

**Memo on the X ENTEP Meeting and Seminar**

*1-3 June 2003  
ATHENS(GREECE)*

**From: ENTEP Coordinator**

**To: ENTEP representatives and their permanent substitutes**

**Date: 18 June 2003**

**GENERALS**

The X ENTEP meeting was held in Athens (Greece) on 1-June (14.00-20.00 hrs) and continued on Tuesday 3 June from 14.00 to 15.00. The Ministers' representative from Germany (Michael Krueger) was unable to attend the meeting and was substituted by Ursula Uzerli. CVETA PUCKO(Slovenia) was unable to attend the meeting and was substituted by Slavica Černoša . Heli Mattisen (Esthonia) was unable to attend the meeting and was substituted by Mart Laanpere . Eva Gonczi(Hungary) was unable to attend the meeting and was substituted by Limbacher Laszlo , Armi Mikkola(Finland) ) was unable to attend the meeting and was substituted

Anna Berna(Italy), Hubert Mercier(France), Myrna Smitt(Sweden), Lucien Kerger(Luxembourg), Ronald Sultana(Malta), Milos Novak(Slovakia), Vasta Karel(Republic of Czech), were unable to attend the Meeting.

Laura Cunningham(England) is the new representative from England and she attended the Meeting with Angela Walsh also from England.

The ENTEP meeting and seminar was organized under the Greek presidency of the Council of the European Union and took place at DIVANI CARAVEL HOTEL.

The seminar started on Monday 2 June with an Introductory opening address made by the Greek Minister of Education and Religious Affairs ,Mr.Petros Eftymiou.

The title of the seminar was: "Quality of Education Teachers' Professional Training and Development. The European Union and the Southeast European Countries" and ENTEP organized a workshop titled « The Cross-Thematic Approach to Teaching and Learning of ICT and Foreign Languages: Implications for the Professional Development for Teachers». **The speakers were:**

*Eleni Karatzia – Stavlioti talked on :*

Cross-thematic approach to curriculum design and application:

The case of Greece with special reference to the use of ICT.

*Sarantos Psycharis talked on:*

The cross-disciplinary approach to education system in the framework of system's theory.

*And Catherine Zouganel on Languages open doors*

These talks can be found at :

<http://www.kee.gr/attachments/file/2595.htm>

**1.Meeting of European Network on Teacher Education Policies (ENTEPE)  
Sunday 1 June 2003 14.00-20.00 hrs and Tuesday 3 June 13.30-15.00 hrs..**

After the opening of the meeting by Professor Elias Matsagouras, Vice President of the Greek Pedagogical Institute, who talked on “ The Greek approach to CDA “ there was a great interest from the participants to discuss the issues he stresses on his talk.

He stressed on: Developing an operational curriculum adjusted to the pupil’s level and be useful and interesting, how to choose and organize bodies of knowledge from the different disciplines, what is the nature of School Knowledge e.t.c.

The questions focused on the need for new curricula, flexible books and the necessity for the support of the Teacher in the new role.

Material on the Cross Thematic approach can be found at :[www.pi-schools.gr](http://www.pi-schools.gr)(Greek Pedagogical Institute), where they prepare a document in English describing the initiative.

Next, Mart Laanpere (Esthonia) presented his work on Esthonian Education System.

This can be found in the ENTEPE WEBSITE at <http://www.ypepth.gr/entep/>

Sarantos Psycharis had asked the representatives to write a report “on the relation between Cross Disciplinary Approach (CDA) and ICT (Information and Communication Technologies)”. ENTEPE representatives responded on that and their excellent works can be found on the site at the section LIFELONG LEARNING AND ICT.

Fernando Blanco(Spain) presented the status in Spain and after the discussion the output was that ICT must be accompanied by training of teacher how to use ICT not as an artifact but as a tool in the education process.

Dr. Chryoula Kosmidou-Hardy: School’s Advisor and Teacher Trainer at Athens University gave a talk on : “Foreign languages and Teacher training”. New approaches to teaching.

As a continuation of the issue –firstly stressed in Amsterdam(October 2002) about the discrete roles of ENTEPE and expert groups, Joseph Declercq asked the representatives to clarify the distinction between the two and what is the profile and the objectives of ENTEPE. The final remark was that the Role of ENTEPE is to Identify Issues in Teacher Education discuss and elaborate on them and thus contributing to European Commission. ENTEPE is a reference group ( not only for the Commission but also between the countries), being a valuable source of information which is going to be helpful for the task of convergence. ENTEPE can be an advisory/reference group for those areas which are the responsibility of the European Commission (operating not as a group of experts, but providing advice and expertise on teacher education), offering the Commission opinions and advice, as well as broader knowledge on the objectives , rather than focusing on certain issues related to the task of the EXPERT GROUPS.

**2. European Framework of ENTEPE, and future work of ENTEPE.**

- Sean Feerick (European Commission) talked about the Lisbon follow up- Discussion gave the context of the eight blocks of objectives for education and training systems, namely:

- A. Teacher and Trainer Education
- B. Basic Skills, Foreign Language Teaching, Entrepreneurship
- C. ICT in Education and training
- D. Increasing participation in Math and Science
- E. Making best use of resources
- F. Mobility and European Co-operation
- G. Open Learning environment
- H. Making Learning attractive, strengthening links with working life and society.

The common tools used for that are: indicators and benchmarking, exchange of good practice and peer review.

ENTEP participates fully as a stakeholder in Teacher and Trainer Education.

Michael Schratz suggested that ENTEP should elaborate on : WHAT IS AN EUROPEAN TEACHER? WHAT KIND OF EUROPEAN TEACHERS WE WANT TO CREATE?

Each ENTEP representative should work on the topic “What is a ‘*European Teacher*’?” from his or her personal/national perspective.

Next they will send their document to [Michael.Schratz@uibk.ac.at](mailto:Michael.Schratz@uibk.ac.at) by **30 June, 2003** at the latest.

Michael Schratz will then produce a synthesis about “What is a ‘*European Teacher*’?” from the individual representatives’ texts for the next ENTEP meeting. At the ENTEP meeting in autumn the draft will be discussed with a view towards further work of Entep:

ENTEP representatives have the duty to identify and describe five teacher education policy themes considered to be priority for European discussion, and sending them to Ana Paula Curado([acurado@dgae.min-edu.pt](mailto:acurado@dgae.min-edu.pt)), in a word file, no later than June 30. Ana Curado will then produce a text on ENTEP strategic medium term priorities (according to participants' suggestions). This text will be distributed among all ENTEP representatives one month before next ENTEP meeting.

The coordination group asked the representatives from the accessing countries to consider their participation in the coordination group and ENTEP coordinator will communicate with the representatives from the accessing countries for their decision.

**3.** ENTEP waits for an answer from the Italian representative for the possibility of an ENTEP meeting in Italy for the coming semester. Meanwhile Estonia has expressed the willingness to organize a meeting in autumn

ENTEP members thank Sarantos Psycharis and the Greek Ministry of Education for their efforts for the excellent organization of the meeting and the seminar.

ENTEPE

Dr Sarantos Psycharis