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Accompanying document to the

**COMMUNICATION FROM THE COMMISSION TO THE COUNCIL AND THE
EUROPEAN PARLIAMENT**

Improving the Quality of Teacher Education

IMPACT ASSESSMENT SUMMARY

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**This report commits only the Commission's services involved in its preparation and does
not prejudice the final form of any decision to be taken by the Commission.**

EXECUTIVE SUMMARY

The quality of the education and training in Europe is in large part determined by the quality of the teaching that is provided; this in turn is in part a function of the quality of Teacher Education.

Progress in improving school education is slow; there is a perceived shortage of skills amongst teachers; this is currently difficult to remedy because there is a lack of coherence and continuity between different, often separate, elements of teachers' education; and in any case, the amount of in-service training available to practising teachers is very limited.

These factors point to a need to improve the capacity of the teaching profession in Europe to provide the quality of teaching required so that Lisbon objectives - including the common objectives for education and training systems – may be attained.

Member State representatives working with the Commission through the Education and Training 2010 programme, have identified a core of key proposals to bring about an improvement in the Quality of Teacher Education in the European Union. In particular, they agree that it is desirable that:

- all teachers possess the appropriate level and range of knowledge and competence to be able, in the context of rapid economic and social change, to help learners to reach their full potential;
- all teachers possess adequate qualifications from a Higher Education institution;
- provision for teachers' initial education, induction and further professional development is coordinated as a coherent system, and is adequately resourced; and
- the professionalism of teaching is promoted.

Following an analysis of the different options available, the outcome of this Impact Assessment (IA) is a proposal that action by the European Union is warranted; such action should take the form of a succinct Recommendation of the Council and Parliament.

The objective of this Recommendation is to provide Member States with a number of broad orientations, based upon best practice (as identified by the Member States themselves), that can provide a common framework for the development of their policies and practices to improve the quality of teacher education.