training.

The models of initial training for history teachers described above are also applied in the other surveyed countries. However, it is difficult to generalise since different models are often adopted within a particular country and even by teacher training institutions within a particular town. The Netherlands is a case where all three models are adopted, but universities take their autonomous decisions.

In the consecutive model, ITT usually starts one or two years after subject-based training (France, Spain, Portugal, UK). England has introduced a one-year post-graduate ITT programme for history teachers at secondary school, while ITT in France lasts two years. Spain has introduced a separate form of ITT, independent of a university qualification, with a minimum duration of 300 hours. Portugal has a two-year post-graduate ITT programme: the first year is devoted to theoretical training and the second year to the practical components of ITT for history teachers. In Norway ITT does not require a university or college degree; applications are filed one semester before graduation, and one year is allocated both to the theoretical and practical components of ITT. Estonia has chosen almost the same path and offers one year of ITT for holders of a Bachelor's degree or a Master's programme combined with an ITT programme.

Austria, Hungary, and the Netherlands offer different types of training for history teachers at primary and secondary school. Austria has two types of institutionalised ITT (at pedagogical academy and at university), depending on whether future teachers will teach pupils up to the age of 14 or pupils at upper secondary school. Dutch teachers who teach pupils aged 5 to 11 receive general rather than specialised training. Hungary also differentiates between the training of history teachers for primary and for secondary school.

Both Bulgaria and Spain reserve 15% to 20% of training for teacher training, but in their concrete decisions they differ considerably from each other. While Spain has adopted the consecutive model in ITT for history teachers, concentrating all teacher training courses in the final stage of the programmes, Bulgaria is used to the concurrent model and has no uniform pattern for the allocation of teacher training courses. Some universities have introduced academic ITT courses even at the very beginning of general training (in the first year), others spread ITT courses over a number of years, and in a few cases the last one or two years of training are partially dedicated to ITT.

This comparative study on the training of history teachers has provided us with new insights into the conflict between centralisation and decentralisation in education. Some countries report significant decentralisation steps in ITT (Austria, Czech Republic, Estonia, Hungary, Spain), while others are taking steps towards an obvious centralisation or maintain existing traditions of central decision-taking (Albania, France, United Kingdom). England represents an interesting example of the explicit shift from a high degree of decentralisation in education towards more centralisation, assigning more responsibilities to central institutions, especially as concerns matters of teacher training.

In the majority of countries standards are developed mainly by the training institutions themselves. Only in few countries (Bulgaria, France, UK) are standards developed on a national level. Both Bulgaria and England have introduced standards for qualified teachers.

In a third group of countries, implementation of ITT models takes place in a strongly decentralised environment (Czech Republic, Hungary, Spain).

Major trends

The concurrent and consecutive models are the most frequent models in initial training for history teachers for secondary school, but implementation patterns may vary considerably from one country to another. The majority of countries in transition (Albania, Bulgaria, Czech Republic, Hungary, Russian Federation) tend to mainly use the concurrent model, while the other countries apply the consecutive model or a combination of models (Estonia, Netherlands, Norway, Spain, Portugal, UK).

The duration of ITT for history teachers depends on a number of factors, which are also influenced by national traditions and local conditions. The usual duration of the consecutive model is one to two years.

ITT for history teachers is organised and structured in different ways. Diverse patterns are applied even within individual countries and within educational structures themselves.

Various countries reported a lack of academic standards concerning ITT for history teachers, while others have national ITT standards. In most cases, standards do exist, but not necessarily on a national level.

ITT curricula for history teachers are also highly diversified. The overall extent of professional training varies from 15% (Bulgaria, Spain) to 30-40% (France). There is often an uneven relation between academic and professional training for history teachers.

Teacher training curricula for history teachers in most countries focus on training based on subject combinations. Thus, history teachers obtain more than one qualification (history/geography, history/literature; history/foreign languages) or a qualification in integrated fields (social studies, social sciences, or humanities).

Inter-institutional links with regard to teacher training have strengthened in some countries, while in others they are still rather loose or depend on financial and other factors. The last point applies especially to the relations and the co-operation between ITT institutions and schools in the countries in transition, whose economies still struggle with financial shortages and obstacles.

Major issues to be addressed

The following is a list of the major issues to be addressed:

- *the degree of centralisation/decentralisation in admission policies.* This depends on the countries' traditions and on the changes they have already introduced. A trend towards decentralisation may be observed in most countries; a shift from a relatively centralised approach to a comparatively decentralised approach in admission policies is to be noted especially in the countries in transition. Newly-introduced, or newly-amended, laws on higher education ensure the autonomy of universities and other institutions of higher education.

A crucial issue in this context is whether the purposes, aims, and contents of selection procedures are really relevant to the requirements of ITT and the needs of the profession, and how selection policies and procedures that meet these demands may be achieved. A significant number of countries pursue a policy of general, academically-oriented selection which is not, or hardly, linked to the specific functions and the professional profile of teaching. Further discussions on existing selection systems are needed to improve selection procedures and contents.

- *standards of ITT for history teachers,* taking into account national traditions and European dimensions and their close interrelation.
- *the degree of interrelation between ITT curricula and curricula of history as a school subject.* Our comparative study found a number of weaknesses caused by the predominantly academic orientation of ITT for history teachers. National studies as well as expert opinions emphasise the need to re-evaluate ITT for history teachers from this point of view.
- *further professionalisation of ITT for history teachers.* The experience of various countries and a number of positive examples in ITT (especially Vienna University's model of ITT for history teachers based on a "professional profile") suggest that no satisfactory professionalisation of ITT can be achieved without strengthening the professional and practical components of teacher training. Although the majority of countries are still not entirely happy with the professional and practical training of history teachers, they recognise that significant steps have been taken in this respect. New professional and specialised courses have been introduced, a variety of forms of practical training is being employed, and new co-operation agreements between ITT institutions and schools have been established. What is still lacking is a consistent concept of professionalisation as well as effective measures to implement it.

- *institutional networking in ITT for history teachers*. Inter-institutional relations among the partners involved (especially universities, schools, and local education administrations) are gradually expanding, but they still need to be improved before a true “partnership model” may be realised. The stability of inter-institutional relations is among the major concerns of the professionals involved in this comparative study.
- *the interrelation between* initial and in-service training for history teachers based on the concept of life-long learning.

This issue should be further elaborated in the context of the challenges facing history teachers in the 21st century.

Conclusion

It is important to note that none of the national practices described here offers exclusive advantages or disadvantages, and that there are no universally effective decisions that may be applied to all national situations. However, European integration and intensive steps toward enlarging the European Union may require a considerable re-thinking and re-conceptualisation of teacher training by creating wider frames of reference and reflection for those involved in ITT. Selecting appropriate candidates, harmonising basic requirements, improving the efficiency of training institutions, raising training quality, adopting the best-suited training models, and encouraging mobility among teachers – these will be major items on our future agenda.

Institutional links between schools and ITT institutions

Christa Donnermair

The importance of practical training¹

Over the last few years, new official guidelines concerning initial teacher training (ITT) were adopted in many of the countries under review. One common element of these guidelines is the growing importance that is attached to practical, mostly school-based training. However, classroom experience needs to be integrated into the training process as a whole. Without adequate preparation and proper subsequent reflection it might turn into a rather fruitless and even discouraging experience for teacher trainees. The necessary interplay between theory and practice requires co-operation between different institutions and specialists. The countries surveyed differ both in the roles and tasks assigned to staff members and in the forms of co-operation that have evolved. In some countries, personal relations and the initiative of university and school teachers are more important than institutional links. In other countries, the institutional links between schools and ITT institutes or universities reflect the idea of a partnership based on clearly defined mutual obligations.

The “partnership agreements” developed in England and Wales

Today’s strong institutional links between schools and teacher training institutions in England and Wales are the result of reforms introduced in the 1990s. Requirements for ITT are laid down by the national government. A national body, the Teacher Training Agency (TTA), oversees and ensures the implementation of these requirements. Training is the shared responsibility of higher education institutions (HEI) and schools. Higher education institutions are required by statute to co-operate with schools. The principles of co-operation between different HEI and schools are laid down in “partnership agreements”. Different partnerships organise and approach their courses differently, and the national requirements may be met in a variety of ways.

One example is the partnership agreement between the Manchester Metropolitan University Institute of Education (Didsbury) and schools and colleges, which covers the secondary programme of school-based initial teacher training. The training year is divided into various consecutive phases: induction, formative, consolidation, development, assessment and enrichment phases. Each phase indicates student/trainee progress and development throughout the training year. During each phase, trainees spend time both at university and at school; thus, there is a strong link between university-based and school-based programmes. Together, universities and schools have to provide opportunities for trainees to obtain the professional qualifications for the award of “qualified teacher status”. Furthermore, trainees within this partnership are required to meet other criteria in order to pass the course and obtain a post-graduate certificate in education. The notion of gradual and progressive professional development is integral to the course.

To ensure equality of trainee entitlement and experience throughout each phase of the course the responsibilities of both school-based mentors and university-based advisory teachers are clearly specified. The respective roles and responsibilities are described in detail in course handbooks. Schools are required to sign a “memorandum of agreement” with the university accepting the agreed roles and responsibilities, and the partnership model is subject to

1. The working group on links and schools and ITT institutions was composed of Marie Homerova, (Czech Republic) Svein Lorentzen (Norway), Mark McLaughlin (UK), Ineke Veldhuis-Meester (Netherlands) and Fatmiroshe Xhemali (Albania). Additional information on this topic was obtained from France, Estonia and Norway.

continuous monitoring, evaluation and development by all partners, including trainees. Schools are, for the most part, selected according to selection criteria which have been developed jointly by university and schools. Attention is also paid to available official data about the schools, provided by Ofsted, the Office for Standards in Education.

The French way: Instituts universitaires de formation de maîtres

As in the UK, ITT in France is based on a consecutive model. After completion of the fourth year of academic studies, students have to pass the open competition for the Certificat d'aptitude au professorat de l'enseignement secondaire (CAPES). Those who pass are admitted to one year of professional training at special institutions integrated in the universities, the Instituts Universitaires de Formation de Maîtres (IUFM).

These institutes were established in 1989, one at each university (29 altogether), at a time when new teachers were urgently needed in order to implement the government's decision to provide at least 80% of the young generation with an A-level school education (*Baccalauréat* level).

In France, there has always been a strong professional feeling of unity among teachers. The idea of a common culture and common objectives shared by all teachers, independent of the age group and the level of the pupils they work with, is still present.

Therefore it was quite logical to organise the training of *all* future teachers at the same institutions, even offering some training units in mixed groups. Joint training was supposed to cover about 10% of the global amount of hours, but in reality it is less. It is referred to as “transversal training” and deals with topics such as new technologies, pupil evaluation and professional orientation, heterogeneous classes and so forth.

Training at an IUFM lasts two years. The first year is more or less entirely devoted to subject application and to the preparation for the competitive exams (*concours*) at the end of that year. Students may also take the exams without attending a first year course at an IUFM. In general, it is not obligatory for students to deal with the reality of the classroom during the first year. Only a few IUFMs organise a short practical training between the written and the oral exams at the end of the first year. After these exams, at the beginning of the second IUFM year, trainees have to work at a school for twelve to fourteen weeks, four to six hours a week, to acquire some classroom practice. Their advisory teachers are recruited on a volunteer basis and do not get any additional salary or time reduction for their work. Sometimes advisory teachers and trainees do not work at the same school. This is because the administration (*rectorat*) tries to send trainees to schools where there is an urgent need of teaching staff, whereas the IUFM gives preference to schools with highly motivated advisory teachers. The trainees are visited by their IUFM trainers who give them support and evaluate their performance.

A wide range of different links

Links between training institutions and schools differ widely in the countries under review. These differences reflect the degree of institutionalisation and the level of co-operation between trainers as well as the status of advisory teachers who are in charge of monitoring trainees. Some school teachers are specially trained for this task, some are paid for it, or their teaching obligation is reduced. In some countries, personal relationship and individual initiative still play a bigger role than institutional links.

In the Czech Republic, for instance, the degree of co-operation between different institutions in the field of ITT largely depends on individual initiative. Therefore, the situation often differs significantly from place to place.

Every university department of history is free to determine the number of practical lessons on the basis of its educational and economic situation. In general, history departments are not willing to reduce the number of academic courses for future teachers. Therefore, practical training risks to be neglected if there is insufficient funding.

There are no official links between schools and universities. If there is an interest to co-operate in matters of ITT or in-service teacher training (INSET), history departments usually co-operate with regional teacher training centres and institutes or with the history teachers' association. There are also some examples of co-operation between schools and universities which usually prove quite successful. Since there are no official structures or guidelines, the success of such forms of co-operation largely depends on the commitment of the individuals involved. However, this situation is going to change. A new ministerial project on teachers' professional careers is being prepared. It should clarify the aims, methods and results of teacher trainees' practical training and establish national standards.

In Albania, it is the Ministry of Education and Science and its subordinate institutions which act as the link between universities, where ITT is provided, and schools. At the University of Tirana, for instance, the curriculum includes not only theoretical instruction, but also professional practice which takes place for two weeks in the first and second year of study and for six weeks in the fourth year. The advisory teachers of the classes where teacher trainees have the possibility to observe and teach themselves are not paid for their extra monitoring work.

In Estonia, ITT has undergone some reorganisation since 1991. During the Soviet period, future history teachers were only trained at the History Department of the University of Tartu. Now there are two more ITT providers: the Tartu Teachers Seminary and the Tallinn Pedagogical University. Initial training for history teachers at the University of Tartu is organised by the Lectorate of History Didactics that was established in 1995. As for classroom practice, the time spent in schools has been increased. In the past, students went for practical training only in the first term, now they spend four weeks at school in the first term and six more weeks in the second one. This change has also improved the co-operation between university teachers and advisory teachers at schools.

In Portugal, all history teachers for secondary schools must first obtain a university degree, which takes four years. In the fourth year they attend pedagogical training at university before they begin their training year at school. This practical training is referred to as "initial in-service training" and is supervised by the university where the teacher trainees attended their pedagogical year. Teacher trainees are responsible for two classes in secondary compulsory

schooling, which means they have to teach three hours per week in each class. All teacher trainees from one school constitute a training group, which is supervised by a co-ordinator who monitors their work. They also have to teach lessons at the co-ordinator's class which is at upper secondary level. Just like “real” teachers they assist at pedagogical meetings, parents' meetings and do other kinds of work related to the profession. They also earn a salary while performing their one-year contract. The schools where they practise are state schools, approved by the Ministry of Education.

In this model there is close co-operation between the university and school teachers involved. The school co-ordinator is given enough time to supervise the lessons of the training group, to assist them in lesson planning, classroom strategies and assessment. Since this work is almost a full-time job in itself, the co-ordinator has only one class to teach beside her or his duties as co-ordinator. She or he is also invited to take part in the reflection meetings at university.

This “initial in-service training” year also offers fourth-year students a first glimpse of classroom reality. Fifth-year teacher trainees invite one or two of their fourth-year colleagues to participate in a lesson which they plan together. It is also quite common for fourth-year students to assist in projects and school trips organised by their fifth-year colleagues.

The History Department at the Universidade Lusitana of Lisbon seeks to co-operate closely with school teachers in ITT for history teachers and to maintain the interplay between theory and practice. Students first have to acquire some theoretical knowledge about history teaching before they start their practical work, and they regularly reflect on this work by reviewing theoretical concepts when they come back to university once a week to meet their supervisors. Together they discuss their practical teaching experience and engage in educational research. School co-ordinators are invited to take part in these activities. Their timetables are specially planned to make sure they are free on these days.

There are currently debates in Portugal about ITT reforms. These debates are mainly concerned with the differences between ITT for secondary school teachers and for compulsory school teachers.

In the Netherlands, links are now being established on a more formal level than before 1998. Schools are affiliated to a pedagogical university or a “classic” university in the area. State universities look for schools which are interested in co-operation and affiliation, while Protestant or Catholic universities usually look for schools of the same denomination. The links are organised by the institutions themselves, not by a local or State authorities.

The impact of different types of ITT institutions on co-operation with schools

In countries where differentiation in the school system already starts at the age of ten, this division is also reflected in initial teacher training. This is the case in Austria.

At the age of 10, after four years of primary school, children and their parents have to make an early first choice concerning their future school career. The family's socio-economic background and the area where they live play an important role in this choice.

In urban areas the majority of pupils opt for an eight-year *Allgemeinbildende Höhere Schule* (AHS, general lower and upper secondary school), at the end of which they take the *matura*, an exam which is the prerequisite for entry into university. In rural regions, where there are

not as many AH schools, children more often attend a *Hauptschule* until the age of fourteen and then either start to work or go on to a professional school.

Teaching of history as a subject starts at the age of twelve. The curriculum for the first three years (age group 12-14) is the same in both types of schools, *Hauptschule* and AHS. The teachers, however, are trained at different institutions and may not teach at both types of schools.

Hauptschule teachers are educated at pedagogical academies (colleges of education), whereas AHS teachers receive their training at university. The colleges of education are closely linked with schools and deliver more theoretical and practical instruction on subject application. Students experience the reality of the classroom very early on. Some, however, are unhappy about the lack of academic instruction which is predominant by far in the ITT for prospective AHS teachers. The ministry in charge of the colleges of education has recently announced the transformation of these colleges into pedagogical universities over the next years. It is mainly the lack of equivalence on the European level (graduates from pedagogical academies do not hold any university degree) which has necessitated this change.

The future development might be similar to that of the Netherlands where there is one system of schooling for the 12-15 age group, but a different system of ITT organisation. Teachers work together at the same schools at the 12-15 level. It is only at the upper secondary level that pedagogical university graduates are not entitled to teach.

Students who want to become history teachers at an AHS or professional upper secondary school have to obtain a university degree. Beside history, they have to study a second subject which they are free to choose from the list of school subjects. It may be geography, as it is in some countries, but it does not necessarily have to be this subject.

Courses on subject application, which may include some practical, but non-compulsory teaching, start in the second year. The first contact with school is after two or three years of study. Teacher trainees work side by side with an advisory teacher, chosen by the trainees themselves from a list of advisory teachers who have been specially trained for this task at university. They assist in the teacher's lessons and delivers some lessons themselves. This experience is reflected in a report. Advisory teachers are paid for their work. There is no contract between schools and universities: the link is between advisory teachers and the university.

After graduation from university, new teachers take one year of practical training at school. They get a contract, earn a salary and teach both their subjects, working together with advisory teachers and taking over one of their classes. The advisory teacher is paid for counselling and supervising the trainee and also has to write a report on the trainee's performance. The school's headmaster then gives a mark to the trainee based on the advisory teacher's evaluation and on their own observations.

In Norway, we find some 25 regional teacher training colleges in addition to the teacher training units, so-called schools of education, at the country's four universities. Teacher training colleges provide four years of professional study aiming at the primary and lower secondary levels and are closely linked to schools. The aims and contents for teacher training in all institutions are laid down in the national curriculum for teacher education. Responsibility for this curriculum lies with the Royal Ministry of Education, Research and Church Affairs.

The institutions themselves have full authority over the contents of teacher training, which takes the form of traditional courses at university departments. The teacher training colleges, which provide four years of professional study after graduation from a *Gymnasium*, are specialised teacher training institutions aimed at the primary and lower secondary levels.

There is no separation at university between teacher trainees and other students in their courses at the various departments. The only specialised teacher training at Norwegian universities is one year of pedagogy, didactic and training practice, normally held as a final year after the end of “regular” studies which take five to six years. The University of Trondheim offers another, more flexible model: there, the “pedagogical year” may be split up into two separate half-years, one taken during the general course, the other one taken after graduation.

In the Czech Republic, students who might later teach history may go either to a faculty of education or a faculty of philosophy/art. Those who opt for the first type of training institution know from the very start that their aim is a teaching career. Thus, they are trained in pedagogical sciences from the first until the last semester. They learn about the history of pedagogy and about psychological and sociological aspects. Practical teaching also forms part of their curriculum. Therefore, faculties of education are more likely to build up links (often informal ones) with schools or schoolteachers.

Students at a faculty of philosophy/art have to decide about their future career aims at the end of their second year. They may take courses in pedagogical science and practice in addition to their academically-oriented programme which includes heraldry, numismatics, palaeography, Latin, German and other subjects. It is common practice for most students to take the pedagogical courses in order to leave the teaching option open even if they eventually choose to pursue an academic career after graduation.

University-based ITT and its links to schools

Although some new developments may be observed, the results of our research show that teacher training based at universities – except pedagogical universities – is still rather focused on academic learning and research skills. Good knowledge of a subject is a necessary prerequisite for effective teaching, but it is not the only one. There is no necessary correlation between someone’s prowess as an academic historian and their effectiveness in teaching history in a classroom, even though it is difficult, of course, to envisage how one might teach history without a reasonable foundation of subject knowledge.

At the Institute of Economic and Social History at the University of Vienna, subject application has been a major concern since the 1970s. A mixed team of academic historians, didacticians and advisory teachers who also teach at the institute has developed an integrated approach, designed to improve the imbalance between theoretical and practical training and to create a comprehensive system where theory forms the basis of practice, which in turn is subject to (theoretical) reflection.

From their second year onwards, teacher trainees may attend seminars of subject didactics where historians, didacticians and school teachers work together. First, some content input is presented on a certain topic. Participants then split into groups (maximum size: four students) and select a specific research topic that falls within the general subject of the seminar. Like in a traditional seminar, the group members engage in academic research on their topic and communicate the results to their colleagues. They then change their perspective, discussing

the possible relevance of their research findings for teaching purposes. They look at all the information they have accumulated in a different way and start defining teaching objectives linked to the given topic. Finally, they prepare and hold a series of lessons in class.

The individual staff members have different tasks. The historian is responsible for the academic content of the course; the didactician is responsible for overall co-ordination, presiding at plenary meetings and supervising the learning process; and the advisory teacher supports the students in planning and holding their lessons or invites them to do their project in one of her or his classes. At the end of the seminar, great emphasis is placed on a common reflection of the teaching experience, where trainees are once again encouraged to develop self-reflection skills.

In this model, the university's partner is not a school, but a teacher who is remunerated for her or his participation. The fact that they regularly work together with the university teachers provides them with information about new developments in secondary schools and other practice-related issues

In the Netherlands, "contract schools", which are linked with pedagogical universities, usually appoint a co-ordinator who advises teachers and teacher trainees at the school, irrespective of their subject.

Teacher trainers at university sometimes criticise the way this linkage system works as they have no say in selecting the respective subject mentors at the schools because they only have contact with the co-ordinator.

Teacher trainees working in such partnerships receive payment for a certain amount of their lessons, and the schools also receive money for their guidance work.

A new scheme in the Netherlands is the upcoming system of partnership schools, also for university institutes. Teacher trainees will teach two or three classes for a whole year during their teacher education course. During this time, they also receive distance tutoring from specially trained advisory teachers and attend courses at university. The university as well as the school and the teacher trainee are remunerated in this "dual learning" experiment.

A new model linking pedagogical universities and schools was introduced by the Ministry of Education in 1999, opening up an additional source of income for the pedagogical universities. This came as a reaction to the specific problems in the Dutch teaching sector. There is a growing lack of teachers in certain regions and for certain subjects. The newly created partnership model between schools and training institutes enables schools to get teacher trainees to fill vacancies which often could not be filled otherwise. This may be due to the fact that the school is situated in a crowded or in a socially deprived area or that it has a lot of allochthone pupils with limited Dutch language skills; in short, schools with a "difficult audience" and, consequently, a challenging situation for teachers.

Some advisory teachers, therefore, are quite sceptical about this approach. Teacher trainees should not gain their first teaching experience in extremely demanding settings where they are confronted with students with a range of different problems such as mastering the working language, or problems of concentration, and so forth.

Their first teaching experience should not be about learning how to survive, but about having the opportunity to deliver good model lessons in an average class.

Establishing the links

In Albania, it is the Ministry of Education and Science and its subordinate institutions which establish the links between universities and schools. These links are important during the time of teacher trainees' pedagogical practice. Initially, it mainly consists of observation tasks; after some weeks, students take on a more active role in the classroom. At the end of this working experience they are given an assessment document, drawn up jointly by the advisory teacher and the supervising pedagogues from the teacher trainee's respective university.

In Norway, the relevant links are established by the teacher training institutions (university or training college) so that there are various ways of institutional networks with schools. The overall aim of all these networks is to provide teacher trainees with practical training opportunities, either in concentrated form between courses at the teacher training institution, or parallel to such courses.

As mentioned earlier, very close links exist between providers of teacher training and schools in England and Wales. These partnerships are compulsory, not optional. All students preparing to become teachers must spend about 60% of their training courses at school. Teacher training is provided by partnerships between universities and schools, with the universities transferring part of their budget to the schools. Sometimes, however, schools maintain that their work is not sufficiently remunerated.

In Austria, pedagogical academies run their own training schools. If the training schools do not supply enough people for special projects they also co-operate with teachers at other schools. Universities co-operate with teachers rather than with schools. Schools do not get any special funding, and no formal contracts are entered into. A special training is required for advisory teachers who supervise teacher trainees in their different school-based training tasks. This training is organised by the universities. The qualified advisory teacher is paid (see section on Training the trainers).

Pedagogical universities in the Netherlands have permanent network schools as well as temporary partner schools. They appoint co-ordinators who arrange contacts between the training institute and schools. Special emphasis is placed on practical training for teachers for the 12-15 age group. In a four-year programme, the subject itself is taught as well as the methodology of teaching that subject and general pedagogics. Over these four years, the amount of time spent in school gradually increases and the teacher trainees' tasks become more demanding. The classic universities which train history teachers for the 12-18 age group, with special emphasis on the 15-18 year range, mostly follow a consecutive model. Four or five years of university studies are followed by a one-year postgraduate teacher training course at university, with much freedom for the individual university to determine the course set-up and content.

Problems and chances of co-operation between university teachers and school teachers

There are different degrees of hierarchical thinking, depending on national traditions, within the teaching profession. The relationship between university teachers who teach future school teachers and current school teachers is often marked by the difficulties of integrating theory and practice, difficulties which are also found in so many other areas of life. School teachers who have to cope with daily school routine and increasingly difficult classroom situations sometimes deny the competence of university teachers who have never entered a classroom.

The “theorists”, on the other hand, sometimes criticise that teachers are not willing to implement new approaches, clinging too much to their traditional ways of doing things.

In the past few years, however, the tendency to work in mixed teams of specialists with different backgrounds has also gained importance in the field of education. Some factors favour co-operation, while others are detrimental to it. In general it might be said that clearly defined contract-based projects foster co-operation, while co-operation that is mainly based on “idealistic”, time-consuming and badly remunerated individual projects is not likely to promote a sustainable structure of co-operation.

The legal framework for co-operation in England and Wales seems to be a well developed system. Universities and schools devise teacher training programmes on a co-operative basis. If this is not done this way, they are not given good ratings or, ultimately, may have their accreditation withdrawn. The role of the serving advisor teacher as a specialist is fully recognised in all questions related to teacher training.

In the first years of the transformation in the central and eastern European countries, when things were still changing a lot, new ways of co-operation between university teachers and advisory teachers at school were developed. They worked together designing new curricula and textbooks. Sometimes specialists from other countries contributed additional expertise. This enthusiasm of the first years was based on individual initiative and could not always successfully be integrated in the institutional process of transformation.

New developments

Over the last years, efforts have been made in all the countries to devote more time and effort to practical school-based training. We should not underestimate the pressure of parents, who have their say in school communities today, which has helped to promote authentic training conditions for teacher trainees. Parents, more than ever, have a critical eye on what is going on at schools and how their children are enabled to gain good academic results. Of course, this is not the case for all parents, but those who do get involved want to see quality.

There is a clear tendency towards a more professional approach in teacher education, working with teams of specialists from different disciplines. The personal monitoring of the individual teacher trainee is very time-consuming for the advisory teacher, too. That is to say that good ITT simply costs money. In all the countries under review, however, budget constraints are being felt more and more severely. In England and Wales, this sometimes creates tension surrounding the division of funds between universities and schools which are partners in ITT. It should be borne in mind that making partnership work and liaising closely with all those involved is time-consuming and requires a great deal of tact and negotiating skills and – last but not least – money.

In many countries, schools, colleges and universities are given more and more autonomy in developing their own profile. At the same time, they also have to learn how to be competitive in a changing educational market where the state is only one provider among many. Financial pressure and increased independence may also stimulate positive developments. Norwegian universities are more and more forced by the market to reconsider their role in the field of teacher training. It might not be considered as a sideline any longer, but as a major item on their agenda. Future forms of co-operation between teacher training institutions and schools could be regarded as “joint ventures”, opening up for school-based research at university,

while enabling school teachers to take part in these research activities, ultimately fostering new professional competencies and school developments.

International co-operation in the ITT for history teachers has also increased significantly. Research on examples of good practice as well as the exchange on the results of national pilot projects offer a lot of input. Countries which already are members of the European Union might also be encouraged to reflect upon the ITT structures in order to meet common standards. This finally would facilitate free access to a European labour market for all history teachers.

Academic and practical competencies
in initial teacher training

Elka Drosneva, Heinz Strotzka

One of the main problems in initial teacher training (ITT) is that of finding the right balance in fostering both academic and practical competencies. Which aspects should be emphasised? As shown in the first part of this study, most time in ITT is still devoted to academic courses on history. Naturally, a profound knowledge of historical facts and of a broad variety of historical methods are essential prerequisites for teaching history. However, professional and practical competencies need to be given equal importance with regard to the future career of history teachers. Practical competencies also imply certain theoretical considerations which have to be clear so that teaching does not just follow patterns that have been fully thought out. Even though some skills in teaching may certainly be regarded as something of a craft, their application always implies an enormous range of considerations concerning the subject matter and the attitudes of the pupils involved.

A working group including participants from Austria, Bulgaria, Hungary, the Russian Federation, and the United Kingdom was formed to discuss these problems; this article is an overview of our discussions.²

The problem

Every conception of initial teacher training involves an implicit notion of the “ideal teacher”. Where should we look for a definition? Various groups will have widely differing views on this topic, which will also be determined by the respective *zeitgeist* (spirit of the time). Even though the *zeitgeist* encompasses a variety of ideas, certain attitudes may be excluded as inadequate for a specific period. Max Weber’s sociological concept of “ideal types” may also be applied to the teaching profession. The role of the teacher has changed considerably in recent decades as a result of changes in the school as an institution and changes in society as a whole. Apart from sociological considerations, psychological research and theories of learning as well as general political trends such as democratisation have also shaped the idea of what an “ideal teacher” should be like. The image of the “strict”, authoritarian teacher of the 19th and early 20th centuries has given way to a more democratic one. Ernst Bloch’s idea of the “contemporaneity of the non-contemporaneous” is relevant here because concepts from different historical periods are in force at the same time. Some of them are coming to the fore while others recede into the background, depending on the prevalent patterns in society.

Learning from role models is of utmost importance in the teaching profession. Students at the beginning of their studies in ITT are likely to have chosen this profession because, among other reasons, one of their own teachers greatly impressed them. This “model” history teacher who taught students at school will have a considerable influence on their performance.

However, it is often the teacher’s personality rather than their methodology which had such an impact on the former pupil. To copy a personality is almost impossible and, therefore, the model was chosen for the wrong reason.

2. The members of the working group were: Heinz Strotzka (Austria), Elka Drosneva (Bulgaria), Carmen Sancez Ruiz (Spain), Robert Bartha (Hungary), Ludmila Alexashkina (Russian Federation) and Yvonne Sinclair (United Kingdom).

The professional profile

There has always been a differentiation between “professional” and “non-professional” ways of dealing with the past. Most historians of the 19th and 20th centuries regarded written history as the professional method. But since “oral history” is an important historical source in its own right, the oral interpretation of the past has now regained its position as a vital part of historical tradition – with due attention being paid to the need for professionalism in this new narrative approach.

There is no universal “formula” laying down a specific way to write history, since – like all human activities – writing history is subject to constant change and development. History teachers still largely rely on oral ways of presenting the past even when other media are widely introduced in the classroom.

Modern historians are considered professionals who have been trained to study the past. They are expected to be competent in dealing with information: ways to obtain it as well as methods of studying and using it to reconstruct the past. They are able to read and understand all kinds of different sources, and to understand the researched society, time, space, and activity. This enables them to place new information (be it obtained from scientific literature, media, oral history, or other sources) into the right context. Modern historians are also supposed to be well acquainted with the history of their science because knowledge of the past is one of the most ancient sciences of mankind. They are fully aware both of their responsibility to reconstruct a picture of the past that is as realistic as possible and of the importance of explaining the past to present and future generations in order to help them find their own historical identity and accept the history of the “other(s)” by reflecting upon their own past.

The professional profile of history teachers is somewhat different. Like all teachers at the beginning of the 21st century, history teachers are expected to be competent in many spheres of school life. They should be good at managing educational processes in the classroom as well as in the school as a whole. They should have the relevant communication skills necessary for the professional contact with pupils, parents, colleagues, authorities and other partners. They are supposed to be well informed about the relevant legislation and to know how to use and improve it while paying due respect to it. Society today also greatly relies on teachers’ competencies to assess and foster the interests and personalities of their pupils. History teachers are expected to promote historical thinking and to encourage acceptance of “the other” in their pupils and to provide them with the necessary skills to understand the past, assess the present and evaluate its effects on the future. Last but not least, they are supposed to teach their pupils in such a way as to enable them to take the adequate decision when tackling problems by choosing appropriate values and forms of action.

Today, history teachers are no longer regarded as the only sources of information on the past although they still are the closest source for pupils. They are not expected to just retell and explain the past, but to use an active approach to education and to their subject in order to reconstruct and create a picture of the past together with their pupils. Thus, pupils do not just learn about history, but also get used to hard and serious work, acquiring research skills and developing critical thinking in the process. Besides, this approach also has a positive effect on their competencies regarding both individual and team work.

The competency of history teachers to work with textbooks also includes the ability to choose the suitable book for their pupils, to develop its ideas and to teach pupils how to work with it. A textbook is a complex channel of information. Therefore, teachers should be able to analyse

different kinds of texts, pictures, photos, diagrams, tables, posters, cartoons, maps, and so forth, and to read the textbook with their pupils' eyes. This "new" way of reading will enable them to choose further materials as well as methods to teach pupils to properly read and use (text)books. Today, adults often complain that children do not read books anymore and that they prefer movies and computers instead. It is true that the children do not read our "books"; however, movies and computer programs are just different channels of information. If a child has never been taught to analyse a historical picture or a table of history statistics and is thus unable to properly use this kind of information, it does not matter whether the information is received through books, CD-Roms, TV, movies, or any other channel.

Different concepts of ITT in different institutions

The amount of time allocated to fostering academic and practical competencies, the relation between them, and the links with schools are determined by the institutional framework of ITT. Universities have traditionally emphasised academic competencies, whereas the promotion of didactical and practical competencies was considered to be of minor importance.³ This problem cannot simply be solved by allocating a larger share of the available time to fostering practical competencies. Quite often, the content that is taught at university is not in tune with the needs of schools. University historians have their own traditions and objectives that may or may not correspond to the demands of history teaching at school. Colleges of education and pedagogical universities, on the other hand, usually have closer links with schools, but the contents taught there are sometimes too narrowly confined to the needs of schools. This restriction may present a short-term advantage, but it limits the options of choosing topics which are off the trodden path. In some countries there is a tendency to integrate history with other disciplines (such as political science, economics, sociology, geography), which goes beyond the way history is traditionally taught at university.

The two models in ITT, the concurrent and the consecutive model, also differ in their approach to fostering academic and practical competencies. The *concurrent* model combines the two aspects, providing both forms of training more or less simultaneously. Students get to know both "worlds" and experience the interrelation between academic and practical training; on the other hand, they may find it hard to meet demands because they still lack the cognitive basis necessary for teaching. The classical *consecutive* model, as practised in England, first and foremost provides students with academic qualifications and does not prepare them for teaching. A period of intensive training to develop the necessary teaching skills follows upon completion of academic studies. The consecutive model may give students the feeling that teaching is a world of its own and that it is about applying their academic knowledge to their pupils.

The training of academic competencies

Specialisation, as a result of and based on meticulous research, is the main trend in all sciences, including history. While it is certainly interesting for students to get a deeper insight into some areas of highly specialised research, they also need a broad survey of historical developments in politics, society, economic affairs and culture. However, ITT institutions hardly ever offer such surveys. The Humboldtian ideal of learning by doing research in

3. See results of the comparison in part I.

seminars certainly is a lofty aim, but it is difficult to put into practice in everyday classroom work. Working with sources in class became rather fashionable in the 1970s, but a certain disillusionment has set in since then. Pupils often find “doing” sources a rather tedious occupation because the “strange” language and the rather roundabout way of presenting events are difficult for them to understand. Yet teachers should be familiar with different techniques of handling sources and using them in the classroom. Sources have a special function in class. They are not the raw material for research, but they offer pupils the chance to learn methods of critical historical interpretation and, thus, to directly experience how historians arrive at their conclusions. The choice of sources requires a profound knowledge both of the respective material and of pupils' abilities and predilections. A model-based approach will usually suffice to equip students with the necessary competencies.

Writing seminar papers or essays is considered one of the pillars of sound academic training because it familiarises students with the available literature and enables them to make a synthesis of existing research on a specific topic. The more practice students get in writing such papers, the better they will be able to cope with the demands of a thesis at the end of their studies.

Colleges of education usually allocate a smaller share of time to fostering academic competencies, and the large number of lessons per week makes it almost impossible to do extra work at home. Thus, the thesis may be the first long paper these students ever have to write, which may present them with enormous difficulties because they encounter the typical beginners' problems only at a rather late stage and with a rather long paper.

The way in which academic competencies are acquired is highly relevant for teachers' future work. If attending lectures and working on one's own are the main means of instruction, it will hardly be possible to introduce different methods in class later on. It is frustrating for many students, particularly those at colleges of education, that group work and project work are highly recommended by a teaching staff that do not have the personal experience necessary to convince them of the specific qualities of these methods.

Training in practical competencies

Practical competencies cannot be separated from academic competencies. It is a generally accepted truism that good academic training alone will not make a successful teacher. On the other hand, practical competencies will be of limited use if a teacher does not have a sound theoretical basis. Practical competencies are often reduced to teaching skills. The latter are also an essential professional prerequisite, but they need to be embedded in a wider didactical context.

In English the term “didactics” has not really been accepted and is more often used by non-native speakers. In German-speaking countries *Didaktik* and *Methodik* were two terms with specific meanings: *Didaktik* referred to that field of study which deals with objectives and the selection of contents, and *Methodik* was mainly concerned with methods, media and problems of conveying knowledge. The former was characterised by the questions “what?” and “what for?”, whereas the latter implied the key question “how?”. This distinction was gradually given up in favour of a wider concept of *Didaktik* which includes both theoretical and practical aspects of teaching history.

The more academic the theoretical discussion on “didactics” became, the less fruitful it was considered by many teachers and students. Some of the findings were regarded as an unnecessary detour, and calls for more practical advice, or so-called prescriptions, were voiced. The response was ambiguous. While these views were dismissed as “unscientific” by some, other authors tried to meet this new demand, offering suggestions which – so they claimed – could be put directly into practice. On the whole, this controversy was not very helpful. If specific recommendations for improving teaching practice do not have any theoretical foundation, they will not work. Therefore, an in-depth discussion of such recommendations is of vital importance. Shorter versions may be easier to comprehend at first, but there may also be unexpected pitfalls when putting them into practice.

When they start their teaching career, beginners are usually overwhelmed by the formidable task ahead. As mentioned above, they are likely to copy some “model” from their own past, more or less consciously, in a kind of real-life role playing. The teacher’s role has undergone profound changes in recent years. Pupils have certain expectations as to what a teacher should be like. The psychological dimension and the fact that teaching is often a struggle for recognition and power should also be borne in mind. Their position gives teachers a certain basic authority, but it is up to their personal initiative to handle and use this authority.

Students need to acquire social and communicative skills. Here, opportunities for fostering academic and practical competencies overlap because these skills should be practised in various contexts. Discussions in seminars at university or colleges of education are certainly different from those at school, but they do have certain features in common. People who do not actively participate in discussions will certainly have more problems in arranging discussions later on. On the other hand, these people may know more about the barriers in a communicative process and this will enable them to develop strategies for overcoming these difficulties. Discussions in class require openness towards positive conditions for communication which can be influenced by the teacher.

It is sometimes maintained that pupils first have to be supplied with information before they are able to take part in a discussion. Although this argument seems to be basic common sense, it is often the very reason why a discussion does not take off. If pupils are confronted with a seemingly objective version of an event, they will not feel obliged to make up their own minds. The simple device of putting forward two contradictory statements on one topic on which the pupils must have some elementary knowledge will lead to better results.

A class consists of individuals whom the teacher knows nothing about at first. Sometimes it may be preferable not to know the pupils’ background to avoid any bias on the teacher’s part. On the other hand, problems will be easier to solve if teachers are familiar with their pupils’ social background. The foundation for this social awareness has to be laid in the training for the teaching profession.

Planning a lesson involves so many activities that beginners will find themselves at a loss. One of the very first things students have to learn is that merely supplying pupils with verbal information will not do. The bare contents of a lesson can be communicated in a few minutes, but pupils cannot be expected to grasp all this information at once. Students’ awareness of these problems increases when teaching practice is linked with didactical and academic training. If training courses remain isolated, young teachers will take longer to give up their unrealistic expectations regarding both their pupils and their own ability to direct the learning process.

Students should have the chance to practise all kinds of methods like lectures, dialogues, group work, project work, role play, discussions, etc. They also have to find a balance between the respective contents and methods and their pupils' abilities. The choice of method should not be an arbitrary one, disregarding crucial factors, but has to be based on well-founded arguments. Organising a learning process is more demanding, in many ways, than simply passing on knowledge. The scope of action is wider, and the needs of individual pupils have to be taken into account.

Teaching always involves personal interaction, as the teacher lays down the criteria for assessing the pupils' performance. The textbook as a printed material, on the other hand, commands a certain degree of authority because "books do not lie", as many still believe. In case of conflicting views it is very likely that the textbook will be considered more reliable.

Modern history teaching will make full use of the available media including the Internet. One question comes up in connection with all these new media: Can we trust them? This is hard to say. Professional historians have a set of criteria to judge whether a certain piece of information is reliable or not. This is almost impossible for young pupils; thus, the ability to compare and evaluate different kinds of information is of utmost importance. There has always been a discrepancy between the "official" version of history, as taught at university and school, and the "personal" version of any given family. The distinction between professional and non-professional ways of remembering the past is somewhat blurred by the introduction of records of oral history into research and the classroom. What do we do when there are obvious discrepancies? A pupil's grandparent may remember and evaluate a certain event in a way that differs from what is taught at school. Pupils have to accept the controversial nature of history, though the fact that there is no certainty in history may pose a problem particularly for younger pupils.

It is one of the perplexing insights of experienced trainers that so little ever changes at school. Traditional patterns are hard to alter. All the media and methods presented in ITT can only be applied if students have the chance to get a direct personal experience of what they are worth. Self-reflection plays a central role because it is the precondition for change. It is essential that we think of our trainees as individuals whom we teach and help to develop their own personality, and that we appreciate their intention to become professional historians/teachers. We must not forget our own personalities and competencies, either, so that we are able to guide trainees, help them realise their aims and accept them as our present and future partners.

Examples from the countries represented in the project

Standards and curricula also stipulate the promotion of didactical and practical competencies, emphasising either quantitative or qualitative aspects. These are subject to further development by the individual institutions concerned. This part of training is very much the same in most of the 13 countries in the sense that its main elements are general and subject didactics, pedagogy, psychology, new technologies and practical training at school. Of course, there are certain variations:

As additional issues, for example, Tartu University (Estonia) also offers courses on the philosophy, sociology and policy of education, the general history of schooling, and school organisation. At Lusiada University in Lisbon, curriculum development is one of the topics proposed for discussion during studies. Other similarities are that a range of options is usually offered and that a report or thesis on history teaching at school is required (Austria, Bulgaria, Hungary, Norway, Portugal).

There is a variety of forms concerning general and subject didactics. Sofia University in Bulgaria offers two courses: “Didactics of history” deals with the coexistence of different forms of historical knowledge in society. Initiated as a result of a seminar in Varna established in 1982 by Sofia University and the local teacher training institute, it is devoted to problems of historical consciousness and brings together researchers from all over Europe as well as many Bulgarian teachers. The second course, “Methodology of history”, deals with school teaching.

Curricula in the 13 countries also differ in the time allocated to the various disciplines and competencies. There are at least two stages of teaching at school. The focus in the first one is usually on observing and commenting lessons, while the second (or second and third) stage emphasises the active role of trainees in the process of education. Trainees in most cases of practical training work together with a university and an advisory teacher, their colleagues and their new partners, the pupils. The number of lessons trainees have to hold differs greatly, even when history is their single subject, and is mainly determined by the available funds, the relationships between higher and secondary schools and, most of all, the respective ITT model.

Some 10%-15% of the time – including post-graduate training – is devoted to teaching competencies. The balance between theory and practice differs greatly: from almost no time to more than a third being allocated to practice, depending on the training institution and the type of school students are trained for. ITT mostly takes place at secondary schools which enjoy a good or even very good reputation. Most of the students also come from well-reputed schools so that, when they find a job, they are often faced with a reality quite different from what they know and have been trained for. Institutions are afraid trainees might give up if they are confronted with life at less well-reputed schools. Then again, practice at school is much easier and cheaper to organise, and tutors are much easier to find, in towns with teacher training institutions.

Students at Vienna University in Austria start their practical training by observing a school class before teaching that class themselves. At Sofia University an experiment was carried out with two groups of students in 1997-99: 8 schools in the Sofia region were visited and 12 lessons on different topics were held by different teachers. The classes were from both levels of secondary school, including a combined class in one of the villages. The lessons were commented on by pupils and students and were then discussed together with the teachers and headmasters and the regional officer of history education. All those involved were highly impressed and agreed that this experiment should be turned into regular practice.

All the countries under review have a long-standing tradition in teacher training so that we are likely to come up with a long list of good examples in all stages of ITT regarding the approach to fostering academic and practical competencies.

As a rule, fostering academic competencies is the duty of historians. Practice at school is always guided by an advisory teacher whose subject is history. Historians are also responsible for promoting competencies in special didactics. The number of trainees per group varies from country to country and from institution to institution and also depends on the type of practical work involved.

Students at Tirana University in Albania have their first practical training in Tirana. The second stage of practice then takes place in their native towns, minimising the financial problems involved for students as well as for the institutions concerned. Students receive a recommendation by the Ministry of Education. Albania can rely on good tutors for a particular reason: teachers have to go through in-service training after every five years of teaching. The necessary funds are supplied by the government.

At Vienna University, the “didactics seminars I and II” were of special interest to us. Seminar I includes researching a historical topic, planning lessons about it for a specific group of pupils, holding these lessons and debriefing with the advisory teacher afterwards. This is followed by evaluation and discussion in the seminar plenary and, finally, by the production of a written report. This seminar also covers curricula, teaching methods, and the use of textbooks and media. Seminar II deals with another historical topic, consolidating the skills acquired in seminar I and developing academic and didactical competencies. It focuses on reflection upon the student’s own role as a teacher and on complex methods such as team-teaching, process-orientated education and interdisciplinary education as well as on new media and the Internet. Besides, the seminar also addresses problems like school autonomy or school organisation. The teacher trainers – a historian, a didactician and a school teacher – always work as a team with their groups of four or five trainees.

There are three stages of practice in Bulgaria. Depending on the university they take place either at the same time as, or after, theoretical training. In the first stage, students sit in on classes as mere observers. Working in groups of up to 12 people, the students are guided by an advisory teacher and a university historian who is an expert in ITT. Students complete this first stage, which takes about 45 hours in total, by holding their first lesson. The second stage is devoted exclusively to monitoring, working with advisory teachers at either the same or another school. A good example of ITT at Sofia University shows how this time can be used in a better way. A group of students visits different schools and teachers, who specialise in particular types of lessons and subjects, two or three times each. Thus, trainees are familiarised with different schools, teachers, and methods and get an insight into actual school reality. The third stage of practice takes 75 hours and is mainly devoted to holding lessons. Students work in groups of up to 5 people, each holding about 20 lessons at lower and upper, or only at upper, secondary school, either at a school where they have already undergone practical training or at a new school. Advisory teachers and trainees prefer to hold some lessons without a university or advisory teacher so that trainees can experience a new situation where all the responsibility is on them. In the final exam at the end of this last stage, students have to hold a lesson in front of a state commission that includes a historian, the university trainer and the advisory teacher. In all stages of practical training, lessons are discussed by the group of trainees and the lecturers and advisory teachers involved both during the planning phase and after they have been held.

In the Czech Republic, students who study a foreign language often choose history as a minor. Their training focuses on the history of the area where that foreign language is spoken. In contrast to many other countries, teachers also enjoy a very good reputation and have a high social status. This may be attributed to factors such as the excellent results achieved by pupils and students in international competitions, and the restructuring of schools which do not meet educational standards.

In Estonia, the curriculum for ITT proposes various means to develop good competencies. Extracurricular work in history is compulsory. Trainees may choose from options such as the history of history teaching, historical country studies, the fundamentals of rhetoric, and so forth. Since the reform which incorporated grades 5 and 6 into general primary school education, trainees at the pedagogical universities of Tallinn have been encouraged to choose history as a minor to equip them with better competencies in teaching history.

France is perhaps the only one among the surveyed countries where trainees can be sure of finding a job within a year after graduation. This is due to the way training is organised and to government politics concerning the teaching profession. Applicants, who must have a BA at least, undergo two years of training. In the first year they practise at school. Vacancies for the second year are strictly limited by the government. Their number depends on the number of vacancies for teachers in the following school year. Trainees have to pass a special exam in order to continue their training. Most of the second year is spent at school. What is interesting to note is that the competencies to be fostered include the use of gestures and the tone of voice, knowledge of the discipline, the ability to create a teaching and learning situation, the use of the classroom space, and the communication with families and external partners.

The final exam in Hungary is devoted to the trainees' main subjects. They have to write a Masters thesis and defend it in front of a commission. Trainees have to pass all courses and acquire a certain amount of teaching experience in order to obtain teacher qualification. All three types of competency are fostered both at university and at school to enable trainees to develop pupils' general and subject competencies. The latter are prescribed by national standards and curricula, but individual schools and local authorities enjoy wide-ranging autonomy in implementing these prescriptions.

One of the most interesting innovations in the Netherlands is the recording of lessons conducted by trainees. Thus, lessons may be discussed much more objectively afterwards when the beginner's nervousness that usually accompanies trainees' lessons has subsided. Besides, the Dutch History Association is very active in researching the problems of school teaching and exerts a great influence on history education at all levels and stages, including ITT.

The University of Trondheim in Norway has introduced a number of special courses to meet the new challenges and provide trainees with various perspectives on why we teach and study history. These courses also deal with the legitimisation of the field of study, students' questions and teachers' answers, the selection of topics, and arguments to justify these choices, and they address current insights into how pupils and students learn history and how these insights may be used in the process of training and teaching. Encouraging critical thinking and promoting academic methods in history education at school are other important aspects. Courses are guided by the Institute of History; other activities are the responsibility of the Department of Teacher Education.

Trainees at Lusiada University Portugal have to take two seminars. The first one is devoted to educational research, providing trainees with the skills to work on an investigative project and with an insight into the problems and the reality of school-life. The second seminar deals with school management and is considered useful especially if the future teacher will eventually be in charge of running a school. Besides, the seminar helps trainees to understand the school as an organisational structure, familiarising them with everyday school life and with the specific functions of the school as an institution. Fourth-year trainees may sit in on the lessons of their fifth-year colleagues at school and observe and assist them in the entire teaching process. In this way they will already have a practical notion of school reality. Fifth-year students serve a

full year of teaching, for which they receive remuneration. In the Monday meetings, trainees discuss and share their difficulties and achievements with fellow trainees and school and university teachers. These meetings also contribute to developing the necessary competencies.

Theoretical training in the Russian Federation takes place in four courses in general didactics: history of pedagogy (national and global), general didactics, general psychology and pedagogical psychology. Special didactics also comprise four courses: didactics of history, teaching methods and organisation of the learning process, pupils' activities and the control and evaluation of pupils' performance.

In Spain, curricula prescribe two kinds of courses: obligatory and optional ones. Obligatory courses at the University of Alcalá de Henares see the pupil as an element in the process of teaching/learning, the organisation of the learning process in class, and problems of diversity. They also address aspects and features of the curriculum and secondary school. Theoretical training at the University of Madrid takes up two thirds of the time. All trainees take the same courses on education and pedagogy, the psychology of learning and development, innovations and pedagogical work in the classroom, educational technologies, planning and evaluation at school, and teacher activities. The other theoretical courses depend on the subjects chosen by the students. There are eight options, one of them being geography and history.

Partnerships, such as those found in the United Kingdom, are a possible model for solving the problem of institutional links and the trainees' status. As regards subject teaching competencies, the Didsbury School of Education at Manchester Metropolitan University emphasises a range of aspects. Trainees need to acquire an understanding of the aims of teaching and learning history and of the subject's place in the curriculum. Furthermore, special attention is paid to fostering the ability to identify potential learning problems and choose the proper strategies to deal with them, taking into account the pupil's individuality. Students also need to acquire techniques to identify pupils with a special interest in history and to develop their abilities. In addition, they are familiarised with methods of teaching local history and fieldwork as a means of raising pupils' interest. Other aspects include the role of history studies in the promotion of equal opportunities across the curriculum and in pupils' personal, spiritual, moral, social, and cultural development, and the knowledge of different teaching styles for different levels and types of school.

Perspectives

Today, there are plenty of realities and plenty of ideas of what to do and how to do it. What we have to do to ensure effective initial teacher training, first of all, is to clarify what kind of history teacher we need. This means that we have to continue working on a professional teacher profile and job description, both of which should include the competencies necessary in all stages of teacher development. In-depth knowledge of the current situation will enable us to provide the authorities with detailed information on the achievements and problems in the relation between teachers and the state and between teachers and society. We will also be able to propose the changes necessary to create a positive climate for the teaching profession.

As historians and educationalists, we are in a somewhat privileged position because every individual has a right to education and to the past. Our subject and our profession affect everybody. This is an advantage that we should use to explain to governments and to society why they should pay more attention to history and education.

As regards the kind of modern history teacher that we want, we should start further discussion on ITT from the end. This means that we should begin with a well-founded idea of the results we want to achieve. This will allow us to concentrate on the question that is always most difficult to answer: how do we achieve these aims?

The shortest and most general answer is: by making initial teacher training more attractive. “Attractive”, here, means both amusing and effective. There are literally thousands of interesting approaches and good examples to be followed. What is crucial is that all of us need to have the sincere desire to learn about them and develop and improve them. If modern history teacher trainers say that they will be happy if their students surpass them, this is not just an empty phrase or mere politeness – it is an expression of their confidence in their ability to really make this happen.

Training the trainers

Alois Ecker, Maria Luisa de Bivar Black

Although awareness of the specific problems regarding the training of teacher trainers has increased over the last decade, there is still no coherent structure, no standardised discussion about objectives, trainers' professional profile or the contents of curricula, and no clearly defined organisation of the training of teacher trainers – either in any single country or as a common European standard. Thus, it might be argued that the training of trainers currently represents the biggest deficit in teacher training. This description of the general situation in teacher training also holds true for the training of history-teacher trainers.

Nevertheless we have noted a tendency to pay more attention to these deficits not only at teacher training institutions themselves, but also on the part of universities and national ministries. Therefore, we feel optimistic that more advanced forms of trainer training will soon play a bigger role. What is needed is reflective, integrated, dynamic and complex forms of training, enabling trainers to constantly develop their teaching and training qualifications, to improve their didactic competencies and to acquire the skills they need for the training of history teachers in the 21st century.

Introduction

The importance of developing a level of meta-reflection on the training system

As explained above, the training of trainers forms the third level of action, reflection and theoretical description with regard to problems in history teaching.

In this case, the clients (or learners) are not pupils at school or students at university or college, but adult trainers (teachers) at universities, pedagogical universities or other teacher training institutes.

What we deal with at this level of training, therefore, is post-graduate courses, in-service training seminars, “train the trainer models or similar concepts of adult education. Courses may be provided either through internal or external training structures.

The most adequate theoretical descriptions for this level of reflection can be found in the concepts of life long learning⁴ or – as far as the problem of organisational development is concerned – the learning organisation.⁵ The Vienna group has contributed a special programme of process-oriented didactics for university teachers, which will be described later on, to this field.⁶

Unlike the first level (history teaching at school) and the second level (initial teacher training), this third level of action, reflection and theoretical description has only a very short history. The training of trainers has become an issue only recently, when concepts of meta-reflection on the teaching process⁷ and concepts of lifelong learning⁸ were beginning to emerge.

4. OECD (1996) “Lifelong learning for all”; European Commission (1995) *Teaching and learning. towards the learning society*; EURYDICE (2000) Lifelong learning.

5. Argyris, Chris (1992) “On organisational learning”; Argyris, Chris and Schön, Donald (1996) *Organisational Learning II*; Senge, Peter (1990) *The art & practice of the learning organisation*, pp. 181-204.

6. Ecker, Alois (1994a) *Process-oriented methods in the teaching of history*.

7. Luhmann, Niklas and Schorr, Klaus E. (1982) *Reflexionsprobleme im Erziehungssystem*.

8. EURYDICE (2000) *Lifelong learning*; see also annotation 1, and: Kegan, R. (1982) *The evolving self*.

Until the late 1990s, the training of trainers was not regarded as a special field of reflection. The model of an experienced older (university) teacher to act as the mentor of trainees was common all over Europe as the principal approach to equip teacher trainers with the right teaching skills. The learning model that formed the basis of this way of training had emerged from the traditional system of the training of craftsmen. For centuries, teaching had been regarded as a form of craft where an experienced older man (master) passed on his knowledge and skills to a young disciple (apprentice). This structure of apprenticeship also remained the dominant model of introducing young teachers into European universities and adjusting them to this environment: the “assistant” started a teaching career under the supervision of a professor. Through this very close relationship, the assistant not only got to know the specific forms of teaching the subject, for example history, but also internalised the institutionalised strategies of teaching at university through this particular way of training. Owing to this specific form of induction, teaching at university is not a very reflective or systemised profession.⁹

As far as the education of university teachers is concerned, it sometimes seems as if things have not changed that much since the first universities were founded in Europe. Even today, it is still not uncommon for young assistants to get their induction into teaching without sufficient feedback and adequate reflection on the teaching experience. This problem was also addressed by Maurice Galton in 1994: “Each successive generation of teachers therefore acquired, through this apprenticeship, the habits and methods of their predecessors, thus producing a strong element of 'conservatism' into the profession.”¹⁰

The social and cultural dynamics in force since the beginning of industrialisation has led to new demands regarding the qualification of trainers. But it was not until the 1960s, or even the 1970s, that it came to be widely accepted that experienced teachers also need to develop their competencies constantly and to reflect upon their training experiences themselves (!) if they want to remain up-to-date regarding both the contents and the methodologies they impart to teacher trainees. Until then, the training of trainers had not been of any special interest in theoretical and institutional discussions.

This may be regarded as something of a paradox in an institution like university, which deals with education, learning and (professional) training in so many ways. Still, we have to accept the fact that a great number of universities in Europe is much more oriented towards investigation and research than towards learning and teaching. Didactics (or the art of teaching) in general had for a long time been considered a matter of (primary and secondary) school, but not a point of special interest in higher education. It is obvious that this kind of attitude would also attribute more prestige to those who were working in research than to those who were “only” teaching.

9. De Bolt, G.P. (ed.) (1992) *Teacher induction and mentoring*; McCabe J. J. C. (1979) *Some implications of induction for ITT*; Prosser, Michael and Trigwell, Keith (1999) *Understanding learning and teaching*; Ramsden, P. (1992) *Learning to teach in higher education*; Wilson, J. D. (ed.) (1990b) *The Selection and induction of staff for initial teacher training*.

10. Galton, Maurice (1994) *Teacher training in Europe: A research agenda*: in Galton/Moon, Handbook, p.181.

The relationship between university teachers and schoolteachers is widely experienced as hierarchical through its history; horizontal co-operation is seriously under-developed or is made difficult by mutual allegations of deficits and conflicts. The universities tend to put the blame for (too many) teaching problems on the schools.¹¹ This is mirrored in the relatively low status of the “didactics people” at university departments as well as by the chronic underexposure of didactic problems within the organisation of the university itself.

At school, anything bearing the label “scientific” or “academic” is often readily accepted with uncritical acclaim. On the other hand, we also have the complementary position of strong scepticism, even hostility *vis-à-vis* academic work, which is often reduced to an “only we know what it really means to teach” attitude. On the bureaucratic-administrative level, this kind of institutional defence mechanism¹² is embodied in the organisational and financial separation between the primary/secondary and the tertiary sectors, and in the splitting of educationally relevant decisions between federal and regional governments. These long-standing barriers between the two institutions “school” and “university” currently represent the most serious obstacle on the way towards modernising education and training future teachers.

University-based teacher trainers have paid too little attention to these barriers so far. In their concern for developing theories and methods to be used in professional or practical training, they have been using traditional structures without critically examining them first. This has given rise to a new dependency relationship between school and university, where the role of teachers is that of mere consumers of new theories or training concepts. At the present stage, there are just a few serious forms of co-operation between school and university (see the article by Christa Donnermair in this book).

In letting this happen, history didactics has neglected a problem which is ubiquitous in today's social sciences: the problem of creating and maintaining an equilibrium and a stable link between theory and practice. In criticising the education of history teachers for its lack of practical concern, therefore, we not only refer to the lack of opportunities for students to engage in practical classroom work. Our criticism is even more fundamental and addresses the imbalance between theory and practice in academic subjects as much as in general educational and sometimes even didactic subjects (see Elka Drosneva and Heinz Strotzka in this book).

What has been analysed for the teaching profession¹³ in general also applies to the situation of trainers: there is still inadequate awareness of the need for a permanent and systematic professional training of trainers in institutions of teacher education. Yet the non-existence of such courses also reflects another problem of trainers: in the highly industrialised countries we may assume that, at the beginning of the 21st century, a professional group which has organised public discussion and representation of its professional interests is recognised in society. It should then be possible to develop specific forms of professional training and in-service training without substantial efforts from individuals.

Since the professional training of trainers seems to be a subject which does not yet have sufficient support in society, the question arises whether the trainers of today are recognised as such and whether they exist as an organised group of professionals.

11. Ecker, Alois (1994b) *Process-oriented methods in the teaching of history*.

12. Mentzos, Stavros (1976) *Interpersonale und institutionalisierte Abwehr*.

13. Bölling, Rainer (1983) *Sozialgeschichte der deutschen Lehrer*.

Does the profession of history teacher trainers exist as such?

When we discuss the question of training history teachers trainers, it seems clear that we are looking at teacher trainers as specific professionals within the teaching profession.

A teaching profession in general is characterised by:

- knowledge and skills acquired through long periods of training in higher education or similar training courses;
- autonomy and control in professional decision making based upon knowledge, standards and peer review;
- an internalised code of ethics to guide activities;
- a colleague oriented reference group.¹⁴

Our first question in this context must therefore be whether we can identify such a group of professionals among the teacher trainers. Let us see whether we can describe such a group.

Who are the teacher trainers?

If we take the first three characteristics described above and apply them to those persons who are involved in the initial training of history teacher trainees we find that there is not just one group of teacher trainers. At the moment, we distinguish between at least four different groups of trainers:

- first, academic historians who hold general courses on history and introduce students to the knowledge and methodology of history as part of the humanities;
- second, didacticists and educationalists or pedagogues who teach general or special didactics (subject-related didactics/*Fachdidaktik*) for trainees;
- third, advisory teachers, supervisors, mentors, etc. who accompany, advise and monitor the practical training of students;
- fourth, psychologists, sociologists, jurists, ethnologists, economists and so forth, who impart additional knowledge and skills to the teacher trainees.

The answers to the general questionnaire showed the same results for almost all the countries involved. In some countries, however, the two groups of teacher trainers present at university are either only historians (Czech Republic, Spain, Russian Federation, United Kingdom) and occasionally also pedagogues/educationalists (Czech Republic, Russian Federation, United Kingdom).

It is evident that each of these groups also has one or several colleague-oriented reference groups. But these reference groups are rarely defined by the profile of a teacher trainer. Historians as well as members of the fourth group (psychologists, sociologists, etc.) have reference groups of researchers or scientists, of archivists, or even journalists and lawyers, but not of teacher trainers. Didacticists, obviously, are more likely to define themselves as

14. Definition by Weiss, Janet A. (1989) *Theories of control in organisation*, p. 2.

teacher trainers, but members of the second group will probably also prefer to describe themselves as researchers or academics and not as teacher trainers. Advisory teachers, on the other hand, tend to regard themselves as (school) teachers rather than as trainers. As far as we have found out, even today only very few people at university consider themselves history teacher trainers. Mostly, they are didacticists or educationalists, but they could, in fact, be from each of the four groups described above.

The role of trainers in training history teachers

If we look for qualifications which are common to all four groups, we may find – despite the important general aspect that they are all teachers – more differences than common aspects. The importance of these differences, naturally, results from the institutional context in which the trainers work.

The academic historians of today's universities are highly specialised researchers who know a small field of historical investigation very well, but who do not necessarily possess a very comprehensive general knowledge of history. In training history teachers, specialists should also be able to act as generalists: it might be interesting, for example, for pupils in school as well as for teacher trainees to learn about details from the diary of Christopher Columbus or the biography of Nicolas II, but in this case the historian as a teacher trainer should be able to relate her or his special knowledge to the political, social, economic or cultural developments of Spanish colonialism, and the decline of the Russian Empire, instead of isolating them. With the rise of new information technologies it becomes even more important to teach the trainers to show student teachers how to select adequate information out of the immense quantity of available historical data.

We also learned that educationalists and pedagogues are often over-oriented towards the academic discourse of their discipline and do not sufficiently relate their theories to the practical work of the (history) teacher at school. This is the case, for example, with the development of history didactics in Germany, where there is a highly elaborate discourse on the didactics of history, developed by a group of academics since the 1970s, but this discourse has very little impact on teacher training in practice. A didacticist of history should be able to combine two fields: historical knowledge and methodological as well as socio-psychological skills. The didacticist should be able to plan and organise training settings which enable students to establish connections between thematically relevant information and the methodical or pedagogical requirements of a concrete learning environment. Didacticists should also be able to organise training settings which allow students to widen their social, communicative and reflective competencies, that is, to reflect upon their teaching experience in classroom and to relate practical experience to theoretical concepts.

Advisory teachers and mentors normally act as links between the field of historians and didacticists – academic reflection – and the field of the practical teaching of history in the classroom. They are expected to possess broad classroom experience, but more importantly still, they should be able to reflect upon the teaching experience and to provide teacher trainees with certain categories that enable them to observe the learning process, to reflect upon it systematically and to discuss the experiences of practical work. Therefore, it is absolutely indispensable for advisory teachers to have a highly developed sense of empathy so

that they may clearly distinguish between their personal (subjective) observations and the observations and experiences which trainees are able to describe. They should be able to guide students towards a more complex perception of the learning and teaching process.

Psychologists, sociologists, jurists, ethnologists, and so forth are expected to provide trainees with the information and theoretical background they need for planning, organising and directing the complex learning process of history teaching in the classroom. It is evident that they should be able to develop their theories and information in close relation to their practical experience in classroom teaching, so that this information may be used by the trainees to develop practical skills.

What we have discussed here are just a few elements which could be identified as part of the professional profile of each of the four groups. This is to underline that interdisciplinary co-operation between the four groups would greatly facilitate training work. But, as we know already from part one, this is rarely the case in teacher training.

The working groups on this subject from Austria, Czech Republic, Estonia and Portugal found the following about the teacher training situation:

- teacher trainers begin their job at an average age of 30 to 35. They usually train students until retirement;
- not all trainers have experience as teachers in secondary school;
- there is no coherent professional profile for trainers of history teacher trainers;
- vacancies for trainers are filled according to university criteria and regulations;
- the predominant (and almost only) form of closer interdisciplinary co-operation is between university trainers and school mentors/tutors;
- governments do not control initial teacher trainers directly, as this would interfere with university autonomy; trainers work in relative autonomy, even within university;
- there are no teacher trainer associations in the four above-mentioned countries. We learned about only one European Teacher Trainers Association, the Association for Teacher Education in Europe (ATEE).¹⁵ The ATEE has no specific branch for trainers of history teachers, but members of the association are also involved in projects related to history teaching.

The answers to the questions as well as the discussions in our working group clearly showed that the issue of training the trainers was a sensitive one. We got the impression that the question of training trainers is still not being discussed in a broader and differentiated context. During the discussions in plenary we heard that even in countries where ITT was very much centralised and where there was rigorous and ongoing monitoring, evaluation, inspection and assessment of ITT against national criteria, such as in the United Kingdom and France, there was very little systematic or formalised training for trainers.

15. The ATEE's address is: General Secretariat: Ms Mara Garofalo, Secretary General, Rue de la Concorde 60, B-1050 Brussels; Tel. +32-2-512 74 05.; Tel/Fax. +32-2-512 84 25; e-Mail: atee@euronet.be; ATEE home page <http://www.atee.org>

If we connect what we have described as the general characteristics of a profession to the situation of different groups of teacher trainers for history teachers, the following picture emerges:

- teacher trainers have acquired knowledge through long periods of training in higher education, and they possess knowledge and skills which are linked with their specific occupation. These competencies – which we refer to as didactic competencies – are not recognised as a coherent and formal body;
- teacher trainers enjoy a different degree of autonomy and control in professional decision-making;
- in most countries there is no “colleague-oriented group”;
- teacher trainers do not have a specific career. Their growing responsibilities and recognition are linked to their university careers or to their teaching career at secondary school.

This is why we have the impression that, for the time being, the work of teacher trainers is seen rather as an occupation within the teaching profession or the researcher's mission. Occupations do not inherently possess the attributes associated with professionalism. As an occupation, teacher training is fully recognised, but not as a profession.

Teaching is professional work. The work teachers do is predominantly intellectual, requires the consistent application of judgement and cannot be standardised or made routine. The profession requires prolonged preparation through education. The work of teacher trainers is similar in its professional attitude, but its organisation is not developed as such.

Objectives for a general professional profile for a teacher trainer for history teachers

It is characteristic for the general situation that no clear and precise idea of the qualities required from a teacher trainer for history teachers has yet been developed and discussed. In our working group, therefore, we discussed various criteria for such a professional profile and agreed upon following objectives.

As described above, at least four groups of trainers are involved in the education of teacher trainees during their studies. They should possess:

- a broad knowledge of current developments in the academic field of history (new theories, methodologies, epistemology);
- a broad capacity in the field of key competencies such as self-reflection, social and communicative skills, analytic and organisational competencies;
- the ability to work in teams and to co-operate in interdisciplinary training projects/courses;

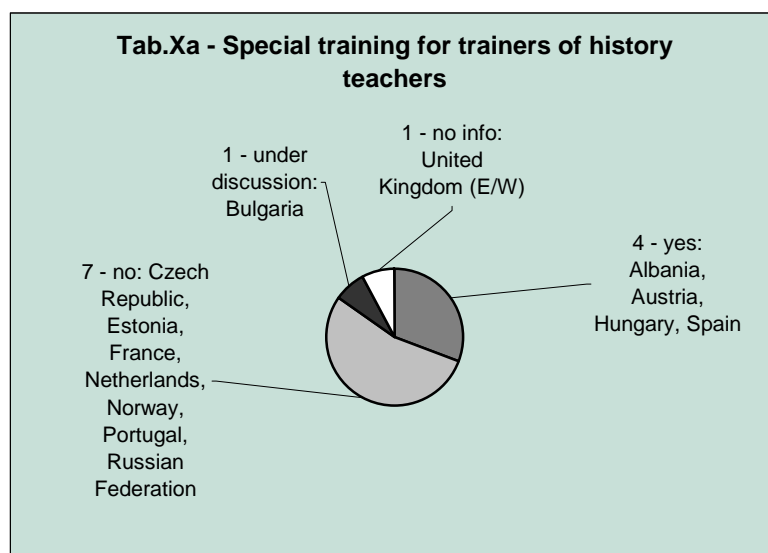
- a well developed theory of didactics, oriented toward the social system of learning and teaching;
- a wide range of methodological competencies in directing the learning process, planning and design skills, interventions in the social system of the learning group, using all kinds of media including the new information technologies.

This is a very broad professional profile and we are quite aware that no trainer will fully comply with it in the near future. In our opinion, therefore, the ability to work in interdisciplinary teams and to carry out process-oriented work is the most important competency that a trainer of history teacher trainers should have for the next step of professionalisation in training.

Who could train teacher trainers?

This leads us to the final questions of who could train teacher trainers, and where should the training take place.

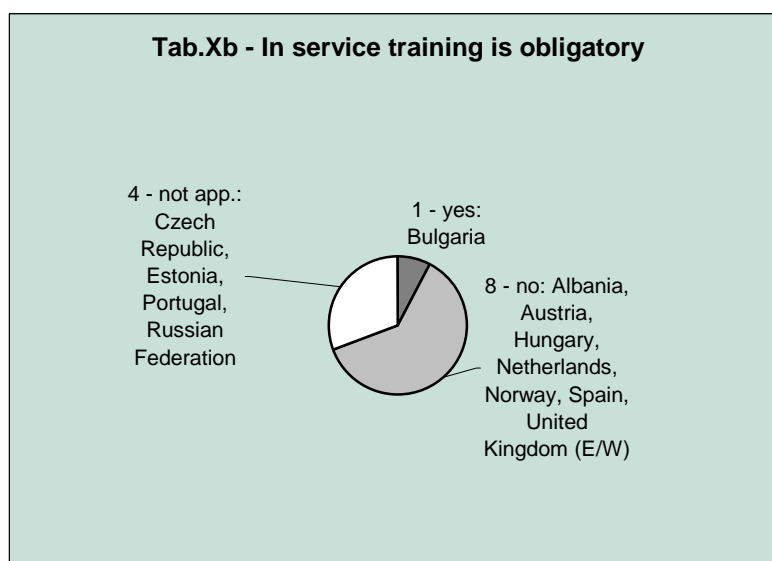
It is important to note that we do not aim at establishing a new group in the hierarchy of educational workers, that is, taking teachers in primary education as the lowest level in this hierarchy and now putting the group of trainers on top, above teachers in higher education. Although trainers should possess competencies to reflect also on the situation in higher education, we do not primarily see them from a hierarchical perspective. Generally, we regard the trainers of trainers as a group of experts who put their expertise at the disposal of all groups of teachers and educationalists, whether they work in primary, secondary or tertiary education.



We first asked whether there is special training for teacher trainers of history and we found out that this is not often the case.

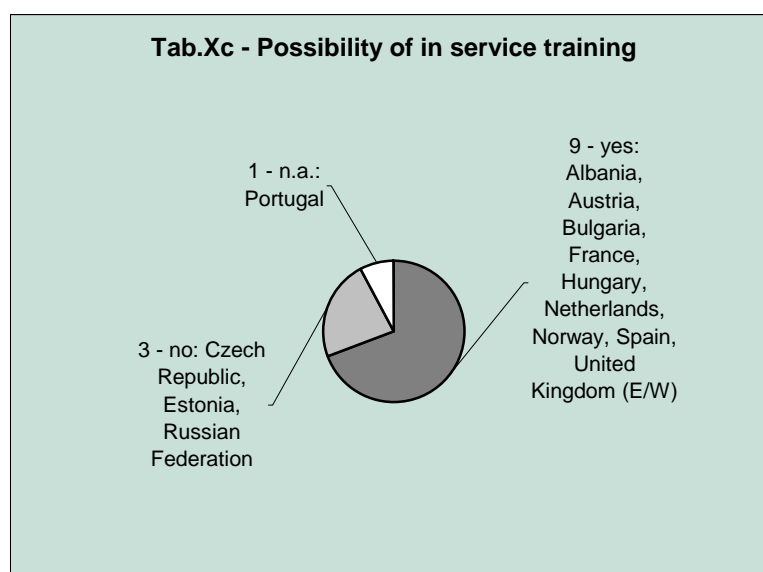
In general, there is a growing tendency for the improvement of trainers' competencies, and history teachers' trainers everywhere have the opportunity to follow more general training courses. In Bulgaria, in-service training for teacher trainers is obligatory at university.

In Albania, Austria, Hungary, the Netherlands, Norway, Portugal, Spain and the United Kingdom, in-service training for trainers exists, but it is not obligatory. The situation in France seems to be partially the same, although our information on this point is not exact. In Czech Republic, Estonia and the Russian Federation, in-service training for teacher trainers is still at the beginning.



Among the trainers of trainers, we distinguish between two group of trainers, depending on the conditions of their professional life and the place where they work: internal trainers and external trainers.

Internal trainers are those who are members of the institution where they train others. As the staff of a commercial enterprise they may, for example, receive an order from a university's department of personnel development, or from the director of an institute, or even from an autonomous group of teachers within the institution who decide to improve their abilities in a certain field of educational competencies. Internal trainers at university, for example, would be historians who train advisory teachers in historical competencies, psychologists who train historians or pedagogues in special psychological knowledge, or didacticians who are fully or partly engaged to train colleagues in didactical competencies (see examples below).



External trainers are trainers who are not members of the institution where they work. They may be members of another institution, members of a training institute or even free-lancers. In the context of teacher training for history teachers, these may be trainers who advise a team of historians and didacticians in the development of a new curriculum, trainers of organisational skills who work with members of a department of history to improve the co-ordination structures in the professional or practical training of teacher trainees, or supervisors who work with individual trainers or a group of trainers in analysing and evaluating their concrete experience during training lessons.

In the questionnaire we also asked who the trainers of trainers were, and we found out that they partly corresponded with those groups we have identified as teacher trainers. There are historians who also work as trainers of trainers, didacticians, psychologists and – as another important group – professional trainers.

As we have better data for Albania, Austria, Bulgaria, Hungary and Spain, we may give a more differentiated picture of training activities in these countries.

Historians more often work as internal trainers than as external trainers, only in Austria, Hungary, and recently in Bulgaria, we find them also as external trainers; they train colleagues (Albania, Austria, Spain, Hungary), didacticians (Austria, Spain, Hungary), advisory teachers (Bulgaria, Spain, Hungary), pedagogues (Austria, Spain, Hungary), and even psychologists (Austria, Spain, Hungary).

Didacticians more often work as external trainers; this is the case for Austria and Hungary. They train colleagues (Albania, Austria, Spain, Hungary) as well as historians (Austria, Spain, Hungary), advisory teachers (Albania, Austria, Bulgaria, Spain, Hungary), pedagogues (Austria, Spain, Hungary) or psychologists (Austria, Spain, Hungary).

Psychologists work as internal trainers almost exclusively. They also train colleagues (Albania, Austria, Spain, Hungary), historians (Austria, Spain, Hungary), didacticians (Austria, Spain, Hungary), advisory teachers (Austria, Bulgaria, Spain, Hungary) or pedagogues (Albania, Austria, Spain, Hungary).

In Austria, Hungary and Spain, but also in France, Portugal and the United Kingdom, there are also professional trainers who often work as external trainers. They are employed especially to improve the social, communicative and didactic skills of teacher trainers. They train historians, advisory teachers, didacticians, pedagogues and psychologists.

To conclude with, we would like to describe the situation in Austria to give a better idea of what is being done for the training of trainers.

The training of trainers in Austria

What has been done in Austria to improve the above-mentioned didactic qualifications of teacher trainers? What are the actual fields of training? How are trainers improving their qualification?

1. Personnel development at university

The organisational reform of Austrian universities, the implementation of which started in 1993 and is about to be completed, allows the establishment of courses for the in-service-training of university teachers under the universities' new system of autonomy. At the University of Vienna, like at most other Austrian universities, a vice-rector is now responsible for personnel development. These rectors establish departments for the in-service-training of university personnel.

This new legal framework has facilitated the administration of a course which was developed in 1993 and which has been held each year since then.¹⁶ It consists of five seminars on the improvement of didactic qualifications of university teachers. This course includes seminars aiming at:

- the improvement and training of self-reflection of university teachers;
- the training of moderating, steering and evaluating the learning process;
- the training of organisational skills;
- the skills of planning and designing courses: including new methods, media and new information technologies;
- the improvement of forms of examinations and ways of handling them.

This course is open to all teachers at the University of Vienna. All courses have an interdisciplinary approach, their theoretical basis includes theories of social systems and social psychology (such as group dynamics), and practical training is based on teamwork and project work. The trainers at these courses are either internal or external trainers. All historians actively engaged in the training of teacher trainees (but also advisory teachers or pedagogues, etc.) are invited to take part in this course. Since 1993, about 15% of the historians have followed this course.

16. Ecker, Alois (1994a) *Hochschuldidaktik als 'Selbstorganisation der Institution'*.

2. Special training for advisory teachers

Co-operation between the University of Vienna and the Pedagogical Institute of Vienna was established in 1996 for the training of special didactic qualifications for advisory teachers working in the practical courses for students of history teaching during university studies (*Schulpraktikum, Fachdidaktische Seminare I, II*) and in the one year of practical training at secondary school that is obligatory for teacher trainees after graduation from university. This training includes modules for the training of self-reflection and process-oriented work, the introduction to theories on the special didactics of history and the training in counselling and supervising student teachers.

All advisory teachers who work as teacher trainers at university, the Pedagogical Institute of Vienna or as mentors at secondary school have to take these courses. They also have to improve their didactic qualifications on a permanent basis, otherwise their contract at university will not be renewed.

Students are more or less free to choose their advisors during the one year of practical training, so there is a sort of free market among good advisory teachers.

Advisory teachers working at the Department of Social and Economic History will normally have taken courses 1 and 2 or an equivalent of such courses.

3. External training for qualifications

Most advisory teachers, but also the didacticians and pedagogues we are working with, have taken additional training courses, outside their institutions, in group dynamics, group pedagogics, group psychology, group analysis, social psychology, organisational consulting and/or psychoanalysis.

The trainers in this case came from external training institutions, organisational consultancy or were specialists in companies, group dynamics, psychoanalysis and others.

These additional qualifications help us to reflect on the learning process, in developing and improving our training models, and in developing the theory of history didactics.

4. Postgraduate university course: civic education for teachers

This course is a four-year postgraduate course, including 12 seminars and practical project work with the aim of training and improving teachers' qualifications in civic education. All seminars are based on interdisciplinary concepts and teamwork. There are seminars for social and economic history, political science, cultural studies, theory of social systems, training on self-reflection, planning and design skills and organisational skills.

The trainers are either university teachers, historians, sociologists, political scientists, trainers for group dynamics and organisational consulting companies or didacticians.

A degree (MAS – Master of Advanced Studies) is awarded upon completion of the course. Many advisory teachers have graduated from this course.

5. Postgraduate course: organisational consulting for teachers

Over the past decade, secondary schools in Austria have been given more autonomy in organisational, economic and pedagogical affairs. Thus, teachers are now faced with a range of new challenges in organising school work and teaching. There is a 3-year, 12-seminar course to train teachers to become trainers in the organisational development of schools. This is an additional qualification for those who want to work for the improvement of school management, an issue which has attracted growing attention since schools were given more autonomy in organisational, financial and pedagogical concerns.

Most trainers for this course come from commercial institutes which normally train managers of companies and other business enterprises. School managers improve their organisational skills by working with these trainers.

6. Supervision

The training profession is a job where people are constantly involved emotionally in the process of learning and teaching. They cannot always keep a complete distance from the learners, as the latter need their empathy to fully understand a certain subject or issue. As the trainers are emotionally involved in the learning process, there is a permanent risk of being involved also in conflicts with the learners. Therefore, it is necessary to have a form of personal support and to give thought to concrete events on the job. The trainers themselves may have experienced stronger conflicts which made them less flexible to reflect on learners or the learning process. They may recover this flexibility with the help of professional supervision.

Supervisors of teacher trainers are either professional supervisors – there are three associations which offer courses to become a supervisor in Austria – or trainers in various fields of communication, as well as psychologists or psychotherapists. They are rarely internal trainers, as the role of a supervisor in itself suggests someone outside the institution where the clients work.

Institutional support in supervision and coaching is given – although neither sufficiently nor extensively – by departments of personnel development at universities and by pedagogical institutes.

7. Balint groups

A Balint group is a form of supervision in group. The Hungarian doctor and psychoanalyst Michael Balint developed this kind of professional supervision for doctors working in hospitals. It was adapted for the teaching profession in the late 1970s. Since then, Balint groups are offered especially to groups of teachers working in the same school, but also to teacher trainers who want to improve their analytic abilities by reflecting on their concrete experience during teacher training. Reflection in these groups of 5 to 10 persons follows a clearly defined pattern to analyse and discuss concrete conflicts in training situations. The supervisor should possess at least a basic knowledge of psychoanalysis. The trainers are either supervisors or psychoanalysts or both.

There are other forms of permanent qualification which we would like to include in the number of training options for teacher trainers.

8. Constructive consulting between colleagues

This form of training takes place without professional external support. Teacher trainers meet outside of regular working hours to discuss concrete problems in their work. The pattern of consulting is clearly defined and follows a certain schedule and system. Unlike in the above-described models, the trainers themselves choose one of their colleagues to act as a supervisor or to chair the discussion.

Despite the problem that blind spots may be overlooked by someone who works in the same institution, constructive consulting is advantageous in that trainers do not have to pay extra money for their supervision. This may be important especially in situations where they do not get institutional support for additional qualification.

9. Permanent reflection on training courses

In our courses of special didactics of history at the University of Vienna, we have introduced a form of systematic reflection on the courses. We usually meet half an hour before a university course to fine tune it, and after the training course we sit down together to discuss the learning progress, evaluate the students' learning process and then plan the next step in the training process.

This reflection work is a form of permanent qualification, as all members of the team (normally four to five people) discuss about recent experiences as well as new elements of didactic theory they have recently read.

We would like to stress that we have defined this time of planning and evaluating the learning process as obligatory for the lecturers.

10. Days of reflection: evaluation of courses in special didactics

Twice a year the team of trainers at our department (about 25 people, including advisory teachers) come together to reflect upon the experience of the courses. We use this day also to discuss new didactic elements such as the role of "feed back" in different training situations.

The impact of a multicultural society
on education and on initial training
for history teachers in particular

Joke van der Leeuw-Roord

Euroclio

Introduction¹⁷

Most European societies today are multicultural societies. There has been a large influx of immigrants into western European countries since the second world war. They came from former colonies, as guest workers or as asylum seekers. In central and eastern Europe, most countries have traditionally had a heterogeneous, multicultural population.

The history curricula in most European countries include a stipulation that the learning and teaching of history has to reflect the situation and the time people are living in. Robert Stradling, the British historian, writes: “A generally accepted aim for history education in many European countries is a growing belief that one of the functions of school history is to help young people know and understand the world in which they live and the forces, movements and events which have shaped that world.”¹⁸ A comparable observation was made by John Slater: “Contemporary history seeks to answer the question: 'How have we got to where we are now?'”¹⁹

Educating people for a multicultural society is, of course, an important aspect of this aim. Young people are part of a global society and have to understand and cope with diversity and to respect others. One of the tasks of history teacher training is to find ways to adjust history education to the needs of multicultural societies. Therefore, history educators have to encourage a debate on how these aims may be realised.

National identity in multicultural societies?

The traditional objective of history teaching – to create a national identity or to build good patriotic citizenship – and the corresponding training of history teacher trainees might interfere with the requirements of multicultural societies.

If we look at the history curricula of quite many countries in Europe in the year 2000, the creation of a national identity or the building of good patriotic citizenship still forms an important objective for the learning and teaching of history in schools. The European Standing Conference of History Teachers' Associations (Euroclio) questionnaire on national identity and heritage as key issues in the learning and teaching of history, sent out in 1999, confirmed the common focus on this objective. The questions dealt with issues related to key concepts such as national identity, national heroes and heritage in the learning and teaching of history.

In a clear majority of European countries, replies to the question “How important is the role of building national identity in your curriculum?” were “quite important” or “very important”.

[See appendix IV, map E]

17. The working group on multicultural issues was composed of representatives from Austria, Estonia, the Netherlands, Norway and the Russian Federation. Results from the questionnaire on this topic from Austria, Estonia, the Netherlands and Norway were also included.

18. Stradling, Robert *Teaching 20th century European history*, Council of Europe Publishing, 2000.

19. Slater, John (1995) *Teaching history in the new Europe*, p. 31.

This objective, obviously, leads to a relatively clear focus on national history in European history curricula. This was confirmed by the question “How much space is there for national history?”, the answer to which mostly was “much”.

[See appendix IV, map D]

The interest of curriculum developers to focus on the multicultural aspects of history and allot space to the history of others in society seems to be rather limited. This was confirmed by the answers to the question: “How much emphasis is there on the history of migrants and minority groups in your history curriculum?” With the exception of four countries, all others answered “little” to “very little”.

[See appendix IV, map F]

In view of the results of the Euroclio survey, it appears that the plurality of multicultural societies in Europe is not reflected in the learning and teaching of history in Europe. If countries are serious about the aim that “school history is to help young people know and understand the world in which they live and the forces, movements and events which have shaped that world”, then curricula have to be rewritten in most European countries.

Challenges of teaching in multicultural classes

The Euroclio questionnaire showed that teaching, and especially the teaching of history, encounters various aspects of a multicultural society in classroom practice. Both the replies to the questionnaire as well as the reports of the individual countries mention a variety of challenges.

The *religious* background was the first issue to be mentioned. In Austria, the Netherlands and Norway, schools are trying to come to terms with issues related to dress codes, worshipping and different dates of religious holidays. In the learning and teaching of history, religion is often related to sensitive and controversial issues and raises questions which lead to open, and often very personal, disputes in the classroom. Teachers are seldom trained to handle these issues.

Gender relations was the second important issue that was brought up. Answers from Austria indicate that it is difficult to integrate boys and girls on an equal basis in class, as there are very basic differences in their roles, especially in some religious groups. In some cases, the role of girls is strongly influenced by their families and the social pressure in class.

In the Netherlands, the different attitude towards (academic) learning is quite often a gender-related problem. Boys from other cultures often want to express themselves as men and consider earning money more important than (general) education. Therefore, the percentage of girls of non-Dutch origin in secondary and higher education is relatively high. Programmes are being developed to encourage boys to return to school. It was also mentioned occasionally that boys of a non-Dutch origin might have problems to accept female authority, but this was not reported as an urgent issue. Teachers are not always aware of the above-mentioned issues, but they are certainly not trained to handle them.

Furthermore, it was mentioned that the individual immigrant communities or specific minorities in the researched countries are fully in charge of their everyday life and of social contacts between families, friendship and housekeeping. Pupils sometimes are the only members of migrant families who speak the language of the host country and, therefore, they represent the only link their families have with the host country's social and public life. This particular role makes them different from local pupils.

Schoolchildren from migrant families or ethnic groups are sometimes the only members of their family to speak the official state language. In Austria and the Netherlands, the government actively encourages migrant teachers to use their native language as a language of instruction.

In Estonia, there are both Estonian-speaking and Russian-speaking schools. Pupils in the Russian-speaking schools come from different countries such as the Russian Federation, Ukraine and Belarus. They have compulsory lessons to learn Estonian. Special classes for Russian-speaking students have recently been set up in Estonian-speaking schools. These pupils are being taught in Estonian.

Lack of adequate skills in the official state language often prevents pupils from migrant or ethnic origins from reaching the highest levels in secondary education.

Segregation between schools is a growing problem. In many of the general education schools in the big cities in the western Netherlands, more than 50% of pupils are of non-Dutch origin. Some schools, the so-called black schools, are attended almost only by migrant pupils. There has been a growing divide in the last few years between these schools and predominantly Dutch-origin schools. This is an issue of great concern for Dutch society. In Norway, the situation in schools has radically changed over the last years. In big towns, in particular, there are now classes with a majority of migrant pupils.

Whether learning and teaching history requires a special approach for such schools is hardly discussed in history teacher training.

History in the national curriculum

All of the researched countries have national curriculum guidelines for history. In Estonia, all schools are obliged to follow these national curriculum guidelines. However, each school prepares its own school curriculum, taking into account the special needs and interests of students in the history and culture of the nation. To help this process, the subject council for history, the curriculum development group in the Ministry of Education, includes teachers from Russian-speaking schools.

In the Netherlands, the national curricula for history and civics for the 9-18 age group contain several explicit attainment targets for multicultural learning. One of the two topics for the national history examination in 1998 and 1999 had a distinct multicultural approach. The task was to study Europe and the outside world from 1150 to 1350. It was fully devoted to the relationship between Europe and the rest of the world in that period, seen from both perspectives.

The national history curriculum in Norway stipulates that Saami history has to be included into the national history. The curricula for primary and secondary schools stress that learning and teaching must take into account different cultural aspects. As teachers are free to choose

topics and teaching materials, it is difficult to assess to what extent these guidelines are being implemented. However, teaching and learning about foreign cultures has always been important in Norway, since it is a nation that has always depended on contacts with other countries.

In Austria, the rights of ethnic minorities are guaranteed by the constitution. As they were parts of the Habsburg Empire, the history of the Czech Republic, Slovakia, Hungary, Slovenia and Croatia is also included in Austrian history curricula and textbooks, albeit only to a limited degree and not always in a multicultural perspective. General guidelines for multicultural learning through history underline the aim to create basic structures for multicultural history teaching.

Additional teaching materials and training

National history curricula, in general, tend to give little room to the history of migrants and ethnic groups. Therefore, textbooks hardly ever deal with topics related to the history of such groups, and teacher training does not seem to focus on this issue, either.

This gap may be bridged with the help of additional materials. Only few institutes offer special materials and in-service training for teachers on learning about history in a multicultural society. The Austrian Ministry of Education, Science and Cultural Affairs as well as the Federal Provincial School Authorities provide this kind of support. Working groups for intercultural learning and teaching meet on a regular basis. The service centre for intercultural teaching and learning at the Pedagogical Institute of Vienna develops and collects educational materials which deal with multicultural learning and teaching. These materials contain information on methods and didactical principles of intercultural education. The centre also publishes teaching material and has drafted a questionnaire about marking and assessment in multicultural classes. It offers in-service training seminars on subjects such as “the origins of the cultures of our pupils and students” to make teachers more aware of the issue and also organises projects for teachers to exchange ideas and experiences and to implement intercultural methods of learning and teaching.

The Department of Intercultural Learning and Teaching at the Austrian Ministry of Education, Science and Cultural Affairs offers a variety of activities to assist the second-generation children of migrants and refugees. Special fields of attention are German as a second language, the development of bilingual and multilingual educational materials, and multicultural learning and teaching activities. Bilingual education in primary and secondary schools for children from Turkey, Croatia, Yugoslavia, Bosnia and Herzegovina, “the former Yugoslav Republic of Macedonia” or Albania, especially in bigger cities, also includes the history of south-eastern Europe.

In Estonia, the Ministry of Education is drafting a special policy to develop education within a multicultural context. There is a variety of projects and programmes to start this integration policy. Some Ukrainian and Jewish cultural associations support national identity by searching for and preparing teaching materials focusing on language, history and culture.

One of the Dutch education support institutes, the KPC group, has a special branch of intercultural learning. The institute offers expertise on education in a multicultural society and has developed special additional materials for classroom practice, the so-called *Bouwstenen* (building blocks). These materials mostly focus on historical and geographical topics and have had a major influence on school textbooks in the Netherlands. New textbooks have integrated ideas, topics and materials from this project.

The Parel Foundation in Utrecht (Netherlands) does special research into racism, prejudice and stereotypes in educational materials.

The question is how much of these curriculum guidelines, textbook topics and materials is implemented and used in everyday classroom practice. For the Netherlands, we might conclude that the interest in issues related to teaching history in a multicultural society is left to those teachers who work in multicultural schools.

In Norway, multicultural aspects are emphasised in all new materials, and this approach is evident in many examples in the textbooks. Textbooks are often written by a group of authors with different backgrounds to avoid a Eurocentric point of view.

Two dominant strategies for multicultural learning

In multicultural societies, the majority culture still dominates most subjects within the school curriculum. In countries with regions with a large percentage – or even a majority population – of more diverse ethnic or religious groups, there is a tendency to be more aware of the majority culture and to give the quiet voices²⁰ of other groups more representation in school subjects. However, this approach is regarded as a specific need of the respective cities or regions and not as a common national concern.

Implementing multicultural attainment targets that are appropriate for all pupils via national curriculum guidelines would be a more radical approach. Although this would strengthen mutual awareness among pupils, this strategy is hardly ever implemented in the European education system.

Initial teacher training and the language problem

The findings of the project group on multicultural teacher training suggest that teachers are not really prepared for teaching in a multicultural society. When the members of the project group were asked about the training of teachers in a multicultural society, the first problem they mentioned was the insufficient language skills of students with a different native language. In most multicultural societies, the official language is not always the only language spoken in the country. Quite often, students from different ethnic groups use their mother language within the family or among friends. Thus, the official language skills of these students sometimes fail to reach the required standards for higher education. The countries under review apply different strategies to tackle this problem.

20. Macdonald, Sharon (ed.) *Approaches to European historical consciousness*, Körber-Stiftung, Hamburg, 2000.

Initial teacher training in Estonia is bilingual, although Estonia recognises only one official language. There are special learning groups for Russian-speaking students at some faculties of the University of Tartu. However, it is not possible to study history in Russian at the Faculty of History, although there are some special facilities for Russian-speaking students. Out of a total number of 50 students who enrol at the faculty each year, five to seven are speakers of Russian. It is compulsory for them to study in Estonian. At the Pedagogical University of Tallinn, students from Russian-speaking schools have the opportunity to study and attend lectures in Russian during their first academic year. The language of instruction after that year is Estonian.

In the Netherlands, courses related to Dutch as a second language are offered at most institutes of higher education. However, more emphasis is usually put on research into language-related problems than on programmes to develop practical implementation strategies. The newly-established regional vocational training institutes aim not only at producing the labour force the country needs, but also at integrating migrants into Dutch society through language and civic education programmes.

Norway has a special curriculum for the Saami districts at the Saami College in Kautokeino. All subjects are taught in Saami, and graduates from this programme are qualified to teach both in Norwegian and Saami native-language schools.

Norwegian training colleges also run special language courses for migrant teachers to enable them to teach migrant pupils in regular Norwegian classes. All pupils have the right to receive part of their education in their own culture and mother tongue. However, the practical implementation of this requirement largely depends on the economic conditions of the respective local community.

Special strategies in history programmes and curricula of teacher training institutes

Information from the project group also shows that courses at the training institutes rarely comprise any special strategies. In the Netherlands, the multicultural society only has a small impact on teacher training. Debates on teaching in a multicultural society are restricted primarily to the level of policy-making, and their results are hardly ever implemented. The institutes concerned are to receive national basic guidelines soon. These new guidelines will also contain stipulations regarding the training of teachers for a multicultural society.

The institutes' curricula include courses which focus directly on teaching in a multicultural society. Some courses aim at supporting the learning process of pupils of non-Dutch origin, while others focus on mutual understanding. Special courses have been developed to raise students' awareness of global society and the Netherlands' multicultural tradition. Some teaching materials do exist, but there are very few materials for initial teacher training.

History educators with a migrant background have played an important role in raising awareness in history teacher training of the challenges of a multicultural society. The institutes where they work have a greater focus on and interest in the impact of a multicultural society on history. Unfortunately, only very few history educators have such a background. In recent years, teacher training institutes have pursued a more active policy, probably because the percentage of students of non-Dutch origin in these institutes is rising.

In Norway, the curricula of initial teacher training emphasise that learning and teaching must take into account different cultural aspects. This also applies to the textbooks for these institutes. However, it remains doubtful to what extent this principle is actually implemented. Teachers are free to choose different topics, and the outcome of their work depends very much on their interests and background.

The curriculum for history teacher training at Austrian universities now includes stipulations to promote multicultural aspects through the teaching of history. Trainers, therefore, are required to develop training courses which foster students' abilities to teach history in this way. There is a number of options for students to train their skills in teaching history in a multicultural context during their university studies, but these courses are not obligatory for all students.

A seminar on special didactics in history, for example, is dedicated to the history of Vienna as a multicultural city. During this seminar, students learn about the history of those of Czech, Slovak, Hungarian and Balkan origin living in Vienna at the beginning of the 20th century. In a second step, these students have the opportunity to work in secondary schools with pupils from various neighbouring countries and, especially, with pupils from south-eastern Europe and Turkey. They learn to apply multicultural strategies to teach these pupils the history of their countries of origin, discussing differences in the history of everyday life, culture and religion, in particular, and from this cultural approach they move on to the political and social history of Vienna in the 20th century, which also is a history of (labour) migration. After this practical work in the classroom, students also have the opportunity to reflect upon and evaluate their teaching experience.

The role of international programmes

There are virtually no international programmes which focus on the special needs of the multicultural learning and teaching of history. The only example available in the project group was from Norway, where some colleges offer special programmes for postgraduate students. One such programme at Bergen College is designed to confront students with foreign cultures. During a four-week trip to India, the costs of which students have to bear themselves, they take part in a programme devised together with a research institute in Madras. The students have to develop a teaching package for primary or secondary education. This task forms part of their final examination work.

Examples of good practice in teacher training institutes

Some institutes have developed ideas that may be transferred and tried out in other countries, too.

First, there is the Norwegian model which offers Saami students a double degree in teaching: graduates are allowed to teach at schools with either Saami or Norwegian as language of instruction. Furthermore, there is a growing tendency to give particular support to students from ethnic or non-native backgrounds and to encourage them to become (history) teachers. Institutes encourage and support students in studying historical topics related to their personal background and to multicultural societies.

There is a growing awareness of the necessity to present compulsory attainment targets and guidelines for multicultural learning for all levels of education. We have mentioned the relevant Austrian examples earlier in this text.

Conclusions

In Europe, an important aim of learning and teaching history is to seek answers to the question: “How have we got to where we are now?” Therefore, multiculturalism should be an integrated aspect in the learning and teaching of history. However, considering the information received from the participants in the project group and the discussions during the seminars in Vienna and Prague, it is clear that the existing multicultural societies have had very little impact on history education so far. The Euroclio survey of 1999 confirmed this conclusion.

This situation is also reflected in the initial teacher training of history teachers. Very little attention is paid to the problems and challenges of learning and teaching in a multicultural society. The implementation of courses related to intercultural education largely depends on the commitment of individual teachers. Only a few institutes prepare history students systematically for the multicultural situation they are going to encounter in the classroom. However, institutes are now paying increasing attention to the structural aspects of intercultural learning. External and, particularly, political pressure has played a significant role in this process.

In primary and secondary education more attention is being paid, mostly for practical reasons, to the impact of multicultural societies on learning and teaching. In schools with a high percentage of pupils who do not belong to the majority culture, a more proactive approach towards integrating multicultural aspects into history teaching may be observed.

Most materials for multicultural history teaching are still produced by special agencies, although different cultures are increasingly being included in national curricula, textbooks and teaching programmes. Unfortunately, the teaching of this new content largely depends on the interests of individual teachers or local communities. There are no national and structural implementation policies to speak of.

Teacher trainers and teachers with ethnic and migrant backgrounds can serve as important role models in the process of implementing multicultural learning in the education system. However, neither the group of trainers and history teachers nor the group of student history teachers reflects the percentage of inhabitants with a migrant or ethnic background in the countries represented in the project group.

Ways forward

General requirements

The project participants recommended that countries should establish national educational policies in order to integrate multiculturalism into the learning and teaching of history. They listed a variety of factors as minimum requirements for such an approach:

In the first place, they mentioned some general requirements for a policy to enhance the multicultural learning and teaching of history. These were as follows:

A compulsory national curriculum for history should contain open and flexible attainment targets. It should enable schools to develop their own school curricula for history.

Curricula, textbooks and other teaching materials should be in tune with the principles of multicultural education. History education in Europe should shift from a primarily national perspective to a wider, European and global perspective.

Countries should also adopt strategies to devise multicultural teaching methods for pupils at technical and vocational colleges and for pupils with special needs.

In particular, the project participants worked out requirements for multicultural education in history teaching and for teacher training institutes. These requirements are included in “Recommendations for ministries of education and for teacher training institutes”.

Recommendations

Introduction

The following recommendations and guidelines for the improvement of initial training for history teachers have been developed and accepted by all the participants of the second expert meeting in Prague, 6 – 9 June 1999.

Following the respective focus of interest equal parts of these recommendations are addressed to national ministries of education, to teacher training institutions, and to the Council of Europe.

The project group is very happy to announce that central sentences of these recommendations have gone into “Recommendation Rec (2001)15 of the Committee of Ministers to member states on history teaching in twenty-first-century Europe” which has been adopted by the Committee of Ministers on 31 October 2001 at the 771st meeting of the Ministers’ Deputies.

I. With regard to the training of history teachers

The national ministries are called upon to:

- develop and support national policies on history teacher training, for both levels of training, that is for organisational development and **personnel development** in initial training for history teachers;
- undertake the necessary steps to enable teacher training institutions to maintain and improve the quality of history teacher training;
- foster comparative research on the aims, structures and standards of initial and in-service training for history teachers therefore encouraging institutional co-operation and exchange of information on the needs in the reforms in initial and in-service training of history teachers;
- support teacher training institutions in developing common requirements for teacher training, thus ensuring that the contents of selection procedures and training, as well as the requirements for the teaching profession at secondary school level remain coherent;
- take into account the objectives of lifelong learning, irrespective of the national models adopted;
- propose and implement special measures and strategies to raise public awareness of the increasing importance of teaching history in today’s dynamic, fast-moving societies.
- Teacher training institutions are called upon to:
 - initiate and encourage an active intra- and inter-institutional dialogue on the main issues of history teacher training;
 - encourage collective institutional measures designed to maintain a high quality of history teacher training;
 - promote and publicise examples of good practice in history teacher training;
 - offer professional support and assistance to both student teachers and practising history teachers, taking into account their respective needs.

- The Council of Europe is called upon to:
- support networking among teacher training institutions, especially with regard to history teachers at secondary school level, and to maintain a European network on history teachers;
- assist the countries concerned in building up a European database on history teacher training;
- publicise examples of good practice in history teacher training through international seminars, workshops and publications and the intensive use of Internet services.

II. With regard to multicultural issues in history teacher training

The national ministries are called up onto raise awareness among history teacher trainers and students of the increasing importance of teaching history in a multicultural perspective.

Teacher training institutions are called upon to:

- raise institutional awareness on the place of multicultural perspectives and issues in the history teacher training curricula;
- introduce and implement innovative intercultural approaches with regard to teaching history in multicultural contexts;
- encourage the publication of textbooks with a multicultural approach;
- encourage the introduction of multicultural courses or integrated studies on multiculturalism.

The Council of Europe is called upon to assist the national authorities in supporting practices concerning multicultural issues.

III. With regard to the competencies of history teachers

The national ministries are called upon to:

- encourage and support teacher training institutions in achieving a better balance between academic and professional training on the one hand, and between theoretical and practical components on the other hand;
- initiate and encourage co-operative structures and partnerships between universities and schools as well as between other institutions involved in initial training;
- assist and support the efforts of teacher training institutions towards raising the level of professionalism in history teacher training.

Teacher training institutions are called upon to:

- raise awareness among all parties concerned on the importance of developing a professional profile for history teachers, based on precise job descriptions as well as on the functions attributed to history teachers at secondary level,
- establish and maintain training structures which enable and encourage teacher trainees to work with complex, process-oriented and reflective methods of history teaching;
- establish coherent systems for developing and evaluating the competencies of history teachers,
- ensure a certain level of flexibility in history teacher training, taking into account the recognised needs of the trainees,
- foster the development of training structures and training courses which are establish and maintain a happy balance between academic and professional training as well as between theoretical advice and practical training;
- ensure proper links between teacher training institutions and in-service training establishments with a view to obtaining the objectives of lifelong learning;
- take special measures to increase the competencies of teachers at the beginning of their career, placing particular emphasis on practical competencies.

The Council of Europe is called upon to promote and support international exchange programmes for history teachers and history teacher trainers.

IV. With regard to training for history teacher trainers

The national ministries are called upon to:

- develop national policies which give special priority to training for history teacher trainers;
- assist teacher training institutions in developing adequate structures and opportunities for the permanent training of teacher trainers.
- Teacher training institutions are called upon to:
 - recognise the training of history teacher trainers as a special priority and to take measures to give it the necessary structure and organisation;
 - continue their efforts to raise academic and public awareness of the unique mission and growing responsibilities of history teacher trainers as a specific professional group;
 - support and develop a new institutional culture marked by a positive attitude towards history teacher trainers.

The Council of Europe is called upon to:

- promote the above-mentioned ideas and to assist national authorities in organising the training of trainers in various forms, including in-service training courses, external training seminars for personnel development, professional supervision and/or courses of e-learning and distance learning;
- support, and contribute to, publications on teacher training;
- encourage the dissemination of information and examples of good practice in this field, based on the experience of countries throughout the world.

V. With regard to the social status of history teachers

The national ministries are called upon to:

- take special measures and to provide the necessary resources to guarantee a satisfying social status of both history teachers and teacher trainers;
- increase the prospects of promotion for teachers, including history teachers, taking into consideration their qualifications acquired through both initial and in-service teacher training as well as the responsibilities that have been assigned to them.

Teacher training institutions are called upon to:

- develop and support a positive and professional image of history teachers;
- encourage both student and practicing history teachers to establish groups, associations and other bodies to act on their behalf and represent their professional interests;
- intensify and strengthen links between teacher training institutions and the media in order to stimulate a positive image of history teachers and their profession.

On the basis of the above recommendations, special attention should be given to the following points.

A. With regard to the training of history teachers

- (re-)evaluating national policies and practices in history teacher training with regard to national priorities;
- give training institutions the necessary financial and institutional support to maintain and improve the quality of initial training for history teachers;
- working out a system of criteria/indicators for evaluating the quality of history teacher training;
- evaluating the contents of selection procedures;
- ensuring a permanent updating of teacher training courses;
- applying various forms of effective institutional communication;

- identifying good practices in history teacher training;
- establishing database profiles;
- elaborating criteria for evaluating the stability, effectiveness and efficiency of networks;
- issuing and promoting special publications on initial teacher training.

B. With regard to multicultural issues and history teaching

- defining the appropriate measures to promote multicultural approaches to history teaching, such as developing a checklist for multicultural learning concerning study programmes as well as the organisational aspects of history teacher training courses;
- set up forms of intercultural education as a compulsory subject for all future teachers and define appropriate subjects and interrelations in the context of teaching history in a multicultural environment with a view to shaping pupils' awareness of similarities and differences and combat Eurocentrism, discrimination and racism;
- re-evaluating curricula, where appropriate, and developing special materials for history teacher training in a multicultural society.

C. With regard to the competencies of history teachers

- improving the quality of initial training structures by promoting and maintaining a happy balance between theoretical advice and practical training;
- evaluating practical training and developing special measures to do so, where appropriate;
- promote the development of self-reflective, social, communicative and organisational competencies of teacher trainees;
- identifying examples of success and failure in developing the competencies of history teachers;
- encouraging innovative approaches to history teaching, process- and problem-oriented approaches, as well as complex and/or reflective methods of history teaching;
- developing project work;
- promoting teamwork;
- developing strategies of conflict resolution in classroom.

D. With regard to the training of history teacher trainers

- identifying the bodies responsible for the training of trainers;
- establishing appropriate organisational patterns for the training of trainers;
- defining attainment targets for the training of trainers;
- issuing publications on the training of trainers based on good practices;
- using, whenever appropriate, the new information technologies in the training of trainers;
- differentiating the core competencies of history teacher trainers.

E. With regard to the social status of history teachers

- developing, as early as the period of initial training, the awareness of a positive self-image as a history teacher by applying experience-oriented and reflective methods in training courses;
- promoting intensive inter-institutional communication;
- increasing history teachers' opportunities to upgrade their qualifications and improve their prospects for promotion;
- providing support for professional associations and student groups;
- developing strategies to raise media awareness of the issues and problems of history teachers;
- supporting training institutions in promoting the professionalisation of teacher training structures as well as additional qualification of teacher trainers.

Appendix I

Country reports

General information on education systems and initial training for
history teachers in the 13 countries

Introduction

For the general classification of data in education we refer in this study to the OECD revised International Standard Classification of Education (ISCED-97), which was adopted by the Unesco General Conference in 1997. The proposed classification has also been adopted by the European database on education, Eurydice. For any queries on data classification or a detailed description of levels, criteria and sub-categories, please consult the manual: *OECD (1999) Classifying Educational Programmes. Manual for ISCED-97 Implementation in OECD Countries*. 1999 Edition, Paris.

See also: the Eurydice homepage: on <http://www.eurydice.org/Eurybase/Files> or the OECD-Education-homepage on http://www.oecd.org/els/stats/edu_db/edu_db.htm .

Definition of terms and classifications

Age of pupils

School-leaving age: the age of pupils after completing upper secondary education (ISCED 3).

Compulsory full time education: age of pupils after completing compulsory full time education according to the educational laws of the country.

History as a subject

Single subject: subject is studied and taught as a single subject.

Comprehensive subject: subject which has an “umbrella function” and includes other subjects, for example social studies in Norway includes (age 14 - 16) geography, history, sociology, and human rights education, ethics, psychology.

Levels of education

Lower secondary schools (ISCED 2): the lower secondary level of education encompasses programmes designed either to prepare students for direct access to upper secondary education (ISCED 3) or for direct access to the labour market.

Upper secondary schools and upper secondary vocational schools (ISCED 3): the final stage of secondary education in most OECD countries. Programmes are mainly designed to prepare students either for direct access to higher education (ISCED 4 and ISCED 5) or direct access to the labour market.

Higher education (ISCED4 and ISCED 5): higher education is divided into post-secondary non-tertiary education (ISCED 4) and tertiary education (ISCED 5).

Please consult the list of training institutes below for a more detailed description of higher education training institutes.

Training institutions

University: an educational institution that provides instruction and facilities for research in many branches of advanced learning and awards degrees.²¹ Programmes of study are designed for four, five or more years depending on the degree required. Universities train teachers for secondary schools (only a few exceptions exist), but this function is not considered as the most representative one for the university profile.

Pedagogical university: an educational institution that provides mainly teacher training for both lower and upper secondary education. Pedagogical training occupies a significant part of teacher training. Programmes of study are usually designed for four years.

Pedagogical academy: a teacher training institution for lower secondary education – modern secondary schools (age of 10 to 14). Programmes of study last for three years. Training of practical competencies is particularly stressed (for example in Austria).

Teacher training college: an institution offering mainly teacher training for pre-school, primary school and, in some cases, for lower secondary education. Length of training is usually between three and four years. Training of practical competencies is considered as very important.

Institut Universitaire de Formation des Maîtres (IUMF): an autonomous institute for teacher training within the university structure (only in France).

Institute for Educational Sciences (ICE): a teacher training institute within the university structure (only in Spain).

Types of initial teacher training

Consecutive model of training: organisation of ITT where professional and practical training is provided after general course, for example at post-graduate level. Normally the first part of ITT consists in theoretical studies, the second part in professional and practical training, as a one year post-graduate course, for example in Spain, United Kingdom, Portugal.

Concurrent model of training: organisation of ITT in which professional and practical training are provided at the same time as the general course; the training of both academic competencies and practical competencies are carried out alternatively, such as in pedagogical academies in Austria.

Modular model of training: organisation of ITT in which courses are grouped thematically and studied as single units. Different units may be studied at different institutions. Students have to follow a fixed series of elements/parts during their studies but they have the freedom to choose the training possibilities offered by different institutions or in different locations or departments.

21. The *Oxford paperback dictionary* (1988), 3rd edition, Oxford University Press, UK.

Structure of country reports

I. The education system

Principles and general objectives

Laws and other basic regulations

Structure of the education system

Statistical data: Pupils, teachers, students, teacher trainees, teacher trainers

Financing

Feminisation

II. Initial training of history teachers

Type/Model of teacher training

Institutions

Number of institutions involved in ITT

Organisation of ITT

Requirements for institutions

Basic information on ITT – aims, content and structure

Aims of ITT

Content of ITT

Length of study/exams/graduation/admission to teaching

Standards for teacher Training

Type of teacher trainers

Breakdown of teacher training

Qualifications and Training environments

Structure of history (content) in the curriculum of academic courses

Academic qualifications

Didactic qualifications

Competencies in psychology

Legal competencies

Practical competencies

Training of trainers

Trainers of trainers

Kind of training

III. History teaching in secondary school

Socio-economic situation of history teachers

Salaries

Age distribution of teachers

Age of employment/retirement

Job opportunities

History as a school subject

Number of lessons per grade each week and school type

General aims

Name of the subject

History as a separate /combined subject

Structure of history in the curriculum for general secondary schools

Reputation of history teachers and historians

Future developments in history teaching

Changes for the subject history

Albania²²

with the contribution of Petrit Nathanaili, Fatmiroshe Xhemali

I. The education system

Principles and general objectives

According to the Constitution of Albania, education is a national priority. The Constitution states that citizens of Albania enjoy equal rights to education at all levels, regardless of their economic or social status, nationality, language, gender, race, health, and political convictions. In compliance with the law, members of national minorities have the possibility to learn and to teach in their own language; this includes, in the framework of school curricula, the learning and teaching about their history and culture.

The general principles and objectives of education include:

- equal rights to education for all citizens, encompassing primary, general secondary education and certain vocational education programmes;
- creating the conditions for full personal development and offering educational opportunities appropriate to contemporary requirements;
- revision and modernisation of the content of education in accordance with the needs of contemporary society, including scientific achievements and the use of information technology in instruction;
- adapting vocational education to social and economic developments;
- providing conditions for lifelong education;
- increasing quality and efficiency of education.

Laws and other basic regulations

After the multi-party elections held in 1992 and the new main constitutional documents which were adopted during the period 1992-95, the education sector has been regulated on a new basis. The initial basis for the new legal framework of the education system is the citizens' right to education. Schooling is available for everyone under equal conditions. It is financed by the state budget. The basic legal instruments concerning education include the Law on Pre-University Education (1995), the Normative Provisions for Public Schools, the Labour Code of the Republic of Albania (1995), the Law on Private Education (1995) and the Law on Higher Education (1994).

22. Unless stated otherwise, data sources for all the countries in this report are: Unesco, World Data on Education, 3rd edition 1999, Eurydice, Eurybase 1999 and information provided by the country itself; data origins from 1998.

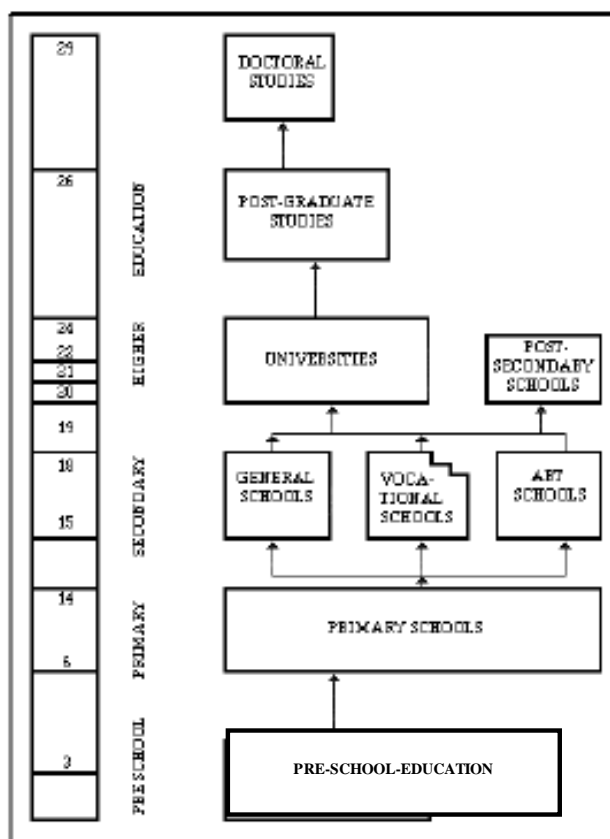
In accordance with these laws, a series of rules and regulations has been passed concerning various important issues, such as the assessment of students, appraisals and rewards to be given, enrolment in secondary schools, teachers lesson plan standards, in-service teacher training, and so forth. Rules are sub-acts that regulate certain aspects of education more closely; their adoption and application are in the competence of the Ministry of Education and Science.

Structure of the education system

The education system is

- Comprehensive until 14 years
- Selective from 14 years
- Compulsory full time education: until 14 years
- School leaving age: 16 years

Chart: education system



Statistical data: Pupils, teachers, students, teacher trainees, teacher trainers

Number of pupils in secondary schools: 98 429 (in 1997)

Number of teachers: 5 989 (in 1997)

Number of history teachers: 500

Number of students: 35 902 (35 214 at universities²³)

Number of history students: 2 106

Number of teacher trainees: 12 520

Number of history teacher trainees: 3 204

Financing

Cost of students at university: 41 euro/year

*Feminisation*²⁴

Increase of female students: 27%

Increase of female teacher trainees: 10%

Increase of female history teacher trainees: 10%

II. Initial training of history teachers

Type/Model of teacher training

Concurrent

Institutions involved

Universities

Number of institutions involved in ITT

Public institutions: 4

Organisation of ITT

Requirements are laid down by

- The state (ministry of education)
- The training institutions themselves

Basic information on ITT – aims, content and structure

Recently, the University of Tirana produced a new teaching curriculum based on experiences of other European universities as well as on economic and social conditions in Albania. The drafting and application of this new training curriculum for teachers and history specialists are the result of continual efforts by the department of history to raise the quality of the academic

23. The remaining 612 in non-university-higher education or in post-graduate studies.

24. During the last five years.

and professional education of students. The department took into consideration economic, social and scientific factors as well as the current development in these areas. Among the economic and social factors which gave impetus to the curriculum were:

- changes in the political system, accompanied by changes in the economic structure of Albanian society;
- the socio-economic position of teachers, which brought a certain lack of interest among young students towards the teaching profession. Teaching history is a profession preferred by women, hence 80% of the students are females;
- the need for qualified specialists of history in scientific institutions. The fact that history has been depoliticised and that research can now rely on new documents earlier left aside has renewed interest in history.

Hence, the conception of the curriculum is based on the fact that students graduating in history teaching have greater possibilities of employment and integration in Albanian society. In the new curricula, there is emphasis on subject-related matters as well as on psycho-pedagogical competencies and practical competencies for teaching history.

Length of study/exams/graduation/admission to teaching for school level

Training institution	Entry requirements	Final exam	Length	Degree	Admission to School level
University	Examination	Written and oral	4 years	BA	Lower secondary
University	Examination	Written and oral	4 years	BA	Upper secondary
University	Examination	Written and oral	4 years	BA	Upper secondary vocational

Standards for teacher training

Professional profile for history teachers: yes²⁵
 Qualified teacher status: yes

Types of teacher trainers

Historians	87%
Advisory teachers	13%
Educationalists	0%
Didacticians	0%
Psychologists	0%

25. The new teaching curriculum has established a good proportion between the two specialities: history and teacher training. This professional profile is important for the implementation and planning of university curricula, educational programmes and practical work.

There is no interdisciplinary co-operation between trainers.

Breakdown of teacher training²⁶

Academic courses	81%
General pedagogics/ didactics	4%
Subject didactics	11%
Practical training	4%

Courses of academic, didactic and practical training are always separated.

Qualifications and training environments

Structure of history (content) in the curriculum of academic courses

Local history	5%
National history	5%
European history	8%
World history	35%
Other	47% ²⁷

Political history	10%
Social history	3%
Economic history	1%
Cultural history	41%
Other	45% ²⁸

Academic qualifications

Individual studies	35%
Group work	60%
Project work	5%
Other	0%

26. Percentage of all courses during studies.

27. Geography, languages etc.

28. as above

Didactic qualifications

Individual studies	40%
Group work	45%
Project work	10%
Other	5%

Practical competencies

Planning, organising and use of media	15%
Teaching through directive structure	40%
Monitoring / social dynamics	10%
Interactive teaching	20%
Reflection and self-evaluation of the training	15%

Training of trainers

Trainers of trainers are:

Historians	yes
Advisory teachers	
Psychologists	yes
Educationalists	
Didacticians	yes
Other	

There is the possibility of in-service training for trainers, which is not obligatory.

Special training for history teacher trainers is provided for:

University teachers

Kind of training for trainers:

(The following groups of trainers are trained through internal/ external forms of training:)

Historians

Internal training by: historians

Advisory teachers

Internal training by: didacticians

Didacticians

Internal training by: didacticians

Pedagogues
Internal training by: psychologists

Psychologists
Internal training by: psychologists

III. History teaching in secondary school

History teachers: Socio-economic situation

Salaries

Salaries of teachers <30 years: avg. 85 Euro/ month
Salaries of teachers 50> years: avg. 94 Euro/ month
Salaries equal middle class wages

Age distribution of teachers at lower secondary schools

<30	25%
30-39	50%
40-49	15%
>50	10%

Age distribution of teachers at upper secondary schools

<30	15%
30-39	60%
40-49	20%
>50	5%

Age of employment/retirement

Teachers are normally employed in lower secondary schools at: 23 years
Teachers are employed in upper secondary schools normally at: 23 years
Average age of history teachers in lower secondary schools: 31-39
Retirement age: female 55, male 60
Average age of history teachers in upper secondary schools: 41-49
Retirement age: female 55, male 60

Jobs opportunities

There is no shortage of jobs
There will be no significant change in the number of jobs

History as a school subject

Number of lessons per grade each week and school type

Grade/age	Lower secondary	Upper secondary general	Upper Secondary vocational
5/10-11	2		
6/11-12	2		
7/12-13	2		
8/13-14	2		
9/14-15		2	2
10/15-16		2	2
11/16-17		2	2
12/17-18		3	

General aims for the school subject to:

- preparing pupils to participate actively in democracy and society;
- developing historical understanding;
- developing skills and attitudes of civil courage;
- understanding the origin of contemporary problems;
- providing the pupils with a well balanced general education;
- preparing them for further studies of their subject.

Is history a separate subject?

Lower secondary schools: yes

Upper secondary schools: yes

Vocational schools: yes

Structure of history in the curriculum for general secondary schools

Local history	9%
National history	45%
European history	25%
World history	15%
Other	6%

Political history	77%
Social history	7%
Economic history	4%
Cultural history	12%

Future developments in history teaching

Expected Changes for the subject history

Lower secondary: yes, update of curriculum content

Upper secondary: yes, update of curriculum content

Vocational: yes, update of curriculum content

Austria

With the contribution of Klaus Edel, Heinz Stotzka

I. The education system

Principles and general objectives

According to the School Organisation Act of 25 July 1962 (Section 2), “it shall be the task of the Austrian school to foster the development of the talents and potential abilities of young persons in accordance with ethical, religious and social values ... by giving them an education corresponding to their respective stages of development and their respective courses of study. It shall give young people the knowledge and skills required for their future lives and occupations and train them to acquire knowledge on their own initiative.

Young people shall be trained to become healthy, capable, conscientious and responsible members of society and citizens of the Democratic and Federal Republic of Austria. They shall be encouraged to develop an independent judgement and social understanding, to be open-minded to the philosophy and political thinking of others, they shall be enabled to participate in the economic and cultural life of Austria, of Europe, and of the world, and to make their contribution, in love of freedom and peace, to the common tasks of humankind”.

In section 4, the act provides that “entry into every school shall be common to all, without discrimination as to birth, gender, race, social background, class, language, or religion”. In general terms, all state schools are co-educational.

Compulsory schooling is stipulated by federal act. Particular attention is given to children in need of special care. The right to education and the principle of equal educational opportunities are ensured by specific measures. An extensive system of educational counselling has been created in the country.

All pupils receive the suitable and necessary textbooks free of charge and they are legally entitled to travel free to and from school. In both cases, small deductibles apply. Special measures exist for children with difficulties or with differing socialisation conditions. Measures providing financial support are in place for needy pupils.

According to the Austrian Constitution, all universities and universities of arts are public institutions.²⁹ Academic freedom in research and teaching, as well as artistic expression are guaranteed as constitutional rights. Federal laws regulate the affairs of universities and universities of arts, as the constitution stipulates that higher education is under federal jurisdiction.

Laws and other basic regulations

The Basic Law on the Universal Rights of Citizens of 1867 stipulates that teaching, research, and practice of the arts shall be free. Further general constitutional provisions of relevance are Article 18 of the Basic Law of 1867 (“Everyone shall be free in choosing his occupation and in obtaining the necessary education and training how and where he wants”), as well as

29. Private universities will start soon.

Article 2 of the First Protocol to the European Convention on Human Rights (“Nobody shall be deprived of the right to education”). According to Section 5 of Article 17 of the Basic Law of 1867, the federal government has the right to direct, manage and supervise the entire school and education system.

The School Organisation Act is the core of the 1962 school acts, containing for the first time an all-encompassing enumeration and systematic regulation of most types of schools. - The School Periods Act (1985) sets down regulations concerning the school year, the instructional year, school days, holidays and vacations, lessons (periods) and breaks.

An amendment to the Federal Constitutional Act of 1962 defined the term statutory school-maintaining authority as a federal or provincial agency or, with regard to compulsory schools, the local communities. Schools established and maintained by the statutory school-maintaining authority are public schools; they are universally accessible. Private schools are accredited under the provisions of the Private Schools Act. The 1962 amendment also provided the basis for the organisation of the federal school authorities in the provinces and districts.

The Compulsory Schooling Act regulates compulsory general schooling between the ages of 6 and 15 years and compulsory vocational schooling, which completes the training of apprentices in business and industry by part-time instruction at compulsory vocational schools (dual system of vocational training). Compulsory general schooling may be completed not only by attending a school, but also by receiving equivalent instruction.

As far as adult education is concerned, the federal law mainly regulates the terminology, the types and recipients, as well as the prerequisites and other conditions for federal subsidies. Furthermore, it determines the organisational measures to be taken in this context.

Structure of the education system

The education system is:

- Comprehensive until 10 years
- Selective from 10 years
- Compulsory full time education: until 15 years
- School leaving age: 18 or 19 years³⁰

Chart: Education system

For the detailed chart about the education system, see Eurydice/European Commission (2000), Key data on education in Europe 1999/2000, Brussels, Luxemburg, p. 19.

Statistical data: Pupils, teachers, students, teacher trainees, teacher trainers

Number of pupils in secondary schools: 615 172

Number of teachers: 113 264 (primary and secondary education)

Number of history teachers: ca. 15 000³¹ (secondary education)

30. Depending on type of upper secondary education: upper secondary general - 18 years, upper secondary vocational - 19 years.

Number of students: 221 092 (universities)
Number of history students: 4 634 (universities)
Graduates: universities: 15 152 (in 1997/98), pedagogical academies: 1 400 (in 1998)

Number of teacher trainees: 26 345 at universities: 21 345 (in 1998/99)
5 000 at pedagogical academies (in 1998/99)

Number of history teacher trainees: 2 495 (universities)
Graduates in history teaching: 129 (universities, in 1998/99)

Financing

Cost of students at university: 8 570 Euro/year

*Feminisation*³²

Increase of female students: 2%
Increase of female teacher trainees: 12%
Increase of female history teacher trainees: Yes

II. Initial training of history teachers

Type/Model of teacher training

Concurrent³³

Institutions involved

- Universities
- Pedagogical academies

Number of institutions involved in ITT

- Public institutions: 5 universities, 8 pedagogical academies
- Private institutions: 5 pedagogical academies

Organisation of ITT

Requirements are laid down by

- The state
- The training institutions themselves³⁴

31. History is only taught in secondary education; as all teachers in secondary schools have to teach a second (Gymnasium and upper secondary vocational schools) or third (Hauptschule) subject, the number of history teachers is relatively high.

32. During the last five years.

33. At universities, courses for history students and history teacher trainees are still the same in the first two years, but with the new curriculum starting in 2002/03 there will be separate syllabi for both studies.

Basic information on ITT – aims, content and structure

Aims of ITT

See the description of the professional profile at Vienna University in Part I of this book.

The general aim for ITT is to develop the academic, didactic and practical competencies of history teacher trainees in an integrative form, so that they will dispose of a broad range of knowledge and skills for today's history teaching in secondary schools.

This includes the development of:

- a wide general knowledge as well as a profound specialised knowledge of history;
- an analytical, systematic and reflective application of relevant subject knowledge and skills and of critical approaches to historical sources and information;
- academic and didactic competencies together with the development of self-reflective, social, communicative and organisational competencies;
- interdisciplinary and intercultural thinking;
- the ability to organise and to direct communicative learning processes;
- process-oriented thinking and work styles.

Content of ITT

Universities:

- 75% of all courses are dedicated to academic content,
- 25% of all courses to general didactics and to subject didactics.

A core curriculum prescribes compulsory and optional subjects; within this framework, teacher trainees are free to choose their specific thematic interests; for each compulsory course (e.g. a course of contemporary history), students can normally choose between 8 – 10 topics.

Academic courses: in the first 2 years, after having successfully completed the introductory courses, students should follow a minimum of 36 hours in Austrian history, Ancient history, history of the Middle Ages, Modern History, Contemporary History. These topics should be studied in integrative courses together with a series of methodological courses for historians such as: statistics, qualitative analysis of historical sources, discourse analysis, working in archives and museums, interpretation of written, visual, oral and material sources. The next 2 ½ years (minimum 20 hours compulsory + 10 hours optional) are given to thematic approaches to history (political, economic, social, cultural aspects), to new technologies in history and history teaching, to civic education as part of history education, as well as to research-oriented forms of historical work and learning. If students have chosen history as their first subject, they also have to write a diploma thesis as part of their final examination.

34. Within a certain framework given by the state.

Subject didactics: Courses of subject didactics are integrative courses, focused on a specific historical topic, but oriented towards teaching in school. Following process-oriented methods teacher trainees learn exemplarily how to teach history, they have access to practical training in a secondary school and also learn to evaluate these courses.

General didactics: The new syllabus includes: educational theory, theory of schools; introduction to the Austrian school system, pedagogical problems in the formative years, theory and practice of teaching and learning, theory and practice of educating and advising, theory of school organisation.

Length of study/exams/graduation/admission to teaching for school level

Training institution	Entry requirements	Final exam	Length	Degree	Admission to School level
Pedagogical academy	Free access	Written and oral plus written appraisal by headteacher of school	3 years	No ³⁵	Lower secondary
University	Free access ³⁶	Written and oral (univ.) plus written appraisal by headteacher of school (p.g. year)	4 ½ years +1 post graduate	M.A.	Lower and upper secondary
University	Free access ³⁷	Written and oral (univ.) plus written appraisal by headteacher of school (p.g. year)	4 ½ years +1 post graduate	M.A.	Upper secondary vocational

Standards for teacher training

Professional profile for history teachers: yes³⁸

Qualified teacher status: yes

35. In the new curriculum (after 2007) a B.A. is expected.

36. Study fees (363.36 Euro) to be implemented in 2001.

37. Study fees (363.36 Euro) to be implemented in 2001.

38. Implemented in autumn 2000.

Types of teacher trainers

Historians	Yes
Advisory teachers	Yes
Psychologists	Yes
Educationalists	Yes
Didacticians	Yes
Other ³⁹	Yes

There is sometimes interdisciplinary co-operation between these groups.

Breakdown of teacher training (percentage of all courses during studies)

	University	Pedagogical academy
Academic courses	70%	30%
General pedagogics/ didactics	7%	20%
Subject didactics	13%	25%
Practical training ⁴⁰	10%	25%

These courses are partly co-ordinated.

Qualifications and training environments

Structure of history (content) in the curriculum of academic courses

University

Local history	8.3%
National history	23.3%
European history	33.3%
World history	35%

Political history	25%
Social history	27.5%
Economic history	20%
Cultural history ⁴¹	27.5%
Other	

39. Lawyers, political scientists, sociologists, economists.

40. Plus one year of practical training after graduation from university.

41. In Austria not strictly a history of fine arts but also including many aspects of everyday life.

Academic qualifications (are acquired through:)

	University	Pedagogical academy
Individual studies	80%	60%
Group work	10%	30%
Project work	5%	10%
Other ⁴²	5%	

Didactic qualifications

	University	Pedagogical academy
Individual studies	40%	70%
Group work	40%	20%
Project work	20%	10%

Competencies in psychology

	University	Pedagogical academy
Individual studies	80%	40%
Group work	20%	40%
Project work		20%

Legal competencies

	University	Pedagogical academy
Individual studies	90%	60%
Group work	10%	20%
Project work		20%

Practical competencies

Planning, organising, use of media and information technologies	Yes
Teaching through directive structure	Yes
Interactive teaching	Yes
Monitoring / social dynamics	Yes
Reflection and self-evaluation of the training	Yes

42. Excursion.

Training of trainers

*Trainers of trainers are*⁴³:

Historians	Yes
Advisory teachers	Yes
Psychologists	Yes
Educationalists	Yes
Didacticians	Yes
Other	Yes

In-service training for trainers

There is a possibility for in-service training (not obligatory), which includes

- Improvement and training of self reflection;
- Process-oriented forms of learning;
- Training of organisational skills;
- Forms of examination and training of dealing with them;
- Other.

The cost is covered by

- The teacher training institutions

Special training for history teacher trainers is provided at universities for

- Advisory teachers
- Others

Kind of training for trainers:

(The following groups of trainers are trained through internal/ external forms of training:)

Historians

Internal training by: historians, didacticians, psychologists, professional trainers

External training: in-service training

Advisory teachers

Internal training by: historians, didacticians, psychologists, professional trainers

External training: experts from other institutes, experts from training institutions, supervision, in- service training

43. At university.

Didacticians

Internal training by: historians, didacticians, psychologists, professional trainers

External training: experts from other institutes, experts from training institutions, in- service training

Pedagogues

Internal training by: didacticians, psychologists, professional trainers

External training: Experts from other institutes, experts from training institutions, supervision, in- service training

Psychologists

Internal training by: didacticians, psychologists, professional trainers

External training: in-service training

III. History teaching in secondary school

History teachers: Socio-economic situation

Salaries

Salaries of teachers <30 years: 1 543 euro/month⁴⁴

Salaries of teachers 50> years: 3 085 euro/month⁴⁵

Salaries equal middle class wages

Age distribution of teachers in lower secondary schools (1997/98)⁴⁶

<30	14.9%
30-39	35.1%
40-49	37.6%
>50	12.4%

Age of teachers in upper secondary general and vocational schools (1997/98)⁴⁷

<30	7.8%
30-39	33.9%
40-49	39.8%
>50	18.5%

44. Teachers of secondary general school (AHS)

45. Teachers of secondary general school (AHS)

46. BMUK ed. (1998) Kenndaten zum österreichischen Schulwesen, Wien, p.34.

47. Kenndaten zum österreichischen Schulwesen 1998, ed. BMUK, p.35.

Age of employment/retirement

Teachers are employed in lower secondary schools (*Hauptschule*) at the age of 22 years
Teachers re employed in secondary general and vocational schools at the age of 26 years
Retirement age (legally): 65⁴⁸ (60⁴⁹)
Average retirement age (de facto): 61 (men), 59 (women)⁵⁰

Jobs opportunities

Graduates have to wait between three and four years to be employed as history teachers

The number of jobs will increase significantly in about five years when approximate by 30 % of history teachers will retire

Unemployment rate: 1 266 graduates were waiting for employment (data from 9/1999)

History as a school subject

Number of lessons per grade each week and school type⁵¹

Grade/age	Lower secondary	Upper secondary general	Upper secondary vocational (lower economic schools/ higher economic schools/higher technical schools)
5/10-11	0		
6/11-12	1-3 ⁵²		
7/12-13	1-3		
8/13-14	1-3		
9/14-15		2	2/0/0 ⁵³
10/15-16		2 (2) ⁵⁴	0/0/0
11/16-17		2 (2)	0/2/0
12/17-18		2 (2)	- /2/2
13/18-19			- /2/2

48. equal for male and female teachers if they are civil servants (*pragmatisiert*).

49. early retirement after 35 years of service; governmental plans want to increase this average by 1 ½ years.

50. Lassnig, Lorenz (1999) IHS Projekt: Personalbedarf im österreichischen Schulwesen, Wien, p. 4.

51. According to the School Organisation Act (SCHOG) of 25 July 1962 the subject is called “history and social studies” (see b.) in general secondary education. In upper secondary vocational education, there are other combinations: “history and civics” or “history and cultural studies”.

52. Schools are autonomous to choose between a maximum and a minimum in accordance with their individual school profile.

53. Different by school type: lower economic schools/ higher economic schools/ higher technical schools.

54. Optional subject: “history and social studies”, “civic education and law” (*Rechtskunde*) (2 x 2 lessons).

General aims for the school subject:

History curricula are designed to support pupils to ⁵⁵

- gain insight into the history of Europe and the world, with respect to Austrian history;
- develop, increase and consolidate their historical knowledge as well as methodological skills to deal critically with and to select historical information;
- develop a better insight into the context of and the interrelations between politics, law, society, economics and culture;
- develop critical and problem-oriented choice and treatment of historical subjects;
- gain insight in the institutions of democracy, the rule of law;
- to understand the values of humanity, tolerance, open-mindedness, openness to communication, fairness, solidarity, love of freedom and peace;
- detect and gradually overcome prejudices;
- take an interest in the social problems of the community, the region, Austria, Europe and world.

Upper secondary general education

A second chronological cycle follows the same objectives as above, but with more emphasis on in-depth studies, critical selection and interpretation of historical sources and project oriented learning (e.g. oral history). For the final exams (Matura) a smaller research work on a historical topic can be proposed as part of the written examination.

Secondary technical and vocational schools and colleges

More emphasis is given to contemporary history. Subject-related projects (field work) should promote interest. Through the use of historical sources, including oral history, educational content should be designed in a descriptive and realistic manner.

The aims are comparable with the tasks of upper secondary general education, but with a special focus on economic and social history. The curricula aim at supporting pupils to:

- develop basic skills of democracy;
- participate actively in public life;
- develop respect for and be open to foreign societies, cultures and religions;
- be committed to work for peace;
- experience the environment culturally and develop historical thinking and judgment;
- recognise different interests, recognise manipulation, understand the need for priorities and compromises.

55. The new curriculum for history will be implemented in 2001/ 2002 (see chapt. Changes for the subject history).

Name of subject

- History and social studies (lower secondary, upper secondary general);
- History and civics or history and culture (upper secondary vocational);
- History /Economic and social history (secondary technical and vocational colleges);
- Contemporary history and civics – (secondary technical and vocational schools)

Is history a separate subject?

Lower secondary schools: yes

Upper secondary schools: yes

Upper secondary vocational schools: yes

*Structure of history in the curriculum for general secondary schools*⁵⁶

Local history	5%
National history	30%
European history	45%
World history	20%

Political history	45%
Social history	17.5%
Economic history	17.5%
Cultural history ⁵⁷	20%

Reputation of history teachers and historians

On a scale from 0 (lowest) to 10 (highest) the reputation is for:

- History teaching: 6
- History research: 7

Future developments in history teaching

Expected changes for the subject history

Lower secondary: yes, new curriculum in '01/'02⁵⁸

Upper secondary: yes, new curriculum in '04/'05

Vocational: yes, new curriculum is partly implemented⁵⁹

56. Teachers are partly (30%) free to organise programme centred learning. They make their personal choice out of a wide range of possibilities provided by the curriculum.

57. In Austria not strictly a history of fine arts but also includes many aspects of everyday life.

58. Although the new curriculum has a more theme-centred and problem oriented approach, chronology still limits the structure. History is taught by an integrated approach between national, European and world history, there are no separate structures or textbooks for both. A new element is that the subject is divided in essential (65%) and additional (35%) parts.

59. More emphasis is given to civic education.

Bulgaria

With the contributions of Elka Drosneva, Julieta Savova

I. The education system

Principles and general objectives of education

Education in Bulgaria is a right for all citizens, the overall goal being to prepare individuals for responsible citizenship in a democratic society. Education in the country encompasses two main areas: developing the intellectual potential of students, and instilling a sense of values and patriotism that will foster thoughtful, active members of society. With this goal in mind, education in the country seeks to provide basic skills and general education for all citizens from the age of 6 to 16 years, create strong ties between in-school instruction and preparation for life outside the classroom, and encourage a sense of responsible citizenship and sensitivity to global issues.

The objectives of education in Bulgaria are: to develop the intellectual potential of each student, foster individuality, independence and a desire for continual self-education; instil national, cultural and historical self-awareness, and responsible citizenship; ensure general and vocational training; encourage continuous education, self-education and a desire to partake in public activities in a market economy.

The development of the education system is linked to the transition to a democratic society and a free market economy. These processes are reflected in a changing education system where educational institutions have more choice in defining their curricula and programmes.

The expected results of this evolving system are:

- higher motivation on the part of students to obtain education;
- the creation of stronger links between class content and the labour needs of the country;
- skills in and teaching of new information technologies;
- developing more relevant profile-setting in education according to the interests and abilities of the students.

The education reform is also based on principles stemming from traditions in Bulgarian education, such as: ensuring an equal start for everyone through general and compulsory education up to the age of 16 years; providing secondary education for every citizen and a free choice of education; free-of-charge instruction in the government-funded and municipal schools; equality and joint instruction (co-education) of the pupils of both gender; forging links between comprehensive and vocational training, between theory and practice; effective combining of compulsory and optional instruction; combining in-class, group and individual forms of work; participation of parents and community in school activities; providing opportunities for continuing instruction, ensuring various types of education and professional qualification regardless of age.

The main priorities in the future development of education are: upgrading the quality of education, ensuring basic education for all, acquiring a minimum requirement of knowledge and skills for the social and professional realisation of the student; extending opportunities for optional instruction; allowing for diversity, flexibility and different ways of combining instructional content; raising the level of mother tongue and foreign language instruction of students as an especially important condition for successful social and professional communication and achievement; making adequate use of computer equipment and information technologies in school education; providing continuity of education in line with current technological developments.

The period of political transition has revealed many pedagogical and social problems which affect primary school. The question of diagnosing the readiness of children for school has proved particularly topical in recent years. Keeping all children in school during compulsory education, and ensuring the enrolment of those who are not proficient in the Bulgarian language are major concerns. The most pressing current concern is the need to double the number of schools in urban areas, where high enrolment means that instruction is currently organised in two shifts.

Laws and other basic regulations concerning education

According to the provisions of the National Education Act, adopted in 1991, education in the country is secular. The Ministry of Education and Science (MES) must supply the educational process and all students from the 1st to 8th grade with textbooks and obligatory manuals free of charge. Preparatory classes should be organised for children over six years of age subject to compulsory education, but who have a poor command of the Bulgarian language and have not attended a kindergarten. The norms were further developed in The Grade of Education, General Educational Minimum and Curriculum Act (1999).

In recent years, several legislative instruments have been adopted for the development of the private school sector. For example, the Ordinance on Private Schools of the Ministry of Education, Science and Technologies (now Ministry of Education and Science - MES) states that the Government, i.e. the MES, must create the necessary conditions and preconditions for the development of private school systems. The Ministry's position is that private schools, within the context of the changing economic, political, social and cultural realities in the country, have their place in the system of formal education. They present an additional opportunity for ensuring the constitutional right of each citizen to choose freely the type of schools and form of his/her education.

A new structure for higher education has been in force since the end of 1995, enacted by the Higher Education Act adopted by the National Assembly. In line with Chapter 10 of this Act, the setting up of a National Agency for Evaluation and Accreditation of Higher Education Establishments is intended to contribute to the development and application of criteria and norms for the evaluation of profitability in different education establishments. All universities and higher education institutions must independently determine all matters relating to their curricula, structure, teaching and research, qualification and certification: principles which were further developed in The Act of Amendment and Supplement to the Higher Education Act (1999).

The Ordinance on Unified Norms for Higher Education of Teachers (1997) establishes obligatory forms for practical training of future teachers guaranteeing the minimum level of teaching competence, and regulates the pedagogical and methodological elements in the study plans for teacher training. The upgrading of teachers is guaranteed by National Standards of INSET (1997).

Structure of the education system

The education system is:

- Comprehensive from 6/7-18/19 years
- Selective from 13/14-18/19 years
- Compulsory full time education: until 16 years
- School leaving age: 18/19 years

Chart: Education system

For a detailed chart about the education system, see Eurydice/European Commission (2000) Key data on education in Europe 1999/2000, Brussels, Luxembourg, p. 20.

Statistical data: Pupils, students, teacher trainees, teachers, teacher trainers

Number of pupils in secondary schools: 508 678

Number of teachers in secondary schools: 43 847

Number of history teachers: 4 912

Number of students: 260 487 (university: 234 182, colleges: 23 747)

Number of history students: 3 055

Number of teacher trainees: 40 000 at universities, 2 558 at colleges

Number of history trainees: 2 500 at university

Graduates: approx. 500

Financing

Cost of students at university: over 100 euro/year

Feminisation

Feminisation trend continues

II. Initial training of history teachers

Type/Model of teacher training

Concurrent⁶⁰

Institutions involved

- Universities

Number of institutions involved in ITT

- Public institutions: 7
- Private institutions: 2

Organisation of ITT

Requirements are laid down by:

- The state
- The training institutions themselves.

Basic information on ITT – aims, content and structure

The programmes for the basic training of teachers comprise elements regarding:

1. Comprehensive knowledge of the subject of study: Training and qualification of teachers to acquire comprehensive knowledge of the various subjects that form part of the study plan, depending on which school level the plan applies to. There are two models of training. In the first one, teachers receive basic pedagogical training over a period of 1.5 to 3 years, followed by specialisation in another subject on the school programme.

This model is typical of the study plans of the pedagogical specialities training teachers for the pre-school and primary school level. Comprehensive knowledge of the subjects of study is introduced into the study plan of the speciality as a supplementary qualification to the pedagogical qualification. In the second model, studies of a particular speciality (history, geography, philology, mathematics, physics, etc.), which coincides with the relevant subject or group of subjects taught at school, may be considered a pedagogical orientation. In this case, pedagogical qualification is supplementary for the philologist, mathematician, etc., entitling them to teach their respective subjects at school. This model applies to the training of teachers for secondary school, i.e. for 5th - 12th classes.

Depending on the respective model, comprehensive knowledge of a subject taught at school may be either a major element in the study plan or an additional one to complement the pedagogical and methodological training of the future teacher.

2. Pedagogical and methodological competence: In 1997, an Ordinance on Unified Government Norms for the Higher Education of Teachers was adopted by the Council of Ministers, stipulating a compulsory minimum of four obligatory disciplines of study, two

60. All courses are taught in common for students of 'history' and of 'history teaching'. In addition teaching competencies are taught separately only for history teacher trainees.

options, and three school practices, along with a system of 360 hours to ensure the pedagogical, methodological and practical competence of teachers for a particular subject of study, such as History for instance. The similar Ordinance for combined subjects like “History and Geography”, “Bulgarian Language and History”, etc./1998/ requires some 4 - 6 obligatory disciplines and three kinds of school practices in both subjects, all together in 595 hours. All the training for future teachers has to guarantee a minimum level of teaching competence, and regulates pedagogical and methodological elements in the study plans for teacher training in the first model.

3. Study plans and curricula concerning the training of teachers for the pre-school and primary school level generally include elements to foster the ability to develop interpersonal relations as well as elements taking into account new needs such as civil, health, and intercultural education, etc., which amount to 30-35% of study plans and curricula. The instruction of teachers for the specific subjects of study, however, almost entirely lacks these elements. This is due to different philosophies regarding the structuring of study plans for specialists in various subjects, where the teaching qualification is only an option and it is of secondary importance and mainly serves to save the qualified mathematician, historian, biologist, etc., from unemployment. Thus, the curricula of specialists in different subjects tend to be overloaded with specialised knowledge that does not usually form part of instruction at school.

The professional qualification of teachers is upgraded at three specialised institutes at the Universities of Sofia, Stara Zagora and Varna, as well as in a number of specialised units at other universities. There are various forms of qualifications: short-term and long-term, annual specialisation, seminars, discussions, lectures, etc. The system of obtaining a higher qualification, which has been predominant lately, yields good results: Based on five degrees, it ensures higher remuneration.

Length of study/exams/graduation/admission to teaching for school level

Training institution	Entry requirements	Final exam	Length	Degree	Admission to School level
University	Examination	Practical	4 years / 5+ years	B.A. / M.A.	Lower secondary
University	Examination	Practical	4 years / 5+ years	B.A. / M.A.	Upper secondary
University	Examination	Practical	4 years / 5+ years	B.A. / M.A.	Upper secondary vocational

Standards for teacher training

Professional profile for history teachers: no, under discussion

Qualified teacher status: yes

Types of teacher trainers

Historians	Yes
Advisory teachers	Yes
Psychologists	Yes
Educationalists	Yes
Didacticians	Yes

There is interdisciplinary co-operation between these groups.

Breakdown of teacher training

Academic courses	80%
General pedagogics/ didactics	3%
Subject didactics	6%
Practical training	11%
Other	

These groups are partly co-ordinated.

Qualifications and training environments

Structure of history (content) in the curriculum of academic courses⁶¹

Local history	2%
National history	29%
European history	35%
World history	12%
Other ⁶²	22%

Political history	35%
Social history	25%
Economic history	20%
Cultural history	15%
Other	5%

61. Approximate data.

62. Bulgarian language, geography.

Academic qualifications

Individual studies	Yes
Group work	Yes
Project work	Yes
Other	

Didactic qualifications

Individual studies	Yes
Group work	Yes
Project work	Yes
Other	

Competencies in psychology

Individual studies	Yes
Group work	Yes
Project work	Yes
Other	Yes

Practical competencies

Planning, organising, use of media and communication technologies	Yes
Teaching through directive structure	Yes
Interactive teaching	Yes
Monitoring / social dynamics	Yes
Reflection and self evaluation of the training	Yes

Training of trainers

Trainers of trainers are:

Historians	Yes
Advisory teachers	Yes
Psychologists	Yes
Educationalists	Yes
Didacticians	Yes
Other	

In-service training

There is the possibility of in service training, which is obligatory and which includes:

- improvement and training of self reflection
- training indirecting the learning process
- training of organisational skills
- forms of examination and training of handling them
- other.

The costs are covered by:

- the teacher trainers themselves
- the State
- the training institution
- sponsors
- schools

Special training for history teacher trainers

- Is under discussion for advisory teachers

Kind of training for groups of trainers:

Advisory teachers

Internal training by historians, didacticians, psychologists

External training by experts from other institutes or from training institutions.

III. History teaching in secondary school

History teachers: Socio-economic situation

Salaries

Salaries of teachers <30 years: avg. 43 euro/month

Salaries of teachers 50> years: avg. 43 euro +1% per year of employment⁶³

Salaries: teachers need additional income

Average age of employment/retirement

Teachers employed in lower secondary schools normally at the age of 22 years

Teachers employed in upper secondary schools normally at the age of 22 years

Teachers employed in vocational schools normally at the age of 22 years

Retirement age: female 55 male 60 years

Jobs

Job opportunities: very limited

Unemployment rate: yes, (no exact data available)

There will be no change in the number of jobs

63. Main principle to form salaries is not the age but the qualification of the teacher.

History as a school subject

Number of lessons per grade each week and school type

Grade/age	Secondary comprehensive	Upper secondary vocational
4/9-10	1 ⁶⁴	
5/10-11	2	
6/11-12	2	
7/12-13	2	
8/13-14	2	
9/14-15	2	
10/15-16	2	2
11/16-17	3	2
12/17-18	3	2

General aims for the school subject

The curriculum has been subject to change since summer 1999 to comply with the National Education Act (1991) and the new Act governing levels and grades in education, general minimum standards of education and the curriculum (1999). This last Act introduced a new name for the subject of history “History and Civilisation”. The new curriculum is currently under discussion.

Is history a separate subject?

Lower secondary schools: yes

Upper secondary schools: yes

Vocational schools: yes

At university: Separate subject: Single (History; Archaeology; Ethnology) or combined. If combined, history ITT is compulsory for “History and Geography” and for “Bulgarian Language and History”.

Structure of history in the curriculum for general secondary schools

Local history	5%
National history	65%
European history	15%
World history	15%
Other	

64. History in 4th grade is combined with geography (1 hour each).

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

Reputation of history teachers and historians

On a scale from 0 (lowest) to 10 (highest) the reputation is for:

- History teaching: 7
- History research: 9.5

Future developments in history teaching

Expected changes for the subject history

Lower secondary school: yes, curriculum and syllabus

Upper secondary school: yes, curriculum and syllabus

Vocational school: yes, curriculum and syllabus

Czech Republic

With the contribution of Marie Homerová, Hana Pátková

I. The education system

Principles and general objectives

Major changes have taken place in the past six years in the development of the education and training system following the social, political and economic changes which occurred in the country since 1989. The first official result of the Czech Government proclamation of July 1992 was the document *Quality and Accountability*, published in autumn 1994. This document formulates the education policy of the Ministry of Education on the basis of the reforms undertaken from 1990 to 1993. These reforms strengthened schools' administrative, economic and pedagogical autonomy, in a more decentralised and diversified education system.

Since 1994, emphasis has been on the stabilisation of the education system and support for qualitative growth of the educational environment. The measures with the greatest influence on the development of the school system were: the abolition of the state monopoly on the provision of education, and, therefore, the opportunity for the establishment of non-state (private and church) schools; the reform of the school financing system, which matches the state contribution with the number of pupils and students; the constitution of schools as legal entities and their progressive transformation from budgetary to contributory organisations, which strengthened their administrative and economic autonomy; and the strengthening of the pedagogic autonomy of schools.

Laws and other basic regulations

The legislative framework for education is based on the Constitution of the Czech Republic and the Charter of Basic Rights and Freedoms, which became part of the constitutional order on 16 December 1992.

The rights of citizens and the obligations of the State with regard to education were set down in Article 33 of the Charter of Fundamental Rights and Freedoms (the constitutional law approved by the Federal Assembly of the Czech and Slovak Federal Republic on 9 January 1991 and incorporated into the legal system of the Czech Republic).

In this way the law upheld the general right to education; the right to free education at primary, secondary and (depending on ability and capacity) university level; the right to state assistance when studying, the development and functioning of private and denominational schools within stated legal provisions and the right of parents to decide on their children's education.

The Higher Education Act (no.172/1990) was approved by the Federal Assembly of the Czech and Slovak Federal Republic in May 1990 giving the universities extensive autonomy, academic freedom and democratic internal mechanisms (student participation in all decision-making processes).

The present Education Act was passed in 1984. An amendment in May 1990 brought considerable changes (the reduction of compulsory attendance at school from ten to nine years, permission to establish private and denominational schools, eight-year *Gymnázia*, etc.).

Important amendments (no.138/1995) to the 1984 Education Act were adopted by the Czech Parliament in June 1995 dealing with the introduction of a compulsory ninth year in Basic Schools; the establishment of School Councils; the emergence of Higher Professional Schools; the introduction of an obligation for schools to provide annual reports, etc.

Structure of the education system

The education system is:

- Comprehensive from 6 to 15 years
- Selective from 11 / 13 years
- Compulsory full time education: until 15 years
- School leaving age: 19 years

Chart: Education system

For the detailed chart about the education system see Eurydice/European Commission (2000), Key data on education in Europe 1999/2000, Brussels, Luxemburg, p. 20.

Statistical data: Pupils, teachers, students, teacher trainees, teacher trainers

Number of pupils in secondary schools: 516 000 (1997/98)⁶⁵
Number of teachers: 82 890 (1995)

Number of students: 288 836 (1997)⁶⁶
Graduates: 289 (1996)

Feminisation

Increase of female students: yes
Increase of female teacher trainees: yes

II. Initial training of history teachers

Type/Model of teacher training

Concurrent

Institutions involved

- Universities

Number of institutions involved in ITT

- Public institutions: 10 (4 Faculties of Arts, 6 Faculties of Education)

65. Institute for Information on Education (1998) Education System of the Czech Republic, Praha, p.27.

66. Including ISCED 4, 5 and 6.

Organisation of ITT

Requirements are laid down by:

- The state;
- The training institutions themselves;
- Professional associationa of teachers.

Basic information on ITT – aims, content and structure

Aims of ITT

- To educate and train students in the area of academic competence;
- To train future history teachers in teaching skills as in well as in theory and school practice;
- To prepare teachers to work with children and young people including the human aspects and attitudes;
- To train the future teachers in democratic teaching and human attitude to young people.

Content of ITT

1st period

History departments prepare their study programmes with respect to the professional competence and profile of their staff members. The undergraduates are supposed to finish the first stage elaborating a specific seminar paper and passing tests to achieve the degree of a bachelor.

2nd period

Students concentrate their work on seminars and other courses required for getting the Masters' degree.

3rd period

The third period and conclusion of the whole university study is the time devoted to elaborating the final diploma work.

Length of study/exams/graduation/admission to teaching for school level

Training institution	Entry requirements	Final exam	Length	Degree	Admission to school level
Faculties of Arts, Faculties of Education	Admission exam		3 years	B.A.	Only out-of school activities
Faculties of Arts, Faculties of Education	Admission exam	Oral and written	4 years	M.A.	Lower secondary
Faculties of Arts, Faculties of Education	Admission exam	Oral and written	5+ years	Mag. M.A.	Lower and upper secondary
Faculties of Arts, Faculties of Education	Admission exam	Oral and written	4-5 years	M.A.	Upper secondary vocational

Standards for teacher training

Professional profile for history teachers: no

Qualified teacher status: no

Types of teacher trainers

Historians	Yes
Advisory teachers	Yes
Psychologists	Yes
Educationalists	Yes
Didacticians	Yes
Other ⁶⁷	Yes

Breakdown of teacher training

University

Faculties of	Arts	Education
Academic courses	75%	65%
General pedagogics/ didactics	10%	20%
Subject didactics	10%	10%
Practical training	5%	5%

Courses are: always separated

Qualifications and training environments

Structure of history (content) in the curriculum of academic courses

Local history	5%
National history	30%
European history	30%
World history	35%
Other	0%

67. Sociologists, philosophers, foreign language teachers.

Political history	40%
Social history	20%
Economic history	20%
Cultural history	20%
Other	0%

University

Academic qualifications (are acquired through:)

Individual studies	Yes
Group work	
Project work	
Other	

Didactic qualifications

Individual studies	85%
Group work	5%
Project work	10%
Other	

Competencies in psychology

Individual studies	Yes
Group work	Yes
Project work	
Other	

Practical competencies

Planning, organising, use of media and information technologies	Yes
Teaching through directive structure	Yes
Interactive teaching	Yes ⁶⁸
Monitoring / social dynamics	Yes
Reflection and self evaluation of the training	Yes

68. Differs from university to university; in theory yes.

Training of trainers

There is currently no special training for history teacher trainers.

III. History teaching in secondary school

History teachers: Socio-economic situation

Salaries

Salaries equal middle class wages

Jobs

There are enough jobs

Unemployment rate: expected for the next few years

History as a school subject

Number of lessons per grade each week and school type

Grade/age	Lower secondary	Upper secondary general	Upper secondary vocational
5/10-11	2		
6/11-12	2		
7/12-13	2		
8/13-14	2		
9/14-15		2-3	1-2 ⁶⁹
10/15-16		2-3	1-2 ⁷⁰
11/16-17		2-3	2 ⁷¹
12/17-18		2-3	
13/18-19		2-3	

69. One or two lessons a week in the first or the first two years (the school management can decide on the number of compulsory history lessons).

70. One or two lessons a week in the first or the first two years (the school management can decide on the number of compulsory history lessons).

71. Two obligatory lessons in grades 10 and 11 in secondary vocational schools.

General aims

The aims of history teaching are to introduce students to the economic, political and cultural developments of different societies from the origins to the contemporary time. On the basis of this knowledge, students should be able to understand and estimate human values such as humanity, liberty, democracy, tolerance and cultural relations among people and nations. History teaching adds to the accomplishment of the education and cultural level of students. In accordance with these goals the following principles should be emphasised:

- deeper understanding of material and spiritual culture;
- knowledge of everyday history and historical continuity on the spiritual issues, social and cultural level
- knowledge of the results of human efforts in the struggle for freedom and civil rights;
- deeper understanding of prominent personalities' work and messages as in national as in world history;
- deeper knowledge of regional history;
- deeper knowledge of our nation's history in relation to world history.

The goal of history teaching is not only academic but teaching should also develop professional skills necessary for future university studies and further individual education in Social Studies.

With respect to students' interests and their future professional aims, history teaching in secondary schools aims at developing social skills as well as practical competencies in sociological thinking and style of work.

New teaching approaches in humanities should help the learners to get a deeper insight in the complexity of social structures as well as their political implications. History teachers should encourage pupils' individual work and skills. This also means to enable them to devote more time to a historical perspective of social developments.

Content

A certain number of historical topics/themes (e.g. history of the family, of labour, of childhood, etc) may be taught in a synchronic perspective all over the different grades of gymnasium, whenever the history teacher decides this to be of help for the development of historical thinking in a certain history class.

The history teaching topics consist of society's development from humankind's beginnings till today. The academic goals are defined in the topics and for all study streams in the same way. The topics schedule for all the grades is obligatory. It is up to the history teacher to divide and organise the teaching units.

The content of the curriculum changed profoundly soon after 1989. At present the curriculum theoretically respects the principles of teaching history in a democratic society. National history prevails but the most important European and world history streams of historical development are also included in the curriculum. History teachers have freedom to adapt the

curriculum with respect to the regional history or with respect to the special needs or interests of the classes or individual pupils. The extent of such changes in the curriculum could reach 30 %.

The framework of the curriculum is still elaborated as a survey of significant historical events and basic trends of historical development. History as a compulsory subject is taught as a chronological development starting with prehistoric times, i.e. the origins of man and humankind until the turning point in 1989.

In secondary schools, more attention than in basic schools is devoted to European or world history. Historical events and developments are taught in greater wide and depth. Political history is focused especially on the historical development of the nation and the turning point in European or world history. Attention is currently turning more towards social history. Social history is still the area where we need more professional education. As in social history, we need more professional literature and education for history teachers competent to teach economic history. Cultural history is taught frequently especially in academically oriented schools. Special extra lessons are frequently taught in many schools.

Is history a separate subject?

Lower secondary schools: yes

Upper secondary schools: yes

Vocational schools: yes

Structure of history in the curriculum for general secondary schools

Local history	0%
National history	50%
European history	25%
World history	25%

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

Reputation of history teachers and historians

On a scale from 0 (lowest) to 10 (highest) the reputation is for:

- History teaching: in relation lower than research;
- History research: rather high.

Future Developments in history teaching

Expected changes for the subject history

Lower secondary school: yes, combining history and social sciences

Upper secondary school: yes, combining history and social sciences

Vocational school: yes, combining history and social sciences

Estonia

With the contributions from Mare Oja, Anu Raudsepp

I. The education system

Principles and general objectives

Article 37 of the Constitution (Põhiseadus, adopted by Referendum on 28 June 1992) states that all persons residing in Estonia shall have the right to education. Both state and local governments should have a sufficient number of educational institutions to secure this right.

According to the 1993 Law on Basic and Upper Secondary Schools, “general education shall be a system of knowledge, skills, proficiency, values and rules of behaviour that enable a person to develop constantly, thus making him/her able to live in dignity, to have self-esteem, to honour his or her family, other human beings and nature, and to select and acquire a suitable profession, to act creatively and to be a responsible citizen”.

The education system must ensure the preservation and development of the Estonian nation and culture, taking into account at the same time the wish of Estonian society to be integrated into Europe. Education is based on the principles of humanism and democracy, and on respect for human beings and laws. Education focuses on the issues that are important in contemporary society: permanent change, lifelong education, economic development, competitiveness, and integration.

The restoration of independence on 20 August 1991 (national independence was gained on 24 February 1918) marked the beginning of the democratisation of Estonian society. Changes in social life led to a profound revision of the rigid and highly politicised Soviet education system, which is still ongoing. New directions in educational policy aim at an education system which is inherently dynamic, responsive and individually focused. Educational policy is oriented to facilitating integration into Europe, strengthening the democratic foundation of the country, and promoting human right education.

The new education system consists of compulsory basic education (grades 1-9), followed by upper secondary education (at either an upper secondary general or vocational school) and higher education. Upper secondary education can now be obtained in some evening schools and private schools, and separate study of selected subjects is now possible.

The reforms in the curricula and the popularity of certain courses reflect the demands of the labour market: more emphasis on computer courses, law, tourism and catering, commerce and business, mass media. Reforms are particularly important in the area of vocational education, where schools were inadequately located and courses outdated.

Current educational priorities include:

- regional development, according to the priority of the State policy;
- vocational education and the reform of vocational/professional education;
- rebuilding the technical base of the school system, providing all schools with a computer network.

Since 1998, the government has also adopted higher education as a priority. In addition, the Ministry of Education has set up one more priority, namely the integration of the non-Estonian (and mainly Russian) population through special educational programmes.

Laws and other basic regulations

Currently, the Parliament is discussing the following laws concerning education:

- changes in the Law on Universities will determine the state commissioning (allocation) (riiklik tellimus) for universities, applied higher education institutions and private higher education institutions;
- the Law on Adult Education will be amended to include the procedures for awarding operating licences; all procedures, including the educational process, will be determined more exactly. The Government will determine State priorities in adult education and establish a co-ordinating body (the Council of Adult Education);
- the Law on Pre-School Child Institutions will be changed, and according to the new concept of pre-school education, compulsory education will begin at the age of five;
- the Law on Professions will organise some regulated professions, including the demands for education in these professions.

Structure of the education system

The education system is:

- Comprehensive until 16 years
- Selective from 16-18 years
- Compulsory full time education: until 15 years
- School leaving age: 18 years

Chart: Education system

For the detailed chart about the education system, see Eurydice/European Commission (2000) Key data on education in Europe 1999/2000, Brussels, Luxemburg, p. 20.

Statistical data: Pupils, teachers, students, teacher trainees, teacher trainers

Number of pupils in secondary schools: 101 228 (1998/99)

Number of pupils in upper secondary schools: 32 173 (1998/99)

Number of teachers in secondary schools: 14 123 (1998/99)

Number of history teachers: 1 361 (1998/99)

Number of students: 40 671
Number of history students: 359 (2000)
Graduates: 38 historians, 10 history teachers (2000)
Number of teacher trainees: 33 (1999)
Number of history teacher trainees: 5 (1999)

Financing

Cost of students at university: 16 000 euro/ year (2000)

Feminisation

Increase of female students: no
Increase of female teacher trainees: no
Increase of female history teacher trainees: no

II. Initial training of history teachers

Type/Model of teacher training

Concurrent

Institutions involved

Universities;
Teacher training institutes.

Number of institutions involved in ITT

Public institutions: 3
Private institutions: no exact data.

Organisation of ITT

Requirements are laid down by:

- The State
- The training institutions themselves
- Professional associations of teachers

Basic information on ITT – aims, content and structure

Priorities in teacher training are: training of school leaders; promotion of Estonian as the national language; improvement of language skills of teachers in Russian-speaking schools; retraining of foreign language teachers; computer training; and implementation of the national curriculum (i.e. co-operation between teachers and students, teamwork between teachers, recognition of the students' individuality in the teaching process, "openness" of schools).

Length of study/exams/graduation/admission to teaching for school level

Training institution	Entry requirements	Final exam	Length	Degree	Admission to school level
State colleges ⁷²	Exam	Oral and written	4	No degree	Lower secondary
University	BA	Written	4 +1 post graduate year	BA	Upper secondary
University	BA	Written	4 +1 post graduate year	BA	Upper secondary vocational-

Standards for teacher training

Professional profile for history teachers: under discussion

Qualified teacher status: yes

Types of teacher trainers

University

Historians	80%
Advisory teachers	5%
Psychologists	5%
Educationalists	5%
Didacticians	5%

Breakdown of teacher training

University

Academic courses	80%
General pedagogic / didactic	6%
Subject didactics	9%
Practical training	5%

Courses: are always separated

72. Under preparation.

Qualifications and training environments

Structure of history (content) in the curriculum of academic courses

Local history	5%
National history	20%
European history	35%
World history	30%
Other	10%

Political history	60%
Social history	15%
Economic history	15%
Cultural history	10%
Other	

University

Academic qualifications

Individual studies	25%
Group work	25%
Project work	20%
Other	30%

Didactic qualifications

Individual studies	10%
Group work	50%
Project work	10%
Other	30%

Competencies in psychology

Individual studies	25%
Group work	25%
Project work	0%
Other	50%

Practical competencies

Planning, organising and use of media	10%
Teaching through directive structure	50%
Interactive teaching	20%
Monitoring / social dynamics	10%
Reflection and self evaluation of the training	10%

Training of trainers

No

III. History teaching in secondary school

History teachers: socio-economic situation

Salaries

Salaries of teachers <30 years: 239 euro/month

Salaries of teachers 50> years⁷³: 275 euro/month

Salaries equal middle class wages for teacher supervisors

Age distribution of teachers in secondary schools⁷⁴

<30	12.5%
31-39	26.8%
41-49	27.4%
>50	33.3%

Age of employment/retirement

Teachers get employed in lower secondary schools normally at the age of 22 years

Teachers get employed in upper secondary vocational schools normally at the age of 22 years

Avg. age of history teachers in lower secondary: 46 years

Avg. age of history teachers in upper secondary: 48 years

Retirement age: men: 62.5, women: 58⁷⁵

73. Salaries depend on qualification, not age.

74. Data from 1998/99

75. to be changed into 63 years in 2016

Jobs

There are enough jobs for graduates

History as a school subject

Number of lessons per grade each week and school type

Grade/age	Lower secondary	Upper secondary
5/10-11	1-2	
6/11-12	1-2	
7/12-13	1-2	
8/13-14	1-2	
9/14-15	1-2	
10/15-16		2
11/16-17		3
12/17-18		3

General aims for the school subject

There are different objectives of history teaching for different school levels: basic school and gymnasium. As follows:

The aim of history teaching in basic school is to ensure that students:

- develop an interest in history;
- acquire a systematic knowledge of Estonian history and the history of his/her native region and a conceptive and detailed (about the events and processes most characteristic of any given period) knowledge of the history of the world and Europe;
- are able to understand the events of the present;
- acquire the ability to acquire, value, evaluate, preserve, and communicate information related to history;
- are able to distinguish between a historical fact and an opinion and/or an interpretation;
- understand the essence of the concepts of cause -consequence, similarity - difference, continuity and proof in analysing historical processes.

The objective of teaching history in gymnasium is to ensure that the students:

- see themselves in relation to their native region and country, Europe and the world;
- are able to interpret, value, record, and communicate historical information;
- are able to understand and evaluate the events of the present in the historical context;

- understand the problems of Estonia today and feel responsible for finding solutions to these problems;
- are able to analyse and evaluate historical events and phenomena;
- are able to find evidence from historical sources and to evaluate their reliability.

We started to work on our new curriculum in 1997. It was a big change in our history teaching. After this school year, one circle is taught and learned. Now we can correct the teaching content and the aims and outcomes of history teaching. Generally, we follow the aims of the curriculum: to stress the development of critical thinking, working with sources, using active methods in the classroom, etc.

Is history a separate subject?

Lower secondary school: yes

Upper secondary school: yes

Vocational school: yes

Structure of history in the curriculum for general secondary schools

Local history	5%
National history	25%
European history	30%
World history	30%
Other	10%

Political history	60%
Social history	15%
Economic history	15%
Cultural history	10%

Reputation of history teachers and historians

On a scale from 0 (lowest) to 10 (highest) the reputation is for:

- History teaching: low
- History research: high

Future developments in history teaching

Expected changes for the subject history

Lower secondary, upper secondary, vocational: the curriculum will be revised after three years experience

France

With the co-operation from Jean Carpentier and Gisèle Dessieux

I. The education system

General principles and objectives of education

The French education system is based on principles inherited from the republican tradition: the public nature of the education service, secularism and democratic equality. France places great emphasis on the aims of equality of opportunity, reducing inequalities and preparing for citizenship (see OECD, 1996, p. 14-15).

The education system must enable teachers:

- to transmit knowledge and help pupils and students develop effective working methods;
- to prepare individuals for a worthy civic and professional life by forming judgment, encouraging a sense of individual and collective responsibility, and developing a capacity for adaptation and creativity;

It must enable pupils:

- to acquire a sound general knowledge through cultural, artistic and civic activities;
- to attain a high level of recognised qualifications.

Adult education is one of the three fundamental functions of the state education system, alongside initial education and the social and professional integration of young people leaving formal education. Finally, contributing to the creation and dissemination of knowledge and to technological and economic progress constitutes one of the basic aims of higher education and research.

Laws and other basic regulations relating to education

The decentralisation acts of January and July 1983 had a considerable impact on the functioning of the education system, altering the way in which competence was shared between the State and regional authorities and transforming the status of lower and upper secondary schools (*collèges* and *lycées* respectively) (see OECD, cit., p. 35).

The law passed in 1984, called the Savary act, reformed the first two years (or first ‘cycle’) of higher education, marking the start of a new and gradual process of ‘professionalisation’ at this level.

For the first time since Jules Ferry (1881), the framework law on education adopted on 10 July 1989 covered the whole of the education system, from preschooling to higher education. The law laid down tasks and objectives designed to reinforce the right to education, provided for ‘cycles’ of study, spanning several years, at primary and secondary level, and made the

mission statement obligatory for all educational establishments. This framework law also assigned new tasks to the national schools inspectorate (IGEN), the purpose of which is to monitor teaching both in terms of content and method, as well as to the schools administration inspectorate (IGAEN).

The five-year law of 20 December 1993 relating to work, employment and vocational training emphasised the need for all young people to receive such training before leaving formal education. The law introduced new measures enabling pupils aged fourteen and over to follow a course of pre-vocational training alternating in-school and work-based learning (CLIPA), set up as part of regional plans to develop vocational training for young people. In addition, the law made provision for apprenticeship sections or training modules to be introduced in all *lycées* in partnership with employers and with the agreement and support of the regional authorities.

There were reforms to the regulations governing French educational establishments abroad, covering primary and secondary schools on 415 sites in 120 countries; these changes, which concerned both the organisational and pedagogical aspects of such education, were the result of decree n° 93-1084 of 9 September 1993, which thereafter became the key text in this area. In providing for the preparation of a sectoral programme for higher education and research, the framework law for regional planning and development of 4 February 1995 highlighted the importance of the role assigned to higher education and research in achieving the fundamental objectives defined therein: ensuring equality of opportunity throughout the country for all citizens, creating the conditions for equal access to knowledge, and promoting and developing all parts of France in a balanced way. The initiative introduced by this law was a continuation of earlier measures which had resulted in the 'University 2000' programme. This had defined guidelines for the development of university institutes of technology (IUT) and plans to delocalise the first two years of university study. The stated objectives concerned European centres of excellence, new universities in the Ile-de-France region, the need for western and northern France to recover lost ground, the desire to control the relocation process, and first steps to redraw the university map, with a reduction in the number of students in the heart of Paris before the year 2000.

The decree of 29 May 1996 relating to the organisation of lower secondary school education reaffirmed the place of the *collège* in the education process, specified its missions and defined three new cycles which were to be phased in gradually.

The corollary of the right to education is the obligation on parents to educate their children. Historically speaking, primary schooling was made compulsory by the law passed on 28 March 1882. The Berthoin reform of 1959 introduced compulsory education between the ages of 6 and 16 for all French and foreign children resident in France.

Structure of the education system

The education system is:

- Standardised until age 15
- Selective from 15 to 18
- Compulsory schooling: from 6 to 16
- School leaving age: 16

The education system in brief

For an outline of the education system see Eurydice/European Commission (2000) Key data on education in Europe 1999/2000, Brussels, Luxembourg, p. 19.

Statistical data: pupils, teachers, students, teachers trainees and teachers trainers

Number of pupils (secondary): 5,384,700 (1997/98)

Number of teachers (secondary): 278,466 (1997)

Number of history teachers (secondary): approx 50,000

Number of students: 1,400,000

Number of history students: 6,000

Number of students preparing for a teaching career: 350,000

Number of students preparing for a career in history teaching: 6,000

Financing

Average cost per history student: compared to other fields of study, costs are lower.

Feminisation

Increase in the number of female students: 5%

Increase in the number of female university students preparing for a teaching career: 7%

Increase in the number of female students preparing for a career in history teaching: 7%

II. The initial training for history teachers

Outline of initial training (ITT)

Consecutive: academic studies initially, followed by teaching practice

Institutions involved

- Universities, faculties of social sciences
- University teacher training institutes (IUFM)

Number of institutions involved

Public institutions: 75 universities / 30 IUFM

Organisation of ITT

The syllabus in these institutions is laid down by the Ministry of Education

Basic information on ITT – aims, contents and structure

Aims of ITT

1. General subject knowledge

- main elements of history and geography
- methods, concepts and notions specific to the two disciplines
- history, scientific scope and epistemology of the disciplines
- awareness and effective use of the sources of knowledge
- purpose of teaching the subjects (knowledge, sense of civic responsibility, ability to interpret the world, grasp of intellectual processes)

2. Knowing and being able to apply the syllabus:

- planning for and ensuring coherent progression from year to year
- observing the aims and objectives of the syllabus
- identifying the objectives and key issues of each section

3. Taking a class, monitoring and guiding pupils in their work:

- being alive to the needs and expectations of a class
- devising and teaching the various sections
- being able to convince, and willing to listen
- using integrated teaching materials
- analysing one's own approach
- assessing and improving pupils' work

4. Teaching in an educational establishment

- helping to build knowledge within the disciplinary team (vertical coherence) and the class teaching team (cross-coherence)
- taking part in the life of the school and in developing its specific aims and objectives

Length of course / exams / graduations / admission to teaching

Teaching qualifications required are as follows:

Institution	Entry requirements	Final exam	No. of years	Qualification	Type of school
University	Entrance exams	One written, one oral	5 + 1 year of teaching practice	<i>CAPES</i> and <i>agrégation</i> ⁷⁶	Lower secondary (<i>collège</i>)
University	Entrance exams	One written, one oral	5 + 1 year of teaching practice	<i>CAPES</i> and <i>agrégation</i>	Upper secondary (<i>lycée</i>)
University	Entrance exams	One written, one oral	5 + 1 year of teaching practice	<i>CAPES</i> and <i>agrégation</i>	Vocational training establishments

Standards for teacher training

Job description drawn up for history teachers: No⁷⁷

Qualified teacher status: No

Teacher trainers at the university

Historians	Yes
Educational advisers	Yes
Psychologists	Yes
Educationalists	Yes
Educational software specialists	Yes
Other	

These groups are not co-ordinated; there is no interdisciplinary co-operation.

Type of teacher training

University

Academic study	60%
Educational theory / general didactics	10%
Applied didactics	20%
Teaching practice	10%

The lessons are completely separate during the first 3 years and partly so for the following 2 years.

152. *CAPES* (*certificat d'aptitude professionnelle à l'enseignement secondaire*): secondary school teaching qualification. *Agrégation*: high-level competitive examination for teacher recruitment.

77. There is, however, a skills specification for history and geography teachers.

IUFM

Academic study ⁷⁸	
Educational theory / general didactics	Yes
Applied didactics	Yes
Teaching practice	

Structure of history (content) in the curriculum of academic courses

Local history	5%
National history	40%
European history	30%
World history	20%
Other	5%

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

Teaching competencies

University

Academic qualifications

Individual work	Yes
Group work ⁷⁹	
Project work	Yes
Other	

78. In IUFMs, this element merely supplements the work done at university.

79. Trainee teachers do relatively little group work. Emphasis is placed above all on individual work, and then on completing projects, preparing documents etc.

Didactics qualifications

Individual work	Yes
Group work	
Project work	Yes
Other	

Competencies in psychology

Individual work	Yes
Group work	
Project work	Yes
Other	

Practical competencies⁸⁰

Planning, organisation of class work and use of media	Yes
Formal teaching	Yes
Interactive teaching / teamwork	Yes
Leadership / group dynamics	Yes
Review and assessment of teaching practice	Yes

Reputation

- History teaching: 80
- Historical research: 95

The training of teacher trainers

There is no in-service training for teacher trainers

There is no special training for trainers

III. History teaching in secondary schools

Socio-economic situation of history teachers

Salaries

Average salary for teachers under 30: 1,372 euros/month

Average salary for teachers over 50: 2,287 euros/month

80. These are taught only in IUFMs.

Age of employment/retirement

Lower secondary school teachers:

<30	10%
31-39	35%
41-49	35%
>50	20%

Upper secondary school teachers:

<30	10%
31-39	30%
41-49	40%
>50	20%

Lower secondary school teachers begin their career at 25/26 yrs

Upper secondary school teachers begin their career at 25/26 yrs

Average age of lower secondary school teachers: 40 yrs

Average age of upper secondary school teachers: 45 yrs

Retirement age: 60 yrs

Jobs

Full employment

The number of posts will remain unchanged

Unemployed history teachers: nil⁸¹

History at secondary level

Number of history lessons per week by type of school

Class/age	Collège	Lycée	Vocational training establishments
5/10-11	1.5		
6/11-12	1.5		
7/12-13	1.5		
8/13-14	1.5		
9/14-15		2	1 – 1.5
10/15-16		2	1 – 1.5
11/16-17		2	1 – 1.5
12/17-18		2	1 – 1.5

81. Recruitment is by competitive examination. The number of successful candidates is determined by the number of vacancies.

General information on history as a school subject

In French secondary schools history and geography are combined, the two social sciences being linked both historically and in terms of their civic and educational purpose.

History and geography syllabuses in upper secondary schools take into account the knowledge gained at primary and lower secondary level; they fit into precise structures and feature in different options; finally, and most importantly, they must fulfil certain objectives (knowledge, analytical skills, critical reasoning).

In both history and geography, the imparting and acquisition of knowledge is a gradual process, taking into account pupils' age, maturity and culture. From primary school to *lycée*, this knowledge base becomes progressively more extensive.

At lower secondary level, history syllabuses contain a detailed chronological outline of the evolution of humanity and an introduction to the diversity of civilisations. In the case of geography, the approach is less systematic; it does, however, cover the diversity of contemporary societies and the features of the lands they occupy.

Yet although the time allotted to history and geography (one hour and fifteen minutes per week for each of the two disciplines) hardly allows for in-depth study, pupils' knowledge is nevertheless considerable: upon reaching the first year of the *lycée*, they have a sound spatial or chronological awareness, they have mastered key concepts, laid the foundations of a cultural knowledge base, and developed know-how. They have the skills required to interpret the contemporary world.

At the *lycée*, one cannot simply take the same chronological and spatial approach as at the *collège*. Although based on the knowledge acquired there, it must differ, incorporating new scientific developments; it becomes intentionally problematic. History does not present us with a past sealed by certainties, geography does not teach the immutable: both disciplines pose the problems of the present day.

The syllabuses take account of the equal time allotted to history and geography, as well as the organisation of general and technical *lycées*. Although the first year of upper secondary school is common to all, this teaching time is subsequently reduced for those following technical options. The content of syllabuses for the general options is identical, but the pace of learning and working methods differ, such as to distinguish literary from economic and social options. The teaching of history and geography also takes into account the objectives of *lycée* reform policies, particularly regarding proposals for more in-depth study in line with other subject areas.

Finally, the examinations (oral exam taken at the end of the penultimate year, or *Première*, for students in technical sections for industrial, medico-social and laboratory techniques; oral exam for final-year students taking tertiary studies; written exam based on common topics for final-year students following literary (L), economic and social (ES) and scientific (S) options) determine largely how the syllabuses are applied.

The aims of history and geography at upper secondary level

The teaching of history and geography is designed with a view to awareness of present-day issues, and brings together the aims of passing on a heritage and culture, developing the intellect and fostering a sense of civic responsibility.

1. To pass on historical and geographical knowledge and ensure that it is assimilated

The educational blueprint for the teaching of history and geography is based on a detailed study of the scientific content of these disciplines – vocabulary and key concepts, new problems and approaches, specific language. It draws on the main themes of and advances in academic research.

2. To understand the contemporary world

Good citizenship implies an ability to identify the players, issues, and main forces at work. It is thus vital that students acquire a knowledge of the processes of historical development and spatial organisation which have shaped the world as we know it. Analysing the diversity of civilisations and their lands, understanding complex structures, identifying cultural plurality – all these prepare them for life at a time marked by openness to other lands and other civilisations. Pupils must develop a dynamic and critical view of the world if they are to extract the essence from the mass of new information we receive daily.

3. To enable pupils to find their place in the community

A legally constituted state exists to serve its citizens. Perfecting it is one of the aims of democracy. It must be acknowledged as a heritage to be explored, respected and enriched. Land use and development is the responsibility of the citizen: our environment is both a legacy to be preserved and a resource we can adapt to meet the needs of today's society. History and geography, through the purpose they serve and the methods they employ, place our actions as citizens squarely within a given heritage and culture.

The civic dimension of history and geography lessons is all the more important since civics is not part of the upper secondary curriculum.

History and geography also enable students to explore over time what forms the basis of any community; they provide a sense of both relative and absolute values, promoting tolerance through the discovery of the cultures and customs of other civilisations; they thus teach students to recognise and accept the fundamental convergent elements within a society.

4. To acquire analytical methods for intellectual improvement

The development of students' critical faculties lies at the heart of teaching practice in the field of history and geography; the methods employed are educational in themselves.

The aim of working with books or documents is not for pupils to rediscover the approach taken by the historian or geographer, or to trace that same route themselves in class. Such work enables them to become aware of the process by which historical or geographical knowledge develops and to compare differing opinions, and thus reach their own conclusion. It gives them a sense of change over time and of relative values, teaches them to organise information hierarchically and criticise over-simple cause-effect relationships. In studying

history and geography, pupils learn to take time to think. Using their powers of reasoning, and consistently supporting this with critical analysis, encourages them to put hastily gathered, circumstantial or unstructured information into perspective.

Is history a separate subject?

Collèges: no (combined with geography)

Lycées: no (combined with geography)

Vocational school: no (combined with geography)

Structure of the history syllabus

Local history	5%
National history	40%
European history	30%
World history	20%
Other	5%

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

Future developments in history teaching

Changes for the history subject

Collèges: none expected

Lycées: none expected

Vocational training establishments: none expected

Hungary

With the contributions from Robert Bartha, Vilmos Vass

I. The education system

Principles and general objectives of education

According to Báthory⁸², in Hungary “the basic aims of educational policy are to evolve democracy in all aspects of education, to secure free schooling for all strata of society, and to modernise education in order to catch up with the developed world” (1995: p. 416). Public education is essentially secular. It is considered the main channel for social mobility and it is viewed as a strategic sector for social and economic reconstruction (ibid).

Until 1990, basic education was carried out almost exclusively by the eight-year general school (*Altalános iskola*), where children normally enrolled at the age of six years. Nearly 90% of the 3-6 years age group attended kindergarten (*ovoda*) for one year or more. There are three main types of secondary institutions: the four-year general academic school (*gimnázium*), the four-year secondary vocational school (*szakközépiskola*), and the three-year skilled worker training vocational school (*szakmunkásképző*).

Laws and other basic principles

Education Act No. 79 of 1993 (amended in 1995 and 1996) established a uniform framework for the education system. Asserting the principle of the freedom of education, it has eliminated the State monopoly on schools and has attempted to dissolve the former rigid structure of the school system in a regulated way. The Act guarantees the right of every natural and legal person to establish and maintain schools.

The Act prescribes compulsory education for the duration of 10 years as was the earlier practice, but has linked its completion to an exam. It has made primary school, expanded to 10 years, the basis of the school system, from which one may move to a secondary school of eight, six, or four years after the completion of the fourth, sixth, or eighth form.

Recent changes: the 1993 Education Act aimed to establish a predictable, stable and lasting system of public education, capable of self-correction and renewal. The 1995 Amendment of the Education Act has limited the hidden possibilities of State intervention, and has further strengthened the professional autonomy of the educational and teaching institutions and the role of the local governments. The modification has made the approval of the National Core Curriculum (*Alaptanterv*) the task of the government.

82. Báthory, Z., Hungary. International encyclopaedia of national systems of education (T.N. Postlethwaite, ed.), 2nd edition, Cambridge 1995, pp. 415-23.

The Amendment stipulates that the eight-year primary school and the four-year general secondary school are the basic institutions of the Hungarian education system.

Act No. 76 on Vocational Training (1993) is aimed at adjusting the system of institutions of vocational training to the 10-year general education.

Act No. 80 on Higher Education (1993) has expanded the autonomy of the individual institutions. National independent bodies were set up with a view to strengthening the autonomy of higher education.

Other important laws are: the Law on Self-Government (1990), which conferred wide-ranging autonomy to local authorities and transferred to them the ownership of schools; the Law on Public Employees (1992), which classified teachers as public employees paid in accordance with a fixed salary scale and introduced more rigorous employment regulations; the 1991 Law on the Return to Churches of their Properties nationalised after the second world war; and the 1993 Law on the Rights of National and Ethnic Minorities.

Structure of the education system

The education system is:

- Comprehensive until 10 years
- Selective from 10 years
- Compulsory full time education: until 16 years⁸³
- School leaving age: 18 years

Chart: Education system

For the detailed chart about the education system see Eurydice/European Commission (2000) Key data on education in Europe 1999/2000, Brussels, Luxemburg, p. 21.

Statistical data: Pupils, teachers, students, teacher trainees, teacher trainers

Number of pupils: 1 112 149 (1995)

Number of teachers: 39 626 (1996/97)

Number of history teachers: 3 405 (1997)

Number of students: 142 000

Number of history students: 5 790 (3610 university, 2 180 colleges)

Number of teacher trainees: 19 426

Number of history teacher trainees: 284 (188 university, 96 colleges)

Financing

Cost of students at university: 360 euro/year

83. National Institute of Public Education (1997) Education in Hungary, Budapest, p.21.

Feminisation

Increase of female students: estimated yes

II. Initial training of history teachers

Type/Model of teacher training

Concurrent

Institutions involved

- Universities
- Colleges

Number of institutions involved in ITT

- Public institutions: 10
- Private institutions: 2

Organisation of ITT

Requirements are laid down by:

- The state
- The training institutions

Basic information on ITT – aims, content and structure

Aims of ITT

The competencies which teachers should obtain during their studies:

- methodological knowledge;
- teaching experience;
- a wide range of knowledge in psychology, pedagogy and history of education;
- a wide range of teaching competencies (e.g. cognitive coaching, cooperative and communicative competencies, monitoring and assessing competencies).

Content of ITT

- First sector: subject teaching, educational component
- Second sector: subject teaching, educational component
- Third sector: subject teaching, educational component, teaching practice

Length of study/exams/graduation/admission to teaching for school level

Training institution	Entry requirements	Final exam	Length	Degree	Admission to school level
Colleges	Examination	Written and oral	4 years	B.A.	Lower secondary
University	Examination	Written and oral	5+ years	B.A.	Upper secondary
Colleges	Examination	Written and oral	4 years	B.A.	Upper secondary vocational-

Standards for teacher training

Professional profile for history teachers: no
 Qualified teacher status: no (leader teacher: yes)

Types of teacher trainers

	University	College
Historians	70%	70%
Advisory teachers	0%	0%
Psychologists	10%	10%
Educationalists	10%	10%
Didacticians	10%	10%

At universities, these groups are partly coordinated, depending on the university curriculum.

Breakdown of teacher training

	University	Colleges
Academic courses	65%	60%
General pedagogics/ didactics	20%	20%
Subject didactics	10%	10%
Practical training	5%	10%

Courses are: always separated

Qualifications and training environments

Structure of history (content) in the curriculum of academic courses

Local history	0%
National history	50%
European history	40%
World history	10%
Other	0%

Political history	75%
Social history	10%
Economic history	5%
Cultural history	10%
Other	0%

Academic qualifications

	University	Colleges
Individual studies	90%	90%
Group work	5%	5%
Project work	5%	5%
Other	0%	0%

Didactic qualifications

	University	Colleges
Individual studies	85%	80%
Group work	5%	10%
Project work	10%	10%
Other	0%	0%

Competencies in psychology

	University	Colleges
Individual studies	85%	80%
Group work	5%	10%
Project work	10%	10%
Other	0%	0%

Practical competencies

	University	Colleges
Planning, organising, use of media and internet technologies	37.5%	36.3%
Teaching through directive structure	12.5%	13.6%
Interactive teaching	25%	22.7%
Monitoring / social dynamics	12.5%	13.6%
Reflection and self evaluation of the training	12.5%	13.6%

Training of trainers

Trainers of trainers are:

Universities

Historians	70%
Advisory teachers	0%
Psychologists	10%
Educationalists	10%
Didacticians	10%

Colleges

Historians	Yes
Advisory teachers	Yes
Psychologists	Yes
Educationalists	Yes
Didacticians	Yes

In-service training

There is the possibility of in service training, which is not obligatory. It includes:

- Improvement and training of self reflection
- Training of monitoring the learning process
- Training of organisational skills
- Forms of examination and training of handling them.

The cost is covered by State (80%)

Special training for history teacher trainers for:

Sometimes, no precise data available.

Kind of training for trainers:

(The following groups of trainers are trained through internal/ external forms of training:)

Historians

Internal training by: historians, didacticians, psychologists, professional trainers

External training: experts from other institutes, experts from training institutions

Advisory teachers

Internal training by: historians, didacticians, psychologists, professional trainers

external training: experts from other institutes, experts from training institutions

Didacticians

Internal training by: historians, didacticians, psychologists, professional trainers

external training: experts from other institutes, experts from training institutions

Pedagogues

Internal training by: historians, didacticians, psychologists, professional trainers

external training: experts from other institutes, experts from training institutions

Psychologists

Internal training by: psychologists, professional trainers

External training: experts from other institutes, experts from training institutions

III. History teaching in secondary school

History teachers: socio-economic situation

Salaries

Salaries equal middle class wages/ teachers needs additional income

Age of employment/retirement

Retirement age: 60-62

Jobs

Graduates have to wait 2 or 3 years to get employed

There will be no significant change in the number of jobs

Unemployment rate: estimated 3%

History as a school subject

Number of lessons per grade each week and school type

Grade/age	Lower secondary	Upper secondary	Upper secondary vocational
5/10-11	2		
6/11-12	2		
7/12-13	2		
8/13-14	2		
9/14-15		2.5	
10/15-16		2.5	
11/16-17		2.5	2
12/17-18		2.5	2

General aims for the school subject

- Attitude and skills of human studies and self knowledge;
- Acquisition and application of knowledge.

Students should be able to acquire information from different sources and documents and draw conclusions, which take into account:

- The difference between facts and arguments, understanding how bias and one-sidedness may distort information:
 - The causes of human conduct, of historical events and social phenomena;
 - The role of continuity and changes in social-historical developments, in society and history;
 - Both a description and assessment of historical figures, situations, events and institutions and to justify their value judgment.
- Presentation skills;
- Understanding time and chronology;
- Understanding historical geography;
- History/History and civics/History and social studies.

Is history a separate subject?

Lower secondary school: yes
Upper secondary school: yes
Vocational school: yes

Structure of history in the curriculum for general secondary schools

Local history	5%
National history	50%
European history	40%
World history	5%

Political history	75%
Social history	10%
Economic history	5%
Cultural history	10%

Reputation of history teachers and historians

On a scale from 0 (lowest) to 10 (highest) the reputation is for:

- History teaching: 4
- History research: 6

Future developments in history teaching

Expected changes for the subject history

Lower secondary school: no
Upper secondary school: no
Vocational school: no

The Netherlands

With the contributions from Joke van der Leeuw-Roord, Ineke Veldhuis-Meester

I. The education system

Principles and general objectives

“Equal educational opportunities, the improvement of educational quality, and the development of personal and civic responsibility are the main political goals of education.”¹

Education is governed by a number of Acts of Parliament, the chief of which are:

- Primary Education Act 1998 (WPO);
- Expertise Centres Act (WEC);
- Secondary Education Act (WVO);
- Adult and Vocational Education Act (WEB);
- Higher Education and Research Act (WHW);
- Recognised Educational Institutions Act (WEO);
- Student Finance Act (WSF);
- Study Costs Allowances Act (WTS);
- Compulsory Education Act 1969;
- National Education Support Activities (Subsidies) Act;
- Education Participation Act 1992 (WMO).

The constitution and freedom of education One of the key features of the Dutch education system, guaranteed under Article 23 of this Constitution, i.e. the freedom to found schools (freedom of establishment), to organise the teaching in schools (freedom of organisation of teaching) and to determine the principles on which they are based (freedom of conviction). This means that different groups in society have the right to found schools on the basis of their own religious, ideological or educational beliefs. The result of this constitutional right is that schools in the Netherlands differ from each other in terms of their denomination or ideological outlook.

There are two main categories: publicly run and privately run schools. Publicly run schools are non-denominational; in other words, they are open to all children regardless of religion or outlook. Private schools can be subdivided into two main groups: denominational and non-denominational schools. The former include Roman Catholic and Protestant schools and schools founded by other religious groups. Private non-denominational schools are based on ideological or educational principles. Almost 65% of all pupils attend privately run schools.

Some publicly run schools are also based on specific educational principles. The Netherlands has a relatively large number of Montessori, Steiner and Jena Plan schools, both public and private.

The freedom to organise teaching means that private schools are free to determine what is taught and how. This freedom is however limited by the qualitative standards set by the Ministry of Education, Culture and Science in educational legislation. These standards, which

1. Vuyk, 1995: p. 699.

apply to both public and private education, prescribe the subjects to be studied, the attainment targets or examination syllabuses and the content of national examinations, the number of teaching periods per year, the qualifications which teachers are required to have, giving parents and pupils a say in school matters, planning and reporting obligations, and so on.

The Constitution places public and private schools on an equal financial footing. This means that government expenditure on public education must be matched by spending on private education. The law lays down the conditions, which private schools must satisfy in order to qualify for funding.

Structure of the education system

The education system is:

- Comprehensive until 12 years
- Selective from 12 years
- Compulsory full time education: until 16 years
- School leaving age: 18 years

Chart: Education system

For the detailed chart about the education system see Eurydice/European Commission (2000) Key data on education in Europe 1999/2000, Brussels, Luxemburg, p. 19.

Statistical data: Pupils, teachers, students, teacher trainees, teacher trainers

Number of pupils in secondary education: 825 100 (1997/1998)

Number of teachers in secondary education: 47 900 (1997)

Number of students: 465 500 (1997)

Number of history students: 2 861

Feminisation

Generally: yes

II. Initial teacher training of history teachers

Type/Model of teacher training

- Consecutive at universities
- Concurrent at pedagogical universities²

2. After the first year.

Institutions involved

- University
- Pedagogical university

Number of institutions involved in ITT

- Public institutions: 7
- Private institutions: 4

Organisation of ITT

Requirements are laid down by:

- The state
- Training institutes themselves
- Working groups for process management³

Basic information on ITT – aims, content and structure

Aims of ITT

Only a very general statement is formulated: To acquire a starting competence to teach, manage and reflect on themselves, the school and the pupils.

Content of ITT

There is no official common/core curriculum for all institutions of ITT in the country (though de facto there are a little differences). The programme is built bottom up, progressively giving the students more responsibilities.

Length of study/exams/graduation/admission to teaching for school level

Training institution	Entry requirements	Final exam	Length	Degree	Admission to school level
Ped. University	Examination, HAVO ⁴ or VWO ⁵		4	Second grade	Lower secondary
University + post graduate course	Examination, VWO		5	First grade	Upper secondary

3. Installed by the ministry of education

4. In the Dutch system, HAVO, senior general secondary education, is the second category of general secondary education in ascending order of difficulty

5. Pre-university education

Standards for teacher training

Professional profile for history teachers: no, under discussion

Qualified teacher status: no

Types of teacher trainers

Historians	Yes
Advisory teachers	Yes
Psychologists	Yes
Educationalists	No
Didacticians	Yes

Breakdown of teacher training

	University⁶	Pedagogical university
Academic courses	80%	25%
General pedagogics/ didactics	7%	25%
Subject didactics	7%	25%
Practical training	6%	25%
Other ⁷		Yes

Qualifications and Training environments

Structure of history (content) in the curriculum of academic courses

Not applicable to the system of the Netherlands

University

Not applicable

Pedagogical university

Academic qualifications

Individual studies	Yes
Group work	Yes
Project work	Yes
Other	Yes

6. ITT qualifying for the 1st grade.

7. Specific highlights of governmental policy, e.g. multicultural courses and ICT; also cross disciplinary aspects.

Didactic qualifications

Individual studies	Yes
Group work	Yes
Project work	Yes
Other	

Competencies in psychology

Individual studies	Yes
Group work	Yes
Project work	Yes
Other	

Legal competencies

Individual studies	Yes
Group work	Yes
Project work	Yes
Other	

Analytical qualifications

Individual studies	Yes
Group work	Yes
Project work	Yes
Other	

Practical competencies

Planning, organising, use of media and information technologies	Yes
Teaching through directive structure	Yes
Interactive teaching	Yes
Monitoring / social dynamics	Yes
Reflection and self evaluation of the training	Yes

Training of trainers

Trainers of trainers are:

Universities

Historians	Yes
Advisory teachers	
Psychologists	Yes
Educationalists	Yes
Didacticians	Yes
Other	

There is interdisciplinary co-operation between these groups.

In-service training

There is the possibility of in service training, which is not obligatory.

The in service training includes:

- Subject related issues and methodological issues.

The cost is covered mostly by: scholarships for training abroad (also training institutes and trainers themselves)

Pedagogical university

Historians	Yes
Advisory teachers	/
Psychologists	Yes
Educationalists	Yes
Didacticians	Yes
Other	/

There is interdisciplinary co-operation between these groups.

There is no possibility of in service training.

Special training for history teacher trainers: No

III. History teaching in secondary school

History teachers: Socio-economic situation

Salaries

Salaries of teachers <30 years: average

Salaries of teachers 50> years: upper average

History teaching belongs to the 20% best-paid jobs.

Age distribution of teachers at lower and upper secondary schools

<30	4%
30-39	20%
40-49	42%
>50	34%

Age of employment/retirement

Teachers are employed in lower secondary schools normally at under 30 years

Teachers are employed in upper secondary schools normally at under 30 years

Avg. age of history teachers in lower secondary schools: 45,4 years

Avg. age of history teachers in upper secondary schools: approx. 35 years

Retirement age: 55 to 65 years⁸

Jobs

There were enough places for graduates

The number of jobs will increase significantly

History as a school subject

Number of lessons per grade each week and school type

Grade/age	Lower secondary	Upper secondary – optional
11/12-13	1 – 2	
12/13-14	1 – 2	
13/14-15	1 – 2	
14/15-16		2 – 3
15/16-17		3
16/17-18		3

8. From 55 years on there is the opportunity to retire in a sliding scale.

General aims of the school subject:

- The ability to think in terms of different areas and changes over time;
- Knowledge, understanding and skills relating to historical structures, processes, figures and events which are of relevance to modern day phenomena, trends and issues at regional, national, European and global level;
- Knowledge, understanding and skills relating to the development of the modern political system in the Netherlands and how it operates and interacts with society;
- An insight into their own involvement in social phenomena, trends and issues which are the product of the past and into the working of the Dutch political system;
- The ability to assess and recognise their own values and those of others in relation to social phenomena, trends and issues;
- The ability to conduct simple research on their own in order to obtain and/ or order to apply knowledge and understanding of the above-mentioned elements preferably on regional history.

Special aims for upper secondary

- Students acquire knowledge of and insight into historical events, processes, structures and questions on regional, national, European and global level;
- Pupils have insight into the fact that historical pictures are formed in the mind and the way in which these myth and stereotypes can be coloured;
- Students acquire historical and political-governmental knowledge, insights and skills as foundation for further education and work, and as contribution to their choice of further education.

Is history a separate subject?

Lower secondary schools: yes

Upper secondary schools: yes

Vocational schools: yes

Structure of history in the curriculum for general secondary schools

Local history	10%
National history	10%
European history	40%
World history	40%
Political history	40%
Social history	25%
Economic history	25%
Cultural history	10%

Future developments in history teaching

Changes for the subject history

Lower secondary school: yes (content issue)

Upper secondary school: yes (content issue)

Norway

With the contribution from Magne Angvik, Svein Lorentzen

I. The education system

Principles and general objectives

The principle of equality in terms of educational provision has long traditions in Norway, and the overall aims of the government are: to ensure equal rights to education for all independent of gender and social, geographical and cultural background; and to offer all children an education which is adapted to the abilities of the individual pupil. Norwegian education policy is also based on the recognition that people's ability to receive and be motivated for new knowledge to a large extent depends on the quality of educational provision. The focus is currently on the content and quality of education. The guiding principle for the 1990s is the improvement of educational standards for the whole population by consolidating and improving the system.

Extensive educational reforms are being carried out in Norway, involving a review of all levels of education. Reforms in higher and upper secondary education are being followed up by a comprehensive reform of compulsory education. The focus of interest is twofold: i) actions to strengthen the structures of the education system; and ii) focus on the content of education. Changes in the structures of the education system will have to be made to ensure equal rights for all to education and to ensure that education will enable the population to meet and master the changes in society. The recent reforms take into account that education will increasingly have to be considered in a lifelong perspective, and that systems of continued education and training and lifelong learning must be developed. In addition, the Government has initiated a reform aiming at a more purposeful and comprehensive system of adult and continuing education. The reform covers basic education, continuing education, and non-formal education.

National plans and programmes have been launched in relation to national guidelines developed for the different levels of the education system. For compulsory education, the framework regarding content and method is defined in the national Curriculum Guidelines of 1987. These guidelines provide general principles, while giving local authorities and schools the possibility to influence further planning.

The general process of change in society and the recent reforms in the education system, revealed the need for a policy document defining aims, principles and basic values that all education should be based on. A Core Curriculum (1993) was therefore developed. This applies to primary, secondary and adult education. Adapted teaching is a basic principle.

Laws and other basic regulations

The different levels of education are regulated by separate acts, which have recently been under revision as a consequence of the different reforms.

Nine years of compulsory education for all was established by the Education Act of 1969 (seven years of schooling had been compulsory since 1889). As a consequence of lowering the school starting age to 6 years, the period of compulsory education is extended to 10 years instead of nine. A revised Act concerning compulsory education will come into force in autumn 1999.

According to the Education Act, disabled children are entitled to the instruction offered in the compulsory school, and they are, as far as possible, integrated into the ordinary nine-year compulsory school. At the primary and lower secondary levels, the municipalities are responsible for the education and training of children, young people and adults with special needs.

Childcare institutions are regulated by the Child Care Institution Act of 6 June 1975.

Upper secondary education and training is regulated by two different laws:

- The Act concerning Upper Secondary Education of 21 June 1974, which regulates upper secondary education in schools;
- The Act concerning Vocational Training of 23 May 1980, regulating vocational training at the workplace.

Both acts have been substantially revised and co-ordinated as part of the large-scale reform of upper secondary education, which was implemented from August 1994. These acts establish the principle of co-ordination of general upper education and vocational training.

Adult education is regulated by the Adult Education Act of 28 May 1976, which was subjected to some amendments in 1991. The act states that the aim of adult education is: "... to contribute to giving adults equal access to knowledge, insight and skills which will promote individual growth and encourage personal development, as well as strengthen the basis for independent achievement and co-operation with other people in work and community life". Folk High Schools are regulated by Act no. 64 of 8 June 1984. The Act states that Folk High Schools, in accordance with their traditions, shall promote general education at different ages and educational levels.

In 1998, the *Storting* (Norwegian parliament) adopted a new Act relating to primary and secondary education (Education Act), which will come into force in 1999. Parts of the Act concerning Adult Education are also involved in the new Act.

In 1995, a government-appointed committee presented a report assessing to what extent existing education acts were instrumental in achieving national goals of education. In particular, the use of statutory standard requirements and privilege provisions was assessed. On the basis of the recommendations of the report, the government has put forward proposals for new legislation relating mainly to primary and secondary education, including vocational training, with the aim of harmonising and co-ordinating the provisions of the separate acts.

The legal basis for state higher education is Act no. 22 of 12 May 1995 concerning universities and colleges, effective on 1 January 1996, which ensures all public institutions of higher education have the same degree of autonomy. In 1997, this law was also made applicable to the two art colleges. The new Act introduces a common legal basis both for the university and non-university sector, including the higher education "Network Norway" and provides a common framework for student regulation, as well as for the management and organisation of the institutions to which it applies. As a rule, each institution has both a board

and a university or college council. The council advises the board on matters of importance to the institution, such as long-term planning, annual and long-term budget proposals, and important changes in the organisation of the institution.

The university/college board is the body responsible for the management of each institution, e.g. concerning the overall organisation and the national higher education and research network (Network Norway). The responsibility of the board includes the strategy for, and the quality of, academic activity. The board should ensure that the legal framework, regulations and provisions laid down by the national authorities are adhered to, e.g. in the appointment of staff, and that the internal organisation of activities is cost-effective. The board is also responsible for the management of funds and the yearly financial reports to the Ministry, as well as for drafting budget proposals for the following year.

Regarding the private higher education institutions, the Act of 11 June 1986, which is administered by the Ministry of Education, Research and Church Affairs, constitutes the legal basis for the recognition of study programmes, as well as the State funding of private higher institutions. In terms of financial support, institutions may only receive state funding for recognised study programmes, but they are not automatically entitled to such support.

All teacher training for primary and secondary schools is regulated by the Act concerning the Training of Teachers of 8 June 1973, effective from January 1975. According to the Act, teacher training shall comprise both initial and continuing education. In June 1998, the government presented a Bill on the repeal of the Teacher Training Act of 1997/98. The Storting has not yet discussed this. According to this Bill, the necessary provisions concerning teacher education will be fully incorporated in the Act concerning Universities and Colleges of 12 May 1995.

Structure of the education system

The education system is:

- Comprehensive until 16 years
- Selective from 16 years
- Compulsory full time education: until 16 years
- School leaving age: 19 years

Chart: Education system

For the detailed chart about the education system see Eurydice/European Commission (2000) Key data on education in Europe 1999/2000, Brussels, Luxemburg, p. 21.

Statistical data: Pupils, teachers, students, teacher trainees, teacher trainers

Number of pupils in secondary education: 326 598 (1997/98)

Number of teachers in primary and secondary education: 91 979 (1997/98)

Number of teachers in upper secondary education: 28 980 (1997/98)

Number of students: 185 000(1996/97); university: 85 000

Financing

Cost of students at university: 3 387 euro/year

Feminisation

Increase of female students: yes 2% (1996/97)

Increase of female teacher trainees: yes

Increase of female history teacher trainees: yes

II. Initial training of history teachers

Type/Model of teacher training

- Concurrent

Institutions involved

- Universities
- State colleges

Number of institutions involved in ITT:

- Public institutions: 18
- Private institutions: 1

Organisation of ITT

Requirements laid down by:

- The state
- The training institutions themselves

Basic information on ITT – aims, content and structure

Aims of ITT

- Historical knowledge and skills in dealing with the aims of the national curriculum as a ruling document for classroom teaching;
- Methods and practical skills for teaching history in the classroom;
- Assessment and guidance;
- Analysis and critical reflection based on pedagogical research and research in subject didactics of history.

Content of ITT

As a consequence of the recent reforms in primary and secondary education (Reform 1997 for primary and lower secondary education and Reform 1994 for upper secondary education), the structure, content and organisation of teacher education is currently under revision. The

revision concerns general teacher education, the programmes for vocational and specialised subject teachers, as well as the one-year programmes in educational theory and practice for university and college graduates. A White Paper concerning the foreseen changes was presented to the *Storting* (national assembly) in 1997, and it is envisaged that new framework plans (study programmes) will be applicable for students admitted to teacher education in the autumn of 1998 (see section 8.1.2.5).

Length of study/exams/graduation/admission to teaching for school level

Training institution	Entry requirements	Final exam	Length	Degree	Admission to school level
Colleges + 1 year history	Examination	Written and practical	4 years		Lower secondary
University	Examination	Written and practical	4,5	B.A.	Upper secondary
University	Examination	Written and practical	5	M.A.	Upper secondary

Standards for teacher training

Professional profile for history teachers: yes

Qualified teacher status: no exact data

Qualifications and training environments

Courses are: partly separated

Academic qualifications

	University	Colleges
Individual studies	50%	50%
Group work	25%	25%
Project work	25%	25%
Other		

Didactic qualifications

	University	Colleges
Individual studies	50%	50%
Group work	25%	25%
Project work	25%	25%
Other		

Competencies in psychology

	University	Colleges
Individual studies	50%	50%
Group work	25%	25%
Project work	25%	25%
Other		

Legal competencies

	University	Colleges
Individual studies	50%	50%
Group work	25%	25%
Project work	25%	25%
Other		

Training of trainers

Trainers of trainers are:

Historians	Yes
Advisory teachers	Yes
Psychologists	
Educationalists	Yes
Didacticians	Yes
Other	

Special training for history teacher trainers

No

III. History teaching in secondary school

History teachers: Socio-economic situation

Salaries

Salaries of teachers <30 years: 2 352 euro

Salaries of teachers 50> years: 2 822 euro

Salaries equal middle class wages

Age distribution of teachers at schools

Age of teachers in lower secondary schools

<30	11%
30-39	19%
40-49	35%
>50	35%

Age of teachers in upper secondary schools and in vocational schools

<30	12%
30-39	15%
40-49	32%
>50	41%

Average age of teachers / age of retirement

Avg. age of teachers in upper secondary schools: 44.9 years

Avg. age of history teachers in upper secondary schools: 43.5 years

Retirement age: 67 years

Avg. age of history teachers in upper secondary and in vocational schools 47-48 years

Retirement age: 65 years

Jobs

There are enough places

There will be no significant change in the number of jobs

History as a school subject

Number of lessons per grade each week and school type

Grade/age	Lower secondary	Upper secondary	Vocational
8/13-14	1		
9/14-15	1		
10/15-16	1		
11/16-17		2	0
12/17-18		2	0
13/18-19		4	0

Is history a separate subject?

Lower secondary school: no

Upper secondary school: yes

Structure of history in the curriculum for general secondary schools

Local history	25%
National history	25%
European history	25%
World history	25%
Other	

Reputation of history teachers and historians

On a scale from 0 (lowest) to 10 (highest) the reputation is for:

- History teaching: 5
- History research: 6

Future developments in history teaching

Changes for the subject history

Lower secondary: no

Upper secondary: no

Vocational: no

Portugal

With the contribution from Maria Luisa de Bivar Black

I. The education system

Principles and general objectives

The education system is a set of means permitting to put into practice the right to education and guaranteeing that there are equal opportunities of access to and success at school. It covers all Portuguese territory - mainland Portugal and *Regioes Autonomas*, and, in a flexible and diversified way, the needs of the Portuguese communities living abroad.

The State is responsible for the democratisation of education, but it cannot arrogate to itself the right to plan education and culture in accordance with any philosophical, aesthetic, political, ideological or religious guidelines. Public education is not denominational and the right to establish private and co-operative schools is safeguarded - Constitution of the Portuguese Republic.

The legal diploma, which provided for the curricular restructuring of 1989, defines certain guidelines, which form a basis of the new *ensino basico* and secondary education syllabuses:

- The valorisation of the Portuguese language;
- The interdisciplinary perception of the curriculum;
- The formative feature of assessment;
- The reinforcement of the educational support structures and trans-disciplinary formations;
- The incentive to local initiatives, through multi-disciplinary projects and school/community relations;
- The organisation of the various components of the curriculum with a view to the all-round education of pupils, both to prepare them for their active life and for the continuation of studies.

Based on these assumptions, new educational areas and subjects have been created at all curricular levels of basic and secondary education, according to the varying age groups:

- Personal and Social Development (alternatively pupils can opt for moral education and Catholic religious education or that of any other denomination) became an area transversal to the curriculum and three curricular non-disciplinary areas were created: “Project area”, “Civic Formation” and “Tutorial Study”.

Laws and other basic regulations

The Education System Act, published in 1986, established the general framework and principles for the reorganisation of the Portuguese education system, and most of the legal provisions regulating the system are based on this Act. Save for some rules relating to very specific issues, most of the legislation on education currently in force was published after 1986.

Bearing directly on the life of schools, the statutory basis for school autonomy of the 2nd and 3rd cycles of *ensino básico* and of the *ensino secundário* and the statutory basis for the direction and management of non-higher education establishments were legally introduced in 1989 and 1991, and subsequently redefined under a legal diploma of 1998. In 1991, new legislation was published creating and defining psychology and guidance services.

As regards higher education, the keynote in the last few years relates to the administrative, financial, scientific and pedagogic autonomy granted to schools at this level of education. These autonomy systems were established based on legislation published in 1998 for universities and in 1990 for *institutos politécnicos*. Particularly important too in terms of higher education was the coming into force in 1994 of the Private and Co-operative Higher Education Statute, legally recognising this sector's specificity.

Under new legislation approved in 1997, the autonomy of universities is cemented, and linked to the definition of the basis of financing state higher education

In 1993 the Ministry of Education and its central and regional services were institutionally restructured following the publication of several decree-laws defining each entity's competencies and functions. The leading guideline behind this reorganisation was the purpose to bring service providers closer to their users. As a result, the executive functions of *Direcções Regionais de Educação* were reinforced, the central services becoming responsible for planning and helping formulate education policies.

Structure of the education system

The education system is:

- Comprehensive until 15 years
- Selective from 16-18 years
- Compulsory full time education: until 15 years
- School leaving age: 18 years

Chart: Education system

For the detailed chart about the education system see Eurydice/European Commission (2000) Key data on education in Europe 1999/2000, Brussels, Luxemburg, p. 19.

Statistical data: Pupils, teachers, students, teacher trainees, teacher trainers

Number of pupils in secondary education: 343 965 (1995/1996)

Number of teachers in secondary education: 84 184 (1995/1996)

Number of history teachers in total: 40 000 (1998)

II. Initial teacher training of history teachers

Type/Model of teacher training

Consecutive / or concurrent⁹

Institutions involved

- Universities
- Polytechnic institutes

Number of institutions involved in ITT

- Public institutions: 7
- Private institutions: 4

Organisation of ITT

Requirements laid down by:

- The state
- The institutes themselves

Basic information on ITT – aims, content and structure

Aims of ITT

In Portugal universities have total autonomy to decide about curricula. State universities do not always inform the Ministry of what they are doing. Private universities have to inform the Ministry and have their courses approved and officially published. So there are different curricula and perspectives, although it is possible to find common features in all courses.

There is a generalised idea that the key to detecting good teaching is linked with a proactive attitude of teachers, with some freedom to manage the curriculum and with responsibilities as professionals. This is not simple and it will take some years to implement. It is, nevertheless, the aim of the Ministry of Education: the history curriculum, which is being revised, will have compulsory themes and leave space for options. Some teachers feel very uncomfortable about this.

Content of ITT

These courses consist of two years. During the first year subjects that are usually taught are Curriculum Development, History Didactics, Educational Psychology, Educational Sociology, Classroom Practices or History Resources (linked with video, television, overhead projectors etc., no computers yet¹⁰).

9. Universities have full autonomy to decide about curricula.

During the second year the student trainers have to work in a school, with a school supervisor approved by the Regional Board of the Ministry of Education. They have their own class (usually 7-8 or 9 grade) and sometimes the supervisor watches them, and they have to teach some lessons in the supervisors' class (usually secondary school).

In the university they also have a supervisor, who visits schools regularly and organises meetings with the other supervisors of the student trainers so that criteria is common and problems, procedures, and solutions can be discussed and shared. During this year student teachers have to come once a week to the university, where they meet the supervisor and attend two seminars (one per semester).

All IT is similar; the differences lie mainly on the freedom of the supervisors and the number of meetings in the schools and at the university.

Length of study/exams/graduation/admission to teaching for school level

Training institution	Entry requirements	Final exam	Length	Degree	Admission to school level
Polytechnic	Examination	Written, oral and practical	4 years	Professional teacher qualification	Lower secondary 5-6 years
University	Examination	Written, oral and practical	4 years + 1 post graduate year	Professional diploma	Upper secondary 7-12 years

Standards for teacher training

Professional profile for history teachers: no
Qualified teacher status: yes

Breakdown of teacher training

Academic courses	75%
General pedagogic/didactic	10%
Subject didactics	10%
Practical training	5%

Courses are partly co-ordinated

Qualifications and training environments

Structure of history (content) in the curriculum of academic courses

Local history	
National history	50%
European history	50%
World history	

Political history	25%
Social history	25%
Economic history	25%
Cultural history	25%

Trainers of trainers¹⁰

There are no official guidelines for the co-ordination of these groups

Special training for history teacher trainers: No

III. History teaching in secondary school

History teachers: Socio-economic situation

Salaries

Salaries equal middle class wages

Age of retirement

Retirement age of teachers at schools: 52 to 70 years

Jobs

There are not enough jobs available. There is a shortage of 50%.

Graduates have to wait 6 to 10 years to get employed

History as a school subject

Number of lessons per grade each week and school type

Grade/age	Lower secondary	Upper secondary humanistic studies	Upper secondary economic studies
5/10-11	3 geography and history		
6/11-12	3 geography and history		
7/12-13	3		
8/13-14	3		
9/14-15	3		
10/15-16		4	4
11/16-17		4	4
12/17-18		4	4

10. Most of the trainers co-operate with other trainers who work in the same field as they themselves.

Is history a separate subject?

Lower secondary 5-6 no, 7-9 yes

Upper secondary 10-12 optional

Structure of history in the curriculum for general secondary schools

Local history	/
National history	10%
European history	85%
World history	5%

Political history	18%
Social history	32%
Economic history	32%
Cultural history	18%

Future developments in history teaching

Expected changes for the subject history

Lower secondary school: no

Upper secondary school: no

Vocational school: no

Russian Federation

With the contribution from Ludmila Alexashkina, Vladimir Batsyn

I. The education system

Principles and general objectives

The Russian Federation, the sovereignty of which was proclaimed in June 1991, is comprised of 89 administrative entities (autonomous republics, krais, oblasts, okrugs, and two autonomous cities – Moscow and St. Petersburg). The Constitution and the Law on Education guarantee that citizens have a right to free and accessible basic general education (nine grades). As defined in the law, the term “education” implies a purposeful process of educating and upbringing, which is implemented in the interests of a person, the society, and the State.

The State guarantees the observance of the following general principles:

- The humanistic character of education, the overall priority of general human values, life and health, and free personal development; education aims at fostering students’ civic spirit and love of the Motherland;
- The unity of federal cultural and educational space, preserving at the same time ethnic and regional cultural traditions;
- The general availability of education, which should respond to students’ specificities and different choices;
- The secular character of education in state and municipal educational institutions;
- Freedom and pluralism in education;
- The democratic and State-public character of educational management, as well as the autonomy of educational institutions.

The education system in the Russian Federation is undergoing a process of profound transformation, linked to the new socio-economic and political context. Reform of the system and educational policy of the government mainly aim at strengthening and developing democracy, consolidating national identity and facilitating the transition towards a market economy. The most important direction of the reform is to create basic conditions for a transition from a unified, standardised and uniform education system, to a differentiated and open one.

This transition implies:

- Greater diversity: differentiation of the educational establishments network; diversification of educational content and freedom to choose textbooks, programmes, courses and specialisations;
- Rationalisation and municipalisation of the education system;

- Support for national school development ensuring, at the same time, the existence and development of a common educational space: this means the learner's right to transfer to another educational institution and to continue his/her studies all over the Federation, and the learner's right to continue his/her education at a higher level without substantial additional training. State educational standards and control over their implementation are the basic means for maintaining and developing a common educational space.

Laws and other basic regulations

The Law on Education, adopted by the Parliament in 1992, set the basic foundations for a radical change of the education system. One of the most important statements of this Law was the elimination of the State monopoly on education. The Law gives the right of establishing educational institutions to: federal and local bodies; domestic and foreign enterprises and institutions, endowed and owned either by State, non-State, co-operative, private or any other organisations, as well as by physical persons; domestic and foreign public and private foundations; public organisations and churches, registered within the boundaries of the Federation. Joint participation in the establishment of educational institutions is also allowed. In January 1995, the State Duma adopted the Law on introducing changes and amendments to the Law of the Russian Federation "On education".

The basic document dealing with plans, programmes, co-ordination activities and elaboration of the national education policy is the Federal Programme on the Development of Education in Russia, approved in 1992. "The main aim of the Federal programme is to establish the organisational basis, the instruments, and the tools for the implementation of the principles of public policy in the field of education corresponding to the needs of the country, as stated in the Law on Education and in the decisions of the legislative and executive authorities" (CEPES-Unesco, 1993).

The educational rights of citizens were further stressed in the President of the Russian Federation Decree no. 1487 (July 1994).

In 1992, the government adopted the typical provision on comprehensive educational establishments. This provision is a basis for developing charters of the following kinds of comprehensive educational establishments: primary, basic, secondary comprehensive schools (including those with in-depth study of different subjects) lyceums and gymnasia. The Ministry of Education and the heads of administrations of 58 Russian regions signed a Treaty on Co-operation defining the terms of reference, rights and responsibilities under which educational space (federal and municipal) and educational establishments became autonomous.

State educational standards will be called upon to play an important role in the development of the content of education. They will determine the basic level of the content of education common for the whole of Russia and serve as a basis for appraising the level of learners' training. At present Russia has developed elements of temporary State standards: a basic curriculum of comprehensive educational establishments and temporary requirements for the level of learners' training during the transition period until State standards are introduced. The State educational standard for basic comprehensive education is established by the Federal law. The government of the Russian Federation also determines the procedure for adopting standards for secondary (complete) education, which are about to be finalised. In 1997, the plan was to submit the Law on State educational standards of basic general education to the State Duma for approval. Then the Government of Russia will adopt federal components for secondary (complete) general education.

Typical provisions have been adopted for all stages determining the organisation of work of educational establishments, basic requirements for the educational process, administration and management of an establishment. On the basis of these provisions, educational establishments will develop their charters.

Under the current legislation, education is free and compulsory for all children aged between 6 (or 7) and 15 years (the so-called basic secondary education, which includes primary and lower secondary education and usually lasts nine years).

Structure of the education system

The education system is:

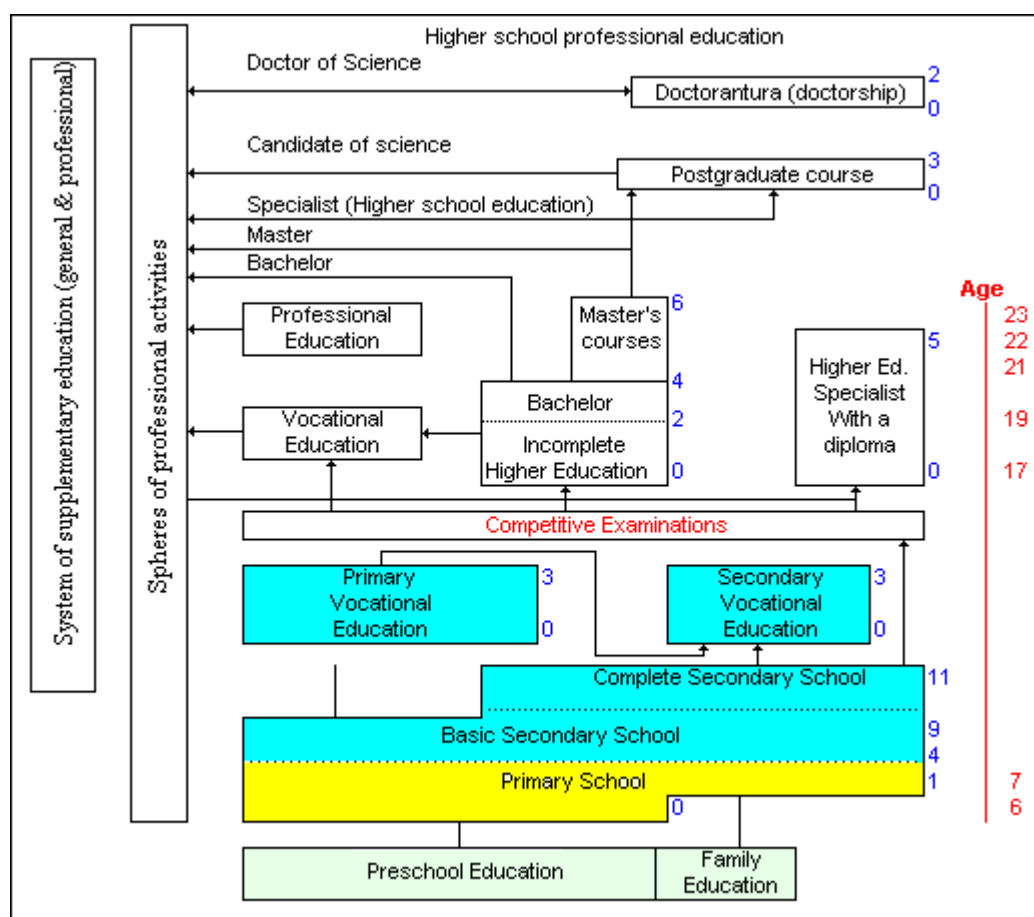
Comprehensive until 16 years

Selective from 16-18 years

Compulsory full time education: until 14 years

School leaving age: 18 years

Chart: Education system



Statistical data: Pupils, teachers, students, teacher trainees, teacher trainers

Number of pupils in secondary education: 14 000 000 (1998/1999)

Number of teachers in secondary education: 1 231 000 (1998/1999)

Number of students: 3 598 000 (1998/1999)

II. Initial training of history teachers

Type/Model of teacher training

Concurrent

Institutions involved

Universities

Pedagogical universities

Number of institutions involved in ITT

Public institutions: 100

Private institutions: no data published

Organisation of ITT

Requirements are laid down by:

- The state
- The training institutions themselves
- Professional associations of teachers

Basic information on ITT – aims, content and structure

Aims of ITT

The aims are to develop academic competencies in the following:

1. History

The basic historical courses for students at Russian universities and pedagogical high schools are:

- World history and national history: ancient history, the Middle Ages, modern times, and the 20th century;
- Historiography;
- Historical sources, palaeography, archives.

2. Other social and humanities sciences: philosophy; political science; sociology; ethics; aesthetics, culturology, history of art; informatics.

3. Pedagogical sciences: history of pedagogy; general and special didactics; psychology (or pedagogical psychology).

The main academic competences, acquired by students while studying these courses, include a certain positive knowledge in the named fields and research skills, dealing first of all with an analysis of sources, generalisation of scientific information. These competences come to light both in examinations and in students' course works (there are usually three work in history and one in pedagogy).

Practical competences

This group of teacher competences could be interpreted in a narrow and a wide sense of the term. The first one supposes: a) knowledge of school realities (school aims and rules, administration, pupils and parents, local environment, etc.); b) abilities to plan and carry out all kinds of pedagogical activities - projecting, organisational, control and others. Students have an opportunity to realise and verify these competences during their practical work at schools (for a month in the 4th and the 5th years). At the initial stage, the following quite concrete questions seem to be the most actual for them: What historical information should be chosen for studying according to pupils' possibilities? How to combine it within a lesson? What kinds of pupils' activities are the best in this or that case? etc.

Academic and practical competences' co-ordination

In a wider sense the history teacher's practical competences should include also a creative application of basic historical knowledge in solving a number of special problems, which are not characterised enough in academic history courses. These problems are the following:

- Interactions between different levels and aspects of history - a) world, national, regional and local history; b) political, economic, cultural and other aspects of history (usually there are separate courses at universities, but at secondary schools the named levels as a rule coexist in the frame of one course);
- Correlations within the chain: Past - Present - Future; promoting a feeling (understanding) of a certain historical time, era;
- Transition from history to a contemporary life; in connection with this task certain ties with other social and humanities disciplines should be arranged; as to historical sources, they are supplemented to a marked degree with current materials;
- Putting pupils in a situation of a dialogue between historical civilisations and societies, different ethic, national, social values both in the past and in the contemporary world.

Thus teacher academic and practical competences have a vast field for interaction, embracing problems of methodology of history and world outlook in general, as well as organisation and technological points.

Content of ITT

- 1st- 2nd year: academic courses of history
- 3rd-4th year: pedagogical courses and psychology
- 4th-5th year: practical training

Length of study/exams/graduation/admission to teaching for school level

Training institution	Entry requirements	Final exam	Length	Degree	Admission to school level
University, pedagogical university	Examination	Written	3 years	No	Lower secondary
University, pedagogical university	Examination	Written	5+ years	No	Upper secondary
University, pedagogical university	Examination	Written			Upper secondary vocational-

Standards for teacher training

Professional profile for history teachers: no

Qualified teacher status: no

Types of teacher trainers

	University	Pedagogical University
Historians	Yes	Yes
Advisory teachers	Yes	Yes
Psychologists		
Educationalists		
Didacticians		

Breakdown of teacher training

University

Academic courses	75%
General pedagogic / didactic	9%
Subject didactics	11%
Practical training	5%

Courses are: always separated

Qualifications and training environments¹¹

Structure of history (content) in the curriculum of academic courses

Local history	5%
National history	30%
European history	45%
World history	20%

Political history	40%
Social history	15%
Economic history	15%
Cultural history	30%

Academic qualifications

Individual studies	Yes
Group work	
Project work	
Other	

Didactic qualifications

Individual studies	Yes
Group work	
Project work	
Other	

Competencies in psychology

Individual studies	Yes
Group work	
Project work	
Other	

11. Universities.

Practical competencies

Planning, organising, use of media and information technologies	Yes
Teaching through directive structure	Yes
Interactive teaching	Yes
Monitoring / social dynamics	Yes
Reflection and self evaluation of the training	Yes

Training of trainers

Trainers of trainers are:

	Universities	Pedagogical Universities
Historians	Yes	Yes
Advisory teachers	Yes	Yes
Psychologists		Yes
Educationalists		
Didacticians		Yes
Other		

These groups are not co-ordinated.

There is no interdisciplinary co-operation between these groups.

In-service training

There is no possibility of in service training for trainers

Special training for history teacher trainers: No

III. History teaching in secondary school

History teachers: Socio-economic situation

Salaries

Salaries of teachers <30 years: salaries depend on class-hours not age

Salaries of teachers 50> years: salaries depend on class-hours not age

Teachers need to look for additional income to cover their daily expenses (as regards the average number of lessons per week, most history teachers teach between 150% and 200% of the normal obligation of a history teacher)

Age of retirement

Retirement age of teachers in secondary schools: 60-65 years

Jobs

There are enough jobs

Unemployment rate: expected in the next years

History as a school subject

Number of lessons per grade each week and school type

Grade/age	Lower secondary	Upper secondary	Upper secondary vocational
5/10-11	2		
6/11-12	2		
7/12-13	2		
8/13-14	2		
9/14-15		2 –3	1
10/15-16		2 –3	1
11/16-17		2 –3	
12/17-18		2 –3	
13/ 18-19		2 –3	

General aims

History curricula include:

- General aims of studying history (knowledge, skills, attitudes)
- Topics on the national and world history (for each topic the main facts and ideas are named as well as recommended number of hours);
- At 5th-9th grade the world and the national history from ancient ages up to our days is studied (the basic course;
- At 10th-11th grade (the “second cycle”) courses differentiate e.g. history of civilisations

Is history a separate subject?

Lower secondary school: yes

Upper secondary school: yes

Vocational school: yes

Structure of history (content) in the curriculum of general secondary schools

Local history	13%
National history	43%
European history	22%
World history	22%

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

Reputation of history teachers and historians

On a scale from 0 (lowest) to 10 (highest) the reputation is for:

History teaching: rather high

Future developments in history teaching

Expected changes for the subject history:

Lower secondary school: yes (more hours)

Upper secondary school: no

Vocational school: no

Spain

With the contribution from Gregorio Gonzalez-Roldan, Carmen Sanchez

I. The education system

Principles and general objectives of education

The relevant principles and rights about the education system in Spain are laid down in the Spanish Constitution (1978) and in four main acts. Stipulating the guidelines for legislation in educational affairs, the Constitution of 1978 defines three fundamental principles: It recognises the right to education as one of the fundamental rights to be guaranteed by the state. It also recognises other fundamental rights related to education. The central government and the autonomous regions share the competences related to education.

Article 27 of the Spanish Constitution defines the basic principles governing legislation on educational matters: It recognises the right to education as one of the basic rights to be backed by public authorities, but also guarantees individual freedom in educational issues. It establishes the principles of participation and autonomy of the university. It also provides for a division of educational competences between central and regional authorities.

The four main acts include:

- Act of 1985 concerning the right to education (Ley Orgánica del Derecho a la Educación – LODE);
- Act of 1983 concerning the reform of universities (Ley Orgánica de Reforma Universitaria – LRU);
- Act of 1980 concerning the general structure and organisation of the education system (Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE).
- Act 9/1995 concerning the participation, evaluation and governance of education institutions.

Structure of the education system

The education system is:

- Comprehensive until 15 years
- Selective from 15 to 18 years
- Compulsory full time education from 6 to 15 years
- School leaving age: 18 years

Chart: Education system

For the detailed chart about the education system see Eurydice/European Commission (2000) Key data on education in Europe 1999/2000, Brussels, Luxemburg, p. 20.

Statistical data: Pupils, teachers, students, teacher trainees, teacher trainers

Number of pupils in secondary schools: 3 543 123 (1997/98)

Number of teachers in secondary schools: 187 638 (1997/98)

Number of history teachers in secondary schools: 24 300 (Roughly)

Newly employed history teachers: estimated 375 for all schools (1998)

Number of students: universities 1 578 792; pedagogical universities: 24 765 (1998/99)

Number of history students: 56 800 (Roughly)

Graduates: Universities: 5 437

Number of teacher trainees: 2 547 (Roughly)

Number of history teacher trainees: 315 (Roughly) in University (ICE), 283 (Roughly) in Secondary Schools

Financing

Costs of students at university: 4 225 euro/year

Feminisation

Increase of female students: yes

Increase in female teacher trainees: yes

Increase in female history teacher trainees: yes

II. Initial teacher training of history teachers

Type/Model of teacher training

Consecutive¹²

Institutions involved

- Universities
- Colleges
- Secondary schools (Only in practical training)

Number of institutions involved

- Public institutions: 34
- Private institutions: 4

Organisation of ITT

Requirements are laid down by:

- The Ministry of Education
- The training institutions themselves

12. Academic training during university studies followed by one year of post-graduate practical training.

Basic information on ITT – aims, content and structure

Aims of ITT

- To organise the training leading to the professional diploma in specialised training courses,
- To provide future secondary school teachers with the pedagogical and teaching competencies required to undertake the tasks of teaching history.
- To ensure a wide-ranging, solid and rigorous initial training on which on-the-job training can later build together with scientific, technical and pedagogical in-service courses for teachers.
- The integration of theory and practice must, therefore, be an essential feature of the initial training of secondary school teachers
- To design practical training as the component structure of the course.
- To link the teaching included in the “CAP”¹³ course to universities.
- To ensure the required connection with the advances made in psycho-pedagogical research and teaching practice.
- To link the initial training of teachers with secondary education centres.
- To make it easier for practical training to fulfil its function as the structuring component of the course.
- To link the initial training of vocational education teachers to the specific needs of the various productive sectors.

Content of ITT

Students of history teaching should be trained to:

- understand the role of the social sciences, history and geography in the education system;
- know the methodology required for teaching social sciences, history and geography;
- acknowledge and attempt to resolve the problems arising in the teaching of social sciences, history and geography;
- identify the general lines of social sciences, history and geography;
- know and assess the situation of each of the subjects making up the social sciences, particularly history and geography;
- schedule teaching and the preparation of lesson plans;
- know the teaching resources available for the teaching of social sciences, history and geography;

13. Certificado de Aptitud Pedagógica

- learn to adapt the methodologies to the characteristics of the students and the area;
- know and use the different types of assessment to track the students' learning process and judge the teaching approach used.

Length of study/exams/graduation/admission to teaching for school level

Training institution	Entry requirements	Final exam	Length	Degree	Admission to school Level
University	Entry exams	1 written, 1 oral, 1 practical	5 years + 1 year of supervised teaching in school	B.A.	Lower secondary ¹⁴
University	Entry exams	1 written, 1 oral, 1 practical	5 years + 1 year of supervised teaching in school	B.A.	Upper secondary
University	Entry exams	1 written, 1 oral, 1 practical	5 years + 1 year of supervised teaching in school	B.A.	Upper secondary vocational ¹⁵

Standards for teacher training

Professional profile for history teachers:

- universities: no
- colleges: yes

Qualified teacher status: yes

Types of teacher trainers

	Universities	Colleges
Historians	95%	30%
Advisory teachers		20%
Psychologists		10%
Educationalists		20%
Didacticians	5%	20%

14. For teaching history in secondary education it is requested to study five years at university.

15. In secondary vocational education in the new law is not subject of History.

Breakdown of teacher training

University

	Universities	Colleges
Academic courses	95%	25%
General pedagogic / didactic		30%
Special pedagogic / didactic	5%	20%
Practical training		25%

Courses are partly interlinked.

Qualifications and training environments

Structure of history (content) in the curriculum of academic courses

Local history	7%
National history	24%
European history	31%
World history	33%
Other (Latin American History)	5%

Political history	58%
Social history	12%
Economic history	19%
Cultural history	11%

University

Academic qualifications

	Universities	Colleges
Individual work	80%	80%
Group work	10%	20%
Project work	10%	

Didactic qualifications

	Universities	Colleges
Individual work	100%	80%
Group work		20%
Project work		

Competencies in psychology

	Universities	Colleges
Individual work		80%
Group work		20%
Project work		

Legal competences

	Universities	Colleges
Individual work		80%
Group work		20%
Project work		

Practical competencies

Planning, organising and use of media	20%
Teaching through directive structure	20%
Interactive teaching	20%
Monitoring / social dynamics	20%
Reflection and self-evaluation of the training	20%

Training of trainers

Trainers of trainers are:

	Universities	Colleges
Historians	Yes	Yes
Advisory teachers		Yes
Psychologists		Yes
Educationalists		Yes
Didacticians		Yes
Other		Yes

At universities, these groups are not co-ordinated, at colleges they are partly co-ordinated.

At universities, there is no interdisciplinary co-operation between these groups, at colleges there is.

In-service training for trainers

There is the possibility of in-service training for trainers (not obligatory), which includes:

- Improvement and training of self-reflection
- Training and directing the learning process
- Improvement of organisational skills
- Forms of examination and training in handling them
- Other

The cost is covered by the state.

Kind of training for trainers:

(The following groups of trainers are trained through internal/ external forms of training:)

Historians

Internal training by: historians, didacticians, psychologists, professional trainers

Advisory teachers

Internal training by: historians, didacticians, psychologists, professional trainers

Didacticians

Internal training by: historians, didacticians, psychologists, professional trainers

Educationalists

Internal training by: historians, didacticians, psychologists, professional trainers

Psychologists

Internal training by: historians, didacticians, psychologists, professional trainers

III. History teaching in secondary school

History teachers: socio-economic situation

Salaries

Salaries of teachers <30 years: 1 685 euro/month; 22 156 euro/year
Salaries of teachers >50 years: 2 288 euro/month; 30 495 euro/year
Salaries fall into the 30% range of best-paid jobs

Age distribution of teachers

Average age of teachers in upper secondary schools: 45 years

Age of Retirement

Retirement age: 65 years

Jobs

Graduates have to wait 2-3 years to get employed as history teachers.
The number of jobs will decrease considerably.

History as a school subject

Number of history lessons per grade each week and school type

Grade/age	Lower secondary	Upper secondary general	Upper secondary vocational
6/11-12	3		
7/12-13	3		
8/13-14	3		
9/14-15	3		
10/15-16		4	0
11/16-17		3	0

General aims for the school subject

1. General aims

Students should learn to:

- understand the role of the social sciences, history and geography within the education system;
- know the methodology required for teaching social sciences, history and geography;
- recognise and attempt to solve the problems arising in the teaching of social sciences, history and geography.

2. Specific aims

Students should learn to:

- identify the general lines of social sciences, history and geography;
- know and assess the development and present situation of each of the subjects making up the social sciences, in particular history and geography;
- identify and know the curricular plan of various subjects linked to the social sciences in compulsory secondary school education and the LOGSE¹⁶ baccalaureate;
- plan teaching on specific areas by developing didactic units;
- learn to adapt the methodologies to the characteristics of the students and the area;
- know the teaching resources available for teaching social sciences, history and geography;
- know, design and use the different types of assessment to track the students' learning process and judge the teaching approach used.

Is history a separate subject?

Lower secondary schools: no

Upper secondary schools: yes and no

Structure of history in the curriculum for general secondary schools

Local history	12%
National history	40%
European history	16%
World history	32%

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

Reputation of history teachers and historians

On a scale from 0 (lowest) to 10 (highest) the reputation is for:

Teaching history: 6

History research: 7

16. LOGSE = Ley Orgánica de Ordenación General del Sistema Educativa

Future developments in history teaching

Expected changes for the subject history

Lower secondary: no

Upper secondary: no

Vocational: no

United Kingdom (England and Wales)

With the contribution from Mark McLaughlin, Yvonne Sinclair

I. The education system

Principles and general objectives

In England, the aim of the Department for Education and Employment (DfEE) is to enable everyone, through the best possible opportunities in education, training and work, to enjoy a fulfilling life, to have a stake in society, and to contribute to increasing Britain's competitiveness in the 21st Century. The main objectives are to:

- Ensure that all young people reach 16 with the highest standards of basic skills and a secure foundation for lifelong learning, work and citizenship – in particular, by raising literacy and numeracy skills in primary schools, and overall achievement in secondary schools, to levels that compare favourably with our international competitors.
- Encourage people to continue throughout their lives to develop their knowledge, skills and understanding and improve their employability in a changing labour market – in particular, by facilitating access to further learning and training, by improving its quality, by reducing the barriers to individual motivation, and by persuading employers to invest in the workforce.
- Help people without a job into work – in particular, by helping young people, those unemployed for a long time and others at a disadvantage in the labour market out of welfare and into jobs, and by promoting a fair and flexible labour market.
- Promote equality of opportunity in education and training and at work, including tackling social exclusion, deprivation and under achievement – in particular, by combating discrimination by gender, age, race or disability, by helping people to combine work with caring responsibilities, and by supporting effective, targeted action to reduce deprivation and increase the potential for learning within families and communities.

Laws and other basic regulations

In England and Wales, the Education Reform Act of 1988 introduced the National Curriculum for all pupils aged 5 to 16 in State schools. The Education Reform (Northern Ireland) Order 1989 reflects many of the provisions of the Education Reform Act, 1988, for England and Wales. The Order established the Northern Ireland Curriculum and was amended in 1993 and in 1996.

The Children (Northern Ireland) Order became law on 15 March 1995 and its main provisions came into operation on 4 November 1996. The Order, which is jointly promoted by the Department of Health and Social Services and the Office of Law Reform, follows the introduction of the Children Act, 1989, in England and Wales and broadly replicates it. It is the most comprehensive piece of legislation ever enacted in Northern Ireland in relation to children. It reforms and brings together much of the law relating to the care, upbringing and protection of children, and it fundamentally changes the balance between parental care and

State intervention. It is the belief of the legislators that children are generally best looked after within the family unit.

Education legislation for Scotland is a distinctive set of Acts pertinent to Scotland and different from that for England and Wales. The most important law is the Education (Scotland) Act, 1980, and the related amendments. In March 1992, the Government enacted the Further and Higher Education (Scotland) Act, 1992, which made fundamental changes in the organisation of post-school education in Scotland. It also created a separate Scottish Higher Education Funding Council (SHEFC). The Local Government etc. (Scotland) Act 1994 makes provision with respect to local government and the functions of local authorities; it also introduces amendments in relation to local government finance, local authority accounts and the records of local authorities.

In England, Wales and Scotland compulsory schooling takes place between the ages of 5 and 16. In Northern Ireland compulsory schooling begins at age 4 and ends at 16.

Structure of the education system

The education system is:

- Comprehensive until 16 years
- Selective from 16 years
- Compulsory full time education: until 16 years
- School leaving age: 18 years

Chart: Education system

For the detailed chart about the education system see Eurydice/European Commission (2000) Key data on education in Europe 1999/2000, Brussels, Luxemburg, p. 20.

Statistical data: Pupils, teachers, students, teacher trainees, teacher trainers

Number of pupils in public funded secondary education: 3 323 753 (1998/99)

Number of teachers in secondary education: approx. 202 248 (1997/99)

Number of students: 1 584 386 in higher education (1999/00)

Number of history students: 23798

Number of teacher trainees: 8 164

Number of history teacher trainees: 932

Feminisation

Increase of female students: yes

Increase of female teacher trainees: no

Increase of female history teacher trainees: yes

II. Initial training of history teachers

Type/Model of teacher training

Consecutive

Institutions involved

- Universities
- Colleges
- Schools forming ITT partnerships

Number of institutions involved in ITT

- 38 ITT secondary partnerships

Organisation of ITT

Requirements laid down by:

- The state
- The training institutions

Basic information on ITT – aims, content and structure

The essential knowledge, understanding and skills to be taught at each key stage:

- Ensure a predominant emphasis on British history;
- Provide opportunities to study classical history and aspects of local, European and world history;
- Provide increased opportunities for pupils at Key Stage 3 to study 20th-century history;
- Remove major areas of overlap between key stages, but still provide opportunities to study in greater depth at Key Stage 3 some periods taught in Key Stage 2, for example Victorian Britain;
- Recognise the investment in resources, both human and material, which has been made by teachers;
- Clarify what constitutes progression in history within and between key stages;
- Define the key elements of history to be used in summarising pupils' progress in history at the end of each key stage;
- Extend access to pupils of all abilities.

ITT aims to equip history teachers with the knowledge, skills and understanding to teach their subject confidently and accurately within the age range of 11-18, and at the same time to nurture their personal attributes and develop intellectual and managerial skills to enable them to operate as effective professionals.

In all key stages a common format has been adopted to make clearer the knowledge, understanding and skills which should be taught to promote pupils' progress in history. Each key stage has the following components.

The introduction to each key stage

This summarises the main ways in which knowledge, understanding and skills should be developed in that key stage.

The historical content for each key stage

This allows pupils to develop an increasing knowledge and understanding of local, British, European and world history. The detailed specification of content at Key Stages 2 and 3 is in the units.

The key elements

The key elements help to characterise areas of progression in pupils' knowledge, understanding and skills. They are closely related to each other and should be developed across the key stage through the study of the historical content in the programme of study. They provide the main objectives for teaching, learning and assessment, and include aspects of study formerly included in the attainment targets.

Attainment target

As attainment targets now identify the key components for summarising pupils' performance, one attainment target called *History* is proposed. A single attainment target:

- Emphasises the interrelatedness of the various elements of historical knowledge, understanding and skills;
- Avoids fragmentation and an artificial divide between knowledge, understanding and skills;
- Reduces the burden of assessment and recording.

The level descriptions relate to the main characteristics of history outlined in the key elements and study units in each programme of study. They are designed to provide a description of a pupil's performance as a whole and should be considered in their entirety. They show how the following components relate to each other:

- Range and depth of factual knowledge;
- Knowledge, understanding and awareness of periods, events and issues;

- Ability to communicate historical knowledge and understanding;
- Knowledge, understanding and ability to analyse a variety of information and interpretations of history.

All intending secondary history teachers have to hold a history degree before embarking on training. The training is entirely concerned with pedagogical issues and not with history “content” as such. Intending teachers’ studies in history as an academic discipline may be very diverse – from broad based courses that include ancient, medieval and modern history, to courses that are quite specialised in a particular period or region, or both.

Length of study/exams/graduation/admission to teaching for school level

Training institution	Entry requirements	Final exam	Length	Degree	Admission to school level
ITT partnerships	Qualified teacher status	Written and practical	3 to 5 years + 1 year post-graduate	Variable	Lower and upper secondary

Standards for teacher training

Professional profile for history teachers: yes

Qualified teacher status: yes

Breakdown of teacher training

University¹⁷

Academic courses	80%
General pedagogics / didactics	6%
Subject didactics	7%
Practical training	6%

Courses are: always separated

Qualifications and training environments

Structure of history (content) in the curriculum of academic courses

Not applicable to the English system

17. 2nd grade qualification.

Practical competencies

Planning, organising, use of media and information technologies	Yes
Teaching through directive structure	Yes
Interactive teaching	Yes
Monitoring / social dynamics	Yes
Reflection and self evaluation of the training	Yes

Training of trainers

Trainers of trainers are:

At universities

Historians	Yes
Advisory teachers	
Psychologists	
Educationalists	Yes
Didacticians	
Others	

In-service training

There is the possibility of in service training (obligatory) which includes:

- Improvement and training of self reflection;
- Training of directing the learning process;
- Training of organisational skills;
- Forms of examination and training of handling them;
- Other.

The cost is covered by teacher training institution.

Special training for history teacher trainers: No

III. History teaching in secondary school

History teachers: socio-economic situation

Salaries

Salaries equal middle class wages

Age distribution of teachers at secondary schools

Age of teachers in upper secondary schools

<30	17%
30-39	23%
40-49	42%
>50	18%

Age of retirement

Retirement age: 55 – 65 years

Jobs

70% of graduates obtain posts within 1 year

There will be no significant change in the number of jobs

Unemployment rate: 5.3% (1999)

History as a school subject

Number of lessons per grade each week and school type

Not applicable to the English system

The school curriculum comprises mainly, though not exclusively, the National Curriculum. This provides for the compulsory teaching of 10 subjects (11 in Wales) classified as follows:

- Core subjects, English, mathematics and science, and Welsh /in Welsh-speaking schools in Wales);
- Foundation subjects, technology (information and design), history¹⁸, geography, music, art, physical education, and for pupils aged 11-16, a modern foreign language and Welsh in Wales (where it is taught as a second language).

In addition, all schools must teach religious education.

General aims

History curricula includes:

Pupils study National Curriculum history in Key stage 3 (i.e. age 11-14). History is then an optional subject taken by some pupils as a course leading to public examination in the General Certificate of Secondary Education at age 16. The most popular courses are in Modern World History, and a modular style course known as the School History Project. Some pupils continue with a history course to public examination at Advanced Level aged 18. At this level there are many options including British, European, World History, ranging from medieval to modern times.

18. It is up to the schools to fix the number of history lessons.

Key stage 3 (11-14) programme of study: Pupils are taught in the economy, society, culture and political structure of Britain from the early Middle Ages to the 20th century. They are taught about aspects of European and non-European history, and to make links and connections between historical events and changes in the different periods and areas studied. They are given opportunities to use their historical knowledge to evaluate and use sources of information, and to construct narratives, descriptions and explanations of historical events and developments.

Is history a separate subject?

Lower secondary school: yes

Upper secondary school: yes

Structure of history in the curriculum for general secondary schools

Local history	5%
National history	65%
European history	15%
World history	15%

Political history	40%
Social history	25%
Economic history	25%
Cultural history	10%

Future developments in history teaching

Expected changes for the subject history

Lower secondary school: Yes

Upper secondary school: Yes

Appendix II

Training institutions

Albania

University of Tirana
Rruga "Jul Variboba" Nr. 8
Tirana
Decan: Hetem Lika
Tel.: +335 42 24 109
Faculty of History-Philology
Tel.: +355 42 22 547
Fax: +355 42 23 981
Vice-Rector: Assoc. Prof. Valentina Duka
Phone and fax (private): +355 42 74 341
Pedagogue of history: Edlira Sulo
Tel.: +355 42 58 005

University "Luigj Gurakuqi" Shkodra
Shkodra
Rector: Mahir Hoti
Pedagogue of history didactics: Romeo Gurakuqi
Tel.: +355 224 37 76
Fax: +355 224 37 76

University "Aleksander Xhuvani" Elbasan
Elbasan
Tel.: +355 545 25 93
Fax: +355 545 25 93
Decan: Abdullah Ballhysa
Pedagogue of history didactics: Roland Gjini
Tel.: (private): +355 545 47 32

University "Eqerem Cabej" Gjirokaster
Gjirokaster
Rector: Banush Mezini
Department of History
Tel.: +355 726 37 76
Fax: +355 726 37 76

Institute of Pedagogical Studies
Tirana
Curriculum Department
Rr. "Naim Frasheri", Nr. 37
Tirana
Historical Curriculum Researcher: Dr. Adrian Papajani
Tel.: (private): +355 42 201 71
Tel.: +355 42 238 60
Fax: +355 42 238 60

Austria

University of Vienna
Institute for Economics and Social History
Dr. Karl Lueger Ring 1
1010 Wien
Univ. Ass. Dr. Alois Ecker
Tel.: +43 1 4277 41320
Fax: +43 1 4277 9413
E-mail: Alois.Ecker@univie.ac.at
<http://www.univie.ac.at/Wirtschaftsgeschichte/index.html>

Karl Franzens Universität Graz
Universitätsplatz 3
8010 Graz
Department for Didactics in History

Mag. Gerda Hohenwarter
Tel.: +43 316 380 0
Fax: +43 316 380 9140
<http://www.kfunigraz.ac.at>

Salzburg / Paris Lodron Universität
Kapitelgasse 4
5020 Salzburg
Tel.: +43 662 8044 0
Fax: +43 662 8044 214
E-mail: uni.service@sbg.ac.at
<http://www.sbg.ac.at/home.htm>

University of Innsbruck
Innrain 52
6020 Innsbruck
Tel.: +43 512 5070
Fax: +43 512 507 2800
<http://info.uibk.ac.at>

University of Klagenfurt
Universitätsstraße 65-67
9020 Klagenfurt
Tel.: +43 463 2700 0
Fax: +43 463 2700 100
E-mail: uni@uni-klu.ac.at
<http://www.uni-klu.ac.at/>

Pedagogical Academy Klagenfurt
Hubertusstrasse 1
9022 Klagenfurt
Tel.: +43 463 23 785
Fax: +43 463 23 785 99
E-mail: office@akademie.klu.at

Pedagogical Academy Baden
Mühlgasse 67
2500 Baden
Tel.: +43 2252 55 572 0
Fax: +43 2252 88 572 57
E-mail: pabaden@asn.netway.at
E-mail: pabaden@aon.at
<http://www.asn-linz.ac.at/schule/pabaden/>

Pädagogische Akademie Burgenland
Wolfgarten
7001 Eisenstadt
Tel.: +43 2682 63 570 0
Fax: +43 2682 63 570 11
E-mail: office@pa-ei.asn-bgld.ac.at
E-mail: paedak_bgld@bnet.co.at
<http://www.pa-ei.asn-bgld.ac.at>

Pädagogische Akademie des Bundes in Vorarlberg
Liechtensteiner Straße 33 37
6807 Feldkirch-Tisis
Tel.: +43 55 22 23 659
E-mail: direktor_pa@pa-feldkirch.vol.at

Berufspädagogische Akademie des Bundes in Graz
Theodor-Körner-Straße 38
8010 Graz
Tel.: +43 316 67 22 50
<http://www.bpa.asn-graz.ac.at/>

Pädagogische Akademie des Bundes in der Steiermark
Hasnerplatz 12
8010 Graz
Tel.: +43 316 68 31 89
Fax: +43 316 67 20 55
E-mail: die.akademie@pa.asn-graz.ac.at
<http://www.pa.asn-graz.ac.at/>

Pädagogische Akademie des
Bundes in Tirol
Pastorstraße 7
6010 Innsbruck,
Tel.: +43 512 36 131
Fax: +43 512 59 923 50
E-mail: pa.tirol@tirol.com

Pädagogische Akademie des Bundes in Oberösterreich
Kaplanhofstraße 40
4020 Linz
Tel.: +43 732 77 04 012
Fax: +43 732 77 11 70
E-mail: office@pa-linz.ac.at
<http://www.pa-linz.ac.at>

Pädagogische Akademie des Bundes in Salzburg
Akademiestr. 23
5020 Salzburg
Tel.: +43 662 23 51 113
E-mail: pa501830@asn-sbg.ac.at
<http://www.asn-sbg.ac.at/schulen/paedak/>
Dr. Heinz Strotzka
Tel.: +43 662 6295 9153
Fax: +43 662 6295 9110

Pädagogische Akademie des Bundes in Wien
Ettenreichgasse 45a
1100 Wien
Tel.: +43 1 602 91 92 0
E-mail: office@paedakviebd.asn-wien.ac.at

Pädagogische Akademie der Erzdiözese Wien
Mayrweckstraße 1
1210 Wien
Tel.: +43 1 392508
E-mail: 921810@asn.netway.at

Bulgaria

University of Sofia "St. Kliment Ohridsky"
15 bvd Tzar Osvoboditel
1504 Sofia
Faculty of History
Ass. Prof. PhD Maria Radeva
Tel.: +359 2 930 82 79 (private: +359 2 77 68 30)
Fax: +359 2 463 022
E-mail: sradev@mail.bol.bg
Vice-Dean of the Faculty of History: Elka Drosneva
E-mail: Drosneva@clio.uni-sofia.bg

Faculty of Education
Julieta Savova
E-mail: julietasavova@hotmail.com

Paisii Hilendarski Plovdiv University
24 Tzar Ivan Asen Str.
4000 Plovdiv
Tel.: +359 32 261 52 68
Fax: +359 32 238 607

<http://www.uni-plovdiv.bg>
Faculty of Philology
Tel.: +359 32 628796
Ass. Prof. Rumiana Kusheva
Tel.: +359 2 57141 + 276
Private phone and fax: 359 2 557 527
E-mail: kushevi@mbox.infotel.bg

Branches of Plovdiv University:
26 Belomorska Str.
6600 Kurdjali
Ass. Prof. Dimitar Arnaudov
Tel.: +35 361 23306

Dichov Petrov street
4700 Smolian
Tel.: +359 301 28693; +359 301 27225
Assistant PhD Todor Mishev
Tel.: +359 2 9308279

St. Cyril and Methodii University Veliko Turnovo
University
1 Teodosii Turnovski Str.
5000 Veliko Turnovo
Tel.: +359 62 20070, +359 62 20494
Fax: +359 62 28023
Faculty of History
Ass. Prof. PhD Rumiana Kusheva (as above)
<http://www.vtu.acad.bg>

Episcopo Konstantin Preslavski Shumen University
115 Alen Mak street
9712 Shumen
Tel.: +359 54 63151
Fax: +359 54 63171
<http://www.uni-shoumen.acad.bg>
Faculty of Bulgarian Philology, History and Theology
Tel.: +359 54 63 317
Fax: +359 54 63 171
Ass. Prof. Maria Radeva (as above)

New Bulgarian University
2 Liulin Planina
1000 Sofia
Tel.: +359 2 547 187
Fax: +359 2 540 802

Varnenski Open University
ar. Chaika Post Box 9
9000 Varna
Fax: +359 62 856 041

American University in Blagoevgrad
2700 Blagoevgrad
Tel.: +359 73 20968; 20951
Fax: +359 73 88399
<http://www.aubg.bg>

Czech Republic

Charles University in Prague (Univerzita Karlova v Praze)
Faculty of Philosophy
Namesti Jana Palacha 2
116 38 Prague 1

Tel.: +42 2216 191 11
Fax: +42 224 81 21 66
E-mail: jarmila.handyelova@ff.cuni.cz
<http://www.ff.cuni.cz>

History Department of Czech National History
Chair: Prof. Eduard Maur
History Department of World and European History
Chair: Prof. Vladimír Nalevka
Institute of Social and Economic History
Chair: Dr. Drahomír Jancík

Faculty of Education
M.D. Rettigova 4
116 39 Prague 1
Tel.: +42 2 219 001 11
Fax: +42 2 290 225
E-mail: hana.kresakova@pedf.cuni.cz
<http://www.pedf.cuni.cz>
History Department
Chair: Prof. Petr Cornej
Marie Homeroва
E-mail: phomer@seznam.cz

Technical University Liberec (Technická univerzita
Liberci)
1. Faculty of Education
Voronežská 13
460 01 Liberec
Tel.: +42 48 535 11 11
Fax: +42 535 23 32
E-mail: miloslava.melanova@vslib.cz
<http://www.kfy.vslib.cz/fp>
History Department
Chair: Miloslava Melanová

Jan Evangelista Purkyně University in Ústí nad Labem
(Univerzita J.E. Purkyně v Ústí nad Labem)
Faculty of Education
České mládeže 8
400 96 Ústí n. Labem
Tel.: +42 47 5214417
Fax: +42 521 2053
E-mail: jonova@pfujep.cz
<http://www.ujep.cz/ujep/pf>
History Department
Chair: Tomáš Velmský
Doz. Hana Patková
E-mail: patkova@pf.ujep.cz

University of South Bohemia České Budějovice
(Jihočeská univerzita v Českých Budějovicích)
Faculty of Education
Jeronymova 10
371 15 České Budějovice
Tel.: +42 38 777 3020
Fax: +42 731 2194
E-mail: dekanat@pfjcu.cz
<http://www.pf.jcu.cz/>
History Department
Chair: Doc. Dr. Václav Buzek

University of Education in Hradec Králové
(Vysoká škola pedagogická v Hradci Králové)
Faculty of Education
v. Nejedlého 573
500 03 Hradec Králové
Tel.: +42 49 506 11 11
Fax: +42 551 38 90

E-mail: dagmar.hejclova@vsp.cz
<http://www.vsp.cz/pdf>
History Department
Chair: Ondřej Felcman

University of West Bohemia in Pilsen
(Západočeská univerzita v Plzni)
Faculty of Education
Sedláčková 38
30 619 Plzeň
Tel.: +42 19 723 79 515
Fax: +42 723 55 22
E-mail: grigar@zeus.vcu.cz
<http://www.zcu.cz/uni/faculties/fpe/index-cz.html>
History Department
Chair: Prof. Jan Kumpěra

Palacký University, Olomouc
(Univerzita Palackého v Olomouci)
Křížkovského 8
77147 Olomouc
Tel.: +42 68 563 11 11
Fax: +42 523 2035
E-mail: schuly@rise.upol.cz
<http://www.upol.cz>
History Department
Chair: Doc. PhDr. Ivo Barteczek

Faculty of Education
Žitkovo nám. 5
77 140 Olomouc
Tel.: +42 68 563 50 88
Fax: +42 523 14 00
E-mail: lysakova@pdfnw.upol.cz
<http://www.upol.cz/vp/struktura/pdf/sidlo.htm>

Masaryk University Brno
(Masarykova univerzita v Brně)
1. Faculty of Arts
660 88 Brno
Tel.: +42 5 41 12 11 11
Fax: +42 41 12 14 06
E-mail: prodekan.stud@phil.muni.cz
<http://www.phil.muni.cz>
History Department
Chair: Prof. PhDr. Jiri Malir

2. Faculty of Education
Porici 7
60300 Brno
Tel.: +42 5 43 12 91 11
Fax: +42 43 12 91 03
<http://www.ped.muni.cz>
E-mail: studijni@ped.muni.cz
History Department
Chair: Doc. PhDr. Bohuslav Klíma

OU of Ostrava
(Ostravská univerzita v Ostravě)
1. Faculty of Philosophy
Reální 5
701 03 Ostrava 1
Tel.: +42 69 616 01 11
Fax: +42 611 30 09
E-mail: mrhacova@oudec.usu.cz
<http://www1.osu.cz/zaklad/filozofi/filozofi.htm>
History Department
Chair: Doc. PhDr. Ludmila Nesladková

2. Faculty of Education
Dvorakova 7
70 103 Ostrava
Tel.: +42 69 616 01 11
Fax: +42 215 766
E-mail: hernatik@oudec.osu.cz
<http://www1.osu.cz/zaklad/pedagog/pedagog.htm>

Silesian University of Opava
(Slezska univerzita v Opave)
Faculty of Philosophy and Natural Sciences
Bezrucovo nam. 13
74601 Opava
Tel.: +42 653 68 41 11
Fax: +42 21 69 48
E-mail: dekan@fpfslu.cz
<http://www.fpfslu.cz>
History Department
Chair: Doc.PhDr. Dan Gawrecki

England

Canterbury Christ Church University College
North Holmes Road
Canterbury, Kent CT1 1QU
Tel.: +44 12 27 76 77 00
Fax: +44 12 27 47 04 42

University of London Institute of Education
20 Bedford Way
London WC1H 0AL
Tel.: +44 20 76 12 60 00
Fax: +44 20 76 12 61 26

Manchester Metropolitan University
All Saints Building
All Saints
Manchester M15 6BH
Tel.: +359 289 45 63
Fax: +359 246 40 85
School of Education
799 Wimslow Road
Didsbury
Manchester M20 2RR
Yvonne Sinclair
E-mail: y.sinclair@mmu.ac.at

University of Oxford
Wellington Square
Oxford OX1 2JD

Estonia

University of Tartu
Ülikooli 18
50090 Tartu
Anu Raudsepp
Tel.: +372 7 375 650
Fax: +372 7 375 345
E-mail: raudpats@ut.ee

Tartu Teachers' Seminar
Salme 1a
50090 Tartu
Merle Lupp
Tel.: +372 7 431 654

Tallinn Pedagogical University
Narva Rd. 25
Chair of History
Tallinn 10120
Professor Mati Graf, Head of the Chair of History
Docent Silvia Oispuu, head of the curriculum on
specialty: the teacher of history and civic
Tel.: +372 640 94 63
E-mail: slois.puu@online.ee

France

IUFM d'Aix-Marseille
32, rue Eugène Cas
13248 Aix-Marseille Cedex 04
Tel.: +33 4 91 10 75 75
Fax: +33 4 91 08 40 67
Directeur: Danielle Bouin

IUFM d'Alsace
200, avenue de Colmar
67100 Strasbourg
Tel.: +33 3 88 40 79 40
Fax: +33 3 88 79 40 49
Directeur: Denis Goedel

IUFM d'Auvergne
20, avenue Bergougnan
63039 Clermont-Ferrand Cedex 2
Tel.: +33 4 73 31 71 50
Fax: +33 4 73 36 56 48
Directeur: Raymond-Philippe Garry

IUFM de Bretagne
C.S. 54310
153 rue Saint-Malo
35043 Rennes Cedex
Tel.: +33 2 99 54 64 44
Fax: +33 2 99 54 64 00
<http://www.bretagne.iufm.fr/presentation.htm>
Directeur: Norbert Fleury

IUFM de Bourgogne
Maison de l'Université
Esplanade Erasme B.P. 57817
21078 Dijon Cedex
Tel.: +33 3 80 39 35 80
Fax: +33 3 80 38 24 91
Directeur: Bernard Jannot

IUFM de Corse
2, rue de l'Eglise
20250 Corte
Tel.: +33 4 95 51 90 00
Fax: +33 4 95 51 10
Directeur: Hervé Ettori

IUFM de Franche-Comté
Fort Griffon
25042 Besançon Cedex
Tel.: +33 3 81 65 71 00
Fax: +33 3 81 82 02 55
Directeur: Jean-Claude Fontaine

IUFM de Grenoble
30 Avenue Marcelin Berthelot
38100 Grenoble
Tel.: +33 4 76 74 73 73

Fax: +33 4 76 87 19 47
<http://www.grenoble.iufm.fr>
Directeur: Patrick Mendelsohn

IUFM de Lyon
5, rue Anselme
69317 Lyon Cedex 04
Tel.: +33 4 72 07 30 30
Fax: +33 4 78 30 51 92
Directeur: Alain Bouvier

IUFM de Montpellier
2, Place Godechot B.P. 4152
34092 Montpellier Cedex
Tel.: +33 4 67 61 83 00
Fax: +33 4 67 61 83 10
Directeur: Michel Abenoza

IUFM Nantes
4 chemin de Launay-Violette
BP 12227-44322 Nantes cedex 3
Directrice adjointe: Francoise Martin van der Haegen
Tel.: +33 2 40 16 30 13
Fax: +33 2 40 16 30 30
E-mail: francoise.martin@pl.iufm.fr

IUFM de Paris
10, rue de Molitor
75016 Paris
Tel.: +33 1 40 50 92
Fax: +33 1 42 88 79 74
<http://www.paris.iufm.fr>
Directeur: Jean Janitza

IUFM des Pays de la Loire
4, chemin de Launay Violette B.P. 12227
44322 Nantes Cedex 03
Tel.: +33 2 40 16 30 16
Fax: +33 2 40 16 30 30
Directeur: Alain Pleurdeau

IUFM de Toulouse
56, avenue d'URSS
31078 Toulouse Cedex
Tel.: +33 5 62 25 20 00
Fax: +33 5 62 25 20 68
Directeur: Gérard Vaysse

For the complete list of all IUFM see:
http://www.iufm.fr/f_qu-iufm.htm

Hungary

Eötvös Loránd University - Budapest
(Eötvös Loránd Tudományegyetem)
Egyetem tér 1-3
1053 Budapest
Tel.: +36 1 267 0820
Fax: +36 1 266 9786

Eötvös Loránd University Teacher Training Faculty
(Tanárképző Főiskolai Kar)
Kazinczy u. 23-27
1075 Budapest
Tel.: +36 1 112 4010
Fax: +36 1 142 4923

József Attila University - Szeged
(Attila József Tudományegyetem)
Dugonics tér 13
6720 Szeged
Tel.: +36 62 324 022
Fax: +36 62 311 99

Janus Pannonius University - Pécs
(Janus Pannonius Tudományegyetem)
48-as tér 1
7622 Pécs
Tel.: +36 72 114 33
Fax: +36 72 140 27

Kossuth Lajos - University Debrecen
(Kossuth Lajos Tudományegyetem)
Egyetem tér 1
4010 Debrecen
Tel.: +36 52 166 66
Fax: +36 52 123 36

University of Miskolc
3515 Miskolc-Egyetemváros
Rector: Dr. Ottó Farkas
Tel.: +36 46 365 111
Fax: +36 46 319 842
E-mail: rektno@gpd.uni.miskolc.hu

Esterhazy Karoly Teacher Training College Eger
Eszterhazy ter 1
3300 Eger
Tel.: +36 36 41 09 75, 41 12 33
Fax: +36 36 41 01 19, 41 12 33
E-mail: h23310rb@ella.hu

Bessenyei György Teacher Training College
Sostói ut 31 b
4400 Nyiregyhaza
Tel.: +36 42 40 24 88, 40 26 05
Fax: +36 42 31 89 60

Netherlands

Universiteit van Amsterdam (UvA)
Wibaustraat 2-4
1091 GM Amsterdam
Onderwijsbureau ILO dhr. R. Wenders, assistent
Tel.: +31 20 525 12 86

Vrije Universiteit Amsterdam (VU)
Boedelaan 1115
1081 HV Amsterdam
IDO/VU dhr. N.W.M. Verbeij
Tel.: +31 20 444 92 22

Technische Universiteit Delft (TUD)
Kanaalweg 2B
2628 EB Delft
mw.ir.M.K. Vrijman
Tel.: +31 15 278 37 68

Technische Universiteit Eindhoven (TUE)
Postbus 513
5600 MB Eindhoven
mw.drs.W.G.M. Groenendaal
Tel.: +31 40 247 24 32 / 247 30 95

Universiteit Twente (UT)
Postbus 217
7500 AE Enschede
Prof.Dr. S. Dijkstra
Tel.: +31 53 489 35 63

Rijksuniversiteit Groningen (RUG)
Universitair Centrum voor de Lerarenopleiding (UCLO)
Oude Boteringestraat 48-50
9712 GL Groningen
Tel.: +31 50 363 66 11
Drs.C.E.M. Veldhuis-Meester
Tel.: +31 50 363 2786/6750
Fax: +31 50 363 6614
E-mail: c.e.m.veldhuis-meester@uclo.rug.nl

Universiteit Leiden (UL)
Postbus 9500
2300 RB Leiden
W.v.d.Wolk
Tel.: +31 71 527 40 23

Katholieke Universiteit Nijmegen (KUN)
Erasmusplein 1
6525 HAT Nijmegen
ILS Mw.C. Knibbler / Mw.E. Verbeet
Tel.: +31 24 2361 9 12 / +31 24 361 55 72

Universiteit Utrecht (UU)
Postbus 80127
358 Utrecht
mw. Drs. G. Rippen
Tel.: +31 30 253 37 73

Educatieve Faculteit Amsterdam
(i.s.m. Hogeschool van Amsterdam en Hogeschool
Holland)
Wibautstraat 2-4
Postbus 2009
1000 CA Amsterdam
Tel.: +31 20 599 55 55
Fax: +31 20 599 57 71

Hogeschool Arnhem en Nijmegen (faculteit Educatie)
Ruitenberglaan 31
6826 CC Arnhem
Tel.: +31 26 369 16 00

Hogeschool Rotterdam
Wijnhaven 61
3000 CR Rotterdam
Tel.: +31 10 241 44 00

Hanzehogeschool, Hogeschool van Groningen
Petrus Driessenstraat 3
9711 BV Groningen
Tel.: +31 50 595 35 00

Hogeschool van Utrecht
Fac. Educatieve opleidingen
Archimedeslaan 16
3584 BA Utrecht
Tel.: +31 30 254 71 00

Further contact addresses: <http://www.leraar.nl>

Norway

University of Tromsø
UNIKOM
9037 Tromsø
Liv Carstens Knudsen
Tel.: +47 77 64 42 23
Fax: +47 77 64 45 54
E-mail: liv.carstens.knudsen@unikom.vit.no

University of Trondheim
PLU
Låven, Dragvoll
7034 Trondheim
Svein Lorentzen
Tel.: +47 73 59 19 85
Fax: +47 75 59 10 12
E-mail: svein.lorentzen@als.ntnu.no

University of Bergen
IPP
Christiesgt. 13
5020 Bergen
Svein Rognaldsen
Tel.: +47 55 58 48 41
Fax: +47 55 58 48 80
E-mail: Svein.Rognaldsen@psych.uib.no

University of Oslo
ILS
Postboks 1099 Blindern
0316 Oslo
Rolf Mikkelsen
Tel.: +47 22 85 77 18
Fax: +47 22 85 44 09
E-mail: rolf.mikkelsen@sls.uio.no

Faculty of teacher education in Agder
Postuttak
4604 Kristiansand
Andreas Aase
Tel.: +47 38 14 20 68
Fax: +47 38 14 10 51
E-mail: Andreas.Aase@hia.no

Faculty of teacher education in Bergen
Landåssvingen 15
5030 Landås
Synnøve Karin Hernes
Tel.: +47 55 58 59 42
Fax: +47 55 58 58 09
E-mail: synnoveh@lsv.hib.no

Faculty of teacher education in Bodø
8002 Bodø
Johnny Berre
Tel.: +47 75 51 77 25
Fax: +47 75 51 74 57
E-mail: Johnny.Berre@hibo.no

Faculty of teacher education in Finnmark
Follumsv. 31
9500 Alta
Gretha B. Olsen
Tel.: +47 78 45 01 83
Fax: + 47 78 43 44 38
E-mail: gretao@hifm.no

Faculty of teacher education in Hedmark
Lærerskolealleen 1
2400 Elverum
Inger Haug
Tel.: +47 62 43 00 86
Fax: +47 62 43 00 02
E-mail: inger.haug@lue.hihm.no

Faculty of teacher education in Nesna
8700 Nesna
Hans-P. Dahl-Hansen
Tel.: +47 75 05 78 95
Fax: +47 75 05 79 00
E-mail: hhdh@hinesna.no

Faculty of teacher education in Nord-Trøndelag
Kirkegt. 1
7600 Levanger
Trygve Skavhaug
Tel.: +47 74 01 27 39
Fax: +47 74 01 27 31
E-mail: Trygve.Skavhaug@hint.no

Faculty of teacher education in Oslo
Pilestredet 52
0167 Oslo
Jon Amundsen
Tel.: +47 22 45 21 67
E-mail: Jon.amundsen@lu.hioslo.no

Faculty of teacher education in Sogn og Fjordane
Postboks 133
5801 Sogndal
Jon Farestveit
Tel.: +47 57 67 62 02
Fax: +47 57 67 62 51
E-mail: Jon.Farestveit@asf.hisf.no

Faculty of teacher education in Stavanger
Postboks 2557, Ullandhaug
4004 Stavanger
Dan D. Daatland
Tel.: +47 51 83 15 99
Fax: +47 51 83 13 50
E-mail: dan.d.daatland@hum.his.no

Faculty of teacher education Stord/Haugesund
5414 Rommetveit
Svein Andersland
Tel.: +47 53 49 14 24
Fax: +47 53 49 14 01
E-mail: svein.andersland@hsh.no

Faculty of teacher education in Sør-Trøndelag
Rotvoll alle
7005 Trondheim
Margret Hovland
Tel.: +47 73 55 98 87
E-mail: margret.hovland@alu.hist.no

Faculty of teacher education in Telemark
Lærerskolev. 10
3670 Notodden
Tore Tinnes
Tel.: +47 35 02 63 28
Fax: +47 35 02 62 01
E-mail: Tore.Tinnes@HIT.no

Faculty of teacher education in Tromsø
9005 Tromsø
Torbjørn Isaksen
Tel.: +47 77 68 05 23
Fax: +47 77 68 81 18
E-mail: Torbjorn.Isaksen@hitos.no

Faculty of teacher education in Vestfold
Postboks 2243
3103 Tønsberg
Stig Bjørshol
Tel.: +47 33 03 14 49
Fax: +47 33 03 13 00
E-mail: stig.bjorshol@hive.no

Faculty of teacher education in Volda
Postboks 500
6101 Volda
Eivind Indresøvd
Tel.: +47 70 07 52 98
Fax: +47 70 07 52 51
E-mail: Ei@hivolda.no

Faculty of teacher education in Østfold
Remmen
1783 Halden
Erik Lund
Tel.: + 47 69 21 51 46
Fax: +47 69 21 51 02
E-mail: erik.lund@hiof.no

Faculty of teacher education, NLA
Olav Bjordalsv. 41
5093 Breistein
Lars Gaute Jøssang
Tel.: +47 55 53 69 33
Fax: +47 55 53 69 01
E-mail: LarsGaute.Joessang@lh.nla.no

Faculty of teacher education in Kautokeino
Hannoluohkka 45
9520 Kautokeino
Mikkel Nils Sara
E-mail: mikkel-nils.sara@samiskhs.no

Portugal

Universidade do Minho
Instituto de Ciências Sociais
Campus de Gualtar
4710 Braga
Tel.: +351 53 60 42 80
Fax: +351 53 67 82 02
E-mail: pedrosa@ci.uninho.pt

Universidade de Coimbra
Faculdade de Letras
Praca da Porta Férrea
3000 Coimbra
Tel.: +351 39 85 99 00
Fax: +351 39 367 33
<http://www.ci.uc.pt/fluc>

Universidade dos Açores
Rua da Mãe de Deus
9500-539 Ponta Delgada Codex
São Miguel – Açores
Tel.: +351 296 665 0000
Fax: +351 296 665 0033/296 5005
Site: <http://www.vac.pt>
E-mail: uac@notes.vac.pt

Universidade do Port
Faculdade de Letras
Via Panorâmica – Apartado 55038
4150-564 Porto
Tel.: +351 22 607 7100
Fax: +351 22 609 1610
Site: <http://www.letras.up.pt>
E-mail: flup@letras.up.pt

Escola Superior de Educação Almeida Garrett
Largo de Leão, nº 9
1000-18 Lisboa
Tel.: +351 21 842 0540
Fax: +351 21 847 6944

Universidade de Lisboa
Faculdade de Letras
Alameda da Universidade
1699 Lisboa
Tel.: +351 1 79 651 62
Fax: +351 1 79 600 63
E-mail: fac.letraslisboa@mail.telepac.pt

Universidade Nova de Lisboa
Faculdade de Ciências Sociais e Humanas
Av. de Berna, 26 C
1050 Lisboa
Tel.: +351 1 793 35 19
Fax: +351 1 797 77 59

Universidade de Evora
Departamento de História
Largo dos Colegiais, 2
7000 Evora
Tel.: +351 66 25 572
Fax: +351 66 74 49 69
E-mail: garp@uevora.pt

Universidade Portucalense - Infante D. Henrique
Departamento de História
Rua Antonio Bernardino de Almeida, 541-619
4200 Porto
Tel.: +351 2 557 02 00
Fax: +351 2 557 02 80

Universidade Lusíada
Departamento de História
Rua da Junqueira, 194
1300 Lisboa
Tel.: +351 1 361 15 00
Fax: +351 1 363 83 07
E-mail: infor@lis.ulusiada.pt
Maria Luisa de Bivar Black
E-mail: luisablack@mail.telepac.pt

Universidade Autónoma de Lisboa “Luís de Camões”
Departamento de História
Palácio dos Condes de Redondo
Ruade Santa Marta, 56
1150 Lisboa
Tel.: +351 1 317 76 00
Fax: +351 1 353 37 02
E-mail: secgeral@universidade-autonoma.pt

Russian Federation

State Pedagogical University Moscow
Pirogovskaya ul.1
Moscow 119435

State Pedagogical University St. Petersburg
Nab. Moyiki, 48
St. Petersburg

Russian Academy of Education
Department of History
8, Pogodinskaya
119 908 Moscow
Head of the Laboratory of History: Ludmila Alexashkina

Spain

University of Madrid Complutense
ICE Ciudad Universitaria
28040 Madrid
Faculty of History and Geography
Decan: Gonzalo Vázquez Gómez
Tel.: +34 91 3946694
Fax: +34 91 3946695

Universidad de Alcala de Henares
Instituto de Ciencias de la Educacion (ICE)
Colegio de Leon
c/ Libreros, 13
28801 Alcala de Henares (Madrid)
director: Isabel Brincones Calvo
Tel.: +34 91 885 43 71
Fax: +34 91 885 43 78
E-mail: Isabel.brincones@alcala.es

Universidad de Alicante
Instituto de Ciencias de la Educacion (ICE)
Apartado de Correos, 99
San Vicente del Raspeig
03080 Alicante
director: Emilio La Parra Lopez
Tel.: +34 96 590 35 20 (590 36 65)
Fax: +34 96 590 36 84
E-mail: ice@ua.es

Universidad de Almeria
c/ Sacramento, s/n
La Canada (Almeria)
director: Antonio Alias Saez
Tel.: +34 950 21 54 39
Fax: +34 950 21 54 39

Universidad autonoma de Barcelona
Instituto de Ciencias de la Educacion (ICE)
Edificio Rectorado
Campus de Bellaterra
08193 Bellaterra (Barcelona)
director: Joaquin Gairin Sallan
Tel.: +34 93 581 13 85
Fax: +34 93 581 20 00
E-mail: ice@uab.es
<http://www.blues.uab.es/ice>

Universidad Autónoma de Madrid
Instituto de Ciencias de la Educacion (ICE)
Ciudad Universitaria de Cantoblanco
28049 Madrid
director: Fernando Arroyo Illera
Tel.: +34 91 397 40 49 (91 734 65 58)
Fax: +34 91 397 50 20

Universidad de Barcelona
Instituto de Ciencias de la Educacion (ICE)
Divisio de Ciencies de l'Educacio de la Universidad de Barcelona
Edifici de Migdia
Passeig de la Vall d'Hebron 171
08035 Barcelona
director: Jesus Garanto Alos
Tel.: +34 93 403 51 75
Fax: +34 93 402 10 16
E-mail: mijha17d@d5.ub.es

Universidad de Cadiz
Secretariado para Estudios Postgrado y Titulos Propios
Rectorado Universidad de Cadiz
Avda. Gomez Ulla, s/n
11003 Cadiz
Pilar Martin del Rio
Tel.: +34 956 22 61 08 (22 61 82)
Fax: +34 956 22 19 51

Universidad de Cantabria
Instituto de Ciencias de la Educacion (ICE)
Edificio Interfacultativo
Avda. De los Castros, s/n
39005 Santander
director: Laurentino Salvador Bianco
Tel.: +34 942 20 12 70/71 (20 12 81)
Fax: +34 942 20 11 83
E-mail: salvadol@ccaix.unican.es

Universidad complutense de Madrid
Instituto de Ciencias de la Educacion (ICE)
Santisima Trinidad, 37
28010 Madrid
director: Gonzalo Vazquez Gomez
Tel.: +34 91 394 66 94
Fax: +34 91 394 66 95
E-mail: gvazquez@eucmos.sim.ucm.es
<http://www.ucm.ice.es>

Universidad de Cordoba
Centro Innovación y Estudios Propios (CINEP)
Edificio la Aduana
Ctra. Villaviciosa, Km. 5
Apdo. Correos 5003
14071 Cordoba
director: Desiderio Vaquerizo Gil
Tel.: +34 957 27 50 00
Fax: +34 957 27 26 92

Universidad de La Coruña
Centro Universitario de Formación e Innovación Educativa (CUFIE)
Rectorado
c/ Maestranza, 9
15001 La Coruna
Tel.: +34 981 16 70 00

Universidad de Deusto
Instituto de Ciencias de la Educacion (ICE)
Avda. de las Universidades, 24
48080 Bilbao
director: Aurelio Villa Sanchez
Tel.: +34 944 13 91 12
Fax: +34 944 13 90 85
E-mail: avilla@ice.deusto.es

Universidad de Extremadura
Instituto de Ciencias de la Educacion (ICE)
Avda. de Elvas, s/n
Pabellon de Antiguo Rectorado
06071 Badajoz
director: Florentino Blazquez Entonado
Tel.: +34 924 28 93 11
Fax: +34 924 27 39 04
E-mail: blazento@ice.unex.es
<http://www.unex.es>

Universidad de Gerona
Instituto de Ciencias de la Educación (ICE)
Pl. Sant Domenec, 9
17071 Girona
director: Ignasi Vila i Mendiburu
Tel.: +34 972 41 87 02 (41 87 03)
Fax: +34 972 41 83 45
E-mail: ice@pas.udg.es

Universidad de Granada
Centro de Formación Continua
Avda. De Madrid s/n. Pasaje
Edif. Eurobecquer
18071 Granada
director: Maria Dolores Suarez Ortega
Tel.: +34 958 24 90 14
Fax: +34 985 24 89 01
E-mail: cfc9@andalusi.ugr.es
<http://www.ugr.es/local/continua>

Universidad de las Islas Baleares
Instituto de Ciencias de la Educación (ICE)
Edificio Sa Riera
c/ de Miquel dels Sants Oliver, 2
07071 Palma de Mallorca
director: Gabriel Janer Manila
Tel.: +34 971 17 30 14 (17 24 12/13/05)
Fax: +34 971 17 24 01

Universidad de la Laguna
Instituto de Ciencias de la Educación (ICE)
San Augustin, 30
38201 La Laguna (Sta. Cruz de Tenerife)
director: Pedro Hernandez Hernandez
Tel.: +34 922 31 90 35
Fax: +34 922 31 90 37

Universidad de las Palmas
Instituto de Ciencias de la Educación (ICE)
Ed. Departamental de Humanidades
c/Perez del Toro, 1
35003 Las Palmas
director: Felix Guillen Garcia

Universidad de Leon
Instituto de Ciencias de la Educación (ICE)
E.U. de Relaciones Laborales
Campus de Vegazaba
24071 Leon
director: Vicente Gonzalez Eguren
Tel.: +34 987 29 11 89 (987 29 14 43)
Fax: +34 987 29 14 71
E-mail: ice@unileon.es

Universidad de Lleida
Instituto de Ciencias de la Educación (ICE)
Pl. Victor Siurana, 1
25003 Lleida
director: Anna Gene i Duch
Tel.: +34 973 70 20 40 (073 70 20 41)
Fax: +34 973 70 20 40
E-mail: ice@ice.UdL.es

Universidad de Malaga
Instituto de Ciencias de la Educación (ICE)
Bulevar Louis Pasteur, s/n
Campus de Teatinos
29071 Malaga
director: Manuel Cebrian de la Serna
Tel.: +34 95 213 29 51 (95 213 29 56)
E-mail: Manuel.Cebrian@ice.uma.es

Universidad de Murcia
Instituto de Ciencias de la Educación (ICE)
Edificio "D"
Campus Universitario de Espinardo
30100 Murcia
director: Miguel Lopez Bachero
Tel.: +34 968 36 39 26
Fax: +34 986 36 39 25
E-mail: direice@fcu.um.es

Universidad de Navarra
Instituto de Ciencias de la Educación (ICE)
Edificio Los Nogales
31080 Pamplona
director: David Isaacs
Tel.: +34 948 42 56 00 (ext. 2204)
Fax: +34 948 42 56 40

Universidad de Oviedo
Instituto de Ciencias de la Educación (ICE)
Quintana, 30 – 1
33009 Oviedo
director: Teofilo Rodriguez Neira
Tel.: +34 98 522 75 38 (98 522 74 79)
Fax: +34 98 522 86 73
E-mail: ice@correo.uniovi.es

Universidad del Pais Vasco
Instituto de Ciencias de la Educación (ICE)
Campus Universitario de Leioa
48940 Leioa (Bizkaia)
director: Lontxo Ohiartzabal
Tel.: +34 94 601 22 00 (94 601 22 76)
Fax: +34 94 480 09 62

Universidad Politecnica de Catalunya
Instituto de Ciencias de la Educación (ICE)
Jordi Girona, 31. Torre Girona
Edificio H1
08034 Barcelona
director: F. Javier Bara
Tel.: +34 93 401 16 66
Fax: +34 93 401 67 79
E-mail: ice@ice.upc.es

Universidad politecnica de Madrid
Instituto de Ciencias de la Educación (ICE)
E.T.S.I. de Caminos, C.y.P.
Ciudad Universitaria
28040 Madrid
director: Rosa Maria Gonzalez Tirados
Tel.: +34 91 336 68 15/16/17/18 (91 549 08 96)
Fax: +34 91 336 68 12
E-mail: direcc@ice.upm.es

Universidad Politécnica de Valencia
Instituto de Ciencias de la Educación (ICE)
Camino de Vera, s/n
46071 Valencia
director: Fernando Fargueta Cerda
Tel.: +34 96 387 70 91
Fax: +34 96 387 79 91
E-mail: ice@upvnet.upv.es

Universidad Pontificia de Comillas
Instituto de Ciencias de la Educación (ICE)
Universidad de Comillas, 3
Sede de Cantoblanco
28049 Madrid
director: Vicente Hernández Franco
Tel.: +34 91 734 39 50
Fax: +34 91 734 45 70
E-mail: vhernandez@ice.upco.es

Universidad pontificia de Salamanca
Instituto de Ciencias de la Educación (ICE)
Companila, 5
37002 Salamanca
director: Adoacion Holgado Sanchez
Tel.: +34 923 21 65 40
Fax: +34 923 26 24 56 (923 21 65 40)
E-mail: ice@upsa.es

Universidad Rovira i Virgili de Tarragona
Instituto de Ciencias de la Educación (ICE)
Ctra. De Lalls, s/n. Zona Educacional
43007 Tarragona
director: Merce Gisbert Cervera
Tel.: +34 977 55 71/72/66
Fax: +34 977 55 80 73
E-mail: mge@ice.urv.es

Universidad de Salamanca
Instituto de Ciencias de la Educación (ICE)
Paseo de Canalejas, 169 –1
37008 Salamanca
director: Jose Ortega Esteban
Tel.: +34 923 29 46 34
Fax: +34 923 29 46 35
E-mail: joe@gugu.usal.es

Universidad de Santiago de Compostela
Instituto de Ciencias de la Educación (ICE)
Edificio de Fac. de CC. Informacion
Plaza de Mazarelos, 1-4 planta
15703 Santiago de Compostela (a Coruna)
director: Miguel Anxo Santos Rego
Tel.: +34 981 56 31 00 (ext. 12647)
Fax: +34 981 58 34 89
E-mail: miguel@iceusc.usc.es (hemicchu@usc.es)
<http://www.usc.es>

Universidad de Sevilla
Instituto de Ciencias de la Educación (ICE)
Edif. Facultad CCEE.
Acda. Ramon y Cajal, 1
41005 Sevilla
director: Andres Ortega
Tel.: +34 95 455 67 94/98
Fax: +34 95 455 67 97

Universidad de Valencia
Servei de Formacio Permanent
c/ Amadeo de Saboya, 14
46010 Valencia
director: Bernardino Salinas Fernandez
Tel.: +34 96 362 00 61
Fax: +34 96 393 40 27
E-mail: bernardino.salinas@uv.es

Universidad de Valladolid
SAE
Palacio de los Zuñiga
c/ Juan Mambrilla, 14
47003 Valladolid
director: Manuel Saravia Madrigal
Tel.: +34 983 29 41 22
Fax: +34 983 29 03 00

Universidad de Zaragoza
Instituto de Ciencias de la Educación (ICE)
c/Pedro Cerbuna, 12
50009 Zaragoza
director: Agustin Ubieto Areta
Tel.: +34 976 76 14 94/95
Fax: +34 976 76 13 45
E-mail: secice@posta.unizar.es

Universidad Nacional de Educacion a distancia
Instituto Universitario de Educacion a Distancia (IUED)
Edificio Facultad de Psicologia
UNED – Ciudad Universitaria
28040 Madrid
director: Lorenzo Garcia Aretio
Tel.: +34 91 398 66 81
Fax: +34 91 398 66 93
E-mail: Igaretio@edu.uned.es
<http://www.iued.es>

United Kingdom (England/ Wales)

Cambridge University
Faculty of Education
Homerton Site
Hills Road
Cambridge CB2 2PH
Tel.: +44 1223 507 114
E-mail: mb346@cam.ac.uk

Canterbury Christ Church University College
North Holmes Road
Canterbury, Kent CT1 1QU
Tel.: +44 1227 767700
Fax: +44 1227 470442

University of London Institute of Education
20 Bedford Way
London WC1H 0AL
Tel.: +44 20 7612 6000
Fax: +44 20 7612 6126

Manchester Metropolitan University
All Saints Building
All Saints, Manchester M15 6BH
Tel.: +359 289 45 63
Fax: +359 246 40 85

School of Education
799 Wimslow Road
Didsbury, Manchester M20 2RR
Yvonne Sinclair
E-mail: y.sinclair@mmu.ac.at

University of Oxford
Department of Educational Studies
15 Norham Gardens
Oxford OX2 6PY
Tel.: +44 1865 274024
Fax: +44 1865 274 027
E-mail: general.enquiries@edstud.ox.ac.uk
http://www.edstud.ox.ac.uk/NF_PGCE/NF_PGCE_History.htm

Non-governmental organisations involved in ITT

ATEE (Association of Teacher Education in Europe)
General Secretariat
Ms. Mara Garofalo Secretary General
Rue de la Concorde 60
1050 Brussels
Belguim
Tel.: +32 2 512 74 05
Phone/Fax: +32 2 512 84 25
E-mail: atee@euronet.be
<http://www.atee.org>

EUROCLIO (European Standing Conference of History Teacher's Associations)
Secretariat
Juliana van Stolberglaan 41
2595 CA The Haag
Netherlands
Executive Director: Joke van der Leeuw-Roord
Tel.: +31 70 382 48 72
Phone/Fax: +31 70 385 36 69
E-mail: joke@euroclio.nl
Home page: <http://www.webeuroclio.com>

TNTEE (Thematic Network of Teacher Education)
Secretariat: Marie Karebrand
Umea University
901 87 Umea
Sweden
Fax: +49 90 786 66 75
E-mail: marie.karebrand@adm.umu.se

Appendix III

Bibliography

- Adams, A. and Tulasiewicz, W. (1995) *The crisis in teacher education: a European concern?* London: Falmer Press.
- Advisory Conciliation and Arbitration Service (ACAS) (1986) *Teachers Dispute ACAS Independent Panel: Report of the Appraisal Training Working Group*. London: ACAS.
- Alarcao, I., Tavares, J. and Maia, M.C. (1992) Teacher Education Development in the 90s in Portugal. In: *European Journal of Teacher Education*, 15, pp. 191-196.
- Alexander, R. (1984) Innovation and continuity in the Initial Teacher Education Curriculum. In: Alexander, R., Craft, M. and Lynch, J. (eds) *Change in Teacher Education*. London: Holt, Rinehart and Winston.
- Alexashkina, Ludmila (2000) The development of history curricula for secondary schools in the Russian Federation. In: *Beiträge zur historischen Sozialkunde (2000) Special Issue: The development of history and history teaching in the Russian Federation*. Wien: Verein für Geschichte und Sozialkunde, pp. 46-47
- Anderson, L. (1995) *International encyclopaedia of teaching and teacher education*. Oxford: Elsevier Science.
- Andrukhina, Ludmila M. (2000) Development of the initial and in-service training for history teachers in the Russian Federation. In: *Beiträge zur historischen Sozialkunde (2000) Special Issue: The development of history and history teaching in the Russian Federation*. Wien: Verein für Geschichte und Sozialkunde, pp. 51-55.
- Angvik, Magne and von Borries, Bodo (eds) (1997) *Youth and History. Comparative European survey on historical consciousness and political attitudes among adolescents. (two volumes)* Hamburg: Körber-Stiftung.
- Antonouris, G. (1990) *The European dimension in teacher training: An introductory course on intercultural themes*. Nottingham: Nottingham Polytechnic.
- Anweiler, Oskar et al. (1996) *Bildungssysteme in Europa*. Weinheim, Basel: Beltz Verlag.
- Archer, E.G. and Peck, B.T. (1992) *The Teaching Profession in Europe*. Glasgow: Jordanhill College of Education Publications.
- Argyris, Chris (1992) *On Organisational Learning*. Cambridge, MA: Blackwell Publishers.
- Argyris, Chris and Schön, Donald (1996) *Organisational Learning II*. New York: Addison Wesley.
- Arnold, Eva (1997) *Lehren lernen. Ergebnisse aus einem Projekt zur hochschuldidaktischen Qualifizierung des akademischen Mittelbaus*. Münster: Waxmann.
- Asher, Colin and Malet, Regis (1996) The IUFM and Initial Teacher Training in France: Socio-Political Issues and the Cultural Divide. In: *Journal of Education for Teaching*, vol. 22, nr., 3, pp. 217-281.
- Ashton, P., Henderson, E. and Peacock, A. (1989) *Teacher Education Through Classroom Evaluation: Principles and Practice of IT-INSET*. London: Routledge.
- Askling, B. and Jedekog, G. (1993) *The Teacher Education Programme in Sweden*. Paris: OECD/CERI.
- Association for Teacher Education in Europe (ATEE) (1989) *The Selection and Professional Development of Trainers for Initial Teacher Training. Case Studies*. Strasbourg: Council of Europe: Council for Cultural Cooperation. CC-TE (89) 22.
- Association for Teacher Education in Europe (ATEE) (1990) ATEE 15th annual conference: Teacher education in the 90s – towards a new coherence. Limerick: ATEE.
- Attanasio, A. (1993) Teacher Training in Italy. In: Karagozoglu, G. (1993) pp. 83-89.
- Badertscher, Hans (1993) *Handbuch zur Grundausbildung der Lehrerinnen und Lehrer in der Schweiz. Strukturen, Bedingungen, Unterrichtsberechtigungen*. EDK. Bern.

Badertscher, Hans and Grunder Hans-Ulrich (eds) (1996) *Stimmen zur Lehrerbildung und zur Schulbuchproduktion aus Tschechien, der Slowakei und Slowenien*. Stuttgart, Wien: Verlag Paul Haupt Bern.

Baginsky, Mary and Hodgkinson, Keith (1999) *Child Protection Training in Initial Teacher Training: A Survey of Provision in Institutions of Higher Education*. In: *Educational Research* (1999) vol. 41, nr. 2, pp. 173-181.

Бакалов Г. За обучението по история в новите условия. - В: *Обучението по история в новите условия*. С., 1999, с. 13 - 21 // Bakalov G. (1993) *On History teaching in the new situation*. In: *History teaching in the new situation*. Sofia, 1999, pp. 13-21

Бакалов Г. , М.Димова. Някои основни концептуални постановки за изработването на държавни образователни изисквания /стандарт/ по История. - *История*, 1997, № 1/2 // Bakalov G. and M. Dimova (1997) *Some main conceptions on the national standards for History school teaching*. In: *History*, 1997, N. 1/2.

Baker, C., Muschamp, P. and Dracup, D. Z. (1993) *Teacher Quality. English Case Study*. Paris: OECD/CERI.

Baker, Thomas E. (1998) *Who Should Control Teacher Education? Lessons From England*.

Banks, J.A. and Lynch, J. (1986) *Multicultural education in Western societies*. London: Holt, Rinehart and Winston.

Banks, F. (1992) *The Development of New Courses to Support Teacher Training of Design and Technology Teachers*. In: Blandow, D. and Dyrenfurth, M. (eds) *Technological Literacy, Competence and Innovation in Human Resource Development*. Weimar: Blandow/Dyrenfurth, pp. 166-172.

Barbier, J.M. and Galatanu, O. (1993) *Teacher Quality. A Study of Teacher Training Programmes*. Paris: OECD/CERI.

Barton, L., Pollard, A. and Whitty, G. (1993) *Change in Teacher Education: The Case in England*. In: Popkewitz, T. (eds) (1993a) pp. 303-341.

Batsyn, Vladimir (1998) *The situation in the Russian Federation*. In: Council of Europe (1998) *Initial training for history teachers in 13 member states of the Council of Europe*. Vienna, Austria, 19 - 22 April 1998, p. 51.

Bayer, M. et al. (1990) *Ausgewählte Ergebnisse einer Untersuchung über strukturelle Veränderungen in den Lehramtsstudiengängen*. In: *Erziehungswissenschaft* 1, 2, pp. 24-86.

Beernaert, Y., Van Dijk, H. and Sander, T. (eds) (1993) *The European Dimension in Teacher Education*. Brussels: ATEE.

Beiträge zur historischen Sozialkunde (1996) *History Teaching in Central and Eastern European Countries*. 26. Jg./Nr. 2. Wien: Verein für Geschichte und Sozialkunde.

Beiträge zur historischen Sozialkunde (2000) *Special Issue: The development of history and history teaching in the Russian Federation*. Wien: Verein für Geschichte und Sozialkunde.

Bennett, N. and Carre, C. (1993) *Learning to teach*. London: Routledge.

Berent, Brigitte (ed.) (1987) *Massenveranstaltungen – Probleme und Lösungsansätze*. Weinheim: Dt. Studien-Verlag.

Bergmann, Klaus, Fröhlich, Klaus, Kuhn, Annette, Rüsen, Jörn and Schneider, Gerhard (eds) (1997) *Handbuch der Geschichtsdidaktik*. 5th revised edition. Seelze-Verber: Kallmeyer'sche Verlagsbuchhandlung.

Berliner, D. (1992) *Some Characteristics in Experts in the Pedagogical Domain*. In: Oser, F., Dick, A. and Patry, J. (eds) *Effective and Responsible Teaching: The New Synthesis*. San Francisco: Jossey-Bass Press.

Bernbaum, G., Patrick, H. and Reid, K. (1985) *Postgraduate Initial Teacher Education in England and Wales: Perspectives from the SPITE Project*. In: Hopkins, D. and Reid, K. (eds) *Rethinking Teacher Education*. London: Croom Helm.

- Bernfeld, Siegfried (1925) *Sisyphos oder die Grenzen der Erziehung* (4th edition 1981). Frankfurt am Main.
- Bines, Hazel (1992) Quality or Survival? The Consultation Document on the Reform of Initial Teacher Training for Secondary Education. In: *Journal of Education Policy* (1992) vol. 7, nr. 5, pp. 511-519.
- Bines Hazel (1994) Squaring the Circle? Government Reform of Initial Teacher Training for Primary Education. In: *Journal of Educational Policy* (1994) vol. 9, nr. 4, pp. 369-380.
- Black, Beverly and Bonwell, Charles (1991) The Training of Teaching Assistants in Departments of History. In: *History Teacher* (1991), vol. 24, nr. 4, pp. 435-444.
- Blackburn, V. and Moisan, C. (1987) The In-Service Training of Teachers in the 12 Member States of the European Community: study carried out on behalf of the Commission of the European Communities, under the auspices of le Laboratoire de pédagogie expérimentale de l'université de Liège. Maastricht: Presses Interuniversitaires Européennes.
- Blackey, Robert (ed.) *History anew. Innovations in the Teaching of History Today*. Long Beach USA.
- Blondel, D. (1991) A New Type of Teacher Training in France: Les Instituts Universitaires de Formation des Maîtres. In: *European Journal of Education*, 26, pp. 197-205.
- Bölling, Rainer (1983) *Sozialgeschichte der deutschen Lehrer. Ein Überblick von 1800 bis zur Gegenwart*. Göttingen: Vandenhoeck & Ruprecht.
- Bolam, R. (1987) The Induction of Beginning Teachers. In: Dunkin, M.J. *The International Encyclopaedia of Teaching and Teacher Education*. New York: Pergamon Press, pp. 745-757.
- Bone, T. (1992) Teacher Education in Europe. In: Kirk, G. and Glaister, R. (eds) *Scottish Education and the European Community*. Edinburgh: Scottish Academic Press, pp. 61-80.
- Bone, T.R. and McCall, J. (eds) (1991) *Teacher Education in Europe: The Challenges Ahead*. Glasgow: Jordanhill College of Education.
- Bonnet, Gerard (1996). The Reform of Initial Teacher Training in France. In: *Journal of Education for Teaching* (1996) vol. 22, nr. 3, pp. 249-269.
- Booth, R.J. (1989) A Curricular Framework for Technology Teacher Training and Education. In: Klerk Wolters, F. de, Mottier, I., Raat, J.H. and Vries, M.J. de (eds) *Teacher Education for School Technology. Contributions PATT-4 conference*. Eindhoven: PTH, pp. 107-120.
- Bordas, I. and Montane, M. (1992) Teacher Education in Spain. In: Buchberger, F. (1992a), pp. 275-306.
- Boreland-Vinas, H. (1991) Teacher Mobility in the European Community: Initial Teacher Training. A Comparative Description. Brussels: EURYDICE.
- Borko, H., Eisenhart, M., Brown, C., Underhill, R., Jones, D. and Agard, P. (1992) Learning to Teach Hard Mathematics. In: *Journal of Research in Mathematics Education*, 23 (3), pp. 194-222.
- Borries, Bodo von (1990) Krise und Perspektive der Geschichtsdidaktik - Eine persönliche Bemerkung, in: *Geschichte lernen*, Heft 15, S. 2-5
- Borries, Bodo von (1995) Exploring the Construction of Historical Meaning: Cross-Cultural Studies of Historical Consciousness Among Adolescents, in: Bos, Wilfried and Lehmann, Rainer H. (Eds.) *Reflections on Educational Achievements*, Münster/New York: Waymann, pp. 25-49
- Borries, Bodo von (1999) *Jugend und Geschichte. Ein europäischer Kulturvergleich aus deutscher Sicht*, unter Mitarb. v. Andreas Körber, Opladen: Leske & Budrich
- Boshier, R. (1998) Edgar Faure after 25 years: down but not out. In: Holford, J. et al. *International perspectives on lifelong learning*. London: Kogan Page, pp. 3-20.

- Bourdillon, Hilary (ed.) (1994) *Teaching History*. London, New York.
- Bourdoncle, Raymond (1990) From Schoolteacher to the Expert. The IUFM and the Evolution of Training Institutions. In: Bone, T. and McCall, J. (eds) *Teacher Education in Europe: The Challenges Ahead*. Glasgow: Jordonhill College of Education.
- Bourdoncle, Raymond (1993) Professionalisation of Teachers and Teacher Education. In: *European Journal of Teacher Education*, 16.
- Bouwmann, Will (1997) *Youth and History in the Netherlands. Het Europese onderzoek naar historisch besef bij jongeren en de resultaten in ons nader bekeken*. Den Bosch.
- Bradley, H. (1989) *Report on the Evaluation of the School Teacher Appraisal Pilot Study*. Cambridge: Cambridge Institute of Education.
- Branahl, Udo (ed.) (1981) *Didaktik für Hochschullehrer. Notwendigkeit, Stellenwert, Beispiele*. Hamburg: Arbeitsgemeinschaft für Hochschuldidaktik.
- Brandt, Dietrich and Sell, Robert (eds) (1984) *Angewandte Hochschuldidaktik – Konzeption, Praxis, Bewertung*. Weinheim et al.: Beltz.
- Brown S. and Wake, R. (1988) *Education in transition: what role for research?* Edinburgh: Scottish Council for Research in Education.
- Brown, S. et al. (1988) *Student Teachers Learning from Experienced Teachers*. Scottish Council for Research in Education Report. Edinburgh: SCRE.
- Brown, S. and McIntyre, D. (1988) *The Professional Craft of Teachers*. In: *Scottish Education Review. Special Issue: The Quality of Teaching*. Edinburgh: Scottish Academic Press.
- Brown, S. and McIntyre, D. (1993) *Making sense of teaching*. Buckingham: Open University Press.
- Bruce, M. (1989) *Teacher Education and the ERASMUS Programme*. Brussels: ATEE.
- Bruehl, Gisela (1984) *Hochschullehrer als Lehrende und Lernende. Ein Beitrag zur Didaktik der allgemeinen Didaktik*. Frankfurt am Main, Wien, et al.: Lang.
- Buchberger, Friedrich (1992a) *ATEE - Guide to Institutions of Teacher Education in Europe (AGITE)*. Brussels: ATEE.
- Buchberger, Friedrich (1992b) *Educational Research and Teacher Education in Austria*. In: *European Journal of Teacher Education*, 15, pp. 87-96.
- Buchberger, Friedrich (1993a) *Teacher Education Policies and Models in Europe*. In: Karagoezoglu, G. (1993), pp. 1-13.
- Buchberger, Friedrich (1993b) *In-Service Education of Teachers - A Comparative Analysis of Some Trends*. OAJ: Helsinki.
- Buchberger, Friedrich, De Corte, E., Groombridge, B. and Kennedy, M. (1994) *Educational Studies and Teacher Education in Finnish Universities. Commentary by International Review Team*. Ministry of Education, Helsinki.
- Buchberger, Friedrich and Seel, H. (eds) (1985) *Teacher Education and the Changing School*. Brussels: ATEE.
- Buffet, Françoise and Tschoumy, Jacques-André (1995) *Choc démocratique et formation des enseignants en Europe*. Lyon.
- Bullock, K.M. and Scott, W.A.H. (1995) *Partnerships in Teacher Education: A Response to "Business Partnership in School-Based/-Centred Initial Teacher Training"*. In: *Vocational Aspects of Education (1995)* vol. 47, nr. 2, pp. 165-176.

Burchell, Helen and Westmoreland, Susan (1999) Relationship between Competence-Based Education and Student Reflection on Practice: A UK Case Study of Initial Teacher Training In: *International Journal for Training and Development* (1999) vol.3, nr. 2, pp. 156-166.

Burden, P.R. (1990) Teacher Development. In: Houston, W.R., Haberman, M. and Sikula, J. (eds) *Handbook of Research on Teacher Education*. New York: Macmillan, pp. 311-329.

Burke, Andrew (1996) Professionalism: its relevance for teachers and teacher educators in developing countries. In: *Prospects*, vol. 26, 3 (September 1996), pp. 531-542.

Busch, F. (1990) *Lehrerbildung - ein Schlüsselproblem der Bildungspolitik in Europa?* In: Bone, T. and McCall, J., pp. 19-40.

Butler, Judy D., Clouse, R. Wilburn (1994) *Educational Technology and the Teaching of History: Promise, Practice, and Possibilities*.

Buttery, T. et al. (1990) First Annual ATE Survey of Critical Issues in Teacher Education. In: *Action in Teacher Education*, 12, 2, pp. 1-7.

Byrad, M.J. (1995) IT under School-Based Policies for Initial Teacher Training. In: *Journal of Computer Assisted Learning* (1995) vol. 11, nr. 3, pp. 128-140.

Caldwell, B.J. and Carter, E.M.A. (eds) (1993) *The Return of the Mentor*. London: Falmer Press.

Cameron Jones, M. and O'Mara, P. (1990) *Improving Training*. Final Report to the Council for National Academic Awards. Edinburgh: Muray House.

Cantor, L., Roberts, I. and Pratley, B. (1995) *A guide to further education in England and Wales*. London: Cassell.

Carneiro, R. (1993) *The Curriculum Redefined. Schooling for the 21st Century*. Paper presented to an OECD conference, Paris, April 1993.

Cels-Offermans, A. (1985) *Education and Equality of Opportunity for Girls and Women*. Strasbourg: Council of Europe. MED-14-9.

Centre for Educational Research and Innovation CERI (1990) *Improving Teacher Quality* (Note by the Secretariat for the Governing Board) CERI/CD90/12. Paris: OECD.

Cerna, M. and Parizek, V. (1992) Teacher Education in the Czech Republic. In: Buchberger, F. (1992a), pp. 424-432.

Christensen, J.C. and McDonnell, J.H. (1993) The Career Lattice: A Structure for Planning Professional Development. In: Kremer-Haydon, L., Vonk, J.H.C. and Fessler, R. (eds) *Teacher Professional Development: A Multiple Perspective Approach*. Amsterdam: Swets & Zeitlinger, pp. 295-315.

Churukian, G. (1993) The Policies and Models of Teacher Training in the Council of Europe Countries. Final Report. In: Karagoezoglu, G. (1993), V-VI.

Clark, B.R. and Neave, G. (1992) *The Encyclopaedia of Higher Education*. Oxford: Pergamon Press.

Cohn, Ruth C. (1975) Zur Humanisierung der Schulen. Vom Rivalitätsprinzip zum Kooperationsmodell mit Hilfe der Themenzentrierten Interaktion (TZI). In: Cohn, Ruth C. *Von der Psychoanalyse zur themenzentrierten Interaktion*. Stuttgart: Klett-Cotta.

Cole, Donald B. and Pressly, Thomas (1983) *Preparation of Secondary-School History Teachers*. (third edition revised).

Collins, M. (1998) Critical perspectives and new beginnings: reframing the discourse on lifelong learning. In: Holford, J. et al. *International Perspectives on lifelong learning*. London: Kogan Page, pp. 44-55.

Collis, Betty (ed.) (1995) Information Technologies in Teacher Education. Issues and Experiences for Countries in Transition. Proceedings of a European Workshop, University of Twente (Enschede, Netherlands, February 20-23 1994).

Collis, B, Nikolova, I. and Martcheva, K. (1995) Information technologies in teacher education: issues and experiences for countries in transition: proceedings. Paris: UNESCO.

Collison, Jill and Murray D. (1995) What Goes on in School-based ITT? In: Journal of Computer Assisted Learning (1995) vol. 11, nr. 2, pp. 99-109.

Combe, Arno (1971) Kritik der Lehrerrolle. Gesellschaftliche Voraussetzungen und soziale Folgen des Lehrerbewusstseins. München.

Commission of the European Communities (1988) The Conditions of Service of Teachers in the European Community. Luxembourg.

Commission of the European Communities (1991) Memorandum on Higher Education in the European Community. Brussels.

Conlon, T. and Cope, P. (1989) Computing in Scottish education: the first decade and beyond. Edinburgh: University Press.

Coolahan, John (ed.) (1991) Teacher Education in the Nineties: Towards a New Coherence (two volumes). Limerick: Mary Immaculate College of Education.

Coolahan, John (1992) Educational Research and Teacher Education. In: European Journal of Teacher Education, 15, pp. 9-22.

Council for Cultural Co-operation (CDCC) (1996) Expert meeting for the implementation of the Education Committee's project on "Teaching the history of Europe in the 20th Century in secondary schools", 24 - 26 June 1996, Report to the Education Committee. Strasbourg.

Council for Cultural Co-operation (CDCC) (1997) The CDCC's Project on "Learning and Teaching about the History of Europe in the 20th Century in Secondary Schools", 2nd meeting of the project group, 24 - 26 February 1997, Report to the Education Committee. Strasbourg.

Council for Cultural Co-operation (CDCC) (1988) Innovation in Primary Education: Final Report (DECS/EGT (87) 23) Project No. 8, Strasbourg: Council of Europe.

Council for Cultural Co-operation (CDCC) (1988) The Effectiveness of In-Service Education and the Training of Teachers and School Leaders. Report of the Fifth All European Conference of Directors of Educational Research Institutions (Triesenberg, Liechtenstein) (DECS/Rech (88) 80). Strasbourg: Council of Europe.

Council for Cultural Co-operation (CDCC) (1998) Seminar "Initial training for history teachers in 13 member states of the Council of Europe". Vienna, Austria 19-22 April 1998. Contributions to the seminar.

Council for Cultural Co-operation (CDCC) (1999) Lessons in history. The Council of Europe and the teaching of history. Strasbourg: Council of Europe.

Council of Europe (1984) Recommendation No R (84) 18 of the Committee of Ministers to Member States on The Training of Teachers in Education for Intercultural Understanding, Notably in the Context of Migration. Strasbourg: Council of Europe.

Council of Europe (1985) Recommendation No R (85) 7 of the Committee of Ministers to Member States on Teaching and Learning about Human Rights in Schools. Strasbourg: Council of Europe.

Council of Europe (1987) Documents of the 15th Session of the Standing Conference of Ministers of Education, Helsinki, 1986. Strasbourg: Council of Europe.

Council of Europe (1987) New Challenges for Teachers and their Education. National reports on teacher education. Strasbourg: Council of Europe. MED-15-4.

Council of Europe (1987) New Challenges for Teachers and their Education. Report on the 15th Session of the Standing Conference of European Ministers of Education, Helsinki, 5-7 May 1987. Strasbourg: Council of Europe. MED-15-9.

Council of Europe (1988) The Training of Teachers for Technical and Vocational Education. Secretariat report. Strasbourg: Council of Europe: Council for Cultural Cooperation. CC-TE (88) 9.

Council of Europe (1989) The Role of Appraisal in the Professional Development of Teachers. Secretariat report. Strasbourg: Council of Europe: Council for Cultural Cooperation. CC-TF- (89) 27.

Council of Europe (1990) The Selection and Professional Development of Trainers for Initial Teacher Training. Secretariat report. Strasbourg: Council of Europe: Council for Cultural Cooperation. CC-TE (90) 43.

Council of Europe (1990) The Selection of Candidates for Initial Teacher Training in CDCC Countries. Seminar report. Strasbourg: Council of Europe: Council for Cultural Cooperation. CC-TE (90) 47.

Council of Europe (1990) The CDCC Teacher Bursaries Scheme. Information Document. Strasbourg: Council of Europe: Council for Cultural Cooperation. DECS/EGT (90) 1.

Council of Europe (1993) Council for Cultural Cooperation: School and Out-of-School Education Section. List of Documents. Strasbourg: Council of Europe: Council for Cultural Cooperation. DECS/SE (93) 2.

Council of Europe (1993) Council for Cultural Cooperation: School and Out-of-School Education Section. A Secondary Education for Europe. Progress Report 1991-1992. Strasbourg: Council of Europe: Council for Cultural Cooperation. DECS/SE/Sec (93) 22.

Council of Europe (1993) The European Dimension of Education: Teaching and Curriculum Content. Report on the 17th Session of the Standing Conference of European Ministers of Education, Vienna, 16-17 October 1991. Strasbourg: Council of Europe. MED-17-7.

Council of Europe (1993) History teaching in the New Europe. Report by Michel Charrière on the Symposium in Brugge, Belgium, 9-13 December 1991, CC-ED/HIST (93)1. Strasbourg

Council of Europe (1994) Standing Conference of European Ministers of Education, 18th Session, Madrid, 23-24 March 1994. Resolutions on I. Education for democracy, human rights and tolerance; II. Preparation for the world of work; III. The Promotion of school links and exchanges in Europe; IV. Cooperation on Education within the Council of Europe. of Europe. MED-18-6.

Council of Europe (1994) Standing Conference of European Ministers of Education. Resolutions of the Standing Conference. Collected texts 1959-1994. Strasbourg: Council of Europe.

Council of Europe (1995) Against bias and prejudice. The Council of Europe's work on history teaching and history textbooks. Recommendations on history teaching and history textbooks adopted at the Council of Europe conferences and symposia, 1953-1995. Strasbourg: Council for Cultural Co-operation.

Council of Europe (1995) All different all equal Education Pack. Strasbourg.

Council of Europe (1995) A secondary education for Europe. Symposium on: "Educational reforms in Central and Eastern Europe: processes and outcomes". Case studies: Bulgaria, Lithuania, Visegrad countries, Russian Federation. Prague, Czech Republic, 4-7 October 1995. Strasbourg.

Council of Europe (1996) Description of the Education Committee's new Project on "Learning and Teaching about the History of Europe in the 20th Century in Secondary schools. Document adopted by the Educational committee at its 15th Meeting, 24-25 September 1996. Strasbourg, Council of Europe.

Council of Europe (1997) The Initial and in-service training of history teachers in European countries in democratic transition. Recommendations and declaration adopted at the 45th Session of the International Conference on Education.

Council of Europe (1997) Education 2000: Trends, Common Issues and Priorities for Pan-European Co-operation. Standing Conference of European Ministers of Education, 19th session, Kristiansand, Norway, 22-24 June 1997. Council of Europe.

Council of Europe (1997) Education 2000: Trends, Common Issues and Priorities for Pan-European Co-operation. (Adopted texts) Standing Conference of European Ministers of Education, 19th session, Kristiansand, Norway, 22-24 June 1997. Council of Europe. MED-19-9.

Council of Europe (1997) History and its interpretations (Parliamentary Assembly). Strasbourg: Council of Europe.

Council of Europe (1998) Initial training for history teachers in 13 member states of the Council of Europe. Contributions to the seminar. Vienna, Austria, 19 - 22 April 1998.

Cowan, John (1999) On becoming an innovative university teacher. Reflection in action. Buckingham et al.: Open University Press.

Croll, P. (1986) Systematic Classroom Observation. Lewes: Falmer Press.

Dahncke, H. (1989) Educational Training: Industry and Commerce in the Future: A . In: Clark, B.R. and Neave, G., pp. 877-884. Contribution Concerning the Needs of School and Teacher Training. Adelaide: South Australian Technical and Further Education (TATE) Research and Development Unit.

Datler, Wilfried, Tebbich, Heide and Petrik, Regina (1992) Verknüpfung von Theorieaneignung und Praxisreflexion. Drei hochschuldidaktische Versuche zur psychoanalytischen Pädagogik. Würzburg: Königshausen und Neumann.

De Bivar Black, Luisa (1997) Key issues in the initial training of history teachers: the example of Portugal. In: The Initial and in-service training of history teachers in European countries in democratic transition. Seminar in Lviv, Ukraine, 12 - 14 June 1997. Strasbourg: Council of Europe.

De Bivar Black, Luisa (1998) Academic and practical training of history teachers in Portugal. In: Council of Europe (1998) Initial training for history teachers in 13 member states of the Council of Europe. Vienna, Austria, 19 - 22 April 1998, pp. 33-40.

De Bivar Black, Luisa (1999) Project: Learning and teaching about the history of Europe in the 20th Century. Follow-up seminar: Initial training for history teachers in 13 member states of the Council of Europe. Prague. Czech Republic, 6 - 9 June 1999. Final report, Strasbourg: Council of Europe.

De Bolt, G.P. (ed.) (1992) Teacher Induction and Mentoring. School-based Collaborative Programs. New York: SUNY.

Declaration of the Ministers of Education of Germany, France, Italy and the United Kingdom on the harmonisation of the structure of the European system of higher education, adopted in Sorbona, Paris, 25 May 1998.

Delmelle, R. (1991) Report on the Seminar on Training Teachers for Teaching to a Wide Range of Abilities, Interests and Backgrounds in the Classroom. Strasbourg: Council of Europe: Council for Cultural Cooperation. CC-TE (91) 2.

Delors, J. et al. (1996) Learning: the treasure within. Report to UNESCO of the International Commission on Education for the 21st Century. Paris: UNESCO.

Den Berg-Eldering, L. van, Rijcke, F.J.M. de and Zuck, L.V. (1983) Multicultural education: a challenge for teachers. Dordrecht: Foris publications.

Department of Education and Science (1988) The new teacher in school. A survey by HM Inspectors in England and Wales 1987. London: HMSO.

De Puig (1996a) Report of the Committee on Culture and Education. In: Council of Europe: History and Learning of History in Europe. Strasbourg: Council of Europe.

De Puig (1996b) Council of Europe Parliamentary Assembly: Recommendation 1283 on history and the learning of history in Europe. In: Council of Europe (1996) History and the Learning of history in Europe, Report of the Committee on Culture and Education (rapporteur: Mr. De Puig) and related documents, Strasbourg: Council of Europe.

DES (1989) Initial Teacher Training: Approval of Course. DES Circular No. 24/89.

Dessieux, Gisèle (1998) History teacher training in France. In: Council of Europe (1998) Initial training for history teachers in 13 member states of the Council of Europe. Vienna, Austria, 19 - 22 April 1998, pp. 29-32.

Devereux, Georges (1967) From Anxiety to method in the behavioural sciences. Paris: La Haye.

Dewe, B., Ferchhoff, W. and Radtke, F.O. (1992) Erziehen als Profession. Zur Logik professionellen Handelns in pädagogischen Feldern. Opladen: Leske & Budrich.

DFE (1992) Initial Teacher Training (Secondary Phase). London: DFE Circular 9/92.

Diem-Wille, Gertraud (1986) Zusammenarbeit im Lehrkörper. Modellstudie einer Organisationsberatung an einer Mittelschule. Wien, Köln, Graz: Boehlau.

Diem-Wille, Gertraud and Wimmer, Rudolf (1987) Soziales, erfahrungsorientiertes Lernen (Materialien und Texte zur Politischen Bildung, Band 3). Wien.

Doebrich, P. and Kodron, C. (1992) Educational Research and Teacher Education in Germany. In: European Journal of Teacher Education, 15, pp. 106-114.

Dohmen, G. (1998) The future of continuing education in Europe. Lifelong learning for all in changing learning environments. Bonn: Federal Ministry of Education and Research.

Domingo, Segovia and Jesús, Fernández Cruz, Manuel (1999) Técnicas para el desarrollo personal y formación del profesorado. Bilbao: Universidad de Deusto.

Donk, Ronald and Hoey, Jan van (1990) Folder for Intercultural Education for students. KPCgroup.

Donk, Ronald (1990a) Geschiedenis en intercultureel onderwijs

Donn, M. and Sylfield, H. (1988) The Careers of Teacher College Lecturers. Wellington, New Zealand: Department of Education.

Down, B.K. (1989) "Editorial" Studies in Design Education. In: Craft Technology: Special Issues on Teacher Training (1989), 21, 2.

Downey, Matthew T. (1974) The Historian as Teacher Trainer: A Progress Report. In: History Teacher (1971) vol. 7, nr. 2, pp. 207-215.

Doyle, W. (1979) Making Managerial Decisions in Classrooms. In: Duke, D.L. (ed.) Classroom Management (78th Yearbook of the National Society for Studies in Education). Chicago: University of Chicago Press, pp. 42-72.

Doyle, W. (1986) Classroom Management and Organization. In: Wittrock, M.C. (ed.) Handbook of Research on Teaching. New York: Macmillan, pp. 392-432.

Дроснева Е. "За" и "Против" историографията като наука и университетска дисциплина. - История, Общество, Философия. 1991, № 1. // Drosneva Elka (1991) "For" and "Against" History of History as a science and university discipline. In: History, Society, Philosophy. 1991, nr. 1.

Дроснева Е. В търсене на пътя. - История, 1994, №. 2. // Drosneva Elka (1994) Looking for the road and approaches. In: History, 1994, nr. 2.

DSDE (1993) The Training and Development of Teachers: Interim Consultative Document. Oxford.

- Dunkin, M. (1987) *The International Encyclopaedia of Teaching and Teacher Education*. Oxford: Pergamon.
- Dunne, Mairead (1996) Partnership in Initial Teacher Training: After the Shotgun Wedding. In: *Educational Review* (1996) vol. 48, nr. 1, pp. 41-53.
- Dyrenfurth, M.J. (1989) Technology Teacher Education and PATT Research: Observations, Challenges and Issues. In: Klerk Wolters, F. de, Mottier, I., Raat, J.H. and Vries, M.J. de (eds) *Teacher Education for School Technology*. Contributions PATT-4 conference. Eindhoven: PTH, pp. 279-289.
- Eble, Kenneth. E. (1988) *The craft of teaching; a guide to mastering the professor's art*. San Francisco: Jossey-Bass.
- Ecker, Alois (1984) "Forschendes Lernen". Zur Didaktik der "Oral History" in Schule und Erwachsenenbildung. In: Ehalt, H.Ch. (ed.) (1984) *Geschichte von unten. Fragestellungen, Methoden und Projekte einer Geschichte des Alltags*. Wien, Köln, Graz, pp. 305–338.
- Ecker, Alois (1990) Zum gegenwärtigen Stand der universitären Lehrerbildung in Österreich. Eine Forschungsskizze. In: Werner Lenz and Christian Brünner (eds) *Universitäre Lernkultur. Lehrerbildung - Hochschullehrerfortbildung - Weiterbildung*. Bericht einer Arbeitsgruppe der Österreichischen Rektorenkonferenz. Wien, Köln, pp. 54-72.
- Ecker, Alois (1992) Didaktik als sozialer Prozeß. Neue Wege in der fachdidaktischen Ausbildung für 'Geschichte und Sozialkunde' (27.2.1992). In: *Beiträge zur Fachdidaktik*, 1992, 2, pp. 1-11.
- Ecker, Alois (1994a) Hochschuldidaktik als "Selbstorganisation der Institution". Weiterbildung für Hochschullehrende an der Universität Wien. In: *Didaktik. Unabhängige Zeitschrift für Bildungsforschung*, 1994, 3, pp.11-14.
- Ecker, Alois (1994b) Process-oriented methods in the teaching of history. New avenues in the initial training of history teachers at the University of Vienna., see also under: <http://www.univie.ac.at/Wirtschaftsgeschichte/index.html> (Texte).
- Ecker, Alois et al. (1995) *Sozialhistorische Texte zur Frauenarbeit. Kommentierter Quellenband mit didaktischen Anleitungen*. Wien.
- Ecker, Alois (1997a) Prozeßorientierte Geschichtsdidaktik. Neue Wege in der Ausbildung für GeschichtslehrerInnen an der Universität Wien. In: Institut für Wirtschafts- und Sozialgeschichte, Universität Wien (ed.): *Wiener Wege der Sozialgeschichte. Themen - Perspektiven – Vermittlungen*. Wien, Köln, Weimar, pp. 397-422.
- Ecker, Alois (1997b) Didáctica de la historia orientada a los procesos. Nuevos caminos en la formación de maestros(as) de educación media y media superior en la Universidad de Viena, en: *Pensamiento Universitario* no. 87, CESU-UNAM, Mexico, pp. 143-168; see also under: <http://www.univie.ac.at/Wirtschaftsgeschichte/index.html> (Texte).
- Ecker, Alois (1998a) Key questions on the structures of initial training for history teachers. In: Council of Europe (1998) *Initial training for history teachers in 13 member states of the Council of Europe*. Vienna, Austria, 19 - 22 April 1998, pp. 9-16.
- Ecker, Alois (1998b) Idealnij professionalnij oblyk utschitelja istorii In: Sovjet Europa, Ministerstvo obschtshevo u professionalnovo Rossijskoi Federazii u.a., Meshdunarodnij seminar: Podgotovka utschitelej i rasvitie sistemij powschenia kvalifikzii v oblastij prepodawania istorii w srednej schkolje. Dokladij i vystuplenia, Ekaterinburg, pp. 37-50.
- Ecker, Alois (1998c) Idealnij portret utschitelja istorii. In: *Pedagogitscheskovo obosrenije 2'98*, Nijjschnij Novgorad, pp. 72-79.
- Ecker, Alois (2000) History teaching in the Russian Federation in the view of process-oriented didactics. In: *Beiträge zur historischen Sozialkunde*. Special Issue: The development of history and history teaching in the Russian Federation, pp. 36-45.

Eesti põhi- ja keskkariduse riiklik õppekava. (1996) RT I osa, nr. 65–69.

Eitel, Florian (ed.) (1997) Problem-based learning. Theory, practice and research. Innsbruck: Studienverlag.

Elder, R. (1988) Improving the Quality of Teaching Through School Experience, Scottish Education Review: Special Issue on the Quality of Teaching. Edinburgh: Scottish Academic Press.

Elliot, J. (ed.) (1993) Reconstructing Teacher Education. London: Falmer Press.

Entwistle, Noel J. (1992) The impact of teaching on learning outcomes in higher education. A literature review. Sheffield: Committee of Vice-Chancellors and Principals of the Universities of the UK, Universities' Staff Development Unit.

Euroclio. Bulletin nr. 9. History teacher education in Europe 1997-1998. Tilt: Euroclio.

European Bureau for Lesser Used Languages (1996) Lesser used languages, teacher training and the culture of peace. Luxembourg.

European Commission (1991) Final Report of the Conference, The Teaching Profession in Europe, 3-5 October 1991, Noordwijkerhout, The Netherlands.

European Commission (1995) Education and Initial Training Systems in the European Union, DG XXII.

European Commission (1995) White paper on education and training. Teaching and learning - Towards the learning society. Luxembourg: Office for Official Publications of the European Communities.

European Commission (1996) Bulletin van de Europese Unie, Supplement 5/96 Onderwijs, opleiding, onderzoek, de belemmeringen voor transnationale mobiliteit, Brussel.

European Commission (1996) Europe: mobility or an obstacle course? In: Le Magazine, 6. Brussels.

European Commission (1996) Key data on education in the European Union. Luxembourg: Office for Official Publication of the European Communities.

European Commission (1997) What the programmes have achieved. Towards a Europe of knowledge: Commission working document, 12 November 1997. Brussels: European Commission.

European Commission (1999) Setting targets for lifelong learning in Europe. In: Progress report achieved in implementing the Luxembourg process: Common indicators and lifelong learning. Report to the European Council. Annex 2 to the Annex. Brussels: The EC Council.

European Community Commission (1988) Conditions of service of teachers in the European Community. Luxembourg: OOEPEC.

European Platform for Dutch Education (1996) Intercultural Education and Education of Migrant Children Practice and Perspectives. Oegstgeest.

EURYDICE (1991) Initial Teacher Training in the Member States of the European Community. Brussels.

EURYDICE (1995) In-service training of teachers in the European Union and the EFTA/EEA Countries. Brussels: European Unit of EURYDICE.

EURYDICE (1996) Thematic Bibliography. The European Dimension in Education, Brussels.

EURYDICE (1997) Secondary Education in the European Union: Structures, Organisation and Administration. Brussels.

EURYDICE (1997) Supplement to the Study on the Structures of the Education and Initial Training Systems in the European Union. The Situation in Bulgaria, the Czech Republic, Hungary, Poland, Romania and Slovakia. Brussels.

EURYDICE (2000) Lifelong Learning: the contribution of education systems in the Member States of the European Union. Results of the EURYDICE Survey. Brussels.

EURYDICE (2000b) Eurybase. The Information Network on Education in Europe. Beert: European Commission.

EURYDICE/CEDEFOP (1991) Structures of the Education and Initial Training Systems in the Member States of the European Community. Brussels.

EURYDICE/European Commission (2000) Key data on education in Europe 1999/2000. Brussels, Luxemburg: Office for Official Publication of the European Communities.

Faure, Edgar (1972) Learning to be. The working of education today and tomorrow. Paris: UNESCO, International Commission on the Development of Education.

Fernandez, Jose Antonio (1996) Education and Teachers in Western Europe. Reference Paper prepared for the European consultation of the theme of the 45th session of the International Conference on Education: "Strengthening of the role of the teachers in a changing world". Warsaw, Poland, 25-27 April 1996. IBE-UNESCO.

Fernandez, Magda (1988) The Tutor's Role in Teaching Practice in Initial Teacher Training. In: European Journal of Teacher Education (1988) vol. 11, nr. 2-3, pp. 123-130.

Ferrer, Ferran (1996) Teachers and school management in European education systems. In: Prospects, vol. 26, 3 (September 1996), pp. 4543-558.

Fessler, R. and Christensen J. (1992) The Teacher Career Cycle. Boston: Allyn & Bacon.

Fischer, Dietlind (ed.) (1999) Neues Lehren und Lernen an der Hochschule. Einblicke und Ausblicke. Weinheim: Dt. Studien-Verlag.

Fisher, J.S. (1989) Technology Education INSET: The Oxford Experience. In: Klerk Wolters, F. de, Mottier, I., Raat, J.H. and Vries, M.J. de (eds) Teacher Education for School Technology. Contributions PATT-4 conference. Eindhoven: PTH, pp. 146-159.

Forest, James J. F. (ed.) (1998) University teaching. International perspectives. New York et al.: Garland Publ.

Foucault, Michel (1975) Surveiller et punir. La naissance de la prison, Paris.

Frendo, Henry (1998) Towards a pluralist and tolerant approach to teaching history: a range of sources and new didactics, General report, Symposium, 10-12 December 1998, Brussels. Strasbourg: Council of Europe.

Freud, Sigmund (1914f) Zur Psychologie des Gymnasiasten, GW, Band 10, pp. 203-207.

Fürstenau, Peter (1964) Neuere Entwicklungen der Bürokratieforschung und das Schulwesen. In: Fürstenau, Peter, Zur Theorie psychoanalytischer Praxis. Psychoanalytisch-sozialwissenschaftliche Studien. Stuttgart: Klett-Cotta, pp. 169-185.

Fürstenau, Peter (1978) Zur Psychoanalyse der Schule als Institution. In: Fürstenau, Peter: Zur Theorie psychoanalytischer Praxis. Psychoanalytisch-sozialwissenschaftliche Studien. Stuttgart: Klett-Cotta, pp. 186-200.

Fullan, M. and Hargreaves, A. (eds) (1992) Teacher Development and Educational Change. London: Falmer Press.

Gagliardi, R. (1995) Teacher training and multiculturalism: national studies. Paris: UNESCO.

Gallagher, Carmen (1996) History teaching and the promotion of democratic values and tolerance. A handbook for teachers. Strasbourg: Council of Europe.

Galton, Maurice (1994) Teacher Training in Europe: A Research Agenda. In: Galton, Maurice and Moon, Bob (eds.) (1994) Handbook of Teacher Training in Europe. Issues and Trends. London: David Fulton Publishers.

Galton, Maurice (1996) Teacher Training in Europe. Preparatory Meeting of the 45th Session of the International Conference on Education. Warsaw, 25-27 April 1996. Strasbourg: Council of Europe.

Galton, Maurice and Moon, Bob (eds.) (1994) Handbook of Teacher Training in Europe. Issues and Trends. London: David Fulton Publishers.

Gardner, John and McNally, Helena (1995) Supporting School-Based Initial Teacher Training with Interactive Video. In: British Journal of Educational Technology (1995) vol. 26, nr. 1, pp. 30-41.

European Commission (ed.) (1996) The goals, architecture and means of lifelong learning: background paper. European year of lifelong learning. Luxembourg: Office for Official Publications of the European Communities.

Gellert, C. (1993) Higher Education in Europe. London: Jessica Kingsley Publishers.

Георгиева Цв. Идентичност и идентичности в образованието по история. - История, 1993, №.6 // Georgieva Zv. (1993) Identity and identities in history education. In: History, 1993, nr. 6.

Gikopoulos, P. (1993) Teacher Education and Training in Greece: Current Situation and Future Perspectives. In: Karagoesozoglu, G. (1993), pp. 55-62.

Gilbert, J.K. et al. (1991) Satellite technology in education. London: Routledge.

Gilroy, P. (1989) Professional Knowledge and the Beginning Teacher. In: Carr, W. (ed.) Quality in Teaching. London: Falmer Press, pp. 101-115.

Ginsburg, M.B. and Lindsay, B. (1995) The political dimension in teacher education: comparative perspectives on policy formation, socialization and society. London: Falmer Press.

Gipps, C. and Murphy, P. (1994) A Fair Test? Assessment Achievement and Equity. Milton Keynes: Open University Press.

Glatthorn, A.A. (1990) Supervisory Leadership: An Introduction to Instructional Supervision. Glenview IL. Scott, Foresman & Co.

Glickman, C.D. (1990) Supervision of Instruction: A Developmental Approach. Boston: Allyn & Bacon.

Goble, N. and Porter, J. (1977) The changing role of the teacher: international perspectives. Paris UNESCO et GB Slough: NFER Publishing Company.

González Gallego, Isidoro (1998) El periodo prácticum y la formación inicial del profesorado de conocimiento del medio y ciencias sociales, geografía e historia: memoria final. CIDE Universidad de Valladolid. Departamento de Didáctica de las Ciencias Sociales.

Goodenough-Hofmann, Monika (1998) Seminar on "Initial training for history teachers in 13 member states of the Council of Europe." In: Council for Cultural Co-operation (CDCC) (1998) Seminar "Initial training for history teachers in 13 member states of the Council of Europe". Vienna, Austria 19-22 April 1998., pp. 5-8.

Goodwin, Ruth (1994) History teaching. Bibliography of the documents of the Council of Europe 1953-1994. Strasbourg: Council of Europe. CC-ED/HIST (94) 21.

Grace, G. and Lawn, M. (1981) Teacher supply and teacher quality: issues for the 1990s. Clevedon: Multilingual Matters.

Gracia Llamas, José Luis (1999) Formación del profesorado: necesidades y demandas. Barcelona: Praxis.

Grankvist (1992) Educational Research and Teacher Education in Norway. In: European Journal of Teacher Education, 15, pp. 129-136.

Grant, C.A. (1992) *Research and multicultural education: From the margins to the mainstream*. London: Falmer Press.

Graves, N. (1990) *Initial teacher education: policies and progress*. London: Kogan Page.

Griffin, G.A. (1985) Teacher Induction: Research Issues. In: *Journal of Teacher Education*, 36 (10), pp. 42-46.

Griffin, C. (1998) Public rhetoric and public policy: Analysing the difference for lifelong learning. In: Holford, J. et al. *International perspectives on lifelong learning*. London: Kogan Page, pp. 21-43.

Grossmann, P. (1990) *The making of a teacher: Teacher knowledge and teacher education*. New York: Teachers College Press.

Grossman, P. (1992) Why Models Matter: An Alternative View on Professional Growth in Teaching. In: *Review of Educational Research*, 62, 2, pp. 171-180.

Grossmann, Ralph and Wimmer, Rudolf (1980) *Schule und Politische Bildung II. Lehrerarbeit und Persönlichkeitsentwicklung*. Klagenfurt.

Gudmandsdottir, S. and Shulman, L.S. (1987) Pedagogical Content Knowledge in Social Studies. In: *Scandinavian Journal of Educational Research*, 31, pp. 59-70.

Guhde, Edgar (1970) *Bibliographie zur Hochschuldidaktik*. Hamburg: Arbeitskreis für Hochschuldidaktik.

Hajer, Maaike (1996) *Leren in een tweede taal. Interactie in vakonderwijs aan een meertalige mavo-klas*, Groningen.

Hake, B.J. (1999) Lifelong learning policies in the European Union: developments and issues. *Compare: a journal of comparative education*, 29,1, pp. 53-69.

Hall, G.E. (1982) Induction: The Missing Link. In: *Journal of Teacher Education*, 33, 3, pp. 53-55.

Handbuch Hochschullehre (1996) *Informationen und Handreichungen aus der Praxis für die Hochschullehre*. Berendt, Brigitte (red.), Stuttgart, Wien et al.: Raabe.

Hargreaves, D. (1990) Another Radical Approach to the Reform of Initial Teacher Training. In: *Westminster Studies in Education*, 13, pp. 5-11.

Harrison, Jennifer K. and Lawson, Tony (1997) Individual Action Planning in Initial Teacher Training: A Course Review. In: *Journal of Education and Work* (1997) vol. 10, nr.1, pp. 73-87.

Haydn, Terry, Arthur, James and Hunt, Martin (1997) *Learning to teach history in the secondary school. A companion to school experience*. London, New York: Routledge.

Healey, C.C. and Welchert, A.J. (1990) Mentoring Relations: A Definition to Advance Research and Practice. In: *Educational Researcher*, 19, 9, pp. 17-22.

Heintel, Peter (1978) *Modellbildung in der Fachdidaktik. Eine philosophisch-wissenschaftstheoretische Untersuchung*. Wien, 2nd edition 1986.

Hellawell, D. (1987) Education under Attack - the Response of European Politicians: An Informal Analysis of the Resolution on New Challenges for Teachers and their Education Adopted at the 15th Session of the Standing Conference of European Ministers of Education. In: *European Journal of Teacher Education*, 10, 3, pp. 245-258.

Hellawell, D. (1992) Teacher Education in England and Wales. In: Buchberger, F. (1992a), pp. 341-399.

Hétu, Jean-Claude, Lavoie, Michèle and Baillauquès, Simone (1998) *Jeunes enseignants et insertion professionnelle*. Paris.

Hillgate Group (1989) *Learning to Teach*. London.

HMI (1978) *Mixed Ability Work in Comprehensive Schools*. London: HMSO.

HMI (1992) *Technology Key Stages 1, 2 and 3: A Report by HM Inspectorate on the First Year 1990-1991*. London: HMSO.

Hodkinson, Heather and Hodkinson, Phil (1999) *Teaching to Learn, Learning to Teach? School-Based Non Teaching Activity in an Initial Teacher Education and Training Partnership Scheme*.

Hoeben, W. et al. (ed) (1986) *In-service Education of Educational Personnel in comparative Perspective: report of a UNESCO joint study in the field of education*. Den Haag: Stichting voor Onderzoek van het Onderwijs.

Holford, J., Jarvis, P., Griffin, C. (1998) *International perspectives on lifelong learning*. London: Kogan Page.

Holmes Commission (1986) *Tomorrow's Teachers*. East Lansing.

Holt, G. (1997) *Education in England and Wales: a guide to the system*. Slough: National Foundation for Educational Research.

Holyoake, John (1993) *Initial Teacher Training: The French View*. In: *Journal of Education for Teaching* (1993) vol. 19, nr. 2, pp. 215-226.

Hopkin, A.J. (1991) *Development education and teacher education in Wales: which ways forward?* Cardiff: University of Wales.

Hopkins, D. (ed.) (1987) *Improving the Quality of Schooling*. London: Falmer Press.

Homerová, Marie (1998) *Organisation of initial training for history teachers in the Czech Republic*. In: Council of Europe (1998) *Initial training for history teachers in 13 member states of the Council of Europe*. Vienna, Austria, 19 - 22 April 1998, pp. 17-22.

Hornilla, Txema (1999) *Formación del profesorado universitario y calidad de la enseñanza*. Bilbao: Universidad del País Vasco, Servicio Editorial, D.L.

Hostmark-Tarrou, A.L. (1988) *The Training of Teachers for Technical and Vocational Education*. Discussion paper. Strasbourg: Council of Europe: Council for Cultural Cooperation. CC-TE (88) 1.

Hostmark-Tarrou, A.L. (1991) *Teacher Education and the Universities in Norway*. In: *European Journal of Teacher Education*, 14, pp. 275-286.

Houston, W.R. (ed.) (1990) *Handbook of Research on Teacher Education*. New York: Macmillan.

Howard, R. and Brown, G. (1997) *Teacher education for languages for specific purposes*. Clevedon: Multilingual Matters.

Huberman, M. (1992) *Teacher Development and Instructional Mastery*. In: Hargreaves, A. and Fullan, M., pp. 122-142.

Huberman, M. (1993) *Steps towards a Developmental Model of the Teaching Career*. In: Kremer-Hayon, L. et al., pp. 93-118.

Huebner, P. (ed.) (1988) *Teacher Education and Training in Europe: Present Challenges and Future Strategies*. Berlin-Brussels: ATEE.

Hug, Theo (1990) *Die soziale Wirklichkeit der Theorie. Beiträge zur Theorievermittlung und -aneignung in der Pädagogik*. München: Profil-Verlag.

Huling-Austin, L. (1990) *Teacher Induction Programmes and Internships*. In: Houston, R.W. *Handbook of Research on Teacher Education*. New York: Macmillan Publishing Co., pp. 535-549.

Hunyady, G. and Kosa, E. (1992) *Teacher Education in Hungary*. In: Buchberger, F. (1992a), pp. 441-450.

Husbands, Chris (1996) What is history teaching? Buckingham, Philadelphia.

Husen, Torsten (1974) The learning society. London: Methuen.

Husen, Torsten, Saha, Lawrence J. and Noonan, Richard (1978) Teacher training and student achievement in less developed countries. Washington: The World Bank.

Husen, Torsten, Tuijnman, A. and Halls, W.D. (1992) Schooling in modern European society: a report of the Academia Europaea. Oxford: Pergamon.

Imbernón, Francesco (1996) La formación del profesorado: formar para innovar. Buenos Aires: Magisteriu del Rio de la Plata.

Irving, Barrie A. (1999) The Role of Initial Teacher Training in the Promotion of a Lifelong Learning Culture: A Conflict of Ideals? In: Education and Training (1999) vol. 41, nr. 9, pp. 416-426.

Jarvis, P. (1998) Paradoxes of the learning society. In: Holford J. et al. International perspectives on lifelong learning. London: Kogan Page, pp. 59-80.

Jarvis, Peter and Chadwick, Alan (1991) Training adult educators in Europe. London: Routledge.

Jenkins, E.W. (1992) Towards an Agenda for Research in Technology Education. In: Blandow, D. and Dyrenfurth, M. (eds) Technological Literacy, Competence and Innovation in Human Resource Development. Weimar: Blandow/Dyrenfurth, pp. 458-462.

Jónasson, J.T. (1999) Traditional university responds to society? In: Lifelong Learning in Europe, 4, pp. 235-243.

Jones, C., Maguire, M. and Watson, B. (1997) The School Experience of Some Minority Ethnic Students in London Schools during Initial Teacher Training. In: Journal of Education for Teaching (1997) vol. 23, nr. 1, pp. 131-144.

Jones, Lynn, Reid, David and Bevins, Stuart (1997) Teachers' Perceptions of Mentoring in a Collaborative Model of Initial Teacher Training. In: Journal of Education for Teaching (1997) vol. 23, nr. 3, pp. 253-261.

Joyce, B. and Showers, B. (1983) Transfer of Training: The Contribution of Coaching. In: Journal of Education, 63, 2, pp. 163-172.

Joyce, B. and Showers, B. (1988) Student Achievement through Staff Development. London: Longman.

Judge, H. (1990) The Education of Teachers in England and Wales. In: Gumbert, E. (ed.) Fit to Teach: Teacher Education in International Perspective. Atlanta: Georgia State University, pp. 7-30.

Judge, H. (1992) Teacher Education. In: Clark, B.R. and Neave, G., pp. 1229-40.

Kagan, D. (1992) Professional Growth Among Preservice and Beginning Teachers. In: Review of Educational Research, 62, 2, pp. 129-170.

Kallos, K. and Selander, S. (1993) Teacher Education and Teachers' Work in Sweden. Reform Strategies and Professional Reorientation. In: Poplewitz, T. (ed.), pp. 211-261.

Kaplan, Vera, Agmon, Pinchas and Ermolaeva, Liubov (eds) (1999) The teaching of history in contemporary Russia. Trends and perspectives. Tel Aviv: Cummings Centre.

Karagozoglu, G. (ed.) (1993) The Policies and Models of Teacher Training in the Council of Europe Countries. Izmir: Buca Faculty of Education.

Karagozoglu, G. et al. (1993) Teacher Training Policies and Models in Turkey. In: Karagozoglu, G. (ed.), pp. 126-136.

Keck, Rudolf W. (1984) Desiderata for Research into Historical Concepts of Teacher Training: An Attempt to Update Research into the History of Teacher Training in Germany. In: *European Journal of Teacher Education*, vol. 7, nr. 1, pp. 65-90.

Keels, Oliver M. (1993) The Bestor Resolution and the Changing Image of the High School History Teacher. In: *International Journal of Social Education* (1993) vol. 8, nr. 1, pp. 31-41.

Kennedy, M. (1990) Choosing a Goal for Professional Education. In: Houston, W.R., pp. 813-895.

Kent, Ahley (1983) The Impact of the Micro on Social Studies Curricula or Computer Assisted Learning (CAL) in Economics, History, and Geography Curricula in England, Wales and Northern Ireland.

Kerry, Trevor and Farrow, Judith (1996) Changes in Initial Teacher Training: Students' Perceptions of the Effectiveness of School-Based Mentoring over Time. In: *Educational Studies* (1996) vol. 22, nr. 1, pp. 99-110.

Klafki, W. (1988) Lehrerausbildung in den 90er Jahren - Wissenschaftsorientierung und pädagogischer Auftrag. In: Huebner, P., pp. 26-45.

Kimbell, R. et al. (1991) The Assessment of Performance in Design and Technology. London: Schools Examination and Assessment Council.

Kirk, G. (1988) Teacher education and professional development. Edinburgh: Scottish Academic Press.

Kiss, S. et al. (1990) Teaching of Technology in Primary Schools and Teacher Training in Hungary. In: Szydlowski, H. and Stryski, R. (eds) *Technology and School. Report of the PATT conference in Poland 1990*. Zielona Gora: Pedagogical University Press, pp. 191-198.

Kodron, C. (1993) European Dimension, Multiculturalism and Teacher Training. In: *European Journal of Teacher Education*, 16, 1, pp. 69-77.

Koetsier, Cor P. and Wubbles, J. Theo (1995) Bridging the Gap between Initial Teacher Training and Teacher Induction. In: *Journal of Education and Teaching* (1995) vol. 21, nr. 3, pp. 333 - 346.

Kogan, M., Moses, T., Khawas, E. et al. (1994) Staffing higher education: meeting new challenges. London: Jessica Kingsley, OECD.

Kommission der Europäischen Gemeinschaften (1993) Ausblick auf das Hochschulwesen der Europäischen Gemeinschaft. Reaktion auf das Memorandum. Brussels.

Körber Stiftung (ed.) (1997) Jugend – Politik – Geschichte. Ergebnisse des europäischen Kulturvergleichs "Youth and History", mit Beiträgen von Ursula A.J. Becher et al. Hamburg: Körber Stiftung.

Kremer-Hayon, L., Vonk, H. and Fessler, R. (1993) Teacher Professional Development: A Multiple Perspective Approach. Amsterdam: Swets & Zeitlinger.

Kron, Friedrich W. (1994) *Grundwissen Didaktik* (2nd edition). München, Basel: Ernst Reinhardt Verlag.

Kualida (1998) *Aspects of History Teaching*. Tirana.

Kyriacou, Chris (1993) Research on the Development of Expertise in Classroom Teaching during Initial Training and the First Year of Teaching. In: *Educational Review* (1993) vol. 45, nr. 1, pp. 79-87.

Laderriere, P. (1990) Open Europe and its Teachers. Open Europe and Educational Policy. In: Michaelsson, P.E. (ed.) *Perspectives for Teacher Education in an Open Europe*. Kristianstad-Brussels: ATEE, pp. 24-29.

Laderrière, P. (1999) *L'enseignement: une réforme impossible? Analyse comparée*. Paris: L'Harmattan.

Lampert, M. and Clark, C. (1990) Expert Knowledge and Expert Thinking in Teaching: A Response to Floden and Klinzing. In: *Educational Researcher*, 19, 5, pp. 21-23.

- Lang, Sean (1996) History without frontiers. A practical Guide to International History projects in Schools in Europe. Strasbourg, Council of Europe.
- Lanier, J.E. and Little, J.W. (1986) Research on Teacher Education. In: Whitrock, M.C. (ed.) Handbook of Research on Teaching (3rd edition). New York: Macmillan.
- Larkin, J.M. and Sleeter, C.E. (1995) Developing multicultural teacher education curricula. Albany: State University of New York Press.
- Laurillard, Diana (1996) Rethinking university teaching. A framework for the effective use of educational technology. London et al.: Routledge.
- Lawton, D. (1991) The Future of Teacher Education in England and Wales. In: Coolahan, J., pp. 181-189.
- Leavitt, H.B. (1992) Issues and problems in teacher education: an international handbook. London: Greenwood Press.
- Le Metais, Joanna (1991) Initial Teacher Training in the European Community: an overview. Slough: NFER.
- Le Monde de l'Education (1999) La Formation des enseignants. Nr. 275, nov. 1999.
- Lemosse, M. (1989) The Professionalism of Teachers: The English Perspective. In: Recherche et Formation, Paris: L'Institut National de Recherche Pédagogique, 6, pp. 55-67.
- Lemke, Dietrich (1992) Bildungspolitik in Europa. Perspektiven für das Jahr 2000. Eine Analyse europäischer Bildungssysteme (2nd edition). Hamburg: Hamburger Buchwerkstatt.
- Legrand, P. (1970) An introduction to lifelong learning. Paris: UNESCO.
- Letvin, E. (1992) Induction. In: Fessler, R. and Christensen, J.C. The Teacher Career Cycle. Boston: Allyn and Bacon, pp. 59-87.
- Levine, M. (1992) Professional practice schools: linking teacher education and school reform. New York: Teachers college press.
- Lienard, Brian (1995) Pre-course IT Skills of Teacher Trainees: A Longitudinal Study. In: Journal of Computer Assisted Learning (1995) vol. 11, nr. 2, pp. 110-120.
- Liston, D. and Zeichner, K. (1991) Teacher Education and the Social Conditions of Teaching. New York: Routledge.
- Llyod, Susan M. (1991) National Certification: A Challenge to History Teachers. In: History Teacher (1991), vol. 24, nr. 3, pp. 313-319.
- Long, P. (1986) Performance Appraisal Revisited. Third IPM Survey. London: Institute of Personnel Management.
- Lorentzen, Svein (1998) The education of history teachers in Norway – some general challenges in 1998. In: Council of Europe (1998) Initial training for history teachers in 13 member states of the Council of Europe. Vienna, Austria, 19 - 22 April 1998, p. 27.
- Lorentzen, Svein (1999). History teacher training - demands for a new teacher in a new century. Strasbourg: Council of Europe. DECS/EDU/HIST20/FORM (99) 2 prov.
- Louvet, A. (1991) The Newly Qualified Teacher: A Survey of European Policy and Practice. (CC-TE(9)) Strasbourg: Council for Cultural Cooperation. CC-TE (91) 1 rev.
- Low-Beer, Anne (1995) The Reform of history teaching in Schools in European Countries in Democratic Transition (seminar report). Graz, Austria, 27 November - 1 December 1994. Strasbourg, Council of Europe.

- Lugoviv, V.I. (ed.) (1992) Development of Teacher Education in Ukraine in 1990-1991. Kiev: Institute of Pedagogy.
- Luhmann, Niklas and Schorr, Klaus Eberhard (1982a) Reflexionsprobleme im Erziehungssystem. Frankfurt am Main.
- Luhmann, Niklas and Schorr, Klaus Eberhard (1982b) Zwischen Technologie und Selbstreferenz. Frankfurt am Main: Suhrkamp.
- Luhmann, Niklas and Schorr, Klaus Eberhard (eds.) (1992) Zwischen Absicht und Person. Fragen an die Pädagogik. Frankfurt am Main: Suhrkamp.
- Lundgren, U.P. (1977) Model Analysis of Pedagogical Processes. Stockholm: Stockholm Institute of Education.
- Lundgren, U.P. (1986) New Challenges for Teachers and Their Education. M/ED-15-HF-41. Strasbourg: Council of Europe.
- Lynch, James (1986) Multicultural Education, Principles and Practice. London.
- Maanen, M. van (1991) The Tact of Teaching. Ontario: The Althouse Press.
- MacAlpine, A. et al. (eds) (1988) New Challenges for Teachers and Teacher Education. A report of the fourth all-European Conference of Directors of Educational Research Institutions, Eger, Hungary, 13-16 October 1986. Amsterdam/Lisse: Swets & Zeitlinger; and Berwyn, Pa: Swets North America.
- Magrath, C.P. and Egbert, R.L. (eds) (1987) Strengthening Teacher Education. London: Jossey-Bass.
- Marklund, S. (1990) Teacher Education Within or Outside Universities? Stockholm: University of Stockholm.
- Martin, Allan, Smart, Lez and Yeomans, David (eds) (1997) Information technology and the teaching of history. International perspectives. Amsterdam: Harwood academic publishers.
- Martin-Bletsas, J. (1989) Initial Training of Foreign Language Teachers. Brussels: EURYDICE.
- Masterman, L. (1990) The Media Literacy Resource Guide. Toronto: Ministry of Education.
- Maurer, M. (1992) Teacher Education in Luxembourg. In: Buchberger, F. (1992a), pp. 194-198.
- Mayor, F. (1992) Teacher Education in an Era of Global Change. In: ICET Teacher Education in an Era of Global Change, Arlington: ICET, pp. 15-19.
- McCabe, J.J.C. (1979) Some Implications of Induction for Initial Teacher Training. In: British Journal of Teacher Education (1979) vol. 4, nr. 2, pp. 157-164.
- McCormick, R. et al. (1987) Technology in Schools. 4 modules. Milton Keynes: Open University.
- McCormick, R. (1993) Design Education and Science Practical Implications. In: Vries, M.J. de, Cross, N. and Grant, D.P. (eds) Design Methodology and Relationships with Science. Dordrecht: Kluwer Academic Publishers, pp. 309-319.
- McDonalds, Sharon (1993) Information Technology: Building Structures in Initial Teacher Training to Develop Effective Practitioners. In: Journal of Computer Assisted Learning (1993), vol. 9, nr. 3, pp. 141-148.
- McDonalds, Sharon (ed.) (2000) Approaches to European historical consciousness. Reflections and provocations. Hamburg: Körber-Stiftung.
- McIntyre, D. and Morrison, A. (1967) The Educational Opinions of Teachers in Training. In: British Journal of Social and Clinical Psychology, 6. pp. 32-37.
- McIntyre, G (1991) Accreditation of teacher education: the story of CATE 1984-1989 . London: Falmer.

McLaughlin, Mark and Sinclair, Yvonne (1998) How secondary history teachers are trained in England. In: Council of Europe (1998) Initial training for history teachers in 13 member states of the Council of Europe. Vienna, Austria, 19 - 22 April 1998, pp. 41-44.

Mehlinger, H. (1981) UNESCO handbook for the teaching of social studies. London: Croom Helm.

Mentzos, Stavros (1976) Interpersonale und institutionalisierte Abwehr. Erweiterte Neuauflage 1988. Frankfurt am Main: Suhrkamp.

Meyer-Bisch, Patrice (1995) Culture of democracy: a challenge for schools. Paris: UNESCO.

Mialaret, G. (1992) Place et rôle de la recherche en éducation dans la formation des enseignants. In: European Journal of Teacher Education, 15, pp. 33-44.

Miller, S. and Taylor, P. (1992) The Teacher Education Curricula in the Member States of the European Community. Brussels. ATEE.

Millman, H. and Darling-Hammond, L. (1990) Second Handbook of Teacher Evaluation. San Francisco: Sage.

Ministerio de Educación y Ciencia (1995) La cooperación entre el Ministerio de Educación y Ciencia y las Universidades para la formación inicial y permanente del profesorado. Madrid: Centros de profesores y recursos.

Ministry of Education (Russia) (1992) The Development of Education. Moscow: National Report from the Russian Federation.

Ministry of Education and Science (Bulgaria) (1992) The Development of Education. Sofia: National Report of the Republic of Bulgaria.

Mirabail, M., Roucolle, A. and Vaniscotte, F. (1987) Recherche en sciences de l'éducation et formation des enseignants. Toulouse: Privat.

Mitter, W. (1992) Current Trends in Educational Research in Europe. In: European Journal of Teacher Education, 15, pp. 53-64.

Mittler, P and Daunt, P. (1995) Teacher education for special needs in Europe. London: Cassel.

Mittrach, Silke (1999) Lehren und Lernen in der virtuellen Universität. Konzepte, Erfahrungen, Evaluation. Aachen: Shaker.

Moerk, H.O. (1992) Teacher Education in Norway. In: Buchberger, F. (1992a), pp. 229-260.

Montero, M.L. and Vez, J.M. (1989) Professional Development of Teacher Trainers: A Case Study. In: European Journal of Teacher Education, 13, 1/2, pp. 25-34.

Montesinos, T. (1990) La Formacion Inicial Del Profesorado Como Base Para La Formacion Permanente. In: Bone, T. and McCall, J. (eds) Teacher Education in Europe: The Challenges Ahead. Glasgow: Jordonhill College of Education.

Moon, B. (1993) Patterns of Control. School Reform in Western Europe. In: Moon, B. (ed.) New Curriculum: National Curriculum. London: Hodder and Stoughton.

Morgenstern de Finkel, S. (1993) Teacher Education in Spain. A Postponed Reform. In: Popkewitz, T. (ed.), pp. 87-121.

Mottier, I. (1989) Opportunities for Women in Technical Teacher Training. In: Klerk Wolters, F. de, Mottier, I., Raat, J.H. and Vries, M.J. de (eds) Teacher Education for School Technology. Contributions PATT-4 conference. Eindhoven: PTH, pp. 366-374.

Mottier, I., Raat, J.H. and Vries, M.J. de (1993) Technology Education and the Environment. Proceedings PATT-6 conference. Eindhoven: PATT-Foundation.

Murray, A. (1991) *Working with Europe: a handbook*. London: Further Education Unit.

National Commission for Excellence in Teacher Education (1985) *A Call for Change in Teacher Education*. Washington DC: American Association of Colleges for Teacher Education.

National Foundation for Educational Research in England and Wales (NFER) (1990) *The Selection of Candidates for Initial Teacher Training in CDCC Countries (final report)*. (CC-TE (89) 26) Strasbourg: Council of Europe: Council for Cultural Cooperation.

Neave, Guy (1987) *Challenges Met: Trends in Teacher Education 1975-1985*. In: *New Challenges for Teachers and Their Education*. CDCC Study Conference of European Ministers of Education (M.Ed.-IT-4). Strasbourg: Council of Europe.

Neave, Guy (1991) *Change and Challenge. The Mobilization of Europe's Teachers*. Noordwijkerhout. Netherlands: Council of Europe.

Neave, Guy (1992) *The Teaching Nation. Prospects for Teachers in the European Community*. Oxford: Pergamon Press.

Nettle, E., Conners, R. and Placing, K. (1990) *Learning to Become a Teacher: Student Teachers' Understanding of Subject Matter*. In: Bezzina, M. and Butcher, J. (eds) *The Changing Face of Professional Education*. Collected papers. Sydney: AARE.

Neumeister, H. (1987) *Les systèmes de formation des enseignants dans des états membres*. Strasbourg-Geneve.

Newble, David and Cannon, Robert (1995) *A handbook for teachers in universities and colleges. A guide to improving teaching methods (3rd edition)*. London: Kogan Page.

Newman, S. (1990) *The Council of Europe and Teacher Education*. Strasbourg: Mimeo.

Novoa, A. (1993) *The Portuguese State and Teacher Education Reform: A Socio-historical Perspective to Changing Patterns of Control*. In: Popkewitz, T. (ed.), pp. 53-85.

OECD (1973) *Recurrent education: a strategy for lifelong learning*. Paris: OECD.

OECD (1989) *Schools and Quality*. Paris: OECD.

OECD (1989) *Education and the Economy in a Changing Society*. Paris: OECD.

OECD (1990) *The Teacher Today: Tasks, Conditions, Policies*. Paris: OECD.

OECD (1991) *Alternatives to Universities*. Paris: OECD.

OECD (1992) *New Technology and its Impact on Educational Buildings*. Paris: OECD.

OECD (1994) *The curriculum redefined: schooling for the 21st century*. Paris: OECD.

OECD (1994) *Die internationalen Bildungsindikatoren der OECD: ein Analyserahmen; ein OECD-CERI-Bericht*. Frankfurt am Main.

OECD (1996) *Lifelong learning for all: Meeting of the Education Committee at ministerial level, 16-17 January 1996*. Paris: OECD.

OECD (1996) *Reviews of national policies for education: France*. Paris: OECD.

OECD (1996) *Education and training: learning and working in a society in flux*. Paris: OECD.

OECD (1998) *Reviews of national policies for education: Russian Federation*. Paris: OECD.

OECD (1998) *Education policy analysis 1998*. Paris: OECD/CERI.

OECD (1999) Classifying Educational Programmes. Manual for ISCED-97 Implementation in OECD Countries. 1999 Edition, Paris: OECD.

OECD (1999) Education policy analysis 1999. Paris: OECD/CERI.

OECD (1999) Overcoming exclusion through adult learning. Paris: OECD/CERI.

OECD (2000) Education at a glance. OECD Indicators 2000 edition. Paris: OECD.

OECD/CERI (1990) The Training of Teachers. Paris.

OECD/CERI (1992) Teacher Quality. OECD/CERI (92) 8.

OECD/CERI (1993) Teacher Quality. Teacher Education and the Quality of Schooling. Working document.

OECD/CERI (1998) Staying ahead: In-service training and teacher professional development. Paris: OECD.

OECD/CERI (1998) Making the curriculum work. Paris: OECD.

Oexle, Otto Gerhard and Rüsen, Jörn (eds) (1996) Historismus in den Kulturwissenschaften. Geschichtskonzepte, historische Einschätzungen, Grundlagenprobleme. Köln, Wien, Wien: Böhlau Verlag.

Ooms, C. (1991) Dropout of Beginning Teachers. In: Voorbach, J.T. Vonk, J.H.C. and Prick, L.G.M. Teacher Education 7: Research and Developments on Teacher Education in the Netherlands. Amsterdam/Lisse: Swets & Zeitlinger.

Parramore, Barbara M. (1986) The Impact of Deregulation on the Partnership in Teacher Certification. In: Action in Teacher Education (1986) vol. 8, nr. 2, pp. 7-12.

Pascal, C. (1991) Comparative directory of initial training for early years teachers. Worcester: ATEE.

Pascal, C., Bertram, T. and Heaslip, P. (1991) Comparative Directory of Initial Training for Early Years Teachers. Worcester: ATEE.

Peck, B. (1993) Konzeptionen der Lehrerbildung und Weiterbildung im Hinblick auf die europäische Integration. In: Schleicher, K., pp. 152-172.

Pellens, Karl, Quandt, Siegfried, Süßmuth Hans (eds.) (1994) Historical Culture – Historical Communication. International Bibliography. Schriftenreihe des Georg-Eckert-Instituts, vol. 83, Frankfurt/Main: Diesterweg

Penfold, J. (1988) Craft, Design and Technology: Past, Present and Future. Trentham Books.

Perrin-Naffakh, A.M. (1993) Teacher Training in France. In: Karagoezoglu, G. (ed.), pp. 46-49.

Peters, R.L., Verhoeven, H. and Vries, M.J. de (1989) Teacher Training for School Technology at the Dutch Pedagogical Technical College. In: Klerk Wolters, F. de, Mottier, I., Raat, J.H. and Vries, M.J. de (eds) Teacher Education for School Technology. Contributions PATT-4 conference. Eindhoven: PTH, pp. 238-242.

Petracek, Svatopluk (ed.) (1982) Unity of the Initial and In-Service Training of Teachers. Further Education of Teachers. Collection of Papers, Reports and Reviews, vol. 3.

Phillips, D. (1992) Lessons of cross-national comparison in education. Wallingford: Triangle Books.

Phillips, D. (1996) Aspects of education and the European Union. Wallington: Triangle Books.

Pingel, Falk (1999) Project on Learning and Teaching about the History of Europe in the 20th Century. Extended study. The ways in which the History of Europe in the 20th Century is presented in textbooks for secondary schools.

Pivavarov, V. (1990) Teacher Education in the Soviet Union. Processes and Problems in the Context of Perestroika. In: Gumbert, E. (ed.) *Fit to Teach: Teacher Education in International Perspective*. Atlanta: Georgia State University, pp. 87-104.

Plate, N. (1992) Teacher Education in the Netherlands. In: Buchberger, F. (1992a), pp. 199-228.

Popkewitz, T. (ed.) (1993a) *Changing Patterns of Power. Social Regulation and Teacher Education Reform*. New York: SUNY.

Popkewitz, T. (1993b) U.S. Teacher Education Reforms: Regulatory Practices of the State, University and Research. In: Popkewitz, T. (ed.), pp. 263-301.

Popkewitz, T. and Pereyra, M. (1993) An Eight Country Study of Reform Practices in Teacher Education: An Outline of the Problematic. In: Popkewitz, T. (ed.), pp. 1-51.

Portele, Gerhard (ed.) (1995) *Hochschule und lebendiges Lernen. Beispiele für themenzentrierte Interaktion*. Weinheim: Dt. Studien-Verlag

Portmann, P.A. (1993) Barriers to Change in Teacher Education. In: *Action in Teacher Education*, 15, 1, pp. 14-21.

Poster, C. and D. (1991) *Teacher appraisal: a guide to training*. London: Routledge.

Postlethwaite, N. (1988) *The International Encyclopaedia of Comparative Education and National Systems of Education*. Oxford: Pergamon.

Preis, Wolfgang (1998) *Vom Projektstudium zum Projektmanagement. Ein Werkzeugkasten für Theorie und Praxis*. Freiburg im Breisgau: Lambertus.

Prochazkova, H. (1986) *Information and the teacher*. Prague: Charles University.

Prochazkova, H. (1988) *Professional development of educational personnel: international views and experience*. Prague: Charles University.

Prosser, Michael and Trigwell, Keith (1999) *Understanding learning and teaching. The experience in higher education*. Buckingham: SRHE & Open University Press.

Quaratararo, A.T. (1995) *Women teachers and popular education in nineteenth-century France: social values and corporate identity at the normal school institution*. Newark: University of Delaware Press.

Радева М. Методическото наследство в обучението по история - бремене или опора в нормализацията на обучението. - История, 1992, №2 // Radeva M. (1992) Our methodological heritage in the teaching of History - a burden or a support in the normalization of the teaching. In: *History*, 1992, nr. 2.

Ramsden, P. (1992) *Learning to teach in higher education*. London: Routledge.

Ratsoy, E. (1987) *Evaluation of the initiation to teaching project final report*. Alberta: s.n.

Raudsepp, Anu (1998) The organisation of initial training for history teachers in Estonia. In: Council of Europe (1998) *Initial training for history teachers in 13 member states of the Council of Europe*. Vienna, Austria, 19 - 22 April 1998, pp. 23-25.

Recherche et formation (1993). *Quelle formation commune pour les enseignants ?* (nr. 13, 1993).

Reid, David and Jones, Lynn (1997) Partnership in Teacher Training: Mentors' Constructs of Their Role. In: *Educational Studies* (1997) vol. 23, nr. 2, pp. 236-276.

Rey, Micheline (1986) *Training Teachers in Intercultural Education?* Strasbourg: Council of Europe: Council for Cultural Cooperation.

Reynolds, M. (ed.) (1989) *Knowledge Base for the Beginning Teacher*. Oxford: Pergamon.

- Roeder, M. (1990) On Coping with Individual Differences in the Classroom. Berlin: Max Planck Institut.
- Rowley, J., Lujan, D.H. and Dolence, M.G. (1998) Strategic choices for the academy - How demand for lifelong learning will create higher education. San Francisco: Jossey-Bass Publishers.
- Rudduck, Jean (1989) Critical Thinking and Practitioner Research: Have they a Place in Initial Teacher Training?
- Rüsen, Jörn (1994) Historisches Lernen. Grundlagen und Paradigmen. Köln, Weimar, Wien: Böhlau Verlag.
- Salmon, A.(1981) The evaluation of in-service education and training of teachers: a report. Lisse: Swets and Zeitlinger.
- Samodaev, V. (1993) The System of Teacher Training in the Russian Federation. In: Karagoezoglu, G. (1993), pp. 11-115.
- Saer, J. (1995) Developing schools for democracy in Europe: an example of trans-European co-operation in education. Wallingford: Triangle Books.
- Savova, Julieta (1996) Education and Teachers in Central and Eastern European Countries: 1991-1995. Reference paper prepared for the European Consultation on the theme of the 45th session of the International Conference on Education: "Strengthening of the role of the teachers in a changing world". Warsaw, Poland, 25-27 April 1996. IBE-Unesco.
- Savova, Julieta (1997) The Secretary General's New Initiative. (seminar report) Seminar on The Initial and in-service training of history teachers in European countries in democratic transition. Lviv, Ukraine, 12 - 14 June 1997. Strasbourg: Council of Europe.
- Savova, Julieta (1998a) Appraisal challenges for History Teachers in a Time of Economic Constraints: Do we need to appraise teachers and why? (Keynote paper). Nijni Novogorod seminar, Russian Federation. Strasbourg.
- Savova, Julieta (1998b) Initial training for history teachers in 13 member states of the Council of Europe, a comparative study (seminar report). Vienna, Austria, 19-22 April 1998. Strasbourg: Council of Europe.
- Savova, Julieta (1999) The initial and in-service training of history teachers in the Russian Federation and their evaluation (seminar report). Nijni Novgorod, Russian Federation, 15-17 April 1999. Strasbourg: Council of Europe.
- Schaeper, Hildegard (1997) Lehrkulturen, Lehrhabitus und die Struktur der Universität. Eine empirische Untersuchung fach- und geschlechtsspezifischer Lehrkulturen. Weinheim: Dt. Studien-Verlag.
- Schleicher, Klaus (1993) Zukunft der Bildung in Europa. Nationale Vielfalt und europäische Einheit. Darmstadt: Wissenschaftliche Buchgesellschaft.
- Schleicher, Klaus and Bos Wilfried (eds) (1994) Realisierung der Bildung in Europa. Europäisches Bewusstsein trotz kultureller Identität? Darmstadt: Wissenschaftliche Buchgesellschaft.
- Schmidinger, E. (1993) The Mobility of Student Teachers during their Practice Periods in Preservice Teacher Training in the Twelve Member States of EEC and other European Countries. Brussels: ATEE.
- Schön, D.A. (1987) Educating the Reflective Practitioner. Towards A New Design for Teaching and Learning in the Professions. London: Jossey-Bass.
- Schratz, Michael and Steiner-Löffler, Ulrike (1998) Die Lernende Schule. Arbeitsbuch pädagogische Schulentwicklung, Weinheim u. Basel: Beltz
- Schratz, Michael and Walker, Rob (1995) Research as social change. New opportunities for qualitative research, London: Routledge
- Schratz, Michael, Iby, Manfred and Radnitzky, Edwin (2000) Qualitätsentwicklung. Verfahren, Methoden, Instrumente, Weinheim u. Basel: Beltz

- Schriewer, J. and Holmes, B. (eds) (1992) *Theories and Methods in Comparative Education*. Frankfurt: Lang.
- Schwarz, Gerhard, Heintel, Peter, Weyrer, Mathias and Stattler, Helga (eds) (1993) *Gruppendynamik. Geschichte und Zukunft*. Wien: WUV-Univ.-Verlag.
- Selvini-Palazzoli, Mara et al. (1976) *Der entzauberte Magier. Zur paradoxen Situation des Schulpsychologen*. Stuttgart: Klett-Cotta.
- Seidel, Stefan (1997) *The Museum as a resource in history teaching (seminar report)* European Teachers seminar. Stockholm, Sweden, 9-13 March 1997. Strasbourg: Council of Europe.
- Sekretariat der ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (1992) *Bestandsaufnahme zur Lehrerbildung in den Mitgliedsstaaten der Europäischen Gemeinschaft*. Bonn.
- Senge, Peter (1990) *The Art & Practice of the Learning Organisation*. New York: Currency Doubleday, pp. 181-204.
- Sergiovanni, T.J. and Starratt, R.J. (1993) *Supervision: A Redefinition* (5th edition). New York: McGraw Hill.
- Shennan, Margaret (1991) *Teaching about Europe*. London: Cassell Educational.
- Shevyrev, Alexander (2000), *History textbooks in contemporary Russia: A new generation*. In: *Beiträge zur historischen Sozialkunde* (2000) Special Issue: The development of history and history teaching in the Russian Federation. Wien: Verein für Geschichte und Sozialkunde, pp. 56-59.
- Shimahara, N.K. and Holowinsky, I.Z. (1995) *Teacher education in industrialized nations: issues in changing social contexts*. New York: Garland.
- Шопов Ъ. Методика на обучението по история. С., 1978 /II издание - Благоевград, 1996/ // Shopov J. (1978) *Methodology of History teaching*. (Second edition – Blagoevgrad: 1996) Sofia.
- Shulman, L.S. (1987) *Knowledge and Teaching: Foundations of the New Reform*. In: *Harvard Educational Review*, 57, pp. 1-22.
- Skilbeck, M. (1992) *The Role of Research in Teacher Education*. In: *European Journal of Teacher Education*, 15, pp. 23-32.
- Skovgaard Nielsen, Henrik (1996) *The role of history in the formation of national identity (Report of: European teachers seminar)*. York, United Kingdom, 18-24 September 1995. Strasbourg: Council of Europe.
- Slater, John (1995) *Teaching History in the New Europe*. Strasbourg: Council of Europe.
- Smith, Douglas James (1997) *Reforming UK Initial Teacher Training: Roles and Frames for Analysing Teaching*. In: *Alberta Journal of Educational Research* (1997) vol. 43, nr. 4, pp. 258-260.
- Smith, J. (1992) *The European Teaching Force: Conditions, Mobility and Qualifications*. In: *European Journal of Teacher Education*, 16, 2, pp. 137-146.
- Sniekers Jan (1991) *De stand van zaken in het onderwijs in geschiedenis en staatsinrichting in Nederland*. Enschede.
- Solity, J. and Raybould, E. (1988) *A Teacher's Guide to Special Needs*. Milton Keynes: Open University Press.
- Squirrel, G. et al. (1990) *Acquiring knowledge in initial teacher education: reading, writing, practice and the PGCE course*. Wetherby: British Library.
- Stefanov, C. (1992) *Teacher Education in Bulgaria*. In: Buchberger, F. (1992a), pp. 418-423.
- Steffens, H. (1992) *Re-training Teachers for the New Technology Programmes in Ireland*. In: *International Journal of Technology and Design Education*, 2, 2.

Stoddart, T. and Floden, R. (1990) Traditional and Alternative Forms of Teacher Certification. Paper, AERA-conference. Boston.

Stradling, Robert (1996) Mutual understanding and teaching of European history: challenges, problems and approaches (seminar report). Prague, Czech Republic, 24-28 October 1995. Strasbourg: Council of Europe. CC-ED/HIST (95) 16.

Stradling, Robert, The preparation and publication of new history textbooks for schools in European countries in democratic transition. Warsaw, Poland, 14-16 November 1996. (EUROCLIO). Strasbourg: Council of Europe.

Stradling, Robert (2001) Teaching 20th-century European history. Strasbourg: Council of Europe Publishing.

Stratham, Anne, Richardson, Laurel and Cook, Judith A. (1991) Gender and university teaching. A negotiated difference. Albany: State University of New York Press.

Strotzka, Heinz (1983) Zur Praxis des Geschichtsunterrichts. Analysen, Materialien und Beispiele. Wien: Österreichischer Bundesverlag.

Strotzka, Heinz and Windischbauer, Elfriede (1999) Offenes Lernen im Geschichtsunterricht für die Sekundarstufe I. Wien: öbv & htp.

Subdirección General de Formación del Profesorado (1998) Formación permanente del profesorado. Curso 1998-1999: programa de actuación. Madrid: Ministerio de Educación y cultura, Secretaría General de Educación y Formación Profesional.

Sutherland, A. and Sloan V. (1990) The organisation of teacher secondments. Belfast: Northern Ireland Council for Educational Research.

Sutherland, M.B. (1990) Teacher Education in Northern Ireland. In: Thomas, J.B. (ed.), pp. 106-124.

Szymanski, M. and Piwowarski, R. (eds) (1992) The Development of Education in Poland in 1990-1991. Warsaw: ATEE.

Tardif, Jacques (1999) The challenges of the information and communication technologies facing history teaching. General report of the Symposium, 25 - 27 March 1999, Andorra la Vella. Strasbourg: Council of Europe.

Taylor, W. (1978) Research and reform in teacher education. Windsor. NFER.

Taylor, W. (1990) The Institutional Context. Continuity and Change. In: Bone, T. and McCall, J. (eds) Teacher Education in Europe: The Challenges Ahead. Glasgow: Jordanhill College of Education.

Teacher Training Agency (1997a) Revised Requirements for all Courses of Initial Teacher Training. United Kingdom.

Teacher Training Agency (1997b) Standards for the Award of Qualified Teacher Status. United Kingdom.

Teichler, U. (1988) Changing Patterns of the Higher Education System: The Experience of Three Decades. London: Jessica Kingsley.

Teichler, U. (1993) Structures of Higher Education Systems in Europe. In: Gellert, C. (ed.), pp. 23-36.

Terral, Hervé (1997) Profession professeur. Paris.

Teschner, W.P. (1983) In-service teacher training models, methods and criteria of its evaluation. Lisse: Swets and Zeitlinger.

Thomas, J.B. (ed.) (1990) British Universities and Teacher Education: A Century of Change. London: Falmer Press.

Tisher, R.P. (1984) Teacher Induction. An International Perspective on Provisions and Research. In: Katz, L.G. and Rath, J.D. *Advances in Teacher Education*, 1. New Jersey: Ablex.

Tisher, R.P. and Wideen, M.F. (eds) (1990) *Research in Teacher Education: International Perspectives*. London: Falmer Press.

Tomlinson, J. (1993) *The control of education*. London: Cassell.

Townshend, John (1994) Developments in School-Based Initial Teacher Training. In: *European Journal of Teacher Education* (1994), vol. 17., nr. 1-2, pp. 49-51.

Turney, C. and Wright, C. (1990) *Where the Buck Stops. The Teacher Educators*. Sydney: Sydmac Academic Press.

Tzepoglu, S. and Moutzouri-Manoussou, I. (1992) Teacher Education in Greece. In: Buchberger, F. (1992a), pp. 147-155.

Universidad de Deusto (1996) *Evaluación de experiencias y tendencias en la formación del profesorado*. Bilbao: ICE.

Universidad de Las Palmas de Gran Canaria. Departamento de Educación (1998) *Congreso Nacional sobre la Formación del Profesorado: Evaluación y Calidad*. Las Palmas de Gran Canaria: Servicio de Publicaciones.

Valchev, R. (1993). Initial and In-Service Training in Bulgaria. In: Karagoezoglu, G. (ed.), pp. 26-30.

Valente, M.O. (1992) Teacher Education in Portugal. In: Buchberger, F. (1992a), pp. 260-274.

Vandenberg, R. (1988) School Improvement. A European Perspective. In: Parkay, F. (ed.) *Improving Schools for the 21st Century: Implications for Research and Development*. Gainesville, Florida: University of Florida.

Van der Leeuw-Roord, Joke (1994) O papel da história e da política no currículo da escola secundária holandesa. In: *O Estudo da História, Boletim no 12-5, 1990-1993 (Vol II)*, pp. 767-785. Lisbon.

Van der Leeuw-Roord, Joke (1997) The Initial and in-service training of history teachers from the point of view of The European Standing Conference of History Teachers' Association /EUROCLIO/ In: *The Initial and in-service training of history teachers in European countries in democratic transition. Seminar in Lviv, Ukraine, 12-14 June 1997*. Strasbourg: Council of Europe.

Van der Leeuw-Roord, Joke (ed.) (1998) *The State of History Education in Europe. Challenges and Implications of the "Youth and History"-Survey*. Hamburg: Körber-Stiftung.

Van der Leeuw-Roord, Joke (1998) New challenges and new concepts in the initial training of history teachers in the Netherlands. In: Council of Europe (1998) *Initial training for history teachers in 13 member states of the Council of Europe*. Vienna, Austria, 19 - 22 April 1998, pp. 53-56.

Van Dijk, H. and Beernaert, Y. (1993) Promoting the European Dimension in Teacher Education - a Bottom-up Approach. In: Beernaert, Y. et al.

Vaniscotte, Francine (1989) *70 Million Pupils. L'Europe de l'éducation*. Hatier, France.

Vaniscotte, Francine (1989) La Formazione del Futuro Insegnante. In: *Innovation in Primary Education*. Publications de l'IRSAE de Florence, pp. 62-73.

Vaniscotte, Francine (1992) Teacher Education and the Europe of Tomorrow. In: Buchberger, F. (1992a), pp. XIII-XX.

van Vught, F. and Westerheijden, D. (1993) *Quality Management and Quality Assurance in European Higher Education*. Commission of the European Communities, Brussels.

- Verbruggen-Aelterman, A. (1990) The Relation between Supervision and Learning to Reflect in the Post Initial Training of Teachers in Upper Secondary and Higher Education. In: Bone, T. and McCall, J. (eds) *Teacher Education in Europe: The Challenges Ahead*. Glasgow: Jordanhill College of Education.
- Verma, G.K. (1993) *Inequality and teacher education: an international perspective*. London: Falmer.
- Vonk, J.H.C. (1982) *Opleiding en Praktijk*. Amsterdam (VU-Uitgeverij) (diss) (Abbreviated version in English: Vonk, J.H.C. (1984a) *Teacher Education and Teacher Practice*. Amsterdam: Free University Press.
- Vonk, J.H.C. (1983) Problems of Beginning Teachers. In: *European Journal of Teacher Education*, 6, 2, pp. 133-150.
- Vonk, J.H.C. (1985) *Leraar worden, ga er maar aanstaan*. Amsterdam: VU-Uitgeverij.
- Vonk, J. and Vreede, E. de (1986) In-service education and training of teachers. Contributions to the 10th ATEE Congress. Brussels: ATEE.
- Vonk, J.H.C. and Schras, G.A. (1987) From Beginning to Experienced Teacher: A Study of Professional Development of Teachers During Their First Four Years of Service. In: *European Journal of Teacher Education*, 10, 1, pp. 95-110.
- Vonk, J.H.C. (1989) *Beginnend leraarschap*. Amsterdam: VU-Uitgeverij.
- Vonk, J.H.C. (ed.) (1992a) *New Prospects for Teacher Education in Europe*. Amsterdam-Brussels: ATEE.
- Vonk, J.H.C. (1992b) *Begeleiding van beginnende docenten*. Amsterdam: VU-Uitgeverij.
- Voorbach, J.H. (1992) Some Trends in Teacher Education in Europe. Paper to the 12th International Seminar on Teacher Education, Armidale, New South Wales, Australia, May 1992.
- Vries, M.J. de (1993) Technology Education in Western Europe. In: Layton, D. (ed.) *Innovations in Science and Technology Education*, 4. Paris: UNESCO.
- Vries, M.J. de (1993) Green Design in Technology Education. In: Mottier, I., Raat, J.H. and Vries, M.J. de (eds) *Technology Education and the Environment*. Contributions PATT-6 conference. Eindhoven: PATT-Foundation.
- Wagner, A. (1991) Educating Teachers. In: *OECD-Observer*, 169, pp. 17-19.
- Wagner, A. (1994) The Economics of Teacher Education. In: Husen, T. and Postlethwaite, N. (eds) *International Encyclopaedia of Education*. Oxford: Pergamon.
- Walthert, K. et al. (1989) *L'enseignant et l'enseignante vus par 750 parents*. Berne: Direction de l'Instruction Publique du Canton de Berne (Summary in: EUDISED R. and D. Bulletin No. 38, p. 15).
- Wang, M.C, Reynolds, M.C. and Walberg, H.J. (1995) *Handbook of special and remedial education: research and practice*. Oxford: Elsevier Science.
- Weiss, Janet A. (1989) Theories of Control in Organization. Lessons for Schools. Conference on Choice and Control in American Education. University of Wisconsin at Madison.
- Werne, A. (1992) *New information technology in education*. Luxembourg. Luxembourg: OOPEC.
- Whitehead, D. (1992) Teacher Trainers' Perceptions of Technology. In: Blandow, D. and Dyrenfurth, M. (eds) *Technological Literacy, Competence and Innovation in Human Resource Development*. Weimar: Blandow/Dyrenfurth, pp. 201-205.

Whitehead, Joan (1996) The Reform of Initial Teacher Training: The Fragility of the New School-Based Approach and Questions of Quality. In: Research Papers in Education: Policy and Practice (1996) vol. 11, nr. 3, pp. 307-321.

Whitty, Geoff (1997) Teacher Education in England and Wales: Some Findings from the Mote Project.

Wilkin, M. (ed.) (1992) Mentoring in Schools. London: Kogan Page.

Willke, Helmut (1993) Systemtheorie: Eine Einführung in die Grundprobleme der Theorie sozialer Systeme. Stuttgart: UTB.

Willke, Helmut (1994) Systemtheorie II: Interventionstheorie. Stuttgart: UTB.

Willke, Helmut (1995) Systemtheorie III: Steuerungstheorie. Stuttgart: UTB.

Wilson, G.M. (1991) Selection and Induction of Teaching Staff in Teacher Education Institutions. In: Bone, T.R. and McCall, J. (eds) Teacher Education in Europe. Proceedings of a Conference in Jordanhill College of Education, Scotland, September 1990.

Wilson, J.D. (1988) Appraising Teacher Quality. Sevenoaks: Hodder and Stoughton.

Wilson, J.D. (1989) The Role of Appraisal in the Professional Development of Teachers: Some Issues. Strasbourg: Council of Europe: Council for Cultural Cooperation. CC-TE (89) 1.

Wilson, J.D. (1989) The Selection and Professional Development of Trainers for Initial Teacher Training: Some Issues. Strasbourg: Council of Europe: Council for Cultural Cooperation. CC-TE (89) 16.

Wilson, J.D. (1990) The Role of Appraisal in the Professional Development of Teachers. European Trend Report. Strasbourg: Council of Europe: Council for Cultural Cooperation. CC-TE (90) 33.

Wilson, J.D. (ed.) (1990) The Selection and Induction of Staff for Initial Teacher Training. Special Issue European Journal of Teacher Education, 13, 1/2.

Wilson, J.D., Thomson, G.O.B., Millward, R.W. and Keenan, T. (eds) (1989) Assessment for Teacher Development. London: Falmer Press.

Wilson, M. (ed.) (1991) Girls and Young Women in Education: A European Perspective. Oxford: Pergamon.

Winter, R. (1989) Learning from Experience. Principles and Practice in Action-Research. London: Falmer Press.

World Confederation of Organisations of the Teaching Profession (1989) Report on Appraisal of Teaching: Joint Seminar WCOTP - Council of Europe Strasbourg, mimeo.

Wragg, E.C. (1981) Class Management and Control. London: Macmillan.

Wragg, E.C. (1989) Classroom Teaching Skills. London: Routledge.

Wragg, E.C. (1990) Training Teachers for Teaching to a Wide Range of Abilities, Interests and Backgrounds in the Classroom. Strasbourg: Council of Europe: Council for Cultural Cooperation. CC-TE (90) 45.

Wright, Bruce and Dillon, Patrick (1990) Some Applications of Interactive Video in Initial Teacher Training. In: Educational and Training Technology International (1990) vol. 27, nr. 1, pp. 43-50.

Wubbeis, T. (1992) Teacher Education and the Universities in The Netherlands. In: European Journal of Teacher Education, 15, pp. 157-172.

Xhemali, Fatmiroshe (1998) The situation of initial training for history teachers in Albania. In: Council of Europe (1998) Initial training for history teachers in 13 member states of the Council of Europe. Vienna, Austria, 19 - 22 April 1998, pp. 45-50.

Youth and History (1997) The Comparative European Survey on Historical and Political Attitudes among Adolescents. Hamburg, Germany.

Zay, D. (1992) Teacher Education in France. In: Buchberger, F. (1992a), pp. 99-117.

Zeichner, K.M. and Gore, J.M. (1990) Teacher Socialization. In: Houston, W.R (ed.) Handbook of Research on Teacher Education. New York: Macmillan, pp. 329-349.

Zeitschrift für Hochschuldidaktik. Beiträge zu Studium, Wissenschaft und Beruf. Österreichische Gesellschaft für Hochschuldidaktik (ed.) (1975ff) Wien.

Zito, Jon (1994) Sociologist's training manual for historians. Lanham, New York, London: University Press of America