

ENTEPE  
EUROPEAN NETWORK ON TEACHER EDUCATION POLICIES

ENTEPE COORDINATION NOTE/3/MAY 2001

*Dear Colleagues,*

1. **ENTEPE meeting and seminar in Umeå on 9-11 June 2001.** Since our last ENTEPE meeting and seminar held in Italy, in Naples on 1-3 March we will meet again for our Network's forthcoming meeting and seminar to be held in June in Sweden. The ENTEPE meeting will be held on the 9th June 2001, 17.00-20.00 hrs, according to the following agenda:

**4<sup>th</sup> ENTEPE Meeting's Agenda**  
Umeå University, 9 June 2001 (17.00-20.00 hrs)

1. Informations:
  - i) *Teacher education policies and ENTEPE in recent documents of the European Community*
  - ii) *Others*
2. Vision statement and Action plan:
  - i) *Teacher education and training for the use of the ICT in teaching (S. Psycharis and O. Gassner)*
  - ii) *Teacher education and training for lifelong learning (C. Mullen and M. Dutto)*
3. The coordination of ENTEPE
4. Next ENTEPE meetings and seminars: proposals and announcements
5. Draft on a proposal of a ENTEPE Newsletter (M. Schratz)
6. Accreditation of teachers' participation in European projects/EU master study programmes (M. Schratz and M. Romano)
7. Recent evolutions in teacher education policies in each Member State
8. Diverse:
  - i) *Issues for next meeting's agenda*
  - ii) *Others*

**4<sup>th</sup> ENTEPE Seminar's Programme**  
Umeå University, 10 and 11 June 2001

**Sunday 10 June**

**10.00** Seminar opened by *Vice-Chancellor Inge-Bert Täljedal, Umeå University*

**10.30-12.00** The role of postgraduate studies and research in teacher education reform policies. Results and comments of a European survey. *Professor Daniel Kallos, Umeå University*

Discussion and *Lunch*

**13.30-15.00** The role of research and scientifically based knowledge in teacher education. *Professor Anne Edwards, School of Education, Birmingham University*

Discussion and *Coffee break*

**15.30-17.00** Postgraduate studies and research in Sweden in the field of teacher education/training in a perspective of education policy. *Agneta Bladh, State-Secretary, Swedish Ministry of Education and Science.*

Discussion and *Evening Dinner at Savargarden*

**Monday June 11**

**9.00-10.30** The role of postgraduate studies for teachers and teacher educators. *Professor Benjamin Zufiaurre, Universidad Pública de Navarra, Pamplona.*

Discussion followed by *Coffee break*

**11.00-12.00** Comments from *a representative of DGXXII, European Commission*

**12.00-12.30** Closing session with a summary of the seminar by *Professor Bártoło Campos, ENTEPE Coordinator*

- 2) **Teacher education policies in recent documents of the European Union.** The following documents of the European Union include important references to teacher education policies.

*i) Report on the concrete futures objectives of education and training systems*

This report distributed to the ENTEPE representatives and their substitutes by

The Seminar on *The role of postgraduate studies and research in teacher education policies* will be held according to the following programme:

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occasion of the ENTEPE Meeting in Naples was adopted by the Education Council on 12 February 2001 and approved by the European Council of Stockholm on 23 and 24 March 2001. In the Presidency conclusions, *education, training and skills* were referred as follows:

*“Improving basic skills, particularly IT and digital skills, is a top priority to make the Union the most competitive and dynamic knowledge-based economy in the world. This priority includes education policies and lifelong learning as well as overcoming the present shortfall in the recruitment of scientific and technical staff.”* (Part I, chapter III, paragraph 10)

*“A knowledge-based economy necessitates a strong general education in order to further support labour mobility and lifelong learning. The Council and the Commission will present a report to the Spring European Council in 2002 containing a detailed work programme on the follow-up of the objectives of education and training systems, including an assessment of their achievement in the framework of the open method of coordination and in a worldwide perspective; special attention must be given to ways and means of encouraging young people, especially women, in scientific and technical studies as well as ensuring the long-term recruitment of qualified teachers in these fields.”* (Part I, chapter III, paragraph 11)

The Education Council of 28 May following the referred European Council agreed on a set of conclusions on the follow-up of the referred report and identified three priority areas to start work with:

- \*Basic skills;
- \*Information and Communications Technology (ICT);
- \*Mathematics, science and technology

The conclusions from the Council meeting Education/Youth are available at:

[http://www.eu2001.se/eu2001/news/news\\_read.asp?InfoID=15336](http://www.eu2001.se/eu2001/news/news_read.asp?InfoID=15336)

ii) *eLearning action plan-Designing tomorrow's education.*

The European Commission in its *eLearning action plan-designing tomorrow's education* of 28 March 2001 defined

*“common activity areas and specific measures with regard to using new multimedia technologies and the internet to improve the quality of learning and which covers infrastructure, training, high-quality multimedia*

*services and content and dialogue and cooperation at all levels”.*

Following this European Commission's communication, the Council (Education) of the European Union of 28 May 2001 has approved a *Resolution on eLearning* that invites the Member States, among other actions:

*“to capitalise and build on the experiences gained in the framework of initiatives such as (...) the European Network on Teacher Education Policies (ENTEPE)”* (Paragraph 9, subparagraph xi)

*“to continue their efforts in the initial and in-service training of teachers and trainers in the pedagogical use of ICT, given the need to develop the digital culture as one essential element in the teacher's basic skills and to motivate teachers and trainers to make the best pedagogical use of ICT in their own teaching”.* (Paragraph 9, subparagraph iv)

*“to encourage (...) national decision-makers and other relevant stakeholders to acquire the necessary understanding of the potential offered by ICT for enhancing new ways of learning and pedagogical development in order to integrate and manage ICT effectively”* (Paragraph 9, subparagraph v)

*“to support the development and adaptation of innovative pedagogy that integrates the use of technology within broader cross-curriculum approaches; to foster new approaches, based on a more extensive use of innovative pedagogical methods and software and the use of new devices and experiences in order to stimulate learners' knowledge and motivation and to foster, as a part of teaching, critical attitudes among learners to content on the Internet and other media”.* (Paragraph 9, subparagraph viii)

This resolution also invites the Commission to among others develop actions aiming:

*“to stimulate European networking at all levels and in this context establish and provide networks for the benefit of teacher training”* (Paragraph 10 subparagraph ii)

The *eLearning action plan-Designing tomorrow's education* is available at the following URL:

<http://europaeu.int/comm/education/elearning/planen.pdf>

On 10 and 11 May 2001 was held in Belgium, Brussels, the first *European eLearning Summit* in which participated Ministers of the Member

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States. This Summit's final declaration refers that:

*"The overarching issue is the need to **accelerate** the speed of pedagogical and institutional change-many aspects of our education systems need to be re-evaluated. This change should be reflected in a revaluing of the teaching profession. In many European countries the conditions needed for developing the role of the teacher and enhancing the status of the profession are simply not progressing at a pace that will allow pedagogical innovation to be spread rapidly so that it becomes a systemic part of the education system."*

And it contains ten recommendations of which the fifth one states as follows:

***"Increase investment in continuous professional development of educators. Enhance their status. Help them develop an understanding of and a pedagogy for eLearning."***

*Educators must increasingly be recognised as a key profession in the successful development of the Information Society and a knowledge economy. eLearning holds the potential to transform the current learning model and will bring about an inevitable and continuing redefinition of the role of educators. Entirely new roles may also emerge. Professional development for the next generation of educators must reflect this process and ensure that eLearning theory is supported by professional development practice; a significant proportion of teacher education should be delivered using eLearning tools and methodologies. For real change to take place at local level, leadership competences will also need to be developed and educators generally will need to develop a fuller understanding of the strategic impact of ICT on learning."*

For further information on this Summit:

<http://www.ibmweblectureservices.com/eu/elearningsummit>

iii) *Recommendation on Mobility*

The Council (Education) of the European Union of 28 May 2001 has approved the *Recommendation on Mobility within the Community for students, persons undergoing training, young volunteers, teachers and trainers* that includes important references to teacher education policies that were already approached in ENTEPE.

iv) *Memorandum on Lifelong Learning*

The European Commission presented *A Memorandum on Lifelong Learning* to the Council of Ministers of the European Union of 9 November 2000. This launches an open debate on putting lifelong learning into practice and the European Commission intends to draw up a report based on its outcomes to be presented in autumn 2001. The memorandum defines new basic skills required for an active participation in the knowledge society and economy and to contribute to this purpose it presents six key messages of which the third one is on *Innovation in teaching and learning*.

Here below a selection of references included in the memorandum concerning teacher education policies:

*"Develop effective teaching and learning methods and contexts for the continuum of lifelong and lifewide learning".*

*"we increasingly expect teaching and learning methods to recognise and adapt to a highly diverse range of interests, needs and demands".*

*"most of what our education and training systems offer is still organised and taught as if the traditional ways of planning and organising one's life had not changed for at least half a century".*

*"This all means, above all, throughgoing review and reform of initial and in-service teacher training, so that it genuinely caters to the full range of learning contexts and target groups."*

This Commission's memorandum is available at the following URL:

<http://europaeu.int/comm/education/life/memoen.pdf>

v) *Bologna-Prague*

A meeting on *European Higher Education* was held on 19 May 2001, in Prague, two years after the signature of the Bologna Declaration, in which the European Ministers in charge of Higher Education:

*"strongly encouraged universities and other higher education institutions to take full advantage of existing national legislation and European tools aimed at facilitating academic and professional recognition of course units, degrees and other awards, so that citizens can effectively use their qualifications, competencies and*

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*skills throughout the European Higher Education Area."*

*"noted with satisfaction that the objective of a degree structure based on two main cycles, articulating higher education in undergraduate and graduate studies, has been tackled and discussed."*

*"recognized the vital role that quality assurance systems play in ensuring high quality standards and in facilitating the comparability of qualifications throughout Europe."*

*"pointed out that quality is the basic underlying condition for trust, relevance, mobility, compatibility and attractiveness in the European Higher Education Area."*

*"agreed on the importance of enhancing attractiveness of European higher education to students from Europe and other parts of the world. The readability and comparability of European higher education degrees world-wide should be enhanced by the development of a common framework of qualifications, as well as by coherent quality assurance and accreditation/certification mechanisms and by increased information efforts."*

The final declaration of this ministerial meeting is available at the following URL:  
<http://www.unige.ch/eua>

**3) New OECD Document: "Investing in competencies for all".** The OECD Education Ministers met in Paris on 3 and 4 April 2001 and the final declaration of this meeting includes several references concerning teacher education policies:

*"The development of teachers' own ICT skills is one need, the development of ICT infrastructure and support and of more effective uses of ICT as an aid to learning are others. We see the potential benefits and are determined to put in place policies which will help all students and teachers reap them."* (Paragraph 12)

*"We have reviewed some of the future development options for our schools. The more optimistic of these could be jeopardised if a serious teacher shortage occurs. We need to explore together strategies to attract and retain high-quality teachers and school principals. We also agreed on the need to set high standards for our schools and to ensure that they have sufficient incentives to meet them."* (Paragraph 13)

*"Research and innovation lie at the heart of improvements in teaching and learning. Teachers are*

*central to the endeavour and need to embrace a professional practice that is founded on the production, sharing and use of new knowledge about their work. Their recruitment and professional development are crucial: but there are serious difficulties. Most of our countries face an ageing teaching force, a decline in the status of teaching and serious problems in recruitment. At the same time, there are demands on our institutions to teach in new ways and to fulfil new roles. We invite the OECD to:*

- (...) Explore how governments, educational institutions, local communities and others can collaborate more effectively in the creation, sharing and use of knowledge and in innovation to improve professional practice in teaching and management;
- (...) Investigate teacher demand and likely supply, and options for recruitment and professional development." (Paragraph 19)

The final communication of this OECD ministerial meeting is available at the following URL:  
<http://www.oecd.org/media/release/nw01-32a.pdf>

**4) Institutional approaches to teacher education in the Europe Region: Current models and new developments - Project of the UNESCO-CEPES.** The European Centre for Higher Education of UNESCO (UNESCO-CEPES) launched this project in Vienna, on 1-4 March 2001. The expected outputs of this project are the identification of factors influencing current trends in teacher education, of innovative developments and new trends in designing institutional models and possible future policies and common lines of action in teacher education. The concluding meeting of this project will be held in Berlin on December 2001.

The ENTEPE Coordinator has contacted the person in charge of this project and expressed interest in receiving regular information on its developments and activities. Positive feed back has already been received from the project coordinator and updated information will be forwarded to the ENTEPE representatives when received.

The ENTEPE has been put in this project's web site in the list of *Teacher education networks* that gives their visitors the possibility of a direct link to our Network's web site.

Information on this project is available at:  
<http://www.cepes.ro/hed/meetings/vienna/lazar.htm>

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**CEDEFOP's Training of Trainers Network (TTnet).** While visiting *Training Village*, a CEDEFOP web site specialised in training issues, we found information on the *Training of Trainers Network (TTnet)*, also of CEDEFOP, and considering the similar interests of both Networks we expressed interest in a regular exchange of information on projects and activities. We haven't received any feedback yet from this contact but will keep you informed on this issue.

**5) New documents on teacher education policies.** Two American documents were distributed through a e-mail list server to all ENTEPE representatives after our last Network's meeting:

- i) U. S. Department of Education (2000). *Eliminating the barriers to improve teaching*
- ii) Center for the Study of Teaching and Policy (2000). *Revisiting what States are doing to improve the quality of teaching: An update on patterns and trends*

**6) Activities of mutual consultation of the ENTEPE representatives.** The ENTEPE representatives have been taking advantage of the close cooperation developed among all Network members to obtain data related to teacher education for studies and projects. By now the following consultations have been addressed to the ENTEPE representatives:

- i) *Policies concerning foreign language teaching* (Consultation by S. Psycharis –GR)
- ii) *Alternative teacher education* (Consultation by G. Jaspersen - DK)
- iii) *Teacher education for teachers in primary and secondary education* (Consultation by G. Luzzatto - IT)
- iv) *Recognition of teaching professional qualifications obtained in other Member States* (Consultation by B. Campos - PT)
- v) *System for certification in foreign languages* (Consultation by S. Psycharis-GR)

**7) Regular divulgation of the ENTEPE COORDINATION NOTES.** By now these Coordination Notes were regularly distributed to the ENTEPE representatives and then made available through the Network web site. Since the present coordination note the following entities will regularly receive the ENTEPE Coordination Notes:

- i) *European Agency for Development in Special Needs Education*
- ii) *Eurydice*
- iii) *European Trade Union Committee for Education (ETUCE)*
- iv) *National Unions of Students in Europe (ESIB)*
- v) *Thematic Network on Teacher Education in Europe (INTEE)*
- vi) *Training of Trainers Network (TTnet-CEDEFOP)*
- iii) *Organization of Iberic-American States (OEI)*

**8) New appointments for ENTEPE Representatives.** ENTEPE welcomes the two new representatives appointed for the Network to replace the former ones. Mr. Sean Feerick representative of the European Commission and Mr. Paul Heide representative of the Minister of Education of Denmark. Their contacts are:

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