



Erasmus+ Teacher Academies background and objectives



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

- Are reported in nearly all the EU countries (*) ; about 25% of principals report an overall **shortage of qualified teachers**.
- **Demographics**
 - *Ageing teaching workforce ; almost 40% of lower secondary teachers in Europe are 50 or above, one third will retire in the next decade*
 - *Shortage of male teachers (more severely in pre- and primary education)*
- **For certain subjects**
 - STEM, Foreign languages, informatics
- Certain **geographic areas/ types of schools**
 - *Schools in socioeconomically disadvantaged areas*
 - *Students with special needs, or in multicultural or multilingual settings*



(*) [Education and Training Monitor 2023 \(europa.eu\)](#); [Education and Training Monitor 2019 Eurydice report: Teachers in Europe: Careers, Development and Well-being](#)

Teachers mobility



- TALIS 2018: **40.9%** 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

European Education Area Initiatives

Council Recommendation on blended learning



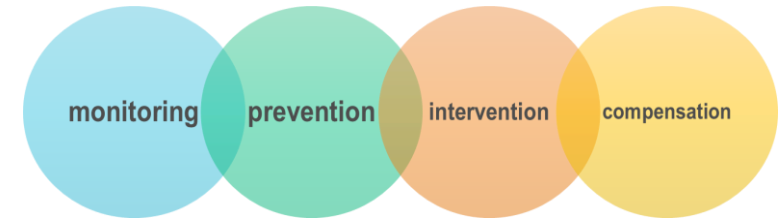
European Innovative Teaching Award



Council Recommendation on Learning for Environmental Sustainability



Council Recommendation on “Pathways for school success for all”



Guidelines for Teaching Career Frameworks



Developing national frameworks for school education careers



← Concept of coherent framework supporting school education careers was formulated during the mandate of the **ET2020 Working Group Schools 2018-2020**.

<https://www.schooleducationgateway.eu/en/pub/latest/news/new-policy-guide-et2020schools.htm>

How can it be applied in practice in European education systems?

→ An “**extended peer learning**” approach to enable countries to develop their own unique approaches, whilst also identifying common challenges and solutions.

[Attracting and retaining teachers and school leaders: a guide for career frameworks | ESEP \(europa.eu\)](#)

Erasmus+ Teacher Academies



A flagship action of the Erasmus+ Programme

Create networks of initial teacher education, continuous professional development providers and other relevant stakeholders

Develop **sustainable cooperation** with an impact on the quality of teacher education

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

Inform policy development and sustainable collaborative networks

Work on one or more Erasmus+ priorities

To better equip teachers in addressing current (and future) challenges in the classroom , in relation to :

- 1. Inclusion and diversity*
- 2. Environment and fight against climate change*
- 3. Digital transformation*
- 4. Common values, civic engagement and participation*

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

