



**EUROPEAN NETWORK ON TEACHER EDUCATION POLICIES**

**Memo on the first meeting of the ENTEPE Coordination Group**

*Madrid (Spain), 3 March 2002*

From: ENTEPE Coordination

To: ENTEPE representatives and their permanent substitutes

Date: 18 March 2002

The ENTEPE Coordination Group after its constitution in the Feldkirch ENTEPE meeting on 17 January 2002, met for the first time in Madrid, in the morning of 3 March 2002, and all the members of this group were able to attend the meeting.

The only issue of this meeting's agenda was the *strategic development of ENTEPE*. The ENTEPE Coordination Group during this meeting elaborated a document containing several proposals related to this issue to be submitted to the ENTEPE representatives during their VII ENTEPE meeting.

## Memo on the VII ENTEP Meeting

*Zaragoza (Spain), 4 March 2002*

From: ENTEP Coordination

To: ENTEP representatives and their permanent substitutes

Date: 18 March 2002

The VII ENTEP meeting was held in Zaragoza (Spain) on 4 March 2002 (18.30-20.30 hrs) and there participated as usual the representatives of the Ministers of Education of the E.U. Member States and the representative of the European Commission. Were unable to attend this meeting one of the Minister's representative from Austria (Michael Schratz), the Ministers' representatives from the Flemish Community of Belgium (Joseph Declercq), from Finland (Armi Mikkola), from Germany (Michael Krueger) and from Sweden (Myrna Smitt). The Ministers' representatives from the French Community of Belgium and from Spain sent their substitutes to attend the meeting.

The agenda for this meeting was also the *strategic development of ENTEP*. The methodology in this case was to submit the proposals of the ENTEP Coordination Group to the network plenary meeting. **The ENTEP plenary meeting approved these proposals elaborated based on the excellent contributions previously received from the network representatives of Austria, Denmark, England, France, Greece, Sweden, The Netherlands and of the European Commission following the Feldkirch ENTEP meeting of January 2002.**

The approved proposals concern the following issues:

1. *ENTEPA membership*: The participation of pre-accessing countries;
2. *ENTEPA work methodology*: Strengthening the network taking into account the *future* participation of pre-accessing countries as well as the past experience of the network;
3. *ENTEPA work function and content*: Participation in ongoing community work, namely in the objectives of education and training systems for 2010;
4. *ENTEPA's Action Plan for the next twelve months*

### ***1. ENTEPA membership: The participation of pre-accessing countries***

#### **1.1. Yes or no?**

The ENTEPA Coordination Group's proposal is yes; as full members with equal status.

#### **1.2. What countries?**

Those participating in the SOCRATES Programme. (In what concerns the EFTA countries those aren't included, but can be invited to some network conferences or seminars).

### 1.3. How to contact them?

- The ENTEP coordinator will ask the Spanish Presidency to invite the Ministers of Education of the pre-accessing countries at the *Bratislava meeting* to join ENTEP as full members and to appoint their respective representatives for the network;
- The ENTEP representatives of the fifteen European Union Member States *will each one inform her/his Minister of Education about this proposal accepted by all the network members during the Zaragoza meeting to be ratified by their respective Ministers of Education;*
- After Bratislava, the ENTEP coordinator will write the Heads of Cabinet of these countries' Ministers of Education asking them to appoint their respective representatives for ENTEP and remembering them ENTEP's goals as well as identifying the representative's profile;
- A first meeting to formalise this participation will take place in Austria (Vienna) about January 2003:
  - \**Austria sponsors this meeting*
  - \**Michael Schratz will elaborate a proposal concerning the meeting's format*

## 2. ENTEP's work methodology: Strengthening the network

This goal has into account on the one hand the future participation of pre-accessing countries and on the other the ENTEP's past experience until the present moment.

### 2.1. The status of ENTEP

The ENTEP **develops its activities in the field of teacher education policies**, but it is not a decision group, neither an expert group. It is an *advisory/reference/preparatory* group with expertise and networking vocation (also within the teacher education institutions) that acts at the two main levels below referred.

#### *i) At the European level*

- It promotes the exchange of information about recent issues, trends and policies in the European Union Member States for mutual inspiration;
- It addresses issues of common concern;
- It works on the construction of convergences;
- It participates in ongoing community work.

*ii) Within the Member States:*

- It contributes to the debate of teacher education policies in an European perspective;
- It contributes to policy decision-making concerning teacher education policies.

## **2.2. ENTEP representatives**

*i) Status of the representatives*

- They are representatives of the Ministers or of the European Commission in the field of teacher education policies;
- They work on or are linked to teacher education policy making;
- They have the opportunity/are in a position to be informed or gathering information about ongoing teacher education policy making process in their respective Member States, as well as to getting know ENTEP's activities, to diffuse the work it produces, by their Ministers of Education and respective ministries, by teacher education institutions and other entities involved on teacher education in the Member States;
- They have great responsibility to contribute to the impact of ENTEP's work on the policy debate and on the policy decision-making process in their respective countries. In each Member State, the added value of ENTEP's cooperation work mostly depends on them.

*ii) Continuity of the representations*

- *One representative*, in principle, with the exceptions for the Member States that have two ministries, one for initial and the other for in-service teacher education;
- *The same representative for a reasonable period of time*, and when necessary, the same substitute, what hopefully will be exceptional.

## **2.3. ENTEP's working methods**

The ENTEP members beyond working individually, they also work in two ways: the one is the work in *general meetings* that includes all network representatives and the other, to occur between these meetings, is the work in *working groups*.

*i) ENTEP's work in general meetings*

- These meetings take place, in average, twice a year;
- They must be longer than they used to be (lasting one day at least, even if linked to a seminar);
- They will be organised in plenary sessions and in small group sessions;

- They are an opportunity to debate and to make analysis on relevant issues of teacher education policies;
- These must be previously prepared (*ie* relying on studies done by others, having well chosen themes, etc).

*ii) ENTEP' s work in working groups*

- This process will be used to work between the general ENTEP meetings;
- The purpose of this working groups is preparing papers on specific items to be discussed at the general meetings;
- Each working group to be functional must be composed by 5 or 6 representatives (or even less);
- Each working group is to be chaired by two representatives, being one from one of the fifteen European Union Member States and the other from one of the Pre-accessing countries;
- Each working group will work through exchanging e-mails, phone calls, and when necessary, meeting.

## **2.4. The role of the ENTEP Coordination Group**

The role of the ENTEP Coordination Group is to *elaborate proposals* to be submitted to the ENTEP ministers' representatives at their general meetings. This group has a strategic role and a planning and organisational role.

*i) Strategic role*

- *Facilitating the reflection on the network's strategic development* (consulting the representatives from which come the dynamics of the network);
- *Identifying issues* for ENTEP meetings, reflection and debates.

*ii) Planning and organisational role*

- Preparation of the ENTEP's action plan and report of activities;
- Preparation of the network meetings;
- Designing the network seminars format;
- Ensuring work is carried on between the general ENTEP meetings;
- *Establishing formal and informal relationships with other international bodies* (eg Eurydice, OECD, Council of Europe, UNESCO, teachers' associations, trade unions, research associations)

in order to better know the work they produce (through their documents and also inviting their representatives to participate as observers in ENTEP general meetings and seminars) and also relying on these bodies' studies as contributions to some of the ENTEP meetings' agenda, what allows to avoid the repetition of doing the same in the same fields.

### ***3. ENTEP' s work function and content***

#### **3.1. Participation of ENTEP in ongoing community work on the objectives process of the education systems (and in other related processes)**

##### *3.1.1. Setting up future's ENTEP agenda*

The implementation of the objectives process of the education systems (and other related processes) was considered in this meeting a useful starting point from now on for setting up the future ENTEP' s agenda, therefore the network' s approach in the field of teacher education must be *integrated in certain activities (or preparatory activities) of the open method of coordination.*

##### *3.1.2. Activities to be developed*

The ENTEP' s activities in this field are based in the following perspectives:

###### *i) The measures taken at national level by each Member State*

The work ENTEP produces can be useful *to inspire and/or support national measures taken by the Member States.*

###### *ii) Policy cooperation at the European level based in the open method of coordination that includes:*

- Exchange of policy practices;
- Quantitative and qualitative indicators;
- Benchmarks;
- Reports (national and European);
- Monitoring.

###### *iii) Work cooperation with the European Commission*

The ENTEP can be an *advisory/reference group for some work that in this process belongs to the European Commission* (not doing the work as experts, but having advisory expertise on

teacher education), *offering this institution opinions and advice*, not necessarily reflecting Member States' official positions and decisions, but in a more open way. Due to this nature that allows to express freely the several understandings, feelings and knowledge on the teacher education policies issue without politically compromising the Member States, the network can have the referred role and also be a kind of a *sounding board* for temperature taken regarding certain ideas or proposals.

### 3.1.3. Reply to David Coyne's question

Consequently, the answer to the question raised by David Coyne last September in Brussels (*If the European Commission can count on ENTEP's collaboration being involved in community work*) is:

- Yes; being ENTEP to this purpose a reference group with advisory expertise in the field of teacher education policies;
- Sean Feerick and Bártolo Campos will personally give David Coyne this ENTEP's reply to his question.

## 4. ENTEP's Action Plan for next twelve months

### 4.1. ENTEP's activities for the next twelve months

#### 4.1.1. Next ENTEP events

ENTEPE Event	Venue	Date	Agenda
Meeting of the ENTEPE Coordination Group	Brussels (Belgium)	June or July 2002	To identify issues for debate and other network activities (working groups)
ENTEPE Seminar	Amsterdam (The Netherlands)	4 October 2002 (All day)	Theme: <i>Collaboration between teacher education institutes and schools and other institutions within the educational infrastructure as an instrument for improving quality and attractiveness of the teacher profession</i>
ENTEPE General Meeting	Amsterdam	5 October 2002 (9.00-17.00 hrs)	To be defined opportunely
ENTEPE General meeting	Vienna(?) (Austria)	January or February 2003	Access to ENTEPE of pre-accessing countries ( <i>Michael Schratz will elaborate the proposal for this meeting's format</i> )
ENTEPE Seminar	Greece	May (?) 2003 (In a Thursday and Friday)	Themes suggested: *Teacher competencies in the knowledge society *Standards in teacher education *Teacher education and the teaching carer ( <i>Sarantos Psycharis will elaborate with the Greek authorities the proposal for this seminar's format</i> ) Obs: If someone cannot attend all the seminar it doesn't matter
ENTEPE General Meeting	Greece	May (?) 2003 (All Saturday)	To be defined opportunely

#### 4.1.2. Other ENTEP's activities

- Possible work with the European Commission;
- Finish the publication of the proceedings of past ENTEP initiatives:
  - \**Umeå proceedings* will be distributed in the coming weeks,
  - \**Naples, Brussels and Feldkirch proceedings* are in preparation. (The Feldkirch proceedings include the synthesis of the contributions by the ENTEP representatives);
- Finish two ENTEP papers:
  - \*ICT (*Rapporteur: Otmar Gassner*),
  - \*Lifelong Learning (*Rapporteur: Eamonn Murtagh*);
- Exchange documents on teacher education policies (even if only available in the official language of the respective Member States) and to establish mutual links between ENTEP's homepage and the web sites of the Ministries of Education of the Member States).

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