



European
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Erasmus+ Teacher Academies

selected under the
2021 Call for proposals



Project title

Allophone Teacher Academy (ALTA)

Project description

The ALTA project was designed to respond to two challenges: the need to provide mechanisms to ensure the integration of an increasing number of non-native speakers in school systems, and secondly, the need to improve the quality of training programmes for student teachers teaching this specific target group. Innovative partnerships and cooperation will help meet those challenges through staff training, international opening-up and social and territorial equality. The inclusion policy of the project will aim to reduce the effects of socio-economic and linguistic inequalities on student's success in school.

Main Objectives

- » To give better structure to the initial training/ beginning of the teaching career/ in-service training continuum for teachers in contact with allophone pupils.
- » To train trainers and teachers in using specific and innovative schemes/tools to teach the language of instruction.
- » To adapt teaching methods of other subjects to support target language learning.
- » To develop a network of teachers, trainers and teaching practice communities, with a view of setting up a European education area in this field, based on common values.

Expected Outputs

- » Needs assessment analysis in terms of training serving teachers and student teachers in the inclusion of allophone pupils.
- » Courses, pedagogical material and pedagogical tools, to be included in a global training programme disseminated across partner networks through online training, internship exchange programs and summer universities.
- » Templates of professional training sessions and summer universities enabling the implementation of the ALTA training programme.
- » These outputs will be shared on the project website, the project's training sessions for teachers as well as websites of our partner institutions.



Key facts and figures



Administrative boundaries: © EuroGeographics © UN-FAO © Turkstat
Cartography: Eurostat – IMAGE, 11/2023

Role

- 6 initial teacher education providers
- 3 continuing professional development providers
- 3 practice/training schools
- 2 other organisations, one with administrative and financial role and one educational association with expertise on language learning and design of training material for teachers

Lead Organisation

France

Gip Forinval

Location :

20 Boulevard d'Alsace Lorraine
80063, Amiens, France

Partners (14)

Bulgaria

Velikotarnovski Universitet
Sv. sv. Kiril i Metodiy

France

Rectorat de l'Académie d'Amiens,
Rectorat de l'Académie de Lille,
Université de Picardie Jules Verne,
Université de Lille,
Université de Rouen Normandie,
ASsociation pour la Prévention de
l'ILLettrisme (ASPRILL),
Réseau Canope

Italy

Università degli Studi della Basilicata

Spain

Universidad de Murcia

Associated partners*

- 3 from the EU

*Associated partners contribute to the implementation of specific project tasks/activities or support the promotion and sustainability of the project, but do not receive EU funding.

➤ EU grant: **1,473,564.63 €**

➤ Project duration: **3 years** (2022 – 2025)

➤ Website: **altaeurope.eu**



For more information

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Project title

CLIMATE change teacher's acaDEMY (CLIMADEMY)

Project description

CLIMADEMY aims to create a European network, to offer a comprehensive program, where teachers will learn, by using an efficient methodology on how to educate the next generation of European citizens on climate change issues. The consortium will develop and establish a network and community of practice, which will create innovative strategies and programs for preparatory and continuous professional development for serving and student teachers on climate change and its impacts. Teachers will act both as trainees and co-designers.

Main Objectives

- » To offer a comprehensive training framework for serving and student teachers, that will lead to their better understanding of climate change drivers, impacts and mitigation options.
- » To promote student teachers' efficiency to teach and learn about climate change, equipping them with the necessary subject-matter knowledge and teaching strategies.
- » To establish training hubs in each country, providing informal learning settings, offering teachers the opportunities to experience and use different methods of interacting with materials and concepts.

Expected Outputs

- » Common Virtual Climate Auditorium (CLAUDI) to host the material, online courses, and the forum where all teachers and learners meet and exchange ideas and experiences.
- » Four hubs, one in each participating country, to provide and support physical and virtual training, tailored to the country's specificities.
- » Start-up model and educational model for teacher training in the field of climate change education.
- » All expected outputs will be openly available after registration through CLAUDI (claudi.chemistry.uoc.gr) which is also available through the project website.

Key facts and figures

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Cartography: Eurostat – IMAGE, 11/2023

Role

- 4 initial teacher education providers
- 2 continuous professional development providers
- 3 practice/training schools

Lead Organisation

Greece

University of Crete (Panepistimio Kritis)

Location :

University Campus Gallos
74100, Rethimno, Greece

Partners (9)

Finland

Helsingin Yliopisto

Germany

Universität Bremen

Greece

Directorate of Secondary Education
of Heraklion Crete, Ellinogermaniki Agogi
Scholi Panagea Savva Ae

Italy

Alma Mater Studiorum Università di Bologna,
Fondazione Golinelli

Associated partners*

- 2 from the EU

*Associated partners contribute to the implementation of specific project tasks/activities or support the promotion and sustainability of the project, but do not receive EU funding.

➤ EU grant: : **1,199,989.59 €**

➤ Project duration: **3 years** (2022 – 2025)

➤ Website: **climademy.eu**



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Project title

Digital academy in teaching practice for a seamless transition from pre-service to in-service (DigitalTA)

Project description

DigitalTA proposes the development and validation of a European approach based on a digital platform to support the teaching practice of teachers in transition (student teachers and newly qualified teachers). The platform will be a virtual common environment for teachers in transition, school-mentors, higher education institution teachers and continuous education trainers. This project will use problem-based learning (PBL) methodology and the development of reflective practice, guided by a trainer/mentor and shared with a learning community.

Main Objectives

- » To define a European approach for the transition period from pre-service to in-service, including the definition of roles for the actors and institutions involved.
- » To develop and validate a European digital platform for teachers in transition, incorporating an international learning community, a reflective process methodology for teachers and a repository for study-cases.
- » To raise stakeholders' awareness (teachers, mentors, learners, economic, political and social actors) of the potential for a common model for teacher's practical training in EU countries.

Expected Outputs

- » Model describing the harmonization at EU level of the practical trainings of teachers during their transition period from university to school (available on the project website during the first year).
- » Development and support of a new model of practical trainings on a digital platform, including a tutoring management tool, reflection process management and a social network-based learning community (available on the project website during the second year).
- » Development of training materials for initial and continuous teacher training (available on the project website during the second year).
- » Set of recommendations to main stakeholders and policy-makers, in relation to practical teacher education in Europe (available on the project website during the third year).

Key facts and figures



Administrative boundaries: © EuroGeographics © UN-FAO © Turkstat
Cartography: Eurostat – IMAGE, 11/2023

Role

- 5 initial teacher education providers
- 6 continuing professional development providers
- 8 practice/training schools
- 5 other organisations, including public education institutions and teacher association

Lead Organisation

Spain

Fundación Universidad Europea del Atlántico

Location :

Parque Científico Y Tecnológico De Cantabria, 39011, Santander Spain

Partners (24)

Belgium

Artesis Plantijn Hogeschool Antwerpen

Czechia

Univerzita Palackého V Olomouci

Ireland

University of Limerick

Poland

Uniwersytet Jana Kochanowskiego W Kielcach, Województwo Świętokrzyskie (Świętokrzyskie Centrum Doskonalenia Nauczycieli)

Spain

Fundación Universitaria Iberoamericana, Consejería de Educación de la Junta de Castilla y León (Centro de Formación del Profesorado e Innovación Educativa de Segovia)

Associated partners*

- 16 from the EU

*Associated partners contribute to the implementation of specific project tasks/activities or support the promotion and sustainability of the project, but do not receive EU funding.

➤ EU grant: **920,045.00 €**

➤ Project duration: **3 years** (2022 – 2025)

➤ Website: **digitalta.eu**



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Project title

Academy for Sustainable Future Educators (EduSTA)

Project description

Teachers' capabilities to act as active change makers in the ecological transition and to educate citizens and the workforce to meet the future challenges, is key to a profound transformation in green transition. EduSTA builds a community, "Academy of Educators for Sustainable Future" and creates open, digital, badge-driven learning pathways to develop teachers' competences on sustainability, with multimodal learning modules.

Main Objectives

- » To set up a strong network of teacher education institutions, with a shared understanding of educators' role in ecological transition, the necessary competences and educational needs.
- » To develop a collaboratively produced operationalisation of Key Sustainability Competences (KSCs) in the teaching profession, implemented through a jointly developed educational offer and open, digital, badges-driven learning pathways.
- » To promote a deeper understanding and tested project collaboration practices on sustainability, through international collaboration.

Expected Outputs

- » Learning modules to foster Education for Sustainable Development (ESD), KSC and Futures Literacy, for a variety of teacher training programs in primary, secondary and higher education.
- » Open, digital, badge-driven pathways for sustainable future educators.
- » Pilot of learning modules and open, digital, badge-driven pathways and sharing experiences and good practices.
- » All materials will be made publicly available through the project website. The descriptions of the digital open badge criteria will also be publicly available.

Key facts and figures



Administrative boundaries: © EuroGeographics © UN-FAO © Turkstat
Cartography: Eurostat – IMAGE, 11/2023

Role

- 2 initial teacher education providers
- 3 continuing professional development providers
- 1 practice/training school
- 1 other organisation, including one association for teacher training

Lead Organisation

Finland

Tampere University of Applied Sciences (Tampereen Ammattikorkeakoulu Oy)

Location :

Kuntokatu 3
33520 Tampere, Finland

Partners (7)

Czechia

Česká zemědělská univerzita v Praze

Netherlands

Stichting Hanzehogeschool Groningen

Spain

Universitat de Girona

Sweden

Göteborgs universitet

Associated partners*

- 2 from the EU

*Associated partners contribute to the implementation of specific project tasks/activities or support the promotion and sustainability of the project, but do not receive EU funding.

- EU grant: **1,258,525.44 €**
- Project duration: **3 years** (2022 – 2025)
- Website: **projects.tuni.fi/edusta**



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Project title

Developing physical education teacher academy to strengthen the quality and attractiveness of the physical education teaching profession for positive youth health outcomes (PhysEd-Academy)

Project description

PhysEd-Academy will directly address current challenges in school physical education (PE) and PE teacher education by improving four imperative quality factors: the purposes and content of physical education; school teaching; teacher education; and continuous professional development. By directly addressing the four quality factors and based on current evidence in physical education and teacher education research, practice, and theory, PhysEd-Academy will develop and test innovative strategies and programs for initial PE teacher education and teachers' ongoing continuous professional development across Europe.

Main Objectives

- » To establish a platform for sustainable international collaboration between physical education teachers and PE teacher educators.
- » To establish a PE teacher education framework for strategic planning, policy development, proactive leadership, and adaptive PE teacher education design.
- » To identify, articulate and finalise testing of a set of signature pedagogies for learning across different national initial teacher education and continuous professional development programs.
- » To identify connections between PE teacher education and equitable student outcomes.

Expected Outputs

- » PhysEd-Academy framework through mobility of in-service teachers.
- » PhysEd-Academy signature pedagogies.
- » PhysEd-Academy initial teacher education program.
- » PhysEd-Academy cross-national program for continuous professional development.
- » All expected outputs will be made freely available via the project website, in an open-access online platform.

Key facts and figures



Administrative boundaries: © EuroGeographics © UN-FAO © Turkstat
Cartography: Eurostat – IMAGE, 11/2023

Role

- 5 initial teacher education providers
- 2 continuing professional development providers
- 3 practice/training schools
- 2 other organisations, including non-governmental organisations active in the field of physical education

Lead Organisation

Norway

Norges Idrotthøgskole

Location :

Sognsveien 220
0863 Oslo Norway

Partners (12)

Ireland

University of Limerick

Luxembourg

European Physical Education Association (EUPEA), Université du Luxembourg

Norway

Oslo Kommune (Haugerud skole)

Slovenia

Univerza V Ljubljani

Spain

Universidad de Oviedo

Sweden

Järfälla Kommun (Viksjöskolan),
Gymnastik- och idrottshögskolan

Türkiye

Hacettepe Üniversitesi, Ministry of National
Education (Çanakale Şehitleri Ortaokulu)

Associated partner*

- 1 from the EU

*Associated partners contribute to the implementation of specific project tasks/activities or support the promotion and sustainability of the project, but do not receive EU funding.

- EU grant: **1,500,000.00 €**
- Project duration: **3 years** (2022 – 2025)
- Website: **physed-academy.com**



For more information
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Project title

ICSE Academy – European collaboration and mobility in professional development of pre- and in-service STEM teachers (pro STEM)

Project description

The ICSE Academy supports the EU's endeavours to minimise the number of low-performing STEM (science, engineering, technology, maths) learners. Since up to three quarters of learning performance can be explained by teacher effects, the project's mission is to improve existing STEM teacher education and training programs across Europe. It does so by making mobility and collaboration among higher education staff and (student) teachers an integral part of these programs and by equipping them with the competences to connect their teaching to European priority topics (e.g. sustainability, diversity and digitalization).

Main Objectives

- » To increase the quality and effectiveness of programs and opportunities for pre- and in-service STEM teachers' professional learning.
- » To raise the frequency, efficiency, and creativity with which STEM teachers use digital pedagogy and technology.
- » To transfer results to policy and co-shape the future of Europe's STEM teacher education and training.
- » To improve teaching and learning in STEM classrooms and raise the attractiveness of the teaching profession.

Expected Outputs

- » The ICSE Academy set up and sustainable collaboration among providers of initial STEM teacher education and continuous professional development and STEM teachers.
- » Effective models for professional learning, such as hybrid job-shadowing, an interdisciplinary online workshop series and collaborative summer schools.
- » The ICSE Academy and key actors from national and European policy makers, educational authorities and influential networks, connected to exchange information on above- mentioned models.
- » These outputs will be made available on the project website, via social media and via policy round tables and a final conference.

Key facts and figures



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Cartography: Eurostat – IMAGE, 11/2023

Role

- 8 initial teacher education providers
- 6 continuous professional development providers
- 12 practice/training schools
- 12 other organisations, including national teacher networks and education authorities and ministries

- EU grant: **1,495,323.00 €**
- Project duration: **3 years** (2022 – 2025)
- Website: **icse.eu/icse-academy**

Lead Organisation

Germany

Pädagogische Hochschule Freiburg
(University of Education Freiburg)

Location :

Kunzenweg 21,
79117 Freiburg, Germany

Partners (38)

Austria	Universität Klagenfurt
Cyprus	Edex-Educational Excellence Corporation Limited
Czechia	Univerzita Karlova
Greece	Ethniko kai Kapodistriako Panepistimio Athinon
Lithuania	Vilniaus Universitetas
Malta	L-Università ta' Malta
The Netherlands	Universiteit Utrecht
Norway	Norges Teknisk-Naturvitenskapelige Universitet (NTNU)
Slovakia	Univerzita Konštantína Filozofa v Nitre
Spain	Universidad de Jaén
Sweden	Stiftelsen Högskolan i Jönköping
Türkiye	Hacettepe Üniversitesi

Associated partners*

- 25 from the EU

*Associated partners contribute to the implementation of specific project tasks/activities or support the promotion and sustainability of the project, but do not receive EU funding.

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Project title

SpicE: Special Education STEAM Academy

Project description

The SpicE project aims to improve the competences of in-service and pre-service primary special education teachers, enabling them to apply inclusive STEAM (science, technology, engineering, arts and mathematics) instruction, in order to promote the educational and social integration of students with mild disabilities. STEAM is used both as the means and as the purpose, and educators are considered as agents of change to achieve inclusive primary special education. SpicE will use an approach 'from the community and for the community' to create and nurture a strong European community of practice that will, eventually, lead to a permanent 'STEAM in Special Education Alliance' structure.

Main Objectives

- » To identify competences, define job profiles and design a curriculum for introducing STEAM in primary special education.
- » To collect appropriate pedagogical approaches, instructional and assessment techniques and educational practices and policies.
- » To develop, pilot and evaluate a comprehensive toolkit for STEAM special educators.
- » To create and nurture a sustainable community of practice, composed of key European stakeholders of STEAM Special Education.

Expected Outputs

- » Competence framework of STEAM special educators and educational framework for STEAM in primary special education.
- » Joint curriculum for STEAM in primary special education.
- » Training Programme for STEAM in special education that includes blended mobility and a MOOC delivered through the SpicE Virtual Learning Environment (VLE).
- » Policy recommendations based on the piloting of the training programme in four countries.
- » The project's outputs will be available via the project website. Announcements will be made on websites and social media.

Key facts and figures



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Cartography: Eurostat – IMAGE, 11/2023

Lead Organisation

Greece

Hellenic Open University

Location :

Parodos Aristotelous 18,
26335, Patras Greece

Partners (11)

Bulgaria

Trakiyski Universitet, Osnovno uchilishte Hristo Smirnenski (Rakovski), Sindikat Obrazovanie kam KT Podkrepa

Cyprus

University of Cyprus, Ministry of Education, Sport and Youth Cyprus (Dimotiko Sxoleio Livadion KA)

Greece

University of Macedonia, Perifereiaki Diefthynsi Dimotikis Kai Deferovathmias Ekspaidefsis Dytikis Elladas, Research Innovation and Development Lab Private Company

Spain

Universidad de Alicante, Sindicat Treballadores I Treballadors Ensenyament Pais Valencia

Role

- 4 initial teacher education providers
- 1 continuing professional development provider
- 2 practice/training schools
- 4 other organisations, including e-learning provider, regional directorate of education and professional associations.

➤ EU grant: **1,486,729.86 €**

➤ Project duration: **3 years** (2022 – 2025)

➤ Website: **spiceacademy.eu**



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Project title

Teaching Sustainability: Content, Competences & Approaches for Europe's pre- and in-service teachers (TAP-TS)

Project description

Teaching sustainability (TAP-TS) enables European primary and secondary school teachers, student teachers and teacher educators to develop their 'teaching sustainability' competences, through participation in professional learning communities, events and activities and in the co-creation, piloting and ongoing adaptation of learning and teaching materials, which reflect sustainability topics, values and perspectives and research-based insights around teacher's professional learning and education for sustainability.

Main Objectives

- » To contribute to the improvement of teacher education policies and practices in Europe, related to education for sustainability.
- » To enhance the European dimension and internationalisation of teacher education.
- » To develop and test together different models of mobility (virtual, physical & blended) in initial teacher education and continuous professional development.
- » To develop sustainable collaboration between teacher education providers that will impact on the quality of teacher education in Europe and inform teacher education policies at European and national levels.

Expected Outputs

- » Network of teacher education institutions and relevant partners.
- » Seven fully resourced, tested, and validated content modules/Learning & Teaching Packages (LTPs) addressing various dimensions of teaching sustainability. LTPs will be accessible online as Open Educational Resources under a Creative Commons licence: Attribution-ShareAlike 3.0 Unported (CC BY-SA 3.0).
- » Developed and tested virtual, hybrid, and physical models of teacher mobility, through active learning events, online workshops, and summer/spring schools, involving participants of initial teacher education and teacher continuous professional development from the partnership organisations and beyond.

Key facts and figures



Administrative boundaries: © EuroGeographics © UN-FAO © Turkstat
Cartography: Eurostat – IMAGE, 11/2023

Role

- 4 initial teacher education providers
- 2 continuing professional development providers
- 2 practice/training schools
- 3 other organisations, including digital learning experts, civil society and quality assurance and evaluation experts

Lead Organisation

Germany

TU Dresden, University of Technology

Location :

Helmholtzstrasse 10,
01069, Dresden Germany

Partners (11)

Austria

Pädagogische Hochschule Wien

Belgium

Eummena VZW

Cyprus

Paidagogiko Institutou Kyprou

Germany

CordEdu UG Haftungsbeschränkt,
Friedrich-Schiller-Gymnasium Pirna,
Technische Universität Darmstadt

Ireland

University College Dublin National
University of Ireland Dublin,
The King's Hospital School

Portugal

Instituto Politécnico de Santarém

Sweden

K&R Education Malmö AB

➤ EU grant: **1,499,995.34 €**

➤ Project duration: **3 years** (2022 – 2025)

➤ Website: **tap-ts.eu**



For more information

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Project title

Towards a European Syllabus in Teacher Education – Facing future challenges together (TESTEd)

Project description

TESTEd aims at integrating global challenges into teacher education; Education for Sustainable Development (ESD), democratic education, gender sensitivity, multilingualism, diversity, and digital competency. The project develops an interdisciplinary European Syllabus, engaging international experts and stakeholders in initial teacher education and continuous professional development, to ensure compliance with national laws.

Main Objectives

- » To develop an inclusive European Syllabus in teacher education that incorporates societal challenges in both initial and in-service teacher training.
- » To provide teacher multiplier training at the end of CPD courses, to support schools in their internationalisation efforts.
- » To create state-of-the-art digital Open Educational Resource (OER) learning materials for both teachers and pre-service teachers.
- » To facilitate mobility opportunities for research exchanges for early career researchers in teacher education, to enhance their professional development.

Expected Outputs

- » An interdisciplinary European Syllabus providing an international perspective on global teaching challenges.
- » Joint virtual lecture series for teacher students, focusing on the cross-cutting issues accompanied by research and evaluation.
- » Open educational resource material on cross-cutting issues for pre-service teachers.
- » CPD courses and multiplier trainings specifically designed for in-service teachers.
- » Discussion papers on European and societal challenges in the classroom, as well as research publications highlighting country-specific practices in teaching cross-cutting issues.

Key facts and figures



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Cartography: Eurostat – IMAGE, 11/2023

Role

- 5 initial teacher education providers
- 1 continuing professional development providers
- 11 practice/training schools
- 10 other organisations, including critical friends, providing valuable insights, feedback, and guidance throughout the project's implementation

Lead Organisation

Germany

Ruhr-Universität Bochum

Location :

Universitätsstraße 150,
44801, Bochum Germany

Partners (27)

Finland

Oulun Yliopisto

Germany

Akademie der Ruhr-Universität gGmbH

Ireland

University College Cork – National University of Ireland, Cork

Portugal

Universidade Católica Portuguesa

Spain

Universidad de Sevilla

Associated partners*

- 21 from the EU

*Associated partners contribute to the implementation of specific project tasks/activities or support the promotion and sustainability of the project, but do not receive EU funding.

➤ EU grant: **1,370,668.35 €**

➤ Project duration: **3 years** (2022 – 2025)

➤ Website: **tested-network.eu**



For more information

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Project title

Teacher's upskilling aiming at holistic inclusivity in learning (TUTOR)

Project description

TUTOR aims to improve the abilities of teachers, to use resources in order to create an inclusive environment in learning, whereas students will be empowered to feel more confident about who they are and actively participate in the learning process. TUTOR aims to provide a response to the need for an efficient adaptation of the traditional classrooms to a new, more inclusive environment, with a particular focus on safeguarding tolerance, acceptance and inclusion. The inclusivity approach of the TUTOR project is related to the inclusion of students from the LGBTQI+ community, students with migrant/refugee background and students facing socioeconomic disadvantages, while considering the intersectionality.

Main Objectives

- » To define a forward-looking, upskilling strategy for secondary education teachers.
- » To foster holistic inclusivity in the learning environment, where learners of multiple marginalized groups (LGBTQI+ students, migrant/refugee students, socioeconomic disadvantaged, Roma and Travellers) are all included in the learning process through an intersectional approach.
- » To enhance the European dimension and internationalisation of teacher education through innovative and practical collaboration in the field of inclusivity in education.

Expected Outputs

- » Comprehensive research on teachers' needs regarding teacher education on inclusivity, available on the project website.
- » A Joint Curriculum on Inclusivity aiming to upskill and/or reskill secondary education teachers on inclusivity, available on TUTOR's project e-learning platform, linked to the project website.
- » Pilot training of innovative methodologies offer trainings, including face-to-face, online and blended learning methodologies, as well as training of trainers (ToT) activities, available on the project website.

Key facts and figures



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Cartography: Eurostat – IMAGE, 11/2023

Role

- 2 initial teacher education providers
- 2 continuing professional development providers
- 1 practice/training school
- 9 other organisations, including umbrella VET associations, LGBTQI+ youth organisation, NGO for social inclusion, and other educational and training organisations

- EU grant: **1,490,696.00 €**
- Project duration: **3 years** (2022 – 2025)
- Website: **tutor-project.eu**

Lead Organisation

Greece

Akmi Anonimi Ekpaideftiki Etairia

Location :
Kodrigtonos 16,
11257, Athens Greece

Partners (14)

Austria

Österreichische Jungarbeiterbewegung
ÖJAB, Die Berater Unternehmensberatungs
Gesellschaft MBH

Belgium

Association Européenne pour la Formation
Professionnelle (EVTA),
The International Lesbian, Gay, Bisexual,
Transgender and Queer Youth and Student
Organisation

Germany

Europäischer Verband Beruflicher
Bildungsträger (EVBB)

Greece

Anotati Scholi Pedagogikis &
Technologikis Ekpedefsis, Symplexis

Ireland

National University of Ireland Maynooth

Türkiye

National Education Directorate of Serik
District, SERGED- Serik Youth Education,
Culture, Environment and Sport Association

Associated partners*

- 3 from the EU

*Associated partners contribute to the implementation of specific project tasks/activities or support the promotion and sustainability of the project, but do not receive EU funding.



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Project title

eUropeaN clvic Teacher Academy (UNI-T Academy)

Project description

The UNI-T Academy project (eUropeaN clvic Teacher Academy) aims to improve the education of teachers in Europe, with a focus on the key priorities of the European Union, such as learning in the digital world, sustainability, equity and inclusion. The project promotes mobility, European civic awareness, multilingualism and awareness of cultural diversity among teachers.

Main Objectives

- » To improve the European dimension and internationalisation of teacher education, through innovative and practical collaboration.
- » To implement different models of mobility (virtual, physical, and blended) for student teachers, pre-service teachers, in-service teachers and teacher educators.
- » To promote valorisation of teacher education via assessment, diffusion and recognition.

Expected Outputs

- » Jointly-developed blended-learning modules based on the latest research in education.
- » Webinars and summer schools that will encourage transnational and intercultural dialogue with different actors in the field of education.
- » European communities of practice that foster professional development, leading to innovation and enhancement of pedagogical practices.
- » Action-research projects bringing together teachers and actors of education with researchers in education.
- » Systems of recognition with open badge and a framework for cultural and plurilingual approaches to support mobilities.
- » All outputs will be available on the project website. Updates will be also available via the project's social network channels, as well as on the UNI-T community of practice, an exchange space on the Open Social platform dedicated to the project's target groups.

Key facts and figures



Administrative boundaries: © EuroGeographics © UN-FAO © Turkstat
Cartography: Eurostat – IMAGE, 11/2023

Role

- 8 initial teacher education providers
- 1 continuing professional development provider
- 7 practice/training schools

Lead Organisation

France

Université d'Aix Marseille

Location :

Boulevard Charles Livon 58 Le Pharo,
13007, Marseille France

Partners (16)

Belgium

Université Libre de Bruxelles (ULB)

France

Académie de Aix-Marseille - Rectorat

Germany

Eberhard Karls Universität Tübingen

Greece

Ethniko Kai Kapodistriako Panepistimio
Athninon

Italy

Università degli Studi di Roma La Sapienza

Associated partners*

- 10 from the EU

*Associated partners contribute to the implementation of specific project tasks/activities or support the promotion and sustainability of the project, but do not receive EU funding.

➤ EU grant: **1,497,230.05 €**

➤ Project duration: **3 years** (2022 – 2025)

➤ Website: **uni-t-academy.eu**



For more information

Erasmus+ Teacher Academies | European Education Area (europa.eu)

