Mobility and the European Dimension in Teacher Education
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ABSTRACT

International cooperation in higher education has a long tradition; since the 1990s, it has been in constant increasing. After the fall of the Berlin Wall, the European higher education systems have been challenged from two sides: by European “coming together” as well as by broader international cooperation and globalisation. In this respect, teacher education as a specific subject area within higher education often encounters problems. In a comparative perspective, mobility of students and staff is weaker in teacher education that in other subject areas. This is mainly a negative heritage of the traditional position of teacher education in most of European countries: it was treated as a predominantly national concern; it was predominantly focused to national systems of education only; it was a “non-university” subject area and international academic cooperation in teacher education was not encouraged.

Therefore, the on-going process of “Europeanisation” is a real challenge to European systems of teacher education today as well as an important issue with regards to their future. Encouraging and increasing mobility in teacher education seems to be both – a problem and a solution.
1. The way behind us – and new challenges

A. Teacher Education (TEd) responded challenges of the late 20th Century and underwent huge developments:
   - it “universitized”: it “caught” other areas & professions;
   - it became an integral part of higher education (HE) and research; yet, it has now to compete in this field;
   - it entered academic/European/international cooperation.

B. HE and R systems in 46 European countries are today far on the way towards a common European Higher Education and Research Area (EHEA / ERA);
   - ‘Europeanisation’ and internationalisation of teacher education is much more complex and complicated process than it is the case in HE in general;
   - thus, TEd is challenged again by the developments on a large scale: is it able to compete with them again?

2. ‘Europeanization’ and Higher Education

The Bologna Process as the European ‘coming together’ in the area of HE.

A. ‘Bologna’ is now deeply in the ‘second half of the game’: EHEA (+ ERA) will be established until 2010… Huge challenges to – traditional; national – HE:
   - re-positioning of national systems (frameworks);
   - re-positioning of universities / HE institutions in a European and global context;
   - re-positioning of academic disciplines / study areas.

B. Also the role of TEd within the HE and R sector should be reconsidered and redefined.
What is a ‘European Teacher’?
What is a ‘European Teacher Education and Training’?

3. ‘Europeanisation’ and Teacher Education

A. The ‘Europeanization agenda’: no (legal) harmonisation in education (culture etc.). Diversity (‘common richness’), but no standardisation.
No binding trans-national legal harmonisation but ‘a fully decentralised approach’: ‘spreading best practices and achieving greater convergence’ (OMC).

B. Yet, there are some open questions (e.g. no ‘harmonisation’ from above – but there is ‘voluntary’ one…) A confirmation of the ‘European Register of QA Agencies’ (May 2007): towards a trans-national (universal) structure over European national HE systems?
‘European teacher’: no ‘standardised teacher model’ – but ‘improving the quality of teacher education’. 

4. The European Dimension in TEd?

The ‘European dimension’: what is it?
   Structural aspects (qualifications; employment etc.);
   Content aspects (curriculum; identity; communication etc.).
Some areas have been already ‘Europeanized’ (e.g. doctors, nurses, architects, etc.).
Yet, school curricula remain national and teachers remain a ‘national qualification’.

(A) Compared to fast internationalisation of academic fields and professions teacher education (could) lag behind if more ambitious goals are not set up.

(B) If national systems of education would like to respond the challenge of the knowledge society they have to address trans-national, European issues.

5. Mobility and Teacher Education

A. Why mobility? – Do we need mobility in TEd at all?
   ✓ Mobility is an academic tradition since Middle Ages.
   ✓ Mobility enhances academic cooperation & ‘critical mass’.
   ✓ Mobility enhances students’ opportunities. Etc., etc.

B. What is the situation with student mobility in TEd area?
   - Students in TEd: a bit over 10% of all students in Europe.
   - Foreign students in (T)Ed underrepresented – below 10%:
     - 9.7 HU, 7.8 NO, 7.3 SE, 5.7 NL … 3.5 UK, 2.5 FI, 1.8 IT, 1.3 CZ.
   - Tempus: a share of only 0.5% (2002/2003).
5.1 What is the share of Teacher Education students?

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>EU-15 max</th>
<th>EU-15 min</th>
<th>EU-27 max</th>
<th>EU-27 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education / average &gt; 10%</td>
<td>PT: 14,0</td>
<td>IR: 4,2</td>
<td>LV: 18,3</td>
<td>EE: 10,3</td>
</tr>
<tr>
<td>Humanities &amp; arts</td>
<td>UK: 17,5</td>
<td>NL: 7,6</td>
<td>EE: 12,1</td>
<td>SK: 5,9</td>
</tr>
<tr>
<td>Agriculture &amp; veterinary sc.</td>
<td>ES: 3,3</td>
<td>SI: 8,8</td>
<td>LT: 4,0</td>
<td>EE: 7,7</td>
</tr>
<tr>
<td>Health and welfare</td>
<td>UK: 28,1</td>
<td>AT: 8,8</td>
<td>CZ: 12,1</td>
<td>PL: 2,1</td>
</tr>
<tr>
<td>Social sc., business, law</td>
<td>NL: 49,8</td>
<td>IR: 19,8</td>
<td>LV: 47,8</td>
<td>EE: 14,5</td>
</tr>
<tr>
<td>Science, math, computing</td>
<td>UK: 17,4</td>
<td>NL: 3,0</td>
<td>EE: 13,9</td>
<td>HU: 1,5</td>
</tr>
<tr>
<td>Engin., numerc., construct.</td>
<td>FI: 21,0</td>
<td>DK/UK: 10,0</td>
<td>LT: 21,2</td>
<td>EE: 12,1</td>
</tr>
<tr>
<td>Services</td>
<td>PT: 4,4</td>
<td>UK: 1,1</td>
<td>HU: 7,9</td>
<td>LV: 29,9</td>
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<tr>
<td>Unknown</td>
<td>IR: 22,8</td>
<td>...</td>
<td>PL: 8,3</td>
<td>...</td>
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(ERIC - Education across Europe, 2003; F.8a)

5.2 What is the share of Teacher Education Erasmus students?

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<th></th>
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<th></th>
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<td>3,7</td>
<td>3,4</td>
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<td>Humanities, arts &amp; design</td>
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<tr>
<td>Agriculture</td>
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<td>1,9</td>
<td>2,1</td>
<td>2,3</td>
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<tr>
<td>Medical sciences</td>
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<td>4,9</td>
<td>4,9</td>
<td>5,0</td>
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<td>Social sc., business, law</td>
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<td>Architecture, urban pl.</td>
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<td>3,5</td>
<td>3,6</td>
<td>3,6</td>
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<tr>
<td>Languages, philology</td>
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<td>16,8</td>
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<td>Etc.</td>
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(ACA – Eurodata, 2006; T 10.4)

5.3 What is the share of Teacher Education Tempus students?

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>2002/2003</th>
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<tbody>
<tr>
<td>Education &amp; TT</td>
<td>0,5</td>
</tr>
<tr>
<td>Humanities, arts &amp; design</td>
<td>0,2</td>
</tr>
<tr>
<td>Agriculture</td>
<td>12,4</td>
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<td>Medical sciences</td>
<td>14,0</td>
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<tr>
<td>Social sc., business, law</td>
<td>53,0</td>
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<tr>
<td>Science, math, computing</td>
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<tr>
<td>Engineering + technology</td>
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<tr>
<td>Architecture, urban pl.</td>
<td>0,2</td>
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<tr>
<td>Languages, philology</td>
<td>13,0</td>
</tr>
<tr>
<td>Etc.</td>
<td>...</td>
</tr>
</tbody>
</table>

(ACA – Eurodata, 2006; T 10.11)

6. The Bologna Process today

‘Bologna’ is now in the ‘second half of the game’:
> from setting principles and guidelines
> to issues of implementation – and interpretation(s).

»There are various modes and speeds of introducing the new systems and where is […] ample room for different and at times conflicting interpretations« (Trends 4 Report, 2005).

Two possible approaches:
* How to redesign ‘old programmes’ into new, ‘Bologna’ ones?
* How to modernise and improve HE / TEd?

There are ‘fast runners’ as well as ‘laggards’ in this race. It seems that TEd belongs among the latter...

Should TEd compete in this race at all?

7. Bologna Challenges to Teacher Education

A. A challenge of the ‘structural dimension’
Institutions of TEd obviously have problems with the new Bologna structures. Key issues:
- Initial TEd: 1st or 2nd cycle?
- The weight of the 2nd cycle (Master)?
- Governments in delay to adopt new national regulations.

B. A challenge of employability: discipline vs. profession
What are the ‘epistemological foundations’ of TEd?
Subject discipline? Pedagogy? – A ‘conflict of faculties’?

C. A challenge of quality
In several study areas, specialised networks have been developed which care about quality assurance.
This hasn’t been the case in teacher education so far.

8. Teacher Education today

After a turbulent period in the 1980s and 1990s, the role and the position of TEd is challenged again.

Today, TEd can be described
- as a rather young ‘academic discipline’ and, therefore,
- possessing relatively lower ‘critical mass’ than most of traditional academic disciplines;
- as a study area under stronger political influence than other traditional professions;
- as an area more ‘sensible to national interests’;
- only at the beginning of internationalisation process;
- but confronted with a demand to contribute substantially to the emerging knowledge society.
9. Towards Teacher Education of tomorrow

If “the role of teachers is crucial” than the role of TEd within HE and in societies at large should be improved.

It is necessary:

- to enhance quality of TEd in genuine terms and in a broader European context;
- to ‘tune’ educational structures and approaches to teaching and learning at TEd institutions in order to facilitate and increase the mobility of students;
- to strengthen the mobility of students in the field of TEd & the mobility of acting teachers;
- to strengthen interdisciplinary research in/on education at TEd institutions;
- to strengthen European co-operation in TEd similarly as in other promoted HE fields.