

'20 Years On – And (Not) Much Wiser –
Has Bologna Made European Teacher Education a Living Reality?'

The aim of the 1999 Bologna Declaration was to enhance the quality of European higher education systems, making them more comparable, coherent and compatible through the encouragement of mutual degree recognition and mobility among members of a European Higher Education Area (EHEA). Several factors have since played an important role in working towards this aim, chief among them the boost in globalization and internationalization processes involving students and teachers through mobility experiences, quality assurance developments in EHEA countries and the implementation of the ECTS credit system.

But how can we use the Bologna Declaration some twenty years later to improve Teacher Education (ITE, CPD) in Europe? Indeed, the Bologna Declaration was not framed specifically with teacher education in mind, so that developments and challenges in the field with regard to the Bologna framework have gone largely unheeded. This paper aims to identify what they are, and how or to what extent the Bologna Declaration has fostered discussion about common elements in Teacher Education curricula across Europe? What has been and what is today the contribution of the Bologna Declaration to Teacher Education? How is it socially embedded in different countries in order to promote comparability, commonalities, Europeanness?

Introduction: Background

By 2018 the number of signatories of the Bologna Declaration had increased from the original 29 to 48 countries¹, all united within the EHEA by the common aim of enhancing European higher education through more “*compatible, coherent and comparable systems*”. The Declaration covers and sets objectives in areas ranging from the promotion of high-quality learning and teaching to lifelong learning, by way of the mobility of students, teachers and researchers. Progress in the implementation of its objectives and overarching principles is reviewed jointly every three years by the EHEA Ministers of Education.

Given the voluntary, intergovernmental nature of the Bologna Process, its objectives function as guidelines, to be implemented by each national government according to the core objectives of EU members of the EHEA. “*The following five key objectives were agreed to further the overarching principles of comparability, coherence and compatibility - with a focus on employability, transparency and quality assurance:*

¹ <http://www.ehea.info/pid34250/members.html>

1. *Creation of a system with comparable academic degrees, to foster employability and international competitiveness of the EHEA.*
2. *Adoption of a three-tiered academic cycle (BA/MA/PhD).*
3. *Establishment of a credit system (European Credit Transfer System) in order to boost student mobility.*
4. *Promotion of mobility by overcoming specific obstacles:*
 - *For students: access to training and study opportunities and related services*
 - *For teachers: recognition of academic/professional mobility experiences in the European context, safeguarding statutory rights.*
5. *Promotion of European quality assurance: developing comparable criteria and methodologies.”*
(Bologna Declaration, 1999)

The 2015 Ministerial Conference on progress made within the Bologna Process outlined several challenges. One major concern was and remains the different interpretation of objectives at national level, leading to implementation lags and inconsistency between signatory countries (EHEA Ministerial Conference, 2015). In addition, conference participants recommended implementing student-centered learning in order to affect “*the whole learning/teaching process, also through favorable learning environments*” (p. 3), increasing staff awareness, acknowledging excellence in teaching, and boosting teachers’ professional motivation as well as career advancement (ibid., p. 7).

An even bigger challenge arose with respect to Initial Teaching Education, where the articulation among teacher education programmes, in terms of both structure and contents was expected to increase mobility among teachers-to-be, and ultimately to lead to the emergence of a European Teacher able to promote among their students a sense of a shared European Identity and a common understanding of what is to be a “European Citizen”. Unfortunately, in Initial Teacher Education – very different, for instance, from the sort of training delivered in economics or business studies, where there is a considerable emphasis on student mobility – the process of development of a European professional identity is of quite a different nature.

This concern with mobility as a factor in the strengthening of a common European identity tallies with reflections on higher education policies linked to Teacher Education as voiced in ENTEP's book on the topic (Schratz, Gassner, Kerger, 2010): “...in the field of higher education policy, the European Commission asserts that reforming the Teacher Education systems by making them more flexible, more coherent and more open to the needs of society is a priority. Reforms should qualify the Teacher Education institutions to assume a more active role in building the European

knowledge society and to contribute more to the Lisbon Strategy” (Iucu, 2010). Higher education providers, ENTEP has long argued, thus ought to be viewed not only as producers of knowledge and competences, but also as key institutional resources fostering social coherence in Europe and European citizenship, as well as Europe's knowledge-based economy.

Awareness of the importance of high quality Teacher Education has not come automatically with the concept of the Bologna Process. Quite a few signatory countries have long struggled to even accept the changes they would have to initiate not only in the structure, but also in the underlying philosophy, of their systems. The vision of ‘unity in diversity’ is grounded on a common understanding of European values and should be an integral part of Teacher Education. “*The motto should more than ever be “uniting without creating uniformity”*”, (Uzerli, 2017). Where ITE is concerned, the problem is that although structural changes may occur, that in itself is unlikely to suffice to foster the emergence of teachers trained to embody and disseminate this idea of a shared Europeanness.

The Bologna Process – a Catalyst for Change?

Internationalization processes and mobility for professional and academic purposes are occurring against the backdrop of globalization. In the academic field, Internationalization can thus be defined as a multi-faceted phenomenon “*including a wide range of activities?*” (van der Wende and Westerheijden, 2001, p.234). Among these are “*the policies and practices undertaken by academic systems and institutions – and even individuals – to cope with the global academic environment?*” (Altbach and Knight, 2007, p. 290). The internationalization boost has had rippling effects on education systems across countries; in a bid to further opportunity for employment across borders, higher education has adjusted with the introduction of comparable degrees.

The 1999 Bologna Declaration can certainly be regarded as a milestone in the internationalization of education systems in the EU, pledging all signatory countries to undergo a reform process in their higher education sector. “*Internationalization has on the one hand been a motor for the invention of the ‘Bologna Idea’ and is on the other hand further increased by the ongoing Bologna Process itself?*” (Uzerli, 2017). Its core principles catalyzed the mutual recognition of teaching degrees and related university credits across Europe in order to facilitate teacher mobility along the continuum of teachers' careers. The participants of the 2015 Ministerial Conference in Yerevan, it should be noted, agreed that the “*achievements of objectives have been uneven in the participating countries?*” (EHEA Ministerial Conference, 2015, p.2).

One major stumbling block has been the lack of or insufficient recognition of teaching degrees, which is caused by over formalized structural models, where more flexibility with regard to the individual needs of student teachers would prove more fruitful. The reasons for this state of things are partly to be found in a lack of cooperation among faculties, but also quite often in lack of interest in or incentives to genuine cooperation among actors in Teacher Education in order to guarantee a comparable continuum. The argument of Teacher Education institutions and policy makers that financing the necessary changes is not possible seems rather short-sighted in this context.

While the Bologna Declaration acknowledges the key role of teachers and teacher educators in developing the EHEA, and includes among its main objectives that of “*fostering teaching staff mobility*”, the importance of teaching staff in internationalizing higher education / Teacher Education has so far been insufficiently recognized and mobility is one of the areas of EHEA policy that are encountering obstacles.

This shortcoming is of great concern to the European Network on Teacher Education Policies (ENTEP), which aims “to promote co-operation among European Union Member States regarding their Teacher Education policies, to raise Teacher Education quality so as, in turn, to raise the quality of education and training in the European Union in a way which responds to the challenges of lifelong learning in a knowledge-based society and to promote mobility” (ENTEP, 2013). The core targets of comparability, coherence, and compatibility, were supposed to help meet the overall aim of “*Equivalence in Lieu of Uniformity*” (Worek et al, 2017).

“European Teachers” within the Bologna Process

The role of teachers is of special importance for furthering the overarching goals of the Bologna Process – enhancing quality in education systems and education outcomes, as well as furthering internationalization and mobility processes. The new social and educational challenges that teachers face require a change of paradigm in their education and a continuous reshaping of their competences and roles – as underscored with increasing frequency in European policy discourse over the last decade (ENTEP, 2014, pp.7-8). Teachers have to be understood as change agents who support the ongoing process and at the same time have the chance to actively participate in new opportunities to enhance their Continuous Professional Development on a European basis.

ENTEP recommends that teachers should model and promote 'Europeanness' understood as a shared European identity and set of democratic values: the competences of those that educate future European citizens should thus encompass not only those of the reflective practitioner, researcher and social actor, but go one step further (Schratz, 2010, p. 99) to include awareness of 'unity beneath diversity' - the coexistence of national and transnational traits. Such a professional profile requires knowledge of European cultures as well as political and education systems, multilingual competences, and commitment to key values of European citizenship - human rights, democracy and freedom (Schratz, 2010, p. 100). Such a profile resonates with perspectives set forth in other European documents and studies - for instance, the requirements of European Teacher Education (knowledge, skills and values) outlined by Kelly and Grenfell's study (2004) for the European Commission.

ENTEP's position is that mobility can play a catalyst role in highlighting shared European values and promoting intercultural awareness. European Teachers with relevant experiences of academic and professional mobility may thus be role models and encourage and facilitate the virtual and physical mobility of students. Swift and complex societal changes also require teachers who can work in intercultural settings, successfully managing, encouraging and interacting with heterogeneous groups (Schratz, 2010). This entails not only multilingual and intercultural skills, but also the ability to be self-reflective about internalized images of 'otherness', and the commitment to action against discrimination (Uzerli, 2016).

In order to promote the concept of Europeanness in Teacher Education, teachers' commitment to internalize the elements and the philosophy of the European Teacher is crucial, since *either* "incentives to participate in" *or* "ways to acknowledge/reward/appreciate" teachers' learning (especially if it is self-directed or informal) still seem to be weak or missing in most countries.

Is Teacher Education provision actually gearing up to prepare teachers expected to build up and develop as European education professionals? With a focus on the quality of ITE as a key policy area, the latest publication of the European Commission recommends a continuum strategy, strengthening the role of Teacher Education to change and modernize school practices and cultures, and boost effective professional development for teachers (European Commission, 2015). Common teacher competence frameworks of reference, together with the effectiveness of teacher educators and school leaders, have been highlighted as key levers for improvement (European Commission, 2014).

In the light of such European Teacher Education priorities, the following paragraphs reflect the achievements and challenges of implementing the core objectives of the Bologna Declaration, with a focus on student and staff mobility, the three-cycle-structure and ECTS system, as well as on quality assurance.

Mobility as a Key

More than ever, multilingual and intercultural aspects in education environments ask for teaching approaches integrating language experiences, cultural habits and attitudes (cf. Elsner & Worek, 2016). Mobility can mean a lot more than intercultural and multilingual competence development for students and teaching staff. Increased student mobility may lead to universities to seek to raise their profile in order to attract the best candidates (Münch & Hoch, 2013). Lastly, mobility can help provide countries with highly skilled human capital, for example in the sector of research and technology (Van der Wende & Westerheijden, 2001, p. 234).

The EHEA Bologna Report in 2012, which focused on student and teacher mobility as the main tool for internationalization, points out that teaching staff mobility is on even lower levels than student teachers' (EHEA, 2015, p. 209). Teaching staff seldom avail themselves of the opportunities of international experiences through the Erasmus+ Program - far less than students. Thus, the Report stressed the need to enhance staff mobility, which is supported by the new directive 2013/55/EU to foster the recognition of teaching degrees and thus mobility within Europe (European Parliament and Council, 2013).

The European Student Union (ESU) has raised a number of issues regarding mobility, which in its view call for policy attention. First of all, it complains about inconsistency or lack of implementation across Member States, combined with poor follow-up routines. It has also pointed out that the abstract language used in the Bologna Declaration makes implementation on the ground difficult. Therefore, the ESU calls for national action plans, where each country can address its problems in a national context. In 2015, only a minority of countries had formulated national steering documents, although the mobility of students and staff was one of the main aims in all countries (EHEA, 2015, p. 212). Donaldson (2016) underlines the need for strategic agreements, as these would be the only possibility to achieve long-term coherence and changes. National action plans may also lead to more efficiency, as each country has its own methods to reach its own goals, as linked to what has been agreed upon with other Member States.

Teachers need transversal skills, such as learning to learn, citizenship, initiative and entrepreneurship, creativity and cultural awareness, alongside subject-specific competencies (EU COM, Education and Training: Key Competencies, 2006). In this context, mobility is important for teaching staff, as it may help them to “gain new ideas, methods and skills and develop institutional relationships” (EHEA, 2015, p. 225). Teacher mobility acquires redoubled importance considering the envisioned long-term effects of European teaching approaches over future generations (Schratz, 2010, p. 97).

Despite a steady overall increase in student mobility in Europe, the number of student teachers who go abroad during Initial Teacher Education is still quite low in comparison to other courses of study. The rather low mobility numbers regarding education professionals - teachers in Initial Teacher Education and during their professional careers, school leaders and teacher educators - might indicate context obstacles and constraints. Indeed, the diversity of Teacher Education programmes and regulations across Europe does represent one of the major hurdles for mobility (Hudson et al., 2010), as often does policy makers’ lack of willingness to support this approach.

Worek (2017) identifies the unsatisfactory recognition of university credits in some countries as one of the main obstacles to internationalization in Teacher Education – resulting, for instance, in German student teachers opting to finish Initial Teacher Education without going abroad. Mobility may also be viewed by students as not beneficial for school employment chances or study programmes - as a waste of time and money - if the ECTS system is not adequately applied by their universities.

The use of technological platforms (tele-collaboration, for instance) fostering virtual learning, introduced by the Bologna Process as “internationalization at home” for non-mobile students (EHEA, 2015, p. 221) should be considered as an useful tool for overcoming students teachers’ financial obstacles in the short run. Even in such environments, however, efforts should be made to achieve direct human interaction as the only realistic path to intercultural awareness.

Adoption of a three-cycle structure (BA/MA/PhD)/Credit System ECTS

The second aim agreed upon by the EU-Member States was the creation of a three-cycle higher education degree structure: Bachelor, Master and PhD. Together with the new structure, the European Credit Transfer System was introduced to ensure comparability through a common reference framework for each level of qualifications (EHEA, 2015). According to the rationale of

the action, a bachelor's degree would enable the student to be ready for employment sooner, thus fostering employability, especially across the EHEA. Additionally, the introduction of the ECTS was meant to encourage lifelong learning- one of the Bologna process highlights, as well as a recognized mission of education professionals and institutions - by allowing students to accumulate credits.

Significant progress concerning the implementation of the new degree structure was made in the past years, with a vast majority of students enrolled in accordance with the three-cycle structure (EHEA, 2015). However, although most countries have to a large extent implemented the new structure, the number of ECTS credits awarded per degree still differs widely from one country to another. Implementing the three-cycle structure and streamlining ECTS credits across countries has been delayed especially in study programmes aimed at educating students towards a regulated profession, such as teaching. Seeing as Teacher Education usually requires time-consuming periods of classroom practice, many countries struggle to mould their programs into the three-year Bachelor model (Gassner, 2010).

The recently launched European Doctorate in Teacher Education (EDiTE) research programme, which offers fifteen full-time research positions at five renowned universities, can be seen as one way to enhance the value, consistency and quality of Teacher Education within the Bologna degree cycle, and is thus strongly supported by ENTEP. Uniquely so far, it offers teachers an employment period of 36 months, with the opportunity to work on individual research projects relating to three core elements: Teacher Education, student education and the European education policy context. This not only represents a milestone in Teacher Education, but also fosters general understanding of the European context in school education, by promoting the preparation and concept of European teaching professionals. The EDiTE program aims at fostering “transformative teacher learning for better student learning within an emerging European context” (edite.eu). As a Horizon 2020 funded project, it stands out as a positive example, which foregrounds the close links between teacher and student education. Under the project, fifteen Early Stage Researchers from eleven countries (Bhutan, Czech Republic, Ecuador, Germany, Greece, Hungary, Nepal, Poland, Serbia, Syria, USA) are employed by five partner universities, where they work closely with supervisors and pursue individual research projects in the framework of the EDiTE joint research programme. The topic of the program is Transformative Teacher Learning for Better Student Learning within an Emerging European Context. Over the course of the project, the EDiTE community envisions growing into a leading European network for innovation in teacher education, accessible to academics, practitioners and policy makers. Collaborations within the EDiTE program take place

on multiple levels – within national institutions (between ESRs, other student researchers, supervisors and partners), and trans-institutionally with other teams at partner universities. This cooperation is made possible by a number of structural and especially mobility solutions that constitute essential elements of the project design. This includes periods of secondment for doctoral researchers at partner universities; virtual co-operation and networking between supervisors, researchers and partner institutions across the consortium and a knowledge portal. Mobility thus acquires a crucial meaning: encourage student teachers to go abroad during their studies, not only to boost intercultural competencies, but also enable the learning of a different language (Schratz, 2010).²

Quality Assurance as a Crucial Factor

Quality assurance has become one of the most important factors within the EHEA – as leading to accountability of higher educational institutions, as well as easing student mobility.

Quality assurance (both internal /institutional and external /national) needs close attention as an ongoing procedure; therefore, it is positive to note that more than 75% of higher education institutions in 33 nations have developed a quality assurance strategy, with a significant improvement on 2012 (EHEA, 2015, p. 88).

It is the task of the EHEA to create quality assurance mechanisms allowing for transparency, assessment, accountability, and room for transformation and updating. To achieve this, it is essential that all actors and stakeholders cooperate and communicate. The European Commission has a supporting role, Member States are responsible for strategies to accomplish their commitments, and higher education institutions are the ones who “deliver” under national guidance (Bengoetxea, 2011).

Quality assurance should also be considered as an important dimension of competence orientation in Teacher Education. For instance the meaning of intercultural competence as a key competence is linked to teachers promoting internationalization processes and building a motivating environment for a diverse pupil population. Alternative access routes to Teacher Education should also be strengthened, allowing for flexibility without losing sight of quality standards.

² See more about this topic in “European Doctorate In Teacher Education”, Iucu R., Schratz M., (2013). 9th International Conference eLearning and Software for Education, pp:15-22, 25-26 April 2013, Bucharest, ISSN: 2066-026).

This further highlights the importance of “promoting teachers’ competencies, as a crucial precondition for high quality future learning” (Hudson et al., 2010, p. 9) allocating more resources towards Teacher Education and experience as “teachers are the single most important learning resource available to most students” (Standards and Guidelines for QA, 2005, p. 17).

The specific Interest of ENTEP in Teacher Education in the Context of the Bologna Process

As a main focus of ENTEP’s work is to promote co-operation among European Union Member States regarding their Teacher Education policies in relation to initial, in-service and continuous professional development programmes, it has always been crucial for ENTEP’s work to develop opportunities to learn from each other. This has been and is achieved, for instance, by analysing and comparing policies and current topics that are high on the European agenda, both in ENTEP seminars and at Conferences, thus sharing good practices and often functioning as critical friends in the modernisation efforts of Teacher Education in various member states.

Current ET 2020 priorities, such as *'Improving the quality and efficiency of education and training'*, aim to *'ensure high quality teaching, to provide adequate Initial Teacher Education, continuous professional development for teachers and trainers, and to make teaching an attractive career-choice'*. ENTEP has promoted the realisation of these objectives over the past years in various activities and publications. While ENTEP functions, among other roles, as an interlocutor of the European Commission, topics, ENTEP is dealing with, wish to play a similar role as they hopefully stimulate and inspire policy discourse in EU Member States and accordingly in Bologna signatory countries as well.

With the topic ‘20 Years On – And (Not) Much Wiser – Has Bologna Made European Teacher Education a Living Reality?’ ENTEP wishes to explore the correlation between the Bologna Process and Teacher Education. As the implementation of the Bologna Process is important in its view to further promote policy improvement, ENTEP aims to identify still open questions of the Bologna Process with regard to Teacher Education, and encourage policymakers and other actors in the field to discuss and reflect them. Herein ENTEP is highly interested to consider Bologna key objectives in relation to ENTEP’s vision of the European Teacher.

“While the Bologna Declaration as well as the first Follow-Up-Group Conferences did not explicitly refer to Teacher Education in the EHEA as a specific issue, it was ENTEP’s special contribution to highlight this problem for policymakers and the need for member states and Bologna signatory countries to come closer together and share their

efforts in implementing the process not only on a structural basis but even more to strengthen their cooperation in comparing and analyzing strengths and weaknesses of their diverse Teacher Education approaches in order to hinder mistrust and make compatibility of systems and degrees in Europe a true opportunity within Teacher Education”, (ENTEP-conference, Kassel, 2004). In the ENTEP 2010 publication, “ENTEP - The First Ten Years After Bologna”, Gassner (2010, pp. 14-15) points out that Teacher Education is still lagging behind ENTEP's vision for Europe's educators, who are ‘learning professionals’ entitled to receive all the support they need for personal development and enhanced expertise. ENTEP's concept of the "European Teacher", envisioned as an important factor within the Bologna Process, describes the different elements that can contribute to bringing a European dimension into teachers' education and work (Schratz, 2010).

Almost twenty years after the Bologna Declaration, ENTEP aims at discussing and highlighting successes as well as further challenges in achieving the core objectives of the Bologna Process. The focus should be on Teacher Education as a critical area, considering the key role played by teaching staff, their demands for high quality education and training, and the desirability of creating a ‘European Teachers Area’ (ENTEP / Dimitropoulos 2008) as well as a specific profile of the “European Teacher”.

Initial Teacher Education is organised across the different countries involved in line with the needs of their national curricula and in that sense the core of Teacher Education is to train teachers for specific subjects (irrespective of how open its structure is, e.g., in some cases teachers of Biology, Physics, History Geography and in other cases Sciences teachers and Social Studies Teachers) and, for that reason, put an emphasis on the Specific Didactics or on the subjects that frame the teaching-learning process (vd. Educational Sciences). In other words, teachers are trained in a certain context in order to work in a specific context – their own country – even though they will be told that the specific competences serve only to give the greater good a meaning, such as the transversal competencies defined on Portuguese Student's Profile after Concluding Compulsory Education.

Of course, the idea of citizenship, the exercise of active citizenship, the awareness that there is an entity called Europe, is contained [at least it should be] in that structure, but it is not the crux of the issue, as it is placed on the same level as Environmental Education, Health Education or Financial Education, for example, all transversal areas that ITE can and should develop/tackle but for which teachers are not specifically trained.

The concept of The European Teacher might also be used as a kind of stimulus for countries to promote European Citizenship as our future generations are educated by European Teachers for their role in society. As one example, in France therefore the role of civic education has a specific syllabus. At the same time ENTEP wishes to give the basis for discussion formats with a focus on national achievements in the above mentioned context, i.e. conferences, publications.

Conclusion: Achievements and Challenges

The EHEA has not reached its full potential in the way it was envisioned in the key objectives of the Bologna Declaration. In this context ENTEP's vision of how to educate European Teachers is clearly affected by the implementation of the Bologna Process itself as ENTEP formulated a vision of the European Teacher which does in parts go along with several Bologna objectives. This vision of ENTEP has been widely discussed among policymakers and other actors in the field since 2005, when the vision of the European Teacher was first presented in an ENTEP discussion paper and will one way or the other play an important role in the further progress of the Bologna Process as a European trust building process (Uzerli, 2017).

However, the understanding of Europeanness as ENTEP defines it is often not equally shared by member states and signatory countries. Policymakers and Teacher Education institutions sometimes tend to concentrate on problems instead of finding a salutation to the problems. Then innovation and the understanding of teachers as change agents in this modernization process might foster response to individual needs as well as creating knowledge for future European citizens.

The Bologna Process has brought about a fundamental change for some providers of Teacher Education in signatory countries, especially for those who explicitly had not been part of the Higher Education Area so far in the sense of the Bologna Declaration. These were, and in some signatory countries still are, Teacher Education Institutions like Academies without University Status or specific Professional Schools and Teacher Education Colleges. For them it meant a severe change of status, policies and of their approach to Teacher Education in general to be able to enter the new concept of the EHEA in order to provide ECTS for one thing and finally to be able to award Degrees that are recognizable within the Bologna Process and Framework.

Also the responsibility for policies in Teacher Education lies in the hands of Ministries in some countries whereas in others Teacher Education Institutions are decision makers themselves, in some countries even vocational schools are the place of Teacher Education.

Against the highly diverse backdrop of education systems across Europe, it is of course important to establish equality of degrees which is more feasible and also more desirable, as it also upholds the intercultural approach to building the EHEA. Due to the diversity of systems throughout the EHEA, it seems difficult to compare these degrees. According to the motto “Equivalence in Lieu of Uniformity” comparability means that degrees and study achievements also before final examinations should afterwards be recognized according to the level they have achieved instead of comparing the curricula of the different educational systems and thus often hinder recognition.

The Bologna Declaration does not ask for an identical system of Teacher Education throughout Europe or even homogenizing curricula, but for similarities and possibilities for synergies – equality, but not uniformity or homogeneity should be the goal. Still, these challenges posed by the Bologna Declaration cannot be tackled by one level alone. Stronger cooperation among European, national, and local levels is essential for further achievements not only on policy discourse level, but also in the practice of higher education institutions and in the debate of the “Bologna Spirit”. Thus, for the core objectives to be implemented more successfully, teachers should be seen as valuable resources that need to be supported on a rather complex number of issues.

For the future it will be vital to encourage transnational cooperation, raising further trust among policymakers and encouraging them to establish new opportunities to ultimately prepare graduates for their tasks as European Teachers. This could mean making the curricula more coherent, introducing a second language as mandatory in order to develop the language skills of future teachers, and creating the conditions for a study period abroad, just as alternative concepts to internationalization at home. This could be beneficial for intercultural competence development, requiring the issue of funding to be addressed (Elsner / Worek, 2016).

Finally, developing multilingual and intercultural competences in European teaching professionals - as well as promoting changes in organizational cultures, processes and practices across European education systems - requires long-term time schedules and support.

In view of rather low labour market mobility for teachers, next steps should include clear measures and circumstances for enhancing teacher mobility - above all a clear definition of targets, and of ways to achieve these targets. Mobility across as well as within countries and institutions should be boosted - as a practice of lifelong learning; in cooperation with universities, it should promote and foster the further development of reflective practitioners and teachers as researchers in the light of “Europeanness”.

Additional attention should be steered toward national strategies, where all countries should outline how they further intend to implement the core objectives of the Bologna Declaration at a national level. In relation to this, it seems necessary to increase the cooperation and exchange of information between the different education system levels (European, national, local), including regular feedback through students and teachers on a national and local level with a clearer focus on policy makers and teachers as well as teacher educators beside the regular Bologna Follow-Up-Conferences.

There are three main questions, ENTEP would like to deal within this topic:

1. How do we use the Bologna framework for developing Teacher Education (ITE, CPD)? (Developments and challenges in Teacher Education (ITE, CPD) in Bologna framework?)
2. (How) did Bologna foster the discussion about common elements in Teacher Education curricula (ITE, CPD) across Europe?
3. What is the contribution of the Bologna process to Teacher Education (ITE, CPD); how is it socially embedded in different countries in order to promote comparability, commonalities, Europeanness?

“Just like ENTEP envisions the European Teacher as a professional who knows how to behave in other cultures in a confident and non-dominant way, all actors in Teacher Education within the Bologna Process should be able to act the same way in their understanding of cooperation, coordination and transparency and should increasingly develop a high level of ‘Thinking European’, thus also acting as role models for future generations”, (Uzerli, 2017).

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