

Teaching/Teacher Mobility - Overview:

- The political context
- The current Erasmus+ Programme
- The future Erasmus Programme



The political context



Policies underpinning teaching/teacher mobility

Aim: supporting green and digital transformations

Teachers key in the European Education Area (EEA)

Mobility important in training and career of teachers

Recent policy documents:

- > EEA Communication, links with European Research Area
- ➤ Digital Education Action Plan
- > Council conclusions on teachers and trainers

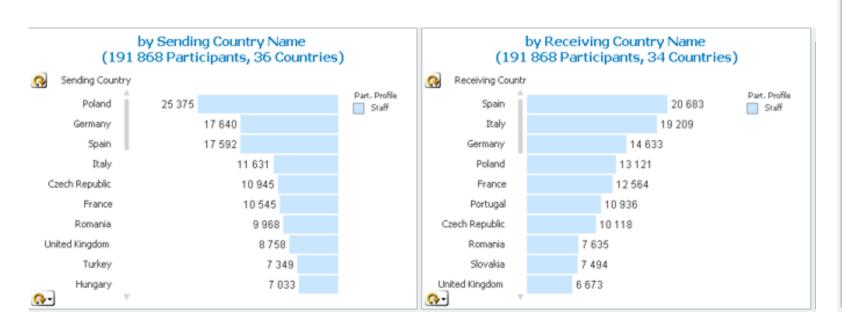


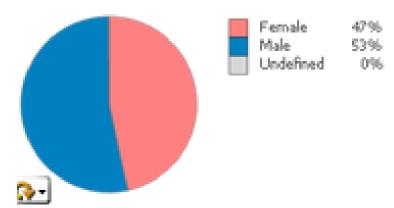
The programme today Erasmus+ 2014-2020

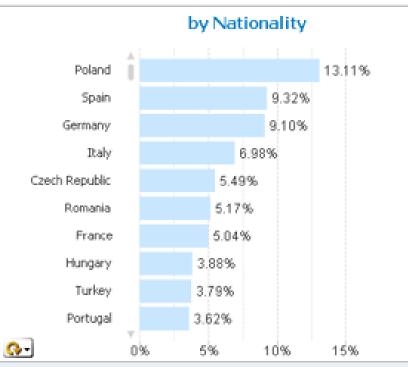


Facts and figures (I):

- 190 000 teaching mobilities 2014-18
- Incl. 5000 invited entreprise staff
- Gender balance
- Polish teachers most active
- Spain most popular destination

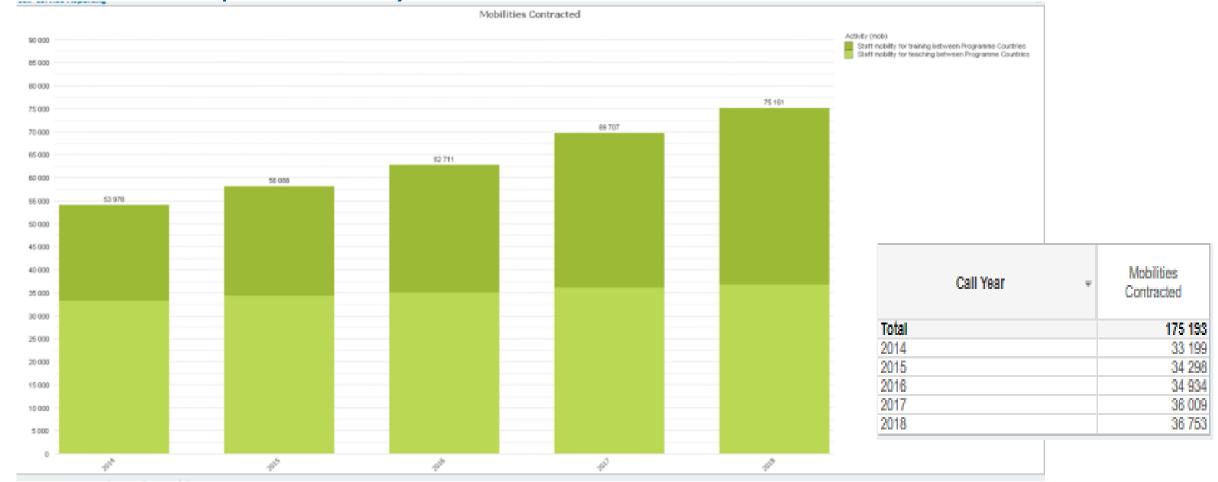






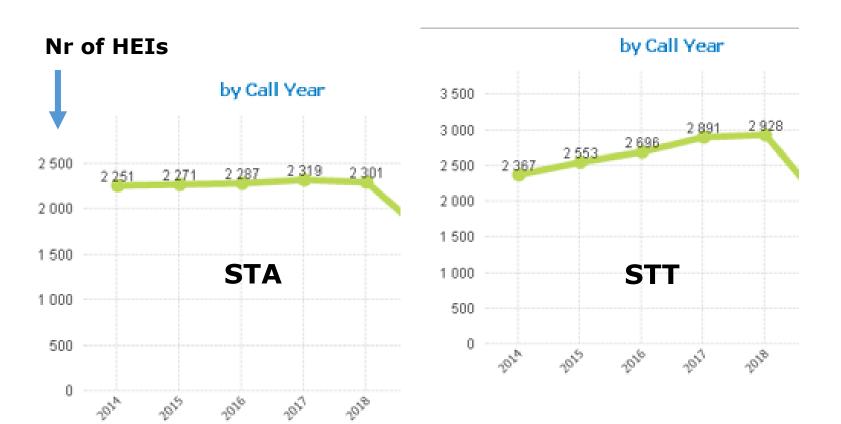
Facts and figures (II):

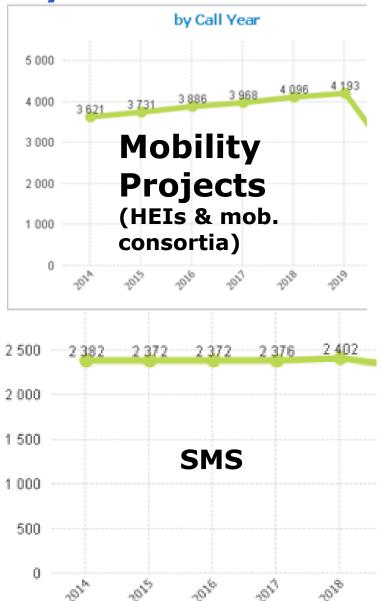
Teaching mobility stable, training mobility growing (2018 data provisional)



Facts and figures (III):

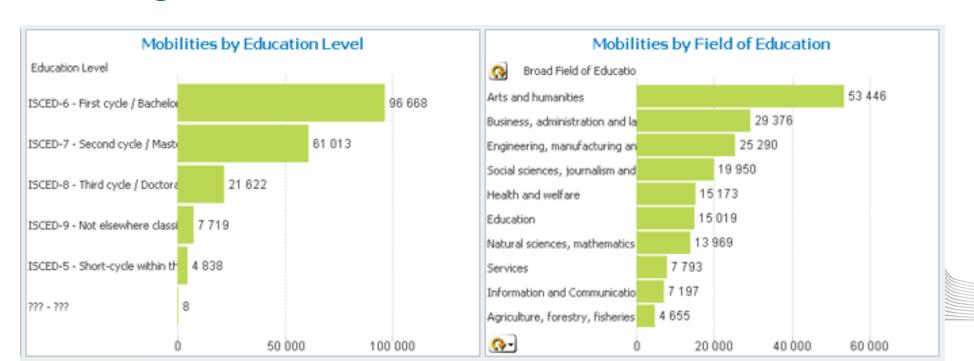
More room for teaching mobility (STA)?





Facts and figures (IV):

- Teaching mostly at BA level
- Top teaching area: arts and humanities
- Average mobility 5 days, 800 € EU grant
- 64 teachers with special needs support grant
- 99% general satisfaction rate



European

Commission

2018 priority for staff mobility on training in curriculum design and pedagogical skills

Evaluation studies:

- Erasmus+ Higher Education Impact Study
- ACA comparative analysis of staff mobility patterns (9 NA)



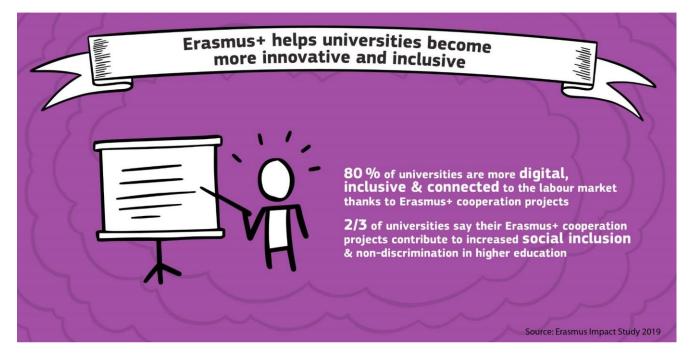
Findings from the Erasmus+ impact study 2019 on higher education staff mobility:

- Higher education staff who take part in an Erasmus+ mobility are more innovative (greater use of innovative teaching methods and OER) and cooperate more with the labour market than their peers.
- They have improved their inter-cultural understanding, transversal and social skills through the programme.
- Higher education staff aim to enhance their professional and institutional advancements by participating in Erasmus+, whereas barriers to participation mainly relate to family and work responsibilities.



Good practice developed by Strategic Partnership projects

European University Alliances: testbeds for teaching mobility and joint learning and teaching programmes







- European curriculum customised by each student leading to a European degree
- Innovative curricula with innovative pedagogies
- Embedded structured student and staff mobility
- Fostering an entrepreneurial mind-set and civic engagement
 - Promoting a challenge-based approach with transnational and transdisciplinary knowledge-creating teams of students/teachers/researchers addressing big societal challenges



The programme in the future Erasmus 2021-2027



Objectives of the next Erasmus Programme







- More inclusive and more accessible
- More participatory
- More forward-looking
- More international
- More digital and simpler



Programme preparation

Co-creation process, including on staff mobility

Issues/ideas from WG for staff mobility:

- > Quality and relevance of staff skills and staff mobility
- > Staff mobility recognition, staff inclusion
- > Link mobility and human resource development policy
- > Link HEI world of work
- Blended staff mobility
- > Focus for staff training areas:
 - Digitalisation / digital tools; innovative pedagogies
 - Environmentally friendly practices
 - Student support and recognition
 - Intercultural communication; transversal topics



Programme opportunities - teaching/teacher mobility

Staff mobility for teaching and for training + invited staff from enterprises

- Rules remain the same
- NEW feature: international staff mobility (with Partner Countries)

NEW activity:

Blended intensive programmes

- Coordinating HEI in charge of programme
- Partner HEIs send participants







