



COMMISSION OF THE EUROPEAN COMMUNITIES

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AVIS DU COMITE DES EVALUATIONS D'IMPACT

Proposal for a

**RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE
COUNCIL**

on the Quality of Teacher Education in the European Union

{COM(2007)392}
{SEC(2007)931}
{SEC(2007)933}

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



Brussels, 4 April 2007
D(2007) 3230
(R-705)

Opinion

Title **Impact Assessment on: Quality of teacher education**
(draft version of 2 March 2007)

Lead DG **DG EAC**

1) Impact Assessment Board Opinion

(A) Context

In the context of the Education and Training 2010 policy framework, Member State representatives have been working together in an Open Method of Coordination to develop common policy approaches that could improve the quality of teacher education. A draft set of European Principles for Teacher Competences and Qualifications was presented at a conference in June 2005; at this conference, the Commission announced presenting a proposal for a recommendation of Parliament and the Council on the quality of teacher education in 2006.

(B) Positive aspects

The section on underlying drivers of the identified problems is well developed and seems to be complete, thereby contributing to a good understanding of the subject. The extensive involvement of stakeholders is also to be welcomed.

(C) Main recommendations for improvements

The recommendations below are listed in order of descending importance. Some more technical comments will be transmitted directly to the author DG.

General recommendation: The IA report should provide a more thorough assessment of the extent to which this EU initiative will help to solve the identified problems.

(1) The expected impact of the proposed recommendation needs to be assessed. The IA report should assess how this recommendation would make a difference, i.e. the value added of this initiative. In order to do this it should identify which Member States are lagging behind and what are the reasons for that, and assess to what extent this (non-

binding) initiative is likely to impact on Member States' efforts and success. This assessment should also consider actions planned or recently introduced by Member States (dynamic problem definition). Furthermore the IA report could usefully explain what this recommendation adds to other EU instruments like European Social Fund support for teacher training.

(2) The sections on problem definition, underlying drivers and policy objectives should match. The problem definition and underlying drivers section are comprehensive and address issues relating to both the quality of teacher education and the shortage of teachers. In the policy objectives only the quality aspects are taken forward. The IA report needs to explain the reasons for this delimitation, for example by more clearly ranking the identified problems. Also it should explain better how these two issues are related, and whether there is a trade-off in the sense that improving the quality of teacher education might lead to more teachers dropping out or fewer teachers qualifying.

(D) Procedure and presentation

It appears that all necessary procedural elements have been complied with.

2) IAB scrutiny process

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Author DG	DG EAC-A-2
External expertise used	No
Date of Board Meeting	Written procedure
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