



Erasmus+ Teacher Academies

- policy background and key features

Tapio Saavala, European Commission

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Achieving the EUROPEAN EDUCATION AREA by 2025



1



Quality in education and training

- Boost basic and transversal skills
- More mobility and cooperation opportunities
- Support lifelong acquisition of language competences
- Develop a European perspective in education



2



Inclusion and gender equality

- Pathways to School Success
- 50 centres of excellence for VET
- European Approach to micro-credentials
- Gender-sensitive teaching



3



Green and digital transitions

- Education for Climate Coalition
- Greening of education infrastructure
- Council Recommendation on education for environmental sustainability
- Digital Education Action Plan



4



Teachers and trainers

- 25 Erasmus Teacher Academies
- European guidance for national career frameworks
- European Innovative Teaching Award



5



Higher education

- European Universities full roll-out
- Development of a European Degree
- Legal statute for alliances of universities
- Erasmus+ Mobile App



6



Geopolitical dimension

- Team Europe approach
- Strengthen cooperation with strategic global partners
- Expand international dimension of Erasmus+

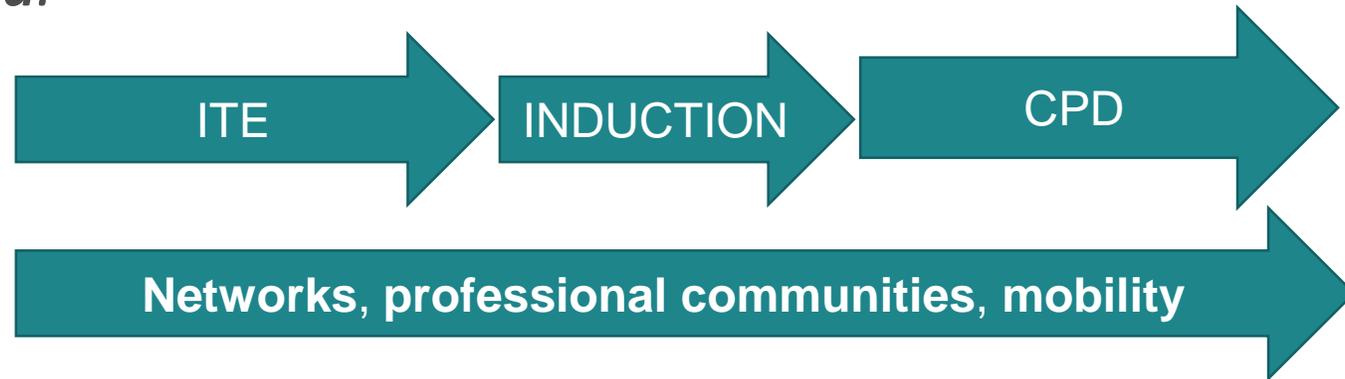
[Achieving the European Education Area by 2025 - Communication COM\(2020\) 625 final](#); [Council Resolution of the European Education Area](#)



Teachers in the European Education Area

The vision:

*...builds on competent and motivated teachers and trainers who benefit from a seamless continuum of a high-quality **initial education**, effective **induction** and **continuous professional development** throughout their careers, including participation in professional **networks** and **communities** and benefitting from learning **mobility** abroad.*



Challenges – shortages of teachers

- In the EU, about 25% of principals report an overall **shortage of qualified teachers**.
- There is also a **shortage of teachers to teach**
 - **students with special needs.**
 - **students in multicultural or multilingual settings**
 - **students from socioeconomically disadvantaged homes**
- **Ageing:** almost 40% of lower secondary teachers in Europe are **50 or above**, **one third will retire in the next decade**
- **Some countries have high drop-out rates**, but there is also **oversupply** of teachers in many countries.

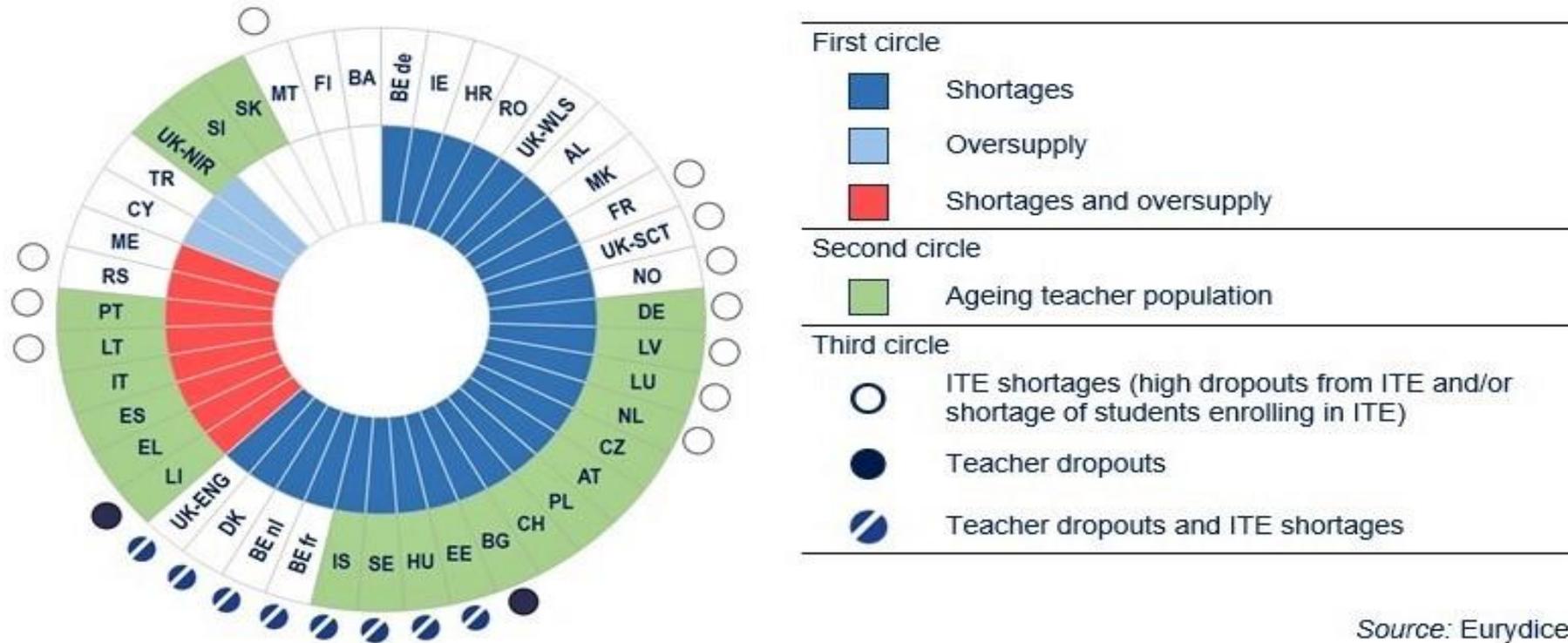


[Education and Training Monitor 2019](#)

[Eurydice report: Teachers in Europe: Careers, Development and Well-being](#)

Challenges – shortages of teachers

Main challenges in teacher demand and supply in lower secondary education, 2019/20



Source: Eurydice.

[Eurydice report: Teachers in Europe: Careers, Development and Well-being](#)

Challenges – image and CPD



- Only 18% of lower secondary school teachers think their profession is **valued by society**
- **Gender imbalance:** in primary education the proportion of female teachers reaches 85% and at secondary level, 64.7%.
- **Continuous Professional Development (CPD):** 92% of teachers participate in further learning, but more is wanted:
 - 21% working with students with special needs;
 - 16% of ICT for teaching;
 - and 13% training in teaching in multilingual and multicultural environments.

[Education and Training Monitor 2019](#)

[Eurydice report: Teachers in Europe: Careers, Development and Well-being](#)

Challenges – teachers and digital competences

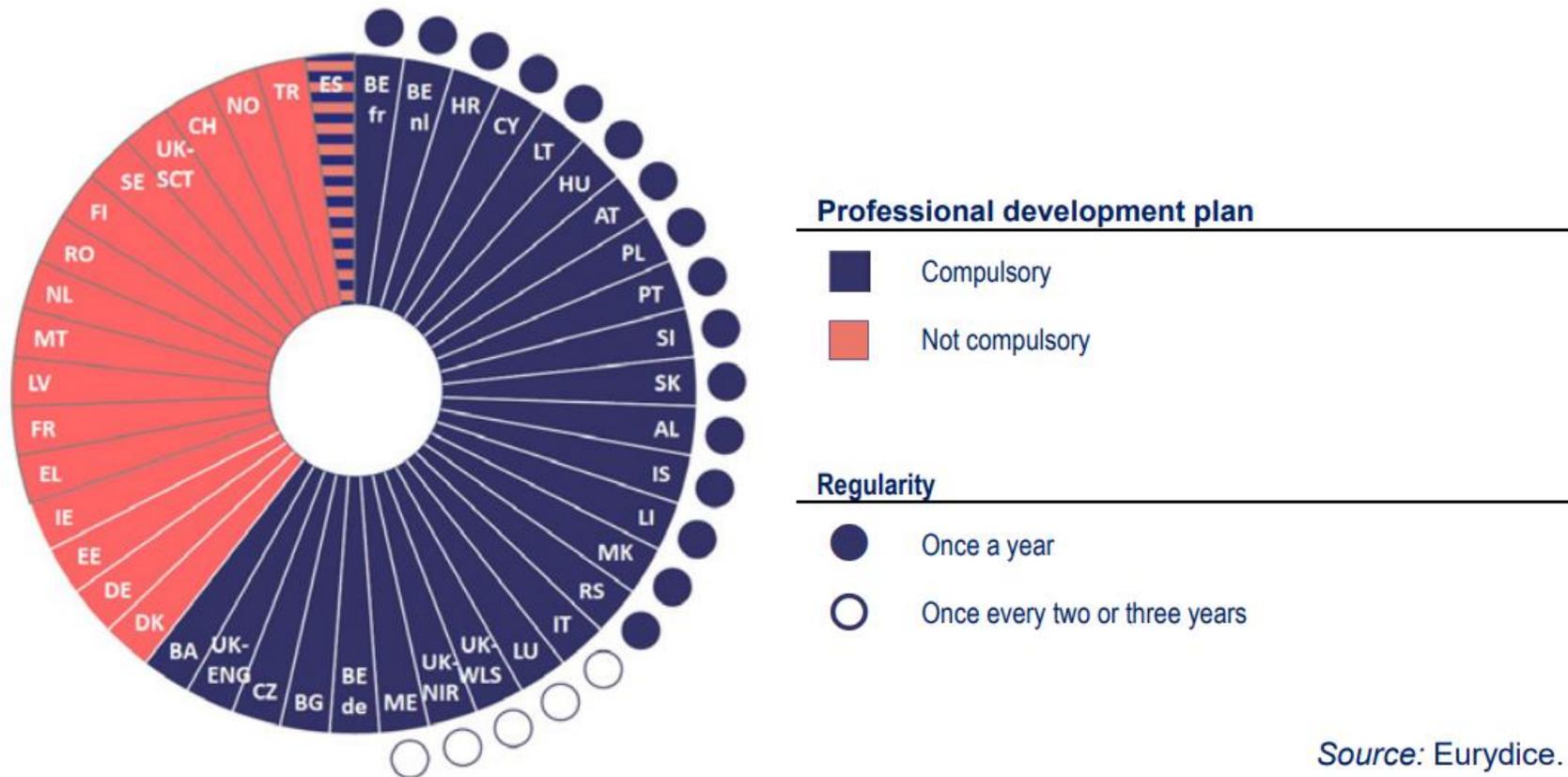


- **6** EU Member States have a framework on **teacher's digital competences**. In **15** countries, digital competences are included in a general teacher competence framework.
- Only 39% of teachers in the EU felt well prepared to use digital technologies in their daily work (TALIS 2018 survey)
- 62% of respondents of the DEAP consultation felt that they had improved their digital skills during the crisis.
- More than 50% of respondents plan to take action to further enhance their digital skills

Education and Training Monitor 2020 – based on TALIS 2018 and the public consultation on the Digital Education Action Plan, DEAP. [Digital Education Action Plan \(2021-2027\) | European Education Area \(europa.eu\)](#)

Schools' Development Plans

Figure 3.8: Top-level requirement for lower secondary schools to have a continuing professional development plan, 2019/20



Source: Eurydice.

TEACHER MOBILITY



- TALIS 2018: **40.9.0%** of teachers in the EU have been abroad during their careers; there is **16%** points increase compared to TALIS 2013*
- In 2018 only some **20%** went abroad as part of their initial education
- **70%** of mobile teachers are language teachers; 30% science teachers; 33% math teachers
- Purposes: Accompanied student 51%, Learning language 50%, Studying (ITE) 48%, **Teaching 29,6%**, Learning about other subject area 21,6%

Benefits	Obstacles
Language learning, cultural understanding, reflection and learning new teaching competences, networking ...	Funding, schedules, substitute teachers, languages, matching demand/offer, lack of recognition...

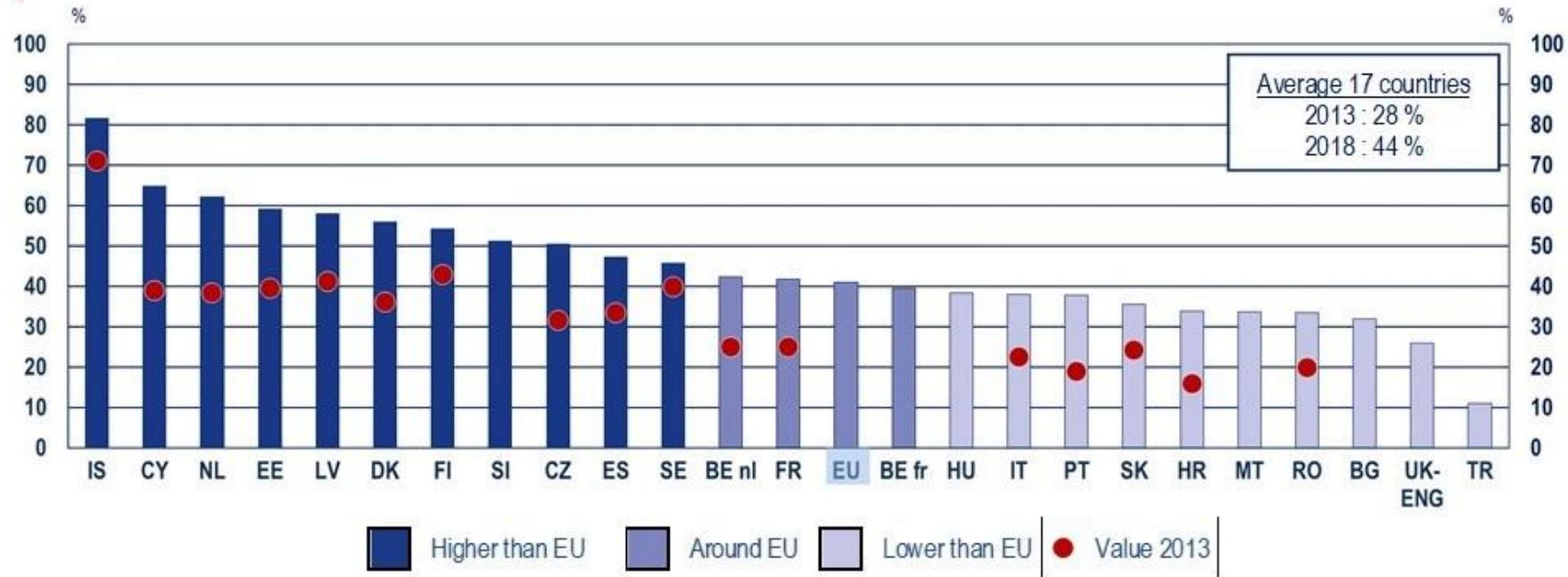
[Eurydice report: Teachers in Europe: Careers, Development and Well-being](#)

* 17 countries took part both in 2013 and 2018

TEACHER MOBILITY



Figure 5.1: Proportion of lower secondary education teachers who have been abroad, in 2018 and in 2013



[Council Conclusions on teacher mobility, April 2022](#)

European Education Area Initiatives

Council Recommendation on blended learning



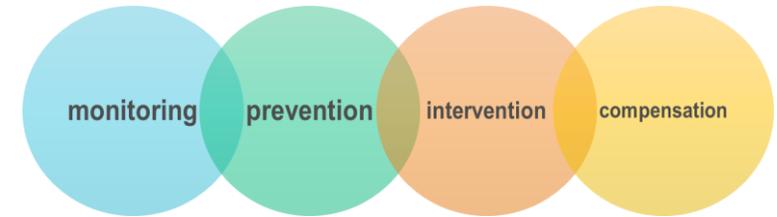
European Innovative Teaching Award



Learning for Environmental Sustainability (proposal)



Pathways for school success for all (proposal)



National Career Frameworks



Erasmus+ Teacher Academies



What are Erasmus Teacher Academies?

- A new Action in the new Erasmus+ Programme
- Projects creating networks of initial teacher education and continuous professional development providers and other relevant stakeholders
- Cooperation on key EU priorities such as digital learning, sustainability, equity and inclusion
- Develop joint learning offer for student and serving teachers with strong European dimension and through innovative and practical collaboration
- Develop learning mobility (virtual, physical and blended) as part of teacher learning
- Contribute to policy development and sustainable collaborative networks

Benefits of Erasmus+ Teacher Academies

Teacher education providers:

- Enhanced international and European dimension
- Enriched learning provision with a career long perspective (initial and CPD)
- Coordinated and effective mobility schemes
- Innovation, networking and possibility to impact on policies

Participating students and teachers:

- Unique perspective to European education systems
- Tailored, quality assured and recognised learning courses to support career-long learning
- Access and contributions to peer learning and professional communities

Policy makers:

- First hand experiences on effective teacher education



2022 Selection overview

- 56 applications received
- Applicant coordinators from 18 countries
- 711 applicant partner organisations from 34 countries
- Applications included even distribution of ITE and CPD providers, practice schools and other stakeholders

11 projects selected

182 participating organisations from 23 Erasmus+ countries (21 Member States, Norway and Turkey)

[Erasmus+ Teacher Academies launch event](#)

Erasmus+ Teacher Academies



Implementation by

European Education and Culture Executive Agency, EACEA

Info session 20th May 2022 afternoon

Links:

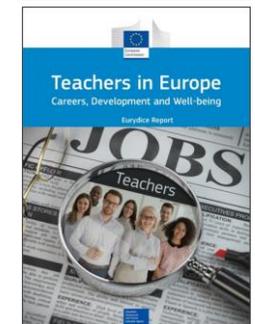
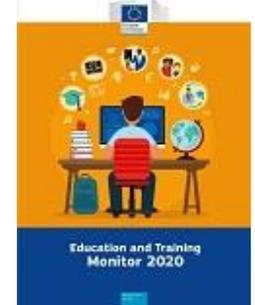
- [Call for proposals 2022](#)
- [Programme Guide 2022](#)
- [E+Teacher Academies factsheet](#)
- [Erasmus+ Teacher Academies](#)
- [-brochure](#)
- [Funding & Tender Opportunities Portal \(F&TP\).](#)

Indicative Timeline:



More info...

- [European Education and Culture Executive Agency, EACEA](#)
- [Communication on Achieving the European Education Area \(EEA\) by 2025](#)
- [2020 Council conclusions: European teachers and trainers for the Future](#)
- [Council Resolution of the European Education Area](#)
- [Digital Education Action Plan 2021-2027](#)
- [2021 Eurydice report: Teachers in Europe: Careers, Development and Well-being](#)
- [Education and Training Monitor 2020](#)
- [Education and Training Monitor 2019](#)
- [OECD TALIS surveys 2013, 2018](#)
- [Policy guide to improve the support for teacher and school leader careers in Europe](#) (Working group report in the [School Education Gateway](#))



Thank you!



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