



## EUROPEAN NETWORK ON TEACHER EDUCATION POLICIES

### XXVII. ENTEPE Conference in Wrocław

#### I.

**The latest ENTEPE meeting was organized by the University of Lower Silesia in partnership with the Ministry of National Education during the conference “The changing role of teachers within EU – from knowledge transmitters to knowledge creators”. This meeting took place from May 17<sup>th</sup> to 20<sup>th</sup>, 2012 in Wrocław, Poland.**

#### II. The ENTEPE internal meeting

The internal ENTEPE conference was organized by Malgorzata Sekulovicz, the Poland representative in ENTEPE and by the University of Lower Silesia. It mainly focused on internal ENTEPE issues and pursued the work on the current topics such as Teacher Recruitment, selections, conditions, procedures, the issue of doctoral studies within the Bologna structure, and the decision concerning new areas of development and collaboration for the ENTEPE members to further engage in.

The topic chosen at the previous conference in **Nottingham** was expected to be “**Early childhood educators – policy approaches**”, but unfortunately, given that this topic was approached more in depth at the EU level through consistent documents, the ENTEPE members have decided to postpone the development of this topic in its future actions.

The representatives with ENTEPE presented the Latest developments in the field of TE in the member countries. A report group on the working cluster addressing the issue of “Doctoral Studies” has been presented by Michael Schratz.

The new ENTEPE topic (**Changing role of teachers within EU - from knowledge transmitters to knowledge creators**) was chosen during this meeting, while the second one, which is still under discussion and waiting for validation, was presented as an alternative between: the first draft version proposed, **New ways of classroom management in increasingly mix linguistically and cultural environment** and the second version proposal: **New ways of classroom management in multicultural / pluricultural environment /educational settings**.

Other ENTEPE administrative issues were also discussed: the ENTEPE home page, communication, research, new areas of development and collaboration. The main discussions areas were:

#### **About the topics:**

There were 3 working topics for the present ENTEPE priority:

##### 1. **Teacher education recruitment**

The second internal meeting was dedicated to the first ENTEPE topic, as a level of priority for the whole group: the Teacher recruitment survey. Michael



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Day chaired the session to ensure the best working conditions for completing the tasks. The tasks were:

- to agree upon a measure for the quality level of teacher recruitment, as a result of the combined answers to the questions (17, 19, 21, 22, 24, 26); the final outcome of this exercise was to draw a map of the possible scores of quality of the processes of teacher recruitment in the European countries;
- to test and compare the McKinsey Report dimensions against our mapping of quality of the processes of teacher recruitment in various European countries;
- to decide what other factors could influence the quality of the teacher recruitment processes in various European countries;
- to analyze and to design the next steps for this topic.



The ENTEPE members decided the next schedule related to this topic as follows: Michael Day will coordinate this task in order to have the second draft version of the TES Report by the end of July. We are proposing to countries like Malta and Poland, which have not been included in this last report version, to send the concrete answers to the questionnaire to Michael Day until 10<sup>th</sup> of June. The final objective of this process will be to have the final version of the TES Report ready for publishing as the main part of the next ENTEPE volume and for uploading it on the ENTEPE homepage.

### 2. **Doctoral studies in Teacher Education**

Related to the European Doctoral Studies on Teacher Education – EDITE PROJECT, the project coordinator, Prof. Michael Schratz, PhD got the ENTEPE group familiar with the general outline and structure of the project proposal which is subject to an application to access Erasmus Multicultural funds - EDITE – *European Doctoral Studies on Teacher Education*. The project will be coordinated by the University of Innsbruck and its partner universities: the ELTE University Budapest, the University of Luxembourg, the University of Lower Silesia, the University of Lisbon, while the University of Bucharest will help implementing the project. Regarding the ENTEPE role in the project as an associated partner, the members agreed upon the status of an advisory board, invited to contribute to the whole European PhD curricula validation.



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The project aims to design, to develop, and to implement a pilot structure of what means a European PhD in the teacher education field. Ursula Uzerli, the German representative informed the group that the University of Frankfurt is interested in joining the project, as well as the University of Malta and the University of Ljubljana - Slovenia expressed their interest to join the project. The ENTEPE C-Group will try, as an advisory board, to advice and to support all the member states/representatives to get information. On the other hand, ENTEPE will try to collect the prospective ideas from all the institutions interested in the topic. The project is expected to start on 1<sup>st</sup> of October, when it receives the final approval.

3. **A new ENTEPE Editorial Project will be dedicated to the first ENTEPE topic (The Changing role of Teachers within EU – from knowledge transmitters to knowledge creators)** that will mainly include the ENTEPE Survey on Teacher Recruitment Report and different articles with the relevant work on this topic, collected from our ENTEPE colleagues or from the national experts. The first partner invited to join the editorial proposal as main the contributor to this new book was the TWG Group from the EU, represented at this meeting by Paul Holdsworth, the EU representative. The new publication will be proposed for publishing at the University of Bucharest Publishing House in 2013. The final outline of the next ENTEPE volume structure will be expected to be shaped and improved during the next meeting, in November, in Cyprus.

4. The **new topic** which could be launched during the next meeting by ENTEPE is going to be: *Preparing teachers to make the most enhanced learning in multilingual and multicultural school context*. Various contributors showed their interest: Germany, Spain, Portugal, and Luxembourg. The specific features of this topic, the means of action, and the future planning will be drawn during the next ENTEPE meeting, organized in Cyprus.



### III. The ENTEPE Conference

The conference called *The changing role of teachers within EU - from knowledge transmitters to knowledge creators* was hosted by the University of Lower Silesia (Wrocław) on Friday, 18<sup>th</sup> of May 2012.

The Rector of the University of Lower Silesia, Prof. DSW PhD hab. Robert Kwaśnica opened the conference while presenting some remarks regarding the status of education in Poland.



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The first speaker at the conference was **Dr Paul Hordsworth**, who delivered a presentation regarding “Policies on learning and teaching: current EU activities”, then **Prof. DSW PhD hab. Robert Kwaśnica** (the Rector of the University of Lower Silesia, Wrocław) held a presentation on “How to educate teachers for the school of today? Dilemmas and doubts”.

**Prof. DSW PhD hab. Mirosława Nowak-Dziemianowicz**, Dean of the Faculty of Education from the University of Lower Silesia, Wrocław, presented the “Teacher education in Poland from the critical perspective. One-case study”

A panel discussion took place before the end of the first part of the Conference.

The second part of the Conference was chaired by Ewa Kurantowicz, Vice dean of the Faculty of Education from the hosting University.

**Our ENTEP colleague, Prof. Michael Schratz** had an intervention on “Doctoral studies in teacher education” followed by **Prof. PhD hab. Henryka Kwiatkowska** from the University of Warsaw, who tried “To understand and define new educational needs of modern teachers”.

**Prof. PhD hab. Ireneusz Kawecki** from the Pedagogical University of Cracow presented “What should a novice teacher know and be able to do (in the light of Linda Darling Hammond ideas)”.

The last part of the conference started with the presentation of our ENTEP colleague, **Dr Michael Day** who presented the “Teacher recruitment: selections, conditions, procedures”, followed by **Prof. DSW PhD hab. Bogusława Dorota Gołębnik** (from the University of Lower Silesia, Wrocław) with a speech on “The role of pedagogical studies in the development of teachers’ professional knowledge”.

Before the ending of the conference, the Entep Coordinator **Prof. Romita Iucu** delivered a presentation on the “Bologna process and teacher education – new perspectives in the light of last Bologna Forum 2012”.

The conference ended with the Panel discussion and final conclusions.





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### IV. The latest developments in TEACHER EDUCATION:

#### AUSTRIA

Some universities have started restructuring their teacher education programmes. For example Innsbruck has founded a new faculty representing a School of Education which brings closer together the four domains of the professionalization in teacher education (subject studies, teaching and learning in the school subjects, pedagogy, and school practice) under one roof.

The university colleges of teacher education will provide for the first time MA programmes in the following three strategic areas: Teaching and learning in the subject areas; School Management; Mentoring. The programmes will be provided in cooperation with partners (such as other university colleges or universities).

(Michael Schratz)

#### Belgium Flemish Community

Three important processes are currently occurring in terms of teacher education.

1. Our specific teacher education programs (a 60 ECTS programme to obtain pedagogic skills, attended after an MA or a professional training) are being subject to a quality control (a procedure for visitation) for the first time. When the report is not good enough, the ministry will close some programmes. The final report is expected in December 2012.
2. Our decree on teacher education (2006) is currently subject to a policy evaluation on teacher education. This policy evaluation will be coordinated by a panel of independent experts and is supported by two scientific research studies conducted by universities and focus groups with teacher educators from the Ministry.

The evaluation report is expected in January 2013.

3. The minister of Education is hosting a wide debate with all the social partners about the future of the profession of a teacher in Flanders. The scope of this debate is the entire continual ranging from initial teacher education until retirement. Looking particularly at teacher education, we are discussing the level and duration of ITE, the organizational structure, the induction, the role of teacher education institutes, CPD, and the competence frameworks for teachers.
4. In March 2012 we hosted the peer learning conference Education<sup>2</sup>: policy support for teacher educators. The conclusions of this conference will be included in the policy processes mentioned above.
5. Due to a teacher shortage, combined with the economic crises, we had to stop the possibility of early retirement for teachers. Now teachers can retire at 62 or 58 (for preprimary school teachers).

#### GERMANY

In Germany we have an increasing number of so called, **Professional Schools of Education at Universities** in several Länder. The Professional Schools of Education follow the aim to further develop **research based Teacher Education** and **support cooperation** among subject specific studies (accordingly those faculties), didactics in these and pedagogical studies in general. Additionally a **strong cooperation with the Second Phase of TE** and the so called 'Study Seminaries' (teacher training colleges - non-university institutions- responsible for the Second Phase and the Second State Examination) as well as the '**Centres for Practical Studies in**



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**Schools'** within the First Phase of TE at Universities.

At many Universities Teacher Education has been regarded as a rather marginal part of study possibilities so far and there has not been clear conviction to an emphasized identity with TE. Therefore the **professional identity of teacher educators** varies among German Universities rather strongly.

But following a change of legislation in the last eight years all universities in Germany involved in teacher education have institutionalized **Centres for Teacher Education** ("Zentren für Lehrerbildung") though the level of cooperation between these institutions and the other departments or the various faculties of universities also varies widely.

There are universities like the University Kassel for instance, where TE plays a crucial role in the whole profile of the university. Therefore (until recently) only academics with a certain number of years of school experience were allowed to apply for a post in subject didactics, general didactics, research on teaching and learning, pedagogy etc.

In these cooperation approaches between University teacher educators and those of the Second Phase of TE standards and competences are a current issue highly focused upon.

In Hessen for instance the '**Board of Teacher Education and Training'** (**Amt für Lehrerbildung, AfL**) is responsible for the implementation of standards in the professional development of teacher educators within the Second Phase. This Board is also the institution conducting First and Second State Examinations and supervising all teacher training colleges within the state of Hessen.

A division within the Board of Teacher Education and Training is responsible for the development and maintenance of professional teacher training skills among teacher educators of the Second Phase. Courses and seminars in pedagogical and scientific/academic disciplines are offered regularly especially to raise the awareness for reflected practice.

Systematic support is implicitly provided through the various committees and bodies from the regional cooperation partners in connection with the work of the Centres of TE at universities and the shared topics in this field of quality improvement.

Explicit frames of reference for the quality of teachers and thus also for teacher educators offer a guideline through the 'Standards for Teacher Education' that have been defined nationwide by the Standing Conference of Ministers of Education and Culture of the Federal Republic of Germany ("Kultusministerkonferenz", KMK). Those standards address both pedagogical and scientific/academic skills which must be achieved during professional teacher education. Most federal states, including Hesse, have adopted these standards for their teacher training curricula.

On the side of the Universities the new Professional Schools of Education raise expectations that also teacher educators at Universities will engage in an open discussion on the competences of this professionalism of this staff within TE.

### IRELAND

#### Programmes of Initial Teacher Education

The Teaching Council published its *Policy Paper on the Continuum of Teacher Education* in July 2011. This provides the guiding framework for the Council's functions related to teacher education and sets out the duration and nature of initial teacher



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education programmes. The teacher education programmes should regard the professional and personal development needs of student teachers at this crucial foundation stage. The Teaching Council policy acknowledges the need to ensure that qualifications are recognized internationally. The policy indicates that the duration of concurrent initial teacher education programmes should be a minimum of four years while post-graduate programmes of teacher education should last more than two years. This development should facilitate an innovative re-conceptualisation of the current programmes. The Council believes that reconceptualised, extended programmes should be in place no later than 2012/2013 in the case of concurrent programmes and 2014/2015 in the case of consecutive programmes.

### **Literacy and Numeracy for Learning and Life**

The Department of Education and Skills published Literacy and Numeracy for Learning and Life – the National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020 in July 2011. The strategy seeks to improve learning outcomes substantially for all students and sets out national targets covering early childhood, primary education and post-primary education. The targets seek to foster a better culture of reading and more positive attitudes towards mathematics and literacy among young people.

A key element of the strategy relates to Initial Teacher Education (ITE) with a focus on the following actions:

- Extending the Bachelor of Education degree programme for primary teachers to four years and the dropping of many academic subjects in colleges of education in favour of the study of education as a foundation subject, and literacy and numeracy teaching
- Extending of H Dip Ed course for post-primary teaching to two years;

- Longer and more structured teaching practice/school placement sessions.

The initial teacher education courses are not simply to be lengthened, but to be reconfigured so that there is greater integration of academic and practical elements, to enable graduates to be reflective practitioners capable of self-direction and undertaking research and applying current findings on an ongoing basis to enhance their own teaching and learning.

### **Review of the Structure of Initial Teacher Education Provision**

The Minister of Education and Skills has recently asked the Higher Education Authority to engage with the initial teacher education sector and carry out a review of the structure of initial teacher education provision and to identify possible new structures for teacher education based on a reconfiguration of existing provision. The review is to be completed during the Summer of 2012.

### **Induction of Newly Qualified Teachers (NQTs)**

Induction is a teacher education programme which takes place during that critical period at the beginning of the newly qualified teachers' career, usually the first year after qualifying as a teacher. Recognizing the importance of the continuum of teacher education, induction aims to develop a culture of lifelong learning in each teacher. The purpose of an induction programme is to offer systematic professional and personal support to the newly qualified teacher.

To date, the participation by newly qualified teachers in the successful National Induction Programme for Teachers (NIPT), has been voluntary. Starting from September 2012, the Teaching Council will have responsibility for the induction of teachers and participation in a programme of induction workshops will be a mandatory requirement for all newly qualified teachers (NQTs) who complete their teacher education qualification in 2012 and subsequently.



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This means that induction will be a condition of registration in the same manner as probation (primary teachers) and post-qualification experience (PQE) (post-primary teachers) are conditions of registration.

NQTs will be required to attend all induction workshops within three years of their date of registration. The programme consists of 12 workshops, which will take place in education centres and/or outreach venues around the country. The workshop programme will keep being coordinated by the National Induction Programme for Teachers (NIPT) and funded by the Department of Education and Skills. Once all the workshops have been completed, the Education Centre Network will provide participants with a Certificate of Attendance and notify the Council of same. The condition will then be removed and the teacher's registration status will be updated on the Register of Teachers. The NIPT will continue to coordinate the in-school mentoring programme, to facilitate local or regional professional support groups and to offer professional support to NQTs via phone and email support and through its website.

### **Professional Development Service for Teachers (PDST)**

The Teacher Education Section (TES) in the Department of Education and Skills (DES) has recently reviewed the Professional Development Service for Teachers (PDST) in order to design and develop an organisation that would be flexible, effective, sustainable and fit for purpose into the future.

PDST operates in a dynamic, ever-changing environment, and liaises and works with other support services and education bodies. The service is tasked with bringing a number of support services together. However, aspects of the PDST organisation were identified as being in need of reform. Deficiencies were identified in relation to: collaboration with relevant professional educational bodies. The review team

provided a number of recommendations related to governance and leadership, senior and middle management and organisational structures and roles, functions and responsibilities, human resource functions, communication systems, CPD support delivery, evaluation practices, communication systems and lines of reporting both internally and externally designed to assist in the development of an organisation that will be effective, responsive to the CPD needs of the education system, as well as having the flexibility to address future needs.

## MALTA

Several changes are currently being undertaken in the education system and these will impact to various extents the teacher education programmes presented at the Faculty of Education of the University of Malta.

1. Following a three-year process, a New Curriculum Framework (NCF) was presented in May 2011. This was followed by a six-month consultation period which ended on 31 December 2011. The feedback is being followed up before a final document is presented. The following are the ten salient proposals being put forward by the framework:

- The development of lifelong learners who are engaged and responsible citizens, and active in the economy.
- Irrespective of their backgrounds, needs and aptitudes, the provision of support for all learners to achieve and succeed, within the Malta Qualifications Framework (MQF) for Lifelong Learning (2007) referenced to the European Qualifications Framework.
- A clear focus in colleges and schools on meeting the needs of all learners through increased curricular autonomy.



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- Active, inclusive learning communities which put learning and learners at the heart of all that they do and are accountable to their stakeholders.
- Seamless progression through the early, primary and secondary years in the skills and competences required for lifelong learning.
- Learning which is active, personalized, relevant, and purposeful.
- Learning that emphasizes the application of knowledge and skills in different contexts and settings as well as breadth of knowledge and depth of understanding.
- A Curriculum Framework that focuses on learning areas, creating links and synergies across traditional subjects.
- Assessment and evaluation which use information and feedback in a formative manner to inform planning for improvement.
- Cycles of quality assurance and evaluation which recognize that continuous professional learning is an essential part of educational practice.

Once the framework becomes a legal document, the Faculty of Education will need to revise the content of study units to ensure that it truly addresses the needs and the appropriate training of novice teachers as well as help supporting schools and teachers in their Continuous Professional Development.

2. After almost 30 years of having highly selective examinations<sup>1</sup> at the end of the primary cycle, the launch of the transitions policy<sup>2</sup> (2007/2008) meant that students in

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<sup>1</sup> Exams were held in five subjects: English, Math, Maltese, Religion and Social Studies

<sup>2</sup> [https://www.education.gov.mt/MediaCenter/Docs/1\\_Transition%20from%20Primary%20to%20Secondary.pdf](https://www.education.gov.mt/MediaCenter/Docs/1_Transition%20from%20Primary%20to%20Secondary.pdf)

secondary schools are no longer segregated into Junior Lyceums or Area Secondary schools depending on their achievement in the examinations set at the end of the primary cycle. In the meantime, National Benchmarking exams were introduced in Mathematics, English and Maltese with the first session being held in June 2011. One of the direct implications of this is the need for both novice and qualified teachers within secondary school settings to be better prepared to work in mixed-ability classrooms.

3. Teachers are provided with centrally-provided Continuous Professional Development courses to ensure that they are trained to meet the changing needs of the education system. Courses include induction courses for newly recruited teachers, a one-year mentoring programme for newly qualified teachers, mentoring courses for experienced teachers interested in taking up the role of mentors, in-service training for all grades of teachers which also include training on specific topics such as classroom strategies for enhancing oral competence, the use of interactive whiteboards and other technological classroom tools and school-based professional development sessions.
4. The staff at the Faculty of Education is conducting internal discussions with a view to restructuring the current teacher education programmes. The Faculty currently offers: Bachelor of Education (Honours) programmes for students who would like to work in Early Childhood Education (part-time route only); Primary or Secondary school (full-time route only); there is also a one-year Post Graduate Certificate of Education (PGCE) programme of about 26-28 weeks available for holders of other degrees and who would like to get specialized in the teaching of a secondary school subject. We have witnessed an increase in the number of applicants in recent years, which is not comparable to the number



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of Teaching Practice placements<sup>3</sup> made available by school authorities. Recruitment of students is based on their qualifications. Due to the limited Teaching Practice placements available compared to the number of applicants especially in some subject areas, from last year the selection criteria for PGCE students have been amended to recruit students according to the rank order of their qualifications. Meanwhile, in the labour market, we seem to be reaching saturation point in a number of subject areas with several graduates being unemployed or unable to get employment in their area of specialisation.

### SLOVENIA

Dr Ziga Turk took over as the new Minister of Education on 13 February 2012 and the Ministry of Education was restructured to include education and science, culture and sport. It is now called the Ministry of Education, Science, Culture and Sport. The new Ministry's main concern so far has been the introduction of austerity measures in order to lessen the effects of the economic crisis in which Slovenia has found itself. The first set of measures is aimed at lowering the public servants' wages and that includes teachers' wages. Tertiary education will be allocated less funding in comparison with previous years, which puts in question the financing of the second-level Bologna process study programmes, and there will be less funding for research. Schools will also receive less money: as a result teachers' enrolment numbers in

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<sup>3</sup> In the current format of the programmes, B.Ed. students following the primary or early childhood education options have three six-week Teaching Practice sessions in classrooms - one session in each of the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year for primary; one in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> year for early years. B.Ed. secondary students have two six-week Teaching Practice sessions (in their 3<sup>rd</sup> and 4<sup>th</sup> year) whilst PGCE students have 9 weeks (3+6) Teaching Practice in schools within their one year programme.

various programmes of professional development have already plummeted.

A large number of faculties, that includes those that educate teachers, have not yet produced the first generation of graduates who have followed the Bologna process programme. A majority of students are now in their third year of studies. This means that next year at some faculties students will enrol in two-year MA programmes, while at others they will enrol in their fourth year to then continue in a one-year MA programme. Most BA programmes have already been accredited, where a lot of MA programmes are currently undergoing the accreditation process.

For teacher education it is of great importance that on 17 November 2011 the Slovenian Quality Assurance Agency for Higher Education adopted the "Criteria for accreditation of study programmes for teacher education" that can now be used, in addition to the "Criteria for accreditation and external evaluation of higher education institutions and study programmes", by the Council of the Slovenian Quality Assurance Agency for Higher Education when it considers granting the first accreditation and accreditation extensions for teacher education study programmes.

The "Criteria for accreditation of study programmes for teacher education", adopted by the Council of Republic of Slovenia for Higher Education in 2008, have no longer been valid since the end of 2009, although in practice the Ministry of Education and Sport in recent times confirmed only those programmes that were designed in accordance with these in fact invalid Criteria. In this period the Council of the Slovenian Quality Assurance Agency for Higher Education acknowledged only the "Criteria for accreditation and external evaluation of higher education institutions and study programmes" which were adopted by the Slovenian Quality Assurance Agency for Higher Education on 18 November 2010; however, these Criteria are very general and do not specifically address teacher education.

The new Criteria (2011) retained the basic



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requirements of teacher education programmes as set out by the "Criteria for accreditation of study programs for teacher education"(2008) in regards to required credit points and amended, and in places detailed, the competences that enrolled students should acquire in the programme (e.g., the previous Criteria listed "efficient teaching" as one of the competences whereas the new Criteria terms this competence as "efficient teaching and value education/personal development "where the sense of classroom management is emphasized).

In accordance with the Criteria, a pedagogical study programme must provide in a parallel, consecutive or integrated manner the linking of the following:

- educational sciences,
- disciplines on which specific school subjects are based,
- subject-specific didactics and
- teaching practice.

Educational sciences must include: pedagogical and psychological content with elements of psychology, pedagogy, andragogy, general didactics and methodology, and social sciences and humanities (e.g. philosophy, sociology, anthropology). The Criteria ensure that every teacher education programme includes at least 60 ECTS of pedagogical education (education sciences plus subject-specific didactics plus teaching practice), of which at least 15 ECTS come from teaching practice. Teaching practice in school is conducted on the principle of reflective practice and should enable students to integrate subject knowledge with pedagogical knowledge in a gradual introduction to teaching and the teaching profession

### V. Recent changes within ENTEPE membership and members of the Coordination Group

Special welcomes were addressed to the new representatives from Malta and Slovenia present at the Wroclaw meeting: Valerie Sollars, Associate Professor in Early Childhood Education, Dean of the Faculty of Education with the University of Malta and Mojca Peček Čuk, PhD, prof. at Faculty of Education University of Ljubljana.

Slovakia, the Czech Republic, Bulgaria, Denmark, and France are currently not represented in the network and we are making efforts to receive their nominalizations.

The next country submitting a very serious offer to host the autumn ENTEPE meeting is Cyprus. ENTEPE highly appreciates the invitation to Limassol for the coming up conference, launched by Elena Hadjikakou and the Ministry of Education from Cyprus. The entire meeting will be held in co-operation with the Cypriot Presidency in November.



**Romita IUCU**  
**ENTEPE Coordinator**  
May 2012