

Overall Needs Report

on core competencies in EDC/HRE and problem-based learning based on the National Needs Analyses carried out in Austria, Estonia, Germany, Slovenia and Turkey

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Authors of the Overall Needs Report and the National Needs Analysis Reports

Petra Dorfstätter, Georg Heller, Petra Mayrhofer, Demokratiezentrum Wien, Austria

Sulev Valdmaa, Piret Multer, The Jaan Tõnisson Institute, Estonia

Zita Beutler, Leibniz Universität Hannover, Germany

Alenka Elena Begant, Center for Citizenship Education, Slovenia

Muhammet Servi, Hüseyin Serçe, Ali Murat Sünbül, Selçuk Üniversitesi Ahmet Keleşoğlu Eğitim Fakültesi, Turkey

Mevlüt Aydoğmuş, Metin Taş, Seyit Ali Büyük, Konya İl Milli Eğitim Müdürlüğü, Turkey

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Introduction

Lifelong learning and civic competences are essential for each individual in modern, knowledge-based, democratic societies. As foundations of learning-to-learn skills and active citizenship shape up in childhood and adolescence, schools can make a significant contribution to the enhancement of social and civic competences as well as to learning-to-learn skills.

The VOICE project aims to address this issue by developing problem-based learning materials for secondary school pupils and a teacher training course on skills and background knowledge for the implementation of competence-oriented civic education.

As a first step the present Overall Needs Report has been created. It is based upon National Needs Analysis Reports carried out in Austria, Estonia, Germany, Slovenia and Turkey (partner countries of the VOICE project). Within these National Needs Analysis Reports, 434 teachers and 14 educational experts in the five project participant countries (the consortium) were questioned with the aim of gathering basic information about the pedagogical staff involved in teaching EDC/HRE¹ in the participant countries and of mapping the appraisals of the respondents about:

- students' readiness to and interest in participating in EDC/HRE learning;
- teachers' preparedness with regard to active teaching methods including problem-based learning;
- conditions and challenges at school for those teaching EDC/HRE in the classroom;
- the existence and quality of study materials, in-service training and other support for teaching;
- teachers' needs around improving their skills and knowledge for implementing active teaching methods in daily work.

The National Needs Analysis Reports were developed on the basis of nationally collected data that made it possible to draw a picture of:

- statistics on the educational backgrounds in the five countries, including characteristics of the National Curriculum and information about the status of EDC/HRE;

¹ Regarding the different terminology of civics, citizenship education, civic education, etc. in the partner countries, in the following, the international standard term "Education of Democratic Citizenship/Human Rights Education (EDC/HRE)" will be used.

- characteristics of the 14–16-year-old student group;
- methods of educating young persons in EDC/HRE in the participant countries;
- how teaching of EDC/HRE at school is supported;
- how key competences, problem-based learning approaches and competence-orientation are covered in daily teaching and in in-service teaching;
- teachers' basic needs to improve their teaching

On the basis of the collected data the VOICE consortium develops teaching/learning materials and corresponding in-service teacher training courses in order to meet the teachers' needs in their professional development and to raise the quality of teaching EDC/HRE.

Methodology

For the collection of the data for the National Needs Analysis Reports separate questionnaires for teachers and for national experts were developed.² This involved translating the questions from English into the native languages of the participant countries, sending the questionnaires out, collecting the completed questionnaires, analysing the data, developing National Needs Analysis and translating the document into English. The interviews with the experts could also be conducted orally and in English or the national language. The teacher questionnaires were sent out to the teachers of EDC/HRE educating students mostly in the 14–16 age range.. Interviews with at least two teacher training experts were conducted in each participant country.

The present synthesis – VOICE Overall Needs Analysis – was developed on the basis of these National Needs Analysis Reports from Austria, Estonia, Germany, Slovenia and Turkey.

² See Annex.

1. Status quo

1.1. National background

1.1.1. General educational statistics from the five participating countries

The five countries participating in the VOICE project appear to be rather different when several indicators in their educational backgrounds are taken into account. First of all, the size of the school system and number of teachers/students involved differ among the partner countries. The small countries, Estonia and Slovenia, have around 500–600 schools with 14,000–26,000 teachers and 150,000–250,000 students, while the large partners, Germany and Turkey, have more than 30,000–40,000 schools, teachers number in the hundreds of thousands, and students in the millions. In terms of educational statistics Austria appears to be a medium-sized country in the context of this group.

Indicator	Austria	Estonia	Germany	Slovenia	Turkey ^a
Number of schools	5,768	561	42,700	607	33,000
Number of teachers	113,994	14,395	670,000	26,000	743,564
Number of students	1,143,533	145,939	8,800,000	243,455	16,845,528
Duration of compulsory education	9 years	9 years	9 years	9 years	8 years
Current National Curriculum	multiple ^b	2010	multiple	2009	2005/6

TABLE 1 General indicators of the educational systems of the consortium countries

Source of data: National Needs Analysis Reports.

^a Formal education system in Turkey.

^b In Austria and Germany the curricula vary according to the different types of school (see below).

The educational systems of the partner countries vary from centralised formal education systems as in Slovenia and Estonia to Germany's 16 different federal state education systems with a three-tier school system (see below).

In **Austria**, all children start with primary school at the age of 6. Primary school lasts for 4 years. A differentiated educational system applies after primary school when pupils are 10 years old. From the ages 10 to 14 (i.e. for 4 years) pupils can attend lower secondary school (*Hauptschule*, (HS), *Kooperative Mittelschule* (KMS)³, *Neue Mittelschule* (NMS) and,

³ In Vienna is a pilot project that all *Hauptschulen* are conducted as *Kooperative Mittelschulen* (KMS). Amongst others, the main idea of this pilot project is that teachers for AHS and teachers for *Hauptschulen* teach together in the KMS. Also *Neue Mittelschulen* (NMS) are pilot projects

alternatively, for 10- to 18-year-olds there is the secondary academic school (*Allgemeinbildende Höhere Schule, AHS*). Beyond that there is the Pre-vocational-year (*Polytechnischer Lehrgang*), which is mainly used after lower secondary school by 14- to 15-year-olds who want to complete their 9 years of compulsory school attendance and intend to enter apprenticeship training within part-time Vocational Schools for Apprentices (*Berufsschulen*). Furthermore there are a range of Secondary Technical and Vocational Schools (BMHS) and colleges with different organisational forms. Technical and vocational schooling lasts for 3 or 4 years (BMS) and attendance at technical and vocational colleges lasts for 5 years (BHS). Students can attend these schools and colleges after grade 8 of compulsory education at the age of 14 years.

In **Estonia** the state school system comprises the primary level (grades 1–3), basic school level (grades 4–6), lower secondary level (grades 7–9) and upper secondary level (grades 10–12). Nine years of school attendance are compulsory. The number of private schools is very low and they follow the same National Curriculum as all of the schools in the country. After graduation from the 9th grade the students may begin studying either in vocational schools or in gymnasiums, which provide upper secondary education. The special issue in Estonia is a dual-language tuition system. Around 25 per cent of the students study in Russian medium schools (teaching language is Russian), and 75 per cent in Estonian medium schools with Estonian teaching language. The curriculum is the same for everybody. Estonia is a country with an aging population and low birth rate, which cause a reduction in the number of the students and teachers.

In **Germany** the education system is not organised centrally but by the 16 federal states. The respective Ministries of Education of the federal states are the highest authority regarding the planning, design and implementation of teaching. Thus the concrete shaping of schools' guidelines, administration and implementation differs within Germany and there is no national curriculum.⁴ The responsibility for schools' curricula lies with the federal states and they refer to the Educational Standards *recommended* by the Federal Ministry of Education and Research, which are non-binding.

(Schulversuche) and it is planned that step-by-step all *Hauptschulen in Austria* will be replaced by *Neue Mittelschulen (NMS)*

⁴ This report is based upon the system in Lower Saxony where Leibniz University of Hannover is located.

The school system in Germany is most commonly described as having three tiers. After primary school (4–6 years, depending on the respective federal state) there are three different kinds of secondary school, and this system separates pupils according to their school performance: lower secondary school (*Hauptschule*), secondary school (*Realschule*) and higher secondary school (*Gymnasium*).⁵

Compulsory education lasts for 9 years and is split into 4 to 6 years in elementary school and 3 to 5 years in secondary school. Passing the A-level exam (*Abitur*) at a higher secondary school and thereby gaining access to higher education such as at University or University of Applied Science is possible after 12 to 13 years of schooling. After 9 years at school there is also the possibility of attending a vocational school, which is the school-based part of the dual system of vocational training.⁶

Slovenia has a centralised formal education system. A national curriculum defines all learning aims and subjects, and 99 per cent of all schools are public, non-confessional and entirely financed by the state. There are only a few private schools on the level of compulsory education (Catholic, Montessori and Waldorf) and these are also up to 90 per cent financed by the state and have to achieve the standards and aims of the National Curriculum, although they are free to choose how best to achieve them. In Slovenia compulsory education lasts for 9 years and it is not divided into primary and secondary levels. Children enrol in schools at the age of 6 and finish at the age of 15. There are schools for children with special needs but the integration and inclusion approach has been applied in the last ten years. In compulsory schooling, students take a national examination every three years that assesses their knowledge and skills. A reformed national curriculum oriented towards key competences was enforced in 2008. As the number of pupils is decreasing in the country, the numbers of teachers is falling.

In **Turkey**, compulsory education was extended from 5 to 8 years in 1997. Compulsory education is considered the most crucial part of formal education.. Starting from the 2005/6 school year, the most recent curriculum was designed and has been in use ever since. But the Ministry of Education is still making minor and some major changes in the curriculum (in

⁵ The terms “lower secondary”, “secondary” and “higher secondary” school are not the official terms but describe very well the trisection of Germany’s education system. This system has been evaluated and criticised by the UN Special Representative Vernor Muñoz in 2006/7 in terms of being highly selective in the early stages of education, thus putting pupils with a less supportive (socio-economic/educational) family background at a disadvantage.

⁶ The other part is the apprenticeship in the enterprises.

terms of EDC/HRE) in accordance with democratic development within and outside the country. There are 743,564 teachers and 16,845,528 students in formal education all over the country. If non-formal education is included there are 845,593 teachers and 24,631,831 students.

1.1.2. About EDC/HRE

In **Austria** the aims and goals for EDC/HRE are presented in the different curricula: The “Grundsatzterlass Politische Bildung” (fundamental decree on EDC/HRE) is in the general provisions of the curricula of almost all types of schools, it is mentioned explicitly as a goal of teaching and it is a cross curricular approach on EDC/HRE.

EDC/HRE is promoted by means of this cross-curricular approach as well as being a mandatory separate subject in the part-time Vocational Schools for Apprentices (*Berufsschulen*) and in various combinations with other subjects (such as History) within the curricula of the different types of schools. EDC/HRE is taught as “History, Social Studies and Citizenship Education” at lower secondary schools (HS, NMS, KMS), secondary academic schools (AHS) and schools and colleges for engineering, arts and crafts (one type of secondary technical school and college) and in other combinations such as “Citizenship Education and Economics” (Pre-vocational-year), “Citizenship Education and Law” (in another type of secondary technical and vocational school and college) etc. The curriculum for “History, Social Studies and Citizenship Education” in HS,KMS,NMS and AHS for the 8th grade is identical in content and it is competence-oriented. There is no concrete instruction regarding how and if the cross-curricular approach of the fundamental decree on EDC/HRE is implemented; this depends on the individual teacher.

There are civic as well as social competences explicitly mentioned in the curricula. Concerning social learning, the basic assumption is that it will lead to the respectful, considerate and responsible treatment of others. Social learning is seen as providing a development opportunity for every personality and as the basis of a school founded on mutual respect and appreciation. Social learning is a cross-curricular approach (keywords: peer education, teamwork, inter-group work, self-created classroom rules). It has to be said that *Neue Mittelschulen* (NMS) – currently a pilot project that will be introduced step-by-step in place of the *Hauptschulen* – has curricula that vary by region and which can also contain learning-to-learn competences and social competences. Problem-based learning approaches

are explicitly mentioned. It is a goal of EDC/HRE to deal with the everyday problems and life experiences of pupils.

The main objectives of the cross-curricular approach “Grundsatzlerlass Politische Bildung” are to impart knowledge and understanding of political, cultural and economic life, to develop skills and insights – especially regarding how political and socio-political decision-making works, who the decision-makers are, how decision-making processes take place and how political power is distributed. Another main objective is to support and promote responsible political action – based on the insight that democracy requires engagement. HRE/EDC aims to train to think in political alternatives and leads to a tolerant attitude towards political dissidents. An important principle is furthermore that controversial issues have to be discussed as controversial and conflicting interests should be resolved in dialogue. The main objective of citizenship education is, furthermore, promoting the ability to participate.

As there is no standard national curriculum, there is no homogeneous national system of EDC/HRE teacher training either. In line with the federal structure of Austria, there is a geographically differentiated range of training opportunities – offered by various existing basic and advanced training institutions. Only training for teachers in compulsory schools (primary school, HS, KMS, NMS, Allgemeine Sonderschule) is compulsory but teachers in these schools choose the subjects of their in-service teacher training themselves.

In **Estonia** there are set aims and goals for EDC/HRE in the National Curriculum (NC). According to the NC, EDC/HRE is a mandatory and separate subject (*Civics*) in grades 6, 9 and 10. In the other grades the schools must follow the requirements of the NC and integrate the aims and principles of EDC/HRE into the teaching of other subjects as a cross-curricular/integrated approach. This can be done by including recommended EDC/HRE content in the syllabuses of the other subjects or by developing skills that are embedded in the aims and goals of EDC/HRE. In Estonia there was a debate regarding the importance of a school's ethos as a formative agent of civic and citizen during the last years. The National Curriculum sets supporting the formation of responsible, informed and active citizens as the main goal of teaching EDC/HRE.

The achievements in EDC/HRE are measured in Estonia at the end of the 9th grade with the *Civics* Test. At the end of Gymnasium School (12th grade) students may choose a final examination in *Civics* as one of five required for graduation.

Many older teachers in the country were educated during the Soviet period in Soviet universities. After Estonia regained independence no centralized and obligatory requalification seminars etc. were arranged for them. Open and liberal non-systematic in-service training exists in the country and teachers can attend those courses and seminars. Tallinn University currently has a curriculum for educating EDC/HRE teachers, but analysis of it reveals that it does not provide the necessary preparation for skilled Civics teachers for schools. One reason for this conclusion is that it is not clear whether the teacher training curriculum promotes development of pupils' key competences in this area.

Estonia's National Curriculum for upper secondary school contains a general section which states the broad competences to be developed throughout all the subjects taught at this educational level. Additionally, there is a division of social subjects' syllabuses (including EDC/HRE) in the NC which draws attention to the specific social subjects' competences mentioned in the general section of the NC. This mentioned chapter formulates the reasons for developing the mentioned competences by establishing the goals the graduate should have reached by the end of their studies:

- understands processes in humanity's present and past;
- values democracy and human rights, follows laws, knows own rights;
- has created a vision of the future to strive towards;
- is interested in self-development and that of country and humankind;
- knows some of the research methods of the social sciences;
- is familiar with the cultures of different nations, and respects difference;
- recognises behaviour that is socially acceptable and which promotes progress;
- has acquired skills and knowledge about development of autonomous personality, values positive attitude towards the self and others.

Key competences which will be promoted in EDC/HRE according to the Estonian National Curriculum are:

- value competence
- social competence
- self-determination competence
- learning competence
- communication competence
- entrepreneurship competence.

In **Germany** in actual fact there is no subject called EDC/HRE. The subject is most frequently referred to as Politics or Politics/Economics and is focused especially on *providing knowledge*. This implies that in German schools instead of EDC/HRE there is *political education*.

During the introduction of the new core curriculum for the subject Politics/Economics in 2010 the focus shifted from specialist knowledge to competence-orientation.

The focus of the new core curriculum for political education is on the “development of political maturity”. This means that at the end of secondary school pupils should have acquired the following:

- ability to make proper political judgements (reflective basic understanding of Germany’s political system, the economic system and international interrelations, etc.);
- capacity for effective political action (to form well-informed political judgements as well as present and justify one’s own opinion);
- methodological skills (analytical skills with regard to politics, economy and rights).

Further competences involve content-related skills (such as knowledge about politics in a democracy, international interrelations, the social division of labour and social security) and process-related skills (such as professional and analytical competence). The general objective is the communication/transmission of a fundament of political and economic knowledge, abilities and skills until the end of secondary school which will lead to pupils’ capability for democracy (Demokratiefähigkeit) in the sense to be democratic, to know the value of democracy and to think and act in a democratic way in order to maintain or promote democracy. Social, civic and learning-to-learn competences are not mentioned explicitly. What is explicit is that the lessons should be pupil-centred in terms of taking differing levels of previous knowledge among pupils into account. The subject Politics/Economics is separate but may integrate other subjects such as History or Geography – depending on type of secondary school and individual teacher. Pupils’ achievements are measured via continuous observation of their learning process and participation during lessons (contributions to discussions, presentations, results of partner or group work) and via results of written exams. There are study paths for teachers of Politics. Again how to design the concrete guidelines and curricula of the study paths is up to the federal states and the Universities. There is no general curriculum for university teacher training. Students have the opportunity to attend seminars on key competences but this is not mandatory.

In-service teacher training is offered by Universities, Regional School Administrations in the federal states and other educational institutions and also by schools themselves. In order to count as “real in-service teacher training” which allows teachers to get a few days off and for those to be paid, the training has to be approved by the Ministries of Education.

In **Slovenia** EDC/HRE is included in the National Curriculum and it is taught as a separate subject called “Citizenship and National Education with Ethics” in the 7th and 8th grade of compulsory education and later as an open (non-compulsory) module in the first year of vocational education (student’s age 16) called “Citizenship Education”. All its aims and goals are prescribed by the National Curriculum and are published on the website of the National Education Institute of the Republic of Slovenia⁷ The up-to-date version of the National Curriculum for compulsory education for the subject *Citizenship and National Education with Ethics* was published in 2009.

In the first and second triads of compulsory schooling the contents and aims of HRE/EDC are included in all subjects on the cross-curricular principle. In the third and last triad HRE/EDC is delivered via the content of the subject “Citizenship and National Education with Ethics”, History, Slovenian Language and Geography, foreign languages as well as various non-compulsory subjects, among which students can choose, including, for example: Religion and Ethics, Citizenship Education, Media Education, Philosophy for Children, School Journalism, Ethnology, and Environment Education. In this way the interdisciplinary nature of the subject is assured.

The Slovenian National Curriculum is competence-based, which means that social, civic and learning-to-learn competences are mentioned in every subject’s curriculum and are highlighted as important aims deriving from European Parliament and European Council Recommendations dated 18 December 2006 / published in EUL 394/10. In the National Curriculum for “Citizenship and National Education with Ethics”, aside from the subject’s general aims, development of the following competences is especially highlighted:

- a) social, political and ethical literacy
- b) critical thinking
- c) active involvement and work.

⁷ <http://www.zrss.si/default.asp?link=predmet&tip=42&pID=162&rID=1458>

Students are to develop the above-mentioned competences through learning activities that include: observation, storytelling, augmented dialogue, comparison, analyses, decision-making, activity planning, production of posters and essays, role-play, discussing examples, personal interaction, debate with comments, ICT-supported presentation of learning issues, actions, and research. A cross-curricular approach and cooperation among teachers of related subjects within the school is encouraged on all levels, from planning to realisation, assessment of knowledge and reflection.

The Slovenian National Curriculum is competence-based. In its section on the compulsory subject “Citizenship and National Education with Ethics”, all competences are listed and reference is made to EU Recommendation in the introduction of the document while later on in the content of the subject – the learning-to-learn competence and problem-based learning approaches / skill-oriented approaches are not specifically mentioned nor are they seen from the learning aims / compulsory topics or cross-curricular advice listed for the subject

Achievements in this compulsory subject “Citizenship and National Education with Ethics” are measured on two levels in the following ways:

a) The international level

- through Eurydice programmes (Eurydice Slovenia, whose key actors are the Ministry of Education of the Republic Slovenia, and the Faculty of Education, University of Ljubljana)

b) The national level

- through the Faculty of Social Sciences, University of Ljubljana national programme “Citizenship in the New Era”;
- the national research programme on EDC/HRE of the Institute for National Issues, Slovenia;
- the national research on EDC/HRE by the National Educational Institute of Republic Slovenia

There are specially trained teachers for the compulsory subject “Citizenship and National Education with Ethics”, usually those who have studied Sociology and Ethics at the University of Ljubljana or the University of Maribor in the last ten years. However, in schools it is quite usual that the subject is taught by any teacher lacking teaching hours, as there is a law that allows one-third of a teacher’s workload to be made up of teaching in subjects in which he/she is not qualified/educated. In-service teacher support and training is provided by several state institutions, but they are of poor quality and/or they are mostly oriented towards theory, rather than practice, methodology or didactics.

In **Turkey** only 14-15 year olds (8th graders) have HRE/EDC, in the form of one elective class-hour per week, but the Ministry of Education is making this lesson compulsory starting from the 2011/12 school year.

The general aim of the EDC/HRE lesson is to raise self-confident, peace-loving, tolerant and free individuals. The pupils are expected to know and exercise basic rights and freedoms and fulfill their responsibilities. It is hoped that they will take part in strengthening social life as active, responsible and democratic citizens. In addition, this lesson also aims to raise awareness of and provoke reflection on basic citizenship, democracy and human rights issues. So, HRE/EDC is dealt with in the context of democratic citizenship.

In the National Curriculum social and learning-to-learn competences are not directly mentioned. However, within the new curriculum, civic competences are mentioned in the context of four themes:

- Every human being is valuable
- Democracy culture
- Rights and freedoms
- Duties and Responsibilities.

The following key competences shall be promoted in EDC/HRE:

- With civic competences the students gain awareness of, and the ability to think about and form opinions on human rights, and they learn to respect and protect freedom and rights.
- *Social* competences is regarded as social and cultural participation in the society in which the individuals know and fulfill their duties and responsibilities.
- *Learning-to-learn* competences is not directly mentioned in the curriculum. But when the curriculum becomes more student-centred, the plan is to develop it.

As noted, social and learning-to-learn competences are relatively new for the National Curriculum, but they are going to be included in future amendments to it or future curricula. Besides, some social and learning-to-learn competences are already indirectly mentioned and/or used while handling subjects in the classroom. Sometimes, the competences are integrated into other subjects such as Social Studies, the History of Revolution and Atatürk's Principles. There is no basic problem-based or skill-oriented approach in the most recent curriculum, but it would be safe to say that it provides quite favourable conditions for integrating a problem-based approach, and skill-oriented approaches can be considered and

mentioned while handling specific issues or teaching subjects. There are in-service teacher training courses regarding EDC/HRE and other competences.

1.2. Needs of teachers and pupils

As the overall aim of the project is to support teachers in fostering pupils' learning-to-learn skills, and social and civic competences, teachers' and pupils' needs have first to be analysed. For these purposes, the consortium carried out a survey among teachers and interviews with experts.⁸ In the following, a summary of the main needs is given on these bases.

Asked for their needs in relation to the goal of enhancing their pupils' learning-to-learn, social and civic competences, teachers of all partner countries mentioned the following main requirements:

- *new and more teaching/learning material for regular teaching* (especially materials dealing with key competences, coursebooks, didactical tools, methodological aid, up-to-date teaching/learning materials and resources);
- *more in-service training*;⁹
- *a better teaching environment* (particularly more time for the subject, smaller groups of pupils, better teaching equipment);
- *support from outside partners* (family support, higher reputation of EDC/HRE in society, more support from school authorities and cooperation with NGOs).

In addition to the issues listed above, the development of technological infrastructures and better media supply (audiovisual equipment, ICT support) and the need for more expert knowledge and professional competence was explicitly mentioned for encouraging pupils' learning-to-learn competences. As regards developing social competences, simulation games, role-play, project-based learning and social or rather cultural activities were also stated by the majority of partner countries. Focusing on the enhancement of civic competences and civic engagement, as well as whole-school activities, inclusion in school or local community action and cooperation with NGOs were cited. Furthermore, teachers' engagement as role-models and more democratic school structures, in the teachers' opinion,

⁸ Survey within the framework of the project VOICE, carried out in April 2011. Interviews with experts within the framework of the project VOICE, carried out between March and May 2011. For more detailed information see also the National Needs Analysis Reports.

⁹ For a more in-depth examination of this point see Section 1.3.

would improve the civic competences of the pupils. It has to be noted that in some countries changes in the curriculum were seen as a means to foster these competences.

However, the VOICE project will not be able to improve the general framework of countries' educational systems. Instead, it helps to satisfy the needs articulated by teachers in terms of creating teacher training courses and teaching/learning materials. The latter are ranked first as a means to improve teachers' work, reflecting their reports about the challenges they face in daily teaching: Insufficient teaching/learning material was mentioned by more than 50 per cent of the teachers surveyed in Austria, Turkey and Germany and 30 per cent of those in Estonia. Slovenian teachers also highlighted getting quality teaching/learning material as one of the most important challenges. It is encouraging that teachers are demanding more training and teaching/learning materials. First of all, this reflects teachers' desire to improve their approach to the subject taught as well as to enhance pupils' competences. Secondly, this stated need can be easily fulfilled by the outcomes of the VOICE project in form of the problem-based learning materials, including materials for promoting key competences, and the modules for teacher training courses.

Another big issue in all partner countries arises from differing levels of learning skills among pupils. This serious issue should be taken into account when creating the teaching/learning material of the VOICE project, which should be adapted to those differences among the pupils.

Finally, in nearly all partner countries motivating pupils was highlighted as the biggest challenge. However, the use of a problem-based learning approach provided in the framework of the VOICE project will ease this crucial aspect of daily teaching.

1.2.1. Problem-based learning

The teacher survey reveals that in all partner countries teachers practising problem-based learning approaches have observed a higher (learning) motivation among their pupils and for a longer time period. The confrontation with "real life experiences to the classrooms" let pupils participate more actively in the social life, "they had fun", as the German national needs analysis report stated. Pupils become aware of learning in order to identify, discuss and solve problems and there is a higher sustainability of learning outcomes as well as an improvement in social competences such as pupils' abilities to work more autonomously, to

work in a team, to develop leadership skills and more self-confidence. In Germany, 93 per cent of the teachers asked stated that they already implemented problem-based learning units in their lessons; furthermore, the majority of Turkish teachers have experience with this learning setting, plus 77 per cent in Austria and 65 per cent in Estonia. In Slovenia, this was the case for 40 per cent of the teachers surveyed, and they highlight the following positive aspects:

- increased interest and motivation
- better interaction among students
- readiness to face challenges
- more willingness to take on more responsibility
- higher student activity and involvement in class-work.

Nevertheless, all teachers outlined the lack of teaching/learning material of an appropriate quality and the lack of time (the curriculum leaves insufficient time for incorporating problem-based approaches in the lessons) as difficult aspects of problem-based learning units.

The lack of experience, abilities and skills in problem-based learning among teachers was another obstacle to the use of this learning approach identified by all teachers surveyed. Therefore, they need to get in touch with a problem-based learning approach, for example in the form of in-service teacher training. That there are different target groups of teachers with different needs has to be taken into consideration when creating the VOICE project outputs, and the fact that some teachers will need more time to prepare for problem-based learning units will have to be kept in mind.

Another problem mentioned was that not every child is ready to participate in the problem-based learning setting with its higher level of independent learning. This causes passivity among some pupils and difficulties regarding learning-to-learn competences. Slovenian, German and Austrian teachers stated that pupils unaccustomed to problem-based learning are harder to motivate or they show disinterest. Moreover, difficulties in relating topics of EDC/HRE to pupils' personal lives, and the fact that background knowledge is needed in order to avoid a long introductory phase, were encountered by German teachers. The challenges of heterogeneity in pupils' skills appear even more clearly than in conventional teaching/learning settings. Hence, the next paragraph takes a close look at the classroom situation and pupil needs that must be respected in order to create a motivating problem-based learning environment.

1.2.2. Situation in the classroom

Teachers were asked to consider, according to their personal estimation, the extent to which the key competences of their pupils are developed. In response, **Austrian** teachers ascribed nearly all of their pupils low to moderate learning-to-learn competences. However, there seem to be differences among the various school types in this regard: While in NMS/KMS about 50 per cent of the pupils were stated to have moderate learning-to-learn competences, in BMHS it was only 30 per cent. It is remarkable that in AHS, where 60 per cent of the pupils were estimated to have moderate learning-to-learn competences, the estimation of the teachers differs the most (from 80% low to 75% high regarding different classroom situations). Also social and civic competences of the Austrian pupils were estimated mainly as moderate.

For **Estonia**, teachers evaluated that:

- learning-to-learn competences are low among 20 per cent of pupils, moderate among 70 per cent and high among 10 per cent;
- social competences of pupils are low for 10 per cent, moderate for 65 per cent and high for 25 per cent;
- civic competences of pupils are low for 25 per cent, moderate for 70 per cent and high for 5 per cent.

For **Germany**, teachers specified that:

- learning-to-learn competences of pupils are low for 35 per cent, moderate for 45 per cent and high for 20 per cent;
- social competences of pupils are low for 21 per cent, moderate for 53 per cent and high for 26 per cent;
- civic competences of pupils are low for 48 per cent, moderate for 38 per cent and high for 14 per cent.

For **Slovenia**, teachers specified that:

- learning-to-learn competences of pupils are low for 40 per cent, moderate for 38 per cent and high for 22 per cent;
- social competences of pupils are estimated as low for 30 per cent, moderate for 43 per cent and high for 27 per cent;

- civic competences of pupils are low for 45 per cent, moderate for 37 per cent and high for 18 per cent.

For **Turkey**, teachers specified that:

- learning-to-learn competences of pupils are low for 26.9 (MS: 26,82) per cent, moderate for 66.4 (MS: 66,38) per cent and high for 6.8 per cent;
- social competences of pupils are low for 17 per cent, moderate for 69.3 (MS: 69,33) per cent and high for 13.6 (MS: 13,67) per cent;
- civic competences of pupils are low for 22.9 per cent, moderate for 68.7 per cent and high for 8.4 per cent.

In conclusion competences among the majority of pupils are considered to be moderate, but the percentage of pupils estimated as having low competences has to be kept in mind. The project outcome must also allow those pupils to benefit from the teaching/learning material. As the learning material will not only focus on those pupils but also give suitable tasks for advanced pupils with high key competences, the project has to create a flexible tool that can easily be adapted to all pupils' needs.

Additionally, in every partner country experts evaluated the teachers' requirements in order to teach EDC/HRE successfully to summarise, experts emphasised the importance of teaching/learning materials and background knowledge about the promotion of key competences. In the case of Austria, the interviewed experts stated that in particular teaching and learning materials, as the most useful resources, are essential for EDC/HRE; also for Germany the experts agreed that quality material would be most beneficial in terms of implementation of problem-based learning lessons: "High-quality material is half the battle." The Slovenian and Turkish experts stressed the significance of background knowledge about the promotion of key competences and ranked teaching and learning materials in the middle. Also for Estonia this issue was mentioned first in terms of particularly important competences/background knowledge/support for teachers of EDC/HRE.

1.3. In-service teacher training and its perceived importance

The teachers and experts consulted considered increasing in-service training as one of the main factors in improving EDC/HRE teaching. Before reporting these findings, a closer look at the actual framework of teacher training in the different partner countries is required.¹⁰

In **Austria**, the number of problem-based, competence-oriented teacher training courses for EDC/HRE is estimated as comprehensive. There is no unitary system; courses are offered mostly by the Universities of Education of the different federal states. The supply differs in terms of quantity and topics. For participating in teacher training courses, teachers get a leave of absence from their school. Teachers from compulsory schools are obliged to attend a certain number of in-service teacher training courses but they can choose the topics freely.

The in-service training for EDC/HRE that is provided today in **Estonia** was described by the surveyed as rather chaotic and as satisfying real needs maybe more in terms of quantity (certificate to demonstrate formally that a teacher had advanced him/herself in professional terms) than quality.

The focus of in-service teacher training in **Germany** is on the current process of transformation of the subject Politics/Economics, which already includes competence-orientation, but not in a way which supports the idea of key competences in EDC/HRE. Even the German Association for the Promotion of In-service Teacher Training (DVLfB e.V.) and the GEW (Gewerkschaft für Erziehung und Wissenschaft), which are known institutions in the field of in-service training for teachers, currently do not offer any training with special focus on the topics of problem-based or key-competence-oriented learning or a *combination* of both.

Most of the in-service teacher training on EDC/HRE in **Slovenia** is done by the Department for EDC/HRE at the The National Education Institute of the Republic of Slovenia. Once a year they call a professional meeting with all those teaching “Citizenship and National Education with Ethics” in compulsory schools. This meeting is in three parts. Two are via the internet (in the e-classroom) and the topics are: presentation of new teaching materials/textbooks, changes in National Curriculum news in ICT support, development of teaching materials. The third and final part of this meeting is held in person and

¹⁰ See also Section 1.1.2.

representatives of geographical regions (multipliers) are called to attend. In this meeting they usually debate problems relating to assessment of students, examples of best practice and new approaches. In Slovenia there is also an annual “Catalogue of in-service teacher training and education” in which other institutions can also advertise their training. NGOs or other private institutions are not allowed to advertise in the state catalogue of annual in-service training; instead they have to find their target groups in other ways and their training from other sources, so it is actually not possible to estimate how much in-service teacher training and education they offer every year.

In **Turkey**, the Ministry of Education (MEB) plans and organises all in-service teacher training courses. Local Directorates of National Education (MEM) deliver in-service teacher training courses designed by and with the permission of the Ministry of Education. There are in-service teacher training courses on EDC/HRE. No competence-orientation and problem-based learning approaches are included. It is important to state that in the National Curriculum, the key competences, competence-orientation and problem-based learning approaches are not directly included in in-service teacher training courses.

In general, experts underlined the relevance of teacher training courses for EDC/HRE and the lack of appropriate in-service teacher training. Nevertheless, it has to be taken into account that the needs depend to a great extent on the current educational situation confronting teachers. For instance, in Austria, changes in the Austrian educational system caused an increase in demand for and availability of in-service teacher training dealing with these changes. This is the same effect as in Germany regarding in-service training on the implementation of the new curriculum. In addition, experts cited the following topics in training as most required by current teachers:

- courses with well-known experts
- media
- teaching methods and competences (key competences, communication skills, lifelong learning, interdisciplinary approaches, etc.)
- assessment of pupils
- teaching about the practical implementation of democracy on the school level
- assessment of political institutions
- values education, moral and ethical values
- environmental education
- democracy culture and global citizenship

- content-biased topics.

Asked about teacher training courses concerning problem-based learning approaches or competence-oriented learning approaches, or courses about the enhancement of social, learning-to-learn or civic competences, the situation differs in the partner countries. In Slovenia, teachers are unfamiliar with in-service training that focuses on pupils' learning-to-learn competences, problem-based learning or competence-oriented learning and EDC/HRE. In Austria, such training exists, but currently, content-biased courses and courses about the changes in the educational system are much more prevalent.

Due to the **Austrian** situation with its integration of competence-orientation in the subject "History, Social Studies and Citizenship Education" there is a focus on such courses and even a small course of lectures was provided. However, experts stated that the teachers get too late in touch with the offers of competence-oriented learning, that should be stronger anchored in initiative teacher training. Experts also remarked on an imbalance among Austrian school types in terms of in-service training courses aimed at enhancing social competences. While there is a satisfactory number for elementary schools and *Hauptschulen/Neue Mittelschulen*, there are fewer courses offered for the AHS and BMHS. The improvement of pupils' learning-to-learn skills fails to gain much interest and there are not many courses on offer, but this will change due to the new curricula in some *Neuen Mittelschulen* where there are plans to incorporate this competence.

Regarding the **Estonian** situation there are teacher training courses concerning the improvement of these competences but according to the experts they are of insufficient quality. As for in-service training focusing on social competences, the situation is satisfactory as there are relevant courses, but in terms of the teaching content the qualitative outcome is not guaranteed. There is no guarantee that any one or all of them will be sufficiently elaborated, but social, political and communication competences are combined in in-service training. However, competence-oriented learning approaches are not sufficiently handled. With regard to in-service training in how to enhance civic competences, experts considered the situation quantitatively satisfactory, because de facto the material and knowledge are sufficient and even good, but qualitatively the situation is inadequate: because the political institutions are seen as institutions *per se*, their functioning and qualities are not analysed. Courses about the improvement of learning-to-learn competences are not provided qualitatively in contemporary Estonia. Courses on problem-based learning or competence-

oriented learning or a combination of key competence-orientation and EDC/HRE are not offered.

For the **German** situation experts reported that there is no extra training with special regard to key competences but problem-/competence-orientation would always be implicitly included. In-service teacher training regarding the encouragement of pupils' social, civic and learning-to-learn competences is considered to be altogether expendable as there are almost no explicit offers in this regard. Besides, it has to be taken into account that Germany still lacks a competence model for civic education/EDC/HRE. Competence-orientation remains the responsibility of each teacher. They have to deal with the balancing act between providing specialist knowledge (which is needed in exams) and training for key competences (which is "only" for the pupils' and society's benefit).

The experts remarked that teachers in **Slovenia** are not familiar with any special in-service training focused on problem-based learning, competence-oriented learning or pupils' learning-to-learn competences and EDC/HRE, and in their view these issues could be covered more in their existing in-service training. Since 2009 no problem-based learning or competence-oriented learning or a *combination* of key competence-orientation and EDC/HRE teacher training courses has been offered. All experts surveyed agreed that there is a huge need for more in-service training in EDC/HRE, because the current situation does not meet the demands of the curriculum.

Turkish experts reported that there are teacher training courses with regard to problem-based learning and competence-oriented approaches and they stressed the importance of the enhancement of pupils' learning-to-learn competences. Furthermore, teachers should be equipped with the abilities to teach pupils the necessary competences. Experts considered that in-service teacher training combining the topics of competence-oriented learning and EDC/HRE would be possible and beneficial and they claimed that current teacher training courses regarding the encouragement of pupils' social competences are inefficient and limited in quality. Training courses regarding civic competences are considered very inefficient. An expert stated that education regarding this competence should begin in the early years of schooling. They recommended that lecturers at university should be educated in teaching learning-to-learn competences, and that the number of training courses should increase.

On the subject of what teachers need in order to implement competence-oriented lessons, the **Austrian** experts stated that teaching and learning materials in particular are essential for the implementation of competence-oriented lessons. Also pre- and in-service teacher training courses that combine content and methods/didactics would improve the current situation. In addition, existing structures of grading pupils should be adapted. Likewise for **Estonia**, the importance of appropriate teaching material, pre- and in-service training and the question of grading, in the sense of the complementarity of the national exam in EDC/HRE with the competences assessment, was highlighted. The Estonian experts also mentioned that the topic should be more precisely integrated into the National Curriculum.

German experts remarked that teachers would need more practical examples of how to implement different topics in a competence-oriented way as well as concrete implementation advice. In **Turkey**, experts stated education, supervision and suitable conditions for school culture as well as parental attitudes as teachers' needs. **Slovenian** experts highlighted the following issues concerning teachers' needs around implementation and promotion of competence-oriented lessons in schools as well as learning-to-learn competence as of the utmost importance: professional knowledge and social skills of teachers, experience in teaching and lack of a programme that would enable them to get more in-depth knowledge on EDC/HRE and the various issues associated with it, for example civic equality, tolerance, and diversity in education.

In order to implement learning-to-learn competences successfully – the current satisfactory supply of in-service teacher training notwithstanding – in **Estonia** in particular there is a need for a redevelopment of all relevant documentation (National Curriculum, etc.), study materials, pre- and in-service training as well as suitable grading. **Austrian** experts emphasized the need for better planning in initial teacher training (more lectures and courses that combine content and methods/didactics, also more theoretical courses) as well as in the organisation of the initial teacher training: Such new methods as learning-to-learn competences need to be experienced – especially when the teachers are still students. Secondly the teachers need to change their self-image towards that of a coach who empowers pupils to learn in a self-determined manner and shares responsibilities of the learning process.

Results of the teachers' questionnaire confirmed the experts' evaluation: When asked about ways to improve daily teaching, those surveyed ranked teacher training courses the highest.

Taking a more detailed view, 66 per cent of Austrian teachers have already participated in in-service training for EDC/HRE and 79 per cent of German teachers had attended in-service teacher training.¹¹ By contrast in Slovenia, a good half of the teachers and in Turkey 88.2 per cent admitted that they have not yet attended in-service teacher training on the subject.

Teachers' expectations regarding topics of teacher training courses were articulated as follows:

- how to apply approaches (problem-based learning, and competence-oriented EDC/HRE were explicitly mentioned);
- technical/methodological training (social games, information-seeking skills);
- presentation of new coursebooks or materials of high quality, best-practice examples (examples of and exercises in designing concrete, structured lessons, etc.);
- background knowledge about theory and practice;
- characteristics of democratic rule in comparison with other styles of rule;
- trainers should be experts in their fields;
- new teaching methods.

When asked what motivates them to attend in-service training, teachers mentioned the following issues:

- information about new developments in themes and didactics, innovative issues
- the attempt to bridge the gap between the theoretical nature of school education and the practicalities of life around it
- gaining experience, knowledge and professional skills
- the time and place of the seminar as well as its duration being suitable
- density of the schedule
- competent lecturers and experts
- method of conducting the training
- actuality of the theme
- exchange with national and/or international colleagues
- break from their everyday routine
- cost
- appropriate course material, a certificate and subsistence.

¹¹ Half of those teachers who had never participated in in-service training explained that they started teaching only a few years ago and therefore did not see the need for training, yet.

1.4. Teaching/learning material and its perceived importance

With regard to teaching/learning material¹² **Austrian** teachers expect in-service training to present new coursebooks or materials as encouragement and support for the application of problem-based learning in school lessons. Appropriate teaching and learning materials are essential for the implementation of competence-oriented lessons.

In their responses to the questionnaire **Estonian** teachers underline the following about textbooks:

- The present textbooks for EDC/HRE are overloaded with material.
- The reasons why teachers have not practised problem-based learning are connected partly to the lack of up to date aid materials. Therefore it is necessary to compile student textbooks following the competence-oriented lessons.
- Guidebooks and other resources on EDC/HRE for teachers and a good workbook addressed to pupils might be a help, while developing different competences containing, for instance, tasks and instructions for summarising reading texts.

In regard of teaching/learning material teachers in **Germany** mention that more concrete, better/up-to-date teaching/learning materials that motivate pupils are essential for problem-based learning.

For the **Slovenian** teachers in regard to the textbooks or teaching/learning materials the National Needs Analysis brings out the difficulties in getting quality learning/teaching materials which can support development of learning-to-learn, social and civic competences.

The **Turkish** National Needs Analysis states the lack of learning materials (resources and coursebooks) in the country. Lack of these resources makes the job of the teachers more difficult.

¹² See also Section 1.2.

2. SWOT analysis

SWOT analysis is a tool that identifies the strengths, weaknesses, opportunities of and threats to an organisation, process, project, etc.¹³ SWOT is a basic, straightforward model that assesses what in the concrete sense the VOICE consortium can and cannot do as well as its potential opportunities and threats. The method of SWOT analysis is to take the information from an “environmental” analysis and separate it into internal (strengths and weaknesses) and external issues (opportunities and threats). SWOT analysis determines what may assist the consortium in accomplishing its objectives, and what obstacles must be overcome or minimised to achieve desired results.

The SWOT analysis presented in Table 2 (see page 28) groups the statements, assessments, statistical and other information from the five countries' National Needs Analyses into four clusters and from the point of view of the VOICE project goals:

S(trengths) – circumstances, real situations, existing evidence, etc. in the partner countries which make the basis for assured success of VOICE goals and outcomes;

W(eakness) – circumstances, real situations, existing evidence, etc. in the partner countries which make reaching the VOICE goals and outcomes difficult and doubtful;

O(pportunities) – chances, motives, different types of readiness, etc. with the potential to support reaching the VOICE goals and outcomes;

T(hreats) – situations, obstacles, dangers, conditions, etc. that may block or damage reaching the project goals and outcomes.

¹³ Read more: <http://www.investopedia.com/terms/s/swot.asp#ixzz1QbTGmaGK> (28.06.2011).

Strengths	Weaknesses
<ul style="list-style-type: none"> existing teaching staff for EDC/HRE in each partner country awareness about and use of PBL methods by many teachers VOICE enables teachers to formulate their professional development needs VOICE can satisfy teachers needs by producing a PBL Materials and teacher training courses project outcomes are designed so as to be useful in EDC/HRE lessons for 14–16-year-old pupils Europewide dissemination via internet and Europewide teacher training courses in order to reach lots of teachers the teachers have expressed their need for VOICE outcomes 	<ul style="list-style-type: none"> great variety of national educational backgrounds lack of up-to-date learning materials lack of in-service training for PBL lack of teaching time for EDC/HRE student groups too large for teaching lack of support from outside partners insufficient learning skills and competences of the students existing textbooks are “overloaded” differences between target groups of pupils and teachers (those already familiar with PBL approach; those who are not familiar with it) within classrooms, heterogeneous levels among pupils in terms of key competences
<ul style="list-style-type: none"> PBL approaches are not fixed in the curricula, but the majority of teachers is already familiar with this learning approach interest towards the new teaching materials, incl. textbooks containing competence-oriented materials interest in/demand for in-service training interest in the more professional competence awareness about the benefits of civic engagement and whole-school approach while teaching EDC/HRE students’ higher motivation for learning when real-life experiences are integrated into teaching <p style="text-align: center;">Opportunities</p>	<ul style="list-style-type: none"> heterogeneity of the educational system in the partner countries EDC/HRE as a subject is not a part of NC in each country VOICE is not able to improve the countries’ general educational framework students’ low general motivation for learning – passivity caused by the heterogeneity of students’ skills teachers’ differing levels of skills and abilities to implement PBL the work on different versions of the PBL Materials for different learning levels need more time the curricula are narrowly scheduled and teachers need more time to prepare problem-based learning; this might decrease the teachers’ interest in the project outcome as the pupils’ grading focuses on expertise/knowledge acquired through learning rather than on skills, teachers demand more teacher training courses referring to content topics, but the project outcomes offer 4 different topics teachers do not attend in-service teacher training and cannot be reached with the project outcomes; heterogeneity of the educational system in the partner countries makes promoting the project outcomes in each of them different <p style="text-align: center;">Threats</p>

TABLE 2 Strengths, weaknesses, opportunities and threats for problem-based learning (PBL) in the framework of the VOICE project expressed by the participant countries’ teachers and experts
VOICE. Developing citizens – Paths to core competencies through a problem-based learning project in civic education
510806-LLP-1-2010-1-DE-COMENIUS-CMP

3. Recommendations

Given the results of the National Needs Analysis Reports and the SWOT analysis, the following recommendations can be outlined as a foundation for the successful creation of teaching/learning material and teacher training courses:

1. Due to the heterogeneity of the educational systems, the teaching/learning material and the teacher training courses should be created in such a way that their content is suitable for every partner country. This means they should be linked to the national curricula and the national structures of in-service teacher training. Therefore, necessary specifications have to be made easily and should not affect the high quality of the content.
2. Different needs of pupils: Due to the heterogeneity in the classroom situation, the materials should contain different levels so as to foster pupils' key competences. According to the variety of social, civic and learning-to-learn competences in the classroom, the materials should be low-threshold and it should be possible to address them to all pupils, especially those with lower-level competences and those not accustomed to problem-based learning. This is also an issue across the different school types in some partner countries.
3. As there are time constraints in daily teaching and the problem-based learning approach needs more time than ex-cathedra teaching methods, the teaching/learning material has to figure out and to demonstrate how to integrate problem-based learning into the narrow curricula. This factor also has to be taken into account while creating the teacher training course.
4. Different needs of teachers: Although many teachers are already familiar with problem-based learning, the materials as well as the teacher training modules have to be designed in order to reach the interest and attract the attendance preferably of all teachers. Additionally, the teacher training course should help inexperienced teachers to gain skills and background knowledge and experienced teachers to deepen their knowledge and skills about problem-based learning.

Annex

GLOSSARY¹⁴

- **Key competences**

Competences are defined as a combination of knowledge, skills and attitudes. Key competences are those which are appropriate to each context in order to adapt more quickly to constant changes in an increasingly interconnected and diverse world. They are needed for personal fulfillment and development, active citizenship, social inclusion and employment.

The European Commission sets out these eight key competences: 1. communication in mother tongue; 2. communication in foreign languages; 3. mathematical competence and basic competences in science and technology; 4. digital competence; 5. learning to learn; 6. interpersonal, intercultural and social competences and civic competences; 7. entrepreneurship; 8. cultural expression.

- **Learning-to-learn competences**

Learning to learn is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance/support.

- **Social competences**

Social competence includes the ability to communicate constructively in different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy. Individuals should be capable of coping with stress and frustration and expressing them in a constructive way and should also distinguish between the personal and professional spheres.

- **Civic competences**

Civic competence is the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community. This means displaying a sense of belonging to one's locality, country, the EU and Europe in general and to the world. It includes demonstrating a sense of responsibility, as well as showing

¹⁴ This glossary was also part of the Questionnaire for teachers.

understanding of and respect for the shared values that are necessary to ensure community cohesion, such as respect for democratic principles. It also involves critical and creative reflection on and constructive participation in community or neighbourhood activities as well as a willingness to participate in democratic decision-making.

- **Problem-based learning/Competence-oriented learning approaches**

PBL and COL are learner-centred pedagogical approaches which focus not only on building up knowledge about a subject but in particular on enhancing learners' competences by motivating and supporting them to learn in a self-structured and independent manner. In this way teachers are rather "managers" and "facilitators" of learning than traditional "knowledge providers". Aims are to activate learners' interest, to mobilise them to personal engagement and to improve the competences they need in fast-moving modern knowledge-based societies.

- **Citizenship/civic education**

Civic or citizenship education in school aims at the development and enhancement of the virtues/values, knowledge and skills necessary for active and self-confident participation in democratic societies, and in civic and political life. Pupils learn about democratic principles and how to carry out their roles as citizens.

Questionnaire for teachers

Of course your data will be treated confidentially and anonymously.
Please answer the questions and mark the coloured boxes. Thank you for your support by participating.

GENERAL INFORMATION

1. What kind of school are you working/teaching in?

Grammar school	<input type="checkbox"/>
Compulsory school	<input type="checkbox"/>
Gymnasium	<input type="checkbox"/>
Vocational school	<input type="checkbox"/>

2. Do you teach pupils aged between 14 and 16 in civic education?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

3. Do you teach civic education as a special subject or is it integrated into other subjects? In which ones?

Civic education is a separate subject	<input type="checkbox"/>
Civic education is integrated in the subject(s):	<input type="checkbox"/>

IN THE CLASSROOM

Please think of your class/es in which you teach civic education in the age group 14 to 16 years:

4. How is/are your class/es composed on average considering...? (Personal opinion.)

gender distribution

Female	<input type="checkbox"/>	%
Male	<input type="checkbox"/>	%

socio-economic background of pupils' families

Low	<input type="checkbox"/>
Moderate	<input type="checkbox"/>
High	<input type="checkbox"/>

educational background of pupils' families

Low	<input type="checkbox"/>
Moderate	<input type="checkbox"/>
High	<input type="checkbox"/>

learning-to-learn competences of your pupils

Low	<input type="checkbox"/>
Moderate	<input type="checkbox"/>
High	<input type="checkbox"/>

social competences of your pupils

Low	<input type="checkbox"/>
Moderate	<input type="checkbox"/>
High	<input type="checkbox"/>

civic competences of your pupils

Low	<input type="checkbox"/>
Moderate	<input type="checkbox"/>
High	<input type="checkbox"/>

5. To what extent do these characteristics vary in your class/es on average?

Very little	<input type="checkbox"/>
Moderately	<input type="checkbox"/>
Very much	<input type="checkbox"/>

6. What challenges do you face in your daily teaching in civic education (maybe due to the heterogeneous composition of your class/es)? (You can check more than one.)

Challenges to motivate pupils

Challenges due to different levels of learning skills of pupils

Challenges due to intercultural aspects/issues

Challenges regarding animating teaching/learning material

Other, please specify:

7. Did you ever include *problem-based learning approaches*¹⁵ in civic education?

Yes

No

7a. If yes:

What positive/beneficial effects did you notice regarding your pupils?

What difficulties occurred in practice?

7b. If no:

Why not? (e.g. not part of the curricula; no experience with these approaches; no good teaching/learning material)

8. Which of the following methods/approaches/social forms do you include regularly in lessons in civic education? (You can check more than one.)

Guiding pupils to do group work

Guiding pupils to do research on their own

Guiding pupils on how to deal with media content

Guiding pupils to learn independently

Including pupils' suggestions for new content

Including current themes

Including project-based activities

Open discussions

Other, please specify:

9. What are teachers' needs in order to support their pupils' enhancement of their *learning-to-learn competences*¹⁶ in civic education? (Please refer to your personal experience and opinion.)

10. What are teachers' needs in order to support their pupils' enhancement of their *social competences*¹⁷ in civic education? (Please refer to your personal experience and opinion.)

11. What are teachers' needs in order to support their pupils' enhancement of their *civic competences and their civic engagement*¹⁸? (Please refer to your personal experience and opinion)

¹⁵ See glossary.

¹⁶ See glossary.

¹⁷ See glossary.

¹⁸ See glossary.



12. How does your school support pupils regarding civic engagement?

(You can check more than one.)

Participation in students' council

Students' newspaper

Inviting NGOs which work in the field of citizenship/civic engagement

Other, please specify:

13. What would improve your work as a teacher in civic education?

(You can check more than one.)

New teaching/learning material for my regular teaching

New teaching/learning material with regard to enhancement of key competences

More support from school's authority

More support from the parents

More time for civic education

In-service teacher training

Other, please specify:

TEACHER TRAINING COURSE

14. Have you ever had in-service training in civic/citizenship education?

No

Yes

If yes: What were the main topics of these in-service trainings?

-

-

15. What support/help would you expect from in-service teacher training in order to implement problem-based learning approaches in civic education? *(Topics, methods, background knowledge of theory and practice, etc.)*

16. What are motivating factors for you to decide to attend in-service teacher training?

Thank you very much for participating!

Questionnaire for experts in teacher training courses

Of course your data will be treated confidentially and anonymously.
Please answer the questions and mark the coloured boxes. Thank you for your support by participating.

GENERAL INFORMATION

1. What kind of institution do you work for?

2. What is your task/job in this institution?

3. What kind of teacher training does your institution offer? Which range of topics?

IN-SERVICE TEACHER TRAINING

4. What topics of in-service teacher training concerning civic education are currently most often required?

5. Do you know any in-service training offers with regard to *problem-based learning/competence-oriented approaches*?

No

Yes

Comments:

6. Can you think of in-service teacher training which focuses on the enhancement of pupils' learning-to-learn competences?

No

Yes

Comments:

7. Can you think of in-service teacher training which combines the topics of competence-oriented learning and civic education?

No

Yes

Comments:

8. How would you evaluate the current situation of teacher training (in terms of quality and quantity) regarding the promotion of...?

(Personal opinion.)

social competences

civic competences

learning-to-learn competences

NEEDS OF TEACHERS

9. What do teachers need in order to implement competence-oriented lessons in school?

10. What do teachers need in order to promote pupils' learning-to-learn skills?

11. Do you see a need concerning in-service teacher training in civic education?

No	<input type="checkbox"/>
Yes	<input type="checkbox"/>

If yes: In what respect? What makes you think that way?

12. Which competences/background knowledge/support would you estimate as particularly important for teachers of civic education? (Please rank them in order of importance.)

Theory of problem-based learning/competence-oriented approaches	<input type="checkbox"/>
Theory and practice of self-structured learning	<input type="checkbox"/>
Background knowledge about promotion of key competences	<input type="checkbox"/>
Teaching/learning material	<input type="checkbox"/>
Approaches of pupils' assessment	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

13. Is the promotion of key competences (e.g. in the form of problem-based learning) part of the curriculum of teacher training in Universities?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
I don't know	<input type="checkbox"/>

Thank you very much for participating!