

ESTONIA

with the contribution of Anu Raudsepp, Mare Oja

I. The education system

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

Principles and general objectives of education

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

B. Statistical data

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

Pupils¹

Pupils in	Male	Female	Total
Lower secondary general education			165 486
Upper secondary general education			34 992
Upper secondary vocational education			28 095

Students²

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)			58 041

• New students in 2002/03

Institution/ ISCED	Male	Female	Total
3			5 098

• Students graduating in 2002/03 per institution⁴

Institution/ ISCED	Male	Female	Total
University of Tartu			1 767

Number of trainee teachers

	Male	Female	Total
University of Tartu			235

• Trainee teachers per institution

	Male	Female	Total
University of Tartu			235

¹ Year 2002/2003. Source: www.hm.ee. <http://www.innove.ee/ee/?p=2&op=page&pID=48>. Both retrieved 28 March 2006.

² Source: www.eurydice.org/Eurybase/frameset_eurybase.html. Retrieved 28 March 2006.

³ Data about the total number of students who started their studies in the academic year 2002/2003
Source: www.eurydice.org/Eurybase/frameset_eurybase.html. Retrieved 28 March 2006.

⁴ Source: Tartu Ülikooli aastaaruanne 2003. Tartu, 2004.

- Trainee teachers graduating in 2002/03 per institution

	Male	Female	Total
Universities			144

- New history students in 2002/03

	Male	Female	Total
Universities			102

- History students graduating in 2002/03 per institution

	Male	Female	Total
Universities			54

- New trainee history teachers in 2002/03 per institution

Institution/ ISCED	Male	Female	Total
Universities			8

- Trainee history teachers graduating in 2002/03 per institution

Institution/ ISCED	Male	Female	Total
Universities			5

Teacher trainers in general and history teacher trainers

- Number of teacher trainers

We have no exact data about teacher trainers. Teacher trainers often teach different subjects, not only pedagogical ones. We also have no official data about the number of advisory teachers.

- Number of history teacher trainers

It is not possible to give exact data because history teacher training at the University of Tartu is mainly subject training (4 years), where the number of trainers varies according to the students' individual programmes. Teachers of didactics: University of Tartu two trainers (both women); in general pedagogical training there are five trainers (one man, four women).

Teachers in general and history teachers⁵

School level	Number of teachers	Number of history teachers
Primary		
Lower secondary		
Upper secondary general		
Upper secondary vocational	2 856	117

- Number of teachers in school⁶

School level	Male	Female
All levels	2 657	15 621
Vocational schools	391	1280

- Number of history teachers in school

In vocational schools there are 117 history and civics teachers. In general education the number is 1 597.

⁵ Note: Number of teachers is (all levels of school) in Estonia 18 278, of whom 1 597 are history teachers. Source: <http://www.innove.ee/ee/files/Y1d00.xls>. Retrieved 28 March 2006.

⁶ Source: <http://www.innove.ee/ee/files/Y1d00.xls> , <http://www.innove.ee/ee/files/Kutse00.xls>. Both retrieved 28 March 2006.

Financing

The annual expenditure per history student by universities is €887⁷. The costs of a history student are lower than the average annual cost of a student.,

The exact annual cost of a trainee history teacher in is €1 208. The costs of a trainee history teacher are the same as the average annual cost of a trainee teacher.,

*Feminisation*⁸

No data available.

II. Initial training

A. Training institutions

Institutions involved in ITT

Institution	For which school level
University of Tartu	ISCED 2, 3
Tallinn Pedagogical University	ISCED 2, 3

*Main purposes of institutions*⁹

Institution	Purpose
University of Tartu	International centre of research in science, teacher training
Tallinn Pedagogical University	Teacher training teachers, international science centre

Faculties in charge of ITT

Institution	Faculties
University of Tartu	Faculty of Theology, Faculty of Philosophy, Faculty of Physics and Chemistry, Faculty of Education, Faculty of Mathematics, Faculty of Physical Culture
Tallinn Pedagogical University	Faculty of Philology, Faculty of Education, Faculty of Physical Culture, Faculty of Mathematics - Natural Science, Faculty of Culture, Faculty of Social Sciences

TT institutions are required to meet legal standards set by
The state (government).

Number of training institutions

providing a training programme for initial teacher training (general)

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities	1 (0)		
Pedagogical universities	1 (0)		

⁷ Source: Vabariigi Valitsuse määrus 13. aug. 2002. nr 256 "Riikliku koolitustellimuse alusel moodustatud õppekoha baasmaksumus 2002".

⁸ We have no official data about the number of female students.

⁹ Source: Tartu Ülikooli arengukava 2008: <http://www.ut.ee>, Tallinna Pedagoogikaülikooli arengukava aastateks 2001-2005: <http://www.tpu.ee>. Retrieved 28 March 2006.

providing a training programme for initial training of history teachers¹⁰

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
University of Tartu			1
Tallinn Pedagogical University			1

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

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

History teaching is studied (and taught) at¹¹:

- University of Tartu
- Tallinn Pedagogical University

The structure of ITT is:

Consecutive

Length of studies/training

- Form of graduation and allocation of years for ITT of history teachers
 - Form of graduation and allocation of years for teaching EDC / civic education in secondary general schools
- The same as trainee history teachers with the same curriculum as for history teaching and

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
University of Tartu	Examination	written		BA, teacher of	Yes, compulsory but students can choose whether they write it	One year
<p>¹⁰ The main institution for training history teachers is the University of Tartu for Tallinn Pedagogical University will start to train the history teachers for ISCE 2-3 according to the new curriculum (2003). The initial history teacher training curriculum is in preparation. The following data refers mainly to the University of Tartu.</p>						

¹¹ The following data refer to the University of Tartu, which is the only institution in Estonia with an ITT programme for history teachers for ISCE 2 as well as for ISCE 3. In Tallinn Pedagogical University there is also an ITT programme for history teachers for ISCE 2. According to the new curriculum (2003) ITT for ISCE 3 history teachers is also to be started. The ITT curriculum for history teachers at Tallinn Pedagogical University is not available for the questionnaire. Source: Curriculum of training history and civics teachers of University of Tartu; Curriculum of training history and civics teachers of Tallinn Pedagogical University: www.ut.ee; www.tpu.ee. Both retrieved 28 March 2006.

¹⁴ There has been a new curriculum for history and civics teachers since 2002 (3 years general subject studies, BA + 2 year subject studies, didactic/pedagogical studies leading to MA, teacher of history and civics). The first students according to the new curriculum started general subject studies (BA) in 2002. They will start ITT for history teachers (MA) in 2005.

¹⁵ In 2003/2003 the admission was on completion of studies, but according to the new government requirements postgraduate ITT students will have to study and work for one professional year in schools. It will come into force in 2004/2005. The structure and content of postgraduate training is still under discussion.

Source: Vabariigi Valitsuse 22 November 2000.a. määrus nr 381 (RT I 2000, 87, 575) kehtestatud "Õpetajate koolituse raamnõuded"- <http://www.riigiteataja.ee> Õpetajakoolituse riiklik arengukava aastateks 2003-2010-<http://www.innove.ee>. Retrieved 28 March 2006.

additional courses in civics and methodology of civics.

Standards for ITT

- Professional profile

There is a professional profile for history teachers in Estonia¹⁶. The professional profile is important for the implementation and planning of curricula, educational programmes and practical work.

The general professional profile of teachers

Professional profile of subject and didactics (shortened)

Teachers should have the ability to form a secure environment for studies and to develop curricula, to help to form a good work relationship between teachers and pupils, the ability to integrate subjects, to cooperate with other teachers, the ability to guide the training and education of a heterogeneous group and to give advice to pupils and their families, knowledge of the problems of a multicultural study environment, and knowledge of ways of solving these problems, the ability to communicate and express oneself, ability in Estonian and foreign languages; the ability to use modern communication and information technology, willingness to work in a team and to develop professionally.

- Certification system (qualified teacher status)

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

- General guidelines for the conception of ITT

General guidelines for the conception of ITT come from the state government¹⁷.

- Coordination of curricula

Curricula of different institutions are coordinated. Curricula of the same institutions are also coordinated¹⁸.

Training at universities

- Curriculum

The current curriculum dates from 2000 (year of implementation) and will be replaced by a new curriculum in 2005 (year of replacement).

- The aims of IT for history teachers¹⁹

1) To educate and train students in areas of academic competence and provide them with:

¹⁶ Source: Vabariigi Valitsuse määrus 22.11. 2000 (redaktsioon 01.01.2003) nr 381 “Õpetajate koolituse raamnõuded”- <http://www.riigiteataja.ee>. Retrieved 28 March 2006.

¹⁷ Source: Vabariigi Valitsuse määrus 22.11. 2000 (redaktsioon 01.01.2003) nr 381 “Õpetajate koolituse raamnõuded”.- <http://www.riigiteataja.ee> , Õpetajakoolituse riiklik arengukava 2003 – 2010 – <http://www.innove.ee>. Retrieved 28 March 2006.

¹⁸ Source: Õpetajakoolituse riiklik arengukava 2003 – 2010 - <http://www.innove.ee>. Retrieved 28 March 2006.

¹⁹ There are no special aims of initial training for history teachers laid down in the curriculum of the university. According to the statute of curriculum of University of Tartu the ITT curriculum are based on state ITT requirements.

History lecturers determine the aims of initial training for history didactics according to the special requirements for history teachers and state requirements for teachers.

a good knowledge of general history, contemporary history, Estonian history, the ability to communicate well in foreign languages; the ability to identify and utilise appropriate sources of information (bibliography, documents etc) for research projects, the ability to understand the multi-perspectivity of history, the ability to organise historical research projects, an awareness of the issues and themes of present day historical debate, a critical awareness of the relationship between current events and processes and the past.

2) To train history teachers in history didactics in theory and school practice, and provide them with:

the ability to use computer and Internet resources and techniques elaborating historical or related data (using statistical, cartographic methods, etc.), the ability to train the subject of history according to multicultural and multi-perspective aspects, knowledge of the main documents of ITT, the ability to use the acquired knowledge and skills in practice

3) To train history teachers in areas of general pedagogical and psychological competence, and provide them with:

an awareness of and respect for points of view deriving from other national or cultural backgrounds, the ability to guide training and education in this in a heterogeneous group, the ability to use suitable methods for teaching and assessing pupils of different levels and needs, the ability to train and educate the pupils according the democratic and human attitudes

- The content of initial training for history teachers

One year, (40 credit points)²⁰:

History didactics (12 CP): methods of teaching history, civics and methodology of civics, history of history teaching, using computers in history lessons, selected courses

Pedagogic, psychology and language (12 CP): educational theory and pedagogical psychology, general didactics, educational theory, selected courses (multicultural education or ethics from educational point of view or teaching study skills or social work in school), Estonian orthography and composition

Pedagogical training (10 CP)

Final paper (6 CP)

- The ratio of coursework in history teacher training²¹

Institution/ ISCED	History courses	General pedagogic/ didactics courses	Subject didactics courses	Practical training	Other: MA theses
University of Tartu	80 %	5 %	6 %	5 %	4 %

These courses are always separated.

- Training of history competencies

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

²⁰ Source: The curriculum for teachers of history and civics, Department of History, University of Tartu (2002)

²¹ The data are taken from the ITT curriculum for history teachers in the Department of History at the University of Tartu (2000), which was in use last year. In the new ITT curriculum for history teachers the data are as follows: history courses 75%, general pedagogic/didactics courses 6%, subject didactics courses 9%, other (MA theses) 10%.

Source: The ITT curriculum for history and civics teachers (2000, 2002)

– Short description of the content of²²

Local history, national history: The Estonian history courses are: a) chronological courses (Estonian modern history etc); b) thematic courses (Estonian church history , agrarian history of Estonia, etc).

Regional history: Baltic history

European history: The courses in European history include different subjects: Baltic history, history of Eastern Europe in the twentieth century

World history: The courses in world history are: a)chronological courses (ancient history, medieval history, etc. b) thematic courses (history of Australia and New Zealand in the twentieth century, domestic and foreign policy, problems of current African history, etc.)

Political history: The courses in political history are: Estonian military history (1710-1917), war of independence in the Baltic countries, international relations in the first half of the twentieth century; medieval weapons and warfare

Social history: The courses are: sources of demography and settlement history, etc.

Economic history: The courses are: seminar on contemporary history: economy of the European states between the two World Wars; formation of modern economy; agrarian history of Estonia, etc.

Cultural history: The courses are: Estonian church history, Estonian cultural history, culture of Finno-Ugric peoples, culture and science in the Baltic region from the seventeenth to nineteenth century; Soviet cultural politics in Estonia (1940s-1980s), etc.

- In the history courses the following approaches are

Important: problem-oriented, teaching by example, multi-perspective, multicultural

Not important: bilingual.

Training in historical methods during general courses

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

• EDC as part of the curriculum

The following professional competencies are explicitly emphasised in training:

Political systems, civics/civil and political rights, civic education, conflict resolution and conflict management.

• Training of history subject didactics / methodology²³

The following professional competencies are explicitly emphasised in training:

Textbook analysis, analysis of curricula, planning and organising lessons, teaching through directive structure, interactive teaching (e.g. pupil-centred learning; process-oriented forms of learning and teaching), organising project work, use of media, use of information technology, training of teamwork, training of key qualifications, interdisciplinary cooperation, multicultural aspects, conflict resolution and conflict management.

Trainee history teachers are trained during their history studies to implement the results of new historical research in future work. There are courses on research methods and planning, current problems of historical research, and introduction to history methodology. They are

²² Source: The history curriculum; Tartu Ülikooli loengud ja praktilised tööd 2002/2003. õppeaastal. I köide.Tartu, 2002

²³ Source: Curriculum for methods of teaching history

also trained to use research methodology in the classroom. This course is called introduction to history methodology.

– Courses in subject (history) didactics²⁴

1) Methods of teaching history (3 CP)

Structure: lectures (20 h) + seminar (20 h) + individual work (80 h)

Aims: knowledge of and skills with the methodology of history didactics, the ability to train history according to multicultural and multi-perspective aspects, knowledge of the main TT and history teaching documents in school, the ability to use the acquired knowledge and skills in practice.

Content: methods of teaching cultural history, methods of teaching social and economic history, history textbooks (methods of use, analysis), history teaching in multicultural classrooms.

2) History of history teaching (2 CP)

Structure: lectures (20 h) + seminars (10 h) + individual work (50 h)

Aims: The history of teaching history shows the importance of history as a school subject for the formation of self-awareness and explains the mechanism for the use of historical science in the ideological struggle and its dangers for the development of society. There are lectures reviewing the history of history teaching in Estonia and Europe. and seminars analysing history textbooks and the curricula in Estonia in the twentieth century.

3) Using computers in history lessons (2 CP)

Structure: Practical training (24 h) + individual work (56 h)

Aim: The possibilities for using computers in history courses, practical training.

• Educational sciences, general didactics, pedagogy

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

• Practical training during universities studies²⁵

10 weeks (200 hours practice, 200 hours individual work) of practical training in school (visit and analysis of lessons with advisory teachers).

Aims: to train the practical skills of subject didactics and general pedagogy and psychology, to introduce education documents

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

There are institutional links (forms of cooperation) between universities and other institutions for practical training during university studies. There is cooperation between the University of Tartu and schools for practical training. The University of Tartu has separate contracts with schools and with advisory teachers.

²⁴ Source: Tartu Ülikooli loengud ja praktilised tööd 2002/2003. õppeaastal. I köide. Tartu, 2002; curriculum of teaching history methods; curriculum of history of history teaching; curriculum of using computer in history lessons.

²⁵ Source: Tartu Ülikooli loengud ja praktilised tööd 2002/2003. õppeaastal. I köide. Tartu, 2002.

- Forms of practical training during studies at universities
- Training in schools (10 weeks)

– Relation between theory and practice

There are established forms aiming at relating the theoretical production in (history) subject didactics to the practical work of history teaching in the classroom. The trainee teachers have to carry out some tasks during the practical training before they finish the course using computers in history lessons.

Postgraduate initial training (PG-ITT) for history teachers

Yes, there is obligatory postgraduate initial training for history teachers in Estonia who wish to teach history in primary and secondary schools²⁶.

• Core curriculum for PG-ITT

There is no common/core curriculum for PG-ITT for all institutions involved.

Minority and gender issues, multicultural aspects

• Minority issues

It is not possible to present percentages of time given to minority issues in history. Minority issues are treated in courses: intercultural communication in society and in school, education in multicultural Europe.

• Gender issues

It is not possible to present percentages of time given to gender issues in history. There are no special courses in the history curriculum and the curriculum for teacher history and civics.

• Multicultural aspects

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

It is not possible to present percentages of time given to multicultural aspects in history, but there are courses: education in multicultural Europe, the culture of Estonia.

Professional competencies

The following professional competencies are explicitly emphasised in training:

	history courses	general didactics	subject didactics	practical training
Capacity to think in historical categories and to relate information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity to relate current events or information to historical processes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity for critical analysis and synthesis of historical information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

²⁶ According to the new government requirements postgraduate ITT students have to study and work for one professional year in schools. These requirements entered into force in 2004/2005. The structure and content of postgraduate training is still under discussion.

Source: Vabariigi Valitsuse määrus 22 November 2000 (redaktsioon 1 January .2003) no. 381 “Õpetajate koolituse raamnõuded”.- <http://www.riigiteataja.ee>, Õpetajakoolituse riiklik arengukava 2003–2010. <http://www.innove.ee>. Retrieved 28 March 2006.

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

Evaluation of ITT courses

- Official evaluation of training courses by the training institutions

There is an official evaluation of training courses by the training institution for history courses, general didactics courses, subject didactics courses, practical training. It takes the form of verbal feedback, written feedback and standardised evaluation.

- Informal evaluation of the courses by the trainers

There is an informal evaluation of their courses by the trainers for history courses. It takes the form of written feedback.

C. The students

Training of key competencies

- History teacher training emphasises these key competencies:

Institution/ ISCED	academic qualifications	didactic qualifications	psychological qualifications	juridical / institutional qualifications	other qualifications ²⁷
University of Tartu	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

²⁷ Students have to develop pedagogical, communicative, reflective and ethical competencies as well; at universities they have to show a research-oriented attitude to their practice.

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

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

Participation of students in planning and organisation

Trainee history teachers are not involved in the planning and organisation of curricula or courses. The students may state their opinions about the training and the trainers, and their opinions will be taken into consideration during planning and organisation of ITT in the future.

International mobility

In Estonia ITT programmes are not explicitly designed to foster the international dimension of teacher education.

D. Trainers

The trainers

- Professional groups involved in ITT for history teachers:
Historians, advisory teachers in schools, psychologists, didacticians.

– Coordination of these groups
These groups are coordinated.

E. Training of teacher trainers

In-service training

There is no possibility of in-service training for teacher trainers at universities.

*The training of trainers*²⁸

International mobility of history teacher trainers

History teacher trainers are encouraged to participate in international research or exchange programmes.²⁹ However, history teacher trainers are not prepared for international mobility. They must themselves explore the possibilities of international mobility.

²⁸ Note: Nobody trains the trainers of history teachers in Estonia.

²⁹ Note: One of the aims of University of Tartu is to form the university into an international center of science.

III. History teaching in primary and secondary schools

A. The subject

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

• History as a school subject

School level	Full name of the subject
ISCED 1 – primary school	History is not taught at this school level
ISCED 2 – lower secondary general school	history
ISCED 2 – lower secondary vocational school	n/a
ISCED 3 – upper secondary general	history
ISCED 3 – upper secondary vocational school	history

• Separate subject

Is history a separate subject?

School level	Separate subject	Name of the comprehensive subject	Percentage of history in the comprehensive subject
ISCED 2 – lower secondary general school	yes		
ISCED 3 – upper secondary general	yes		
ISCED 3 – upper secondary vocational school	yes		

• Number of history lessons

Number of lessons per grade each week and school type:

Grade (age)	Primary	Lower secondary	Upper secondary general	Upper secondary vocational
1 (6-7)				
2 (7-8)				
3 (8-9)				
4 (9-10)				
5 (10-11)				
6 (11-12)		1-2 lessons per week		
7 (12-13)		2 lessons per week		
8 (13-14)				
9 (14-15)				
10 (15-16)				
11 (16-17)			2-3 lessons per week ³⁰	history of Estonia to the end of the nineteenth century – one teaching week; history of the twentieth century – two teaching weeks (one teaching week is 40 hours, including 5 hours individual work) ³¹
12 (17-18)				
13 (18-19)				

³⁰ no ages given

³¹ no ages given

- History curriculum in school

- Aims and content of the subject in primary school

The main aim of history teaching is to develop an interest in history, to give a review of the different periods in history of mankind, to develop critical thinking and other skills (such as working with sources and maps, to develop the ability to analyse and develop personal viewpoints and understanding and the ability to support one's positions with arguments, etc). At the basic school level, history teaching has a chronological approach (world history including history of Estonia) and in *gymnasium*, a thematic approach.

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

The aim of history teaching at the basic school level is to ensure that students develop an interest in history, acquire a systematic knowledge of Estonian history and the history of their native region and a detailed knowledge about the events and processes most characteristic of any given period of the history of the world and Europe, are able to understand the events of the present, are able to distinguish between a historical fact and an opinion and/or an interpretation, can, when analysing historical processes, understand the essence of the concepts of cause and effect, similarity and difference, continuity and proof.

Content: Year 5 – propaedeutical (introductory) course; year 6 – ancient history; year 7 – medieval history; year 8 – medieval history; year 9 – modern history

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

The objective of teaching history in *gymnasium* is to ensure that students are able to view 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 to 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.

Content: history of Estonia; human society culture; history of the twentieth century

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

The aims and content are similar to upper and secondary general school.

- The ratio of local/regional, national, European and world history in the school curriculum for the whole period of compulsory lessons/ history courses³²

Local history: Historical places/legends around of the school are introduced.

Regional history: Historical places/legends around of certain region are introduced.

National history: The history of Estonia is integrated in world history in the lower secondary school level (e.g. the oldest settlement on the territory of present-day Estonia, history of Estonia from Christianisation to the Reformation). In the upper secondary level there is a special course about the history of Estonia.

European history: The most characteristic events and processes of any given period (e.g. political relations in Europe in the eleventh to sixteenth centuries, Crusades, Reformation and Counter-Reformation, northern and eastern Europe in the sixteenth century)

World history: The most characteristic events and processes

³² It is not possible to present the ratio in percentages because in the national curriculum we have topics to be covered but how long each of them has to be taught is not specified. It is up to the teachers to decide how much time they will concentrate on certain topics to attain targets/outcomes.

– The ratio of political, social, economic and cultural history in the school curriculum for the whole period of compulsory lessons/ history courses³³

Political history: The main political events and developments are introduced (e.g. Second World War. Cold War, peace treaties and how they changed the political map).

Social history: How different political events changed the life of people, how society has changed through centuries.

Economic history: Economic developments and crises (e.g. Great Depression)

Cultural history: the development of art and architecture, education, music and theatre.

– The relationship between history and other (school) subjects

Our National Curriculum includes integrated topics such as safety, environment, career and labour market, media and information technology. History topics are integrated with subjects such as literature, geography (maps, demographical processes, etc.), art (history of culture), civic education (human rights, international organisations, globalisation, etc.).

– The teaching of history as a subject

History is taught as a single subject in:

	Primary school ³⁴	Lower secondary	Upper secondary general	Upper secondary vocational
History is taught as a single subject	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
History is taught in a fixed combination (e.g. geography)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History is taught as an integrated subject (e.g. history and social studies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History is taught under the umbrella of a broader subject (e.g. social studies)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– Subjects taught at school

	Primary school ³⁵	Lower secondary	Upper secondary general	Upper secondary vocational
Geography	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cultural studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Human rights education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

³³ It is not possible to present percentages. In general political history is the most important part. History of everyday life (social history) is a growing issue.

³⁴ At elementary school level some history topics are introduced in the course of social studies/country studies.

³⁵ Geography is included in science courses at primary school level. Human rights education is part of civic education; cultural studies is part of literature, art and history or it can be an optional course; ethics and psychology are part of social studies. Psychology is a separate course at upper secondary level. Social studies includes health education, sex education, family studies, communication and drug prevention as well.

Civic education is integrated into social studies in primary level and is a compulsory course in year 4 (1 hour/week) in year 9 (2 hours/week) and in upper secondary level (2 hours/week). Social studies is an independent compulsory course in years 1, 2 and 3 (1 hour/week, year 5 form (1 hour/week), year 6 (1 hour/week), year 7 (1hour/week) and in upper secondary level (psychology or family study, 1 hour/week). Geography is a compulsory course in year 7 (1 hour/week), year 8 (1 hour/week), year 9 (1 hour/week) and in upper secondary level 3 courses (each 35 hours/year or 1 hour/week).

Content of social studies: The main aim of the subject is to introduce the near surrounding and to move further, to understand who I am and how I communicate at home, in school, to develop understanding of a healthy life etc. In year 5 health education is taught. In year 6 a basic course of communication is introduced. The year 7 course examines questions/problems of teenagers (sex education, psychological and physical development of boys and girls, prevention of drugs, AIDS, etc). At upper secondary level psychology or family study is taught.

Content of civic education/ EDC: At primary level it is integrated in social studies (rights of the child, Estonia as home of people living here, different jobs, symbols of Estonia, etc). In year 4 it is a separate subject. Topics include 'what is society?', 'who lives in society?' similarities and diversity, Estonian society, economics.

In year 9 Estonian society is taught. The main aim is develop an active and responsible citizen who is able to make conscious choices. The main principle is to support the process of the social adaptation and integration (content examples: human rights, NGOs, the state and economy, the individual and economy).

At upper secondary level the main principle is to support pupils' ability to identify themselves with Estonia, Europe and the world (content examples: civil society, governing of society, diversity of the contemporary words (e.g. multiculturalism), integration of Europe

- Comparison: school curriculum vs. ITT

There have been important changes during the last ten years concerning history teaching in Estonia: Estonia adopted the first national curriculum in 1996 and the second in 2002. Before the first curriculum, the Soviet ideology was removed and history of the Soviet Union lost its importance (became part of world history). During Soviet times, history was an ideological subject and teachers were under state control. The first national curriculum gave teachers freedom to decide on the teaching. History teaching also moved from knowledge-based teaching to a focus on developing skills as well. These changes in history teaching have directly affected ITT.

- Future developments

Following changes for history are expected:

Curriculum development is a process. Results of teaching are evaluated and changes have to be based on research work. Changes in the national curriculum are expected in 2007.

B. History teachers in schools

Socioeconomic situation of history teachers

- Job opportunities

In 2002 there were enough places for graduates of ITT in Estonia.

- Salaries

In 2002, a full-time secondary school teacher had a salary above average for all wage-earners³⁶.

- Age of employment / retirement

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

School/ ISCED	Female	Male
	23/24	23/24

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

School/ ISCED	Female	male
	65	65

- Salaries / age

Average salaries of history teachers in euros per level of qualification³⁷:

Teacher's salary according to her/his skill competency

- young teacher (up to 3 years after graduation): EEK 5 350 – €342.94;
- teacher (all teachers after working three years at school): EEK 5 710 – €366.02;
- senior teacher (has to apply for the category in school). There are special criteria for applicants): EEK 6 490 – €416.02;
- teacher supervisor (has to apply to the central state commission). There are special criteria for applicants): EEK 7 870 – €504.49. This is a minimum standard for teachers' salary. There are no differences between female and male teachers' salaries, and none between the school levels where teachers are working.

³⁶ It depends very much on teachers skill category, how big a teacher's family is, full family income, domicile (rent, etc.).

³⁷ Source: Riigi põhikooli ja gümnaasiumi pedagoogide töö tasustamine Vabariigi Valitsuse 18. märtsi 2004. a. määrus nr 71.