# Scenarios for the Future of Teacher Education in Europe

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SUMMARY    *In this paper four scenarios are presented which illustrate possible futures of teacher education in Europe. These scenarios are the result of a project of Research and Development Centre 19 of the Association for Teacher Education in Europe.[1] The four scenarios differ from each other in their emphasis on four driving forces: pragmatism, idealism, individualism and social coherence. Each scenario is described in terms of characteristics of society, education and teacher education, roles of teachers and teacher educators and illustrated in a short scene.*

RÉSUMÉ   *Dans cet article quatre scénarios sont présentés dont chacun illustre un avenir possible pour l'éducation des enseignants en Europe. Ces scénarios forment le résultat d'un projet du Research and Development Centre 19 (Centre d'investigation et développement) de l'ATEE (l'Association pour la formation des enseignants en Europe). Les quatre scénarios diffèrent entre eux par l'accent mis sur l'une des quatre tendances suivantes: le pragmatisme, l'idéalisme, l'individualisme et la cohérence sociale. Chaque scénario prend comme point de départ les caractéristiques de la société, du système éducatif et de la formation des enseignants, les fonctions des enseignants et des formateurs de futur enseignants. Chaque scénario est illustré par une courte scène.*

RESUMEN

Q1

ZUSAMMENFASSUNG   *In diesem Beitrag werden vier Szenarien vorgestellt, die mögliche Entwicklungsrichtungen in Europa veranschaulichen. Diese Szenarien sind aus einem Projekt des Research and Development Center 19 der Vereinigung für Lehrerausbildung in Europa (ATEE) hervorgegangen. Die vier Szenarien unterscheiden sich hinsichtlich der Bedeutung, die sie vier Antriebskräften zuschreiben: Pragmatismus, Idealismus, Individualismus und sozialer Zusammenhalt. Jedes Szenario, das durch eine kurze Szene veranschaulicht wird, ist durch bestimmte Merkmale der Gesellschaft, der Erziehung und Lehrerausbildung sowie der Rolle von Lehrern und Lehrerausbildern gekennzeichnet.*

## Introduction

In all European countries, changes in education and teacher education seem to be accelerating. Demands on education are intensified, focussing on economic competition and growth, transformation to liberal market orientated approaches, the need for social coherence in an increasingly multicultural society and the necessity for emancipation of social underclasses (see, for example, Education Council, 2001). Although the complexity of the problems and the context of education in Western, Southern and Eastern Europe is different, the aims are rather similar. The demand for teacher education in this context is to educate teachers who fit the quantitative needs (in some countries there is a severe shortage of teachers) and qualitative needs (being able to educate children in such a way that they are prepared for a future on a personal, intellectual, economical and social level).

Since teacher educators from different countries are facing similar demands, they have to find solutions to those demands that must fit into their national contexts, but at the same time must have many similarities. To face the challenge of teacher education in Europe, it is necessary to compare trends and developments and to exchange possible solutions.

Within Research and Development Centre 19 on issues and developments in curricula in teacher education of the Association for Teacher Education in Europe, such an opportunity for international exchange exists. A group of teacher educators, administrative staff and researchers involved in teacher education meets twice a year to discuss trends and developments in the different countries. This exchange has given the participants a, sometimes fragmented, frame of reference to judge and to value developments in their home-country. At the same time, common trends and issues surfaced.

Based on this experience within the RDC, the group decided to combine their expertise by focussing on the possible future of teacher education in Europe. This decision was inspired by scenario work of the Global Business Network (1985)

## The ATEE-RDC19 Scenario Model

During three meetings (Amsterdam 2000, Barcelona 2000, London 2001), the outlines of four scenarios were developed. The methodology described in this issue (Snoek, 2003; Cautreels, 2003) was used. The scenarios were the result of the crossing of two fields of change, one about the dominant motivation for decisions and change in society, a motivation based on idealism or based on pragmatic considerations (Linde, 2003). The other field of change focussed on the dominant social value in society, emphasising either social coherence or individualism. The results of this were four quadrants, each of these representing a scenario (see Fig. 1).
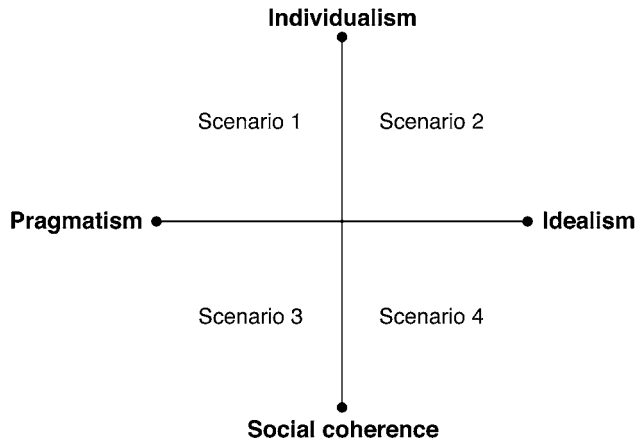
Individualism

Scenario 1        Scenario 2

Pragmatism ●——————————————●  Idealism

Scenario 3        Scenario 4

Social coherence

FIG. 1

The scenarios were discussed, focussing on the extremes of the dimensions, to emphasise the differences between the scenarios. This led to a number of keywords characterising each scenario. These keywords can be positioned graphically in the quadrants (see Fig. 2).

Based on the selected dimensions, four subgroups have elaborated on the possible scenarios. First, the subgroups tried to describe the situation in society, education and teacher education in keywords:

- How is society and (teacher) education organised?
- What are the characteristics of society, learning, schools and teachers?
- What are the consequences for teacher education and teacher educators?

Individualism

Peace
Individual responsibility        Self-realisation

Diversity                        Internal motivation
Freedom of choice
                                 Freedom
Problem-solving                       Love
      Self-determination         Personal growth
Individual growth                    Generosity
      Education for employment   Diversity
Pragmatism ●————————————————————————————————●  Idealism
            Citizenship          Shared values and identity
Collective responsibility        Integration
      Socially oriented                State control
Problem solving                  Inclusion
Education for the                     Common goals
development of society
      Lifelong flexibility       Shared beliefs and ideology
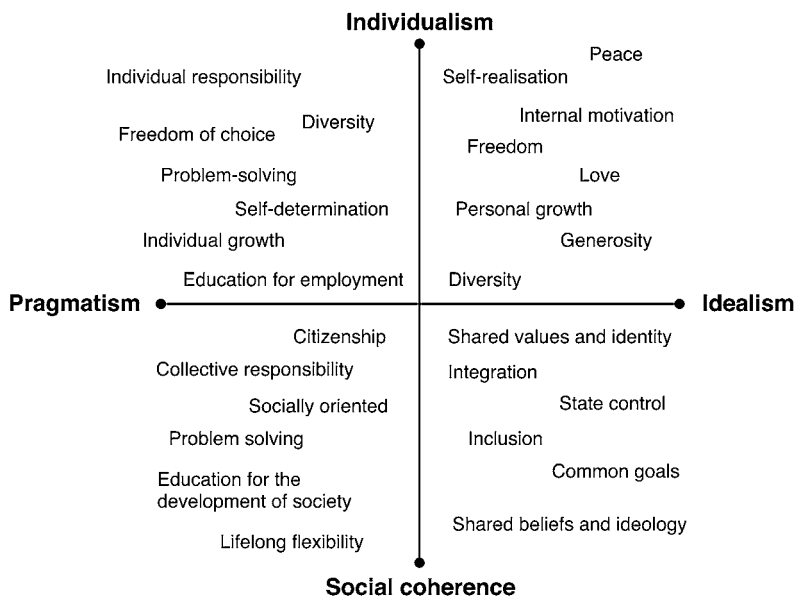
Social coherence

FIG. 2

Next, the scenarios were brought to life by describing daily life in each of the scenarios by means of a short role-play or scene. This resulted in four scenario descriptions and four role-plays which were used for a presentation of the scenarios during the 2001 ATEE-conference in Stockholm, followed by a round table discussion about the future of teacher education in Europe and about the use of the ATEE-RDC19 scenario model. Based on the preparation for Stockholm a draft document was made describing the process of scenario building and the scenarios itself.

Based on this draft document, the four scenarios are presented in the next part of this contribution.

### Scenario 1: Individual Pragmatism

The underlying principles for the Individual Pragmatism scenario are:

- Freedom of choice for the individual.
- Diversity of provision.
- Individualism but a pragmatic approach to problems.
- Schools are to educate for employment.

The values that support these ideas are those of freedom of choice, the need for diversity, the need to encourage individual growth, the right of self-determination and the requirement for individual responsibility.

*Characteristics of Society*

Within family life there is much change. Many families are combined so we see all kinds of combinations of children, parents, stepparents and so on. This has led to an enormous diversification in family organisation, housing and lifestyles.

The society is a hi-tech one, accommodated in many new buildings. New offices and homes are equipped with ICT facilities and Internet access as standard. For older properties not so well equipped cyber cafes provide very cheap IT/Internet facilities.

People seek out what fulfils them. They group together to promote specific interests and networking is an essential skill. There is minimum government interference: an outer framework is provided but few services are government run. Most decision-making is left to individuals and advice is available from a variety of competitive private organisations that charge fees. Big companies have as much power and influence as the government.

*Characteristics of the Learning Process*

Great choice is provided regarding what, where, when and how to learn. This is left to the individual and parental choice. Broad, vague guidelines are given on what should be provided by educators. These are more about the amount of study rather than the content. There are basic minimum requirements and expectations for numeracy and literacy but apart from that the curriculum is left to the individual providers to determine. However, much of this is directed towards producing people suited to the workforce in a variety of ways and levels. Assessment in this system takes many forms and is set by individual educational establishments.

Educational establishments depend on their reputation to attract clients. This

reputation is particularly focussed on exam results and whether students gain employment or places for further study. There is great competition between establishments.

The government licences all educational provision and this licence has to be reapplied for at regular intervals. The learning process is highly individualistic and depends to a great extent on the type of educational arrangements chosen by the client. In all education there is a heavy demand for ICT skills.

### Characteristics of Teacher Educators

To become a teacher educator, one has to be registered by the government. To become a teacher educator there are two routes: (a) one for those who supervise students on teaching practice; and (b) one for those who deliver pedagogical theory. Training centres offer training to teacher educators who start with a Masters in Education and then have to undergo a training scheme, which is divided into modules. At the beginning of training a needs assessment takes place so students can choose the modules they need. The schemes are part time and run at weekends to fit into student lives. This means that an employed teacher can train to be a teacher educator whilst still in post. There is a choice of age ranges and students can specialise in specific subjects, be generalists or train as experts in school management, education consultancy, or a combination. In this way, the training can fit with individual needs. Assessment at the end of the course before entering the profession is set by a European centralised institution, which sets standards, gives licences and can also withdraw accreditation.

Teacher educators, once accredited, must continue their professional development whilst in post and reapply for a licence every five years. This is facilitated by the Association of Teacher Educators in Europe's virtual conferences, held several times a year to aid the continuous professional development of teacher educators. The role of standards, which teacher educators must meet, is regulated in the European Government's Teacher Educators Act (EGTEA). The system of registration is run by the Teacher Educators Accreditation Committee made up of Teacher Educators from across Europe. This committee also sets the actual standards. This allows standards to change, as needs change.

Within Centres for Teacher Education modules are offered on a rolling basis at weekends, evenings or daytimes. The costs for these modules are shared: There is some government funding, there is the possibility of sponsorships by schools that want to employ the new teachers and students themselves need personal funds. These last funds are supported by the Government by means of a voucher-system: Students can get a certain number of vouchers which can be used for education.

### Risks

In this scenario there is a risk that economic goals will dominate everyday life. People have to fit in and those who cannot comply for some reason, will become drop-outs or 'have nots'. Social aims could easily become neglected. In education every effort is put into that same economic direction. Research will only be done if it is economically profitable; to some extent the creation of new knowledge will be lost.

### Opportunities

The opportunity of this scenario will be strong economic development, possibly

prosperity, from which society as a whole will benefit. The systems of education will be very flexible and directed towards the needs of the learners. One's competencies are taken seriously and developed further. Standards and competition will assure good quality, both in education and in everyday life.

Lisa is 11 years old. She comes from a fairly poor background but her parents are very keen for her to have the best possible education. Parents in this society are given vouchers to spend on their child's education as they see fit. The vouchers are provided by a government/commerce initiative, both sections putting money into the pot. Lisa's parents are very anxious to spend these vouchers in the most efficient way for Lisa's benefit to ensure her future success. There are many alternative schools/educational organisations on offer in the local area and beyond, where she could obtain her education. These are as follows:

(a) A conventional school that is situated near to Lisa's home.
(b) Specialist schools for the gifted. Specialisms range from sports to music and art and there are also schools for the learning challenged and the academically highly able.
(c) A boarding school in another country in the EU is also a possibility, where Lisa would have the opportunity to mix with other children and learn other languages and the curriculum is designed to develop the whole person. This school needs top up fees as the vouchers would not cover the whole cost.
(d) A web school that teaches online and Lisa could be educated at home. Some of the voucher money would go towards the purchase of a computer.
(e) A global giant company education scheme, which is sponsored by business and where at the end of education employment is ensured by the particular company sponsoring the scheme. However, parents and students have to sign a contract before beginning schooling regarding attendance, punctuality, and behaviour.
(f) A home/community education scheme run by a group of local parents and designed to meet the needs of individual students.

This is a very difficult decision for Lisa and her parents to make. To help them do this there are support services provided in the local area. The cost of these will have to be met by using some of the vouchers. These services are provided by private educational consultants/counsellors who are there to give guidance on choosing between the different forms of education in order to suit an individual student. They use tests on personality types, ability etc. The consultants are trained psychologists with specialities including careers guidance.

Teachers in the schools need to be of high quality so as to attract parents and students. This is a buyers' market and schools have to compete for students. It is important for schools to be popular with parents in order to attract funding. Lisa's parents want schools that are caring and kind in their approach but have a good disciplinary record. They want teachers to be 'good' role models in schools, motivators rather than merely passers on of subject knowledge.

There is enormous diversity in the way teachers are educated in this society. The recruitment demands are very diverse for the different types of schools so there is a wide variety of training schemes on offer. Any group may set up training schemes for teachers and the government merely provides a broad legal framework, which must be adhered to by all such organisations. Competition is based on producing a wide variety of teachers with specialist subject backgrounds tailored to fit different types of educa-

tional establishments including web material writers, tutors and trainers for specific companies.

Teacher educators are themselves diverse and work as consultants to the training establishments hiring themselves out to the 'firms' or establishments that train teachers. They are self-employed or employed by specific companies. Their skills and knowledge bases depend on the area in which they train students to work. Some of these educators are involved in training the educational consultants/counsellors enabling them to facilitate choice. All these students are trained in financial management and self-employment law.

Professional bodies oversee and accredit these training schemes. These bodies are made up of the professional groups, lawyers and government representatives.

## Scenario 2: Individual Idealism

Underlying principles for the Individual Idealism scenario are:

- Respect for persons.
- Moral principles are important.
- Individual rights and individual freedom.
- Tolerance for diversity.
- Individual responsibility.

Keywords are self-realisation, generosity, personal growth, love, freedom, peace, diversity, and internal motivation.

### Characteristics of Society

Society consists of small communes formed around specific ideologies. Membership to these communes is voluntary and self-chosen. Within these communes social services are developed.

On a national level there is a liberal policy with few mandatory laws. Society is dominantly governed based on micro-policies rather than a macro-policy. As a consequence, nations are falling apart and society is characterised by fragmentation and isolation of separate communes.

### Characteristics of School

The main aim of school is to strengthen values in education. This is done based on individual evaluations and needs analysis. The content of these values in education varies from school to school. Since schools aim at creating opportunities for learning, there is a strong emphasis on basic learning skills. Schools are flexible organisations, where learning is not confined by time or place and which uses professionals and experts in various fields as teachers.

### Characteristics of Teachers

A teacher must be able to diagnose the needs and abilities of learners: They must be a counsellor to help students during their learning process and at the same time must be an assessor to monitor and evaluate their progress. As a person, a teacher must be

creative and spontaneous, being able to solve unexpected problems. Finally, they must have expertise outside teaching and must be a professional in their field.

### Characteristics of Teacher Education

There are no teacher education institutions. Every student can have their own personal development programme tailor-made. For this programme, everything can be used as a part of the development process: work experience, school practice, travel experiences, subject studies etc. For this reason, teacher education is for the larger part school-based.

### Characteristics of the Teacher Educator

Since there are no teacher education institutes, there are only a few mentors in schools to support the personal development programme of a student. The use of these mentors is voluntary: it is up to the student to decide whether and in what way they want to use the mentors.

### Risks

The risk of this scenario is that learners lose the holistic view of reality, since they have to decide for themselves what and how they want to learn. This risk also extends to society as a whole. The fragmentation of the society can lead to a lack of social cohesion and an isolation of groups. Such a situation might lead to a survival of the fittest and anarchy: individualism can lead to low social responsibility if individual values are not careful nurtured. This fragmentation also might lead to social vulnerability: when there is no social coherence and society as a whole cannot address its fundamental problems, a more systematic power can take over.

### Opportunities

A society and educational system based on individual and idealistic principles can foster both individual freedom and personal fulfilment. The emphasis on personal development will lead to real expertise, which can in its turn lead to a maximised use of human resources.

Francis/Frances wants to work with children in a learning centre and to become a professional guide of the learning processes. In our society there is no fixed programme for preparation for this work and there are no examinations either. Every learning centre can employ whatever person it wants or needs as a resource. Francis/Frances might consider several possibilities to prepare for the particular learning centre in which s/he is going to work:

1.  I want to spend time in a Children's Hospital—to understand children of a range of backgrounds and at points of great vulnerability in order to gain insight into ways of helping children in difficulties.
2.  I believe that travelling round the world, getting personal knowledge of different cultures will form a useful source of understanding learners in the multicultural society in which we live, promoting awareness of and respect for differences and similarities.

3. I'm really passionate about art so I want to explore all aspects: painting, textiles, three-dimensional work, art galleries—not only for my own development but also so that I can enable children to enter this marvellous magical world.

4. In order to understand past traditions of education, which still survive now, I will spend some time working in a Montessori school to feel the atmosphere of individuals grappling with their own progress in learning. In so doing I shall appreciate the tangible learning going on.

5. In order to experience the diversity of training methods (and perhaps reject them), I will spend time in some other learning centres working and discussing with learning professionals and trainees, trying to understand how they view learning and how it can best be promoted.

6. I shall study a range of philosophers and theologians and do a course of meditation to explore the meaning of life. This study will allow me to have a clearer view of my own values, for choice and action and to help learners to gain insight into choices and actions in their own lives.

## Scenario 3: Social Coherent Pragmatism

*Characteristics of Society*

In this quadrant 'society' or group arrangement has developed because it is a pragmatic solution to the organisation of human life. There is no utopian view of an ideal society. Social organisation and coherence is not seen as better than any other except that it is the most practical and efficient form for society. The society is oriented towards solving its political, social and economic problems quickly: to that extent it is concerned with achieving short-term goals. Society is focused on group problem solving to guard against the dangers of individualism.

The society is organised in such a way that the key decisions made within the society are made for the benefit of society as a whole. Individual benefits are made subordinate to the needs of society as a whole. Decisions can be made by a democratically elected assembly or by a totalitarian form of government. In both models advice of experts is valued, experts who would therefore be very powerful.

*Characteristics of Education*

One of the key methods of solving identified problems is through education. The education system is highly centralised as the school is seen as an institution for realising the will of society and not of the individual. There are two main functions of education: to provide a workforce to meet the needs of society and to instil in the citizen the notion of collective problem solving. The curriculum is therefore organised into two parts.

The first part of the curriculum focuses on the knowledge and expertise needed by the workforce which must be responsive to the needs of society and therefore be flexible. As a result, emphasis in the qualifications is put on competences and productive and practical skills. No form of knowledge or skills is valued for their own sake and therefore privileged but valued for its use at any specific time. This might be provided online, as such curricula may be quicker to update.

The second part of the curriculum concerns the underlying principles and skills needed for a society based on pragmatic problem solving. Citizens need to learn to cooperate, negotiate, value the skills of individuals and use them for the benefit of the

group. They also need to learn to resolve conflicts peacefully. Education is a lifelong process as the needs of society change so citizens need retraining.

### Characteristics of School

There are school buildings because of the need to meet so that group approaches, responsibilities and loyalties can develop. The knowledge and skills curriculum, however, could be delivered in the learner's home through IT and through practical work in situations of work-based learning. In the schools citizens learn how to learn and how to apply their knowledge for the benefit of society. There may be some illusion of individual and parental choice but only as a compliance mechanism and not as a real choice—that would be too individualistic.

### Characteristics of Teachers

Teaching models the group problem-solving techniques and a teacher guides rather than instructs. Teams of teachers with different skills work with learners to demonstrate negotiation skills etc. Teachers will not have a lifetime job, as the needs of society change so will the desired characteristics of the teaching force. Clearly there is a strong element of lifelong learning.

### Characteristics of Teacher Education

The teacher education system needs to be highly flexible, able to respond rapidly to changes in demands. Its focus is certainly more oriented towards process than knowledge. A similar team approach to that in school is adopted within teacher education: team teaching and group problem solving.

### Risks

In this scenario there is the risk that the short-term approach might lead to making false predictions of society's needs. As the pragmatic approach leaves little freedom for imaginative risk, the solutions derived may be narrow. When this pragmatic approach is used for education, this might lead to the development of citizens who do not take risks, which will mean that society stagnates. The social coherent approach might lead to a moral dictatorship where a compliant citizen may adjust to anything 'for the good of society'. As there are no ideals to be achieved, the educated have the knowledge to do things but do not develop the art of judgement based on shared values.

### Opportunities

This scenario leads to a practical and rational society with a high degree of satisfaction and purpose, offering a cost-effective education system which places money and people where they are needed in such a way that education is available to all citizens for the whole of their lives, empowering them to meet the needs of society. Education is something of value—as an educated person you play a valuable role in society, fulfilling a social need, therefore Teacher Education Centres are successful and popular- delivering the teachers that society needs.

Citizen X has been educated at collective school 3457291. S/he began at 6 with

basic communication and social skills showing a particular flair for music. At this time, however, it was predicted that there would be a desperate shortage of electronic engineers when s/he joined the work force and so s/he was encouraged to spend time on maths and science. Her parents supported the school but Citizen X was allowed to sing and play the piano in spare time. S/he was therefore happy and fulfilled: life would be spent for the good of all.

As s/he approached graduation from the collective school society had changed. A technological revolution had solved the electronics shortage but led to a desperate need for knowledge managers. These teachers would work in teams to assist citizens in making decisions about the usefulness and appropriateness of knowledge for solving society's problems in the future. There was a growing awareness that the speed of change would accelerate in the near future and that the pattern of lifelong learning would change with citizens needing to spend more time in short bursts of training.

Citizen X is interviewed at an education centre:

Tutor: Why have you decided to apply for a place to train to be a teacher?

X: My mentor at the collective school told me that there was a shortage and that it is my social duty to apply. I have the grades and learning style profile suitable to be a teacher and this is the closest institution to where I live.

Tutor: I see from your report that this is so.

X: Will I be able to specialise in music or electronics?

Tutor: I am afraid not, the need now is for knowledge managers.

X: But will I get paid as much managing knowledge as in engineering? Engineers used to earn social priority allowance 1.

Tutor: Not any more.

X: What will the methods of my training be?

Tutor: You are aware of group problem solving techniques and information management selection processes. As your groups learning needs change so will the methods employed by your teachers. Here we aim to provide the best modelling of school practice possible.

X: So I will be able to develop my cooperative and negotiation skills further.

Tutor: Of course, these are highly prized.

X: How long will my training take?

Tutor: That depends on the initial needs analysis of your group.

X: And will I have the opportunity to retrain in the future?

Tutor: This centre has a worldwide reputation for lifelong learning, and as an ex-student you would gain priority.

X: Thank you.

Tutor: We will contact you shortly.

## Scenario 4: Social Coherent Idealism

Underlying principles for the Social Coherent Idealism are:

- Common goals for the public good.
- Shared values and beliefs.
- Democratic values.
- Sense of integration and inclusion.

- Sensitivity to global problems.

There's an idea of public responsibility for the realisation and fulfilment of all the citizens assumed by the State

### Characteristics of Society

No sharp sociocultural and economic inequalities exist in the society of this quadrant, in spite of the recognition and acceptance of the difference. It's not an easy task to get the ideal balance between the trend towards social coherence and the respect for individual and group-identities (e.g. the freedom given to different ethnic groups to establish their own organisations mustn't lead to their segregation). The society here is heterogeneous and homogeneous at the same time. The individuals belong to different groups (geographic, ethnic, work-based, religious, international etc.), but the society, as a whole, shares common goals based on consensus. As everything is negotiated, any change takes time to be implemented. So long-term goals steer the development of changes in this society. They are necessary to create a well functioning democracy, aiming at understanding, tolerance and respect for being different, in this idealistic society looking for the best for all the citizens on a platform of equal opportunities and where there's a place for all.

### Characteristics of the Learning Process

The goals and aims of education are to give each individual the opportunity to become not only an individual but also a person in interaction with others, both self-realised and open to the others' needs. This well functioning citizen with high self-esteem embraces common values and seeks the balance between the common interest of individuals and society. All the learning process is intended to create equal opportunities for each individual, taking into account the possibilities and interests of each person. This leads to individual routes, but not individual learning. So learning is a way of self-development and conditioning at the same time. Since education is seen as a means to create a coherent society, the State takes it as a long-term investment for a stable society, no matter how expensive the education system may be.

### Characteristics of the Centres for Learning

The State has a responsibility to provide education for everybody, but different groups (parents, religions etc.) have the right and possibility to start their own 'free' learning centres,[2] funded by the State. On the board of a learning centre, parents have an important role. The cooperation between parents, pupils and educators is characteristic of these centres. On the other hand they have a close connection with other parts of society (health and social care, industry etc.) so they try to work on social training and teamwork, integrating different groups, for example, by creating (physical and virtual) educational networks.

The curriculum is partly defined by a set of common goals for all learning centres (the National Core Curriculum) which defines the general moral and ethic goals of society (based on the main aims of education) and the (subject) knowledge and competencies each citizen needs. The other part of the curriculum is free for the learning centre to define, based on its own values and beliefs. This part can vary from

centre to centre. There's also autonomy for each centre to determine the length of the basic school period and the type of learning route (work-based, learning centre-based etc.). Nevertheless the accreditation of diplomas is mostly based on the National Core Curriculum.

### Characteristics of the Educators

The educators are mentors/counsellors for pupils/students, giving advice on the best personal learning route fitting with the pupil's interests and abilities. At the same time they are supposed to be role models for pupils in their moral ethics. Learning centres invest in the professional development of their educators. On some occasions experts from outside are invited to stimulate the professional development of the team. On other occasions educators participate in activities at universities.

The profession has such a high status that other professional fields (e.g. industry) try to attract them from the learning centres in order to make them invest in personal development of their own personnel. Since educators are experts on coaching of personal development and learning processes, companies are willing to employ them. As we see, they are socially recognised.

### Characteristics of the Education of Educators

An initial education for educators is seen as a precondition for entering the profession. This initial education is the responsibility of the universities through their educational departments, although learning centres are involved in providing learning environments where students participate in education in practice, getting the experiences for reflection during their education. So the university educators cooperate with the practitioners in the learning centres, for the education of the students-future educators. The learning centres also act as places where academic action research takes place (the universities are involved in practice-based action research, next to other academic research and activities), to make explicit the tacit knowledge of educators. The education of educators is based on the National Core Curriculum and on the Qualifications for Educators as defined by the National Association for Educators (NAE). The educators are prepared to deal with pupils with special needs to facilitate their integration in the society. The universities are evaluated by a joint committee, which is constituted by representatives from the NAE, the universities and the government. The NAE is also responsible for accrediting educators after their initial education as educators.

### Characteristics of the Educators of Educators

The educators of educators have a very demanding profile regarding competencies at scientific, didactic, pedagogic and personal levels, determined by the State after a broad general discussion with the professionals and the universities. Their education is oriented to ethical goals related to democracy and inclusion in order to give the educators the necessary sensitivity to work with heterogeneous groups of pupils.

### Risks

The major risk of this quadrant is the temptation the State may have to control

absolutely the ideologies in the society under the pretext of knowing what is the best for all the citizens. And that inculcation is to be done by the educators. In this quadrant any evolution or change is very slow since it disturbs the established order.

*Opportunities*

The priority given to the spiritual values in detriment to the economic interests humanises the relationships in the society under the belief in the good nature of the human being. The self-realisation is accomplished by the realisation of mankind (there's a real concern with global problems related to the environment, hunger, war, drugs and diseases) while the individual interest gets a relatively unimportant emphasis.

    The Head of Department of a European University (Maria), probably located in your country, is working in her office. Imagine a well-decorated and comfortable room, with a European flag behind (How many stars? Guess!). Let's listen to a short dialogue between her and an American journalist (Bill) working for AJTE (*American Journal of Teacher Education*). After some words to introduce themselves (I'm Bill Smith, … pleased to meet you … Welcome to Europe, we're always pleased to welcome Americans back to the old continent … How can I help you? …), we have the following dialogue:

> BILL: It has been a while I haven't been in Europe … Yes, last time I was here was in 2001 … Such a long time ago! Could you give me some idea on how you work in teacher education in Europe? I'd like to have some information about the way you're dealing with this issue nowadays, whether there has been any change or not … Our readers are particularly interested to know if it's different from what we do in America …
>
> MARIA: Well, what I can say is that teacher profession is highly valued in Europe now. It's not very easy to enter a teacher education course, because there are many candidates who want to apply to it.
>
> BILL: Really?
>
> MARIA: Is it a surprise for you? The society has already recognised how important education is if we want to build a coherent society in Europe. And teacher education particularly has contributed a lot for the development of the European identity. Now we know who we are, what we want and what to do to get it!
>
> BILL: How is that possible with such diversity?
>
> MARIA: Everyone is well accepted and integrated. Differences are not seen as menaces.
>
> BILL: But I mean the differences from country to country …
>
> MARIA: But we do have a lot in common, we share the same values, same history, and even the same language!
>
> BILL: Same language? How is it possible?
>
> MARIA: Don't you know? Everyone in Europe speaks BSE now.
>
> BILL: BSE?
>
> MARIA: Yes, BSE as we call it: Badly Spoken English. And we live in peace, we have no strikes, no troubles and education is on a very high level. Can you see the link between the education and the teacher education? That's why our governments decided to invest in teacher education …

BILL:     And how did you manage to create this European identity and this sense of European citizenship?

MARIA:  We set up many projects on the European dimension, highly financed by the EU, some twenty years ago …

BILL:     So teacher education has changed a great deal …

MARIA:  Oh yes, we expect a lot from a teacher now. He or she has to be very well qualified. The European teacher nowadays has to deal with different pupils, different needs and different backgrounds … But at the same time he has to be able to give a particular attention to our common values, common culture and beliefs at the level of a European dimension…

BILL:     I see … The teacher has an important role in Europe …

MARIA:  That's true. That's why the society values this profession more and more.

**Finally**

The ambition of ATEE-RDC19 was to make scenarios that are consistent, plausible, challenging and recognisable. At first glance the methodology used to select the fields of change and design the two-dimensional matrix seems to have led to four rather consistent scenarios, although the descriptions could be elaborated. However, a more critical and theoretical reflection reveals a number of weaknesses, especially in the use of the dimensions and the extremes (Linde, 2003).

As for the plausibility and the question whether the scenarios are recognisable, the scenarios can be compared with changes taking place in the different countries. During a round table meeting at the ATEE-conference in Stockholm, September 2001, leading experts from the field of teacher education from different European countries commented on the scenarios and compared them with developments in their countries. In their comments they were able to link the scenarios to national developments. However, not all developments had a clear one-to-one relation with one of the scenarios. At the same time they remarked that reality never restricts itself to only one scenario and to the extremes of the scenario axes: reality is always a mixture.

Finally, there is the question whether the scenarios are challenging. Do they stir the imagination? Do they make people enthusiastic or worried about the future and do they stimulate teacher educators in taking initiatives towards the future they prefer? To have that effect, the daily life descriptions in each of the scenarios probably need a revision, making them less abstract. The scenarios can also be too challenging in the way that they might give the impression that one can choose the scenario that is desired and can define a strategy to shape the future according to that scenario. However, the scenarios are based on developments in society, which cannot be easily influenced by individuals. So strategies must have a responsive character: Supposing that the future is heading towards one (or a mixture) of the scenarios, am I prepared?

In this way, the ATEE-RDC19 scenarios can support teacher educators, organisations and management in making strategic decisions.

NOTES

1.   This article is an elaboration of the paper presented at the ATEE-Stockholm conference 2001 and which is published in the conference proceedings: ATEE-RDC19 (2002) Scenarios for the future of teacher education in Europe, in: G.

Linde (Ed.) *Proceedings from the 26th Annual Conference of the ATEE Association for Teacher Education in Europe* (Stockholm, Stockholm University Press).

2.   The institutes formerly known as 'school'.

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