



Education and Training 2010: Implications for Teacher Education

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MAIN GOALS OF THE LISBON STRATEGY

The Union should become, by 2010

- the most competitive and dynamic **knowledge-based economy** in the world
- capable of **sustainable** economic growth
- with more and **better jobs**
- and greater **social cohesion**



MAIN GOALS OF THE LISBON STRATEGY

THE EUROPEAN COUNCIL CALLS FOR

- ✓ « A challenging programme for **modernising** social welfare and **education systems**
- ✓ « Education and training systems in Europe to be made a **world-wide quality reference by 2010** »



A NEW INSTRUMENT OF COOPERATION

The Open Method of Coordination

- ✓ **Guidelines** for the Union combined with timetables
- ✓ **Indicators and *benchmarks*** to compare best practice
- ✓ **Translating** European guidelines **into national and regional policies**, setting targets and adopting measures
- ✓ **Mutual learning** through monitoring, evaluation and peer review



MAIN POLICY STEPS

- ✓ **February 2001:** Education (Council) adopts a **historical report** on common future concrete objectives
- ✓ Agreement on **3 major goals** (quality/efficiency; access; opening to wider world) & **13 specific objectives**
- ✓ **February 2002:** Education (Council) adopts a detailed work programme (now called « **Education & Training 2010** ») to implement common objectives
- ✓ **May 2003:** adoption of 5 European *Benchmarks* (targets)



INTEGRATING EXISTING PROCESSES

- ✓ **Lifelong learning:** 2001 Communication on the implementation of LLL strategies (Resolution of June 02)
- ✓ **Mobility:** 2000 Action Plan and 2001 Recommendation
- ✓ **VET:** Nov. 2002 Copenhagen Declaration on the strengthening of European cooperation
- ✓ **eLearning** programme (2004-2006)
- ✓ **2003** Action Plan on **language** learning and diversity
- ✓ **Bologna process (higher ed.)** : developments & results



TWO YEARS OF IMPLEMENTATION

- ✓ **Nine working groups** to support objectives implementation
- ✓ **Cooperation platform between 31 European countries**, social partners, NGOs and international organisations
- ✓ Identification of priority themes, inventory of existing experience
- ✓ First rounds of exchange of **good policy practices**
- ✓ Work on **indicators** and *benchmarks* (targets)



Eight Blocks of work

- **Teacher/trainer education**
- **Basic skills/foreign language teaching/entrepreneurship**
- **ICT in education and training**
- **Increasing participation in maths and science**
- **Best use of resources**



Eight Blocks of work

- **Mobility and European co-operation**
- **Open learning, active citizenship, inclusion**
- **Making learning more attractive, links with working life and society**



MAIN CONCRETE OUTCOMES

- ✓ A set of **policy recommendations** to support national policies
- ✓ A first set of **29 indicators** to monitor progress
- ✓ **European frameworks** of definitions, principles and criteria
 - Package of 8 Key Competences
 - Teachers' and trainers' qualifications and competences
 - European Mobility Charter
 - Validation of non formal/informal learning
 - Quality assurance in VET
 - Lifelong Guidance policies & Handbook for policy-makers
- ✓ **EUROPASS**



***“The success of the Lisbon Strategy
hinges on urgent reforms”***

**First Joint Interim Report to the European
Council 2004**



Recalls that

- ✓ **Education & training are key to achieving the Lisbon goals;**
- ✓ Investment in HR: **a determining factor** of growth and productivity **just like investment in capital and equipment;**
- ✓ For the EU to perform better than its competitors in the knowledged-based economy, **investing more - and more efficiently - in E&T** is of paramount importance



Progress in European co-operation

- ✓ **First steps of implementation**: working groups, European frameworks, first set of indicators, adoption of benchmarks & EU actions (Erasmus Mundus; eLearning; Languages Action Plan)
- ✓ **Bologna process**: but higher education in the Lisbon Strategy is wider than Bologna
- ✓ **Implementation of Copenhagen Declaration**: e.g Europass, quality assurance framework, principles for validation of non-formal/informal learning, guidance

FIRST JOINT REPORT TO THE EUROPEAN COUNCIL

Directorate-General for Education and Culture



Many warning lights are still on

- ✓ **Rate of early school leavers still too high**
- ✓ **Too few women in scientific and technological fields**
- ✓ **Nearly 20% of young people fail to acquire key competences**
- ✓ **VET not sufficiently attractive**
- ✓ **Too few adults participating in lifelong learning**
- ✓ **Shortage of qualified teachers and trainers is looming**



Lever 1: Focus reform & investment on key areas

- ✓ **Resources needed in E&T and their effectiveness** should be a matter of priority in discussions between ministers.
- ✓ **Necessary increase** to be combined with a **more efficient use**
- ✓ A **higher level of public sector** investment in certain areas
- ✓ A **higher contribution from private sector**
- ✓ MS to make **greater use of Structural Funds and EIB**
- ✓ Make the **teacher/trainer profession more attractive.**



Lever 2: Make lifelong learning a concrete reality

- ✓ Put in place **comprehensive, coherent and concerted strategies** (desirable by 2006)
- ✓ Target efforts at the **disadvantaged groups**
- ✓ Apply **common European references & principles**
 - Key competences
 - Competences and qualifications for teachers and trainers
 - Good quality mobility
 - Validation of non-formal and informal learning
 - Provision of guidance services
 - Quality assurance for VET
 - Credit Transfer System for VET (ECVET)



Lever 3: Create a Europe of Education & Training

- ✓ **Need for a European Qualifications Framework** to cover HE and VET, based on work in Bologna and Copenhagen
- ✓ **Increase mobility** through removing obstacles and active promotion.
- ✓ **Consolidate European dimension of education.** Give all pupils the necessary knowledge and competences



Key messages about teachers

Central to ensuring success of reform



Make the profession of teacher/trainer more attractive

- Attract the most talented into the profession
- Improve retention by encouraging and rewarding good performance
- Prepare them for their new roles in the knowledge-based society and in transforming education and training systems



Group A

(Improving the Education of teachers and trainers)

- Importance of coherent lifelong teachers education and professional development process
- quality assurance and accreditation systems
- partnerships between teacher education institution and schools; research-based teacher education
- appropriate stakeholder participation



Other Expert Groups

- Development of inclusive and responsive pedagogies as individual practitioners and team members within their working environment and effective collaboration with a range of actors within and outside the school/training centre (Basic Skills)

TEACHERS AND TRAINERS

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- Development of partnerships between research institutions, learning institutions and working environments in order to strengthen teacher/ trainer use of active learning methodologies and involvement of teachers/trainers in the design and development of new learning environments (Making Learning more attractive)
- Key role of teachers in integrating ICT into new ways of defining and organising learning (ICT group)



European framework for the quality of teachers' competences and qualifications

Support reform at national level and promote mutual trust

COMMON FRAMEWORK

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- Profession based on a tertiary, university level, research-based initial teacher education
- Lifelong learning perspective on competences
- Continuous professional development responsive to institutional and personal needs

COMMON FRAMEWORK

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- Mobility integral part of professional development and recognised as such
- European dimension in initial teacher education
- Appropriate professional support for those in teacher education
- Effective support structures at European level of promote European dimension of teachers' professional development



Rationale

- Guidelines for policy measures
- Enhance quality of teacher education
- Lifelong learning perspective on development of teacher competences



European dimension

- European dimension of content
- Increased mobility
- European qualifications framework



Pupil outcomes

- Consciousness of common European roots
- National, regional diversities
- Inclusive and outward looking
- Specific nature of the European project



Languages

- More effort at mother tongue(s) plus two
- European languages as part of all initial teacher education programmes
- Continuous professional development in languages for all teachers



Bologna Process

- Commonality with other professional courses
- Mutual trust
- Enhanced research base in teacher education



Comparability and Compatability

- Three-cycle degree structure and credit system
- Descriptors for learning outputs of programmes
- External quality assurance system
- Lifelong learning perspective in higher education



Copenhagen Declaration

- Enhanced quality in VET
- Transparency of VET qualifications
- Validation of formal and informal learning
- Quality assurance framework
- ECTS (VET)



Indicators

- Identification of internationally comparable data
- Short and medium term strategy
- Links with work of international organisations



Implications for initial teacher education

- Continuity between initial education, induction, and ongoing professional development
- Collaboration between universities, schools and stakeholders-
role of research
- Need to support the teacher to respond flexibly to new teaching scenarios and be a key actor in his/her professional development

IMPLICATIONS

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- European partnerships to make the European dimension a concrete reality
- Need to make the link between practice and policy
- Development of new courses, new forms of certification



Issues for consideration

- Levels of participation by Education faculties in international cooperation programmes of their universities
- How can projects in EU programmes support development of policy in teacher education
- How educate the teacher who is a ‘mediator’ of the European dimension
- How develop and recognise mobility in initial teacher education



- Partnerships between schools and teacher education institutions- link between initial teacher education and continuous professional development
- How to develop the European dimension of teacher education programmes- languages ,interdisciplinarity,
- Curriculum development and influence on institutional policy
- What are the professional development needs of those who train teachers



EDUCATION & TRAINING 2010

FOR MORE INFORMATION

**[http://www.europa.eu.int/comm/education/policies/2010/
et_2010_en.html](http://www.europa.eu.int/comm/education/policies/2010/et_2010_en.html)**