Erasmus+ Teacher Academies
- policy background and key features

Tapio Saavala, European Commission

March 2022

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

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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.*

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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**
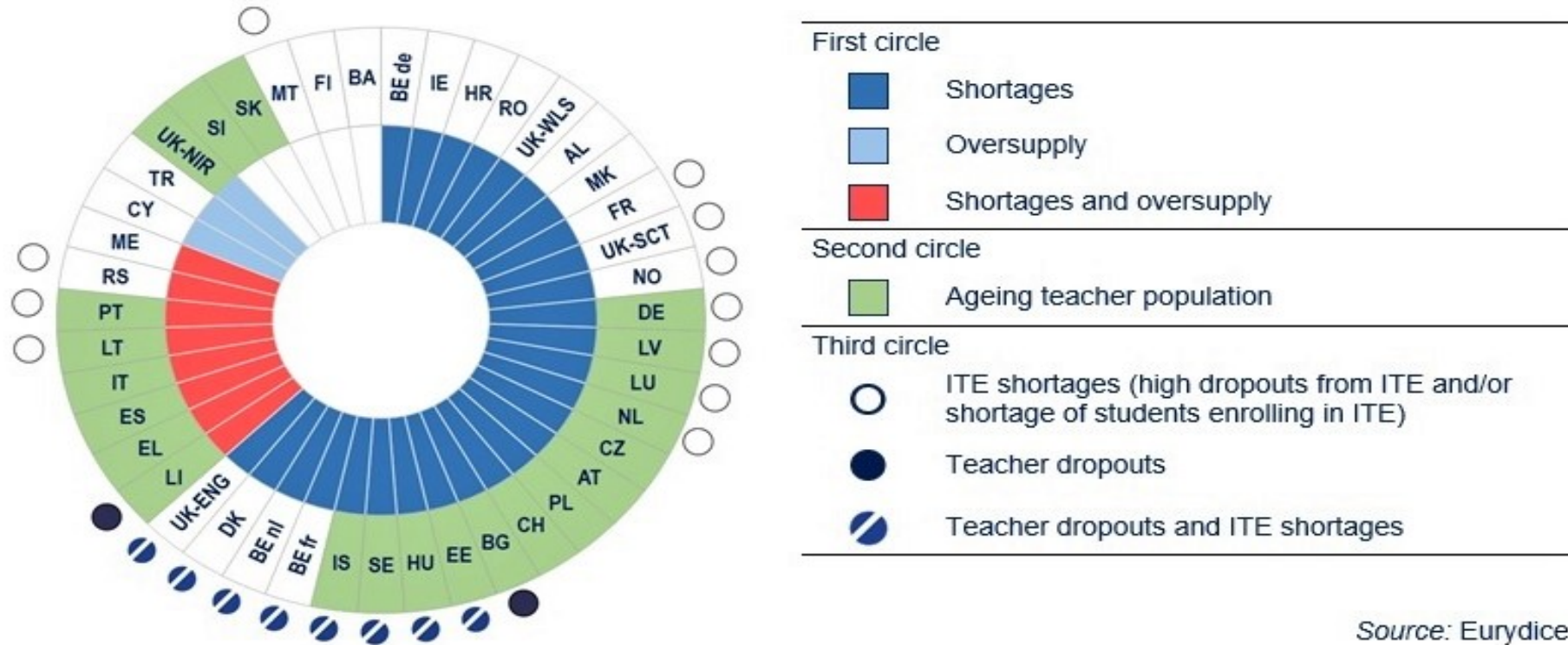- **Some countries have high drop-out rates, b**ut there is also **oversupply** of teachers in many countries**.**

Education and Training Monitor 2019

Eurydice report: Teachers in Europe: Careers, Development and Well-being

European Commission

Challenges – shortages of teachers

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

First circle
- ■ (dark blue) Shortages
- ■ (light blue) Oversupply
- ■ (red) Shortages and oversupply

Second circle
- ■ (green) Ageing teacher population

Third circle
- ○ ITE shortages (high dropouts from ITE and/or shortage of students enrolling in ITE)
- ● Teacher dropouts
- ◑ Teacher dropouts and ITE shortages

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

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Schools' Development Plans

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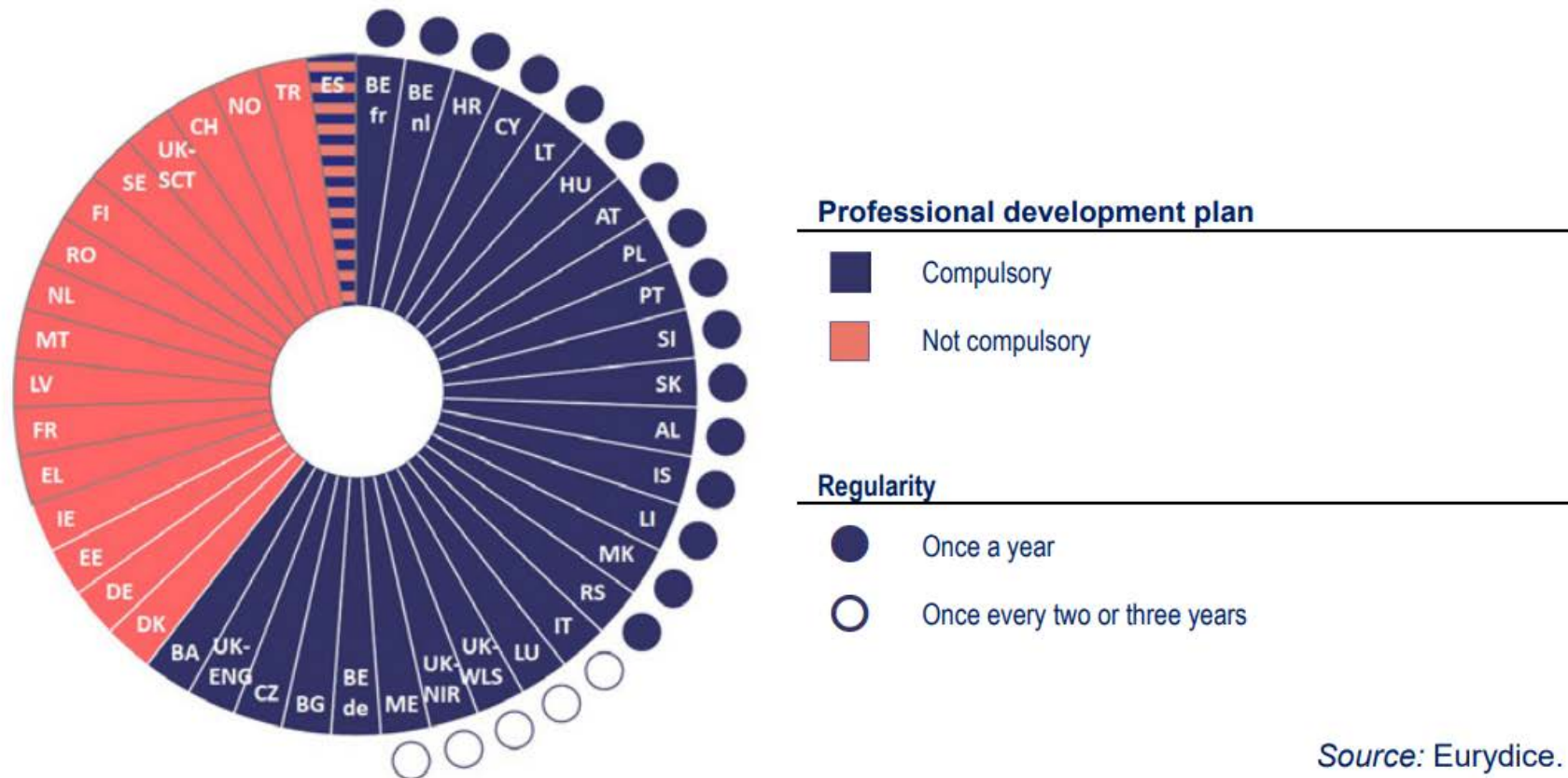
Source: Eurydice.

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%

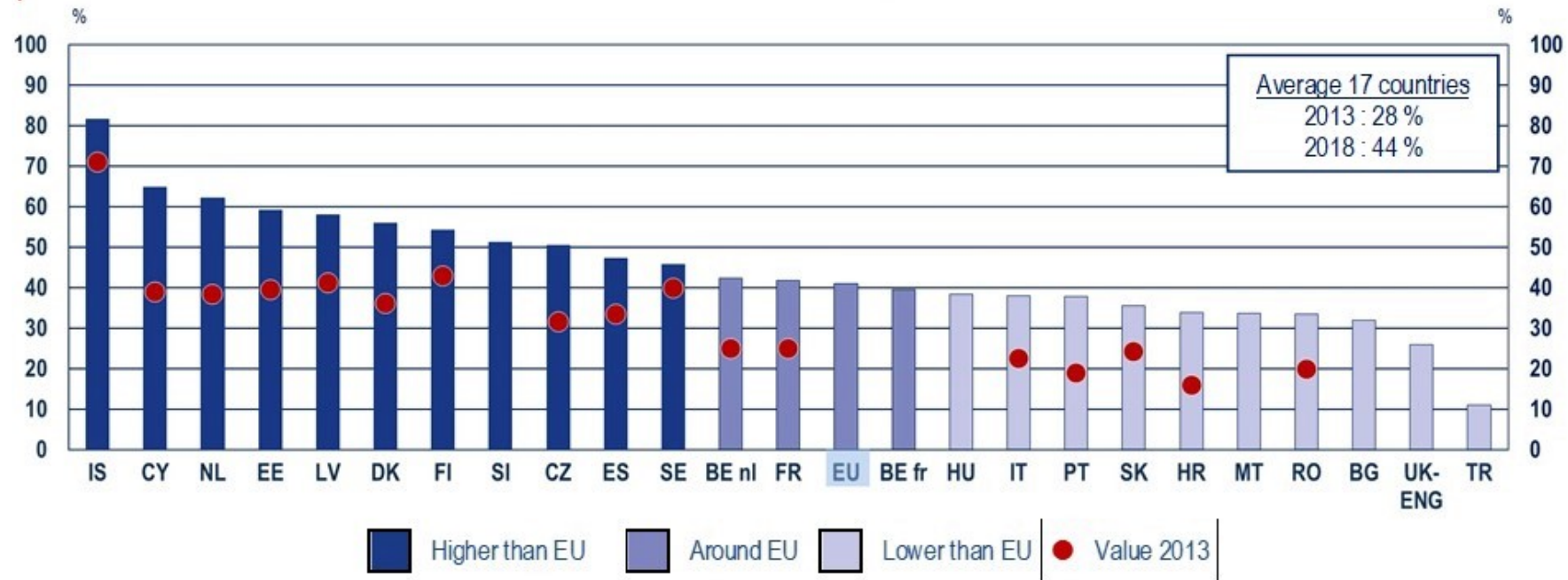| Benefits	Obstacles
Language learning, cultural understanding, reflection and learning new teaching competences, networking …	Funding, schedules, substitute teachers, languages, matching demand/offer, lack of recognition…

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

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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**

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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

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Erasmus+ Teacher Academies

Implementation by
European Education and Culture Executive Agency, EACEA
Info session 20ᵗʰ May 2022

Links:
- **Call for proposals 2022**
- **Programme Guide 2022**
- **Annual Work Programme 2022**
- **Erasmus+ Teacher Academies**
-   **-brochure**
- **Funding & Tender Opportunities Portal (F&TP)**.

Indicative Timeline:

Publication of Erasmus+ Call and Programme Guide Nov 2021

Deadline for applications: 7. September 2022

Q3-Q4 2022: Selection and award decision

Q1 2023 Contracts and projects start

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**)

Click!

Thank you!

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