

Editorial

The 42nd issue of Academia review is a special edition entitled *'The Contribution of Erasmus+ Mobility to the Creation of European Teachers'*.

This issue aims to contribute to the discussion on the role of the Erasmus+ programme in creating European teachers, and to highlight its positive impact on developing teachers' professional skills and promoting intercultural dialogue and understanding. More specifically, we are interested in mapping experiences that have contributed to the initial or ongoing empowerment of (future) teachers, trainers or education staff through Erasmus+ mobility (face-to-face or virtual). The issue is made up of eight articles from four European countries.

The first article, entitled *"L'internationalisation à la maison à l'INSPE d'Amiens: entre le local et l'international"* (*"Internationalisation at home at Amiens' INSPE: navigating the space between local and international"*), is signed by Hélène Clayes. Clayes focuses on the fact that the INSPE at the Amiens Academy has adopted an internationalisation-at-home strategy to diversify its training, teaching and research. This strategy aims to address the social inequalities and employment challenges faced by students in Picardy. Hybrid and virtual mobility opportunities are provided through telecollaborative projects to prepare students for contemporary global work environments. Existing literature challenges misconceptions about real mobility and internationalisation at home while emphasising the benefits of both. This study uses statistical data and the students' perspective to assess these initiatives. The influence of internationalisation measures on students' professional and intercultural skills will be emphasised, highlighting the need to reinforce these policies.

The second article is entitled *"Integrating Erasmus+ Mobility into the Design and Evaluation of Professional Development Programmes for Academic Staff"*. It is authored by Manos Pavlakis and Ruben Comas. The study examines how Erasmus+

academic staff mobility is promoted and supported within higher education institutions and its contribution to staff professional development and institutional enhancement. Drawing on qualitative data from 18 Erasmus+ institutional coordinators at Southern European universities, the research explores implementation practices and developmental outcomes. The findings show that, although formal promotion mechanisms exist, their effectiveness depends on personalised communication, cross-departmental coordination and clear administrative support. Barriers, including workload pressures, limited incentives and procedural complexity, continue to restrict participation. Erasmus+ mobility promotes pedagogical innovation, intercultural competence and professional development. It also contributes to the internationalisation of curricula and academic collaboration.

Antonis Tampouras and Stavroula Philippou authored the third article, *“Greek Cypriot primary school teachers’ narrations of “Erasmus” as a space of professional development: at the intersection of the personal and the professional”*. Focusing on the European Programme Erasmus for Schools (KA110-SCH and KA220-SCH), the article explores the enactment of the broader project of creating a European Area of Education (EAE) as narrated by primary school teachers in Cyprus. Using a biographical approach, the authors explore teachers' professional development (PD) during Erasmus, examining the intersection of their personal and professional lives, as well as their local school contexts and broader institutional (national and European) contexts. Despite placing demands on both the personal and professional realms throughout teachers' lives, Erasmus was narrated as PD that created distinct personal and professional opportunities in constant interplay. These findings are discussed in relation to debates about the Europeanisation of education, teacher governance, and teacher professional development.

The fourth article, titled *“The impact of European policies on teachers' professional development: The Case of Erasmus+ KA2 Partnerships”*. The study examines the impact of these programmes on teachers' professional development. To this end, a questionnaire was specially designed for teachers with experience of European partnerships. Regarding the impact of European partnerships on participating teachers, the study reveals these programmes' role in fostering a unified European identity among citizens who are open to intercultural interaction. Additionally, the teachers recognised the value of the experiences they gained through participating in

European partnerships, which boosted their self-confidence and contributed to their professional development. Furthermore, participants enhanced their soft skills and broadened their repertoire of educational practices by integrating ideas from schools abroad.

Elena Karahontziti is the author of the fifth article, entitled "*Comment la participation au programme Erasmus + a contribué à la transformation de mon rapport au savoir ? Le cas des enseignants participants à un projet du dispositif AC+220*" ("*How has participation in the Erasmus+ programme contributed to transforming my relationship to knowledge? The case of teachers participating in an AC+220 Scheme Project*"). Considering participation in the Erasmus+ mobility programme as part of teachers' lifelong learning, the author examines how it could transform their relationship to knowledge within a project under the AC 220 scheme in the school sector. Focusing on gender inequalities in education and the promotion of a culture of equality, the project also explores how participants perceive the notion of equality. Conducted during the 2024–25 academic year, the research takes a mixed-methods approach. The findings reveal a link between teachers' motivation and the evolution of their relationship with knowledge, while also highlighting the tensions they experience when entering training. These dynamics are also reflected in their educational practices.

The sixth text is entitled "*Voyage au Cœur de l'Éducation Physique: Une Réflexion sur la Mobilité Erasmus+*" ("*Journey to the Heart of Physical Education: A Reflection on Erasmus+ Mobility*") and was written by Sara Pochon. The article reflects on an Erasmus+ mobility experience undertaken at the Norwegian School of Sport Sciences (NIH) in April 2022. As part of the programme, an observation mission enabled the author to examine her professional practices within a foreign university setting, studying and understanding a different professional culture in physical education. 'Autoethnographic vignettes' illustrate how this mobility experience helped the author to interpret the similarities and differences between her own professional and training culture and that of the host university (by examining the educational environment in which teaching takes place, the content and knowledge transmitted, and the preferred teaching methods). This Erasmus+ mobility experience highlights the importance of stepping out of one's 'comfort zone' to avoid ethnocentrism.

Denis Vigneron and Prudence Barbera are the authors of the seventh article, "*L'eupéanisation de la formation des enseignants : défis et enjeux pour l'apprentissage de la citoyenneté, de la démocratie et de l'interculturalité*" ("*The*

Europeanisation of teacher training: challenges and issues for learning about citizenship, democracy and interculturality”). The article explores how EU initiatives, such as the Erasmus+ programme, teacher academies and Jean Monnet projects, promote a shared educational space with an emphasis on cooperation, innovation and intercultural exchange. The aim is to equip teachers to encourage citizenship and democracy. Drawing on an analysis of European policies and practical experiences, particularly at the INSPE in Lille, the article evaluates the pros and cons of Europeanising teacher training. The article emphasises the importance of integrated governance and coordination between European initiatives and national education strategies in order to establish an inclusive educational community.

The eighth text, entitled *“Erasmus+ Student Mobility at the University of Patras... for Prospective European Educators”*, is signed by Andreas Vassilopoulos and Afroditi Giannoulia. The paper investigates the mobility experience of incoming Erasmus+ students at the University of Patras and seeks to identify the factors motivating prospective European teachers to select the university as a destination for their academic studies. Additionally, it assesses the impact of Erasmus+ mobility on both the students and the university itself. A total of 16 semi-structured interviews were conducted with incoming Erasmus+ students from departments at the University of Patras that award qualifications potentially providing access to the teaching profession during the autumn of 2024. The results demonstrate a significant margin for the formulation of proactive policies for the university and the city of Patras. Finally, examining the phenomenon of incoming student mobility as it occurs seems to have yielded invaluable results and provides a potential model for future research on this issue.

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Enjoy

Georgios Stamelos – Eleni Karachontziti