

NORWAY

with the contribution of Kjell Fossen and Ivar Öiestad

I. The education system

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

Principles and general objectives of education

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

Structure of the education system

The education system is:¹

- comprehensive until student age of 16 years
- selective from student age of 16 years
- compulsory full time education up to student age of 16 years
- school leaving age: student age of 16 or 19 (upper secondary general) years

Population by educational standard

Population aged between 25 and 64 years by highest educational standard (school leaving or graduation) in percentage:

	Male	Female	Total
below secondary II [ISCED 2]	%	%	%
secondary II [ISCED 3]	%	%	85%
post-secondary, non-tertiary [ISCED 4]	16.4%	6.2%	11.4%
tertiary I [SCED 5A/6]	%	%	26%
tertiary II [ISCED 5B]	%	%	3%

B. Statistical data

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

Pupils

Pupils in	Male	Female	Total
Lower secondary general education	93 615	89 282	182 897
Upper secondary general education	42 910	49 248	92 158
Upper secondary vocational education	64 281	50 823	115 104

- Ratio of upper secondary graduates to total population at typical age of graduation
No data available.

Students²

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	85 338	127 082	212 420

¹ It is possible to combine general and vocational studies but the differentiation between the two usually begins at the age of 16.

²Source: <http://www.ssb.no/emner/04/02/utelstud/arkiv/tab-2003-10-08-08.html> and <http://www.ssb.no/emner/04/02/utelstud/tab-2004-08-26-08.html>. Both retrieved 28 March 2006.

• Students per institution

Institution/ ISCED	Male	Female	Total
Universities	31 752	40 771	72 523
Universities of applied sciences	3 730	3 489	7 219
Colleges of higher education	32 543	61 796	94 339

• New students in 2002/03

Institution/ ISCED	Male	Female	Total
Universities	11 792	17 827	29 619
Universities of applied sciences	1 759	1 228	3 047
Colleges of higher education	20 343	34 020	54 363
Other:	6 071	8 262	14 333

• Students graduating in 2002/03 per institution

Institution/ ISCED	Male	Female	Total
Universities	3 973	4 437	8 410
Universities of applied sciences	757	628	1 385
Colleges of higher education	5 001	10 438	15 439
Other:	1 868	2 635	4 503

Number of trainee teachers³

	Male	Female	Total
Post-secondary education and above(=ISCED 4, 5 and 6)	808	2 494	3 302

• Trainee teachers per institution

	Male	Female	Total
Universities	808	2 494	3 302
Universities of applied sciences	71	79	150
Colleges of higher education	6 255	20 825	27 080
Other:	323	1 745	2 068

• New trainee teachers in 2002/03

	Male	Female	Total
Universities	508	1 360	1 868
Universities of applied sciences	47	50	97
Colleges of higher education	3 354	10 419	13 773
Other:	213	1 095	1 308

• Trainee teachers graduating in 2002/03 per institution

	Male	Female	Total
Universities	269	526	795
Universities of applied sciences	16	23	39
Colleges of higher education	828	2 887	3 715
Other:	21	179	200

History students⁴

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	1 960	2 650	4 610

³ Source: Norwegian Social Science Data Service (DBH), Harriet Pedersen, HiVolda.

⁴ Source: Norwegian Social Science Data Service (DBH), Harriet Pedersen, HiVolda.

• History students per institution

	Male	Female	Total
Universities	1 562	2 232	3 758
Colleges of higher education	434	418	852

• New history students in 2002/03

	Male	Female	Total
Universities	639	1 145	1 784
Colleges of higher education	457	431	888

• History students graduating in 2002/03 per institution

	Male	Female	Total
Universities	103	130	233
Colleges of higher education	2	0	2

Trainee history teachers

No data available.

Teacher trainers in general and history teacher trainers

No data available.

Teachers in general and history teachers

School level	Number of teachers	Number of history teachers
Primary	66 027	
Lower secondary		
Upper secondary general	26 671	
Upper secondary vocational		

• Number of teachers in school

School level	Male	Female
Primary	19 532	46 540
Lower secondary		
Upper secondary general	14 645	12 026
Upper secondary vocational		

Financing

The annual expenditure per history student by universities is €7 500 for bachelor level and €11 250 for master level. The annual expenditure per history student at colleges of higher education is €4 250. The costs of a history student are lower than the average annual cost of a student,.

The exact annual cost of a history teacher trainee is €1 375. The costs of a trainee history teacher are higher than the average annual cost of a teacher trainee,.

Feminisation

During the last five years, there has been an increase in female students (general) at universities and colleges of higher education (14%).⁶ There has also been an increase in

⁶ Female students in the Department of History, University of Bergen, percentage of all the students: autumn 1998: 41%, spring 99: 46%, autumn 99: 47%, spring 00: 41%, autumn 00: 36%, spring 01: 39, autumn: 01: 41%, spring 02: 39%, autumn 02: 42%, spring 03: 44%, autumn 03: 35%, spring 04: 44%, autumn 04: 43% (source: FS 380001, Department of History, University of Bergen). Source: Department of History at the universities in Trondheim, Bergen and Oslo.

female history students at universities, but no increase in female history students at colleges of higher education. Also the number of female trainee history teachers has increased during the last five years (universities and colleges of higher education).

II. Initial training

A. Training institutions

Institutions involved in ITT

Institution	For which school level
Universities	ISCED 2 + 3 (and 4+5+6 as well)
Colleges of higher education	ISCED 1 + 2

Main purposes of institutions

Institution	Purpose
Universities	Mostly for teaching in school at ISCED 2+3, but also for the highest levels (ISCED 4,5,6, for education of teachers, researchers, professors, etc.)
Colleges of higher education	For teachers in school at level ISCED 1+2

Faculties in charge of ITT

Institution	Faculties
Universities	Department of applied pedagogy, faculty of psychology (general didactics), department of history

TT institutions are required to meet legal standards set by

- Universities: legal standards set by the state (including government) and the training institutions themselves.
- Colleges of higher education: legal standards set by the state (including 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	4 (0)	-	4 (0)
Colleges of higher education	18 (0)	1 (0)	19 (0)

providing a training programme for initial training of history teachers⁷

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities	4 (0)	-	4 (0)
Colleges of higher education	18 (0)	1 (0)	19 (0)

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

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

History teaching is studied (and taught) at:⁸

- Universities: as a single subject in combination with geography and sociology

⁷ In addition: Norwegian School of Business and Administration and Norwegian School of Management both have ITT programmes in economic history.

⁸ The study of history didactics lasts one year but is divided into two parts. In the first half the students qualify for ISCED 1+2, and have a fixed combination. In the second part: for ISCED 2+3+4+5+6. History teaching is now studied as a single subject.

- Colleges of higher education: as a single subject in combination with geography and sociology

The structure of ITT is:

- at universities: consecutive
- at colleges of higher education: consecutive and concurrent

Length of studies/training

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

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
Primary schools	restrictions like "numerus clausus"	written, oral, practical and portfolio assessment ⁹	4 years	BA ¹⁰	no	none, admission at the end of study
Lower secondary schools				BA/MA		
Upper secondary general schools		written, oral, practical and portfolio, assessment ¹¹	4 to 5 years ¹²	BA/MA	yes, compulsory (for subject history or for one of the other subjects of their studies)	
Lower and upper secondary vocational schools ¹³						

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

For the accreditation to teach EDC (education for democratic citizenship)/civic education in secondary general schools, students have to follow the same curriculum and get the same degree as for history teaching.

Standards for ITT

• Professional profile

There is a professional profile for history teachers in Norway. There is a core curriculum for all universities. In addition, the different universities have specific educational programmes.

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

Content of the professional profile: history competency, knowledge of different kinds of history (local, regional, national, global), teaching methods, knowledge of pupils, social

⁹ 6 hour written school examination

¹⁰ May be attained after 3 years.

¹¹ In the first level (the first half year) students have a portfolio assessment; at the second level they can choose either a written or an oral examination in history or the other school subject. There is a practical examination at both levels. Plus: general didactics at both levels.

¹² The pedagogical /didactical training: 1 year.

¹³ No history in lower or upper vocational schools. If pupils want to go to universities and e.g. technical high schools, they must study history (world and Norwegian) from 1850 up to today. In other words, they can combine general and vocational education in one course of study. The differentiation between general education and vocational education takes place at the age of 16.

intelligence, theories about learning, how to organise a lesson, teaching material, how to use the environment, etc.

- Certification system (qualified teacher status)

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

There are approximately 80 to 90% of teachers with full certification in Norway.

- Low-qualified history teachers

In Norway, there are low-qualified history teachers actively teaching history in school. The approximate percentage of such low-qualified teachers is 5-10%. They are employed as teachers because of a general lack of teachers, especially in the rural areas and in the northern part of the country.

- Core curriculum

There is no common/core curriculum for all institutions of initial training for history teachers in Norway. But there is only one core curriculum for universities and one for colleges of higher education. In addition the different institutions have their own curriculum as a basis for the training of history subject didactics (history teachers).

- General guidelines for the conception of ITT

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

- Coordination of curricula

Curricula of different institutions are not coordinated. As mentioned before there is a common national framework, but the different local plans adapted to the specific needs, are more important. Curricula of the same institutions are not coordinated.

Training at universities

- Curriculum

The current curriculum dates from 2001 (year of implementation). At the moment it is impossible to predict new elements of a future curriculum. There is a national framework plan for all universities. In addition, the different universities have specific plans which refer to the national plan, but which are adapted to local demands and needs.

- The aims of IT for history teachers

The general aim is to develop historical consciousness through training in key qualification skills, e.g. using historical methods and source criticism.

- The content of initial training for history teachers

In the first period, the training at university refers to lower secondary ISCED 2 (social studies – which has an umbrella-function and consists of history, geography and sociology). In the second period ISCED 3+4+5+6, history is the only subject. The students learn more about the distinctive quality of the discipline – development and legitimacy, national curricula, analysis and critical reflection on research approach within pedagogical content knowledge in history; historical consciousness, historical method, democratic institutions, conflict management, how to use subject history in everyday life, how to organise projects and teamwork, practical skills in the classroom: how to plan and organise lessons and use media and information technology, assessment and guidance, etc.

• The coursework in history teacher training¹⁴

Institution/ ISCED	History courses	General pedagogic/ didactics courses	Subject didactics courses	Practical training	Other
University/ISCED 3+4+5+6		80 hours	80 hours	190 hours	

These courses are: separated as well as coordinated. The models are different at the different universities.

• Training of history competencies

Training in these courses of the history curriculum is the same for students who want to become teachers and for students who want to become historians/researchers. Most historians/researchers start their career as teachers in school. The others can take a shorter course (about 4 weeks) at the university.

– The general history courses in the curriculum are based on a:¹⁵

Chronological structure	60%
Thematic structure	40%

– Ratio of local, regional, national, European and world history in history courses¹⁶

Local history	0%
Regional history	0%
National history	40%
European history	40%
World history	20%

Local history: (based on the exhibition at Maihaugen/De Sandvigste samlinger, a museum) - introduction to social history in rural Norway, the Lillehammer and surrounding area in particular, during the nineteenth and early twentieth century (Lillehammer), history of local industry (Stavanger).

Regional history: History of regional industry (Stavanger)

National history: Political, social and economic development in Norway since the Napoleonic Wars, the struggle for democracy, Norwegian nationalism, the birth and later the development within the labour movement and problems related to the construction (and dismantling/reconstruction) of the welfare state, Norwegian foreign relations during and after the Cold War.

European history: The political and industrial revolutions from the French Revolution to 1914, nationalism and nation states, the history of Fascism, the Russian Revolution, the construction of Soviet society and the fall of Communism in Europe, the history of European integration up to the present, social change in the industrial and post-industrial society.

¹⁴ When the students attend the initial training course, they have already taken their final examination in history. The training course consists of general pedagogic/didactics courses, subject didactics courses and practical training.

¹⁵ The figures refer to the Department of History in Bergen. The figures for the University of Tromsø are: 70-30-0. (college of higher education in Bergen: 60-20-20, Lillehammer: 70-30-0, Agder: 67-33-0 and Stavanger: 60-40-0).

¹⁶ Very difficult to separate. The Department of History in Bergen has no courses in local history. On the other hand colleges of higher education and teachers in ISCED 1 + 2 use local history a lot in teaching history. The figures of some colleges are: Lillehammer:5-0-40-30-25, Bergen 12.5-12.5-50-12.5-12.5, Stavanger: 10-10-30-40-10, Agder: 0-0-33-33-33.

World history: The history of European imperialism, anti-imperialism and the struggle for freedom in colonies of European powers, the history of the World Wars and of the Cold War, the construction of world order – the history of international relations since World War I – the League of Nations, the history of globalisation (Lillehammer), North-South (richness-poverty [Stavanger]).

– Ratio of political, social, economic and cultural history

Political history	50%
Social history	10%
Economic history	30%
Cultural history	10%

– In the history courses, the following approaches are¹⁷

Very important: problem-oriented, multi-perspective; important: teaching by example, multicultural, 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

• Training of history subject didactics/methodology

The following competencies are: explicitly emphasised in training: textbook analysis, analysis of curricula, planning and organising lessons, teaching through directive structure, interactive teaching (e.g. pupil-centred learning; process-oriented forms of learning and teaching), organising project work, use of media, use of information technology, training of key qualifications, multicultural aspects; not emphasised in training: conflict resolution and conflict management

Trainee history teachers are generally trained to implement the results of new historical research in classroom teaching. Here are some comments on this topic:

- The teacher must always look for research presentations that may be used as an alternative to the presentation in the textbook – new results on the extent of the Gulag system in the Soviet period (Harald Frode Skram - the University of Oslo).
- Implementation of causation research findings (Shemilt e.a), concept formation (Booth et al.) digital film editing (Walsh et al.) Erik Lund, college of higher education (faculty of teacher education) Halden.
- See the results published in Magne Angvik and Bodo von Borries : Youth and History – a comparative European survey on historical consciousness and political attitudes among adolescents (1997 – Hamburg).
- Students are trained in the concepts of consciousness of history in different aspects of history/social teaching. (Jan Bjarne Bøe, College of Higher Education, Stavanger)

Trainee history teachers are also trained to use research methodology in the classroom. Some comments:

- To teach the pupils methods like: principles of critical source-handling and use of evidence-handling; causality – comprehension of cause-effect relationship; empathy, (participation, identification, involvement); mastery of ideology (influential elements in historical thinking and interpretation); historical reconstruction and

¹⁷ Based on figures from six institutions: two universities (Bergen and Tromsø) and four colleges (Bergen, Stavanger, Agder and Lillehammer).

explanations/reasoning/argument; continuity and break in development); historical perspective; acquisition of knowledge; application of concepts. (Skram)

- Through use of alternative sources, i.e. from the Internet and magazines (Fagerbakk, University of Tromsø).
- Practical work with sources and critical source-handling (Sødal: College of Higher Education, Agder)

– Courses in subject (history) didactics

Aims: Implementing key concepts

Length: 35 lessons (each 45 minutes)” (Lund, College of Higher Education, Halden).

History didactics is studied throughout the whole course. Every topic is discussed with a view understanding how children/youth consciousness can be developed in this topic. (Bøe, College of Higher Education, Stavanger).

To enter the course the participants must already have studied history for at least one year (full-time) and also another subject for at least one year (full-time). The course runs for one year (full-time) and includes pedagogy and the didactics of the two subjects the student has studied earlier. During the course year the student is offered about 40 hours lectures in the didactics of each subject, reads about 600-700 pages of didactics in each subject and writes four essays in each subject. For pedagogy, all numbers must be doubled. The student spends 12 weeks as a teacher in school teaching the two subjects. The aim is to certify the student as a teacher. (Skram, University of Oslo).

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

Eclectic: The students are exposed to different schools of thought so they are familiar with most of them (Skram).

The main theoretical concept is interdisciplinary. Specific concepts are storyline, philosophy for children (P4C), project-oriented learning and collaborative learning (Fagerbakk)

Historical thinking and historical consciousness (Sødal).

Key concepts: time, evidence, causation, change and continuity, historical consciousness. references: Wineburg, Shemilt, Booth, Counsel, Jeisman, Jensen, B.E., Poulsen, M.(Lund).

• Educational sciences, general didactics, pedagogy

The following courses are part of the curriculum: theories of education, theories of teaching, theories of didactics, organisational development of school, planning and organising lessons, teaching through directive structure, interactive teaching, organising of project work, use of media, use of information technology, interdisciplinary cooperation.

Number of courses: A new course starts each term and is completed after one year. There is an examination after each module, consisting of 15 ECTS, portfolio assessment.

New courses: integrated studies, connected to different subjects in different faculties, at the moment natural sciences and languages, over a number of years.

Aims: to develop holistic knowledge and understanding of work in schools, on both a macro and micro level, to focus on communication and good learning relations.

Objectives and content: the students’ learning and development: learning theories, motivation, evaluation, supervision, learning conditions, youth culture, bullying in school, etc.; the teachers’ professional knowledge, competence and self-development: curriculum studies, professional ethics, ethics, aesthetics, school as organisation, school culture, school development, etc.; teacher and society: School and society, history of education, the inclusive school, a multicultural perspective, gender and education, internationalisation, technology and education, etc.; organisation and structure: preliminary courses, lectures, seminars and group work.

- Practical training during universities studies

University studies in Norway give practical teacher training in either concentrated periods during 3-5 year BA or MA programmes (colleges of higher education), or as a part of a full year teacher training course after the end of ordinary studies (universities). The number of weeks in school practice in both cases is approximately 15, where the students partly observe mentor teachers and partly do the teaching themselves under supervision.

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

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

Various forms of formal cooperation between universities and schools exist, where practical teacher training is done within the school framework, but where the universities are formally responsible. The most used form of cooperation is for schools to provide mentors in practice while the universities supervise the process by use of their own employed experts in content knowledge (didactics) and pedagogy. The legal framework is normally contracts between schools and universities, or between teachers in schools and the university school of education.

- Forms of practical training during studies at universities

- Training in schools: approximately 15 weeks in all, either concentrated or split, depending on study structure

- Relation between theory and practice

There are established but infrequently used methods for relating the theoretical production in (history) subject didactics to the practical work of history teaching in the classroom. Where they exist, they generally take the form of some sort of organised cooperation between the institute of history and the teacher training unit at the university.

Postgraduate initial training (PG-ITT) for history teachers

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

- Structure of PG-ITT

PG-ITT takes place at universities over the course of one year.

Institutions involved in PG-ITT for history teachers

- Universities: PG-ITT for admission to school levels ISCED 2 – 6.
- Colleges of higher education: PG-ITT for admission to school levels ISCED 1 – 2.

- Number of institutions for PG-ITT

- Universities: 4 state institutions
- Colleges of higher education: 7 state institutions (which offer bachelor and masters degrees in history)

- Core curriculum for PG-ITT

Yes, there is a common/core curriculum for PG-ITT for all institutions involved (one for the universities and one for the colleges of higher education).

- General guidelines for PG-ITT

- General guidelines for the conception of PG-ITT come from:

- Ministry of Education
- universities, teacher training institutions

– Coordination of PG-ITT curricula of different institutions
Curricula of different institutions are not coordinated.

– Coordination of PG-ITT curricula of the same institution
Curricula of the same institution are coordinated at the national level.

– The curriculum of PG-ITT for history teachers

The current PG-ITT curriculum dates from 2001 (year of implementation).

Number of lessons: general didactics/pedagogy: 80 hours, subject didactics/history 40 hours (+ 40 hours in subject 2), practical training: approx. 200 hours (including both subjects).

– Coordination of courses in PG-ITT

Academic courses, general pedagogy, subject didactics and practical training courses in PG-ITT for history teachers are always separated.

– Extent of practical training
14 weeks, approx. 200 hours.

– Place of practical training
Micro-teaching: 5%; in schools: 95%

- Induction

There is no obligatory form of induction for newly employed history teachers.

Minority and gender issues, multicultural aspects

- Minority issues

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

Form and content of courses: The culture and traditions of the Sami community are part of the common Norwegian and Nordic culture, and study of them is required by both the national curriculum and the special Sami curriculum for all pupils. The Sami culture is stressed in the curriculum for ISCED 2+3. Gender and minority issues are usually discussed in connection with other historical themes.

- Gender issues

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

- Multicultural aspects

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

During the whole period of studies, approx. 5% of time is devoted to multicultural aspects of history. Aim: to develop solidarity, understanding, sympathy and information about these groups.

Professional competencies

The following professional competencies are explicitly emphasised in training:¹⁸

	history courses	general didactics	subject didactics	practical training
Capacity to think in historical categories and to relate information	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity for critical analysis and synthesis of historical information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to comment, annotate or edit historical sources and documents correctly according to the critical canons of history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to organise complex historical information in coherent form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Research skill in history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity for applying historical knowledge in practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical and self-critical abilities	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reflection and self-evaluation of the training course/ the lesson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Monitoring/social dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use of information technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of teamwork	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Interdisciplinary cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

• Scale of professional training¹⁹

Training of teamwork (e.g. group work of students; team teaching)	5%
Training of key qualifications (self-reflection, social and communication skills, organisational skills)	10%
Training of Interdisciplinary cooperation	5%
Training for planning and organising lessons	25%
Training for teaching through directive structure	10%
Training for interactive teaching (e.g. group work)	8%
Training for organising project work	5%
Training for the use of feed back in classroom	5%
Training for reflection and self evaluation of courses	10%
Training for monitoring/social dynamics	5%
Training for use of media	7%
Training for use of information technology	5%

• Information technology and e-learning

During ITT studies, the percentage of ITT students who have access to computers is	90 %
During ITT studies, the percentage of ITT students who have access to the Internet is	90%

¹⁸ Experience from the Institute of Applied Pedagogy, University of Bergen.

¹⁹ Estimation.

Percentage of ITT training laboratories equipped with computers	70%
Percentage of institutions/faculties/departments of history equipped with a content management system	100%
Percentage of institutions/faculties/departments of history equipped with a learning management system	100%
There is technical support for the use of information technology at the following percentage of teacher training institutions	100%
There is didactical support for the use of information technology at the following percentage of teacher training institutions	40%
Other (please specify)	%

During the whole period of studies, approximately 10% of time is devoted to training for the use of new media/information technology.

Form and content of courses: The students participate at a class frontier course (LMS). The aim of this course is to give the students sufficient ICT competence to handle this learning management system.

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 and written feedback.

- National evaluation of training courses

There is no form of national evaluation of training courses, but trainers from different institutions have national meetings where they discuss the ICT courses.

- Informal evaluation of their courses by the trainers

There is an informal evaluation of their courses by the trainers for:
history courses, general didactics courses, subject didactics courses, practical training
It takes the form of verbal feedback.

C. The students

Training of key competencies

- History teacher training emphasises these key competencies:²⁰

Institution/ ISCED	academic qualification	didactic qualification	psychological qualification	juridical / institutional qualification	other qualification
Universities (ISCED 3,4,5,6)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colleges of higher education (ISCED 2)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

²⁰ Academic qualification = subject history. Didactic= general and history subject didactics. Psychological and juridical qualification= in some measure.

Participation of students in planning and organisation

Trainee history teachers are involved in the planning and organisation of the curricula, academic courses, didactics courses, subject didactics courses and practical training. They elect representatives who attend the meetings together with the history teacher trainers. They have the right to propose, discuss and vote on the motions.

International mobility

In Norway, there are no ITT programmes explicitly designed to foster the international dimension of teacher education. But there are some bilateral projects between foreign and Norwegian schools, for practical training of students during ITT.

D. Trainers

The trainers

• Professional groups involved in ITT for history teachers:

Historians, advisory teachers in schools and/or universities (please specify), psychologists, pedagogues, didacticians, other: geographers, sociologists, teachers, pupils, contemporary witnesses, etc.

– Coordination of these groups

These groups are coordinated. Mostly pedagogues and didacticians. Psychologists: only through pedagogical psychology in ISCED 3. Geographers and sociologists: through the social sciences (ISCED 2). The coordination is closer at colleges of higher education. It may also differ from university to university, and from subject to subject.

– Interdisciplinary cooperation between these groups

Kind of cooperation: coordinated by the curriculum, in academic training, in practical training, in didactic/pedagogic training

Cooperation with regard to syllabus, practical training in the school and the lectures in the institutions.

Structure of personnel staff in training courses

50% of the training courses are run by a team of university lecturers/trainers, 20% by a team of university lecturers and advisory teachers, and 30% by a team of university lecturers and tutors. This percentage is based on a rough estimation.

E. Training of teacher trainers

In-service training

There is the possibility of in-service training for teacher trainers at universities, but this is not obligatory. The universities organise such courses for teacher trainers who teach the students in the practical part of the study. The cost of the in-service training is usually covered by the teacher trainers themselves and teacher training institutions. The training at universities includes:

Improvement and training in self-reflection, improvement of competencies in planning and design of courses, training in directing and steering the learning process, forms of evaluation.

Specific training

There is specific training for teacher trainers of history. At universities (for ISCED 3-6) there is specific training for university lecturers (academic courses), for didacticians/pedagogues and for advisory teachers.²¹ Short description of the courses: Some interdisciplinary courses and local, national and Scandinavian conferences. Themes: didactical theory, textbooks, historical consciousness, curricula, use of historical narrative, etc., great variation between different institutions.

The training of trainers

• The trainers are trained by

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

• Place of training for the trainers

Internal personnel development for:

- historians, advisory teachers, didacticians, pedagogues, psychologists

External personnel development for:

- historians, advisory teachers, didacticians, pedagogues, psychologists

• Internal personnel development is normally done by

- didacticians

Form: Seminars/lectures are occasionally given on topics linking university history courses to the teaching of history in schools.

• External personnel development is normally done by

Experts from other institutions, experts from training institutions, in-service training

• International mobility of history teacher trainers

History teacher trainers are encouraged to participate in international research or exchange programmes. Norwegian history teacher trainers are generally encouraged to participate in international exchange/research but they are active along these lines only to a limited extent, mainly because of practical difficulties. When they cooperate internationally, it is mostly through international bodies like the Council of Europe and the European Union, and through direct cooperation programmes between institutions. Teaching specific courses in English, knowledge of other institutions.

²¹ In Bergen the training of the teacher trainers have been more subject-oriented than in other institutions in Norway. But normally the courses will include teacher trainers from several subjects. The teacher trainers have often practised many years as teachers in schools, especially at level ISCED 3. The courses are better organised in colleges of higher education.

Participation of history teacher trainers in educational cooperation programmes: Tuning and CLIO network.

III. History teaching in primary and secondary schools

A. The subject

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

History as a school subject²²

School level	Full name of the subject
ISCED 1 – Primary school	Social studies (samfunnsfag)
ISCED 2 – Lower secondary general school	Social studies (samfunnsfag)
ISCED 2 – Lower secondary vocational school	
ISCED 3 – Upper secondary general	History (historie)
ISCED 3 – Upper secondary vocational school	History

• Separate subject

Is history a separate subject?

School level	Separate subject	Name of the comprehensive subject	Percentage of history in the comprehensive subject
ISCED 1 – Primary school	no	Social studies	
ISCED 2 – Lower secondary general school	no	Social studies	33%
ISCED 2 – Lower secondary vocational	-		
ISCED 3 – Upper secondary general	yes		
ISCED 3 – Upper secondary vocational school	yes (if chosen)		

• Number of history lessons

Number of lessons per grade each week and school type:

Grade (age)	Primary	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
1 (6-7)	1 lesson with 45 min				
2 (7-8)					
3 (8-9)					
4 (9-10)					
5 (10-11)		1 lesson with 45 min			
6 (11-12)					
7 (12-13)					
8 (13-14)		1-2 lessons each 45 min			
9 (14-15)					
10 (15-16)					
11 (16-17)					
12 (17-18)				4 lessons each 45 min ²³	4 lessons each 45 min (if chosen)
13 (18-19)					

²² Social studies includes geography, history and sociology. History at upper secondary vocational: only for pupils who want to qualify to study at university, technological university, etc. They study history from 1850 to the present, 4 lessons per week.

²³ The first year in upper secondary, there is no history. The second year – age 17-18 – pupils study older Norwegian and world history up to 1850. The last year in general upper secondary: from 1850 and up to the present.

• History curriculum in school²⁴

– Aims and content of the subject in primary school

The pupils learn about ways of life in former days, other countries and other parts of the world, important events, great persons, how to form an identity, the local society, co-existence, etc.

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

Content: how different people in different countries live, important events and historical persons in their own country and in other countries. The pupils study Norwegian and world history from the Bronze Age to 1750. The last three years (13-16) cover the period from 1750 to the present day. According to the curriculum, the aims more than the content dominate the subject, but it may vary from teacher to teacher. They pay much attention to the methodological basis of history.

Geography: landscapes, geographical terminology, resources, environment, how to use maps and information technology, etc.

Sociology: rules for co-existence, parents and children, boys and girls, men and women, discovery and resolution of conflicts, learning what a society is like and why it changes, learning the rules in school society, participation in the administration of the school, learning about society in practice, obtaining a general view of a fragmentary society, etc.

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

Political history: The great ancient cultures (Egyptian, Greek, etc.), the Roman Empire, the church in the Middle Ages, the growth of towns, the expanding Europe, the colonial system (imperialism), the absolute monarchy, the French Revolution, Napoleon I, the United States and the War of Independence, the two World Wars, political institutions, political parties, universal suffrage, the parliamentary system, the great ideologies, human rights, etc. Social history: the way of life in towns and rural areas, social classes, the consequences of the industrial revolution, social security, etc. Economic history: trade in different ages, the economic rise of Europe, the industrialism, economic crisis in the 1920s and 1930s, etc. Cultural history: Persian, Egyptian, Greek, Roman culture and their influence on Europe, architecture from the Middle Age to the present, fine arts, national culture (music, visual arts, music, architecture, literature, etc.)

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

History courses are required only for pupils who want to qualify to study at university, technological university, etc. They study about history from 1850 to the present day, 4 lessons per week.

– The ratio of local/regional, national, European and world history in the school curriculum for the whole period of compulsory lessons/ history courses²⁵

Local history	5%
Regional history	5%
National history	45%
European history	30%
World history	15%

²⁴ Source: Curriculum for the primary and lower secondary general school, Royal Ministry of Education, Research and Church Affairs, Oslo 1997.

²⁵ Different figures from the different institutions. A strong national tradition, but there is increasing emphasis on European and global history. A lot of local history in ISCED 1 and 2, but it often depends on the teacher. No exact indication in the core curriculum for ISCED 3. Very difficult to separate.

Content of local, regional, national, European and world history: see ITT courses in the age of the industrial and post-industrial society.

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

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

Political history: the great ancient cultures (Egyptian, Greek, etc.), the Roman empire, the church in the Middle Ages, the growth of towns, the expanding Europe, the colonial system (imperialism), the absolute monarchy, the French Revolution, Napoleon I, the United States and the War of Independence, the two World Wars, political institutions, political parties, universal suffrage, the parliamentary system, the great ideologies, human rights, etc.

Social history: ways of life in towns and rural areas, social classes, the consequences of the industrial revolution, social security, etc.

Economic history: trade in different ages, the economic rise of Europe, industrialism, economic crisis in the 1920 and 1930s, etc.

Cultural history: Persian, Egyptian, Greek, Roman culture and their influence on Europe, architecture from the Middle Ages to the present, fine arts, national culture (music, visual arts, music, architecture, literature, etc.)

– The relationship between history and other (school) subjects

Because of the “umbrella function” as part of a broader subject, it is rather difficult to describe the relation between the different parts of subject social studies. The subject includes history, sociology and geography.

– The teaching of history as a subject

History is taught as a single subject in:

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
History is taught as a single subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
History is taught under the umbrella of a broader subject (e.g. social studies)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– Subjects taught at school²⁶

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

²⁶ Upper secondary: ethics – some in history, but mostly in religion, psychology. Psychology can be chosen as a subject in some schools. Cultural studies, civic education, human rights education are all important themes in e.g. religion, Norwegian and history. The second year in upper secondary, the pupils study citizenship, 1 lesson a week.

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

- Comparison: school curriculum vs. ITT

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

There have been no important changes during the last ten years within the field of history teaching in Norway.²⁷

- Future developments

Following changes for the subject history are expected:²⁸

Lower secondary general: more use of: ICT, the environment (excursions, field work, etc.), storyline, narratives

Upper secondary general: more use of ICT, narratives, storyline, empathy, cooperation with schools abroad, less project work

B. History teachers in schools

Socioeconomic situation of history teachers

- Job opportunities

In 2002, there was a shortage of teaching positions.

- Salaries

In 2002, the salary of full-time secondary schoolteachers put them in the middle class of wage earners.²⁹

- Number of history teachers newly employed in 2002

No data available.³⁰

- Number of unemployed history teachers³¹

- lower secondary/ISCED 2: total of 2.293 unemployed history teachers
- upper secondary/ISCED 3: total of 819 unemployed history teachers

²⁷ No important changes, but some more use of the environment (excursions, field work), information technology, project work and a renaissance of the historical narrative and storyline. The most important aim is to develop historical consciousness of the pupils.

²⁸ The planned reduction of lessons from 7 to 6 (17-19, the second and third year of upper secondary) is very regrettable, and is a matter of discussion among teachers in schools.

²⁹ Wages at the different levels: Teacher in primary: the first year: NOK 268 000 (approx. €3 300). After 16 years: NOK 340 000 (approx. €4 200). Teacher in secondary/upper secondary: the first year: NOK 298 000 (approx. €3 700). After 16 years: NOK 391 000 (approx. €4 800). Source: Union of Education, Norway.

³⁰ It is impossible to give the exact number of history teachers. According to statistics from the Department of History, University of Bergen, there are probably about 460 teachers on the highest level (main subject) in the school system, and about 900 on bachelor/master level. 14% of history teachers work at universities, museums and colleges. About 100 write local history. Between 100 and 200 work in museums, archives, libraries. 10-300 in publishing houses, media, public administration.

³¹ In 2005 4.5% of new graduate teachers did not get a job. Source: Directorate of Labour, Oslo. Union of Education Norway.

- Future developments

The number of available jobs will increase significantly. A great number of history teachers will retire in the next 5 years.

- Age distribution

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

School/ ISCED	<30	31-40	41-50	50>
Primary and lower secondary	12%	25%	25%	38%
ISCED 3	4%	18%	28%	50%

- Age of employment/retirement

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

School/ ISCED	Female	Male
Primary and lower secondary ISCED 1-2	23/24 – 25/26 they graduate, but many have to wait for a job 4-5 years	24/25 – 25/26 (The same as for the female teachers)
Upper secondary ISCED 3	24 – 26 (See above)	26 – 27 (See above)

– Age at which history teachers normally retire from teaching in primary and secondary schools:³²

School/ ISCED	Female	Male
Primary and lower secondary	57/64	57/64
Upper secondary	57/62	57/62

- Salaries/age

Average salaries of history teachers in euros per level of qualification:³³

School/ ISCED	< 30 years	50 > years
Upper secondary ISCED 3	NOK 298 000, approx. €3 700	NOK 406 000, approx. €5 075
Lower secondary ISCED 2	NOK 268 000, approx. €3 500	NOK 340 500, approx. €4 250

- Relation between school and university

Institutional links and forms of cooperation:

It can be a contract between institutions, contract between an institution and an individual (lecturer, advisory teacher) or a legal framework. All three possibilities occur and vary according to how the various training institutions organise their teacher training.

- Status of history and history teaching in society

³² The retirement age is 67, but many retire at 62. On average they retire at the age of 59 . In primary, lower secondary and upper secondary 50 % of the teachers are over 50 years old

³³ Salary: middle class. Low salary compared to private sector, in the light of the length of education.

– Rank of studies³⁴

Arts, humanities and theology	5
Social sciences	3
Educational sciences	3
Juridical sciences	3
Natural sciences	4
Mathematics and computer related sciences	3
Medical sciences	1
Engineering and architecture	4
Other: Psychology	3

Reputation of the history teaching on a scale from 0 (worst) to 10 (best): 8

History is a very popular topic, presented in films, videos, TV, novels, plays, etc. This influences the perception of history teaching. In the 1970s and 1980s, the status was high, although it was even higher in the 1950s. Despite the curriculum of today, which emphasises aims more than content, the reputation of history, generally, is increasing in the country.

Especially important is the way in which history can explain the problems of the present by means of the past. History is popular entertainment, and the various ways to spread the historical message fascinate and engage many people (e.g. TV series such as “The Twentieth Century”, “The Chronicle”, “The Gladiator”, “The Vikings”, etc.). History speaks the language of the people and forms their identity. Thus, the social status and level of income of historians and history teachers increases, as does the status of history teaching. In academic circles, the level of qualification is very important.

In Norway, there has been an increase in interest in history during the last few years, because of both the media and interesting new historical research literature, e.g. from the Second World War.

Reputation of history on a scale from 0 (worst) to 10 (best): 9

Reasons: a high social status especially in academic and well educated circles, interesting research about important themes, e.g. the Second World War, the Norwegian-Swedish union (1814-1905), emigration to the USA, the industrial revolution, the parliamentary system, the growth of the welfare state, the north-south-conflict.

Generally, historians (researchers) have an acceptable income.

³⁴ Estimated and very subjective!