



EUROPEAN NETWORK ON TEACHER EDUCATION POLICIES

Entep Coordination Note 1/January/2002

INTERIM REPORT ON ENTEPE'S ACTIVITIES (May 2000 - December 2001)

This report summarises ENTEPE's activities and initiatives developed between its constitution in May 2000, and the end of last year, December 2001.

1. General Framework and Vision Statement

Since ENTEPE was launched under the Portuguese Presidency of the Council of the European Union, in Loulé, on 21, 22 and 23 May 2000, two main documents have been approved by the network's representatives appointed by the Ministers of Education of the fifteen European Union Member States, and by the representative of the European Commission. These documents are the *General framework of the European Network on Teacher Education Policies* (approved in Loulé, on 21 May 2000) and *ENTEPE's Vision statement: Leading the world in teacher training and education* (approved in Naples, on 3 March 2001).

The purpose of the first document was to decide on the network's constitution, membership, goals, activities and organisation. The *General framework* included eight teacher

education issues for possible consideration by the network.

The second document was a vision of teacher education policies in Europe that network members considered important in order for ENTEPE to contribute to discussions on how Europe should lead the world in teacher training and education.

2. ENTEPE Seminars

According to the General Framework "*The organisation of seminars for open discussion and sharing knowledge on the basis of written and oral presentations related to specific challenges and issues on teacher education policies (chap. III, 1.a)*" is one of the activities to be developed by ENTEPE. Therefore, in 2000 and 2001, ENTEPE organised the seminars presented in table 1, some of them under the presidencies of the Council of the European Union of the respective Member State holding the presidency. Others were organised by Member States undertaking important reforms on teacher education policies at the time.

Table 1: ENTEPE Seminars organised in 2000 and 2001

<i>Organisers</i>	<i>Theme</i>	<i>Venue</i>	<i>Date</i>	<i>Participants</i>
Portuguese Presidency of the Council of the E.U. (Ministry of Education) (*)	<i>Teacher education policies in the European Union</i>	Loulé (Portugal)	21- 23 May 2000	Network representatives, members of the Education Committee of the E.U., policy makers and experts on teacher education policies of the E.U., of the European Economic Area, of the Associated Countries of Central and Eastern Europe; of Eurydice, of the European Parliament, of the European Trade Union Committee for Education (ETUCE), of the Confederation of the European Union Rectors' Conferences, of the Thematic Network on Teacher Education in Europe (INTEE) and of the Organisation of Ibero-American Countries (OEI).

ENTEPE COORDINATION

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French Presidency of the Council of the E.U. (Ministry of National Education)	<i>Teacher education and mobility</i>	Paris (France)	17 - 18 Nov. 2000	Network representatives, French experts on teacher education policies and a representative of Eurydice.
Ministry of Public Education and Ministry of Universities, Scientific and Technological Research (*)	<i>New scenarios for teacher education</i>	Naples (Italy)	2 - 3 March 2001	Network representatives; heads of Italian teacher education institutions, representatives of teachers' unions in Italy and of the European Commission.
Swedish Presidency of the Council of the E.U. (Ministry of Education and Science and Umeå University) (*)	<i>Teacher education and the role of postgraduate studies and research in teacher education reform policies</i>	Umeå (Sweden)	9 -11 June 2001	Network representatives, experts on teacher education policies of Sweden and other E.U. Member States and representatives of the European Commission and of ETUCE
Belgian Presidency of the Council of the E.U. (Ministries of Education of the Flemish, French and German speaking Communities of Belgium) (*)	<i>New teacher's profiles</i>	Brussels (Belgium)	28 - 29 Sept. 2001	Network representatives, members of the Education Committee of the E.U., experts on teacher education policies of Belgium and other E.U. Member States, members of teacher education institutions in Belgium, a representative of Eurydice and of ETUCE

(*) Seminars co-funded by the European Commission

3. Production of reports

Another of the network activities stated in the General framework was the “*production of reports describing, comparing and analysing the present situation and future trends of teacher education policies, globally or*

regarding specific aspects” (Chap. III, 1.c). These reports have also been prepared by network representatives for some of the seminars table 2 refers. They are published in the proceedings of the referred events.

Table 2: Reports of the network representatives on some issues of teacher education policies

Organiser	Theme of the national reports	Date	Publication of the reports
Portugal	<i>Teacher education policy in the respective Member State</i>	May 2000	Published and available on line: Portuguese Presidency of the Council of the European Union (2000). <i>Teacher education policies in the European Union</i>
Sweden	<i>Teacher education and the role of postgraduate studies and research in teacher education in each Member State</i>	June 2001	To be published with the seminar's proceedings
Belgium	<i>New teacher's profiles</i> (National contributions were received on teacher's competencies and on the evaluation of teacher education in some Member States that supported two panels for which outcomes will be published)	Sept. 2001	

4. Publication of seminars' proceedings

The publication of the reports and of the proceedings of the ENTEP Seminars are important outcomes of these events. Table 3

presents the current situation in relation to the production of these publications.

Table 3: Current situation of the publication of ENTEP Seminars' proceedings and the national reports

Organiser	Theme	Venue	Date	Situation of the publication
Portugal	<i>Teacher education policies in the European Union</i>	Loulé (Portugal)	21- 23 May 2000	Published and available on line: Portuguese Presidency of the Council of the European Union (2000). <i>Teacher education policies in the European Union</i>
France	<i>Teacher education and mobility</i>	Paris (France)	17 -18 Nov.2000	No publication expected
Italy	<i>New scenarios for teacher education</i>	Naples (Italy)	2 and 3 March 2001	Publication expected by middle February 2002
Sweden	<i>Teacher education and the role of postgraduate studies and research in teacher education reform policies</i>	Umeå (Sweden)	9-11 June 2001	Publication expected by January 2002
Belgium	<i>New teacher's profiles</i>	Brussels (Belgium)	28 – 29 Sept.2001	Publication expected by the first semester of 2002

5. Study visits for policy-makers

The *General Framework* also included among the network's activities the organisation of "study visits for teacher education policy-makers" (Cap. III, 1.b) and, consequently some of the seminars'

organisers provided opportunities for participants to visit teacher education institutions in their respective countries. These visits are referred to in table 4.

Table 4: ENTEP Study visits on 2000 and 2001

Organiser	Venue	Date	Study visits to institutions offering teacher education programmes
Portugal	Loulé (Portugal)	23 May 2000	Teacher Education College of Faro (<i>Initial teacher education for preschool and primary teachers</i>) Algarve University (<i>Initial teacher education for secondary teachers</i>) In-service Teacher Education Centre of the Schools Association of Albufeira (<i>In-service teacher education</i>)
Belgium	Brussels (Belgium)	28 Sept. 2001	Erasmushogeschool Brussel (<i>Belgium-Flemish Community</i>) Katholieke Hogeschool Brussel (<i>Belgium-Flemish Community</i>) Haute École Francesco Ferrer (<i>Belgium-French Community</i>) Théâtre "La montagne magique" (<i>Belgium-French Community</i>)

6. ENTEP Meetings

The ENTEP business meetings have always been arranged alongside the network's seminars. The purpose of the ENTEP meetings is to present, debate and approve proposals for the organisation of seminars on relevant issues of teacher education policies and to follow the publication of their respective proceedings; to present the recent developments on teacher

education policies of the European Union and of the Member States; to share practices on important issues of teacher education policies being discussed and worked either in the European Union, in the Member States and in ENTEP; and to plan and prepare the next ENTEP initiatives. Table 5 contains a list of the ENTEP meetings already held.

Table 5: ENTEP meetings on 2000 and 2001

<i>Hosting Member State</i>	<i>Venue</i>	<i>Date</i>	<i>Attendance of network members (*)</i>
<i>Portugal</i>	Loulé	21 May 2000	All network members
<i>France</i>	Paris	17 November 2000	Denmark unable to attend
<i>Italy</i>	Naples	3 March 2001	Spain and Sweden unable to attend
<i>Sweden</i>	Umeå	9 and 10 June 2001	All network members
<i>Belgium</i>	Brussels	27 and 28 Sept. 2001	Spain unable to attend

(*) Greece joined ENTEP for the first time in the Paris meeting and Luxembourg in the Brussels meeting

7. *Sharing practices on important issues of teacher education policies*

The above ENTEP seminars are one of the activities developed by the network members to share practices on important issues of teacher education policies. However, the network itself has an ongoing process of sharing practices on four main issues of teacher education policies, in which the representatives regularly prepare contributions to be debated during the ENTEP meetings. These issues were chosen based on the follow up of *ENTEPE's Vision Statement*, on

their political relevance to the Member States and to the European Union expressed in the *European report on the concrete future objectives of education and training systems*. Table 6 includes the four issues in which the representatives are sharing practices. There is another issue about which they decided to share practice: that is the *Attractiveness of the teaching career*. However this issue isn't included here because work on it hasn't started yet.

Table 6: Sharing practices on teacher education policies in ENTEP's meetings

<i>Issue to share practices</i>	<i>Rapporteurs</i>	<i>Methodology and Timetable(*)</i>
<i>Teacher education and training for the integration of ICT in teaching</i>	Otmar Gassner (A) Sarantos Psycharis (G)	O. Gassner prepared a form for national contributions on the issue that will be send to him to be summarised
<i>Teacher education and lifelong learning</i>	Eamonn Murtagh (IRL)	Some representatives volunteered to share practices on this issue: Michael Schratz (A), Carolyn Holcroft (ENG), Armi Mikkola (FIN), Lucien Kerger (LUX), Febe Jansen (NL) and Myrna Smitt (SW)
<i>New teacher's role</i>	Armi Mikkola (FIN) Danielle Liétaer (B-Fr)	A draft would be prepared following the outcomes of the Brussels seminar on <i>New teacher's profiles</i>
<i>Bologna process and teacher education policies</i>	Giunio Luzzatto (I)	A form was distributed for national contributions that will focus on the trends to follow Bologna and Prague processes in teacher education programmes

8. *Diffusion of documents concerning new developments on teacher education policies*

Other of the ENTEP activities referred in the *General Framework* is “*the regular and systematic exchange of information, policy documents, consultation proposals, and other materials relevant to the development of teacher education policy (especially unresolved questions where collective discussion would be beneficial)*” (*Chap. III, 1.d*). ENTEP put this into practice by including in the agenda for its meetings items on the exchange of information on new developments, recent documents, proposals or reforms on teacher education policies in the Member States and in the European Union. Representatives regularly

brought updated information relevant in the field that was distributed to their colleagues and referred to in the Coordination Notes. As these notes are sent not only to the network members, but also to other European networks and associations, and to the delegations of the Education Committee of the Council of the E.U., this information is therefore diffused outside ENTEP as well as put on the ENTEP web site whenever it is available in electronic format.

9. Representation of ENTEP in other networks/institutions' initiatives

The ENTEP has been invited to send representatives to initiatives of other networks or institutions on teacher education policies or specific issues relevant for these policies. Table

7 summarises the ENTEP representations in these events organised by other networks or institutions during the period concerned in this report.

Table 7: Representation of ENTEP in other networks/institutions' initiatives on teacher education policies

<i>Organiser</i>	<i>Initiative</i>	<i>Venue</i>	<i>Date</i>	<i>ENTEPE Representative</i>
European Commission	<i>Teacher education and ICT in learning</i>	Brussels (Belgium)	12 Oct. 2001	Otmar Gassner
UNESCO-CEPES	<i>Final meeting of the project on Institutional approaches to teacher education (within higher education) in the Europe region: Current models and new developments</i>	Berlin (Germany)	7 - 8 Dec. 2001	Bártolo Campos

10. ENTEP's web site

The ENTEP's web site which URL is www.inafop.pt/site_i/entep.html is regularly updated with contributions from the coordinator and from the members. It has available on line recent documents and/or relevant information on teacher education

policies of ENTEP, of the Member States and of the European Union. The web site has this information organised in five menus that the visitor can choose: *Presentation, Ministers' representatives, News, Documents* and *Links*. The goals of these menus are specified in table 8.

Table 8: Structure of the ENTEP web site

<i>Menus</i>	<i>Information available</i>
<i>Presentation</i>	The visitor finds here a brief presentation of ENTEP's constitution, goals and activities.
<i>Ministers' representatives</i>	Here is available an updated list of all ENTEP members with complete addresses and contacts of all ministers' representatives and the representative of the European Commission as well as a direct link to their respective e-mails that allow the visitor to send them a message directly from the site
<i>News</i>	All relevant news is put in this menu where it is available. This includes information on future and past ENTEP meetings and seminars, reforms and proposals on teacher education policies in the Member States and in the E.U., proceedings of the ENTEP seminars and representation of ENTEP in other networks/institutions' initiatives
<i>Documents</i>	Visitors can download from this menu the main ENTEP documents, recent and relevant documents on teacher education policies in the E. U. and of each one of the fifteen E.U. Member States (*)
<i>Links</i>	This menu gives the ENTEP visitors the possibility to go directly from this menu to web sites of the Ministries of Education of the fifteen Member States of the EU, of national institutions concerned with teacher education, of teacher education institutions, of the Education and Culture Directorate-General of the European Commission, of Eurydice and of other networks or associations concerned with teacher education policies such as: the Thematic Network for Teacher Education in Europe (TNTEE), the European Agency for Development in Special Needs Education and UNESCO-CEPES

(*) Most of the information of the site is available in English, but some relevant documents on teacher education policies are available in the official language of the respective Member States

In the last semester of 2001 ENTEP started to develop the mutual linking between its web site and web sites of other European networks/institutions.. Currently, ENTEP includes in its web site direct links to the web sites above referred. The TNTEE and UNESCO-CEPES also have in their web sites

direct links to the ENTEP web site and the same situation is in preparation by Eurydice and the European Agency for Development in Special Needs Education.

Sarantos Psycharis, the minister's representative from Greece, with the collaboration of two

colleagues (Athanasios Daflos and Stelios Mandas), has prepared a flash movie to the

ENTEP web site that when integrated in the site will contribute to improve its attractiveness.

11. References to ENTEP

The ENTEP has been mentioned in some European or Community documents concerned with teacher education policies. Table 9 presents these references that on one hand constituted a certain recognition of ENTEP’s role, or at least potential role, to contribute to improve the debate and the exchange of ideas

and practices on teacher education policies in the Member States and in the European Union, and on the other hand, they also constituted for the ENTEP members a stimulation to move forward in the development of the network’s goals and activities.

Table 9: References to ENTEP in European or Community documents

<i>Document of</i>	<i>Subject</i>	<i>Date</i>	<i>References to ENTEP</i>
The European Commission	<i>Follow-up to the report on the concrete future objectives of education and training systems-Working document</i>	March 2001	<p>“The activities of the European Network on Teacher Education Policies (ENTEPE)” mentioned in 1.1. <i>Improving education and training for teachers and trainers</i> .</p> <p>“The recently set up network European Network on Teacher Education Policies (ENTEPE) could be given the Mandate to carry out a peer review of Teacher training”.</p> <p>“The exchange of good practice...can be based on the works of networks such as ENTEPE”.</p> <p>“Selection of a limited number of indicators within the field (referring to measuring the progress). A proposal of such a list could be part of the mandate of the ENTEPE network”</p>
The Council (Education) of the E.U.	<i>Resolution on eLearning</i>	28 May 2001	<p>“to capitalise and build on the experiences gained in the framework of initiatives such as (...) the European Network on Teacher Education Policies (ENTEPE)” (Parag.9, subparagraph xi)</p>
The Belgian Presidency of the Council of the E.U.	<i>Information on the education and training activities during the Belgian Presidency of the Council of the E.U.</i>	Nov. 2001	<p>« La qualité de la formation des enseignants et leur nombre sont des facteurs déterminants pour la qualité de l'éducation . Les nouveaux défis de la société de la connaissance et de la culture participative exigent une révision de la formation initiale des enseignants et de la formation continuée. C'est pourquoi la <u>conférence qui faisait suite à la réunion du réseau ENTEPE (Bruxelles, 28-29 septembre 2001)</u> avait pour thème <u>les futurs nouveaux profils et compétences des enseignants</u>.</p> <p>Pendant ce séminaire, le besoin d'un dialogue permanent entre les décideurs politiques dans le domaine de la formation des enseignants dans les différents pays européens a été très ressenti. Cette méthodique est également d'une grande importance dans le cadre des activités de suivi du Rapport des objectifs, puisqu'elle permet d'identifier plus précisément les défis. Il a également été constaté, que les aptitudes dont les enseignants ont besoin dans les différents pays européens couvrent de plus en plus de domaines, y compris p.ex. des aspects relationnels, la dimension sociale de la profession, l'utilisation des TIC, etc. Toutes ces aptitudes sont nécessaires pour pouvoir mieux fonctionner dans la situation scolaire en permanente mutation, qui doit évoluer vers une plus grande participation, un esprit plus critique et une plus grande ouverture à la pratique. Il est clair qu'il s'agit ici d'un déficit européen commun, permettant d'obtenir, par l'échange de bonnes pratiques et la mise à disposition d'informations transparents, une meilleure coordination européenne au niveau de l'élaboration d'orientations adéquates. » (in : Chp. 4 on Quality of education and training of teachers)</p>
The Council (Education) of the E.U.	<i>Detailed programme on the follow-up of the objectives of education and training systems</i>	29 Nov. 2001	<p>“Activities (seminars, surveys) of the European Network on Teacher Education Policies (ENTEPE)” referred in B-Organisation of the follow-up in an indicative list of current/future activities (b) for Associated objective 1.1.-Improving education and training for teachers and trainers.</p>

12. Coordination Activities

EUROPEAN NETWORK ON TEACHER EDUCATION POLICIES

The *General Framework* in *chap. IV* attributed to Portugal the coordination of ENTEP during an initial period with the support of the Member States holding the Presidency of the Council of the European Union within this period. At the Umeå ENTEP meeting it was determined that the duration of this initial period should be of three years. To assure the network coordination, Portugal has prepared all the network meetings in cooperation with the presidencies of the E.U. organising ENTEP seminars as well as contributed to stimulate the development of the network's activities.

In order to allow all members to have at anytime a complete vision of the ongoing ENTEP activities, the coordinator regularly produced and sent members Coordination Notes. These notes, when following the network meetings, were prepared as minutes summarising the debates and decisions taken by the members and recording the exchanged practices and documents on teacher education policies in the Member States and in the European Union. In table 10 is included a list of the Coordination Notes produced on 2000 and 2001 that are also available in the ENTEP web site.

Table 10: ENTEP Coordination Notes from May 2000 to December 2001

<i>Coordination Note</i>	<i>Date</i>	<i>Main purposes</i>
<i>Issue n° 1/2000</i>	June 2000	Minutes of the Loulé ENTEP meeting and to inform on the approval of the <i>General Framework of ENTEP</i>
<i>Issue n° 2/2000</i>	July 2000	To prepare the publication of the <i>Proceedings of the Loulé seminar</i> and to launch the work on the <i>ENTEPE's Vision statement</i>
<i>Issue n° 3/2000</i>	Oct. 2000	To prepare the Paris meeting, to inform that ENTEP has opened its web site, to inform of contacts made with other networks and associations and on new documents on teacher education policies
<i>Issue n° 4/2000</i>	Dec. 2000	Minutes of the Paris ENTEP meeting
<i>Issue n° 1/2001</i>	Feb. 2001	To prepare the Naples meeting, to inform on the publication of the <i>Loulé Proceedings</i> and to give updated information on the ENTEP web site
<i>Issue n° 2/2001</i>	March 2001	Minutes of the Naples ENTEP Meeting, to inform on the approval of the <i>ENTEPE's Vision Statement</i> and to prepare next ENTEP initiatives
<i>Issue n° 3/2001</i>	May 2001	To prepare the Umeå meeting, to inform on new relevant documents on teacher education policies and on the diffusion of the Coordination Notes to other European networks
<i>Issue n° 4/2001</i>	June 2001	Minutes of the Umeå ENTEP meeting, to inform on new documents on teacher education policies and to prepare next ENTEP initiatives
<i>Issue n° 5/2001</i>	Oct. 2001	Minutes of the Brussels ENTEP meeting, to inform on the publication of the Naples and Umeå proceedings, on new documents on teacher education policies and to prepare next ENTEP initiatives

The Coordination Notes are regularly sent to all network members, to all the Member States' delegations of the Committee of Education of the E.U., to representatives of the European Commission/Education, to the Council Secretariat, to Eurydice, to the Training of Trainers Network of CEDEFOP, to the Thematic Network on Teacher Education in Europe (TNTEE), to the European Trade Union Committee for Education (ETUCE), to the European Network of National Education Councils (EUNEC), to the European Universities Association (EUA), to the European Agency for Development in Special Needs Education, to the

European Network of Policy Makers for the Evaluation of Education Systems, to the National Unions of Students in Europe (ESIB), to the European Parents Association, to the European Network for Quality Assurance in Higher Education (ENQA), to the Conference of Central and General Inspectorates of Education (SICI), to the Finnish Higher Education Evaluation Council, to the UNESCO-CEPES, to the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) and to the Ibero-American Organisation (OEI).

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