



Erasmus+ Teacher Academies 2025

Policy background and objectives

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Political guidelines for education



Europe needs a radical step change in ambition and action – for all skill levels and for all types of training and education. This is as important for people’s careers and prospects as it is for our competitiveness.

*Central to this will be **embedding lifelong learning into education and careers** and **supporting the training and the career prospects of teachers**. We will focus on improving **basic skills** and propose a **STEM Education Strategic Plan**.*

*Political Guidelines
for the European Commission 2024-2029*

The mission for school education



Roxana Mînzatu
*Executive Vice-President for
People, Skills and Preparedness*

You will work on the **European Education Area** to drive a common approach to skills development, learning mobility, quality and inclusiveness. You will make the most of the tools at our disposal, including by **strengthening Erasmus+**.

You will develop an **Action Plan on Basic Skills** and a **STEM Education Strategic Plan** to address two of the most striking shortfalls.

I would like you to develop **an EU Teachers Agenda** to help improve their working conditions, **training and career prospects**. As part of this, you will look into launching a **European Schools Alliance** to encourage better cross-border cooperation and mobility between schools across Europe.

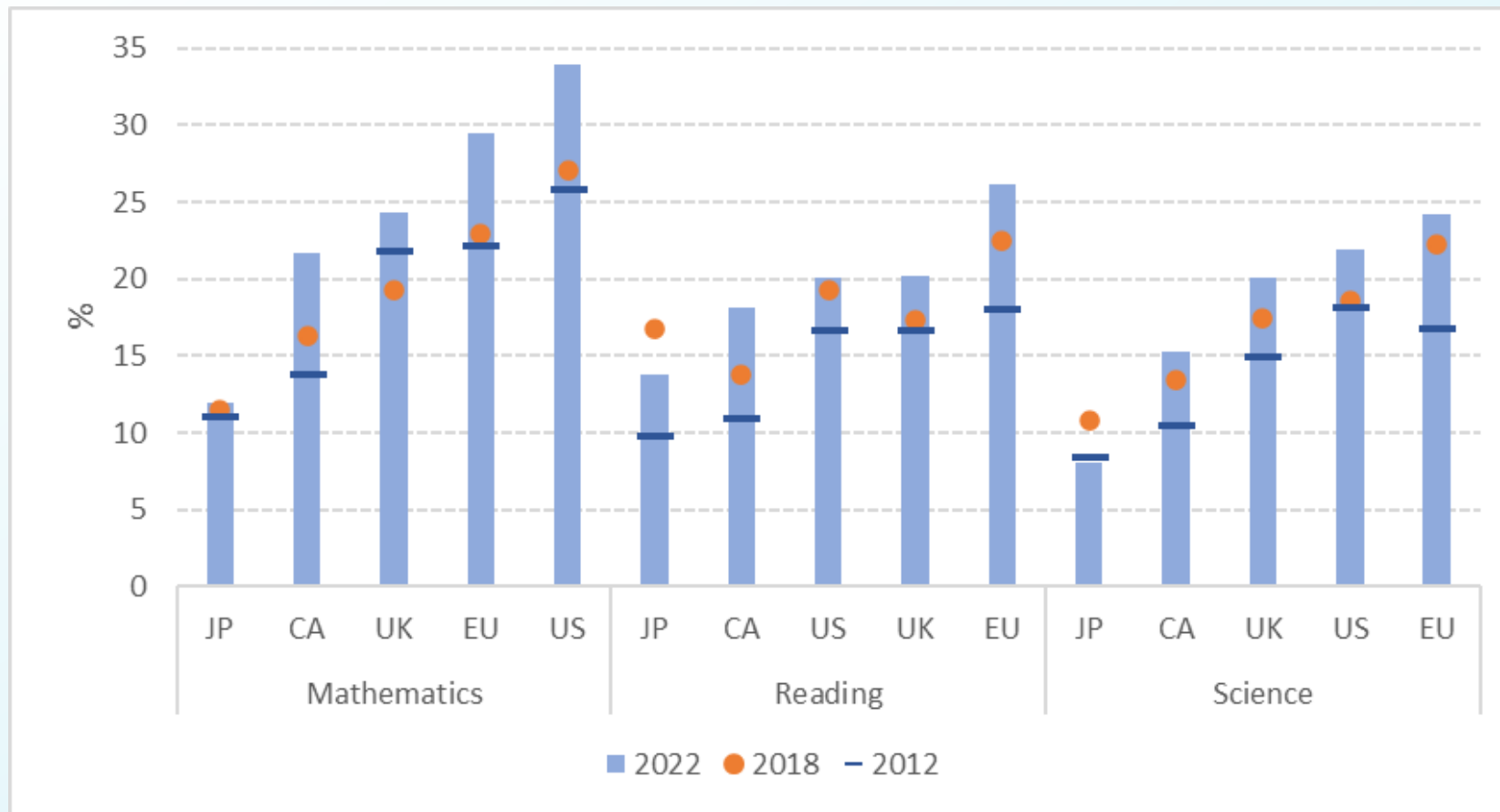
Policy priority: Basic skills and STEM education

Context:

- Increasing global competition, technological disruption, demographic and societal change
- Support for green and digital transition
- **Basic skills** (literacy, numeracy, science and digital) and **STEM competences** essential for people's careers and prospects and Europe's competitiveness
- Need to increase performance in basic skills for Europe to sustain and boost innovation capacity and ensure full participation in society
- Growing demand for skilled professionals in STEM fields

The EU position is weak compared to other large advanced economies

Percentage of underachievers



Policy: Basic skills and STEM education

Key issues to consider

- Effective **curricula** as well as **teaching, learning and assessment** practices, including challenges and opportunities of the digital age
- **Building capacity of school leaders, teachers and educators**
- **Equity** (ensuring that all learners, independent of their socio-economic, cultural background, and gender, including those with specific needs, can develop and strengthen basic skills and participate in STEM education and careers)
- Boosting **learners' motivation** and interest in their own learning and development, and **learners' wellbeing**
- The role of early years learning (**ECEC**) for basic skills development
- **Community** support (parents, families, non-formal education opportunities, e.g. libraries, STEM centres, etc.)
- **Partnerships** and **collaborations** with industry, research institutions, and other educational and labour market organisations

Call to develop an *EU Teachers Agenda*: The challenges

Shortages present in nearly all EU countries related to:

- **demographic trends:**
 - **ageing** workforce: almost 40% of lower secondary teachers are aged 50 or above, significant numbers to retire in coming years
 - **male teachers underrepresented**, especially in pre-primary and primary education
- **specific subjects:** STEM, informatics, foreign languages
- certain **geographic areas/ types of schools/ specific needs of pupils:** schools in socioeconomically disadvantaged areas, pupils in special needs education, students with disabilities, or in multicultural or multilingual settings

The attractiveness of the teaching profession is a main factor shaping teachers arriving, staying and leaving the profession

- Only 17.7% of teachers report that their profession is valued by society
- Need for more Continuous Professional Development: 21% working with students with special needs; 16% of ICT for teaching; and 13% training in teaching in multilingual and multicultural environments.

Call to develop an *EU Teachers Agenda*: What we can build on

- **Erasmus+ Teacher Academies**: 16 projects just selected under the 2024 call for proposals, to start in March 2025 → total of 43 Teacher Academies.
- **European Innovative Teaching Award**: recognize outstanding achievements; 2024 annual theme "Wellbeing at school"; 96 projects awarded
- **Council Recommendation "Europe on the Move"**: dedicated measures to enhance teachers' learning mobility.
- **European School Education Platform (ESEP)**, including eTwinning (see separate presentation): possibilities to teach, learn and grow together.
- **Educational Leadership Network Europe (ELNE)** = the European policy network on teachers and school leaders; preparing the European Education month (March 2025): [ELNE Calls for Proposals](#) for webinars/events; and calls for good practices & research summaries.

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+

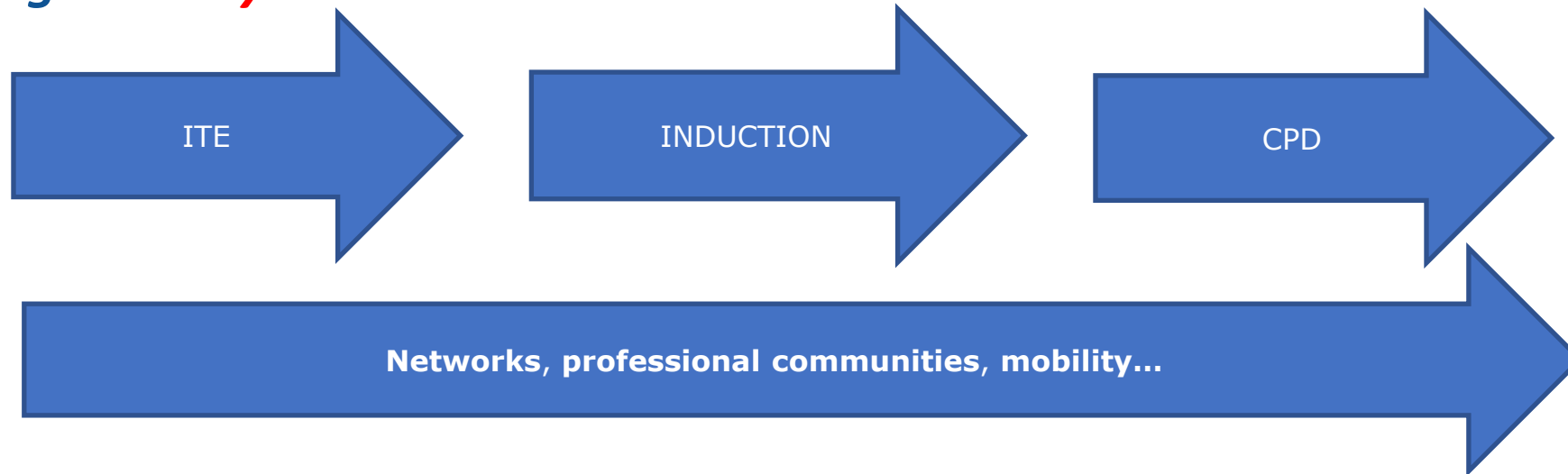
[Achieving the European Education Area by 2025 - Communication COM\(2020\) 625 final](#); [Council Resolution of the European Education Area](#)



Teachers in the EEA

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.*



Erasmus+ Teacher Academies

What?



Networks of initial teacher education, continuous professional development providers and other relevant stakeholders, including a training school

- to support teachers by enhancing cooperation in teacher training at all stages of their careers, from initial teacher education, to novice and in-service training, and continued professional development.

- to equip teachers in dealing with common challenges like inclusion and equity, well-being, digital education, STEM and STEAM, and sustainable development, citizenship and democracy, in response to their expressed needs.

*NB : Led by an **Initial Teacher Education institution** (= institution which, in accordance with national law or practice, offers **recognised degrees** or other recognised tertiary level qualifications specifically dedicated to the training and professional development of individuals preparing to become educators)*

Teacher Academies : Why ?

1. Contribute to the improvement of teacher education policies and practices in Europe

=> Develop and test **strategies and programmes** for professional learning that is effective, accessible and transferable to other contexts.

=> **Inform policy** development at national and European levels

2. Enhance the **European dimension and internationalisation** of teacher education.

=> Develop and test models of **learning mobility** (virtual, physical and blended) as part of teacher learning.

=> Develop **sustainable cooperation** between teacher education providers

Teacher Academies : How ?

- **Networks & Communities of practice:** to develop innovative strategies for initial and continuous teacher development.
- **Joint Learning Modules:** on new pedagogical challenges, informed by thorough needs analyses and tested in practice.
- **Learning mobility:** including summer schools, study visits, and cross-campus collaboration (physical and virtual) ; addressing obstacles to mobility.
- **Experiment with Innovative Practices:** Involve training schools to trial and share new methods, including distance and blended learning approaches.
- **Conduct Research & Inform Policy:** Perform studies, surveys, and collections of best practices to produce recommendations and stimulate policy discussions on teacher education.
- **Use Erasmus+ Tools:** e.g. eTwinning (in European School Education Platform) for virtual mobility, collaboration; Online On-Line Language Support (OLS)

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. Well-being*
- 3. Environment, climate change and sustainability*
- 4. Digital capacity building of teachers, learners and organisations*
- 5. STEM and STEAM*
- 6. Common values, civic engagement and participation*

1. *Inclusion and diversity*

Empower teachers with knowledge, skills, and attitudes to ensure **educational inclusion** for children/students facing barriers such as disabilities, socio-economic difficulties, migrant/refugee backgrounds, rural isolation, gender inequalities, or other forms of discrimination, through :

- **Inclusive Practices:** Teaching in multilingual/multicultural settings, gender-sensitive approaches, and education for special needs.
- **Supportive Environments:** Creating positive learning climates and addressing well-being for students and teachers.
- **Interdisciplinary Strategies:** Employing blended learning, interdisciplinary pedagogy, arts integration, and formative assessment methods.

Cont'd & references

Psycho-Social Support: Providing emotional and psychological assistance to address diverse learner needs.

Collaborative & Community Engagement:

- Build trust with students, parents, and carers.
- Work in multi-disciplinary teams to address barriers to education and promote equity.
- Foster inclusive environments that reflect community needs and values.
- [Council Recommendation on Common values, Inclusive Education, and the European Dimension of Teaching](#)
- [Council Recommendation on Pathways to School Success](#)
- [Working Group Schools - Pathway to school success](#)

2. *Well-being*

1. To fully **integrate** well-being principles **into Initial Teacher Education programs** :

- Incorporate strategies to help future teachers take ownership of their personal well-being.
- Provide training in self-help intervention techniques and social-emotional learning (SEL). Equip teacher candidates with competences to establish warm, caring, and collaborative relationships with students, colleagues, and parents.
- Include training in constructive conflict resolution to foster positive interpersonal dynamics
- Implement mentorship programs where experienced educators guide student teachers.
- Design role-modeling initiatives to showcase effective well-being practices in professional settings.

Cont' d & references

2. To provide **continuous professional development** and support to teachers, educators and school leaders on well-being, "dual focused" :

- addressing teachers' professional and personal well-being.
- equipping them with tools and strategies to support their learners' mental health and emotional development.
- With clear guidelines and standards for integrating well-being principles into teaching practices.
- [Supporting wellbeing at school: new guidelines for policymakers and educators | European Education Area](#)

3. *Environnement, climate change, sustainability*

- **Embed sustainability** into teaching and learning.
- Develop **sustainability competences** in educators and education leaders.
- **Professional Development for Teachers:**
 - ❖ Train teachers on climate, environmental crises, and sustainability.
 - ❖ Promote reflective practices and self-evaluation.
 - ❖ Adopt innovative pedagogies, such as interdisciplinary and problem-based learning, addressing socio-emotional aspects like eco-anxiety.
- **Leverage digital tools** to enhance teaching about sustainability and synergize digital and green initiatives

Con't & references

- Foster whole-school approaches to sustainability.
- **Assess sustainability learning** and develop quality teaching resources and curricula.
- **Explore certification** via micro-credentials and establish evaluation guidelines for sustainability-focused teacher development programs
- [Council Recommendation on learning for the green transition and sustainable development](#)
- [GreenComp: the European sustainability competence framework](#)
- [Working Group Schools: Learning for Sustainability](#)

4. *Digital capacity building of teachers*

- **Engage Future Educators:**
Equip teachers with digital and AI skills, addressing ethical aspects.
- **Enhance Digital Skills:**
Build competencies, promote well-being, and ensure inclusivity.
- **Strategic Priorities of the Digital Education Action plan :**
 - Develop a high-performing digital education ecosystem.
 - Use *Guidelines on tackling disinformation* to enhance digital literacy.
- **Empower Professional Practice:**
Purposeful use of digital tools for engagement, teaching, and assessment.

Con'd & references

- **Promote Self-Reflection:**
Encourage teacher agency, self-efficacy, and action.
- **Advance Digital Pedagogy:**
Develop expertise in accessible and innovative digital tools, ensuring inclusivity and gender equality.
- [Digital Education Action Plan](#)
- [Council Recommendation on the key enabling factors for successful digital education and training](#)
- [Council Recommendation on improving the provision of digital skills and competences in education and training](#)
- [European Framework for the Digital Competence of Educators \(DigCompEdu\)](#)
- [SELFIE - European Education Area](#)

5. *STEM and STEAM*

- to make **STEM teaching** and learning **more relevant and inclusive**. This includes innovative pedagogies and assessment methods, e.g. integrated/interdisciplinary STE(A)M learning in cultural, environmental, economic, and other contexts
- **raising student's STEM** competences, engagement, participation, and (career) aspirations;
- **building partnerships** within local community actors and parents to support STEM education opportunities within and outside school systems;
- **supporting girls interest** in STEM and overcoming gender stereotypes in education and educational careers (see
- also **Action 13 of the Digital Education Action Plan** , addressing the needs of students from diverse cultural and socio-economic background.

6. *Common values, civic engagement, and participation*

- promote **active citizenship and ethics** in their teaching, and foster the development of **social and intercultural competences, critical thinking and media literacy**;
- offer opportunities for children/students' **participation in democratic life, social and civic engagement**;
- raise awareness on and understanding of the **European Union context**, notably as regards the **common EU values**, the principles of **unity and diversity**, as well as their **cultural identity**, cultural awareness and their social and historical heritage.

[Council Recommendation on Common values, Inclusive Education, and the European Dimension of Teaching](#)