



Erasmus+ Teacher Academies

- policy background and key features

Tapio Saavala, European Commission

May 2022



Achieving the EUROPEAN EDUCATION AREA by 2025

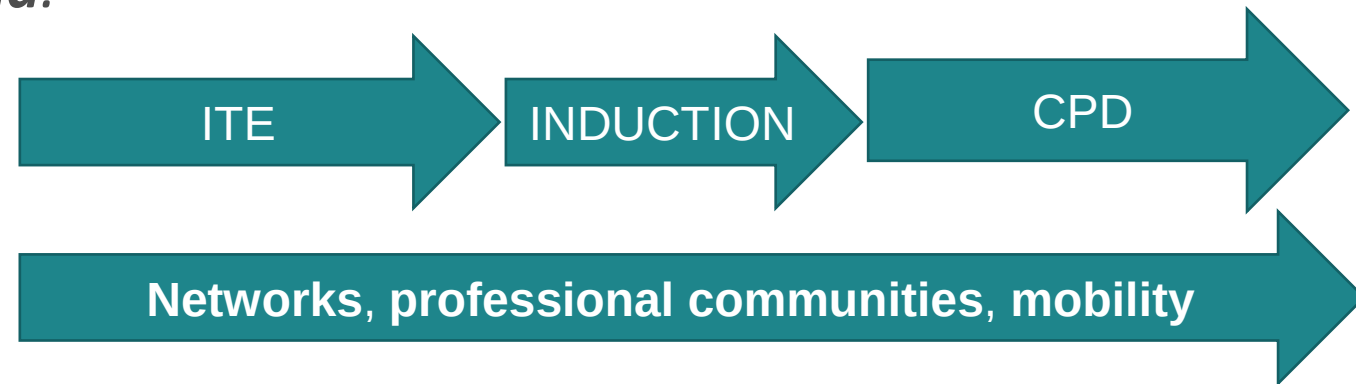


[Achieving the European Education Area by 2025 - Communication COM\(2020\) 625 final](#); [Council Resolution of the European Education Area](#)

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.

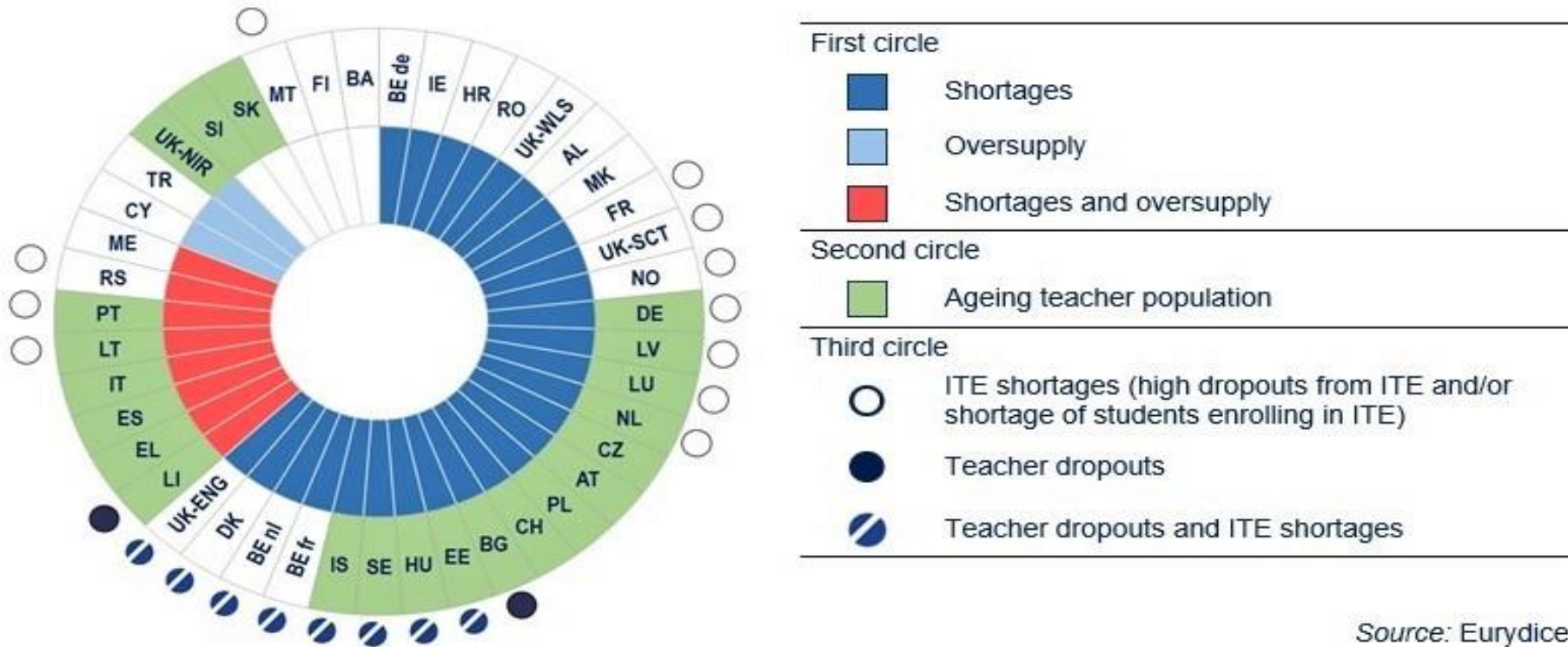


[Education and Training Monitor 2019](#)

[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



[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

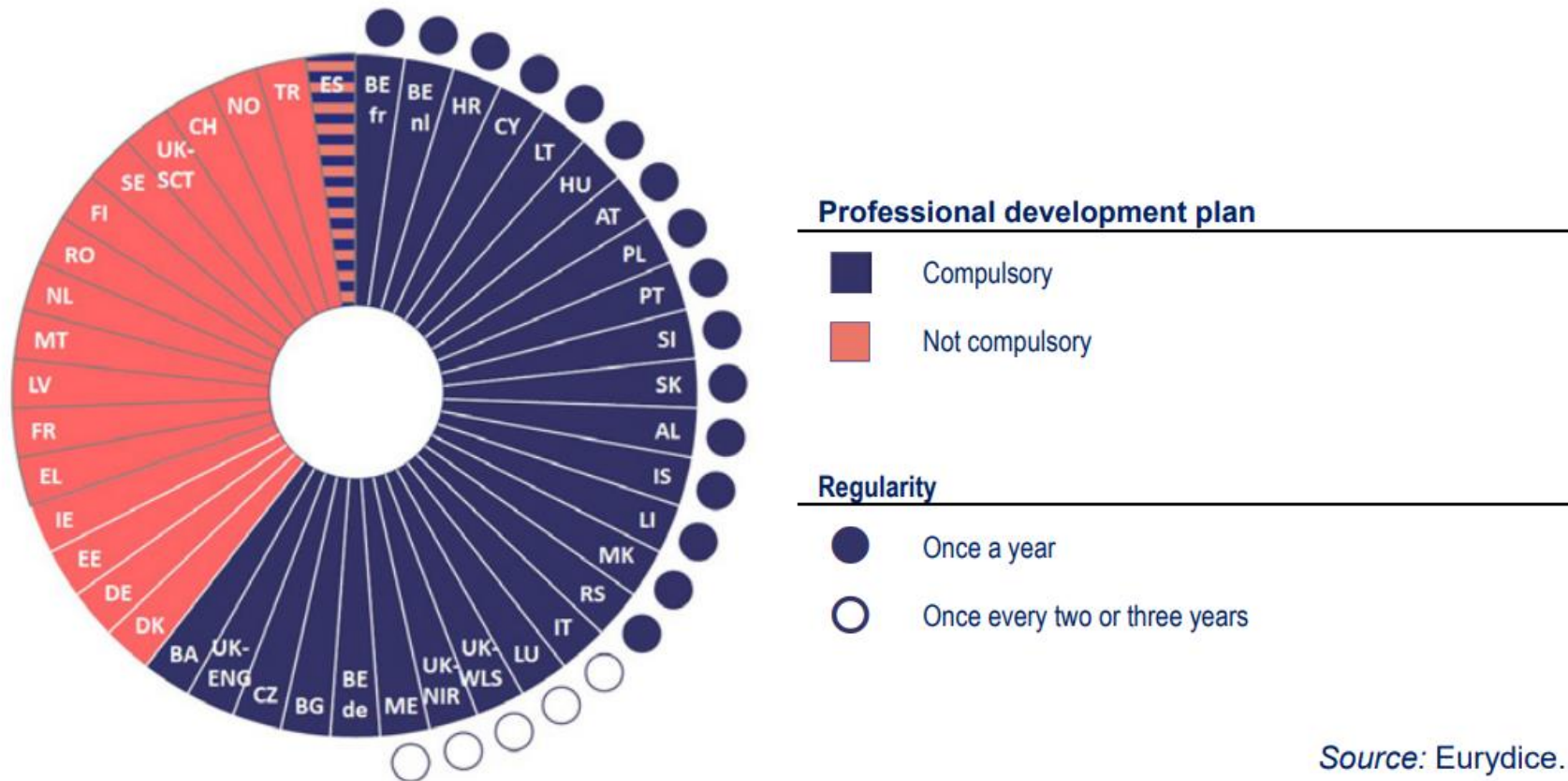


- **6** EU Member States have a framework on **teacher's digital competences**. In **15** countries, digital competences are included in a general teacher competence framework.
- Only 39% of teachers in the EU felt well prepared to use digital technologies in their daily work (TALIS 2018 survey)
- 62% 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...

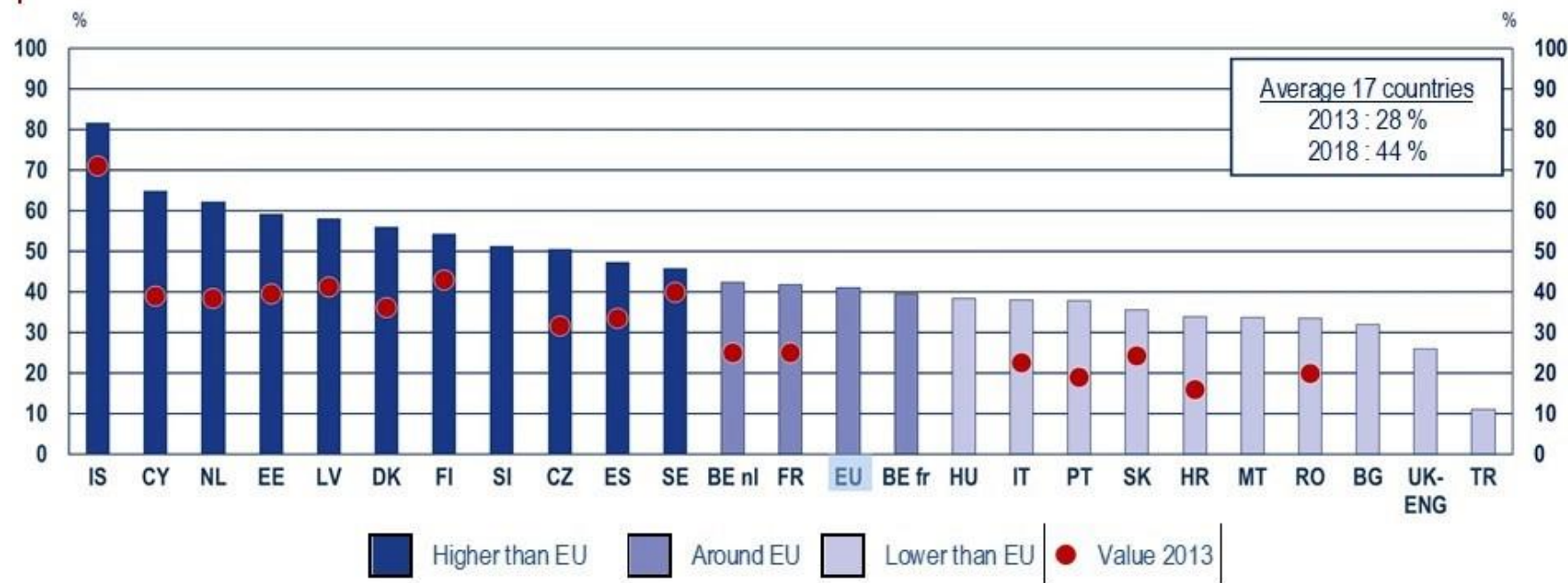
[Eurydice report: Teachers in Europe: Careers, Development and Well-being](#)

** 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



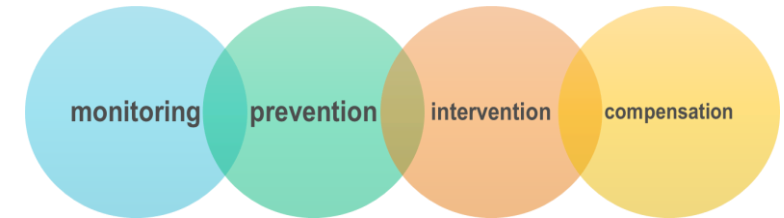
European Innovative Teaching Award



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:

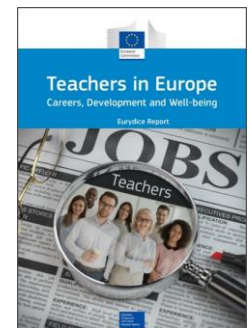
- **Call for proposals 2022**
- **Programme Guide 2022**
- **E+Teacher Academies factsheet**
- **Erasmus+ Teacher Academies**
- **-brochure**
- **Funding & Tender Opportunities Portal (F&TP).**

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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