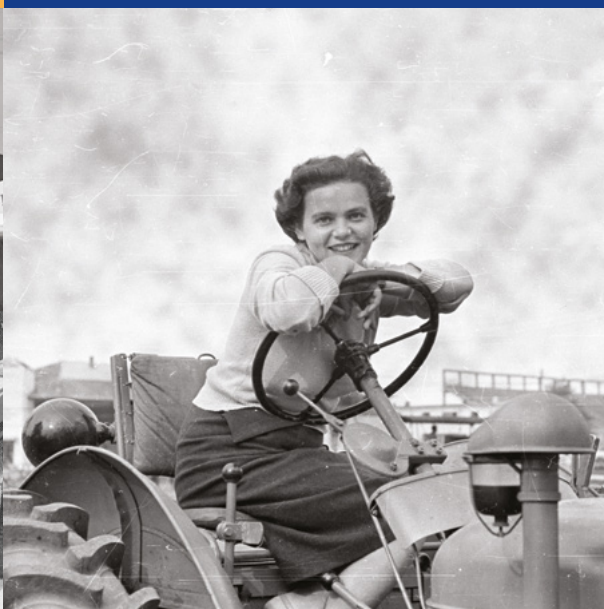




# OHE GENERAL REPORT ON THE STATE OF HISTORY TEACHING IN EUROPE

## 2023



VOLUME 2  
COUNTRY SHEETS



OBSERVATORY  
ON HISTORY TEACHING  
IN EUROPE



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# **OHTE GENERAL REPORT ON THE STATE OF HISTORY TEACHING IN EUROPE 2023**

**VOLUME 2  
COUNTRY SHEETS**

**COUNCIL OF EUROPE**

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# ALBANIA



## SCHOOL TYPES AND HISTORY CURRICULA

### 1. *Are there private schools with distinct history curricula?*

There are private schools in Albania. According to the law governing pre-university education, all private schools must teach the Albanian language and Albanian literature, the history of the Albanian nation and the geography of Albania in the Albanian language.

### 2. *Are there religious schools or schools with religious affiliations that have distinct history curricula?*

There are religious schools in Albania but they do not follow distinct history curricula.

### 3. *Are there specific forms of history teaching for national minorities?*

There are schools for the education of students from national minorities. They follow the same history curricula as other public schools, but also study the history of their country in Greek or Macedonian.

### 4. *Is history taught in different languages?*

Greek minority schools teach Greek history in the Greek language; the Macedonian minority schools teach the history of North Macedonia in the Macedonian language.

5. *Are there schools that offer a specific subject specialisation and/or a vocational or technical education with history components?*

There are both vocational schools and schools with different subject specialisations in the arts, foreign languages and sports. These schools follow the same history curricula as other general schools but with a reduced number of hours at the higher secondary level.

6. *What are the main aims and content of the curricula as declared by the education authorities?*

Aims represented “very well” or “quite well” in the curriculum	Periods	Geographical scope	Approaches
<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Awareness of the cultural variety of past societies/cultural heritage</li> <li>• Awareness of current global challenges (e.g. environmental pollution, migration, refugees)</li> <li>• Developing competences for democratic culture</li> <li>• Developing historical thinking competences</li> <li>• Enhancing critical learning and 21st-century skills (e.g., problem solving, collaboration and creativity)</li> <li>• Promoting historical empathy and/or multiperspectivity</li> <li>• Reinforcing labour market skills</li> <li>• Strengthening national identity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some courses</b></li> <li>• Prehistory</li> <li>• Ancient history</li> <li>• Middle Ages</li> <li>• Early modern history</li> <li>• Modern history</li> <li>• Contemporary history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• National history</li> <li>• European history</li> <li>• World history</li> <li>• <b>Some courses</b></li> <li>• Local and subnational regional history</li> <li>• Regional (supranational) history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Art history</li> <li>• Environmental history</li> <li>• Gender history</li> <li>• Political and military history</li> <li>• Social and economic history</li> <li>• <b>Some courses</b></li> <li>• History of minorities and cultures</li> <li>• Migration history</li> </ul>

**Organisation of the curriculum**




The organisation of the curriculum is chronological, thematic and competence based.

## TEXTBOOKS AND OTHER EDUCATIONAL RESOURCES

### 7. Which bodies and/or actors are responsible for creating or approving history educational resources?

Following a curricular reform, a special commission set up by the Ministry of Education approves three textbooks per subject, including history, from which teachers are able to choose one to use in their class(es). Teachers also have the freedom to use other materials. In general, materials besides textbooks are not licensed by the Albanian government.

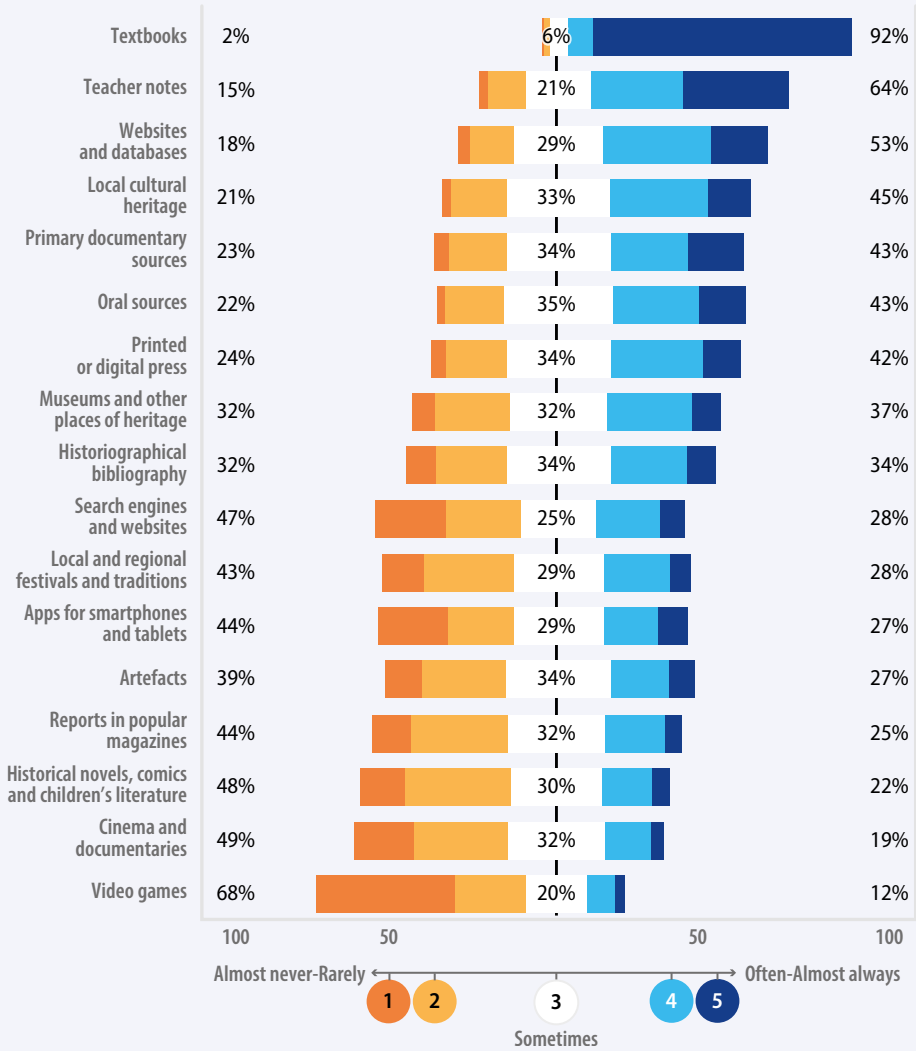
### 8. What are the policies on the use of educational resources?

 Required	 Encouraged	 No policy
<ul style="list-style-type: none"> <li>• Cinema and documentaries with historical themes</li> <li>• History textbooks</li> <li>• Literature (e.g., historical novels, graphic novels)</li> <li>• Museums and other places of heritage interpretation</li> <li>• Oral sources (interviews with grandparents, relatives, neighbours, etc.)</li> <li>• Primary documentary sources</li> <li>• Printed or digital press (newspapers and magazines)</li> <li>• Search engines and websites with historical content not necessarily validated by the education authorities</li> <li>• Teacher notes</li> <li>• Visual sources (e.g., paintings, photographs, drawings)</li> </ul>	<ul style="list-style-type: none"> <li>• Apps for smartphones and tablets with historical content</li> <li>• Artefacts (e.g., paintings, architecture, sculptures, contemporary art)</li> <li>• Audio sources (e.g., music, the sound of a steam engine)</li> <li>• Audiovisual sources (e.g., newsreels, private archives, commercials)</li> <li>• Historiographical bibliography</li> <li>• Local cultural heritage (e.g., costumes, food traditions, celebrations)</li> <li>• Local and regional festivals and traditions related to historical events</li> <li>• Reports on historical topics in popular magazines</li> <li>• Websites and databases with historical content approved by the education authorities</li> </ul>	<ul style="list-style-type: none"> <li>• Video games</li> </ul>



9. How frequently are different educational resources used in history teaching, according to TES respondents?

How frequently do you use the following types of educational resources in your teaching of history?



## ASSESSMENT

### 10. Which forms of assessment are demanded by the education authorities and at what level are such assessments made?

**The assessment methods teachers are required to use** are essays, oral examinations, knowledge-based questions, source-based questions, multiple-choice questions and project work.

**End-of-stage examinations** are taken only at the end of the optional final-year upper secondary course “History 12” as part of the state *matura*. The examinations are set at the national level.

**End-of-stage examinations assess** historical content knowledge, historical thinking competences (e.g., critical analysis and evaluation of evidence, formulation and justification of historical arguments, consideration of different perspectives), social and civic competences (e.g., conflict resolution skills, demonstrating empathy, respect for diversity), generic skills (e.g., communication, co-operation, use of ICT).

**End-of-stage examinations are written** and include open-ended questions, close-ended questions and multiple-choice questions.

## TEACHER TRAINING

### 11. What are the prerequisites for teaching history?

Teachers must be certified with a master’s-level university degree (licence). The licence is obtained through a nationally standardised test.

Teachers must be recruited via a national test offered online on the Teachers for Albania platform. The test, organised by the Educational Services Centre (QSHA), contains scientific questions and teaching methodology. Those who achieve the highest scores in the test start working at a school for one year without an employment contract. After one year of work, the school director makes an evaluation of the teacher and recommends whether they be appointed to the school.

### 12. Are teachers trained in additional subjects as well as in history as a discipline and history didactics?

At the primary level, teachers are trained more generally to teach across a range of subjects.

At the secondary level, teachers are trained primarily or exclusively as history teachers.

### *13. What are the opportunities for in-service training?*

At least 18 hours of in-service professional development training over three days a year is obligatory. Nine hours of this consist of direct or remote (online) training sessions and the remaining nine hours of individual work by participants to prepare tasks. Teachers can choose courses from a list of modules accredited by the Accreditation Commission of Training Programmes (KAPT), according to their priorities and needs for professional development. The Ministry of Education and the Quality Assurance Agency in Pre-university Education (ASCAP) offer free training programmes for priorities in education.

### *14. What are the three fields of professional development with the highest demand, according to TES respondents?*

- ICT and innovative teaching resources
- National history studies
- Historical thinking competences.

## **OBSTACLES TO GOOD-QUALITY HISTORY TEACHING**

### *15. What are the three obstacles to history teaching most commonly identified by TES respondents?*

- Resources and budget
- Frequency of educational reforms
- Time allocated to history in the curriculum.

# HISTORY COURSES OFFERED IN ALBANIA

## Names of courses and levels in Albanian:

- *Histori 4,5 – Arsimi fillor*
- *Histori 6,7,8,9 – Arsimi i mesëm i ulët*
- *Histori 10,11,12 – Arsimi i mesëm i lartë*
- *Histori 11,13 (APT) – Arsimi profesional (AP) (Teknik/menaxher)/Arsimi profesional (AP) (I profilizuar)/Arsimi profesional (AP)*

ISCED-1 Primary Education							ISCED-2 Lower Secondary Education	
AGE OF STUDENTS								
6	7	8	9	10	11	12		
COURSES								
No history teaching offered at this level			History 4-5 35 units p.a. (45 min. each)		History 6-9			

- Obligatory separate** history course **without** final assessment (general education)
- Elective separate** history course **with optional** final assessment
- Obligatory separate** history course **without** final assessment (vocational education). History education is taught in two of the four years of vocational education

**Note:** "Share" indicates the share of all students at this level who select this elective course (%); "n/a" indicates that no data are available.

© **Note:** This age group is only relevant for vocational education, as general education consists of only three years at upper secondary level, while vocational education consists of four years.

**ISCED-3**  
Upper  
Secondary  
Education

13	14	15	16	17	18 <sup>Ⓞ</sup>
<p><b>History 6</b> - 35 units p.a. (45 min. each)  <b>History 7, 8, 9</b> - 70 units p.a. (45 min. each)</p>		<p><b>History 10-11</b>            72 units p.a.            (45 min. each)</p>		<p><b>History 12</b>            136 units p.a.            (45 min. each)            Share: n/a</p>	
		<p>No history teaching offered at this level for vocational education</p>	<p><b>History 11</b>            72 units p.a.            (45 min. each)</p>	<p>No history teaching offered at this level for vocational education</p>	<p><b>History 13</b>            36 units p.a.            (45 min. each)</p>



# ANDORRA



## SCHOOL TYPES AND HISTORY CURRICULA

### 1. *Are there private schools with distinct history curricula?*

There are two private schools in Andorra, one following the British curriculum and the other the Spanish curriculum.

### 2. *Are there religious schools or schools with religious affiliations that have distinct history curricula?*

There are no such schools in the Andorran system. Some of the schools administered by the Spanish government have a church affiliation but they follow the same curricula as other schools regardless of their affiliation.

### 3. *Are there specific forms of history teaching for national minorities?*

No.

### 4. *Is history taught in different languages?*

Schools follow either the Andorran, French or Spanish curriculum, and therefore history is taught in Catalan, French or Spanish respectively.

5. *Are there schools that offer a specific subject specialisation and/or a vocational or technical education with history components?*

There are vocational schools but no schools with a specific subject specialisation.

6. *What are the main aims and content of the curricula as declared by the education authorities?*

Aims represented “very well” or “quite well” in the curriculum	Periods	Geographical scope	Approaches
<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Awareness of the cultural variety of past societies/cultural heritage</li> <li>• Awareness of current global challenges (e.g., environmental pollution, migration, refugees)</li> <li>• Developing competences for democratic culture</li> <li>• Developing historical thinking competences</li> <li>• Enhancing critical learning and 21st-century skills (e.g., problem solving, collaboration and creativity)</li> <li>• Promoting historical empathy and/or multiperspectivity</li> <li>• Reinforcing labour market skills</li> <li>• Strengthening national identity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Contemporary history</li> <li>• <b>Some courses</b></li> <li>• Prehistory</li> <li>• Ancient history</li> <li>• Middle Ages</li> <li>• Early modern history</li> <li>• Modern history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Local and subnational regional history</li> <li>• National history</li> <li>• Regional (supranational) history</li> <li>• European history</li> <li>• World history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Environmental history</li> <li>• Gender history</li> <li>• History of minorities and cultures</li> <li>• Migration history</li> <li>• Political and military history</li> <li>• Social and economic history</li> <li>• <b>Some courses</b></li> <li>• Art history</li> </ul>

### Organisation of the curriculum




The organisation of the curriculum is both thematic and competence based.

## TEXTBOOKS AND OTHER EDUCATIONAL RESOURCES

### 7. Which bodies and/or actors are responsible for creating or approving history educational resources?

Teachers are allowed to use materials not licensed by the Andorran government without any restrictions. The approval of educational resources to be used in history teaching takes place at the school level.

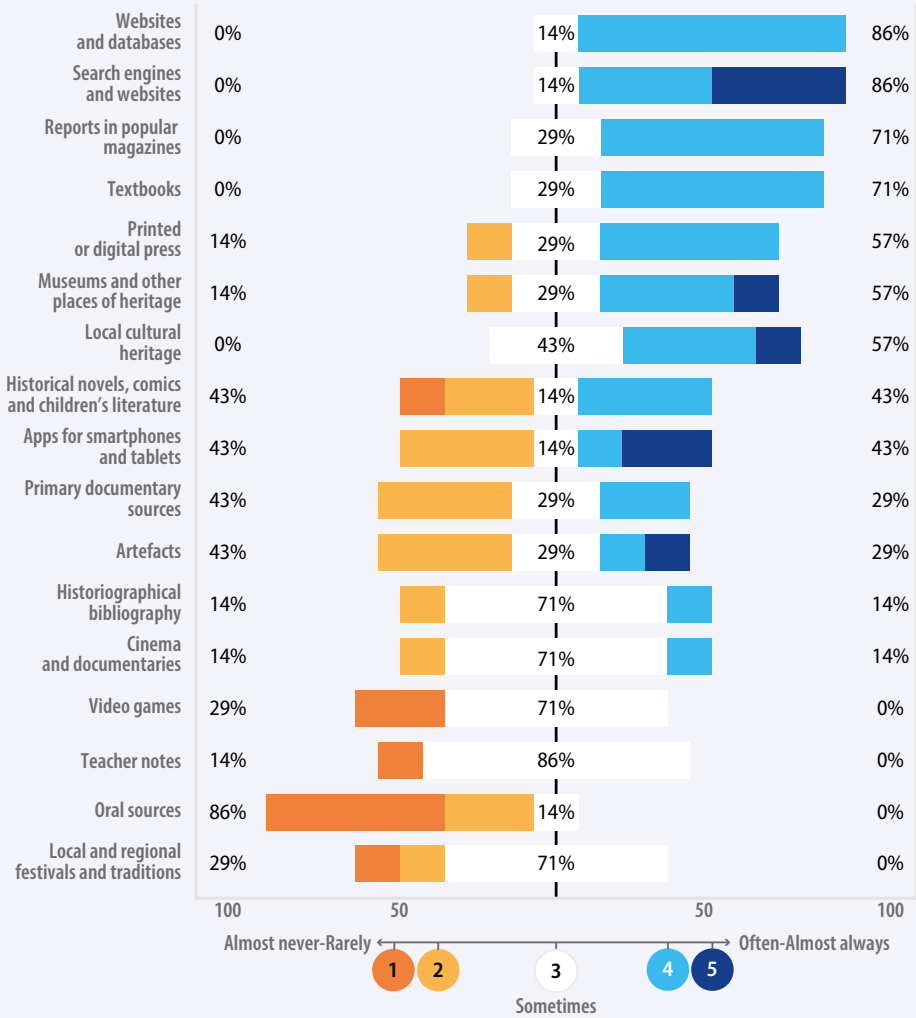
### 8. What are the policies on the use of educational resources?

 <b>Required</b>	 <b>Encouraged</b>	 <b>No policy</b>
<ul style="list-style-type: none"> <li>• Apps for smartphones and tablets with historical content</li> <li>• Local cultural heritage (e.g., costumes, food traditions, celebrations)</li> <li>• Local and regional festivals and traditions related to historical events</li> <li>• Museums and other places of heritage interpretation</li> <li>• Primary documentary sources</li> <li>• Printed or digital press (newspapers and magazines)</li> </ul>	<ul style="list-style-type: none"> <li>• Artefacts (e.g., paintings, architecture, sculptures, contemporary art)</li> <li>• Audio sources (e.g., music, the sound of a steam engine)</li> <li>• Audiovisual sources (e.g., newsreels, private archives, commercials)</li> <li>• Cinema and documentaries with historical themes</li> <li>• Literature (e.g., historical novels, graphic novels)</li> <li>• Visual sources (e.g., paintings, photographs, drawings)</li> </ul>	<ul style="list-style-type: none"> <li>• Historiographical bibliography</li> <li>• History textbooks</li> <li>• Oral sources (interviews with grandparents, relatives, neighbours, etc.)</li> <li>• Reports on historical topics in popular magazines</li> <li>• Search engines and websites with historical content not necessarily validated by the education authorities</li> <li>• Teacher notes</li> <li>• Video games</li> <li>• Websites and databases with historical content approved by the education authorities</li> </ul>



9. How frequently are different educational resources used in history teaching, according to TES respondents?

How frequently do you use the following types of educational resources in your teaching of history?



## ASSESSMENT

### 10. Which forms of assessment are demanded by the education authorities and at what level are such assessments made?

**The assessment methods teachers are required to use** are portfolios, essays, oral presentations/exams, knowledge-based questions, source-based questions and multiple-choice questions.

**End-of-stage examinations** are taken at the end of the elective courses on “History” and/or “History of art” in the 12th grade as part of the state *Batxillerat*, which is set at the national level.

At the lower secondary level, there are continuous assessments (*contrôles continus*) but no final examinations.

**End-of-stage examinations assess the following fields of knowledge:** historical content knowledge, historical thinking competences (e.g., critical analysis and evaluation of evidence, formulation and justification of historical arguments, consideration of different perspectives), social and civic competences (e.g., conflict resolution skills, demonstrating empathy, respect for diversity), generic skills (e.g., communication, co-operation, use of ICT).

**End-of-stage examinations are oral, written and coursework based.** Oral examinations consist of student presentations. Written examinations include open-ended questions, close-ended questions, source-based questions and multiple-choice questions and essays.

## TEACHER TRAINING

### 11. What are the prerequisites for teaching history?

History teachers are required to complete an initial teacher-training programme at a French or Spanish university. They are also required to pass an examination administered by the human resources unit of the Ministry of Education. Teachers who obtain a post as a history teacher undergo a probationary period of 10 months, at the end of which they are evaluated by the director of their educational establishment and a national inspector.

### 12. Are teachers trained in additional subjects as well as in history as a discipline and history didactics?

Primary school history teachers are trained as teachers of history and of one or more other discipline(s).

Secondary school history teachers are trained exclusively or primarily as history teachers.

### *13. What are the opportunities for in-service training?*

In-service professional development courses administered by the Ministry of Education are compulsory and take place on a yearly basis. Such courses include training in the methodologies of competence-based pedagogy; content-based training on the history of Andorra for history teachers who did not complete their schooling in Andorra; and training that focuses on the development of ICT skills.

### *14. What are the three fields of professional development with the highest demand, according to TES respondents?*

- ICT and innovative teaching resources
- European/world history studies
- Inclusive/special needs education.

## **OBSTACLES TO GOOD-QUALITY HISTORY TEACHING**

### *15. What are the three obstacles to history teaching most commonly identified by TES respondents?*

- Frequency of educational reforms
- Curriculum overload
- Time allocated to history in the curriculum.

# HISTORY COURSES OFFERED IN ANDORRA

## Names of courses and levels in Catalan:

- *Ciències socials – Primera Ensenyança (Escola Andorrana de maternal i primera ensenyança)*
- *Ciències humanes i socials – Segona Ensenyança (Escola Andorrana de segona ensenyança)*
- *Història – Batxillerat (Escola Andorrana de batxillerat)*
- *Història de les arts – Batxillerat (Escola Andorrana de batxillerat)*

ISCED-I

Primary Education

AGE OF STUDENTS

6

7

8

9

10

11

COURSES

Social sciences

70 units p.a.  
(90 min. each)

105 units p.a.  
(45 min. each)

 **Obligatory combined** course (history and other subjects) **without** final assessment

 **Elective separate** history course **with** final assessment

**Note:** “Share” indicates the share of all students at this level who select this elective course (%).

ISCED-2 Lower Secondary Education					ISCED-3 Upper Secondary Education		
					→		
					→		
12		13		14	15	16	17
Human and social sciences					History ●		
175 units p.a. (60 min. each)		105 units p.a. (60 min. each)		70 units p.a. (120 min. each)			
				Share: 15%	Share: 20%		
					Art history ●		
					70 units p.a. (60 min. each)		
					Share: 14%	Share: 22%	



# ARMENIA



## SCHOOL TYPES AND HISTORY CURRICULA

### 1. *Are there private schools with distinct history curricula?*

Although there are private schools in Armenia, they follow the same history curriculum as public schools.

### 2. *Are there religious schools or schools with religious affiliations that have distinct history curricula?*

No.

### 3. *Are there specific forms of history teaching for national minorities?*

No.

### 4. *Is history taught in different languages?*

History is taught only in Armenian.

### 5. *Are there schools that offer a specific subject specialisation and/or a vocational or technical education with history components?*

There are no schools with specific subject specialisations. Vocational or technical education is offered, and history courses are mandatory. The duration varies depending on the profession from one semester (half of a year) to two semesters (an entire year).

6. *What are the main aims and content of the curricula as declared by the education authorities?*

Aims represented “very well” or “quite well” in the curriculum	Periods	Geographical scope	Approaches
<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Awareness of the cultural variety of past societies/cultural heritage</li> <li>• Developing competences for democratic culture</li> <li>• <b>Some courses</b></li> <li>• Historical empathy and/or multiperspectivity</li> <li>• Awareness of current global challenges (e.g., environmental pollution, migration, refugees)</li> <li>• Developing historical thinking competences</li> <li>• Strengthening national identity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Ancient history</li> <li>• Middle Ages</li> <li>• Early modern history</li> <li>• Modern history</li> <li>• Contemporary history</li> <li>• <b>Some courses</b></li> <li>• Prehistory</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Local and subnational regional history</li> <li>• National history</li> <li>• Regional (supranational) history</li> <li>• European history</li> <li>• World history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Art history</li> <li>• Gender history</li> <li>• History of minorities and cultures</li> <li>• Political and military history</li> <li>• Social and economic history</li> <li>• <b>Some courses</b></li> <li>• Migration history</li> <li>• Environmental history</li> </ul>

**Organisation of the curriculum**

Some courses are organised thematically while others are organised chronologically.

**TEXTBOOKS AND OTHER EDUCATIONAL RESOURCES**

7. *Which bodies and/or actors are responsible for creating or approving history educational resources?*

The approval of educational resources to be used in history teaching is granted by the Ministry of Education, which organises open competitions for organisations to produce textbooks according to its prescribed standards. Textbooks that are approved by the ministry as meeting the prescribed standards can be introduced into schools. Schools are able to choose which textbooks to use, and teachers are permitted to use materials not licensed by the Armenian government without any restrictions.

## 8. What are the policies on the use of educational resources?

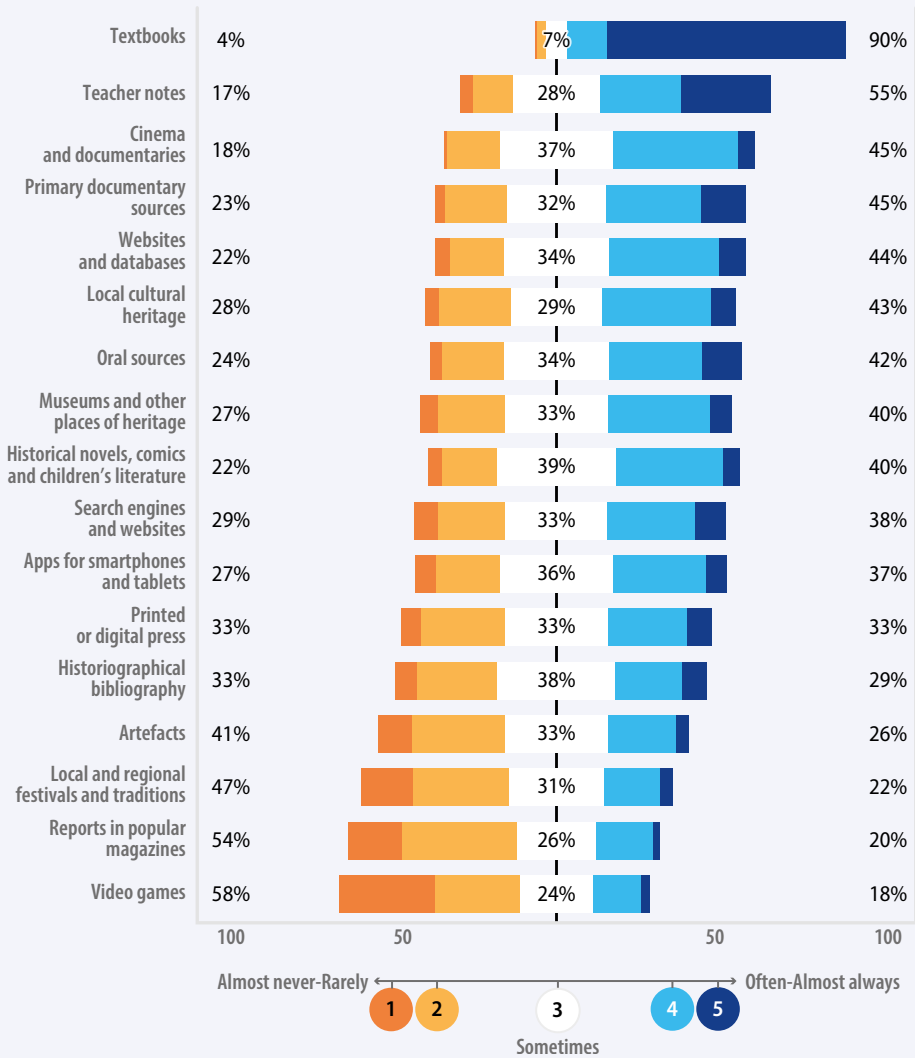
### Encouraged

- Apps for smartphones and tablets with historical content
- Artefacts (e.g., paintings, architecture, sculptures, contemporary art)
- Audio sources (e.g., music, the sound of a steam engine)
- Audiovisual sources (e.g., newsreels, private archives, commercials)
- Cinema and documentaries with historical themes
- Historiographical bibliography
- History textbooks
- Literature (e.g., historical novels, graphic novels)
- Local cultural heritage (e.g., costumes, food traditions, celebrations)
- Local and regional festivals and traditions related to historical events
- Museums and other places of heritage interpretation
- Oral sources (interviews with grandparents, relatives, neighbours, etc.)
- Primary documentary sources
- Printed or digital press (newspapers and magazines)
- Reports on historical topics in popular magazines
- Search engines and websites with historical content not necessarily validated by the education authorities
- Teacher notes
- Video games
- Visual sources (e.g., paintings, photographs, drawings)
- Websites and databases with historical content approved by the education authorities



9. How frequently are different educational resources used in history teaching, according to TES respondents?

How frequently do you use the following types of educational resources in your teaching of history?



## ASSESSMENT

### 10. Which forms of assessment are demanded by the education authorities and at what level are such assessments made?

**The assessment methods that teachers are required to use** are says, oral presentations/exams, knowledge-based questions, source-based questions and multiple-choice questions.

**End-of-stage examinations** are taken at the end of the compulsory course “Armenian history” at both the lower and upper secondary level. The content of the examinations varies by region.

**End-of-stage examinations assess the following fields of knowledge:** historical content knowledge, historical thinking competences (e.g., critical analysis and evaluation of evidence, formulation and justification of historical arguments, consideration of different perspectives), social and civic competences (e.g., conflict resolution skills, demonstrating empathy, respect for diversity), generic skills (e.g., communication, co-operation, use of ICT).

**End-of-stage examinations are oral and written.** Oral examinations include open questions to students. Written examinations include open-ended questions, close-ended questions and multiple-choice questions.

## TEACHER TRAINING

### 11. What are the prerequisites for teaching history?

There are no prerequisites for teachers to teach history.

### 12. Are teachers trained in additional subjects as well as in history as a discipline and history didactics?

At both primary and secondary levels, teachers receive general training to teach across a range of disciplines.

### 13. What are the opportunities for in-service training?

In-service professional development courses are optional. They are provided by the government and administered through the National Centre for Education Development and Innovation.

*14. What are the three fields of professional development with the highest demand, according to TES respondents?*

- ICT and innovative teaching resources
- Historical thinking competences
- Active learning methods.

## **OBSTACLES TO GOOD-QUALITY HISTORY TEACHING**

*15. What are the three obstacles to history teaching most commonly identified by TES respondents?*

- Time allocated to history in the curriculum
- Curriculum overload
- Resources and budget.

# HISTORY COURSES OFFERED IN ARMENIA

## Names of courses and levels in Armenian:

- Հայրենագիտություն, Միջին դպրոց (*Hayrenagitutyun, Mijin dprots*)
- Հայոց պատմություն, Միջին դպրոց, Ավագ դպրոց (*Hayoc patmutyun, Mijin dprots/Avag dprots*)
- Հայոց եկեղեցու պատմություն, Միջին դպրոց/Ավագ դպրոց (*Hayoc ekeghecu patmutyun, Mijin dprots/Avag dprots*)
- Համաշխարհային պատմություն, Միջին դպրոց/Ավագ դպրոց (*Hamashkharayin patmutyun, Mijin dprots/Avag dprots*)

ISCED-1 Primary Education				ISCED-2 Lower Secondary Education		
AGE OF STUDENTS						
6	7	8	9	10	11	
COURSES						
No history teaching offered at this level				Our homeland and culture 34 units p.a. (45 min. each)	Armenian history	
				History of the Armenian Church		
					World history	

- Obligatory combined** course (history and other subjects) **without** final assessment
- Obligatory separate** history course **with** final assessment
- Obligatory separate** history course **without** final assessment
- Separate** history course which is first **obligatory** and becomes **elective** at some point **without** final assessment

**Note:** "Share" indicates the share of all students at this level who select this elective course (%); "n/a" indicates that no data are available.

**ISCED-3**  
Upper  
Secondary  
Education

12

13

14

15

16

17

51 units p.a.  
(45 min. each)

**Armenian history**  
68 units p.a.  
(45 min. each)

34 units p.a.  
(45 min. each)

**History of the  
Armenian Church**  
34 units p.a.  
(45 min. each)

**History of  
the Armenian  
Church**  
34 units p.a.  
(45 min. each)  
Share: n/a

34 units p.a.  
(45 min. each)

**World  
history**  
34 units p.a.  
(45 min. each)

**World history**  
34 units p.a.  
(45 min. each)  
Share: n/a

# CYPRUS



## SCHOOL TYPES AND HISTORY CURRICULA

### 1. *Are there private schools with distinct history curricula?*

There are private schools in Cyprus, some of which follow the same curricula as public schools and some of which follow distinct history curricula.

### 2. *Are there religious schools or schools with religious affiliations that have distinct history curricula?*

A number of schools accommodate the needs of members of distinct religious groups (Armenian, Maronite and Latin) by offering teaching following adjusted history curricula. Such schools are, however, not designated as religious schools.

### 3. *Are there specific forms of history teaching for national minorities?*

A number of schools that accommodate students who belong to the Armenian, Maronite and Latin religious groups are not privately operated (Armenian Nareg schools and Agios Maronas Primary School), while Terra Santa College and St Mary's School are private schools. These schools follow a distinct history curriculum.

4. *Is history taught in different languages?*

In public schools, history is taught in Greek. The publicly operated Armenian Nareg schools teach Armenian history in the Armenian language, while some private schools teach subjects, including history, in a language other than Greek.

5. *Are there schools that offer a specific subject specialisation and/or a vocational or technical education with history components?*

There are no schools with specific subject specialisations, but upper secondary students may choose to follow strands with distinct subject concentrations, with history courses being compulsory for some. There are also vocational/technical schools offering history courses.

6. *What are the main aims and content of the curricula as declared by the education authorities?*

Aims represented “very well” or “quite well” in the curriculum	Periods	Geographical scope	Approaches
<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Awareness of the cultural variety of past societies/cultural heritage</li> <li>• Developing competences for democratic culture</li> <li>• Developing historical thinking competences</li> <li>• Enhancing critical learning and 21st-century skills (e.g., problem solving, collaboration and creativity)</li> <li>• Promoting historical empathy and/or multiperspectivity</li> <li>• <b>Some courses</b></li> <li>• Strengthening national identity</li> <li>• Awareness of current global challenges (e.g., environmental pollution, migration, refugees)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Prehistory</li> <li>• Ancient history</li> <li>• Middle Ages</li> <li>• Early modern history</li> <li>• Modern history</li> <li>• Contemporary history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Local and subnational regional history</li> <li>• National history</li> <li>• Regional (supranational) history</li> <li>• European history</li> <li>• World history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Art history</li> <li>• History of minorities and cultures</li> <li>• Migration history</li> <li>• Political and military history</li> <li>• Social and economic history</li> </ul>

**Organisation of the curriculum**

All courses are organised chronologically.




## TEXTBOOKS AND OTHER EDUCATIONAL RESOURCES

### 7. Which bodies and/or actors are responsible for creating or approving history educational resources?

The main resources available to teachers for the teaching of history in the public/state schools of the Republic of Cyprus are official textbooks provided by the Ministry of Education, Sport and Youth. A number of the textbooks used in Cyprus have been developed by the Greek state for teaching Greek history in public/state schools in Greece. For the teaching of Cypriot history, the Ministry of Education, Sport and Youth provides schools with textbooks developed by historians and teachers in Cyprus.

The Ministry of Education, Sport and Youth, inspectors and the Pedagogical Institute approve history textbooks and other educational resources for use in schools in Cyprus.

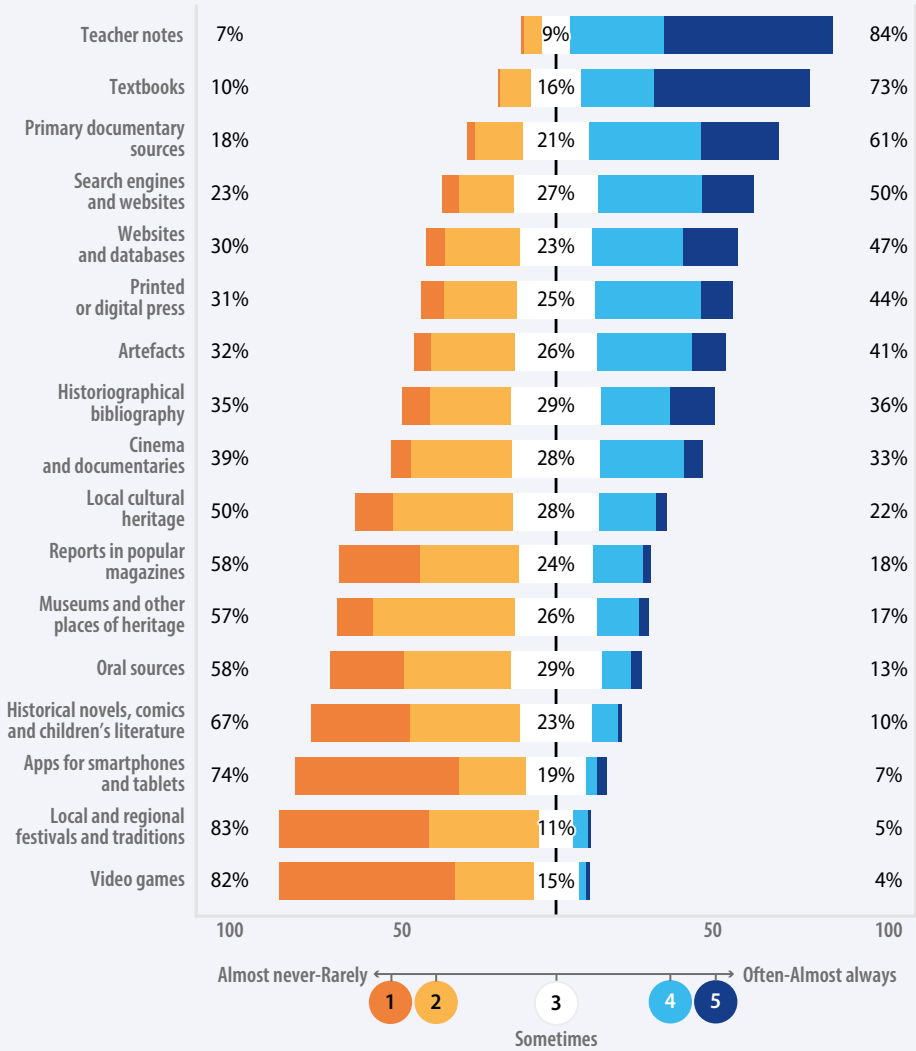
### 8. What are the policies on the use of educational resources?

 <b>Required</b>	 <b>Encouraged</b>	 <b>No policy</b>
<ul style="list-style-type: none"> <li>• Historiographical bibliography</li> <li>• History textbooks</li> <li>• Museums and other places of heritage interpretation</li> <li>• Primary documentary sources</li> <li>• Printed or digital press (newspapers and magazines)</li> <li>• Teacher notes</li> <li>• Websites and databases with historical content approved by the education authorities</li> </ul>	<ul style="list-style-type: none"> <li>• Artefacts (e.g., paintings, architecture, sculptures, contemporary art)</li> <li>• Audio sources (e.g., music, the sound of a steam engine)</li> <li>• Audiovisual sources (e.g., newsreels, private archives, commercials)</li> <li>• Cinema and documentaries with historical themes</li> <li>• Literature (e.g., historical novels, graphic novels)</li> <li>• Local cultural heritage (e.g., costumes, food traditions, celebrations)</li> <li>• Local and regional festivals and traditions related to historical events</li> <li>• Oral sources (interviews with grandparents, relatives, neighbours, etc.)</li> <li>• Reports on historical topics in popular magazines</li> <li>• Visual sources (e.g., paintings, photographs, drawings)</li> </ul>	<ul style="list-style-type: none"> <li>• Apps for smartphones and tablets with historical content</li> <li>• Search engines and websites with historical content not necessarily validated by the education authorities</li> <li>• Video games</li> </ul>



9. How frequently are different educational resources used in history teaching, according to TES respondents?

How frequently do you use the following types of educational resources in your teaching of history?



## ASSESSMENT

### 10. Which forms of assessment are demanded by the education authorities and at what level are such assessments made?

**The assessment methods teachers are required to use are:** at secondary level: essays, oral presentations/exams (including knowledge-based questions, source-based questions and multiple-choice questions); at primary level: projects and role play.

**End-of-stage examinations** are taken for the compulsory lower secondary course “History”; the compulsory upper secondary course “History” in grade 10, as well as for the compulsory upper secondary course “History” in grades 11 and 12, but only for students following strands 1 (classics and humanities), 2 (foreign languages and European studies) and 6 (fine arts). Such examinations at grades 11 and 12 are set at the national level.

**End-of-stage examinations assess the following fields of knowledge:** historical content knowledge, historical thinking competences (e.g., critical analysis and evaluation of evidence, formulation and justification of historical arguments, consideration of different perspectives), social and civic competences (e.g., conflict resolution skills, demonstrating empathy, respect for diversity).

**End-of-stage examinations are written** and include open-ended questions, close-ended questions, source-based questions, multiple-choice questions and essays.

## TEACHER TRAINING

### 11. What are the prerequisites for teaching history?

At the primary level, a Bachelor in Education is required.

At the secondary level teachers need to have a university degree in a specialised area (history, literature, pedagogics or philosophy) plus a two-semester teacher-training programme offered by the Ministry of Education, Sport and Youth and the University of Cyprus, which is compulsory for teachers who want to teach in public secondary schools.

### 12. Are teachers trained in additional subjects as well as in history as a discipline and history didactics?

At the primary level teachers receive general training to teach across a range of disciplines.

At the secondary level teachers are trained in both history as a discipline and history didactics, and also in other relevant subjects (literature, language, philosophy).

### *13. What are the opportunities for in-service training?*

A number of in-service professional development courses are compulsory (seminars at the beginning of the year and during the autumn and winter terms), while other courses are offered on an optional basis.

Training courses are jointly organised by the government, the University of Cyprus and the Pedagogical Institute.

### *14. What are the three fields of professional development with the highest demand, according to TES respondents?*

- Historical thinking competences
- Active learning methods
- ICT and innovative teaching resources.

## **OBSTACLES TO GOOD-QUALITY HISTORY TEACHING**







### *15. What are the three obstacles to history teaching most commonly identified by TES respondents?*

- Time allocated to history in the curriculum
- Curriculum overload
- Focus on the demands of exams and assessments.

# HISTORY COURSES OFFERED IN CYPRUS

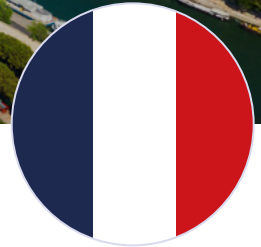
## Names of courses and levels in Greek:

- *Ιστορία, Πρωτοβάθμια Εκπαίδευση – Δημοτικό (Istoria, Protovalmia Ekpaidefsi – Dimotiko)*
- *Ιστορία, Δευτεροβάθμια Εκπαίδευση – Γυμνάσιο (Istoria, Defterovalmia Ekpaidefsi – Gymnasio)*
- *Ιστορία, Δευτεροβάθμια Εκπαίδευση – Λύκειο (Istoria, Defterovalmia Ekpaidefsi – Lykeio)*
- *Ιστορία, Δευτεροβάθμια Εκπαίδευση – Τεχνική Σχολή (Istoria, Defterovalmia Ekpaidefsi – Techniki Schole)*

ISCED-1 Primary Education	AGE OF STUDENTS					
	7	8	9	10	11	12
COURSES	No history teaching offered at this level		History 74 units p.a. (40 min. each)			
<ul style="list-style-type: none"> <li> <b>Obligatory separate</b> history course <b>without</b> final assessment (general education)</li> <li> <b>Obligatory separate</b> history course <b>with</b> final assessment (general education)</li> <li> <b>Obligatory separate</b> history course, with final assessment for some, depending on the subject specialisation chosen. Teaching hours vary between different subject specialisations (general education)</li> <li> <b>Separate</b> history course that is obligatory for some, depending on the subject specialisation chosen, <b>with</b> final examination</li> <li> <b>Separate</b> history course that is obligatory for some, depending on the subject specialisation chosen, <b>without</b> final examination</li> <li> <b>Obligatory separate</b> history course (technical education). <b>No data</b> on assessment available</li> </ul>						

**Note:** History is also part of early childhood education in Cyprus. History courses are offered as part of upper secondary education for adults (18+) as evening classes.





## SCHOOL TYPES AND HISTORY CURRICULA

### 1. *Are there private schools with distinct history curricula?*

Some private schools (*privé sous contrat*) follow the same history curricula as public schools but others (*privé hors contrat*) are not required to do so.

### 2. *Are there religious schools or schools with religious affiliations that have distinct history curricula?*

No.

### 3. *Are there specific forms of history teaching for national minorities?*

No, but there are curricular adaptations for schools in overseas territories.

### 4. *Is history taught in different languages?*

In the European and international sections of lower secondary and upper secondary schools, history is taught in French for half of the specific curriculum and in the language of the respective section for the other half.

5. *Are there schools that offer a specific subject specialisation and/or a vocational or technical education with history components?*

There are no schools offering specific subject specialisations. Vocational and technical education is offered and includes a history curriculum.

6. *What are the main aims and content of the curricula as declared by the education authorities?*

Aims represented “very well” or “quite well” in the curriculum	Periods	Geographical scope	Approaches
<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Awareness of the cultural variety of past societies/cultural heritage</li> <li>• Awareness of current global challenges (e.g., environmental pollution, migration, refugees)</li> <li>• Developing historical thinking competences</li> <li>• <b>Some courses</b></li> <li>• Developing competences for democratic culture</li> <li>• Enhancing critical learning and 21st-century skills (e.g., problem solving, collaboration and creativity)</li> <li>• Promoting historical empathy and/or multiperspectivity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Early modern history</li> <li>• Modern history</li> <li>• Contemporary history</li> <li>• <b>Some courses</b></li> <li>• Prehistory</li> <li>• Ancient history</li> <li>• Middle Ages</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• National history</li> <li>• Regional (supranational) history</li> <li>• European history</li> <li>• World history</li> <li>• <b>Some courses</b></li> <li>• Local and subnational regional history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Art history</li> <li>• Gender history</li> <li>• Migration history</li> <li>• Political and military history</li> <li>• Social and economic history</li> <li>• <b>Some courses</b></li> <li>• History of minorities and cultures</li> <li>• Environmental history</li> </ul>

**Organisation of the curriculum**




The organisation of the curriculum is chronological, thematic and/or competence based.

**TEXTBOOKS AND OTHER EDUCATIONAL RESOURCES**

7. *Which bodies and/or actors are responsible for creating or approving history educational resources?*

The government does not license materials, so teachers can use any materials without restriction. The selection of resources takes place at school level.

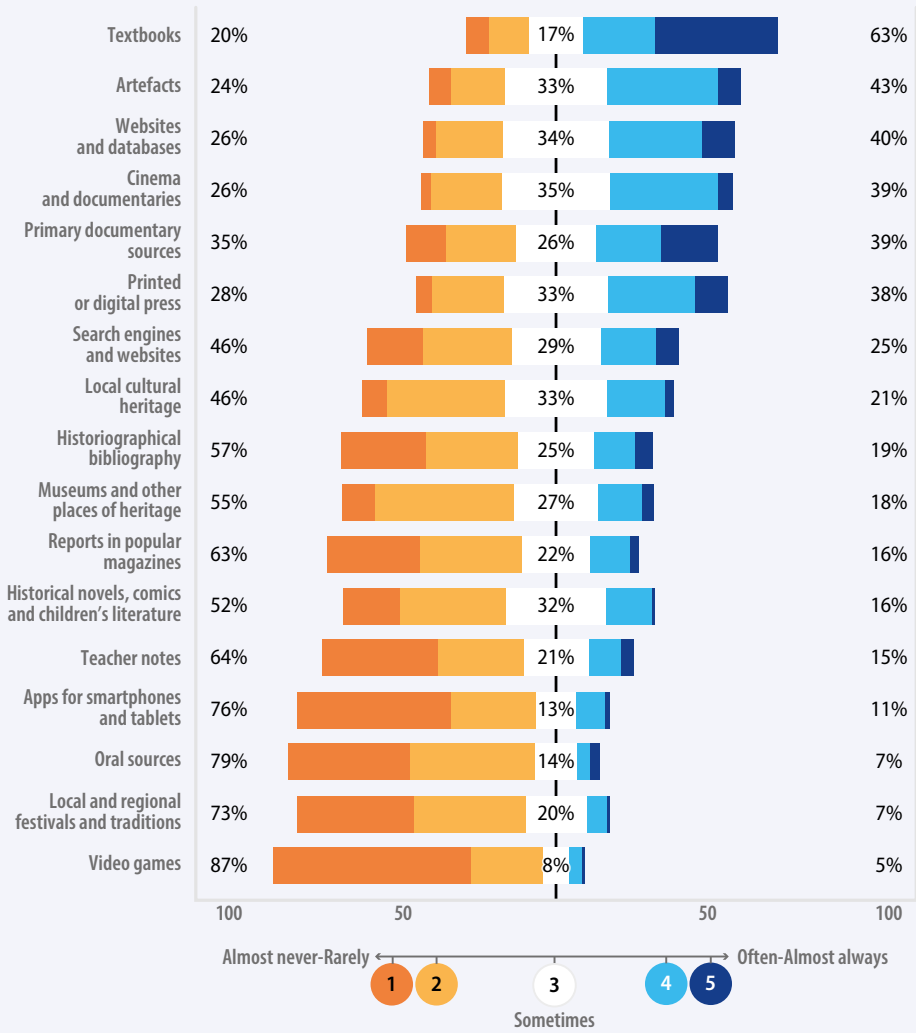
## 8. What are the policies on the use of educational resources?

 Encouraged	 Allowed	 No policy
<ul style="list-style-type: none"> <li>• Audiovisual sources (e.g., newsreels, private archives, commercials)</li> <li>• History textbooks</li> <li>• Literature (e.g., historical novels, graphic novels)</li> <li>• Local cultural heritage (e.g., costumes, food traditions, celebrations)</li> <li>• Museums and other places of heritage interpretation</li> <li>• Oral sources (interviews with grandparents, relatives, neighbours, etc.)</li> <li>• Primary documentary sources</li> <li>• Printed or digital press (newspapers and magazines)</li> <li>• Visual sources (e.g., paintings, photographs, drawings)</li> <li>• Websites and databases with historical content approved by the education authorities</li> </ul>	<ul style="list-style-type: none"> <li>• Artefacts (e.g., paintings, architecture, sculptures, contemporary art)</li> <li>• Audio sources (e.g., music, the sound of a steam engine)</li> <li>• Cinema and documentaries with historical themes</li> <li>• Historiographical bibliography</li> <li>• Reports on historical topics in popular magazines</li> <li>• Search engines and websites with historical content not necessarily validated by the education authorities</li> <li>• Teacher notes</li> <li>• Video games</li> </ul>	<ul style="list-style-type: none"> <li>• Apps for smartphones and tablets with historical content</li> <li>• Local and regional festivals and traditions related to historical events</li> </ul>



9. How frequently are different educational resources used in history teaching, according to TES respondents?

How frequently do you use the following types of educational resources in your teaching of history?



## ASSESSMENT

### 10. Which forms of assessment are demanded by the education authorities and at what level are such assessments made?

**The assessment methods teachers are required to use** are essays, oral presentations/exams, knowledge-based questions and source-based questions.

**End-of-stage exams** are taken at the end of the compulsory lower secondary course “History–geography and civics” (cycle 4, level 3); the elective upper secondary course “History–geography, geopolitics and political science” (general *lycées*); the elective upper secondary course “History of arts” (general *lycées*); the compulsory upper secondary course “French, history–geography and civics” (professional baccalaureate section of professional *lycées*). Examinations are set at the national level.

**End-of-stage examinations assess the following fields of knowledge:** historical content knowledge, historical thinking competences (e.g., critical analysis and evaluation of evidence, formulation and justification of historical arguments, consideration of different perspectives).

**End-of-stage exams are oral, written and coursework based.** Oral exams consist of presentations followed by close-ended and open-ended questions. Written exams include open-ended questions, close-ended questions, source-based questions and essays.

## TEACHER TRAINING

### 11. What are the prerequisites for teaching history?

Teachers must be recruited via entrance exams in the form of competitive selections at the national level (*concours*) via the certification of aptitude (CAPES) or the *agrégation* procedure. The competition is organised by the Ministry of Education (Directorate General of Human Resources, General Inspectorate of Education, Sport and Research, and universities).

Those who pass the *concours* selections complete two years of training for an education master’s degree in their subject area. The length of the training phase is one year for holders of a research master’s degree. Teachers can also be recruited via contractual arrangements offered by academies (regional inspectors) for those with a bachelor-level university degree (*licence*).

**12. Are teachers trained in additional subjects as well as in history as a discipline and history didactics?**

At the primary school level, teachers are trained to teach history and one or more other discipline(s).

At the secondary level, teachers are trained exclusively or, most often, primarily as history teachers.

**13. What are the opportunities for in-service training?**

In-service professional development courses are mostly optional. The Ministry of Education offers a training programme at the national level. This is adapted by academies within the framework of academic training programmes. These training programmes are financed by the state. Providers of in-service professional development are chosen by regional inspectors and can also involve associations approved by the ministry.

**14. What are the three fields of professional development with the highest demand, according to TES respondents?**

- Teaching sensitive and controversial issues
- Historical thinking competences
- Active learning methods.

## OBSTACLES TO GOOD-QUALITY HISTORY TEACHING

**15. What are the three obstacles to history teaching most commonly identified by TES respondents?**

- Curriculum overload
- Time allocated to history in the curriculum
- Class sizes.

# HISTORY COURSES OFFERED IN FRANCE

## Names of courses and levels in French:

- *Histoire et géographie, École élémentaire*
- *Histoire-géographie, Lycée général et technologique*
- *Histoire-géographie, enseignement moral et civique, Collège*
- *Français, histoire-géographie, enseignement moral et civique, Lycée professionnel (bac professionnel)*

ISCED-1

Primary Education

AGE OF STUDENTS

6

7

8

9

10








11

COURSES

No history teaching offered at this level

History and Geography  
90 units p.a.  
(45 min. each)

108 units p.a.  
(55 min. each)

-  **Obligatory combined** course (history with other subjects) **without** final assessment (general or technological education)
-  **Obligatory combined** course (history with other subjects) **with** final assessment (general or technological education)
-  **Elective separate** history course **without** final assessment (general or technological education)
-  **Elective separate** history course **with** final assessment (general or technological education)
-  **Elective combined** course (history with other subjects) **with** final assessment (general or technological education)
-  **Obligatory combined** history course (with other subjects) **with** final examination (vocational/Bac pro)
-  **Obligatory combined** history course (with other subjects) **without** final examination (vocational/CAP)

**Note:** "Share" indicates the share of all students at this level who select this elective course (%); "n/a" indicates that there are no data available in this regard. The course "Exploring the world" (Questionner le monde), offered from the first grade of primary education, also features a module on "Exploring the times" (Questionner le temps).

- Français, histoire-géographie, Lycée professionnel (certificat d'aptitude professionnelle)
- Histoire-géographie, géopolitique et sciences politiques, Lycée général et technologique
- Histoire des arts, Lycée général et technologique

ISCED-2 Lower Secondary Education			ISCED-3 Upper Secondary Education			
12	13	14	15	16	17	
History-Geography, Civic and moral education			History-Geography			
126 units p.a. (55 min. each)			108 units p.a. (55 min. each)	54 units p.a. (technological education) 108 units p.a. (general education)		
			History of the arts 108 units p.a. (55 min. each)			
			History of the arts Specialisation, Share: n/a			
			144 units p.a. (55 min. each)		216 units p.a. (55 min. each)	
			History-Geography, Geopolitics and Political Science Share: n/a			
			144 units p.a. (55 min. each)		218 units p.a. (55 min. each)	
			French, History-Geography, Moral and civic education			
			105 units p.a. (50-55 min. each)	84 units p.a. (50-55 min. each)	76 units p.a. (50-55 min. each)	
			French, History-Geography			
			43.5 units p.a. (55 min. each)		39 units p.a. (55 min. each)	



## SCHOOL TYPES AND HISTORY CURRICULA

### 1. *Are there private schools with distinct history curricula?*

There are private schools in Georgia, including privately operated religious schools offering distinct history curricula.

### 2. *Are there religious schools or schools with religious affiliations that have distinct history curricula?*

Privately operated religious schools offer distinct history curricula.

### 3. *Are there specific forms of history teaching for national minorities?*

There are schools for Armenian, Azerbaijani and Russian minorities, but these follow the curricula of the public school system.

### 4. *Is history taught in different languages?*

Schools for the Armenian, Azerbaijani and Russian minorities teach in Armenian, Azerbaijani (Azeri Turkish) and Russian respectively.

5. *Are there schools that offer a specific subject specialisation and/or a vocational or technical education with history components?*

There are no schools offering specific subject specialisations. Vocational and technical education is offered and includes a history curriculum as part of the course “Citizenship education”.

6. *What are the main aims and content of the curricula as declared by the education authorities?*

Aims represented “very well” or “quite well” in the curriculum	Periods	Geographical scope	Approaches
<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Developing competences for democratic culture</li> <li>• Developing historical thinking competences</li> <li>• Enhancing critical learning and 21st-century skills (e.g., problem solving, collaboration and creativity)</li> <li>• Awareness of the cultural variety of past societies/ cultural heritage</li> <li>• Promoting historical empathy and/or multiperspectivity</li> <li>• <b>Some courses</b></li> <li>• Strengthening national identity</li> <li>• Reinforcing labour market skills</li> <li>• Awareness of current global challenges (e.g., environmental pollution, migration, refugees)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Ancient history</li> <li>• Middle Ages</li> <li>• Modern history</li> <li>• Contemporary history</li> <li>• <b>Some courses</b></li> <li>• Prehistory</li> <li>• Early modern history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Local and subnational regional history</li> <li>• World history</li> <li>• <b>Some courses</b></li> <li>• National history</li> <li>• Regional (supranational) history</li> <li>• European history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Social and economic history</li> <li>• <b>Some courses</b></li> <li>• Art history</li> <li>• Political and military history</li> <li>• Gender history</li> <li>• History of minorities and cultures</li> <li>• Migration history</li> <li>• Environmental history</li> </ul>

**Organisation of the curriculum**

Courses are chronological, thematic and/or competence based.

## TEXTBOOKS AND OTHER EDUCATIONAL RESOURCES

### 7. Which bodies and/or actors are responsible for creating or approving history educational resources?

The Ministry of Education and Science leads the process for licensing textbooks. The selection of teaching materials is made at the school level. In addition, teachers are permitted to use materials they deem appropriate to their pedagogical objectives.

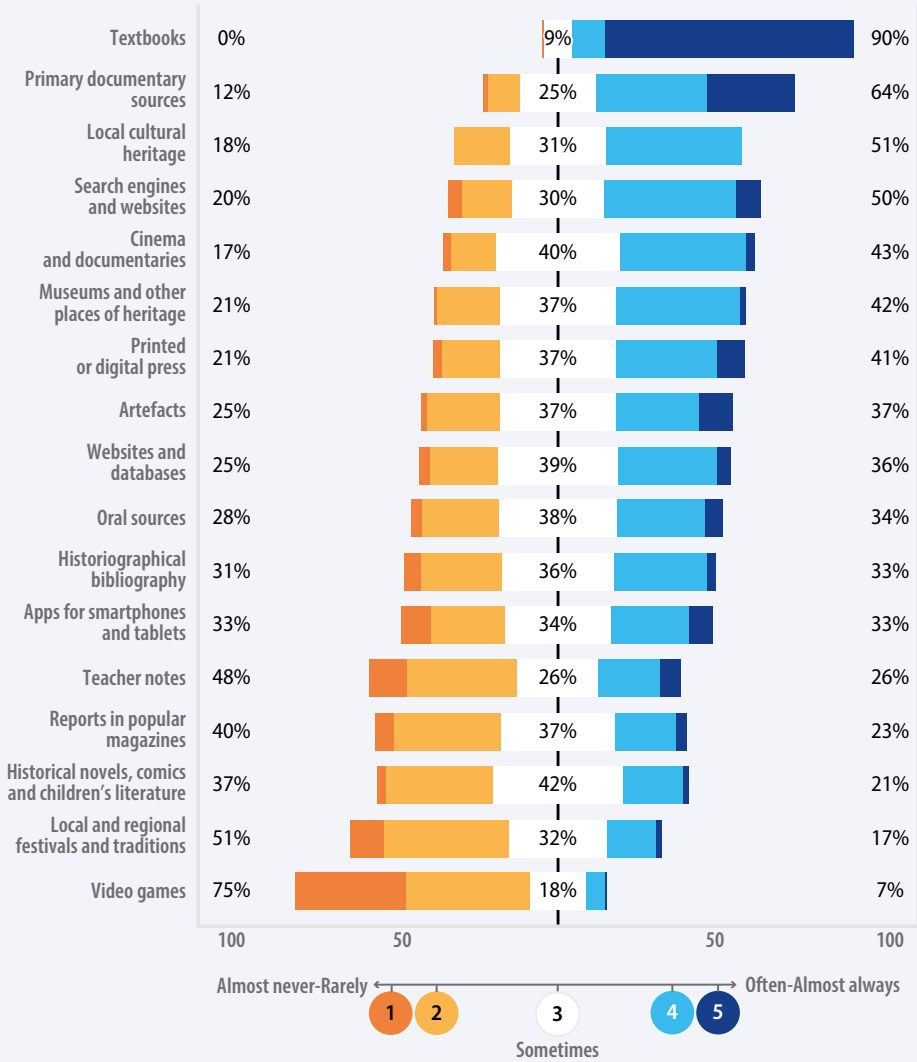
### 8. What are the policies on the use of educational resources?

! Required	👍 Encouraged	✓ Allowed	/ No policy
<ul style="list-style-type: none"> <li>History textbooks</li> </ul>	<ul style="list-style-type: none"> <li>Artefacts (e.g., paintings, architecture, sculptures, contemporary art)</li> <li>Audio sources (e.g., music, the sound of a steam engine)</li> <li>Audiovisual sources (e.g., newsreels, private archives, commercials)</li> <li>Cinema and documentaries with historical themes</li> <li>Historiographical bibliography</li> <li>Literature (e.g., historical novels, graphic novels)</li> <li>Museums and other places of heritage interpretation</li> <li>Primary documentary sources</li> <li>Visual sources (e.g., paintings, photographs, drawings)</li> <li>Websites and databases with historical content approved by the education authorities</li> </ul>	<ul style="list-style-type: none"> <li>Printed or digital press (newspapers and magazines)</li> <li>Reports on historical topics in popular magazines</li> <li>Search engines and websites with historical content not necessarily validated by the education authorities</li> <li>Teacher notes</li> <li>Video games</li> </ul>	<ul style="list-style-type: none"> <li>Apps for smartphones and tablets with historical content</li> <li>Local cultural heritage (e.g., costumes, food traditions, celebrations)</li> <li>Local and regional festivals and traditions related to historical events</li> <li>Oral sources (interviews with grandparents, relatives, neighbours, etc.)</li> </ul>



9. How frequently are different educational resources used in history teaching, according to TES respondents?

How frequently do you use the following types of educational resources in your teaching of history?



## ASSESSMENT

### 10. Which forms of assessment are demanded by the education authorities and at what level are such assessments made?

**The assessment methods teachers are required to use** are portfolios, essays, oral presentations/exams, knowledge-based questions and source-based questions.

**End-of-stage exams** are compulsory for the compulsory lower secondary course "Georgian and world history". They are also compulsory for the course "Citizenship" for students in professional/vocational education wishing to take entrance exams to transition to university education.

End-of-stage exams are optional for the compulsory upper secondary course "History", the compulsory upper secondary course "History of Georgia", the optional upper secondary course "American studies" and the optional upper secondary course "World culture".

No data are available regarding the assessment methods and aims in end-of-stage exams.

## TEACHER TRAINING

### 11. What are the prerequisites for teaching history?

To undergo the teacher-training educational programme, a person must have at least a bachelor's or an equivalent academic degree in the relevant subject area or military/sports professional education. They are required to pass the relevant subject exam, in this case history, which is organised under the remit of the National Assessments and Examination Center (NAEC) and the National Center for Teacher Professional Development (TPDC). After this exam, the candidate must also pass an interview or exam conducted by the higher education institution providing the training course. The teacher-training educational programme lasts for at least one academic year.

### 12. Are teachers trained in additional subjects as well as in history as a discipline and history didactics?

Teachers at both primary and secondary school levels are trained to teach history and one or more other discipline(s).

### 13. *What are the opportunities for in-service training?*

Compulsory in-service professional development programmes are organised by national education authorities, namely the Ministry of Education and Science and National Center for Teacher Professional Development. Various professional associations and non-governmental organisations provide optional programmes on specific subjects, including tolerance in multi-ethnic and multireligious societies, the use of different types of sources, conflict-sensitive education, peacebuilding-oriented education and so on.

### 14. *What are the three fields of professional development with the highest demand, according to TES respondents?*

- ICT and innovative teaching resources
- Historical thinking competences
- National history studies.

## OBSTACLES TO GOOD-QUALITY HISTORY TEACHING

### 15. *What are the three obstacles to history teaching most commonly identified by TES respondents?*

- Resources and budget
- Frequency of educational reforms
- Curriculum overload.

# HISTORY COURSES OFFERED IN GEORGIA

## Names of courses and levels in Georgian:

- მე და საზოგადოება, დაწყებითი განათლება (*Me da Sazogadoebam, Dackebiti ganatleba*)
- ჩვენი საქართველო, დაწყებითი განათლება (*Chveni Sakartvelo, Dackebiti ganatleba*)
- საქართველოს და მსოფლიო ისტორიამ, საბაზო განათლება (*Sakartvelos da msofllo istoria, Sabazo ganatleba*)

ISCED-1

Primary  
Education

AGE OF STUDENTS

6

7

8

9

10

11

COURSES








No history teaching  
offered at this level

**Society and I**  
(no data on teaching  
hours available)

**Our Georgia**

70 units p.a.  
(40-45  
min. each)

105 units p.a.  
(40-45  
min. each)

-  **Obligatory combined** course (history with other subjects) **without** final assessment (general education)
-  **Obligatory combined** course (history with other subjects) **with optional** final assessment (general education)
-  **Obligatory separate** history course **with** final assessment (general education)
-  **Obligatory separate** history course **with optional** final assessment (general education)
-  **Elective combined** course (history with other subjects) **with optional** final assessment (general education)
-  **Elective separate** history course **without** final assessment (general education)
-  **Combined** history course (with other subjects) **with** final examination, which is obligatory for those students in vocational education who wish to pass national exams and enter university

**Note:** "Share" indicates the share of all students at this level who select this elective course (%); "n/a" indicates that there are no data available in this regard.

- საქართველოს ისტორია, ზოგადი განათლება) (*Saqartvelos istoria, Zogadi ganatleba*)
- ისტორია, ზოგადი განათლება (*Istoria, Zogadi ganatleba*)
- ამერიკისმცოდნეობა, ზოგადი განათლება (*Amerikismcodneoba, Zogadi ganatleba*)
- მსოფლიო კულტურა, ზოგადი განათლება (*Msoplio kultura, Zogadi ganatleba*)
- სამხედრო ისტორია და ეროვნული თავდაცვა, ზოგადი განათლება (*Samxedro istoria da erovnuli tavidacva, Zogadi ganatleba*)
- მოქალაქეობა, ფრონქსიული განათლება (*Moqalaxeoba, Profesiული ganatleba*)

ISCED-2 Lower Secondary Education				ISCED-3 Upper Secondary Education			
12				13			
14				15			
16				17			
<p><b>Georgian and world history</b></p> <p>70 units p.a. (40-45 min. each)</p> <p>90 units p.a. (40-45 min. each)</p> <p>105 units p.a. (40-45 min. each)</p>				<p><b>History of Georgia</b> (No data on teaching hours available)</p>			
				<p><b>History</b> (No data on teaching hours available)</p>			
				<p><b>American studies</b> (Only two semesters in total, in 10th, 11th or 12th grade) 70 units p.a. (40-45 min.) Share: n/a</p>			
				<p><b>World culture</b> (Only two semesters in total, in 10th, 11th or 12th grade) 70 units p.a. (40-45 min.) Share: "very few"</p>			
				<p><b>Military history and national defence</b> (Only two semesters in total, in 10th, 11th or 12th grade) 70 units p.a. (40-45 min.) Share: "very few"</p>			
				<p><b>Citizenship education</b></p> <p>70 units p.a. (40-45 min. each)</p> <p>35 units p.a. (40-45 min. each)</p> <p>70 units p.a. (40-45 min. each)</p> <p>70 units p.a. (40-45 min. each)</p>			



# GREECE



## SCHOOL TYPES AND HISTORY CURRICULA

### 1. *Are there private schools with distinct history curricula?*

Although there are private schools in Greece, they follow the same history curriculum as public schools.

### 2. *Are there religious schools or schools with religious affiliations that have distinct history curricula?*

There are religious schools, but they do not follow distinct curricula.

### 3. *Are there specific forms of history teaching for national minorities?*

There are schools for minorities, but they do not follow distinct curricula.

### 4. *Is history taught in different languages?*

History is taught only in Greek.

### 5. *Are there schools that offer a specific subject specialisation and/or a vocational or technical education with history components?*

Vocational/technical education is offered and it includes a history curriculum.

6. *What are the main aims and content of the curricula as declared by the education authorities?*

Aims represented “very well” or “quite well” in the curriculum	Periods	Geographical scope	Approaches
<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Awareness of the cultural variety of past societies/cultural heritage</li> <li>• Awareness of current global challenges (e.g., environmental pollution, migration, refugees)</li> <li>• Developing competences for democratic culture</li> <li>• Developing historical thinking competences</li> <li>• Enhancing critical learning and 21st-century skills (e.g., problem solving, collaboration and creativity)</li> <li>• Promoting historical empathy and/or multiperspectivity</li> <li>• Strengthening national identity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Early modern history</li> <li>• Modern history</li> <li>• Contemporary history</li> <li>• <b>Some courses</b></li> <li>• Prehistory</li> <li>• Ancient history</li> <li>• Middle Ages</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Local and subnational regional history</li> <li>• National history</li> <li>• European history</li> <li>• World history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• History of minorities and cultures</li> <li>• Migration history</li> <li>• Political and military history</li> <li>• Social and economic history</li> <li>• <b>Some courses</b></li> <li>• Art history</li> </ul>

**Organisation of the curriculum**


The primary-level course “History” follows a thematic, chronological and competence-based organisation. All other lower and upper secondary-level courses are organised either thematically or chronologically.

**TEXTBOOKS AND OTHER EDUCATIONAL RESOURCES**

7. *Which bodies and/or actors are responsible for creating or approving history educational resources?*

The Institute of Educational Policy is responsible for the introduction of timetables, curricula, course syllabuses, textbooks and other educational materials. It collaborates with teachers and educational institutions in Greece and abroad.

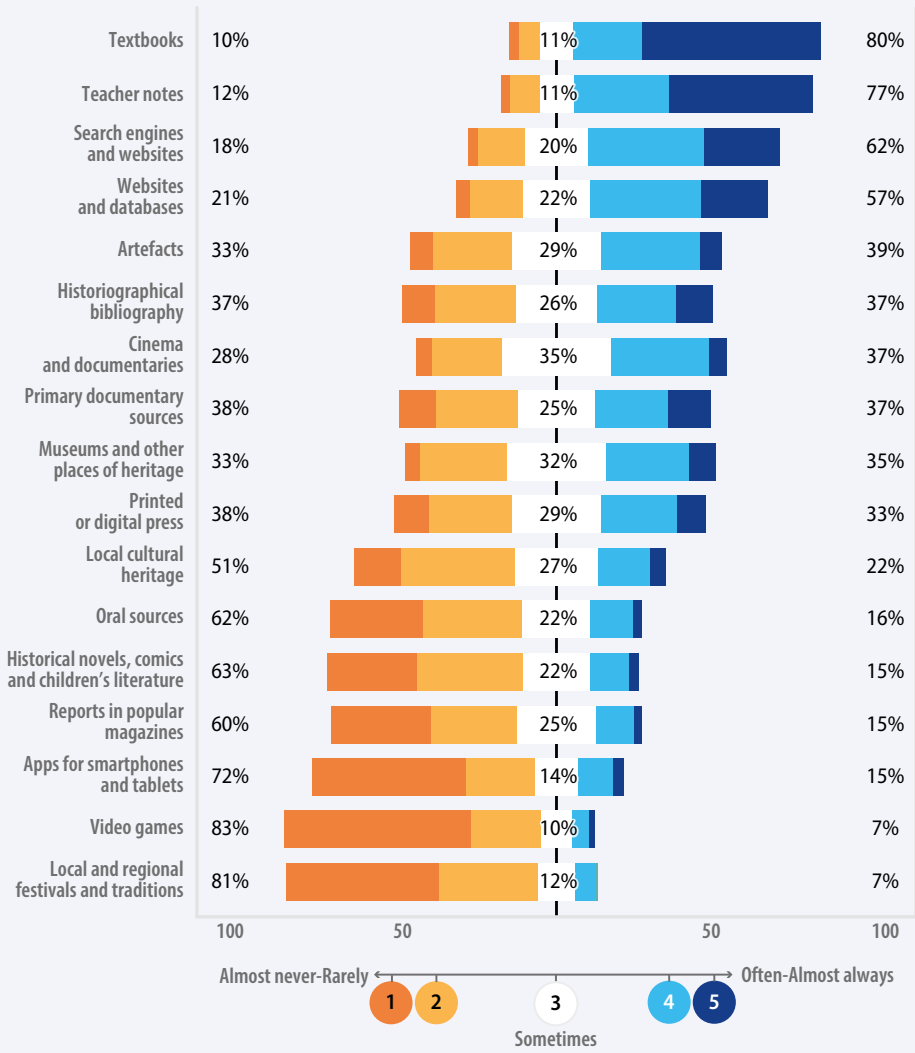
## 8. What are the policies on the use of educational resources?

 Required	 Allowed
<ul style="list-style-type: none"><li>• History textbooks</li></ul>	<ul style="list-style-type: none"><li>• Apps for smartphones and tablets with historical content</li><li>• Artefacts (e.g., paintings, architecture, sculptures, contemporary art)</li><li>• Audio sources (e.g., music, the sound of a steam engine)</li><li>• Audiovisual sources (e.g., newsreels, private archives, commercials)</li><li>• Cinema and documentaries with historical themes</li><li>• Historiographical bibliography</li><li>• Literature (e.g., historical novels, graphic novels)</li><li>• Local cultural heritage (e.g., costumes, food traditions, celebrations)</li><li>• Local and regional festivals and traditions related to historical events</li><li>• Museums and other places of heritage interpretation</li><li>• Oral sources (interviews with grandparents, relatives, neighbours, etc.)</li><li>• Primary documentary sources</li><li>• Printed or digital press (newspapers and magazines)</li><li>• Reports on historical topics in popular magazines</li><li>• Search engines and websites with historical content not necessarily validated by the education authorities</li><li>• Teacher notes</li><li>• Video games</li><li>• Visual sources (e.g., paintings, photographs, drawings)</li><li>• Websites and databases with historical content approved by the education authorities</li></ul>



9. How frequently are different educational resources used in history teaching, according to TES respondents?

How frequently do you use the following types of educational resources in your teaching of history?



## ASSESSMENT

### 10. Which forms of assessment are demanded by the education authorities and at what level are such assessments made?

**The assessment methods teachers are required to use** are essays, oral presentations/exams, knowledge-based questions, source-based questions and multiple-choice questions.

**End-of-stage exams** are taken for the compulsory lower secondary course "History", the upper secondary course "History" (which is compulsory in the first two years for all students and in the final year for students following the humanities strand), the third-year upper secondary course "Themes in modern Greek history" (which is compulsory for students following the humanities strand) and the compulsory course "History of the newer and modern world from 1453 to the present" for students in vocational upper secondary education.

At the lower secondary level, exams are set only at the school level, while at the upper secondary level, they are also partially set at the national level; in addition, there are national-level examinations (Panhellenic exams) for students progressing to tertiary education.

**End-of-stage examinations assess the following fields of knowledge:** historical content knowledge, historical thinking competences (e.g., critical analysis and evaluation of evidence, formulation and justification of historical arguments, consideration of different perspectives).

**End-of-stage examinations are oral and written.** Oral examinations include open-ended and close-ended questions. Written examinations include open-ended questions, close-ended questions, source-based questions and multiple-choice questions.

## TEACHER TRAINING

### 11. What are the prerequisites for teaching history?

History teachers are required to complete an initial teacher-training programme, the duration of which depends on pre-existing relevant experience and/or education and may take up to 100 hours. All teachers who hold a university degree in a humanities subject are eligible to teach history. No entrance examination is required.

**12. Are teachers trained in additional subjects as well as in history as a discipline and history didactics?**

At both the primary and secondary levels, teachers receive general training to teach across a range of disciplines.

**13. What are the opportunities for in-service training?**

In-service professional development courses are optional and limited to 15 days per calendar year. They are provided by the Institute of Educational Policy. Additionally, history teachers may seek further professional development through attending courses provided by lifelong learning centres, university departments, online courses and so on.

**14. What are the three fields of professional development with the highest demand, according to TES respondents?**

- Historical thinking competences
- ICT and innovative teaching resources
- Active learning methods.

## OBSTACLES TO GOOD-QUALITY HISTORY TEACHING

**15. What are the three obstacles to history teaching most commonly identified by TES respondents?**

- Time allocated to history in the curriculum
- Curriculum overload
- Focus on demands of exams and assessments.

## HISTORY COURSES OFFERED IN GREECE

### Names of courses and levels in Greek:

- Ιστορία, ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ (*Istoria, Dimoko Scholeio*)
- Ιστορία, ΓΥΜΝΑΣΙΟ (*Istoria, Gymnasio*)
- Ιστορία, ΗΜΕΡΗΣΙΟ & ΕΣΠΕΡΙΝΟ ΓΕΝΙΚΟ ΛΥΚΕΙΟ (*Istoria, Imerisio & Esperino Geniko Lykeio*)
- Θέματα Νεοελληνικής Ιστορίας, ΗΜΕΡΗΣΙΟ & ΕΣΠΕΡΙΝΟ ΓΕΝΙΚΟ ΛΥΚΕΙΟ (*Themata Neoellinikis Istoria, Imerisio & Esperino Geniko Lykeio*)

ISCED-1

Primary  
Education

AGE OF STUDENTS

6

7

8

9

10

11

COURSES

No history teaching  
offered at this level

History  
50-60 units p.a.  
(45 min. each)



**Obligatory separate** history course **without** final assessment  
(general education)



**Obligatory separate** history course **with** final assessment  
(general education)



**Separate** history course **with** final assessment which is **obligatory** for  
all students; it is then obligatory only for students wishing to study  
humanities at university



**Separate** history course **with** final assessment; obligatory only  
for those students wishing to study humanities at university



**Obligatory separate** history course **with** final assessment  
(vocational education)

**Note:** "Share" indicates the share of all students at this level who select this elective course (%); "n/a" indicates that there are no data available in this regard.

- *Ιστορία του Νεότερου και Σύγχρονου Κόσμου από το 1453 μ.Χ. έως σήμερα, ΗΜΕΡΗΣΙΟ & ΕΣΠΕΡΙΝΟ ΓΕΝΙΚΟ ΛΥΚΕΙΟ (Istoria tou*

*Neoterou kai Synchronou Kosμου apo to 1453 m.Ch. eos simera, Imerisio & Esperino Geniko Lykeio)*

ISCED-2 Lower Secondary Education			ISCED-3 Upper Secondary Education			
12	13	14	15	16	17	
History 45 units p.a. (45 min. each)			History 45 units p.a. (45 min. each)		History 45 units p.a. (45 min. each) Share: n/a	
			History of the newer and modern world (1453–today) 30 units p.a. (45 min. each)		Themes of modern Greek history 140 units p.a. (45 min. each) Share: n/a	



## SCHOOL TYPES AND HISTORY CURRICULA

### 1. *Are there private schools with distinct history curricula?*

There are private schools in Ireland, which all follow the same history curricula as the public system.

### 2. *Are there religious schools or schools with religious affiliations that have distinct history curricula?*

Some public schools have religious patrons or a religious ethos but, regardless of this affiliation, they follow the curricula of the public education system.

### 3. *Are there specific forms of history teaching for national minorities?*

No.

### 4. *Is history taught in different languages?*

History can be taught in either English or Irish.

5. *Are there schools that offer a specific subject specialisation and/or a vocational or technical education with history components?*

Secondary schools have the autonomy to decide on the range of subjects they offer students. History is a compulsory subject for all students in lower secondary education regardless of the type of school they attend. History is offered in most vocational/technical education programmes.

6. *What are the main aims and content of the curricula as declared by the education authorities?*

Aims represented “very well” or “quite well” in the curriculum	Periods	Geographical scope	Approaches
<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Awareness of the cultural variety of past societies/cultural heritage</li> <li>• Developing competences for democratic culture</li> <li>• Developing historical thinking competences</li> <li>• Enhancing critical learning and 21st-century skills (e.g., problem solving, collaboration and creativity)</li> <li>• Promoting historical empathy and/or multiperspectivity</li> <li>• Reinforcing labour market skills</li> <li>• <b>Some courses</b></li> <li>• Awareness of current global challenges (e.g., environmental pollution, migration, refugees)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Modern history</li> <li>• <b>Some courses</b></li> <li>• Prehistory</li> <li>• Ancient history</li> <li>• Middle Ages</li> <li>• Early modern history</li> <li>• Contemporary history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Local and subnational regional history</li> <li>• National history</li> <li>• European history</li> <li>• World history</li> <li>• <b>Some courses</b></li> <li>• Regional (supranational) history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Gender history</li> <li>• History of minorities and cultures</li> <li>• Migration history</li> <li>• Political and military history</li> <li>• Social and economic history</li> <li>• <b>Some courses</b></li> <li>• Art history</li> <li>• Environmental history</li> </ul>

**Organisation of the curriculum**

All courses are organised both chronologically and thematically.

## TEXTBOOKS AND OTHER EDUCATIONAL RESOURCES

### 7. Which bodies and/or actors are responsible for creating or approving history educational resources?

Teachers are permitted to use any materials that they deem will support teaching and learning with students. The Department of Education does not place any requirements on a school to use specific textbooks or resources in the teaching of history. The department does not generally approve, commission, sponsor or endorse educational textbooks or online materials, but it does provide advice and support through the National Council for Curriculum and Assessment (NCCA) and its teacher support services, Oide, by issuing guidelines for teachers and providing support materials to help guide their work with students.

### 8. What are the policies on the use of educational resources?

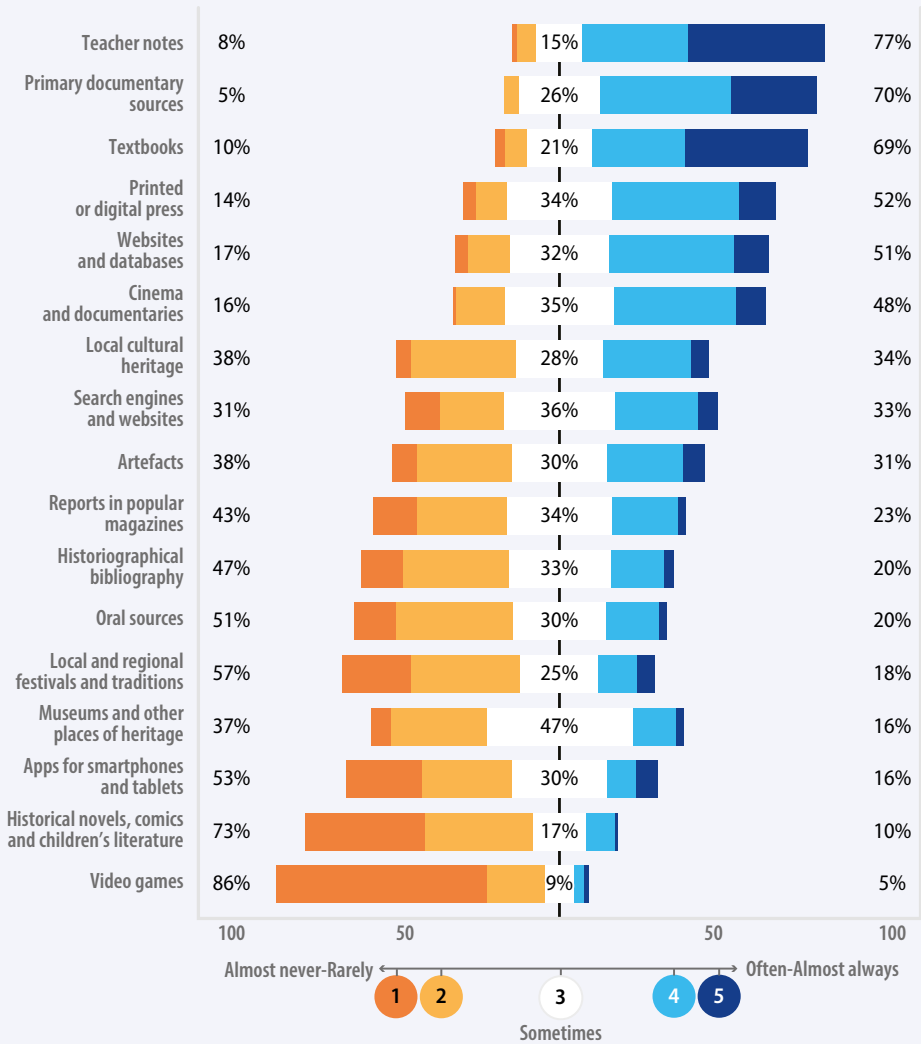
#### No policy

- Apps for smartphones and tablets with historical content
- Artefacts (e.g., paintings, architecture, sculptures, contemporary art)
- Audio sources (e.g., music, the sound of a steam engine)
- Audiovisual sources (e.g., newsreels, private archives, commercials)
- Cinema and documentaries with historical themes
- Historiographical bibliography
- History textbooks
- Literature (e.g., historical novels, graphic novels)
- Local cultural heritage (e.g., costumes, food traditions, celebrations)
- Local and regional festivals and traditions related to historical events
- Museums and other places of heritage interpretation
- Oral sources (interviews with grandparents, relatives, neighbours, etc.)
- Primary documentary sources
- Printed or digital press (newspapers and magazines)
- Reports in popular magazines on historical topics
- Search engines and websites with historical content not necessarily validated by the education authorities
- Teacher notes
- Video games
- Visual sources (e.g., paintings, photographs, drawings)
- Websites and databases with historical content approved by the education authorities



9. How frequently are different educational resources used in history teaching, according to TES respondents?

How frequently do you use the following types of educational resources in your teaching of history?



## ASSESSMENT

### 10. Which forms of assessment are demanded by the education authorities and at what level are such assessments made?

**The assessment methods teachers are required to use** are essays, oral presentations/exams, knowledge-based questions, source-based questions and multiple-choice questions.

**End-of-stage examinations** are taken for the compulsory lower secondary course “History” and the optional upper secondary course “History”. These examinations are set at the national level.

**End-of-stage examinations assess the following fields of knowledge:** historical content knowledge, historical thinking competences (e.g., critical analysis and evaluation of evidence, formulation and justification of historical arguments, consideration of different perspectives).

**End-of-stage examinations are written and coursework based.** Written examinations include open-ended questions, close-ended questions, source-based questions and essays at upper secondary level.

## TEACHER TRAINING

### 11. What are the prerequisites for teaching history?

History teachers must be accredited according to the Teaching Council (Registration) Regulations 2016.

Prospective primary school teachers must complete either a four-year undergraduate programme of initial teacher education or a two-year professional Master of Education following an undergraduate degree. They must demonstrate competence in the Irish language.

Prospective secondary school teachers must hold a degree-level qualification that includes the study of history up to and including third-year level or higher, composed of at least 60 European Credit Transfer and Accumulation System (ECTS) credits, and necessarily including the specific study of Irish history.

**12. Are teachers trained in additional subjects as well as in history as a discipline and history didactics?**

At the primary level, teachers receive general training to teach across a range of disciplines.

At the secondary level, teachers are trained to teach history and one or more other discipline(s).

**13. What are the opportunities for in-service training?**

In-service professional development courses are optional. The Department of Education funds teacher support services for history, delivered through Oide. Oide is a new support service for teachers and school leaders launched on 1 September 2023. Formed by integrating four existing support services, it is funded by the Department of Education.

**14. What are the three fields of professional development with the highest demand, according to TES respondents?**

- Active learning methods
- Teaching sensitive and controversial issues
- Historical thinking competences.

## OBSTACLES TO GOOD-QUALITY HISTORY TEACHING

**15. What are the three obstacles to history teaching most commonly identified by TES respondents?**

- Time allocated to history in the curriculum
- Curriculum overload
- Time available to prepare for lessons.

# HISTORY COURSES OFFERED IN IRELAND

ISCED-1

Primary  
Education

AGE OF STUDENTS

6

7

8

9


10

11

COURSES

Social and  
environmental  
education  
(see note 4)

History  
(see note 4)

 **Obligatory combined** history course (taught together with other subject) **without** final assessment

 **Obligatory separate** history course **without** final assessment

 **Obligatory separate** history course **with** final assessment

 **Elective separate** history course **without** final assessment

 **Elective separate** history course **with** final assessment

## Note:

1. "Share" indicates the share of all students at this level who select this elective course (%); "n/a" indicates that there are no data available
2. The course "Social, environmental and scientific education" is also offered in early childhood education (ISCED-0)
3. Students have the option to take a transition year. Transition-year programmes vary between schools, as do their allocated hours
4. The Primary Curriculum Framework 2023 incorporates History into the subject area Social and environmental education (SEE) for nine hours per month in Stage 2 (first and second class). For stages 3 and 4 (third class to sixth class), the SEE curriculum area becomes more differentiated into the subjects of History and Geography and the time suggested is eight hours in total per month for both subjects. These are monthly minimum time allocations. By delineating time on a monthly basis, the framework gives schools and teachers greater flexibility to decide how best to use time across the curriculum. SEE is also taught at pre-school level (ISCED-0) with a suggested time of six hours per month.

ISCED-2 Lower Secondary Education			ISCED-3 Upper Secondary Education			
12	13	14	15	16	17	
<b>History</b> (Junior Cycle) 200 hours for the whole junior cycle			<b>History</b> (Transition Year) Share: n/a	<b>History</b> (Senior Cycle) 180 hours for the whole senior cycle Share: 21%		



# LUXEMBOURG



## SCHOOL TYPES AND HISTORY CURRICULA

**1. Are there private schools with distinct history curricula?**

There are private schools in Luxembourg which may follow distinct curricula.

**2. Are there religious schools or schools with religious affiliations that have distinct history curricula?**

No.

**3. Are there specific forms of history teaching for national minorities?**

No.

**4. Is history taught in different languages?**

At the primary and lower secondary levels history is generally taught in German, while at the upper secondary level it is generally taught in French.

**5. Are there schools that offer a specific subject specialisation and/or a vocational or technical education with history components?**

There are no schools with specific subject specialisations, although secondary school students follow one of eight strands. Vocational/technical education is offered with history included in the course "Civics".

6. *What are the main aims and content of the curricula as declared by the education authorities?*

Aims represented “very well” or “quite well” in the curriculum	Periods	Geographical scope	Approaches
<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Developing competences for democratic culture</li> <li>• <b>Some courses</b></li> <li>• Strengthening national identity</li> <li>• Enhancing critical learning and 21st-century skills (e.g., problem solving, collaboration and creativity)</li> <li>• Reinforcing labour market skills</li> <li>• Developing historical thinking competences</li> <li>• Awareness of the cultural variety of past societies/cultural heritage</li> <li>• Awareness of current global challenges (e.g., environmental pollution, migration, refugees)</li> <li>• Promoting historical empathy and/or multiperspectivity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Contemporary history</li> <li>• <b>Some courses</b></li> <li>• Prehistory</li> <li>• Ancient history</li> <li>• Middle Ages</li> <li>• Early modern history</li> <li>• Modern history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• National history</li> <li>• Regional (supranational) history</li> <li>• European history</li> <li>• World history</li> <li>• <b>Some courses</b></li> <li>• Local and subnational regional history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Political and military history</li> <li>• Social and economic history</li> <li>• Migration history</li> <li>• <b>Some courses</b></li> <li>• Art history</li> <li>• Gender history</li> <li>• History of minorities and cultures</li> <li>• Environmental history</li> </ul>

**Organisation of the curriculum**




All courses are organised chronologically and/or thematically.

**TEXTBOOKS AND OTHER EDUCATIONAL RESOURCES**

7. *Which bodies and/or actors are responsible for creating or approving history educational resources?*

National commissions select and approve history textbooks and other educational resources. Teachers are permitted to use materials not licensed by the authorities without any restrictions.

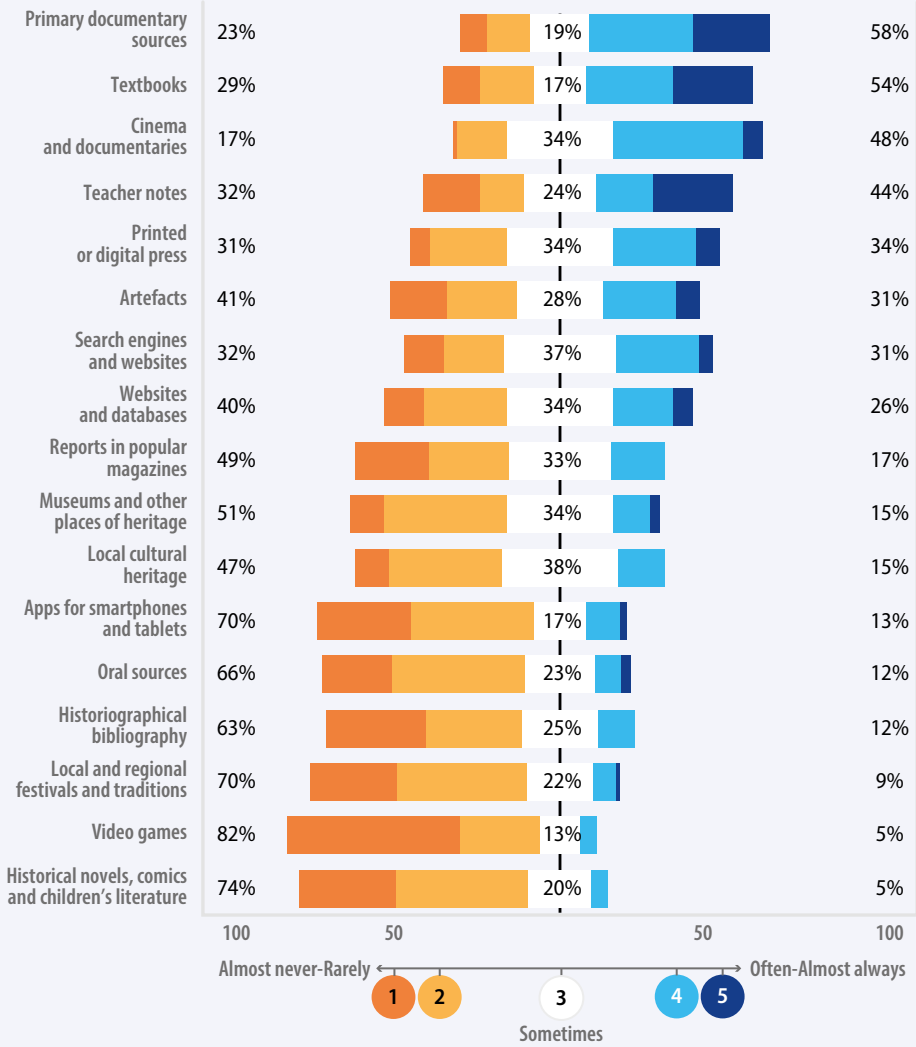
## 8. What are the policies on the use of educational resources?

 Required	 Encouraged	 Allowed
<ul style="list-style-type: none"><li>• History textbooks</li><li>• Printed or digital press (newspapers and magazines)</li><li>• Visual sources (e.g., paintings, photographs, drawings)</li></ul>	<ul style="list-style-type: none"><li>• Audio sources (e.g., music, the sound of a steam engine)</li><li>• Audiovisual sources (e.g., newsreels, private archives, commercials)</li><li>• Cinema and documentaries with historical themes</li><li>• Historiographical bibliography</li><li>• Literature (e.g., historical novels, graphic novels)</li><li>• Museums and other places of heritage interpretation</li><li>• Oral sources (interviews with grandparents, relatives, neighbours, etc.)</li><li>• Primary documentary sources</li><li>• Reports on historical topics in popular magazines</li><li>• Search engines and websites with historical content not necessarily validated by the education authorities</li><li>• Teacher notes</li><li>• Websites and databases with historical content approved by the education authorities</li></ul>	<ul style="list-style-type: none"><li>• Apps for smartphones and tablets with historical content</li><li>• Artefacts (e.g., paintings, architecture, sculptures, contemporary art)</li><li>• Local and regional festivals and traditions related to historical events</li><li>• Video games</li></ul>



9. How frequently are different educational resources used in history teaching, according to TES respondents?

How frequently do you use the following types of educational resources in your teaching of history?



## ASSESSMENT

### 10. Which forms of assessment are demanded by the education authorities and at what level are such assessments made?

**The assessment methods teachers are required to use** are knowledge-based questions and source-based questions.

**End-of-stage examinations** are taken for the compulsory upper secondary course “History” in the classic secondary education track (*enseignement secondaire classique*). For the general secondary education track (*enseignement secondaire général*), the end-of-stage examination for the compulsory upper secondary course “Knowledge of the contemporary world” is optional. The examinations are set at the national level.

**End-of-stage examinations assess the following fields of knowledge:** historical content knowledge, historical thinking competences (e.g., critical analysis and evaluation of evidence, formulation and justification of historical arguments, consideration of different perspectives).

**End-of-stage examinations are written** and include open-ended questions, close-ended questions and source-based questions.

## TEACHER TRAINING

### 11. What are the prerequisites for teaching history?

Candidates are required to pass a competitive selection procedure at the national level organised by the Ministry of Education. They must also complete an initial teacher-training programme lasting three years. They must demonstrate language competence in both French and German and must hold a university degree (bachelor’s or master’s depending on the post).

### 12. Are teachers trained in additional subjects as well as in history as a discipline and history didactics?

At the primary level, teachers are trained to teach history and one or more other discipline(s). At the secondary level, teachers are trained exclusively or primarily as history teachers.

**13. What are the opportunities for in-service training?**

In-service professional development courses are compulsory and are administered by the Institut de formation de l'éducation nationale (IFEN) during formal working hours.

**14. What are the three fields of professional development with the highest demand, according to TES respondents?**

- Active learning methods
- Historical thinking competences
- European and world history studies.

## OBSTACLES TO GOOD-QUALITY HISTORY TEACHING

**15. What are the three obstacles to history teaching most commonly identified by TES respondents?**

- Time allocated to history in the curriculum
- Curriculum overload
- Time available to prepare for lessons and status of history in school.

# HISTORY COURSES OFFERED IN LUXEMBOURG

## Names of courses and levels in French:

- *Sciences humaines et naturelles (Le temps), École fondamentale*
- *Culture générale, Enseignement secondaire général*
- *Histoire, Enseignement secondaire général*
- *Éducation à la citoyenneté, Enseignement secondaire général*
- *Connaissance du monde (histoire récente, géographie, économie politique, étude de la société et la géopolitique), Enseignement secondaire général*

ISCED-1 Primary Education							ISCED-2 Lower Secondary Education	
AGE OF STUDENTS								
6	7	8	9	10	11	12		
COURSES								
	No history teaching offered at this level				Humanities and natural science 36 units p.a. (50 min. each)		History	
							History	
							General knowledge	

- Obligatory combined** history course (taught together with other subjects) **without** final assessment (general education)
- Obligatory separate** history course **without** final assessment (general education)\*
- Obligatory combined** history course (taught together with other subjects) **with optional** final assessment (general education)
- Obligatory separate** history course **without** final assessment (classical education)
- Obligatory separate** history course **with** final assessment (classical education)
- X** **Obligatory combined** history course (taught together with other subjects) (vocational education). **No data** are available regarding final assessment
- Obligatory combined** history course (taught together with other subjects) **without** final assessment (preparatory education for students expected to proceed with vocational education)

\* **Note:** The final grade at this level combines achievements in history and geography and thus, history does not appear as a separate grade on the student's progress report.

- *Connaissance du monde contemporain (partie géographique-partie historique), Enseignement secondaire général*
- *Histoire, Enseignement secondaire classique*
- *Éducation à la citoyenneté, Formation professionnelle (Certificat de capacité professionnelle (CCP), Diplôme d'aptitude professionnelle (DAP), Diplôme de technicien (DT))*

		ISCED-3 Upper Secondary Education					
		→					
		13	14	15	16	17	18
	72 units p.a. (50 min. each)			Knowledge of the world 144 units p.a. (50 min. each) For social science specialisation		Knowledge of the contemporary world 72 units p.a. (50 min. each) or 144 units p.a. (50 min. each) For social science specialisation	
				Civics 36 units p.a. (50 min. each)			
	72 units p.a. (50 min. each)			History 72 units p.a. (50 min. each)			History 72 units p.a. (50 min. each)
	216 units p.a. (50 min. each)			Civics 36-72 units p.a. (50 min. each) Depending on the specialisation			



# MALTA



## SCHOOL TYPES AND HISTORY CURRICULA

### 1. *Are there private schools with distinct history curricula?*

Private (independent) schools in Malta follow the state curriculum but make modifications at the school level.

### 2. *Are there religious schools or schools with religious affiliations that have distinct history curricula?*

Catholic schools follow the state curriculum but make modifications at the school level.

### 3. *Are there specific forms of history teaching for national minorities?*

No.

### 4. *Is history taught in different languages?*

History can be taught in either English or Maltese.

### 5. *Are there schools that offer a specific subject specialisation and/or a vocational or technical education with history components?*

Vocational subjects are offered as options at the secondary level. There are no schools with a specific subject specialisation.

6. *What are the main aims and content of the curricula as declared by the education authorities?*

Aims represented “very well” or “quite well” in the curriculum	Periods	Geographical scope	Approaches
<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Awareness of the cultural variety of past societies/cultural heritage</li> <li>• Developing historical thinking competences</li> <li>• Promoting historical empathy and/or multiperspectivity</li> <li>• Strengthening national identity</li> <li>• <b>Some courses</b></li> <li>• Enhancing critical learning and 21st-century skills (e.g., problem solving, collaboration and creativity)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Modern history</li> <li>• <b>Some courses</b></li> <li>• Prehistory</li> <li>• Ancient history</li> <li>• Middle Ages</li> <li>• Early modern history</li> <li>• Contemporary history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Local and subnational regional history</li> <li>• National history</li> <li>• Regional (supranational) history</li> <li>• European history</li> <li>• <b>Some courses</b></li> <li>• World history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Political and military history</li> <li>• Social and economic history</li> <li>• <b>Some courses</b></li> <li>• Art history</li> <li>• History of minorities and cultures</li> <li>• Migration history</li> <li>• Environmental history</li> </ul>

**Organisation of the curriculum**


The primary-level course “Social studies” is organised thematically. The organisation of all other courses is chronological, thematic and competence based.

**TEXTBOOKS AND OTHER EDUCATIONAL RESOURCES**

7. *Which bodies and/or actors are responsible for creating or approving history educational resources?*

History textbooks and other educational resources are selected by the Ministry of Education and at the school level. Teachers are permitted to use materials not licensed by the authorities without any restrictions.

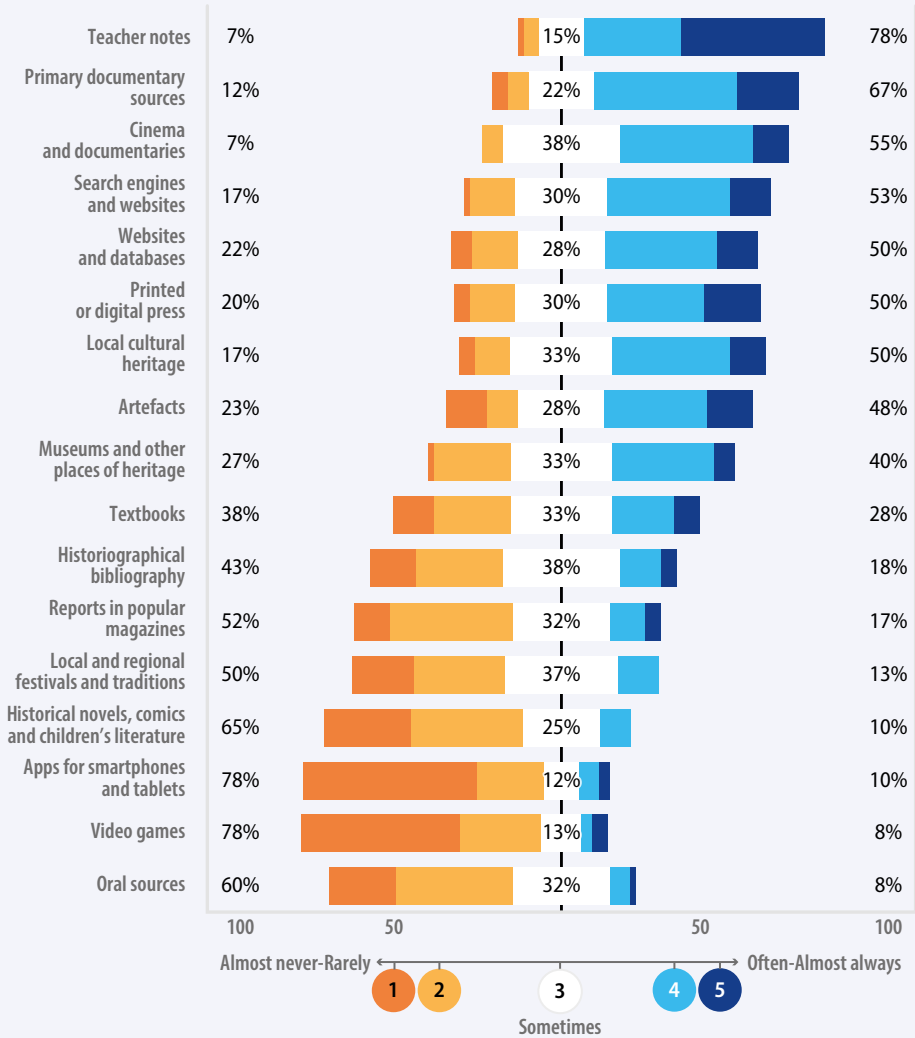
## 8. What are the policies on the use of educational resources?

 Required	 Encouraged	 Allowed	 Discouraged	 No policy
<ul style="list-style-type: none"> <li>• Primary documentary sources</li> <li>• Teacher notes</li> <li>• Visual sources (e.g., paintings, photographs, drawings)</li> </ul>	<ul style="list-style-type: none"> <li>• Artefacts (e.g., paintings, architecture, sculptures, contemporary art)</li> <li>• Audio sources (e.g., music, the sound of a steam engine)</li> <li>• Audiovisual sources (e.g., newsreels, private archives, commercials)</li> <li>• Cinema and documentaries with historical themes</li> <li>• Museums and other places of heritage interpretation</li> <li>• Websites and databases with historical content approved by the education authorities</li> </ul>	<ul style="list-style-type: none"> <li>• History textbooks</li> <li>• Local and regional festivals and traditions related to historical events</li> <li>• Local cultural heritage (e.g., costumes, food traditions, celebrations)</li> <li>• Oral sources (interviews with grandparents, relatives, neighbours, etc.)</li> <li>• Printed or digital press (newspapers and magazines)</li> <li>• Reports on historical topics in popular magazines</li> <li>• Search engines and websites with historical content not necessarily validated by the education authorities</li> </ul>	<ul style="list-style-type: none"> <li>• Historiographical bibliography</li> <li>• Literature (e.g., historical novels, graphic novels)</li> </ul>	<ul style="list-style-type: none"> <li>• Apps for smartphones and tablets with historical content</li> <li>• Video games</li> </ul>



9. How frequently are different educational resources used in history teaching, according to TES respondents?

How frequently do you use the following types of educational resources in your teaching of history?



## ASSESSMENT

### 10. Which forms of assessment are demanded by the education authorities and at what level are such assessments made?

**The assessment methods teachers are required to use** are essays, oral presentations/exams, knowledge-based questions, source-based questions, multiple-choice questions, school-based assessments based on classwork and/or homework tasks.

**End-of-stage examinations** are taken for the compulsory lower secondary course “History”, the compulsory upper secondary course “Environmental studies”, the optional upper secondary course “History (academic)”, the optional post-secondary non-tertiary course “History (intermediate)” and the optional post-secondary non-tertiary course “History (advanced)”. The examinations are set at the national level.

**End-of-stage examinations assess the following fields of knowledge:** historical content knowledge, historical thinking competences (e.g., critical analysis and evaluation of evidence, formulation and justification of historical arguments, consideration of different perspectives), and social and civic competences (e.g., conflict resolution skills, demonstrating empathy, respect for diversity).

**End-of-stage examinations are written, coursework based and classroom activities based.** Written examinations include open-ended questions, close-ended questions, source-based questions, multiple-choice questions, essays and a classroom- or home-based task.

## TEACHER TRAINING

### 11. What are the prerequisites for teaching history?

There are no prerequisites for teachers to teach history. Initial teacher-training programmes are provided by the University of Malta, the Institute of Education and other private institutions with a warrant issued by the Malta Qualifications Council.

### 12. Are teachers trained in additional subjects as well as in history as a discipline and history didactics?

At the primary level, teachers receive general training to teach across a range of disciplines. At the secondary level, teachers are trained to teach history and one or more other discipline(s).

**13. What are the opportunities for in-service training?**

In-service professional development courses are voluntary. The Institute of Education publishes a list of courses from which teachers can choose. Completion of such courses can help teachers advance more quickly to a higher scale, which would otherwise require more years of service. The courses are provided by the Head of the College Network and the Head of Schools, the Director for Learning and Assessment Programmes, and the Education Officer responsible for history education (primary or secondary).

**14. What are the three fields of professional development with the highest demand, according to TES respondents?**

- Active learning methods
- Historical thinking competences
- ICT and innovative teaching resources.

## OBSTACLES TO GOOD-QUALITY HISTORY TEACHING

**15. What are the three obstacles to history teaching most commonly identified by TES respondents?**

- Time allocated to history in the curriculum
- Curriculum overload
- Status of history in school.

# HISTORY COURSES OFFERED IN MALTA

ISCED-1 Primary Education							ISCED-2 Lower Secondary Education
AGE OF STUDENTS							
5	6	7	8	9	10	11	
COURSES							
No history teaching offered at this level			Social studies 30 units p.a. (40 min. each)			History	

- Obligatory combined** history course (taught together with other subjects) **without** final assessment
- Obligatory separate** history course **with** final assessment
- Obligatory combined** history course (taught together with other subjects) **with** final assessment
- Elective separate** history course **with** final assessment

**Note:** "Share" indicates the share of all students at this level who select this elective course in %.

		ISCED-3 Upper Secondary Education				ISCED-4 Post- Secondary Education	
		12	13	14	15	16	17
	40 units p.a. (40 min. each)		Environmental studies 20 units p.a. (40 min. each)			History (Intermediate) 60 units p.a. (40 min. each) Share: <1%	
			History (Academic) 80 units p.a. (40 min. each) Share: <1%			History (Advanced) 120 units p.a. (40 min. each) Share: <1%	
						Vocational education (Institute of Tourism Studies) (Malta College of Arts, Science and Technology (MCAST))	

# NORTH MACEDONIA



## SCHOOL TYPES AND HISTORY CURRICULA

### 1. *Are there private schools with distinct history curricula?*

Although there are private schools in North Macedonia, they follow the same history curriculum as public schools.

### 2. *Are there religious schools or schools with religious affiliations that have distinct history curricula?*

No.

### 3. *Are there specific forms of history teaching for national minorities?*

No, the history curriculum is the same for all national groups.

### 4. *Is history taught in different languages?*

Apart from Macedonian, history is also taught in Albanian, Bosnian, Serbian and Turkish.

### 5. *Are there schools that offer a specific subject specialisation and/or a vocational or technical education with history components?*

There are schools specialising in art, music and sport, which follow the same curricula as other public schools. Vocational/technical education is offered and includes a history curriculum.

6. *What are the main aims and content of the curricula as declared by the education authorities?*

Aims represented “very well” or “quite well” in the curriculum	Periods	Geographical scope	Approaches
<ul style="list-style-type: none"> <li>• All or most courses</li> <li>• Awareness of the cultural variety of past societies/cultural heritage</li> <li>• Awareness of current global challenges (e.g., environmental pollution, migration, refugees)</li> <li>• Developing competences for democratic culture</li> <li>• Developing historical thinking competences</li> <li>• Enhancing critical learning and 21st-century skills (e.g., problem solving, collaboration and creativity)</li> <li>• Promoting historical empathy and/or multiperspectivity</li> <li>• Reinforcing labour market skills</li> <li>• Strengthening national identity</li> </ul>	<ul style="list-style-type: none"> <li>• All or most courses</li> <li>• Prehistory</li> <li>• Ancient history</li> <li>• Middle Ages</li> <li>• Early modern history</li> <li>• Modern history</li> <li>• Contemporary history</li> </ul>	<ul style="list-style-type: none"> <li>• All or most courses</li> <li>• Local and subnational regional history</li> <li>• National history</li> <li>• Regional (supranational) history</li> <li>• European history</li> <li>• World history</li> </ul>	<ul style="list-style-type: none"> <li>• All or most courses</li> <li>• Art history</li> <li>• History of minorities and cultures</li> <li>• Migration history</li> <li>• Political and military history</li> <li>• Social and economic history</li> <li>• Some courses</li> <li>• Gender history</li> </ul>

**Organisation of the curriculum**




Courses are competence based at primary level and organised chronologically at all other levels.

**TEXTBOOKS AND OTHER EDUCATIONAL RESOURCES**

7. *Which bodies and/or actors are responsible for creating or approving history educational resources?*

History teachers are able to choose the methods and resources to use in their classes based on the needs of specific topics.

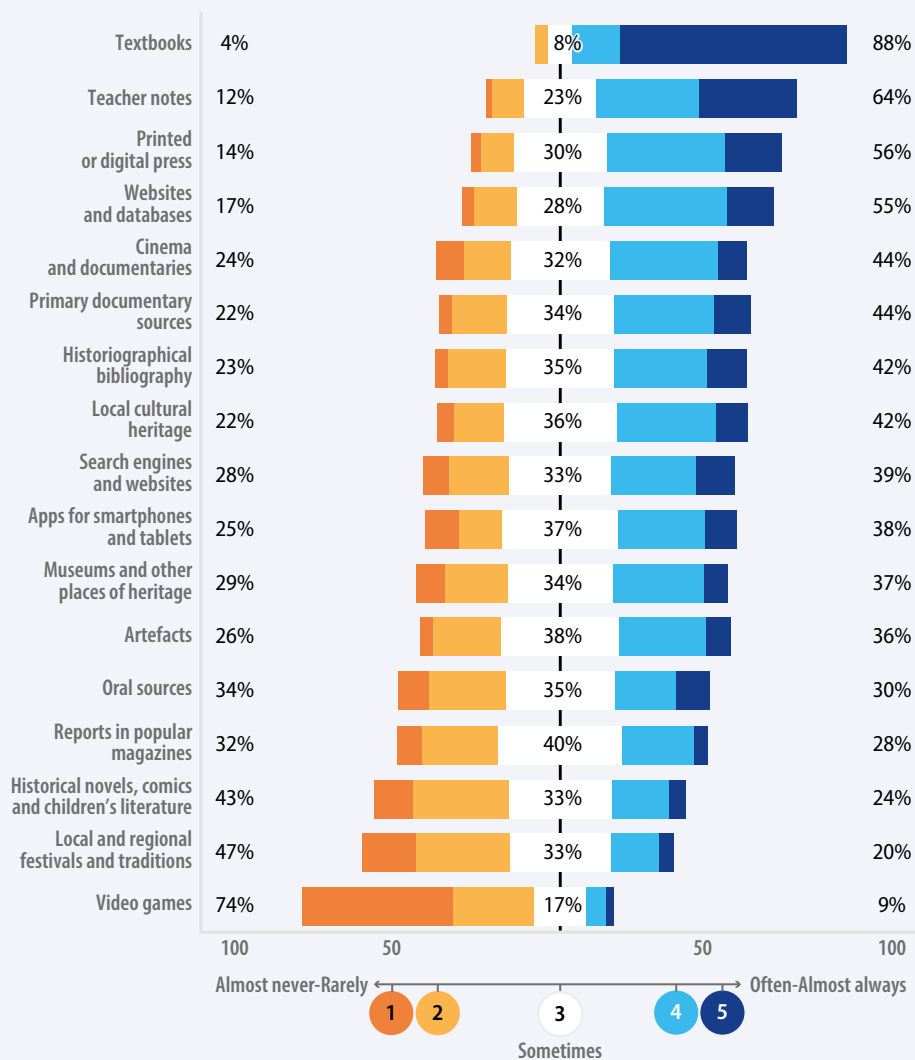
## 8. What are the policies on the use of educational resources?

 Encouraged	 Allowed	 No policy
<ul style="list-style-type: none"> <li>• Artefacts (e.g., paintings, architecture, sculptures, contemporary art)</li> <li>• Audio sources (e.g., music, the sound of a steam engine)</li> <li>• Audiovisual sources (e.g., newsreels, private archives, commercials)</li> <li>• Cinema and documentaries with historical themes</li> <li>• Historiographical bibliography</li> <li>• History textbooks</li> <li>• Literature (e.g., historical novels, graphic novels)</li> <li>• Local cultural heritage (e.g., costumes, food traditions, celebrations)</li> <li>• Local and regional festivals and traditions related to historical events</li> <li>• Museums and other places of heritage interpretation</li> <li>• Oral sources (interviews with grandparents, relatives, neighbours, etc.)</li> <li>• Primary documentary sources</li> <li>• Printed or digital press (newspapers and magazines)</li> <li>• Reports on historical topics in popular magazines</li> <li>• Search engines and websites with historical content not necessarily validated by the education authorities</li> <li>• Teacher notes</li> <li>• Visual sources (e.g., paintings, photographs, drawings)</li> <li>• Websites and databases with historical content approved by the education authorities</li> </ul>	<ul style="list-style-type: none"> <li>• Apps for smartphones and tablets with historical content</li> </ul>	<ul style="list-style-type: none"> <li>• Video games</li> </ul>



9. How frequently are different educational resources used in history teaching, according to TES respondents?

How frequently do you use the following types of educational resources in your teaching of history?



## ASSESSMENT

10. *Which forms of assessment are demanded by the education authorities and at what level are such assessments made?*

**The assessment methods teachers are required to use** are essays, oral presentations/exams, knowledge-based questions, source-based questions and multiple-choice questions.

**End-of-stage examinations** are taken only in the form of the school-leaving exams in the final year of upper secondary education, where students can choose their subjects, including the course “History”. The examinations are set at the national level. No data are available about the assessment methods and aims for these examinations.

## TEACHER TRAINING

11. *What are the prerequisites for teaching history?*

There are no prerequisites for teaching history. Initial teacher training is provided by university faculties (Philosophy and Education Sciences).

12. *Are teachers trained in additional subjects as well as in history as a discipline and history didactics?*

At both the primary and secondary school levels, teachers are trained to teach history and one or more other discipline(s).

13. *What are the opportunities for in-service training?*

In-service professional development courses are compulsory and are provided by the Bureau for Education Development. Programmes cover topics such as modern approaches in teaching and active learning. Teachers are required to attend 60 hours of training every three school years.

*14. What are the three fields of professional development with the highest demand, according to TES respondents?*

- ICT and innovative teaching resources
- National history studies
- European and world history studies.

## OBSTACLES TO GOOD-QUALITY HISTORY TEACHING

*15. What are the three obstacles to history teaching most commonly identified by TES respondents?*




- Frequency of educational reforms
- Resources and budget
- Time allocated to history in the curriculum.

## HISTORY COURSES OFFERED IN NORTH MACEDONIA

### Names of courses and levels in Macedonian:

- *Историја и општество, Основно образование (Istorija i opštество, Osnovno obrazovanie)*
- *Историја, Гимназиско образование (Istorija, Gimnazisko obrazovanie)*
- *Историја, Основно образование (Istorija, Osnovno obrazovanje)*

ISCED-1 Primary Education					ISCED-2 Lower Secondary Education	
AGE OF STUDENTS						
6	7	8	9	10	11	12
COURSES						
No history teaching offered at this level			History and society 72 units p.a. (40 min. each)		History	

-  **Obligatory combined** history course (taught together with other subjects) **without** final assessment (general education)
-  **Obligatory separate** history course **without** final assessment (general education)
-  **Elective separate** history course **with optional** final assessment (general education)
-  Two-year **obligatory separate** history course **without** final assessment for students of four-year secondary vocational education. In the last two years there is no history course
-  Two-year **obligatory separate** history course **without** final assessment for students of three-year secondary vocational education. There is no history course in the third year

**Note:** "Share" indicates the share of all students at this level who select this elective course (%); "n/a" indicates that no data are available.

- Историја, Четиригодишно средно стручно образование (Istorija, četirigodišno sredno stručno obrazovanje)
- Историја, Тригодишно средно стручно образование (Istorija, trigodišno sredno stručno obrazovanje)
- (Двегодишно средно стручно образование (Dvegodišno sredno stručno obrazovanje)

		ISCED-3 Upper Secondary Education					
		13	14	15	16	17	18
		72 units p.a. (40 min. each)		History 72 units p.a. (45 min. each)			History 66 units p.a. (45 min. each) Share: n/a
				History 72 units p.a. (45 min. each)		No history course offered in the last two years	
				History 72 units p.a. (45 min. each)		No history course offered in the third year	
				No history education offered for two-year secondary vocational education			

# PORTUGAL



## SCHOOL TYPES AND HISTORY CURRICULA

### 1. *Are there private schools with distinct history curricula?*

There are private schools in Portugal, some of which follow the public curricula and some of which follow distinct curricula.

### 2. *Are there religious schools or schools with religious affiliations that have distinct history curricula?*

No.

### 3. *Are there specific forms of history teaching for national minorities?*

No.

### 4. *Is history taught in different languages?*

No, history is taught only in Portuguese.

5. *Are there schools that offer a specific subject specialisation and/or a vocational or technical education with history components?*

There are no schools with specific subject specialisations, though students follow strands with distinct subject concentrations at the upper secondary level.

Vocational/technical education is offered and includes history as part of an “Integration area” course.

6. *What are the main aims and content of the curricula as declared by the education authorities?*

Aims represented “very well” or “quite well” in the curriculum	Periods	Geographical scope	Approaches
<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Awareness of the cultural variety of past societies/cultural heritage</li> <li>• Awareness of current global challenges (e.g., environmental pollution, migration, refugees)</li> <li>• Developing competences for democratic culture</li> <li>• Developing historical thinking competences</li> <li>• Enhancing critical learning and 21st-century skills (e.g., problem solving, collaboration and creativity)</li> <li>• Promoting historical empathy and/or multiperspectivity</li> <li>• Reinforcing labour market skills</li> <li>• Strengthening national identity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Ancient history</li> <li>• Middle Ages</li> <li>• Early modern history</li> <li>• Modern history</li> <li>• Contemporary history</li> <li>• <b>Some courses</b></li> <li>• Prehistory</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Local and subnational regional history</li> <li>• National history</li> <li>• European history</li> <li>• World history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Art history</li> <li>• Environmental history</li> <li>• Gender history</li> <li>• History of minorities and cultures</li> <li>• Migration history</li> <li>• Political and military history</li> <li>• Social and economic history</li> </ul>

**Organisation of the curriculum**

Courses are organised thematically, chronologically and/or on the basis of competences.

## TEXTBOOKS AND OTHER EDUCATIONAL RESOURCES

### 7. Which bodies and/or actors are responsible for creating or approving history educational resources?

The Ministry of Education publishes an annual list of approved and non-approved textbooks following an evaluation and certification procedure. The selection and adoption of certified textbooks is the responsibility of the pedagogical council of the school grouping or non-grouped school.

### 8. What are the policies on the use of educational resources?

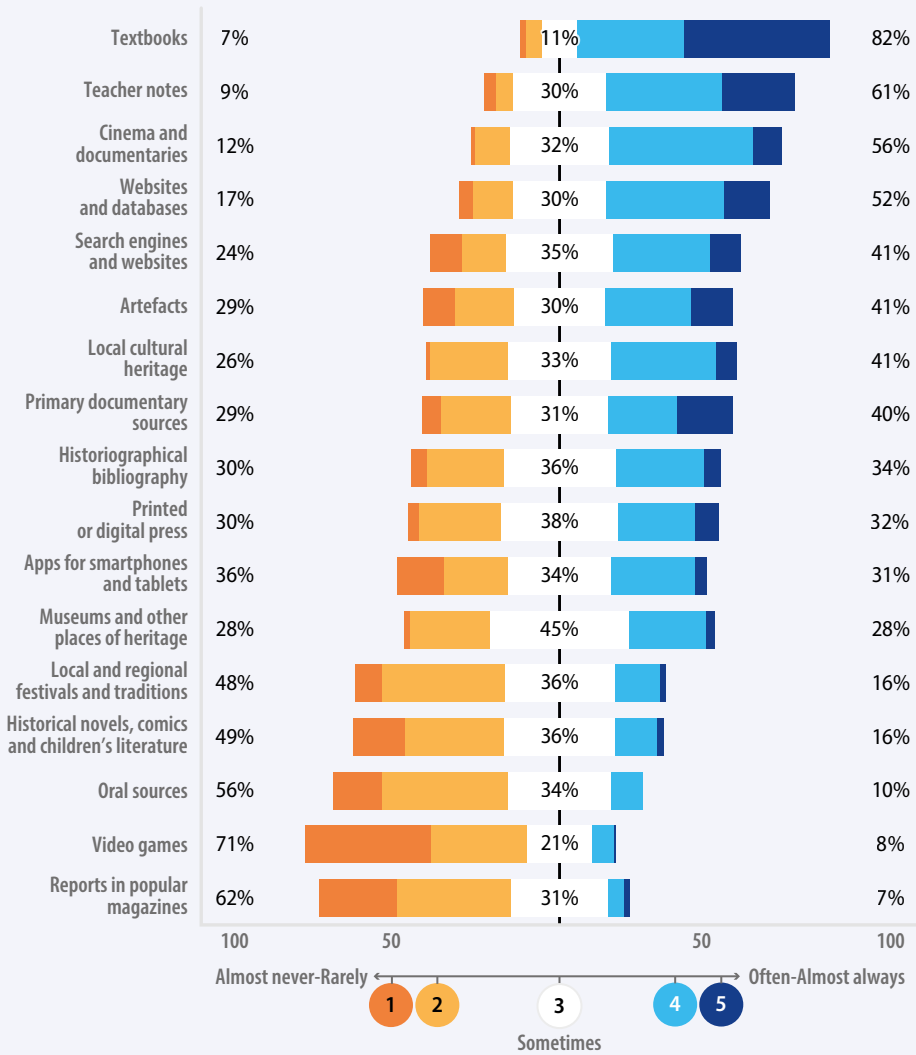
#### Allowed

- Apps for smartphones and tablets with historical content
- Artefacts (e.g., paintings, architecture, sculptures, contemporary art)
- Audio sources (e.g., music, the sound of a steam engine)
- Audiovisual sources (e.g., newsreels, private archives, commercials)
- Cinema and documentaries with historical themes
- Historiographical bibliography
- History textbooks
- Literature (e.g., historical novels, graphic novels)
- Local cultural heritage (e.g., costumes, food traditions, celebrations)
- Local and regional festivals and traditions related to historical events
- Museums and other places of heritage interpretation
- Oral sources (interviews with grandparents, relatives, neighbours, etc.)
- Primary documentary sources
- Printed or digital press (newspapers and magazines)
- Reports on historical topics in popular magazines
- Search engines and websites with historical content not necessarily validated by the education authorities
- Teacher notes
- Video games
- Visual sources (e.g., paintings, photographs, drawings)
- Websites and databases with historical content approved by the education authorities



9. How frequently are different educational resources used in history teaching, according to TES respondents?

How frequently do you use the following types of educational resources in your teaching of history?



## ASSESSMENT

### 10. *Which forms of assessment are demanded by the education authorities and at what level are such assessments made?*

**Teachers are not required to use specific assessment methods**, but the recommendation at national level is to use a diverse range of assessment methods in all subjects.

**End-of-stage examinations** are optional. At the lower secondary level, there are exams for the compulsory course “Citizenship and the current world”. At the upper secondary level, there are exams for the courses “History A” (compulsory for the languages and humanities strand), “History B” (elective for the socio-economic sciences strand), “History of culture and arts” (elective for the visual arts strand), “History, cultures and democracy” (elective for the socio-economic sciences, visual arts and natural sciences strands), “History of culture and arts” (compulsory for specialised arts strands) and “Integration area” (compulsory for vocational education). End-of-stage exams are set at the national level.

**End-of-stage examinations assess the following fields of knowledge:** historical content knowledge, historical thinking competences (e.g., critical analysis and evaluation of evidence, formulation and justification of historical arguments, consideration of different perspectives), generic skills (e.g., communication, co-operation, use of ICT).

**End-of-stage examinations are written** and include open-ended questions, close-ended questions, source-based questions and multiple-choice questions.

## TEACHER TRAINING

### 11. *What are the prerequisites for teaching history?*

Teachers are required to complete two study cycles, a bachelor’s (licentiate) degree and a master’s degree oriented towards the teaching profession. Accreditation as a teacher is required and is provided by the higher education institutions.

### 12. *Are teachers trained in additional subjects as well as in history as a discipline and history didactics?*

At the primary level, teachers are trained to teach history and one or more other discipline(s). At the secondary level, teachers are trained primarily or exclusively as history teachers.

**13. What are the opportunities for in-service training?**

In-service professional development courses are optional. They are provided by accredited training entities and are supported through the governmental funding instrument Programa Operacional Capital Humano (Human Capital Operational Programme), or POCH.

**14. What are the three fields of professional development with the highest demand, according to TES respondents?**

- ICT and innovative teaching resources
- Historical thinking competences
- Active learning methods.

## OBSTACLES TO GOOD-QUALITY HISTORY TEACHING

**15. What are the three obstacles to history teaching most commonly identified by TES respondents?**

- Time allocated to history in the curriculum
- Time available to prepare for lessons
- Focus on the demands of exams and assessments.

# HISTORY COURSES OFFERED IN PORTUGAL

## Names of courses and levels in Portuguese:

- *Estudo do Meio, Ensino Básico Geral*
- *História e Geografia de Portugal, Ensino Básico Geral*
- *História, Ensino Básico Geral*
- *Cidadania e Mundo Atual, Cursos de Educação e Formação*
- *História A, Ensino Secundário – Curso Científico-Humanístico (Linguas e Humanidades)*
- *História B, Ensino Secundário – Curso Científico-Humanístico (Ciências Socioeconómicas)*
- *História da Cultura e das Artes, Ensino Secundário – Curso Científico-Humanístico (Artes Visuais)*

ISCED-1

Primary Education

AGE OF STUDENTS

6

7

8

9









10

11

COURSES

Environmental study  
ca. 111 hours p.a.

History and geography  
of Portugal  
ca. 306 hours p.a.

-  **Obligatory combined** history course (taught together with other subjects) **without** final assessment (general education)
-  **Obligatory separate** history course **without** final assessment (general education)
-  **Obligatory separate** history course **with optional** final assessment for students of the languages of general education
-  **Elective combined** history course (taught together with other subjects) for students of the socio-economics, visual arts and technological sciences subspecialisations of general education. **No data** available on final assessment
-  **Elective separate** history course **with optional** final assessment for students of the socio-economics subspecialisation of general education
-  **Elective separate** history course **with optional** final assessment for students of the visual arts subspecialisation of general education
-  **Obligatory combined** history course (taught together with other subjects) **with optional** final assessment (vocational education)
-  **Obligatory separate** history course **with optional** final assessment for students of the arts specialisation
-  **Obligatory combined** history course (taught together with other subjects) **with optional** final assessment (special needs education)

**Note:** "Share" indicates the share of all students at this level who select this elective course (%); "n/a" indicates that no data are available.

- *História, Culturas e Democracia, Ensino Secundário – Curso Científico-Humanístico (Ciências Socioeconómicas, Artes Visuais, Ciências e Tecnologias)*
- *História da Cultura e das Artes, Ensino Secundário – Cursos Artísticos Especializados (Dança, Música, Canto, Design de Comunicação, Design de Produto, Produção Artística, Comunicação Audiovisual, Canto Gregoriano)*
- *Área de Integração, Cursos Profissionais*

ISCED-2 Lower Secondary Education				ISCED-3 Upper Secondary Education							
12		13		14		15		16		17	
<b>History</b> ca. 131 hours p.a. (shared with courses in Geography and Citizenship and development)				<b>History A</b> 146 hours p.a.				158 hours p.a.			
				<b>History B</b> 158 hours p.a. Share: n/a				<b>History, cultures and democracy</b> 146 hours p.a. Share: n/a			
				<b>History of culture and the arts</b> 158 hours p.a. Share: n/a							
				<b>Integration area</b> 220 hours p.a.							
				<b>History of culture and the arts</b> 105-140 units p.a. depending on the subspecialisation (45 min. each)							
				<b>Citizenship and the current world</b> Teaching hours determined at school level							



## SCHOOL TYPES AND HISTORY CURRICULA

### 1. *Are there private schools with distinct history curricula?*

Although there are private schools in Serbia, they follow the same history curriculum as public schools.

### 2. *Are there religious schools or schools with religious affiliations that have distinct history curricula?*

No.

### 3. *Are there specific forms of history teaching for national minorities?*

Schools for national minorities follow the public curricula but include additional content on the cultures and histories of the respective minorities.

### 4. *Is history taught in different languages?*

Teaching takes place in Serbian or any of the eight minority languages (Albanian, Bosnian, Bulgarian, Croatian, Hungarian, Romanian, Ruthenian and Slovak).

5. *Are there schools that offer a specific subject specialisation and/or a vocational or technical education with history components?*

There are no schools with a specific subject specialisation. Students follow strands with distinct subject concentrations at the upper secondary level. Vocational/technical education is offered and includes the teaching of history.

6. *What are the main aims and content of the curricula as declared by the education authorities?*

Aims represented "very well" or "quite well" in the curriculum	Periods	Geographical scope	Approaches
<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Awareness of the cultural variety of past societies/cultural heritage</li> <li>• Awareness of current global challenges (e.g., environmental pollution, migration, refugees)</li> <li>• Developing competences for democratic culture</li> <li>• Developing historical thinking competences</li> <li>• Enhancing critical learning and 21st-century skills (e.g., problem solving, collaboration and creativity)</li> <li>• Promoting historical empathy and/or multiperspectivity</li> <li>• Strengthening national identity</li> <li>• <b>Some courses</b></li> <li>• Reinforcing labour market skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Middle Ages</li> <li>• Early modern history</li> <li>• Modern history</li> <li>• Contemporary history</li> <li>• <b>Some courses</b></li> <li>• Prehistory</li> <li>• Ancient history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Local and subnational regional history</li> <li>• National history</li> <li>• Regional (supranational) history</li> <li>• European history</li> <li>• World history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Art history</li> <li>• History of minorities and cultures</li> <li>• Migration history</li> <li>• Political and military history</li> <li>• Social and economic history</li> <li>• <b>Some courses</b></li> <li>• Gender history</li> <li>• Environmental history</li> </ul>

### Organisation of the curriculum

Courses are organised chronologically, thematically and/or on the basis of competences.

## TEXTBOOKS AND OTHER EDUCATIONAL RESOURCES

### 7. Which bodies and/or actors are responsible for creating or approving history educational resources?

Textbooks are written mainly by private entities. The Institute for Education Development evaluates their quality and makes recommendations to the Ministry of Education, which issues a catalogue of approved textbooks each school year. The selection of textbooks to use is made at the school level. The ministry does not license or check any other additional teaching materials or online resources that teachers might use in class.

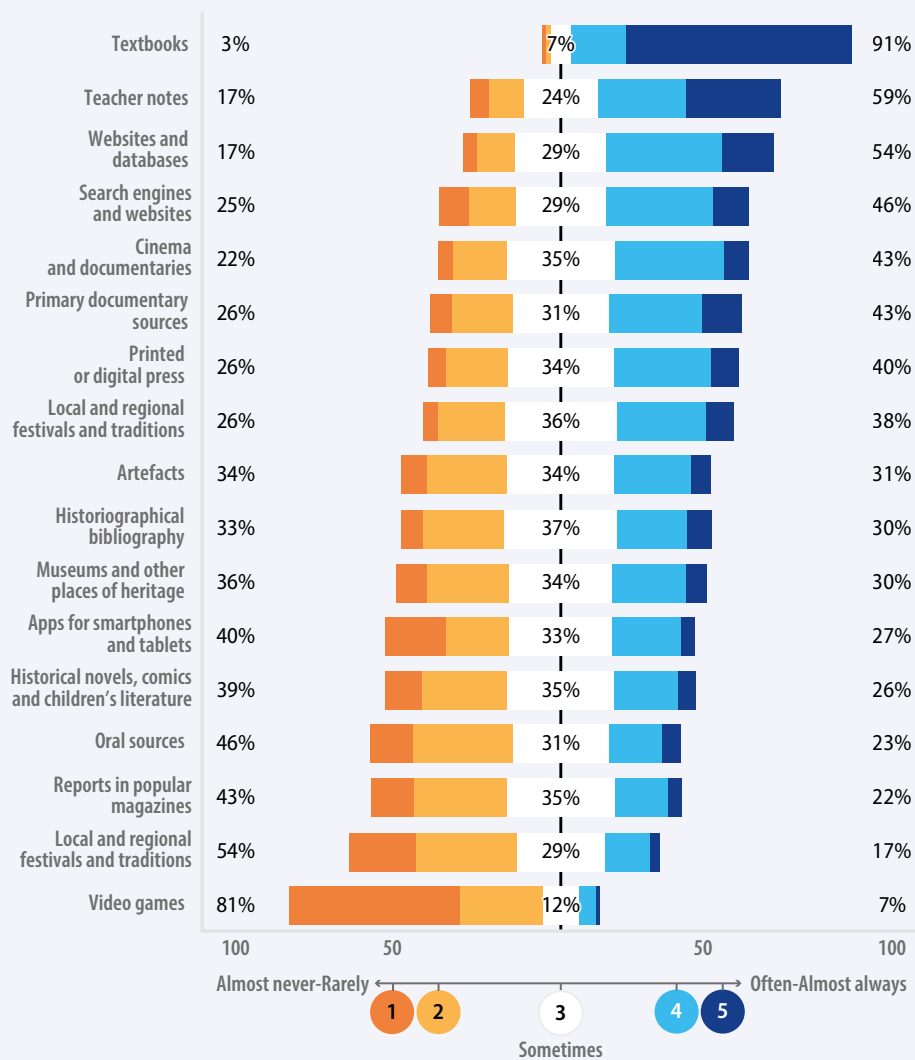
### 8. What are the policies on the use of educational resources?

! Required	👍 Encouraged	✔ Allowed
<ul style="list-style-type: none"> <li>History textbooks</li> <li>Primary documentary sources</li> <li>Visual sources (e.g., paintings, photographs, drawings)</li> </ul>	<ul style="list-style-type: none"> <li>Artefacts (e.g., paintings, architecture, sculptures, contemporary art)</li> <li>Audio sources (e.g., music, the sound of a steam engine)</li> <li>Audiovisual sources (e.g., newsreels, private archives, commercials)</li> <li>Cinema and documentaries with historical themes</li> <li>Historiographical bibliography</li> <li>Literature (e.g., historical novels, graphic novels)</li> <li>Local cultural heritage (e.g., costumes, food traditions, celebrations)</li> <li>Local and regional festivals and traditions related to historical events</li> <li>Museums and other places of heritage interpretation</li> <li>Oral sources (interviews with grandparents, relatives, neighbours, etc.)</li> <li>Teacher notes</li> <li>Websites and databases with historical content approved by the education authorities</li> </ul>	<ul style="list-style-type: none"> <li>Apps for smartphones and tablets with historical content</li> <li>Printed or digital press (newspapers and magazines)</li> <li>Reports on historical topics in popular magazines</li> <li>Search engines and websites with historical content not necessarily validated by the education authorities</li> <li>Video games</li> </ul>



9. How frequently are different educational resources used in history teaching, according to TES respondents?

How frequently do you use the following types of educational resources in your teaching of history?



## ASSESSMENT

### 10. *Which forms of assessment are demanded by the education authorities and at what level are such assessments made?*

**The assessment methods teachers are required to use** are essays, oral presentations/exams, knowledge-based questions, source-based questions, multiple-choice questions, PowerPoint presentations, written reports and research projects.

**End-of-stage examinations** are taken for the compulsory lower secondary course “History”, which are set at the national level.

**End-of-stage examinations assess the following fields of knowledge:** historical content knowledge and historical thinking competences (e.g., critical analysis and evaluation of evidence, formulation and justification of historical arguments, consideration of different perspectives).

**End-of-stage examinations are written** and consist of open-ended questions, close-ended questions, source-based questions and multiple-choice questions.

## TEACHER TRAINING

### 11. *What are the prerequisites for teaching history?*

The initial teaching programme lasts two academic years: one year at bachelor’s level and one at master’s level. This can be taken at university faculties offering history (Belgrade, Novi Sad, Niš, Kosovska Mitrovica). Candidates are required to gain credits in pedagogical, didactic, psychological and methodological subjects as well as through practical teaching experience in schools.

### 12. *Are teachers trained in additional subjects as well as in history as a discipline and history didactics?*

At both primary and secondary levels, teachers are trained exclusively or primarily as history teachers.

**13. What are the opportunities for in-service training?**

In-service professional development courses are compulsory. They are administered by the Ministry of Education, university faculties, non-governmental organisations, history teachers' associations and the Institute for the Improvement of Education. Accredited training programmes cover topics such as Jewish culture and history, past and present antisemitism, multiperspectivity and the modern history of south-eastern Europe, and the Yugoslav Wars of the 1990s.

**14. What are the three fields of professional development with the highest demand, according to TES respondents?**

- National history studies
- European and world history studies
- ICT and innovative teaching resources.

## OBSTACLES TO GOOD-QUALITY HISTORY TEACHING

**15. What are the three obstacles to history teaching most commonly identified by TES respondents?**

- Time allocated to history in the curriculum
- Curriculum overload
- Class sizes.

## HISTORY COURSES OFFERED IN SERBIA

### Names of courses and levels in Serbian

- *Priroda i društvo (Природа и друштво), Osnovna škola (Основна школа)*
- *Istorija (Историја), Osnovna škola (Основна школа)*
- *Svakodnevni život u prošlosti (Свакодневни живот у прошлости) (from 2022-23 onwards), Osnovna škola (Основна школа)*
- *Istorija (Историја), Gimnazija (Гимназија)*
- *Istorija (Историја), Gimnazija - društveno-jezički smer / opšti tip (Гимназија - друштвено-језички смер, општи тип)*
- *Istorija (Историја), Gimnazija - prirodno-matematički smer (Гимназија - природно-математички смер)*
- *Religije i civilizacije (Религије и цивилизације), Gimnazija (Гимназија)*
- *Pojedinac, grupa, društvo (Појединац, група, друштво), Gimnazija (Гимназија)*

ISCED-1 Primary Education	AGE OF STUDENTS				ISCED-2 Lower Secondary Education	
	7	8	9	10	11	12
COURSES	No history teaching offered at this level	Nature and society		History		
		6 units p.a. (45 min. each)	15 units p.a. (45 min. each)	27 units p.a. (45 min. each)	54 units p.a.	

### Everyday life in the past

- Obligatory combined** history course (with other subjects) **without** final assessment (general education)
- Obligatory separate** history course **with** final assessment (general education)
- Elective separate** history course **without** final assessment (general education)
- Obligatory separate** history course **without** final assessment (general education)
- Obligatory separate** history course **without** final assessment (general education/socio-linguistic profile (SP) and general profile (GP))
- Obligatory separate** history course **without** final assessment (general education/science and mathematics programme)
- Elective combined** history course (with other subjects) **without** final assessment (general education)
- Obligatory separate** history course **without** final assessment (art schools/music schools)
- Obligatory separate** history course **without** final assessment (three-year secondary vocational education, earlier profiles)
- Elective separate** history course **without** final assessment (secondary vocational education – pilot profile from 2010)
- Obligatory separate** history course **without** final assessment (two-year secondary vocational education, pilot profile from 2010)
- Obligatory separate** history course **without** final assessment (vocational education/pilot educational profiles that have been transferred to the system since 2010)
- Obligatory separate** history course **without** final assessment (four-year secondary vocational education/earlier educational profiles)

**Note:** “Share” indicates the share of all students at this level who select this elective course (%); “n/a” indicates that no data are available.

- *Osnovi geopolitike (Основи геополитике), Gimnazija (Гимназија)*
- *Istorija (Историја), Umetničke škole (Уметничке школе)*
- *Istorija (Историја), Srednje stručne trogodišnje – stari obrazovni profili (Средње стручне трогодишње - стари образовни профили)*
- *Istorija (Историја), Srednje stručne četvorogodišnje - stari profil (Средње стручне четворогодишње - стари профил)*
- *Istorija (Историја), Srednje stručne - obrazovni profili koji od 2010. iz oglada prelaze u system (Средње стручне - образовни профили који од 2010. из огледа прелазе у систем)*
- *Istorija (Историја), Srednje stručne – srednje stručne dvogodišnje, ogledni profil od 2010 (Средње стручне двогодишње - огледни профил од 2010)*
- *Istorija (Историја), Srednje stručne - ogledni profil od 2010 (Средње стручне - огледни профил од 2010)*

		ISCED-3 Upper Secondary Education					
		13	14	15	16	17	18
				<b>History</b> 56 units p.a. (45 min. each)	<b>History</b>		
		(45 min. each)	51 units p.a. (45 min. each)		56 units p.a. (GP) 56 units p.a. (SP) (45 min. each)	56 units p.a. (GP) 83 units p.a. (SP) (45 min. each)	50 units p.a. (GP) 74 units p.a. (SP) (45 min. each)
		27 units p.a. (45 min. each) Share: n/a			<b>History</b> 56 units p.a. (45 min. each)		
				<b>Individual, group and society</b> 27 units p.a. (45 min. each) Share: n/a		<b>Religion and society</b>	
					56 units p.a. (45 min. each)	50 units p.a. (45 min. each)	
					Share: n/a		
					<b>Introduction to geopolitics</b>		
					56 units p.a. (45 min. each)	50 units p.a. (45 min. each)	
					Share: n/a		
				<b>History</b>			
				53 units p.a. (45 min. each)	53 units p.a. (45 min. each)	26 units p.a. (45 min. each)	
				<b>History</b> 79 units p.a. (45 min. each)	<b>History of a selected topic</b> 27 units p.a. (45 min. each) Share: n/a		
				<b>History</b>			
				50 units p.a. (45 min. each)	48 units p.a. (45 min. each)		
				<b>History</b> 55 units p.a. (45 min. each)			
				<b>History</b> 53 units p.a. (45 min. each)			



# SLOVENIA



## SCHOOL TYPES AND HISTORY CURRICULA

**1. *Are there private schools with distinct history curricula?***

There are private schools in Slovenia, which can follow a distinct history curriculum.

**2. *Are there religious schools or schools with religious affiliations that have distinct history curricula?***

No.

**3. *Are there specific forms of history teaching for national minorities?***

Schools for the Italian and Hungarian minorities include in their history curricula more content on their respective histories.

**4. *Is history taught in different languages?***

Some schools for the Hungarian minority teach bilingually.

**5. *Are there schools that offer a specific subject specialisation and/or a vocational or technical education with history components?***

There are no schools with a specific subject specialisation. Vocational/technical education is offered and includes the teaching of history.

6. *What are the main aims and content of the curricula as declared by the education authorities?*

Aims represented “very well” or “quite well” in the curriculum	Periods	Geographical scope	Approaches
<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Awareness of the cultural variety of past societies/cultural heritage</li> <li>• Awareness of current global challenges (e.g., environmental pollution, migration, refugees)</li> <li>• Enhancing critical learning and 21st-century skills (e.g., problem solving, collaboration and creativity)</li> <li>• Promoting historical empathy and/or multiperspectivity</li> <li>• Strengthening national identity</li> <li>• <b>Some courses</b></li> <li>• Developing competences for democratic culture</li> <li>• Reinforcing labour market skills</li> <li>• Developing historical thinking competences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Prehistory</li> <li>• Ancient history</li> <li>• Middle Ages</li> <li>• Early modern history</li> <li>• Modern history</li> <li>• Contemporary history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Local and subnational regional history</li> <li>• National history</li> <li>• Regional (supranational) history</li> <li>• European history</li> <li>• World history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Art history</li> <li>• Environmental history</li> <li>• Gender history</li> <li>• History of minorities and cultures</li> <li>• <b>Some courses</b></li> <li>• Social and economic history</li> <li>• Political and military history</li> <li>• Migration history</li> </ul>

**Organisation of the curriculum**





The organisation of the curriculum is chronological, thematic and/or competence based.

**TEXTBOOKS AND OTHER EDUCATIONAL RESOURCES**

7. *Which bodies and/or actors are responsible for creating or approving history educational resources?*

The selection of resources to use for teaching takes place at the school level, and teachers are permitted to use materials not licensed by the authorities without any restrictions.

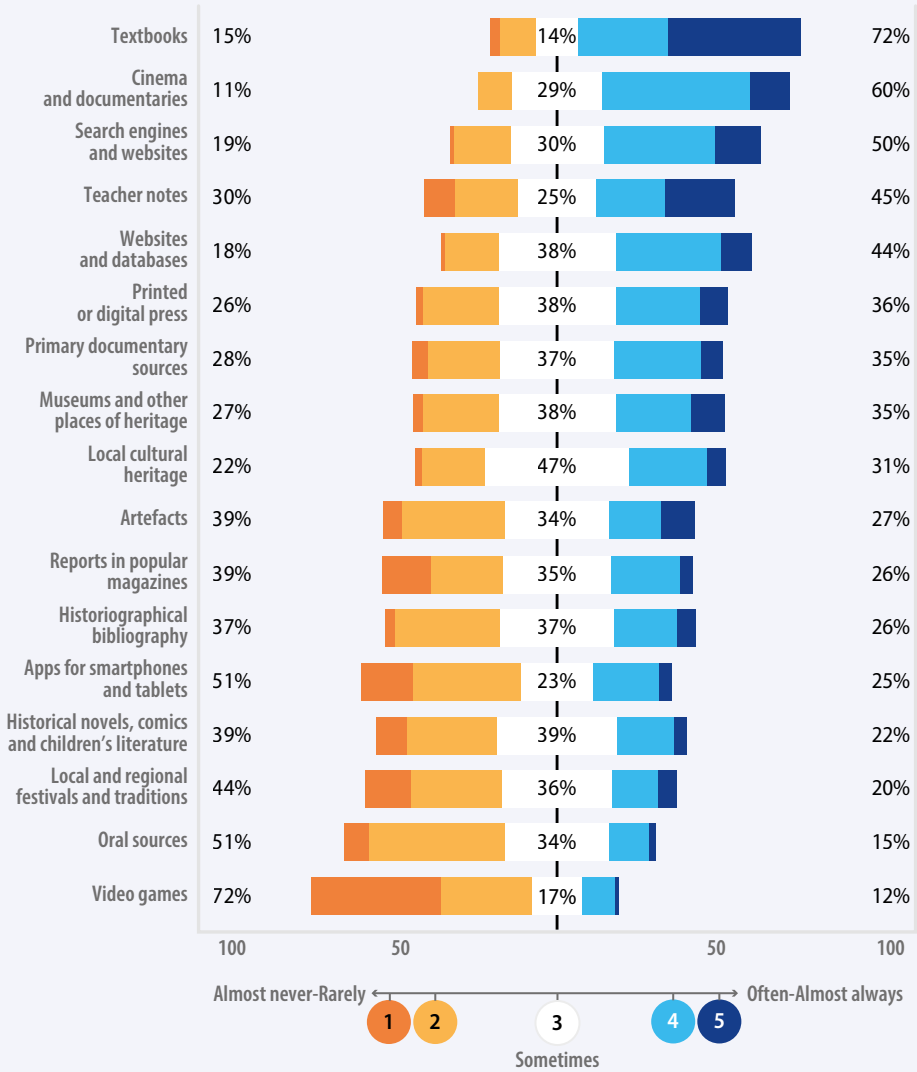
## 8. What are the policies on the use of educational resources?

 <b>Required</b>	 <b>Encouraged</b>	 <b>Allowed</b>	 <b>No policy</b>
<ul style="list-style-type: none"> <li>• Historiographical bibliography</li> <li>• History textbooks</li> <li>• Museums and other places of heritage interpretation</li> <li>• Reports on historical topics in popular magazines</li> <li>• Search engines and websites with historical content not necessarily validated by the education authorities</li> </ul>	<ul style="list-style-type: none"> <li>• Apps for smartphones and tablets with historical content</li> <li>• Artefacts (e.g., paintings, architecture, sculptures, contemporary art)</li> <li>• Audio sources (e.g., music, the sound of a steam engine)</li> <li>• Audiovisual sources (e.g., newsreels, private archives, commercials)</li> <li>• Cinema and documentaries with historical themes</li> <li>• Literature (e.g., historical novels, graphic novels)</li> <li>• Local cultural heritage (e.g., costumes, food traditions, celebrations)</li> <li>• Oral sources (interviews with grandparents, relatives, neighbours, etc.)</li> <li>• Primary documentary sources</li> <li>• Printed or digital press (newspapers and magazines)</li> <li>• Visual sources (e.g., paintings, photographs, drawings)</li> <li>• Websites and databases with historical content approved by the education authorities</li> </ul>	<ul style="list-style-type: none"> <li>• Local and regional festivals and traditions related to historical events</li> <li>• Teacher notes</li> </ul>	<ul style="list-style-type: none"> <li>• Video games</li> </ul>



9. How frequently are different educational resources used in history teaching, according to TES respondents?

How frequently do you use the following types of educational resources in your teaching of history?



## ASSESSMENT

10. *Which forms of assessment are demanded by the education authorities and at what level are such assessments made?*

**The assessment methods teachers are required to use** are portfolios, essays, oral presentations/exams, knowledge-based questions and source-based questions.

**End-of-stage examinations** are compulsory for the lower secondary course “History” and optional for the upper secondary course “History” (both courses are compulsory). The exams are set at the national level.

**End-of-stage exams assess the following fields of knowledge:** historical content knowledge, historical thinking competences (e.g., critical analysis and evaluation of evidence, formulation and justification of historical arguments, consideration of different perspectives).

**End-of-stage examinations are written** and consist of open-ended questions, close-ended questions, source-based questions and multiple-choice questions.

## TEACHER TRAINING

11. *What are the prerequisites for teaching history?*

Initial teacher-training programmes are provided by universities, the National Education Institute and teachers’ associations.

12. *Are teachers trained in additional subjects as well as in history as a discipline and history didactics?*

At both primary and secondary school levels, teachers are trained to teach history and one or more other discipline(s).

13. *What are the opportunities for in-service training?*

In-service professional development programmes are optional. They are administered by experts from the National Education Institute and universities, and are partially financed by the Ministry of Education. Teachers have a maximum of five working days a year to attend training courses.

*14. What are the three fields of professional development with the highest demand, according to TES respondents?*

- Active learning methods
- ICT and innovative teaching resources
- Historical thinking competences.

## **OBSTACLES TO GOOD-QUALITY HISTORY TEACHING**

*15. What are the three obstacles to history teaching most commonly identified by TES respondents?*

- Curriculum overload
- Time allocated to history in the curriculum
- Class sizes.



**ISCED-3**

Upper  
Secondary  
Education

13

14

15

16

17

18

**History**

70 units p.a.

(no data on the duration of one  
teaching unit are available)

**History**

70 units p.a.

(no data on the duration of one  
teaching unit are available)

**Social sciences**

66 units p.a.

(no data on the  
duration of one teaching  
unit are available)

**History**

44 units p.a.

(no data on  
the duration of one  
teaching unit are  
available)

**History**

103 units p.a.

(no data on  
the duration of one  
teaching unit are  
available)



## SCHOOL TYPES AND HISTORY CURRICULA

### 1. *Are there private schools with distinct history curricula?*

Yes, there are private schools and semi-private schools (publicly funded schools owned by private entities). All follow the same curricula as the public system, except for the schools that follow non-national educational systems.

### 2. *Are there religious schools or schools with religious affiliations that have distinct history curricula?*

Some private schools are religiously affiliated but, regardless of this affiliation, they follow the curricula of the public education system.

### 3. *Are there specific forms of history teaching for national minorities?*

No.

### 4. *Is history taught in different languages?*

In the autonomous communities, history can be taught in Spanish and/or the language of that community (Aranese in Catalonia, Basque in the Basque Country and Navarre, Catalan in Catalonia and the Balearic Islands, Galician in Galicia, and Valencian in the Valencian Community).

5. *Are there schools that offer a specific subject specialisation and/or a vocational or technical education with history components?*

Vocational schools that offer basic vocational training follow an adapted curriculum for all non-vocational subjects included in the programme syllabus. There are no schools with a specific subject specialisation.

6. *What are the main aims and content of the curricula as declared by the education authorities?*

Aims represented “very well” or “quite well” in the curriculum	Periods	Geographical scope	Approaches
<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Awareness of the cultural variety of past societies/cultural heritage</li> <li>• Awareness of current global challenges (e.g., environmental pollution, migration, refugees)</li> <li>• Developing competences for democratic culture</li> <li>• Developing historical thinking competences</li> <li>• Enhancing critical learning and 21st-century skills (e.g., problem solving, collaboration and creativity)</li> <li>• Promoting historical empathy and/or multiperspectivity</li> <li>• <b>Some courses</b></li> <li>• Strengthening national identity</li> <li>• Reinforcing labour market skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Modern history</li> <li>• Contemporary history</li> <li>• <b>Some courses</b></li> <li>• Prehistory</li> <li>• Ancient history</li> <li>• Middle Ages</li> <li>• Early modern history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Local and subnational regional history</li> <li>• National history</li> <li>• <b>Some courses</b></li> <li>• Regional (supranational) history</li> <li>• European history</li> <li>• World history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Gender history</li> <li>• History of minorities and cultures</li> <li>• Migration history</li> <li>• Political and military history</li> <li>• Social and economic history</li> <li>• <b>Some courses</b></li> <li>• Art history</li> <li>• Environmental history</li> </ul>

**Organisation of the curriculum**

All courses are organised thematically.

## TEXTBOOKS AND OTHER EDUCATIONAL RESOURCES

### 7. Which bodies and/or actors are responsible for creating or approving history educational resources?

Educational resources are not licensed by the national government, and schools select the materials to use in their teaching. The supervision of textbooks and other curricular materials is the responsibility of the education authorities of each autonomous community.

### 8. What are the policies on the use of educational resources?



#### Encouraged

- Apps for smartphones and tablets with historical content
- Artefacts (e.g., paintings, architecture, sculptures, contemporary art)
- Audio sources (e.g., music, the sound of a steam engine)
- Audiovisual sources (e.g., newsreels, private archives, commercials)
- Cinema and documentaries with historical themes
- Historiographical bibliography
- History textbooks
- Literature (e.g., historical novels, graphic novels)
- Local cultural heritage (e.g., costumes, food traditions, celebrations)
- Local and regional festivals and traditions related to historical events
- Museums and other places of heritage interpretation
- Oral sources (interviews with grandparents, relatives, neighbours, etc.)
- Primary documentary sources
- Printed or digital press (newspapers and magazines)
- Reports on historical topics in popular magazines
- Search engines and websites with historical content not necessarily validated by the education authorities
- Video games
- Visual sources (e.g., paintings, photographs, drawings)



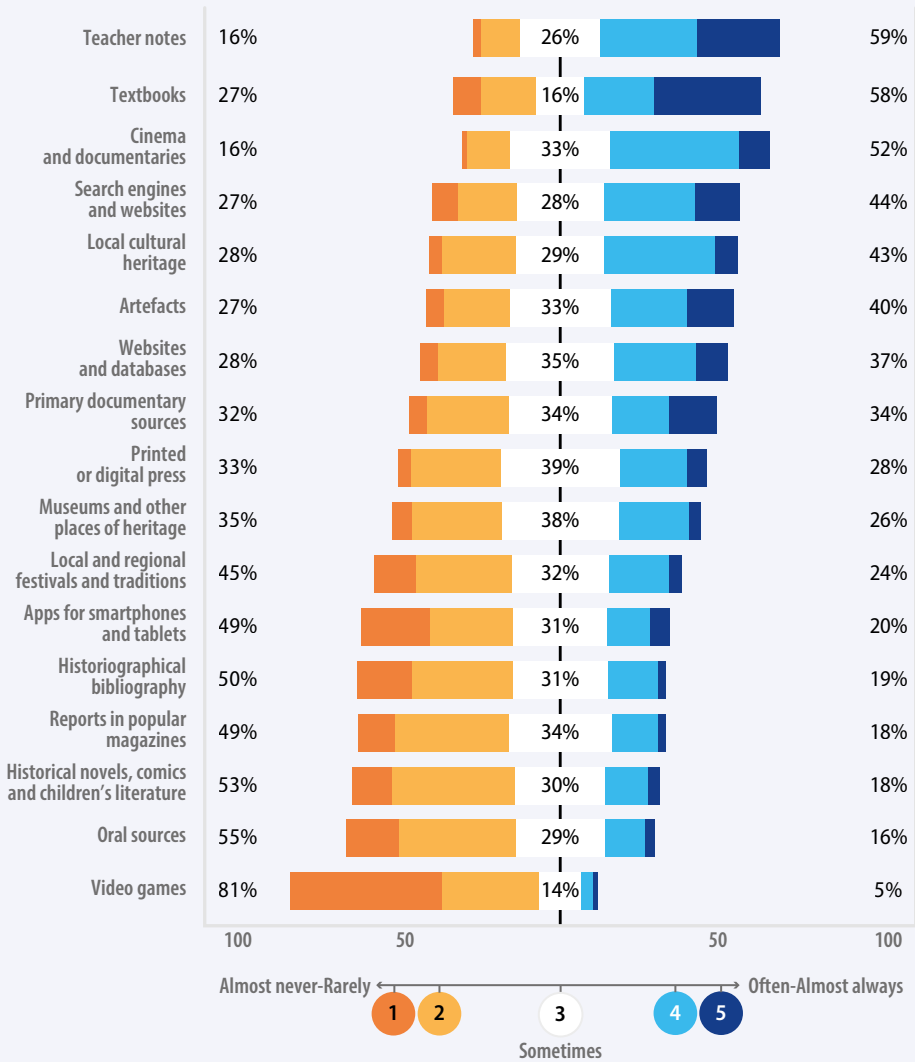
#### No policy

- Teacher notes
- Websites and databases with historical content approved by the education authorities



9. How frequently are different educational resources used in history teaching, according to TES respondents?

How frequently do you use the following types of educational resources in your teaching of history?



## ASSESSMENT

10. *Which forms of assessment are demanded by the education authorities and at what level are such assessments made?*

**The assessment methods teachers are required to use** are oral presentations/exams, knowledge-based questions, source-based questions and multiple-choice questions.

**There are no end-of-stage history exams in Spain.**

## TEACHER TRAINING

11. *What are the prerequisites for teaching history?*

All prospective primary school teachers are required to hold a primary education teacher's degree granted by a university and typically acquired over four academic years.

Prospective secondary or vocational education teachers must undergo specialised pedagogical training at the postgraduate level, in addition to holding a bachelor's degree or an equivalent qualification. The didactic specialisation or master's degree is usually completed in one academic year.

12. *Are teachers trained in additional subjects as well as in history as a discipline and history didactics?*

At the primary level, teachers receive general training to teach across a range of disciplines.

At the secondary level, teachers are trained exclusively or primarily as history teachers.

13. *What are the opportunities for in-service training?*

In-service professional development courses are optional. The Ministry of Education and Vocational Training and the departments for education in the autonomous communities are responsible for the design, development and delivery of these courses.

The Ministry of Education and Vocational Training offers continuing professional development programmes through the National Institute of Educational Technologies and Teacher Training (INTEF), in conjunction with other institutions as appropriate. Some of these courses focus on the use of new technologies in education and on new teaching methodologies.

*14. What are the three fields of professional development with the highest demand, according to TES respondents?*

- Active learning methods
- ICT and innovative teaching resources
- Historical thinking competences.

## **OBSTACLES TO GOOD-QUALITY HISTORY TEACHING**

*15. What are the three obstacles to history teaching most commonly identified by TES respondents?*

- Frequency of educational reforms
- Time available to prepare for lessons
- Time allocated to history in the curriculum.

# HISTORY COURSES OFFERED IN SPAIN

## Names of courses and levels in Spanish:

- *Conocimiento del Medio Natural, Social y Cultural / Ciencias Sociales, Educación Primaria*
- *Geografía e Historia, Educación Secundaria Obligatoria*
- *Historia del Mundo Contemporáneo, Bachillerato*
- *Historia de España, Bachillerato*
- *Comunicación y Ciencias Sociales, Ciclos formativos de Grado Básico de Formación Profesional*

ISCED-1

Primary Education

AGE OF STUDENTS

6

7

8

9

10

11

COURSES

Knowledge of the natural, social and cultural environment

**Obligatory combined** history course (taught together with another subject) **without** final assessment (general education)

**Elective separate** history course **without** final assessment (general education)

**Obligatory separate** history course **without** final assessment (general education and art schools)

**Obligatory combined** history course (taught together with another subject) **without** final assessment (basic professional education)

**Note:** "Share" indicates the share of all students at this level who select an elective course (%); "n/a" indicates that no such data are available add this please.

ISCED-2 Lower Secondary Education					ISCED-3 Upper Secondary Education	
12	13	14	15	16	17	
Geography and history					History of the contemporary world Share: n/a	History of Spain
			Communication and social sciences			



## SCHOOL TYPES AND HISTORY CURRICULA

### 1. *Are there private schools with distinct history curricula?*

Private schools follow the same history curriculum as public schools.

### 2. *Are there religious schools or schools with religious affiliations that have distinct history curricula?*

Imam Hatip schools provide religious education but follow the same history curriculum.

### 3. *Are there specific forms of history teaching for national minorities?*

Minority schools follow the same history curriculum as public schools.

### 4. *Is history taught in different languages?*

No, all history teaching takes place in Turkish.

### 5. *Are there schools that offer a specific subject specialisation and/or a vocational or technical education with history components?*

There are vocational schools and schools with subject specialisations in the social sciences, natural sciences, fine arts and sport. The history courses offered vary according to school type.

6. *What are the main aims and content of the curricula as declared by the education authorities?*

Aims represented “very well” or “quite well” in the curriculum	Periods	Geographical scope	Approaches
<ul style="list-style-type: none"> <li>• All or most courses</li> <li>• Awareness of the cultural variety of past societies/cultural heritage</li> <li>• Awareness of current global challenges (e.g., environmental pollution, migration, refugees)</li> <li>• Developing competences for democratic culture</li> <li>• Developing historical thinking competences</li> <li>• Enhancing critical learning and 21st-century skills (e.g., problem solving, collaboration and creativity)</li> <li>• Promoting historical empathy and/or multiperspectivity</li> <li>• Reinforcing labour market skills</li> <li>• Strengthening national identity</li> </ul>	<ul style="list-style-type: none"> <li>• All or most courses</li> <li>• Prehistory</li> <li>• Ancient history</li> <li>• Middle Ages</li> <li>• Early modern history</li> <li>• Modern history</li> <li>• Contemporary history</li> </ul>	<ul style="list-style-type: none"> <li>• All or most courses</li> <li>• National history</li> <li>• Regional (supranational) history</li> <li>• European history</li> <li>• World history</li> </ul>	<ul style="list-style-type: none"> <li>• All or most courses</li> <li>• Art history</li> <li>• Environmental history</li> <li>• History of minorities and cultures</li> <li>• Migration history</li> <li>• Political and military history</li> <li>• Social and economic history</li> </ul>

**Organisation of the curriculum**





The first-grade “Social studies” course is organised chronologically, thematically and on the basis of competences. All other courses are organised chronologically and thematically.

**TEXTBOOKS AND OTHER EDUCATIONAL RESOURCES**

7. *Which bodies and/or actors are responsible for creating or approving history educational resources?*

All educational materials are developed by private-sector organisations and the Ministry of National Education, and are evaluated and selected by commissions composed of representatives from the Ministry of National Education, academics and teachers according to a points-based scoring system. Teachers are not permitted to use materials that are not licensed by the authorities.

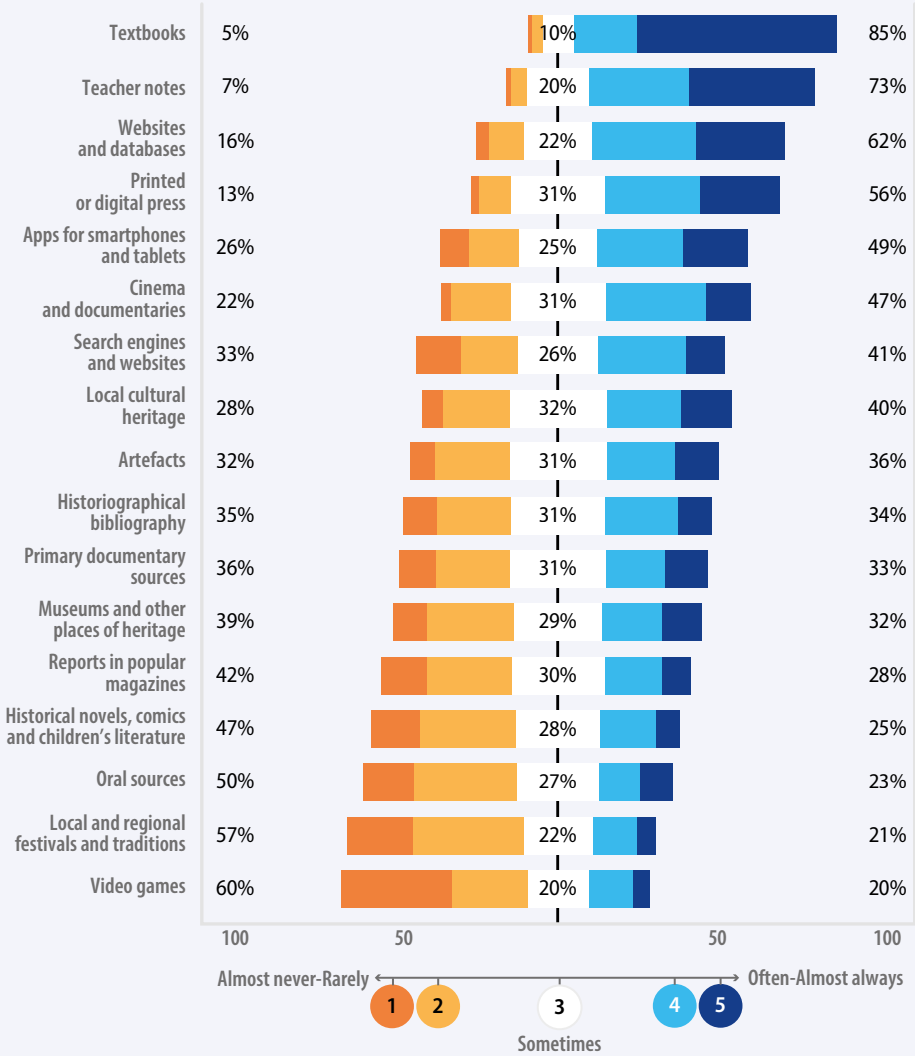
## 8. What are the policies on the use of educational resources?

 Required	 Encouraged	 Allowed	 No policy
<ul style="list-style-type: none"> <li>History textbooks</li> </ul>	<ul style="list-style-type: none"> <li>Apps for smartphones and tablets with historical content</li> <li>Artefacts (e.g., paintings, architecture, sculptures, contemporary art)</li> <li>Audio sources (e.g., music, the sound of a steam engine)</li> <li>Audiovisual sources (e.g., newsreels, private archives, commercials)</li> <li>Cinema and documentaries with historical themes</li> <li>Historiographical bibliography</li> <li>Museums and other places of heritage interpretation</li> <li>Oral sources (interviews with grandparents, relatives, neighbours, etc.)</li> <li>Primary documentary sources</li> <li>Visual sources (e.g., paintings, photographs, drawings)</li> <li>Websites and databases with historical content approved by the education authorities</li> </ul>	<ul style="list-style-type: none"> <li>Literature (e.g., historical novels, graphic novels)</li> <li>Local cultural heritage (e.g., costumes, food traditions, celebrations)</li> <li>Local and regional festivals and traditions related to historical events</li> <li>Printed or digital press (newspapers and magazines)</li> <li>Reports on historical topics in popular magazines</li> <li>Search engines and websites with historical content not necessarily validated by the education authorities</li> <li>Teacher notes</li> </ul>	<ul style="list-style-type: none"> <li>Video games</li> </ul>



9. How frequently are different educational resources used in history teaching, according to TES respondents?

How frequently do you use the following types of educational resources in your teaching of history?



## ASSESSMENT

### 10. *Which forms of assessment are demanded by the education authorities and at what level are such assessments made?*

**The assessment methods teachers are required to use** are portfolios, essays, oral presentations/exams, knowledge-based questions, source-based questions and multiple-choice questions.

**End-of-stage examinations** are taken for every history course at every grade and are set at the national level.

**End-of-stage examinations assess the following fields of knowledge:** historical content knowledge, historical thinking competences (e.g., critical analysis and evaluation of evidence, formulation and justification of historical arguments, consideration of different perspectives), social and civic competences (e.g., conflict resolution skills, demonstrating empathy, respect for diversity), generic skills (e.g., communication, co-operation, use of ICT).

**End-of-stage examinations are written** and consist of multiple-choice questions.

## TEACHER TRAINING

### 11. *What are the prerequisites for teaching history?*

Prospective teachers must complete an initial teacher-training programme lasting four years (or five years in the case of a history degree combined with the Pedagogical Formation Education Certificate programme in a 4+1 scheme). Candidates must take the entrance examination administered by the Measurement, Selection and Placement Centre (OSYM). All teachers must be accredited by the Council of Higher Education.

### 12. *Are teachers trained in additional subjects as well as in history as a discipline and history didactics?*

At the primary school level, teachers receive general training to teach across a range of disciplines. At the secondary level, teachers are trained exclusively or primarily as history teachers.

### 13. *What are the opportunities for in-service training?*

In-service professional development courses are optional. They are provided by the Ministry of Education and cover topics in pedagogy, methodology, digital literacy and various approaches to teaching. The average duration of a training course is five days.

**14. What are the three fields of professional development with the highest demand, according to TES respondents?**

- Historical thinking competences
- Intercultural education
- Active learning methods.

## OBSTACLES TO GOOD-QUALITY HISTORY TEACHING

**15. What are the three obstacles to history teaching most commonly identified by TES respondents?**

- Time allocated to history in the curriculum
- Curriculum overload
- Focus on demands of exams and assessments.

## ADDITIONAL INFORMATION ON HISTORY TEACHING

### List of specialisations in upper secondary education (Ortaöğretim)

- AL – Anadolu Lisesi (Anatolian High School)
- FL – Fen Lisesi (Science High School)
- GSL – Güzel Sanatlar Lisesi (Fine Arts High School)
- SL – Sport Lisesi (Sports High School)
- SBL – Sosyal Bilimler Lisesi (Social Science High School)
- MTAL – Mesleki ve Teknik Anadolu Lisesi (Vocational and Technical Anatolian High School)
- MTEM – Mesleki ve Teknik Eğitim Merkezi (Vocational and Technical Education Centre)
- AIHL – Anadolu İmam Hatip Lisesi (Anatolian Imam Hatip High School)

### Names of courses and levels in Turkish and additional information

- Social studies – Sosyal Bilgiler, İlkokul
- Social studies – Sosyal Bilgiler, Ortaokul ve İmam Hatip Ortaokulu
- Turkish Republic Revolution History and Kemalism – Türkiye Cumhuriyeti İnkılap Tarihi ve Atatürkçülük, Ortaokul ve İmam Hatip Ortaokulu, Ortaöğretim
- History – Tarih, Ortaöğretim
- General Art History – Genel Sanat Tarihi, Ortaöğretim (Güzel Sanatlar Lisesi, Anadolu İmam Hatip Lisesi)

- Common Turkish history – Ortak Türk Tarihi, Ortaokul ve Ortaöğretim
- History of Islamic science – İslam Bilim Tarihi, Ortaöğretim

School form	Age group
Anadolu Lisesi	15-16
Fen Lisesi	15-16
Güzel Sanatlar Lisesi	14-16
Spor Lisesi	16
Sosyal Bilimler Lisesi	15
Anadolu İmam Hatip Lisesi	16
Mesleki ve Teknik Anadolu Lisesi	16-17
Mesleki ve Teknik Eğitim Merkezi	16-17

School form	Age group
Anadolu Lisesi	15-17
Fen Lisesi	14-17
Güzel Sanatlar Lisesi	16-17
Spor Lisesi	16-17
Sosyal Bilimler Lisesi	15-17
Anadolu İmam Hatip Lisesi	16-17
Mesleki ve Teknik Anadolu Lisesi	16-17
Mesleki ve Teknik Eğitim Merkezi	16-17

- History of Islam – İslam Tarihi, Ortaöğretim (Anadolu İmam Hatip Lisesi)
- History of Arts – Sanat Tarihi, Ortaöğretim

School form	Age group	Status
Anadolu Lisesi	15-17	Elective
Fen Lisesi	14-17	Elective
Güzel Sanatlar Lisesi	16-17	Elective
Spor Lisesi	16-17	Elective
Sosyal Bilimler Lisesi	15	Obligatory
Anadolu İmam Hatip Lisesi	16-17	Elective

- History of Turkish culture and civilisation – Türk Kültür ve Medeniyet Tarihi, Ortaöğretim

School form	Age group	Status
Sosyal Bilimler Lisesi	16-18	Obligatory
Anadolu Lisesi	16-18	Elective
Fen Lisesi	16-18	Elective
Güzel Sanatlar Lisesi	16-18	Elective
Spor Lisesi	16-18	Elective
Mesleki ve Teknik Anadolu Lisesi	16-18	Elective
Mesleki ve Teknik Eğitim Merkezi	16-18	Elective
Anadolu İmam Hatip Lisesi	16-18	Elective

- Elective history course – Seçmeli Tarih, Ortaöğretim

School form	Age group
Anadolu Lisesi	16-18
Güzel Sanatlar Lisesi	16-18
Spor Lisesi	16-18
Anadolu İmam Hatip Lisesi	16-18
Sosyal Bilimler Lisesi	16-18
Mesleki ve Teknik Anadolu Lisesi	16-18
Mesleki ve Teknik Eğitim Merkezi	16-18

- Contemporary Turkish and world history – Çağdaş Türk ve Dünya Tarihi, Ortaöğretim

School form	Age group	Status
Sosyal Bilimler Lisesi	17-18	Obligatory
Anadolu Lisesi	17-18	Elective
Fen Lisesi	17-18	Elective
Güzel Sanatlar Lisesi	16-18	Elective
Spor Lisesi	16-18	Elective
Mesleki ve Teknik Anadolu Lisesi	16-18	Elective
Mesleki ve Teknik Eğitim Merkezi	16-18	Elective
Anadolu İmam Hatip Lisesi	17-18	Elective

- Turkish Islamic art history – Türk İslam Sanatı Tarihi, Ortaöğretim







School form	Age group	Status
Güzel Sanatlar Lisesi	16-18	Obligatory
Anadolu İmam Hatip Lisesi	16-18	Elective

- Turkish music history – Türk Müziği Tarihi, Ortaöğretim (Güzel Sanatlar Lisesi, Anadolu İmam Hatip Lisesi)
- Turkish and Western music history – Türk ve Batı Müziği Tarihi, Ortaöğretim (Güzel Sanatlar Lisesi)
- Contemporary world art history – Çağdaş Dünya Sanatı Tarihi, Ortaöğretim (Güzel Sanatlar Lisesi) Physical education and sports history – Beden Eğitimi ve Spor Tarihi, Ortaöğretim (Spor Lisesi)

## HISTORY COURSES OFFERED IN TÜRKIYE

More detailed information on courses offered by school forms at different grades is provided on previous pages.

ISCED-1 Primary Education				ISCED-2 Lower Secondary Education	
AGE OF STUDENTS					
6	7	8	9	10	11
COURSES					
	No history teaching offered at this level		Social studies 108 units p.a. (40 min. each)	Social studies	

-  **Obligatory combined** history course (with other subjects) **with** final assessment (for students of all school forms)
-  **Obligatory separate** history course **with** final assessment (for students of all school forms)
-  **Elective separate** history course **with** final assessment (for students of all school forms)
-  **Elective separate** history course **with** final assessment (for students of some school forms)
-  **Separate** history course **with** final assessment, obligatory for students of some school types, elective for others
-  **Obligatory separate** history course **with** final assessment (for students of some school forms)

**Note:** "Share" indicates the share of all students at this level who select an elective course (%).

12

13

14

15

16

17

108 units p.a.  
(40 min. each)

**History of the Turkish Republic**  
72 units p.a.  
(40 min. each)

**History**  
72 units p.a.  
(40 min. each)

**History of the Turkish Republic**  
72 units p.a.  
(40 min. each)

**Common Turkish history**  
72 units p.a.  
(40 min. each)  
Only 2021-22  
Share: 3.55%

**Common Turkish history**  
72 units p.a. (40 min. each)  
Share: 0%  
Introduced 2022-23

**History of Islamic science**  
72 units p.a. (40 min. each)  
Share: 0%

**History of Islam**  
72 units p.a. (40 min. each)  
Share: 2.92%

**History of art**  
72 units p.a. (40 min. each)  
Share (average for all elective courses): 1.52%

**General art history**  
72 units p.a.  
(40 min. each)

**History of Turkish culture and civilisation**  
72-144 units p.a.  
(40 min. each)

**Elective history course**  
72 units p.a. (40 min. each)  
Share: 19.6%

**Contemporary Turkish and world history**  
72-144 units p.a.  
(40 min. each)  
Share (average for all elective courses): 17.9%

**Turkish Islamic art history**  
72 units p.a.  
(40 min. each)

**Physical education and sports history**  
72 units p.a.  
(40 min. each)

**Contemporary world art history**  
72 units p.a.  
(40 min. each)  
Only 2021-22

**Turkish and Western music history**  
72 units p.a.  
(40 min. each)

**Turkish music history**  
72 units p.a.  
(40 min. each)



# UKRAINE (OBSERVER)



## SCHOOL TYPES AND HISTORY CURRICULA

### 1. *Are there private schools with distinct history curricula?*

There are private schools in Ukraine. National history curricula are approved by the Ministry of Education and Science of Ukraine and are mandatory for all general secondary education institutions, regardless of their ownership.

### 2. *Are there religious schools or schools with religious affiliations that have distinct history curricula?*

There are religious schools in Ukraine. National history curricula are approved by the Ministry of Education and Science and are mandatory for all general secondary education institutions, regardless of their ownership.

### 3. *Are there specific forms of history teaching for national minorities?*

No. For individuals belonging to national minorities, history teaching takes place in line with the state standard (approved by the government) and curricula approved by the Ministry of Education and Science.

### 4. *Is history taught in different languages?*

History textbooks are translated into the languages of national minorities.



5. *Are there schools that offer a specific subject specialisation and/or a vocational or technical education with history components?*

Some schools and grades at the upper secondary level (grades 10-11 or 12) have a subject specialisation in history, with more teaching hours dedicated to the history courses “Historical profile” and “Historical and philological profile”.

School students in both the general and the vocational and technical tracks have the same history curriculum.

6. *What are the main aims and content of the curricula as declared by the education authorities?*

Aims represented “very well” or “quite well” in the curriculum	Periods	Geographical scope	Approaches
<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Awareness of the cultural variety of past societies/cultural heritage</li> <li>• Developing competences for democratic culture</li> <li>• Developing historical thinking competences</li> <li>• Enhancing critical learning and 21st-century skills (e.g., problem solving, collaboration and creativity)</li> <li>• Strengthening national identity</li> <li>• <b>Some courses</b></li> <li>• Awareness of current global challenges (e.g., environmental pollution, migration, refugees)</li> <li>• Promoting historical empathy and/or multiperspectivity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• Prehistory</li> <li>• Ancient history</li> <li>• Middle Ages</li> <li>• Early modern history</li> <li>• Modern history</li> <li>• Contemporary history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• National history</li> <li>• Regional history (supranational)</li> <li>• European history</li> <li>• World history</li> <li>• <b>Some courses</b></li> <li>• Local and subnational regional history</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All or most courses</b></li> <li>• History of minorities and cultures</li> <li>• Migration history</li> <li>• Political and military history</li> <li>• Social and economic history</li> <li>• <b>Some courses</b></li> <li>• Art history</li> <li>• Environmental history</li> <li>• Gender history</li> </ul>

**Organisation of the curriculum**

The organisation of the curriculum is chronological, thematic and competence based.

**TEXTBOOKS AND OTHER EDUCATIONAL RESOURCES**

7. *Which bodies and/or actors are responsible for creating or approving history educational resources?*

The Ministry of Education and Science of Ukraine and the Institute of Education Content Modernization are responsible for the competitive selection and publishing of history textbooks.

## 8. What are the policies on the use of educational resources?

! Required	👍 Encouraged	✅ Allowed
<ul style="list-style-type: none"> <li>History textbooks</li> </ul>	<ul style="list-style-type: none"> <li>Apps for smartphones and tablets with historical content</li> <li>Artefacts (e.g., paintings, architecture, sculptures, contemporary art)</li> <li>Audio sources (e.g., music, the sound of a steam engine)</li> <li>Audiovisual sources (e.g., newsreels, private archives, commercials)</li> <li>Cinema and documentaries with historical themes</li> <li>Historiographical bibliography</li> <li>Literature (e.g., historical novels, graphic novels)</li> <li>Oral sources (interviews with grandparents, relatives, neighbours, etc.)</li> <li>Primary documentary sources</li> <li>Reports on historical topics in popular magazines</li> <li>Visual sources (e.g., paintings, photographs, drawings)</li> </ul>	<ul style="list-style-type: none"> <li>Local cultural heritage (e.g., costumes, food traditions, celebrations)</li> <li>Local and regional festivals and traditions related to historical events</li> <li>Museums and other places of heritage interpretation</li> <li>Printed or digital press (newspapers and magazines)</li> <li>Search engines and websites with historical content not necessarily validated by the education authorities</li> <li>Teacher notes</li> <li>Video games</li> <li>Websites and databases with historical content approved by the education authorities</li> </ul>

## ASSESSMENT

### 9. Which forms of assessment are demanded by the education authorities and at what level are such assessments made?

**The assessment methods teachers are required to use** are formative assessment and final assessment. Teachers are also required to use the assessment criteria recommended by the Ministry of Education and Science.

**End-of-stage examinations** take place in history.

For school students completing basic secondary education (grade 9) there is an elective form of end-of-stage examination (state final attestation) in the courses "History of Ukraine" and "World history". State final attestation for 9th graders takes place in schools.

For school students completing field-specific secondary education (grade 11 or 12) there is an elective form of end-of-stage examination (state final attestation) in the course “History of Ukraine”. State final attestation for 11th or 12th graders is conducted nationwide by the Ukrainian Center for Educational Quality Assessment.

**End-of-stage examinations assess the following fields of knowledge:** historical content knowledge, historical thinking competences, and social and civil competences.

**End-of-stage examinations are written** and use both closed and open-ended questions.

**Note:** State final examinations have not been carried out since 2020 because of the Covid-19 pandemic and the Russian war of aggression against Ukraine.

## TEACHER TRAINING

### 10. *What are the prerequisites for teaching history?*

History teachers are required to complete an initial teacher-training programme provided by pedagogical higher education institutions, and to complete a bachelor’s degree programme lasting four years. Alternatively, an aspiring teacher may complete a general bachelor’s or master’s degree at any higher education institution. These teachers have to complete a one-year internship at their place of work during their first year of work. No special entry exam is needed. There are no specific prerequisites for becoming a substitute history teacher.

### 11. *Are teachers trained in additional subjects as well as in history as a discipline and history didactics?*

At the primary level, teachers receive general training to teach across a range of disciplines. At the secondary level, teachers are trained to teach history and one or more other discipline(s).

### 12. *What are the opportunities for in-service training?*

According to legislation, teachers should be involved in professional development. Annual training is mandatory, and the required number of hours for professional development should be at least 150 hours over a five-year period.

The Law on Education (2017) introduced academic freedom for pedagogical staff, deregulating the model for teachers’ professional development. Teachers can choose the institutions where they take courses for professional development. Educators have the right to choose the providers of professional development, who develop their training programmes, taking professional standards into consideration.


# HISTORY COURSES OFFERED IN UKRAINE


## Additional Information:

Currently, the Ukrainian education system is undergoing the “New Ukrainian School” reform. While the old system provides for an 11-year general education (for ages 6 to 17), the new system provides for a 12-year general education

(for ages 6 to 18) in three cycles: primary school (grades 1-4), basic school (grades 5-9), profile school (grades 10-12). The current state of the reform in the scholastic year 2023/24 is that for the age group 6-12 (grades 1-6),


ISCED-1 Primary Education				ISCED-2 Lower Secondary Education	
AGE OF STUDENTS					
6	7	8	9	10	11
COURSES					
	No history teaching offered at this level			Introduction to history	History of Ukraine
					World history
				Ukraine and the world, introduction to the history of Ukraine and civic education	
				Studying history and society	

 **Obligatory separate** history course **without** final assessment. Replaced with new programmes under the “New Ukrainian School” reform

 **Obligatory combined** history course (taught together with another subject) **without** final assessment

 **Obligatory separate** history course **with optional** final assessment

 **Obligatory separate** history course **without** final assessment

 **Obligatory separate** history course **with optional** final assessment, to be implemented under the “New Ukrainian School” reform in the subsequent years (currently being piloted in grade 7)

 **Obligatory separate** history course **with** final assessment

 **A** Schools can choose whether they wish to offer two separate courses (A) or one integrated course (B)

 **B**

*the new programme is in place nationwide. Students in the age group 12-17 (grades 7-11) still follow the old curriculum. The old courses will be gradually replaced by the new ones on an annual cycle. In grade 7, the new*

*courses are currently being piloted in some schools and will be implemented nationwide in September 2024.*

				ISCED-3 Upper Secondary Education				
			12	13	14	15	16	17
History of Ukraine				A		History of Ukraine		
World history				A		World history		
History: Ukraine and the world				B		History: Ukraine and the world		
				The "New Ukrainian School" reform will implement three years of upper secondary education (profile school). There is currently no information available on the programmes that will be offered in these grades				

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## Why do we learn history?

History education is increasingly recognised for its contribution to democratic citizenship education. Knowledge of the past is important not only for its own sake but also for developing young people's analytical and critical thinking skills. It should not only provide them with factual information, but it should also develop their historical thinking, thus allowing them to become informed, active citizens.

When taught according to quality history teaching precepts, history as a subject matter can play a crucial role in building and maintaining democratic societies.

How history is taught matters.

The mission of the Observatory on History Teaching in Europe (OHTe) is to provide a clear picture of the state of history teaching in its member states. This is done through OHTe general reports on the state of history teaching in Europe and OHTe thematic reports, which explore particular areas of interest and how they are treated in history lessons.

This first OHTe *General report on the state of history teaching in Europe* captures the state of history teaching in the OHTe member states. It covers topics such as the place of history in education systems, thematic foci within curricula, the use of history textbooks and other educational resources, preferred pedagogical practices, learning outcomes and assessment, as well as information on history teachers and their training.

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