International Journal of Research in Education Humanities and Commerce

Volume 06, Issue 03 "May - June 2025"

ISSN 2583-0333

HISTORICAL OVERVIEW AND MODERN CHALLENGES IN TEACHER TRAINING IN EUROPE

APOSTOLOS KARAOULAS
Laboratory Teaching Staff, University of Ioannina, School of Education Sciences,
Department of Early Childhood Education

https://doi.org/10.37602/IJREHC.2025.6307

ABSTRACT

The continuous professional development of teachers constitutes a fundamental pillar for the progress and enhancement of every educational system. The educational process is in constant evolution, requiring teachers to maintain an unbroken link between theoretical knowledge and its practical application in the classroom, to adequately meet the demands of the modern school. This article focuses on the evolution of the teaching profession from the 18th century to the present day, emphasizing the importance of continuous professional training for teachers. The demand for ongoing training emerges as critical for effective education, as it is not sufficient for teachers merely to possess theoretical knowledge; they must also be capable of applying it directly and practically in their everyday teaching practices.

The importance of continuous professional development becomes increasingly apparent considering the ongoing progress of society and technology, both of which directly impact the school environment and teaching methods. Since the Age of Enlightenment, when fundamental pedagogical concepts were developed and gradually established across Europe, education has undergone significant transformations. The establishment of scientific knowledge as a core tool of teaching, alongside the social and political reforms of the period, laid the foundations for the formation of the modern school. As technology and new scientific advancements continue to develop, education is called upon to integrate these changes to respond to contemporary needs.

In today's world, teachers are not merely transmitters of knowledge; they must continuously adapt their teaching practices based on developments in science and technology to meet the challenges of the 21st century. Professional training becomes essential for supporting educators in the implementation of innovative teaching practices, as well as for strengthening the interaction between theory and practice. Linking theoretical training with everyday educational practice is a crucial factor in enhancing the effectiveness of the educational system and in addressing the ever-increasing demands of modern society.

Keywords: Continuing professional development, teaching practices, teacher training, educational system, teacher advancement, educational challenges

1.0 INTRODUCTION

Modern education faces growing demands arising from the rapid social, economic, and technological developments of our time. In the era of information and globalization, educators are called upon to provide students with a broad range of skills that extend beyond traditional

Volume 06, Issue 03 "May - June 2025"

ISSN 2583-0333

learning, encompassing the development of critical thinking, the addressing of social inequalities, and the integration of new technologies. However, teacher professional training is often deemed insufficient, primarily due to its inability to keep pace with the constantly changing needs of the educational landscape. The gap between theoretical preparation and practical application frequently results in inadequate professional readiness among teachers to meet the complex demands of the contemporary classroom (Lortie, 2002; Darling-Hammond, 1997).

The need for a transformation in teacher training has deep historical roots and is not an exclusive characteristic of modern approaches. As early as the 18th century, the demand for universal education began to take shape, emerging as a social demand for equal access to knowledge, which had until then been a privilege of the limited higher social classes. During the Enlightenment, the demand for universal education was significantly reinforced, as the belief was formed that knowledge should not be a privilege of the elite but a fundamental right of all citizens (Rousseau, 1921/1762; Condorcet, 1955/1794). The social demand for education became increasingly associated with the necessity for the education of teachers, leading to the systematic establishment of pedagogy as a scientific field. The call for universal education highlighted the need to strengthen the role of teachers, resulting in the professionalization of the teaching occupation. Teachers came to be recognized not merely as academically educated individuals but as professionals with defined responsibilities and expectations, with their terms of collaboration with educational institutions also determining their remuneration. With the establishment of nation-states, educational demands and, by extension, the role of the teacher were placed under state control, creating a systematic framework for shaping the modern professional educator (Altbach, 2007; Green, 1992).

Modern education, while bearing the legacies of past traditions, is called upon to face new challenges linked to enhancing the learning process and ensuring the quality of education for all. Educators are no longer merely mediators of knowledge but are increasingly seen as guides and supporters of students' creativity and independence, contributing to the shaping of a more dynamic society. However, current needs require a new type of educator who combines academic training with the ability to recognize and manage the social, psychological, and technological dimensions of learning. The effectiveness of education is often questioned, as the reality of the classroom demands teachers who not only understand the theoretical principles of education but also possess the skills to apply them effectively in everyday practice (Schleicher, 2012; Hattie, 2009).

The trajectory of teacher training illustrates the transition from simple knowledge acquisition to the development of a comprehensive professionalism, in which theory and practice move in tandem with the needs of students and societies. The gap between the theoretical and practical dimensions of education is not a new phenomenon but has become particularly pressing today, as teachers are called upon to meet the increasing number of students with special needs, the heightened pressure for academic achievement, and the advancements in learning technologies. Traditional teacher training, which has predominantly focused on theoretical training, often fails to prepare educators adequately for the complex demands of the modern classroom (Darling-Hammond, 1997; Sahlberg, 2014).

Volume 06, Issue 03 "May - June 2025"

ISSN 2583-0333

The need for a change in teacher training methods, to adapt to contemporary needs, is urgent. The educational function is increasingly conceived as a core driver of social development, with teachers emerging as critical agents of student progress, not merely through the transmission of knowledge but through conscious and critical guidance within an ever-evolving social and educational environment. The renewal of teacher education, the enhancement of teachers' skills, and the bridging of theory with practice are crucial issues for strengthening the quality of education both in Europe and globally (European Commission, 2015).

2.0 THE DEMAND FOR UNIVERSAL EDUCATION AND THE FORMATION OF THE TEACHING PROFESSION (18th-19th CENTURIES)

The development of modern education, understood as universal education for all, is directly linked to the social and political transformations of the 18th and 19th centuries in Europe. The demand for the education of broader social strata arose from the expansion of social classes and the recognition of education as a key instrument for social and political advancement. Universal education did not emerge as a spontaneous development but was shaped in response to a steadily intensifying social demand for access to knowledge, the assertion of rights, and meaningful participation in public life. This demand was decisively strengthened by the radical principles of the Enlightenment, which promoted education as a lever for social emancipation and the consolidation of political consciousness. Universal education was forged through the pressure of popular movements seeking access to knowledge, social equality, and institutional recognition. The philosophical ideas of the era further fueled this dynamic, presenting education as the foundation for developing critical thinking and citizens' political engagement (Rousseau, 1921/1762; Kant, 1784).

During the Enlightenment, education emerged as a crucial factor for building a society based on justice, development, and institutional stability. It was recognized as a fundamental right, non-negotiable for every citizen regardless of origin or economic status, while the role of the teacher gained significant importance, deemed essential for the consolidation of these new values. Teaching ceased to be a marginal activity and became a key tool of social transformation, directly tied to the political and economic reforms of the time.

The popular demand for education led to a gradual transformation of the teacher's role, shifting from a spontaneous or locally recognized guide to an educator with systematic scientific training. In earlier times, community teachers, although often essential to the educational process, typically lacked formal professional education or training. Many belonged to local communities and assumed educational roles based on experience, community recognition, or personal teaching efforts, without following organized pedagogical methods. The transition from the spontaneous village teacher of traditional society to the socially recognized educator is closely linked to the development of social and political institutions during the 18th and 19th centuries (Perrenoud, 1999).

European society at the time demonstrated a clear need for more organized and scientifically substantiated methods of education. The teacher's role underwent progressive upgrading, which played a decisive role in shaping the modern profession. Teaching began to be recognized as a professional activity requiring specialized education and ongoing training. The establishment of educational institutions and the systematic training of teachers were crucial factors in this professional transformation. Particularly in Prussia, the first state to officially

Volume 06, Issue 03 "May - June 2025"

ISSN 2583-0333

recognize the need for universal education, institutions for the professional preparation of teachers were established through the creation of teacher-training institutes, known as Lehrerseminare. These structures introduced standardized curricula, pedagogical practices, and supervised teaching, thereby laying one of the first systematic foundations for professional recognition of the teaching role in Europe. The creation of these institutes and the development of teacher education programs already involved the integration of scientific and pedagogical principles into teaching, marking a clear break from the previously prevailing lack of professionalism and the spontaneous approach to teaching (Kant, 1906; Schriewer, 2012).

Through the establishment of the first organized educational system and specialized teacher-training schools, Prussia became the first country to recognize teaching as a professional activity requiring scientific and systematic preparation. These schools aimed not only at training teachers but also at shaping them into specialized professionals, profoundly influencing the development of pedagogy as a scientific field. By instituting a specific educational model and setting strict criteria for teaching, Prussia established the standard for teaching in Europe, influencing the creation of educational systems in other countries as well. This establishment of a standardized system marked the beginning of the formal recognition of the teacher's role, transforming teaching into a professional field directly connected with scientific methodology and evolving pedagogical theories (Kant, 1784).

The urgent need for universal education, combined with the rapid developments in the field of pedagogical science, was decisive in shaping the modern model of the educator. The social and political changes of the 18th and 19th centuries positioned education as a cornerstone for individual development and social progress, prompting governments to invest in the institutionalization of organized educational systems. Through the establishment of educational programs, teachers were provided not only with scientific training but also with the necessary pedagogical tools to meet the ever-increasing demands of both students and society at large. The first educational models developed in Prussia, along with similar standards adopted by other European countries, played a catalytic role in establishing a systematized and scientifically documented approach to teaching. The institutionalization of modern standards for education and the teacher’s role contributed decisively to the formalization of teaching as a structured professional activity, with lasting effects on the development of educational curricula and the evolution of pedagogy as an autonomous scientific field (Kant, 1906; Perrenoud, 1999).

3.0 THE 20th CENTURY: PROFESSIONAL RECOGNITION AND SCIENTIFIC SPECIALIZATION

During the 20th century, teacher education in Europe evolved into a more organized and scientifically grounded field, influenced by changing social and scientific conditions. As pedagogy gradually established itself as a science with academic significance, it was integrated into universities, contributing to the transformation of teaching from an empirically based profession to one of specialized training. At the core of this development was the growing awareness that teacher education requires systematic grounding and a close connection to scientific perspectives from psychology and sociology.

Throughout the 20th century, pedagogical science emerged as a dynamic field of research and academic consolidation, drawing theoretical and methodological tools from the humanities and

Volume 06, Issue 03 "May - June 2025"

ISSN 2583-0333

social sciences. In the university environment, pedagogy was gradually shaped as an autonomous scientific discipline, with an emphasis not only on the theoretical substantiation of educational practice but also on its connection to the real conditions of school life. The focus on child development, the social factors influencing learning, and the interactions within the educational framework highlighted the need for a broader and more targeted approach to teacher education, moving beyond the traditional framework of simple knowledge transmission. Within this dynamic, the first university faculties of education and specialized tracks in the field of education were established, responding to the need for a scientifically grounded and thoroughly developed approach to teaching and the learning process (Boudon, 1974).

The incorporation of psychology and sociology into teacher education represented one of the defining shifts of the 20th century, influencing both the structure and content of teaching. Psychology, particularly developmental and cognitive psychology, provided tools for understanding learning processes, the specific needs of students, and the effectiveness of educational methods. At the same time, the sociology of education enabled the study of the social dynamics shaping the educational experience, highlighting the social dimension of learning. Teachers were now trained not only to transmit knowledge but also to understand the psychological and social characteristics of their students. Their education aimed to develop the skills necessary to adapt teaching practices to the needs of diverse social groups and to address educational inequalities in a meaningful way (Hargreaves, 2001).

The differentiation of educational systems and teacher specializations by country, educational level, and discipline also became a defining trend of the 20th century. National education systems, shaped by their sociopolitical needs, developed different standards and criteria for teacher training. The differences observed are reflected both in the content of pedagogical education and in the specialization of teachers for specific educational levels. In Europe, approaches to teacher education varied considerably among countries, aiming to address the respective sociopolitical and cultural needs. For instance, in Germany, Prussia adopted an educational system characterized by rigor and centralized control, offering more organized and systematic training. Conversely, countries such as Britain maintained more flexible and differentiated curricula, allowing greater adaptability to local conditions and needs. These differences in educational approaches significantly influenced the shaping of educational systems across Europe, reflecting the diverse needs and traditional values that shape each society (Altbach, 1997). Specialization in teacher education indicated the growing need for differentiated educational approaches, tailored to the social and cultural needs of students. Teachers were trained to respond to the needs of students from different social backgrounds and to adapt their methods based on students' cultural and social identities.

The completion of teachers' scientific training became a fundamental component for the success of the educational systems of the 20th century. The recognition of teachers as professionals possessing specialized scientific knowledge enhanced the significance of teaching and was a decisive factor in the development of modern teaching methods. The integration of psychology and sociology into the educational system, the diversification of teacher specializations, and the recognition of the teacher's role as a scientific professional established the foundations upon which the modern educational process in Europe was built (Swing, Schriewer, & Orivel, 2000).

Volume 06, Issue 03 "May - June 2025"

ISSN 2583-0333

4.0 EUROPEAN INTEGRATION AND THE POLICY OF TEACHER EDUCATION

The process of European integration has been pivotal in shaping educational policies and professional teacher training across Europe, facilitating the development of a unified educational framework. Through the gradual consolidation of the European Union, educational policy gained clear direction, emphasizing the importance of a common strategy for the education and training of teachers. Europe, as a unified space, highlighted the necessity for continuous professional development and the lifelong learning of educators, reaffirming their central role in society. The implementation of the Bologna Process, the integration of "21st-century skills," and the promotion of lifelong learning became integral parts of this educational strategy, recognizing the education sector as a driving force toward a knowledge-based society (European Commission, 2004).

The Bologna Process, initiated in 1999 with the signing of the Bologna Declaration, marks a fundamental milestone during the European educational integration. Its main goal was to create a European Higher Education Area that would facilitate international student mobility and ensure the mutual recognition of academic degrees across EU countries. Simultaneously, the process aimed to establish a commonly accepted framework of study programs, enhancing the quality and accessibility of educational systems across the European Union. Emphasis was placed on upgrading vocational education and training, aiming to improve the skills of teachers and adapt higher education to the continually changing needs of society and the labor market. Central to this strategy was the professional development of educators. The Bologna Process promoted the strengthening of teachers' scientific and pedagogical training, aiming for their continuous education at a high standard. Moreover, it recognized the necessity of integrating teachers into an international framework of cooperation, where best practices and educational innovations could be exchanged and implemented both nationally and internationally, thereby enhancing their ongoing professional development and integration into global educational trends (Nokkala, 2007; Veiga, 2014).

The concept of "21st-century skills" has emerged as a critical parameter in the educational policy of the European Union. The acceleration of technological advancement, the restructuring induced by globalization, and the continual evolution of the economic landscape make it necessary to redefine the competencies essential for participation in modern social and professional life. Beyond traditional cognitive skills, the focus shifts to critical thinking, complex problem-solving abilities, effective collaboration and communication, and digital literacy. These skills are not treated as a static set but as a dynamic field of cultivation permeating all educational processes. Modern competencies are fundamental for ensuring active citizenship in a world characterized by rapid and often unpredictable changes. Recognizing the importance of these shifts, the European Union has prioritized the integration of 21st-century skills at all levels of the educational system, both in general education and in professional training. Teacher training is highlighted as a crucial factor, as educators are expected to respond to new forms of teaching and learning that foster autonomy, creativity, and adaptability in students. Therefore, the continuous professional development of teachers becomes essential for building an educational environment capable of preparing young people for the complex demands of the future (European Commission, 2017; OECD, 2018).

The European strategy is founded on the principle of lifelong learning, which is viewed not as an additional component of a teacher's career, but as an intrinsic part of their professional identity. The understanding that a teacher's training does not end with initial education but must be continuously renewed, reflects the profound transformation of the teaching role in the modern school. Lifelong professional development requires ongoing engagement with advancements in science, technology, and pedagogical theory so that educators can effectively respond to the evolving needs of their students and broader society (Torney-Purta, Lehmann, Oswald, & Schulz, 2001).

Initiatives such as DigCompEdu and the European Union's ET2020 strategy have contributed to the formation of a coherent framework for professional empowerment. Through these policy tools, the integration of digital technologies into educational practice has been promoted, alongside the adoption of modern pedagogical methods that favor student-centered learning and the cultivation of critical skills. Professional development is not seen as a mere acquisition of technical knowledge but as a dynamic process of shaping teachers' professional identities within a European framework of exchange, innovation, and collaboration (Council of the European Union, 2009; Chircop, 2021).

DigCompEdu was created in response to the need for the continuous professional empowerment of educators within a digitally transforming environment. It is not a purely instrumental approach to technology but seeks the organic integration of digital media into teaching practices, with pedagogy as the focal point. Strengthening digital competence allows teachers to approach learning in ways that address the complex realities of the 21st century, without losing sight of the essence of the pedagogical relationship. Today, educational practice demands constant adaptation and scientific vigilance. Digital skills are not isolated technical abilities but are fundamental elements of the teacher's professional formation. In a constantly evolving world, teachers must stay updated on contemporary developments and incorporate digital technologies into the educational process. The use of these tools extends beyond simple operation to their strategic application for enhancing learning and facilitating teaching, thus responding to the continually shifting educational demands of the era (Redecker & Punie, 2017; Caena & Redecker, 2019).

The "European Education 2020" (ET2020) strategy is a central pillar of the EU's educational policy, aiming to promote cooperation among Member States for developing shared objectives in education. Special emphasis is placed on developing teachers' digital and social skills, with the goal of shaping educational environments that foster participation, innovation, and social inclusion. Moreover, the strategy underscores the importance of teacher training as a means of adapting to contemporary educational challenges and meeting the expanding needs of society (European Commission, 2019).

The Strategy for the European Education Area, established to further strengthen educational cooperation within the EU, aims to develop an integrated, open, and dynamic educational system. The central philosophy of this strategy focuses on enhancing teachers' skills, as educators are increasingly required to meet contemporary challenges in education, such as digitalization, multiculturalism, and social inclusion. Encouraging teacher mobility, exchanging best practices, and fostering cooperation among European educational systems aim to create a unified and effective European educational space (European Commission, 2022).

The integration of strategies and programs that promote teachers' continuous professional development highlights the necessity of responding to the demands of a constantly changing social and technological landscape. Teachers in Europe are expected not only to possess the knowledge and skills required for teaching but also to develop a deeper understanding of contemporary social and cultural dynamics, thereby contributing to the strengthening of a knowledge society and promoting social inclusion.

5.0 CONCLUSIONS- MODERN DAY CHALLENGES

Pedagogy and the educational process constitute a dynamic and continually evolving field, whose development is shaped by the social, political, and scientific parameters characterizing each historical context. The historical trajectory of education reveals a multilayered process, wherein transformations in knowledge, forms of social organization, and shifting value systems have contributed to the construction of educational models. Despite its institutional evolution, education continues to raise critical questions, highlighting the need for ongoing interpretation, redefinition, and renewal of its purposes. Changes in educational policy and teacher training from the 18th century to the present are fundamental for understanding the course of education, the formation of the teaching profession, and for analyzing the contemporary challenges we face today.

The process of integrating and accepting pedagogical and scientific developments by the state and society demonstrates the interdependence between the theoretical and practical dimensions of education. The journey from the informal and minimally organized school education of the 18th century, where the teacher's role was primarily linked to empirical knowledge and personal initiative, to the modern conception of the teacher as a trained and socially responsible professional was accompanied by gradual and substantive shifts in perceptions of professional development and continuing education. This fundamental shift was not limited to institutional reforms but emerged through broader changes in the relationship between knowledge, power, and educational responsibility, making the professional formation of teachers a critical means for shaping schools as spaces of learning, social inclusion, and dynamic transformation. Despite repeated reform efforts, a significant gap remains between the theoretical education offered in universities and the demands of the real-world classroom. The lack of coherence between academic training and teaching practice reinforces a tendency to drift away from the application of pedagogical theories, making it difficult for many educators to incorporate scientific approaches into their daily practice (Hargreaves, 2003; Burke & Lehane, 2023).

According to international experience and research, modern educational practice requires an integrated approach to theoretical and practical knowledge. The need to develop a comprehensive and interconnected system of teacher education that addresses all aspects of the educational process is now urgent. Pedagogical theories, as important as they are for understanding educational processes, are insufficient if not combined with the practical skills required for classroom management and teaching. Modern teachers must be able to manage classroom diversity, support students psychosocially, and integrate new technologies into their teaching. The coexistence of theory and practice, though central to the educational process, is not limited to the development of professional skills but demands a radical redefinition of the institutional and social parameters that shape the functioning of educational systems and the integration of teachers into society (McCormick, 2010; Altbach, 2016).

While modern pedagogy faces many challenges from adapting to technological advancements to recognizing and supporting students' psychosocial needs, the need for further research and policy intervention is clear. Strengthening teacher education through a comprehensive system combining theoretical and practical training will help address these challenges. Modern educators must be equipped with skills that allow them to respond to the social and political needs of the 21st century while also adapting to developments in scientific thought and educational technology.

As a key objective for future research, the continuous and systematic evaluation of the connection between theoretical and practical knowledge is crucial for assessing the quality of educational programs and identifying the current and future needs of the educational system. The integration of new technologies into the classroom and the support for lifelong learning represent future areas of research interest that require in-depth study for the development of strategies to enhance the educational process. Moreover, policy intervention must focus on upgrading professional development programs and creating a supportive environment for teacher growth, incorporating the new social and technological needs of the era. Such policy should aim at the ongoing enhancement of teachers' skills, support them in addressing psychosocial and pedagogical challenges, and promote the integration of new technologies into teaching (Rata, 2011; Rist, 2008).

The educational process, as a dynamic and continually evolving function, demands the active participation of the teacher, who cannot remain trapped in static methods and perceptions. The teacher, as a guide and co-creator of learning, must continuously respond to the challenges of scientific and professional prestige to avoid the stagnation that can hinder the development and potential of students. Professional teacher development, which combines theoretical understanding with practical application, is not merely a process of continuous education but lies at the heart of the ongoing search for and adaptation to new educational needs and challenges.

The need for an educator capable of combining theoretical knowledge with practical experience extends beyond meeting the academic or professional demands of the 21st century. It also encompasses the teacher’s ability to influence and inspire students, creating a flexible and open school environment. The integration of these two dimensions of education is inextricably linked to the cultivation of an educational system capable of responding to the demands of a society that is constantly changing and striving to incorporate innovation into every aspect of public and private life.

REFERENCES

Altbach, P. G. (1997). The international academic profession: Portraits of fourteen countries. Jossey-Bass.

Altbach, P. G. (2007). Globalization and the University: Realities in an unequal world. In J. J. F. Forest & P. G. Altbach (Eds.), International Handbook of Higher Education (Vol. 18, pp. 121-139). Springer. https://doi.org/10.1007/978-1-4020-4012-2_8

Altbach, P. G. (2016). Global perspectives on Higher Education. Johns Hopkins University Press

Boudon, R. (1974). Education, opportunity, and social inequality: Changing prospects in Western society. Wiley.

Burke, P., & Lehane, P. (2023). Weaving the literature on integration, pedagogy and assessment: Insights for curriculum and classrooms - Annex 2. National Council for Curriculum and Assessment.

Caena, F., & Redecker, C. (2019). Aligning teacher competence frameworks to 21st century challenges: The case for the European Digital Competence Framework for Educators (DigCompEdu). European Journal of Education, 54(3), 356-369. https://doi.org/10.1111/ejed.12345

Chircop, D. (2021). The European Education Area and the 2030 strategic framework for education and training. European Parliamentary Research Service. https://www.europarl.europa.eu/thinktank/en/document/EPRS_BRI(2021)690630

Condorcet, J.-A.-N. de C. (1955). Sketch for a Historical Picture of the Progress of the Human Mind (Library of Ideas). Noonday Press. (Original work published 1794)

Council of the European Union. (2009). Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ("ET 2020") (2009/C 119/02). Official Journal of the European Union, C119, 2-10

Darling-Hammond, L. (1997). The right to learn: A blueprint for creating schools that work. Jossey-Bass.

European Commission. (2004). Facing the challenge: The Lisbon strategy for growth and employment. Report from the High-Level Group chaired by Wim Kok. European Commission

European Commission. (2015). Strategic framework for European cooperation in education and training towards the European education area and beyond. EUR-Lex. Retrieved from https://eur-lex.europa.eu/EN/legal-content/summary/strategic-framework-for-european-cooperation-in-education-and-training-towards-the-european-education-area-and-beyond.html

European Commission. (2017). European framework for the digital competence of educators: DigCompEdu (Y. Punie, Ed.). Publications Office. https://data.europa.eu/doi/10.2760/159770

European Commission. (2022). Progress towards the achievement of the European Education Area: Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. European Commission.

European Commission: Directorate-General for Education, Youth, Sport and Culture, ICF, & Technopolis. (2019). Assessment of tools and deliverables under the framework for

European cooperation in education and training (ET2020): Final report. Publications Office of the European Union. https://data.europa.eu/doi/10.2766/590709

Green, A. (1992). Education and state formation: The rise of education systems in England, France and the USA. Palgrave Macmillan

Hargreaves, A. (2001). Changing teachers, changing times: Teachers' work and culture in the postmodern age. Continuum.

Hargreaves, A. (2003). Teaching in the knowledge society: Education in the age of insecurity (Concise ed.). Teachers College Press.

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge.

Kant, I. (1784). An Answer to the Question: What is Enlightenment?

Kant, I. (1906). Kant on education (Über Pädagogik) (A. C. D. Foley, Trans.; R. D. Heath, Intro.). M.A. Publishers

Lortie, D. C. (2002). Schoolteacher: A Sociological Study. University of Chicago Press.

McCormick, J. (2010). Europeanism. Oxford University Press.

Nokkala, T. (2007). The Bologna Process and the role of higher education: Discursive construction of the European Higher Education Area. In J. Enders & B. Jongbloed (Eds.), Public-private dynamics in higher education: Expectations, developments and outcomes (pp. 221-246). Bielefeld: transcript Verlag. https://doi.org/10.1515/9783839407523-009

OECD. (2018). The future of education and skills: Education 2030. The Future we Want. OECD-Publishing

Perrenoud, P. (1999). Enseigner: Agir dans l'urgence, décider dans l'incertitude. ESF éditeur. [In French]

Rata, E. (2011). The politics of knowledge in education. British Educational Research Journal, 38(1), 103-124. https://doi.org/10.1080/01411926.2011.615388

Redecker, C., & Punie, Y. (Eds.). (2017). European framework for the digital competence of educators: DigCompEdu (Y. Punie, Ed.). Publications Office of the European Union. https://data.europa.eu/doi/10.2760/159770

Rist, G. (2008). The history of development: From Western origins to global faith (3rd ed.). Zed Books.

Rousseau, J.-J. (1921). Emile, or education (B. Foxley, Trans.). J.M. Dent and Sons; E.P. Dutton. (Original work published 1762)

Sahlberg, P. (2014). Finnish lessons 2.0: What can the world learn from educational change in Finland? Teachers College Press.

Schleicher, A. (2012). Preparing teachers and developing school leaders for the 21st century: Lessons from around the world. OECD Publishing.

Schriewer, J. (2012). Discourse formation in comparative education. Peter Lang

Swing, E. S., Schriewer, J., & Orivel, F. (Eds.). (2000). Problems and prospects in European education. Praeger

Torney-Purta, J., Lehmann, R., Oswald, H., & Schulz, W. (2001). Citizenship and education in twenty-eight countries: Civic knowledge and engagement at age fourteen. International Association for the Evaluation of Educational Achievement (IEA).

Veiga, A. (2014). Researching the Bologna Process through the lens of the policy cycle. In A. Teodoro & M. Guilherme (Eds.), European and Latin American higher education between mirrors (pp. 107-124). Sense Publishers.

