



EUROPEAN NETWORK ON TEACHER EDUCATION POLICIES

Entep Coordination Note/2/November 2005

XV ENTEPE SEMINAR – Luxembourg - 20-22 October, 2005

The autumn meeting of ENTEPE took place in Luxembourg on October 20-22 and was followed by a conference on GENDER ROLES AND STEREOTYPES IN EDUCATION AND TRAINING, an EU project in which ENTEPE was one of the partners. The event was organised by Lucien Kerger from the University of Luxembourg and by the Ministry for Culture, Higher Education and Research and by the Ministry for Education and Vocational Training. The venue was the new Faculty of Education of Luxembourg University.

I Conference on GENDER ROLES AND STEREOTYPES IN EDUCATION AND TRAINING

International context

Implementation of the Community Framework Strategy on Gender Equality (2001-2005) especially for promoting change in gender roles and overcoming gender stereotypes.

Perpetuating negative or stereotyped images of women or men, in particular in the media and computer-mediated information and entertainment, in advertising and in educational material does not provide an accurate or realistic picture of women's and men's multiple roles and contributions to a changing world.

Elimination of existing cultural prejudices and societal stereotypes is essential for the establishment of equality between women and men.

Therefore it is necessary to change behaviour in society through for instance education and training by the means of initiatives which can be developed with the aim to support and improve the synergy among national policies on gender equality and to develop a Community added value:

- identify and develop comprehensive, integrated strategies, mechanisms and tools

designed to overcome gender stereotypes and promote change in gender roles

- encourage the mainstreaming of gender equality in policies of particular relevance to overcome gender stereotypes
- support initiatives from different actors, develop training and educational tools, especially aimed at fostering new gender roles for men and women

(Source: European Commission)

National context

The main objective to be achieved by the project of the Ministry for Equal Opportunities is to promote new gender roles by initiatives aiming to:

- increase the gender awareness and knowledge among trainers, teachers and trainees

- identify integrated strategies, mechanisms and tools on education methods and gender training for teachers and trainers

- integrate the gender dimension into the curricula of schools, high schools and training institutes in order to strengthen the gender culture and to change gender stereotypes

- make aware of the usefulness and the advantages gender role changes represent for society

- establish a collaboration with the University of Luxembourg, the training institutes, the partners of former European projects, the Member States of the European Union

- search, compare and analyse the good practices and the different strategies used at European level in gender education and training, by:

- a study realised by the University of Luxembourg
- a conference with international experts organised on the 21st and 22nd October 2005 by the Ministry for Equal Opportunities in collaboration with the Ministry for Culture, Higher Education and Research, the Ministry for

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Education and Vocational Training and the University of Luxembourg

The conference was workshop-based and most of the work was done in these smaller groups and then reported back to the plenary. As the conference organisers are preparing a comprehensive summary of the results, they will not be discussed here. A link to the document will be included in the next ENTEP Coordination Notes.

II ENTEP meeting on CPD

The discussion on CPD was initiated by a paper and a list of questions that was designed and sent to the ENTEP representatives beforehand by Lucien Kerger (LUX) and Ursula Uzerli (GER). The idea was to choose those questions which were of importance in the national context and to respond to a number of them in writing. The list of questions is included here:

1. What is the legal basis of CDP?
2. Who formulates the demands for professional development of teachers in your country?
3. What is the structure of CDP – is it centrally organized or not? What are the alternatives?
4. Who is funding CPD?
5. Is CDP compulsory in your country or/and on a voluntary basis?
6. What about official / academic recognition? Is there a credit system especially for CPD? (ECTS?) Are the study programmes modularized?
7. What are the connections to universities, teacher education institutions and local institutions? What are the links to initial teacher education? What institutions beside universities offer courses for CPD?
8. Is there an exchange of staff in the different fields of TE?
9. What are the contents and goals, curricula and didactics, school organisation, project management, psycho-pedagogical goals, innovation tendencies ...?
10. What are the actual priorities? Are there some (changing) priorities set by school partners? By ministries? ...
11. What are the connections with research in the educational field?
12. Is there cohesion of study programmes at universities, in seminars and CPD arrangements?
13. What is the status and what are the qualifications of the trainers? Are they permanent staff or from initial teacher training, experts, researchers, peers, inspectors, school heads, or from enterprises...?
14. What about the possibilities for further career-relevant qualifications on an academic level? What is the link to career development?
15. What population of teachers attend / do not attend further qualification? What are the characteristics of detectable clusters? Who has the information and makes the decisions?
16. How do European programs support further qualification? Who participates?
17. How is the practical problem of replacements during the participation to CDP solved? (colleagues, no replacement, part in service-part out of service, summer university, distance learning,
18. How – if at all - is CDP evaluated? Is there an evaluation /quality assessment of the existing CDP programmes?
19. Is there some kind of accreditation, quality assurance or guidance by the responsible administration?
20. Are there professional networks and distance learning models? Are there special offers via ICT?
21. Is the offer of CDP aimed at individuals and/or is it aiming an institutional development?
22. Is the information on all CDP offers available to the central administration?

Generally there seems to be a lack of indicators to measure the professional development of teachers. While Eurydice is collecting data on the assessment and evaluation of ITE and INSET in 31 countries, the main problem turns out to be a lack of hard data. Continuing professional development is much vaguer in this respect than initial teacher education. In a number of cases, ministries do not know exactly what is happening and cannot draw conclusions about the quality of continuing professional development in their countries.

However, the results of the discussion in ENTEP need not be presented in these notes as Lucien Kerger and Ursula Uzerli have taken on the responsibility to provide an executive summary of the CPD debate in the form of a paper to be available at the next ENTEP meeting in May.

An earlier ENTEP discussion on CPD that was held at the conference in Feldkirch, Austria, could serve as a suitable point of reference for the present debate.

Cf. [Gassner, Otmar \(ed.\). Strategies of Change in teacher education - European views.](#) Conference proceedings of the ENTEP/BLK conference held at the Feldkirch College of Teacher Education, January 2002. Feldkirch: Pädagogische Akademie Feldkirch.

Bernard Cornu ran a workshop on the topic at the Testing Conference in June 2005, and the text he wrote for this could also be a valuable source for the work on CPD in ENTEP.

Text available from:

http://europa.eu.int/comm/education/policies/2010/doc/testingconf/cornu_en.pdf

III Other ENTEP business

ECTS

As ECTS was discussed broadly in Riga and was given some room in the Riga Coordination notes, it was decided to leave this issue for the moment to be taken up at a later point after some time for national developments.

Topics for discussion in ENTEP – Myrna Smitt (SWE)

The responsibility for this area is shared by Myrna Smitt and Febe Jansen (NL). The representatives were asked to respond to a questionnaire. A prioritised list of topics for discussion in ENTEP should be presented at the next meeting.

Proposal of work by Apostolis Dimitropoulos (GR) was accepted by ENTEP:

“In the recent Meeting of the Ministers of Education (May 2005, Bergen-Norway) in the

framework of the Bologna process the implementation of the Bologna process at national level was reviewed. Specifically, a Stocktaking Report was tabled, by the Follow-up Work Group examining the implementation of three priority action lines:

- a) quality assurance
- b) two-cycle degree structures
- c) recognition of degrees and periods of study

The review examined the stage of implementation in the countries participating in the Bologna process based on certain criteria. Concerning the degree structure the review looked into:

- d) stage of implementation of two cycle system
- e) level of participation in the two cycle system
- f) access from the first to the second cycle.

The key message of the Stocktaking exercise was that *‘the Bologna process is working. Almost all participating countries have embarked upon the reform process along the lines articulated by Ministers in Bologna in 1999.* Concerning the implementation of the two-cycle degree system the overall conclusion was that *‘the great majority of countries have made excellent or very good progress in implementing the two cycle system. The target set by Ministers to have begun implementing the two-cycle system by 2005 has been met. With one exception, all participating countries have embarked on this process’.*

The report has also concluded that *‘some fields remain outside the two-cycle system in a number of countries: in particular medicine and related fields, engineering, architecture, and law’.* The report does not make specific reference to teacher education structures. The ENTEP meeting in Riga has, however, highlighted that despite the fact that teacher education structures are being reformed, ‘new diversity’ is coming out instead of more compatible and comparable teacher education structures.

I, therefore, suggest that the future work of ENTEP includes a more thorough, detailed, and systematic look into teacher education structures and recent reforms in ENTEP member countries with the view to examine trends and the extent or type of convergence or diversities that emerge.” (Apostolis Dimitropoulos)

RECENT EUROPEAN DOCUMENTS

European “testing” conference: Common European Principles for teacher competences and qualifications

“After more than two years work with its expert group on improving the education of teachers and trainers, and leading European teacher education specialists, the Commission has now prepared a text on [Common European Principles for Teacher Competences and Qualifications](#). These principles, which respond to the recommendations made by the Joint Interim Report of the Education Council and the Commission of 2004, mark an important stage in our work in **Education and Training 2010**. They provide a basis for the development of policies which respond to the challenges which face the teaching profession in the knowledge society.

The “testing conference” on 20-21 June provided a **forum for engaging with key policy makers and teacher educators** on the common principles text, and for ensuring that it becomes a useful tool for supporting policy development within countries.

The conference brought together over 100 senior policy makers and teacher education specialists from across Europe and representatives of leading stakeholders, in order to examine the relevance of the common principles and ensure that they respond to the needs of the teaching profession at this time.”

(http://europa.eu.int/comm/education/policies/2010/testingconf_en.html) – At this address you will also find other relevant materials referring to the Testing Conference.

➤ NEXT ENTEP SEMINARS

- (i) *Cyprus: Nikosia – 11-13 May 2006*
- (ii) *Finland: Helsinki – 20-21 September 2006*
- (iii) *Lithuania - May 2007*

➤ RECENT CHANGES OF ENTEP MINISTERS' REPRESENTATIVES

ENTEPE welcomes **Patricia Sowula**, who has been nominated as a substitute of the Belgian representative of the Minister of Education and Science in our network. The former representative, **Yvan Lepage** left the network after a change in his professional commitments. We wish to thank him for his work in ENTEPE and particularly for the French translation of the ENTEPE document “What is a European Teacher?”

A special welcome also to two representatives that were nominated earlier, but who participated in an ENTEPE meeting for the first time: Josep Cervelló (Spain) and Martin Lally (Ireland).

➤ ENTEPE'S EXTERNAL RELATIONS

The coordinator of ENTEPE has been invited to take part in the ATEE conference in Amsterdam in October 2005. Otmar Gassner (A) took part in a panel discussion on the BA/MA structure in teacher education in Austria, Germany and Switzerland. The paper presented there will be available at the conference website after April 2006. (Gassner, Otmar. Die BA/MA-Struktur in der Lehrerbildung: Blicke auf Europa und Modelle für Österreich. Präsentation auf der ATEE-Konferenz in Amsterdam.) In: <http://www.atee2005.nl/conferen/postconf.htm> (ab 01/04/2006)

Within the framework of ATEE the Dutch Government held a symposium on “Standards in Teacher Education” in which the ENTEPE coordinator also represented the network.

Otmar Gassner
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