

History and civic education in Ireland

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Abstract

Current educational strategies and policies prioritize school effectiveness and the adaptability of knowledge. The question arises whether curricula focusing only on academic subjects are enough, considering globalization, migration, evolving labor markets, technology, and the rise of artificial intelligence. The emphasis on knowledge as an instrumental factor is compelling educational systems to change, causing new currents and challenges to emerge.

Some of the main foci in the international course of history didactics are the development of historical thinking, multiperspectivity, and personalized history teaching. Post-modern views on history teaching and citizenship education have challenged long-standing traditions in Western countries, raising doubts about their necessity.

Ireland puts special emphasis on both history teaching and citizenship education. Thus, this paper aims to present the Irish education system and the state of history teaching and citizenship education in Ireland, addressing the current challenges, dilemmas, and good practices. When covering the national exams, this article focuses on the Ordinary and Higher levels.

keywords: Irish education system, educational assessment, history teaching, citizenship education

Introduction

Ireland is a country located on the British Isles, bordered by Northern Ireland, the North Sea and the Atlantic Ocean. The full population of Ireland is approximately 5 million. Being one of the founder states of OECD, Ireland has always placed special emphasis on the constant development of its education system while also maintaining high quality (OECD, 2020).

The Irish education system

Education is compulsory between the ages of 6 and 16 (or until students have completed more than three years of second-level education, so this could be 15 years old). Students can complete their 10th year as a transition student¹ (between 15 and 16) or continue their studies within the two-year Leaving Certificate Established programme (LCE), Leaving Certificate Vocational Programme (LCVP) or Central Applications Office (CAO). Transition year is offered by almost 95% of schools, by targeting the need for the own students. The purpose of the Transition Year program is to provide students with comprehensive educational experience that helps them develop maturity before pursuing further studies or vocational training. Ongoing assessments can take various forms, including school-based evaluation of projects, portfolios, and different types of activities. (OECD, 2020, Council of Europe, 2023a; NCCA, 2019b).

Age (years)	ISCED	Education level	Length of education level	Nature of education level	Institutions
2/3-5/6	0	early childhood education and care (ECCE)		optional	
4-6	1	primary education: infant classes	3 years	optional	primary schools
6-12	1	primary education	6 years	compulsory	primary schools
12-15/16	2	lower secondary	3-4 years	compulsory	secondary/ vocational/ comprehensive/ community schools and colleges
15-16	3	transition year	1 year	optional	

¹ Transition years play an important role in orienting students both in their upper secondary education subjects and their future career choices. Approximately 72% of students entering the senior cycle opt for a Transition Year (TY) in recent years. (OECD, 2020).

15-18	3	upper secondary education	3 years	optional	secondary/ vocational/ comprehensive/ community schools and colleges
			4-5 th years	optional	
16-21	4	further education, training providers (post-secondary non-tertiary education)		optional	colleges
	5	higher education: Institutes of Technology/ Other third-level colleges	3 years	optional	universities, colleges
	6	Universities, Teacher training colleges, last year of Institutes of Technology/ Other third-level colleges	3-4 years		
	7		2 years		

Table 1: Structure of education national system in Ireland (based on Eurydice, 2022/2023)

The education system is both course and credit-based. In Ireland, upper secondary education includes a senior cycle, with different study paths (table 2). After this cycle, students can enter higher education once they collect enough scores to meet the entry criteria. (OECD, 2020) In upper-secondary education, the inclusion of students from disadvantaged communities and those with disabilities is focused on addressing language, cultural, and social differences. The DEIS² program offers extra funding and targeted support to schools based on the socio-economic background of their students. This program is successfully addressing educational disadvantages, where a large number

² Delivering Equality of Opportunity in Schools

of students studying in DEIS schools have taken their Leaving Certificate exams (NCCA, 2019b).

	Leaving Certificate Established	Leaving Certificate Vocational Programme	Leaving Certificate Applied
length	2 years	2 years	2 years
content, aim	balanced, general education	balanced, general education with development of vocational skills	vocational preparation, vocational education, and general education pre-vocational, for those not intending to continue in higher education
number of subjects taken	at least 5, usually 7 (Irish is compulsory) at Foundation/Ordinary/Higher levels	at least 5 subjects (two specific vocational subjects)	30 hour-long modules (44 to be completed)

Table 2: Senior cycle programmes in Ireland (OECD, 2020)³

School maintenance, funding

Early childhood education is mostly privately funded since community and voluntary interests are significant where the language of instruction is both English and Irish. (Council of Europe, 2023a) Students can attend approximately 600 two-teacher/three-teacher/four-teacher-schools, out of the 3,250 primary schools,) and more than 80 fee-paying schools and semi-public schools.⁴ State schools can be affiliated with religions and still follow the same curricula as state schools (Council of Europe, 2023a, 2023b; NCCA, 2019b.) Public education is free and mostly funded by the state.

The NCCA, a statutory body in DES (Department for Education and Skills), advises the Minister for Education and Skills on curriculum matters and conducts reviews of education cycles to inform policymaking. The governance of the education system is under the Minister for Education and Skills, being responsible to the National Parliament. While the education system can be regarded as centralized, the central minis-

³ <https://curriculumonline.ie/Senior-cycle/Curriculum/>

⁴ These schools are publicly funded but not owned by the state but private bodies (Council of Europe, 2023b)

try (Department for Education and Skills) is responsible for maintaining the education system by providing both guidelines and frameworks that are relevant at local schools which enjoy a high level of autonomy due to the similarly high level of autonomy of local level of administrative bodies. Therefore, schools have the freedom to decide on which teachers to recruit or their budget. It is the Secretary General of the Department that is responsible for the management of the Department for Education and Skills including fulfilling monitoring policies (OECD, 2020).

Social function and curriculum of the Irish school system

In primary education, 8 principles of learning, teaching and assessment are focused upon. These are: partnerships, learning environments, inclusive education & diversity, pedagogy, engagement & participation, relationships, transitions & continuity and assessment & progression. These are all general in nature, contain the valued aims, therefore, these principles are to be implemented by schools in various settings in education. The curriculum also suggests key competencies which are indispensable to interact successfully, to be adaptable and live the world (Figure 1). These are all in line with the knowledge, skills, concepts, principles acquired in classes. The attributes of each competence can be seen in the annex. (NCCA, 2023).



Figure 1: Key competencies (NCCA, 2023, 6), own edit

The curriculum contains 5 curriculum areas: Language; Science, Technology, Engineering, and Mathematics (STEM) Education; Wellbeing; Arts Education and Social and Environmental Education. History belongs to the Social and Environmental Education area. The learning process is divided into 4 stages (Stages 1 and 2: Junior Infants –Second Class; Stages 3 and 4: Third – Sixth Class) (NCCA, 2023).

Ireland’s education system has a comprehensive view of its purpose: to foster the development of every aspect of the individual. Because of that, the ultimate purpose of the education system is to develop “all aspects”, namely the aesthetic, creative, critical, cultural, emotional, expressive, and intellectual ones, for personal and home life, for working life, for living in the community, and for leisure. Therefore, the senior cycle programmes in Ireland are in line with these general aims, also putting particular emphasis on preparing students for further education or vocational training, enhancing active citizenship. The Action Plan for Education (2016-2019, DES) focused on the development of critical skills, knowledge and competencies, well-being, greater subject choice, transitions, IT and language abilities. (OECD, 2020).

In the development of the history curriculum, local administrative bodies and other regional, civil organizations. representatives of minority groups help the DES. (Council of Europe, 2023b)

In Ireland, in the senior cycle the learning outcomes (as well as the syllabi of Leaving Certificates) are tailored to develop the five key skills, namely critical and creative thinking; information processing; being personally effective; communicating; and working with others. NCC, 2019b)

Teachers in the Irish education system

Teachers in primary schools are expected to have more general training, secondary school teachers are required to teach history and maybe 1-2 subjects. Teacher training is decentralized, the curricula is not endorsed by government institutions. Here, the Teaching Council sets the entry criteria, teacher trainees are required to take their courses. The professional development of students takes place by education authorities, different NGOs, teachers’ associations or universities. The Department of Education involves a history team, and they also help the professional development of history teachers (in working hours) (Council of Europe, 2023b).

In Ireland, there are several ways to become a primary or secondary school teacher. For primary school teachers, a programme of Initial Teacher Education (ITE) has to be completed, which can be achieved in two ways: either with a 4-year-long bachelor's degree/undergraduate degree or a 2-year-long postgraduate degree during which the Professional Master of Education (PME) has to be acquired. Both paths include compulsory school practice. Those teaching History at second level are required to possess and demonstrate specific, subject related skills and knowledge as well (Council of Europe, 2023b).

The number of teachers teaching at ISCED 2 in Ireland with post-graduate degrees in education, specifically in 'civic, social and political education' (CSPE), is on the rise. To be recognized by the Teaching Council in CSPE, teachers must have a Bachelor's or a Master's degree in sociology and/or politics, showcase adequate knowledge and skills to teach the CSPE syllabus, and complete one or more methodology modules on teaching CSPE. At the upper secondary level (ISCED 3), teachers of the recently introduced subject 'politics and society', which is currently elective for students, hold degrees in politics, sociology, and related fields. (Council of Europe, 2023a). A master's degree is required for starting teaching, meaning history teachers usually complete a 3-4 year-long bachelor's degree in History, and then a master in pedagogy (Council of Europe, 2023b). Teacher training is not exclusively tailored to citizenship education, but still provides applicable knowledge and competences. The promotion of citizenship education is therefore offered through professional training (Council of Europe, 2023a).

As an indication of the prominence of history teaching in the country, the History Teachers' Association of Ireland, established in 1963, aims to improve the teaching of Irish history, to maintain the pre-eminence of history teaching, to provide professional support for history teachers in Ireland (locally and internationally) and to develop curricula, organize forums, study competitions, annual conferences.⁵

The position of history education in Ireland

From 2023, History has become part of the Social and Environmental Education (SEE), in which the weekly, and minimum time allocations are prescribed in each learning cycle, being taught in 9/8/6 lessons when compulsory. Learning history is compulso-

⁵ more: <https://htai.ie/> and <https://euroclio.eu/member/history-teachers-association-of-ireland/>

ry until the age of 14. In grades 1-2, history is studied in an integrated manner, while in ISCED 3 (upper -secondary education), the learning of history is not obligatory anymore, school-leaving exams can be taken from History, though (OHTE, 2023b).

In primary school, history is taught for 2 years as part of the social and environmental education, which is a multidisciplinary course. History as a separate subject is compulsory at lower secondary school (junior cycle), where students are assessed continuously through class work (in form of formative assessment), they also participate in assessment meetings to ensure the quality of work formulated in the national standards. In the upper secondary phase (senior cycle) the subject becomes optional as well as the exam students can take. History is not offered in Leaving Certificate Applied, so technical/vocational schools can decide whether to include it among the optional subjects or not. (Council of Europe, 2023b).

Teachers are offered a great level of independence when teaching history, including what resources they use (videos, textbooks) since the Department of Education states no requirements towards what textbook to use. The National Council for Curriculum and Assessment (NCCA) can give advice on what to use and other services to support teaching work (Council of Europe, 2023a, 2023b).

The most popular textbook publishers⁶ are Gill Education⁷, Eason Schools Books⁸ and Edco⁹. History teachers can decide what resources (including textbook) are to be used. There is no regulation by the state what resources to be used, therefore the Department of Education is not responsible for approving or endorsing materials used in educational settings either, including quality control over these materials. The textbooks are financed by the state and families. Since 2023 September, primary and special schools, history textbooks are free, in secondary schools, a grant scheme has been introduced to help the financing of textbook if need be (Council of Europe, 2023b).

Regardless of the education cycle, both the primary and junior cycle curricula enhance skills that are necessary to conduct historical research and to approach historical documents as historians (these sub aims are referred to as “Working as a historian” at primary level and “The nature of history” at junior cycle level curriculum), at the lower secondary level digital literacy skills also play a pivotal role (Council of Europe, 2023a, 2023b).

⁶ The full list of textbook publishers can be found here: <https://schoolbooks.ie/>

⁷ <https://www.gilleducation.ie/secondary-history/secondary-history/modern-ireland>

⁸ <https://www.easonschoolbooks.com/category/Secondary-Books/Leaving-Certificate/History>

⁹ https://schoolbooks.ie/collections/secondary-school/class-year_1_leaving-cert+subject_history

Due to their shared history, relevant historical legacies (e.g. the Vikings), and local history are also part of the curriculum. The European integration is more dominant than the history of neighboring countries, even if they are considered important. Migration and diversity (minority groups, e.g. the Roma, cultural, ethnic, linguistic, national, religious or sexual/gender minorities) are also included topics. The most prominently present declared key competencies include *awareness of the cultural variety of past societies / cultural heritage, development of competences for democratic culture, developing of historical thinking competences. enhancing critical learning and 21st-century skills (e.g., problem solving, collaboration and creativity), promoting historical empathy and/or multiperspectivity, reinforcing labour market skills* (Council of Europe, 2023b).

History examination in Ireland (Ordinary and Higher levels)

History (from the “Humanities” subject group) as a course can be taken up as part of the Leaving Certificate for 2 years at ordinary or higher level. History is compulsory as a lower secondary course and optional in the upper-secondary cycle. The grading is scaled and the markers are chosen by the government (Council of Europe, 2023b).

Both share the fundamental goal to give students an understanding of the usage of available historical sources to explore what might have happened in the past, using historiographical methods. Thus, the focus is on the critical use of sources, the examination of continuity and change, and to move away from a simple linearity in the interpretation of history. All of which contribute to the understanding and interpretation of the past, to the exploration of different historical interpretations, to critical thinking, to the development of positive values in students about history. (Government of Ireland, 2003)

At **Ordinary level** the exam consists of two large units (Early Modern History (1492-1815) and Later Modern History (1815-1993), one of which has to be chosen for studying, meaning that there are no prehistoric, ancient or medieval history topics in the course material at all. Each content area contains 12 sub-topics (6 Irish and 6 world history topics). Content requirements can also be found for the course syllabus. Teachers have to choose the 4 topics they study in greater detail (2 Irish and 2 world history topics) and these 4 topics are the questions during the exam. (Government of Ireland, 2003). The exam itself compiles 3 different sections. In section 1, document-based ques-

tions connected to Ireland (one primary, one secondary) are worth 100 points. There are four tasks and 10 questions are asked. Section 2: Irish history (1 of 6 topics to be answered) worth 100 points. Section 3: world history (2 of 6 topics to be answered) worth 200 points (State Examinations Commission, 2020a). The written exam (80% of grade) is taken in June in the exam period, and a project which is a research study has to be handed in Spring (around Easter). This research study can be of any topic, where students' work is supervised by their teachers (20% of grade).¹⁰ In the question paper (written section), two primary and/or secondary sources can be found in the document-based section, no visual sources are included, as reading comprehension and finding information/identification from sources are emphasized. During the project the aim is to find historical sources that are worse/better in the study of chosen topic. (Government of Ireland, 2003, State Examinations Commission, 2020a).

At Higher level 24 topics (12 Irish history, 12 world history topics) are included in the course material, but not all of them are studied. Compared to the ordinary level, the topics here are more thoroughly understood and studied. There are 4 topics here as well to be studied, and the 4 questions are connected to them. The question paper is divided into 3 sections: section 1 contains document-based questions about Ireland (one primary, one secondary source) worth 100 points. Section 2 is again Irish history (1 out of 4 topics to be chosen and 1 question to be answered) which is worth 100 points and section 3 is world history (1 of 5 topics and answer 1 question from each) is worth 200 points. The other part of the exam is a research project (outline plan, evaluation of sources, extended essay) (State Examinations Commission, 2020b). In the written section, Part 1 concentrates on source processing with operations of varying complexity (interpretation, comprehension, measurement of lexical knowledge), while Parts 2 and 3 focus on 3 or 4 different task types (related to the second order concepts e.g. change, causation, significance).

The position of civic education in Ireland

The history of citizenship education stems from the power struggle between the Catholic Church which opposed, and educationalists who were for the introduction of civic education as a separate subject in the 1920s, and did not become part of the education system until the 1960s (Bryan, 2020). Due to the work of the Council of Europe

¹⁰ https://careersportal.ie/school/lc_subject_detail.php?course_name=History&search1=history&search2=&course_id=19&lc_subject_group=4

to promote citizenship Education, civics became obligatory as a separate subject in 1966 for students to be acquainted with their and the state's legal duties and responsibilities and also to promote patriotism. In 1993, CSPE (civic, social and political education) also became obligatory, as a junior cycle (lower secondary) subject, 70 hours in 3 years (O'Brien, 2023). In the eyes of the Roman Catholic Church, citizenship education was imagined to be a part of religious matters, thus in the 20th century, religious matters and citizenship education had a marginal role in Irish curricula until the 1990s. CSPE was introduced in 1997, first organized around 7 concepts¹¹, and from 2017 CSPE has become one of the four pillars of a well-being policy, indicating the importance of non-material aspect of it including responsible participation in public decisions, or being autonomous (Bryan, 2020). Citizenship education is stated under SPHE (social, personal and health education), so the CSPE has become compulsory at junior cycle (lower secondary schools), for a minimum of 70 hours (one 40-minute class each week, 300-400 hours during the 3 years of ISCED education, with schools having the right to allocate more time to CSPE) (Eurdydice, 2017, Bryan, 2020), and in 2012, CSPE has become part of the Wellbeing Programme. The goal of CSPE is *"...to inform, inspire, empower and enable young people to participate as active citizens in contemporary society at local, national and global levels, based on an understanding of human rights and social responsibilities"* (NCCA 2016, p. 5). (Bryan, 2020, 319).

Ireland puts special emphasis on global citizenship education, formulated in the Global Citizenship Education Strategy 2021–2025¹², which is planned for students to successfully take challenges the fast-changing world put ahead of them (for more see table 3).

At ISCED 2, citizenship education is integrated into history, geography and science, and separate subjects are being offered at ISCED 3 level (Eurydyce, 2017). Citizenship education has been part of the curriculum under 'Civic, social and political education (CSPE) since the 1990s, being a generally taught exam course (Bryan, 2020).

National examinations in citizenship education were administered at the end of lower secondary education in Ireland, where taking the exam was mandatory under subjects including 'civic, social and political education' but it has not been compulsory since June 2018. The exam has become optional due to 'Politics and Society' being introduced as a new exam subject in the 2016/2017 academic year, results from a broad reform

¹¹ These are democracy, right and responsibilities, human dignity, interdependence, development, law, stewardship (Bryan, 2020).

¹² Government of Ireland (n.d.). Irish Aid Global Citizenship Education Strategy.

of student assessment at lower secondary level, which aims to award more weight to classroom-based assessment as compared to external assessment (Eurydice, 2017, Bryan, 2020)

Topic 1	Power and decision-making in school
Topic 2	Power and decision-making at national and European level
Topic 3	Effectively contributing to communities
Topic 4	Rights and responsibilities in communication with others
Topic 5	Human rights and responsibilities in Ireland
Topic 6	Human rights and responsibilities in Europe and the wider world
Topic 7	Globalisation and localisation
Topic 8	Sustainable development

Table 3: topics of learning outcomes in Politics and Society¹³

In Ireland ‘interacting effectively and constructively with others’ in the Irish curriculum involves competences including responsibility (ISCED 1-2), autonomy (ISCED 1-3), respect for different opinions/beliefs (ISCED 1-2) and conflict management (ISCED 1) (Eurydice, 2017).

Civic, Social and Political Education (CSPE) is a subject (schools choose/decide), but can also be developed through other subjects (geography, religion, history, languages). Neither the course, nor the exams are compulsory, but if students opt for taking the exam, the 2-year-long (180 hours) preparatory course is obligatory.

The aim of the exam ‘Politics and Society’ is to equip students with the skills they need to succeed in the rapidly changing world of the 21st century. These include critical information processing (information literacy), active and responsible citizenship, understanding of today’s globalised-individualised world, openness to people from other cultures and social groups. The 180-hour long course syllabus is organised around four key topics: 1, Power and decision-making, 2, Active citizenship, 3, Human rights and responsibilities, 4, Globalisation and localization, while information processing, communicating, critical and creative thinking, working with others and being personally effective are the skills to be developed. Lesson materials thus include discussions, analysis of diagrams, everyday media materials, information gathering and analysis (NCCA, 2019a).

¹³ <https://ncca.ie/en/senior-cycle/curriculum-developments/politics-and-society/>

At Ordinary level, the written exam is made up of 3 subparts: a short answer questions, where 10 questions have to be answered out of 20 for 100 points, a data-based tasks section, where all (4) questions have to be answered for 150 points, and section 3 involves discursive essays, where 3 essays have to be written out of 6 options, each is worth 50 points. Besides, a report on a citizenship project has to be written. (State Examinations Commission, 2023a).

At Higher level, the three-part division of the exam paper (short answer questions, data-based questions and discursive essays) is retained, but the scoring is modified, with the first part worth 50, the second 150 and the third 200 points. In the short answers section, 10 questions must be answered, all data-based questions (2) must be answered, and in the essays, two out of the five questions must be answered. The main difference between the two levels is that while the questions at ordinary level focus on the level of understanding (explain, how), here the questions also include the assessment of application and evaluation (give examples, evaluate). In the other two parts, the analysis part requires more extensive and in-depth answers, and the sources are more complex (State Examinations Commission, 2023b).

Dilemmas

Two identifiable trends include post-nationalism, promoting interconnectedness, cultural diversity, and interdependence. Nationalism, populism, and religious/ethnic conflicts provide a fertile breeding ground for hostility towards aforementioned ideas. Additionally, postcolonial and decolonial perspectives can play a decisive role alongside global competencies and global consciousness approaches (Akkari & Maleq, 2020).

Since citizenship education plays an important point in European education systems, in Ireland, teachers can specialize in citizenship education. Thus, they can facilitate teaching citizenship education as a separate subject while they also play an important role in passing down the knowledge to non-experts in order to enable them teaching the subject (Eurydice, 2017).

A 2009 cross-national study revealed the anomalies between official guidelines and practice in Ireland (and many other countries), on what is assessed in citizenship education. The results show that *'While the policy guidance states that all three citizenship dimensions should be developed and assessed, in practice the reality is that in terms*

of assessment, most countries assess the cognitive (knowledge and understanding) dimension more frequently than the active and affective dimensions (participation, skills, attitudes and behaviours)' (Kerr et al. 2009, p. 45). (Eurydice, 2017)

However, exams too have a high, back-regulatory role, which may not be in line with Irish expectations, in addition, a change of vocational direction would be important (OECD, 2020).

CSPE generally is considered to possess a not so prestigious status in the curriculum in the lower secondary cycle. It is a question how it is in the wellbeing programme. It is also problematic to make it relevant for students. According to Duggan (2015) *"CSPE failed to deliver informed and participative citizens."* (O'Brien, 2023, 15). Moreover, it would be crucial to incorporate the ideas and work of teachers when introducing a new education program (O'Brien, 2023).

There might be a discrepancy between self-reported civic participation and the intended one, latter implying low engagement in civic participation. CSPE seems to be an umbrella concept, a "timetable filler", and is considered less important. The introduction of Politics and Society exam makes the meaningful implementation to practice more difficult as well leading to an oversimplification of the teaching of such a subject. Besides the perceptual and structural dilemmas, the content of the subject is also questionable. Anomalies between the content regulatory documents and textbooks show great differences in their underlying philosophy. (...) *"while the rhetoric of the CSPE syllabus presents education for citizenship in terms of active participation, the empowerment of young people and reflective citizenship, the prevailing impression is of a largely liberal concept of citizenship"* (p.583), however, neoliberal interpretation is also prevailing. Besides, as Bryan, 2020, p. 312 puts it: *"The content of CSPE is further compromised of a failure to provide young people with access to knowledge about the structural dimensions of social injustices such as poverty and a tendency to promote apolitical, sanitized understandings of global problems (...)"* and it is not efficient in the formation to have meaningful and reflective conversations on today's power relations. In this sense, citizenship education is similar to a "public policy placebo" seemingly trying to educate students to deeply grasp social, economic and political injustice, and encourage them to take action, while it actually prevents them to do so.

Other challenges are emerged by the role of both history education and civic education in the 21st century (fore more, see: Berhard – Popp, 2023, Nolgård et al 2020, Fink & Furrer & Gautschi, 2023).

Conclusion

In conclusion, the Irish education system emphasizes cross-curricular concepts (e.g. being active citizens) and gives students the freedom to find their most fit study path.

Ireland's education system is decentralized, with teachers and schools enjoying a high degree of autonomy. History seems to have a prominent role in education, which is implied by the existence of various academic organizations, the length of compulsory history and civic education.

The Irish curriculum places an emphasis on the development of general, transferable skills and identity as a key objective within the broader field of history and citizenship education. At upper secondary level, certain lexical items (names, concepts) are prescribed, while the aim is to promote understanding and critical thinking. In the context of civic education, the transmission of democratic values and sustainable development are listed as possible topics of interest.

The regulatory documents therefore suggest that history teaching in Ireland exists with a balance between competence development and knowledge transfer. However, the emerging worldwide signs of crisis in citizenship education appear here, as well.

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Annex

Being an active citizen	Being creative
<ul style="list-style-type: none"> • Developing an understanding of, and acting on, the rights and responsibilities of myself and others • Experiencing learning through democratic practices • Recognising injustice and inequality and ways to take action • Developing capacity to make choices and take action in favour of a sustainable future 	<ul style="list-style-type: none"> • Participating in and enjoying creative and cultural experiences • Being curious • Being imaginative • Being innovative • Using creative processes • Exploring alternative ways of communicating
Being a digital learner	Being mathematical
<ul style="list-style-type: none"> • Communicating and collaborating with others through digital technology • Accessing, analysing, and managing content using digital technology • Enabling content creation, problem-solving, and creativity using digital technology • Interacting ethically, critically, and responsibly with digital technology 	<ul style="list-style-type: none"> • Understanding the usefulness and beauty of mathematics • Thinking and communicating mathematically • Solving problems and making sense of the world using mathematics • Observing, estimating, predicting, and calculating • Recognising relationships, trends, connections, and patterns • Interpreting, processing, and evaluating information and data
Being a communicator and using language	Being well

<p>Developing understanding and enjoyment of words and language</p> <p>Developing expressive language</p> <p>Reading for enjoyment and with critical understanding</p> <p>Writing for different purposes and for a variety of audiences</p> <p>Exploring and creating a variety of texts</p>	<p>Showing awareness of how to make good choices in relation to wellbeing</p> <p>Participating with growing confidence and skill in physical activity</p> <p>Being self-aware and resilient</p> <p>Acting responsibly and showing care towards self and others</p> <p>Being spiritual and having a sense of purpose and meaning</p> <p>Being persistent and flexible in solving problems</p> <p>Being able to assess risk and respond</p>
<p>Being an active learner</p>	
<p>Playing, learning, and working, both individually and with others</p> <p>Developing metacognitive skills and strategies</p> <p>Fostering and maintaining positive relationships</p> <p>Dealing with conflict</p> <p>Respecting difference</p> <p>Learning about others</p> <p>Caring for and showing empathy towards others</p>	

Table 1: Attributes of key competencies (based on: NCCA, 2023, 12-13)