TEFE A+

Teachers of English for Future Europe

TEFE A+ Implementation: Final Evaluation Report

2026

Jihočeská univerzita v Českých Budějovicích
University of South Bohemia in České Budějovice

Aston University
BIRMINGHAM UK

Co-funded by the European Union

TEFE A+ Implementation: Final Evaluation Report

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Teachers of English for Future Europe – Putting the Internationalisation of Teaching Practice into Action

(2023-1-CZ01-KA220-HED-000161134)

2026
University of South Bohemia
in České Budějovice

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TEFE A+

Teachers of English for Future Europe

**TEACHING ENGLISH,
BRIDGING CULTURES,
SHAPING FUTURES**



FOREWORD



Eva Tučková

CZ representative
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for Modern Languages
of the Council of Europe

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The quality of education depends to a large extent on how well we prepare future teachers. Today's schools are demanding professional environments. Alongside subject knowledge and pedagogical skills, teachers need confidence, professional judgement and the ability to respond to pupils with very different backgrounds and learning needs. These qualities cannot be developed through theory alone. Their foundations are laid in initial teacher education, through direct experience of school life and structured opportunities for reflection.

The evidence from Czech schools shows why this matters. In inspection findings, individualised teaching is the weakest area of our system. More than 65 % of basic schools and 74 % of secondary schools fall into the "need for improvement" category on systematically monitoring each pupil's progress and taking individual needs into account. Many schools also face several disadvantages at once: special educational needs, pupils who do not speak Czech at home, socioeconomic disadvantage and less supportive family backgrounds. TALIS 2024 adds that Czech teachers are satisfied with their profession, but that its appeal among young people is declining and that beginning teachers face significant stress. These are the realities future teachers are preparing for.

International teaching practice can make a real contribution here. Working in a different educational environment lets student teachers question familiar assumptions, learn from other approaches and understand more deeply how language, culture and learning relate. This is especially true for future language teachers, but it is not only their concern. The Council of Europe Recommendation CM/Rec(2022)1 on plurilingual and intercultural education for democratic culture reminds universities that languages are more than a curriculum component: language is present in every lesson, whatever the subject, and should matter to all teachers. International experience can therefore help every future teacher. Its value depends on its design: it should be evidence-led, language-aware and centred on the teaching profession, and it needs careful preparation, mentoring and reflection.

I was pleased to take part in the TEFE A+ final conference in České Budějovice in May 2026. What I appreciate most about the project is that it turns a good idea into practice. Building on the original TEFE Framework, the consortium has developed practical approaches to international teaching placements, including blended programmes, and has strengthened

cooperation among universities, schools and mentor teachers. The conference showed how internationalisation can support the development of professional competences, build European networks and encourage innovation in teacher education. Platforms such as eTwinning and the European School Education Platform can help keep these partnerships alive after the project ends.

This brings us to a broader challenge. Educational innovation often begins with the commitment of individuals and project teams, but lasting change needs institutional recognition and systemic support. Internationalisation must move from optional enrichment to core teacher education practice. That means:

- reflecting internationalisation in study programmes;
- supporting internationalisation through stable partnerships between universities and schools;
- making internationalisation accessible to all student teachers, not only to those who are best positioned to take part.

Yet, the aim is not to raise mobility figures but to improve the quality of teacher professional preparation. It requires a shared commitment from teacher educators, teachers and student teachers: to equity, to the needs of every learner, to continuous improvement of teaching, and to evidence-based decision making.

I congratulate the TEFE A+ Consortium on its achievements. I hope the experience and evidence in this publication will be a strong foundation for the next stage, in which approaches tested through the project become established practice and a recognised part of high-quality teacher education. That would be the most valuable legacy of TEFE A+: a lasting contribution to the preparation of future teachers and, through them, to the quality of education in our schools.

Eva Tučková

TEFE A+

Teachers of English for Future Europe

EDUCATING FUTURE TEACHERS OF ENGLISH THROUGH REAL-WORLD PRACTICE AND MENTORING



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[1] The contents entries link to the relevant sections. Supporting instruments are reproduced as appendices within Sections 2.4 and 2.6.

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Teachers of English for Future Europe

1



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University of South Bohemia
Czechia

Project consortium

Additional collaboration

INTRODUCTION

1.1 Project background

International mobility has long been part of European higher education, yet for student teachers it does not automatically provide access to one of the most important aspects of their professional preparation: **teaching practice in a school**. A student may spend a semester at a partner university without entering a local classroom, without working with pupils, or even without experiencing how teaching is organised in another educational system. A further challenge is that organising such placements abroad is considerably more complex than organising conventional study mobility. International teaching placements require cooperation not only between universities, but also with schools, mentor teachers, mobility coordinators and teacher-education programmes, and they must accommodate different academic calendars, school timetables, curricular requirements and systems for recognising teaching practice.

The Erasmus+ project *Teachers of English for Future Europe – Putting the Internationalisation of Teaching Practice into Action* (TEFE A+, 2023–2026) was developed in response to the practical and organisational challenges of integrating international teaching practice into student mobility and teacher education. Its central proposition is that international teaching practice should not be treated simply as an additional mobility opportunity, but **as a structured form of professional learning within teacher education**. In this model, student teachers do not merely study abroad: they prepare for an international teaching experience, enter schools and classrooms, undertake classroom observation and teach, work with local mentors and pupils, reflect on differences between educational contexts, and relate these experiences to their developing professional competences.

TEFE A+ builds on the original TEFE project (2020–2023), during which the partnership developed the *TEFE Framework for the Internationalisation of Teaching Practice and Employability* (2023) and associated tools for supporting and reflecting on international teaching experience. The Framework conceptualises professional development through three interconnected competence areas: Intercultural Communicative Competence (ICC), Professional Teacher Competence for Internationalisation (PTCI), and Global Civic Competence (GCC). The purpose of the TEFE A+ project presented in this report was to move beyond the development and initial piloting of these resources and examine how they could be implemented through teacher education programmes, Blended Intensive Programmes (BIPs), international teaching placements and university–school cooperation.

1.2 Partnership and implementation model

TEFE A+ brought together six European higher education institutions: the University of South Bohemia in Czechia, as project coordinator; the University of Passau in Germany; the Public University of Navarra in Spain; Comenius University Bratislava in Slovakia; Aston University in the United Kingdom; and Eötvös Loránd University (ELTE) in Hungary. Five of these institutions had already collaborated in the original TEFE project, while ELTE joined the partnership for TEFE A+. The consortium therefore combined continuity and established professional relationships with a new institutional perspective.

Implementation was organised through five interconnected work packages, each addressing a different part of the process:

- WP1 – Project Management and Implementation
- WP2 – Strategic Implementation of the TEFE Framework
- WP3 – COIL Platform and Digital Resources
- WP4 – International Teaching Practice Placements
- WP5 – Dissemination, Evaluation and Sustainability

Together, these work packages were designed to connect levels of activity that can otherwise remain separate: teacher-education curricula, preparation for mobility, international school placements, mentoring, reflection and competence development, digital collaboration, institutional coordination, evaluation and dissemination. In practical terms, the project sought to move from isolated opportunities for individual student teachers towards a model in which international teaching practice can be prepared, supported, evaluated and repeated across institutions.



1.3 Project objectives

Against this background, TEFE A+ pursued three connected objectives:

- To embed the TEFE Framework more systematically within teacher education by connecting its competences and resources to existing courses, BIPs, international teaching placements, mentoring and reflection.
- To develop and test a sustainable, transferable model of international teaching practice through collaborative preparation, school placements, mentor involvement and available Erasmus+ mobility mechanisms.
- To evaluate implementation across different institutional and national contexts, refine the educational resources and share the resulting experience with teacher educators, schools, students and other stakeholders.

These objectives meant that the project was concerned with more than the number of mobilities delivered. The central implementation question was whether international teaching practice could become a workable educational process: one that universities can organise, schools can support, mentor teachers can engage with, student teachers can integrate into their professional development, and institutions can sustain beyond the lifetime of a funded project. WP4, for example, translated this ambition into measurable targets for BIP participation, international teaching placements and mentor engagement, while the other work packages addressed the curricular, digital, managerial and evaluative conditions needed to support them.

1.4 Scope, evidence and organisation of the report

This report examines how far TEFE A+ succeeded in putting this model into practice. Its purpose is not simply to document project activities, but to examine what was implemented, what evidence the project generated, what worked across the partnership, where implementation remained difficult, and what can be learned from the experience.

The formal project implementation period ran from 1 September 2023 to 31 August 2026. Selected developments in September and October 2026 are also included as evidence of post-project continuation, particularly the fourth BIP in Passau and the Higher Education Transformation Week workshop in Brussels. These activities are distinguished from outputs delivered during the funded project period.

The report draws on evidence from across the five work packages, including project progress reports, BIP evaluations and follow-up reflections, international teaching placement records and participant feedback, institutional implementation experience, website analytics, dissemination activities and evaluation of the Final Dissemination Conference. These sources provide different kinds of evidence, including participation, reported learning, institutional uptake and dissemination reach. While they allow the project's implementation and immediate outcomes to be assessed, they do not in themselves establish longer-term effects on teaching quality or employment.

Chapter 2 examines implementation and evaluation across the five work packages, together with ELTE's specific institutional contribution. Section 2.6 presents the work undertaken within WP5, including the project evaluation and dissemination activities. Chapter 3 draws together the cross-project findings, lessons learned and implications for sustainability, while Chapter 4 provides the overall conclusion.

This report therefore examines both what TEFE A+ delivered and what its three years of implementation reveal about the conditions under which international teaching practice can become a meaningful and sustainable part of European teacher education.

TEFE A+

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2



PROJECT IMPLEMENTATION AND EVALUATION

The following sections bring together the partners' accounts of implementation and evaluation. WP1 addresses coordination and the University of South Bohemia's institutional experience; WP2 examines engagement with educational institutions; WP3 considers the digital platform and resources; and WP4 reports BIPs, international placements and mentor support. ELTE's contribution is presented separately because it supported all five work packages rather than leading one. WP5 then sets out the evaluation approach, participant evidence, dissemination and the final conference.

Institutional accounts are retained as distinct contributions. Differences between them are relevant to understanding the project: the partners did not start from identical teacher-education arrangements, did not perform the same roles and did not encounter the same conditions for implementation.

2.1 WP1 – Project Management and Implementation

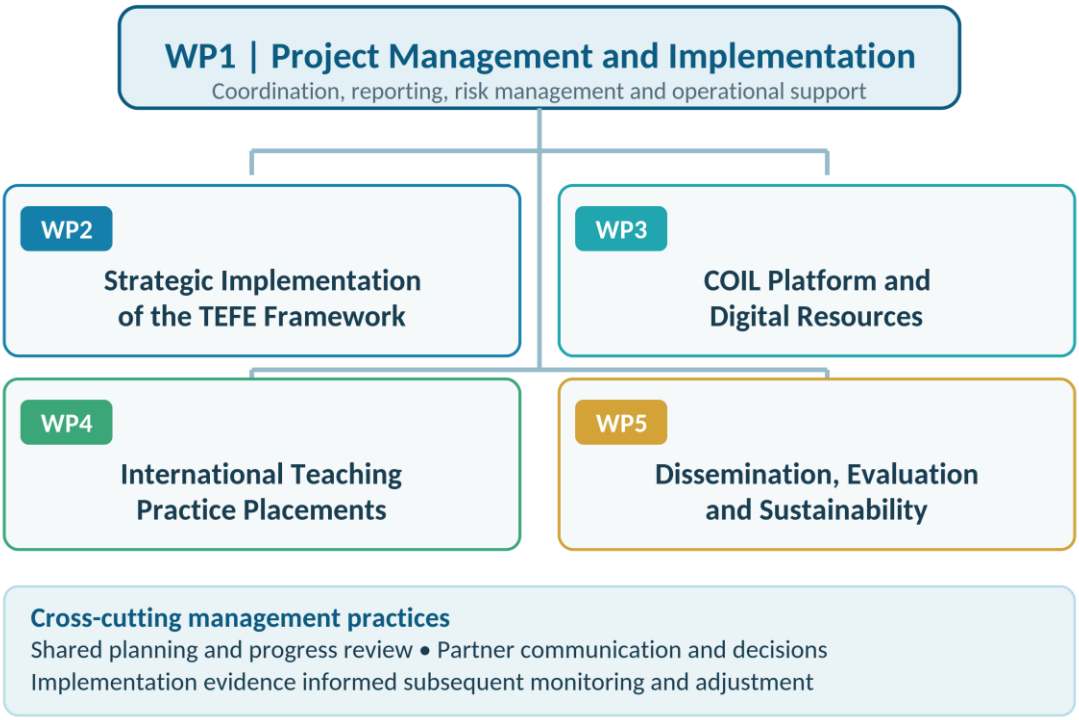
University of South Bohemia (USB), Czechia

2.1.1 Role of WP1 within TEFE A+

Work Package 1 provided the management framework through which TEFE A+ was coordinated across six partner institutions and five interdependent work packages. Led by the University of South Bohemia, WP1 combined overall project coordination, reporting, administrative and financial oversight, risk management and communication with work package leaders. Its purpose was not only to maintain project control, but to create the organisational conditions in which the pedagogical, digital, mobility and evaluation activities of the other work packages could be developed, connected and delivered coherently.

This cross-work-package role is important for understanding WP1. TEFE A+ did not consist of five isolated streams of activity. Strategic implementation of the TEFE Framework under

WP2 informed preparation and reflection; WP3 developed the digital environment and resources through which materials and project experience could be shared; WP4 translated the approach into international teaching practice; and WP5 evaluated and disseminated the project. WP1 connected these strands through shared planning, monitoring and operational coordination, while also supporting implementation at the coordinating institution itself (see WP1 Figure 1).



WP1 Figure 1: WP1 coordination across the interdependent TEFE A+ work packages

For evaluation purposes, WP1 is considered through two connected perspectives. The first is consortium-level management: how partners coordinated delivery, monitored progress, responded to implementation conditions and maintained continuity across different institutional and national contexts. The second concerns USB's institutional experience as the coordinating university, including its integration of the TEFE Framework into teacher education, school partnerships and international teaching practice. Together, these perspectives allow this section to examine both project delivery and the practical conditions for implementing the TEFE model in one institutional setting.

2.1.2 WP1 objectives and coordination approach

The approved grant application made clear that quality assurance depended on maintaining delivery across the substantive work packages: Framework implementation, the International Teaching Practice induction programme, annual international teaching placements, mentor development, digital resources and annual international staff development. WP1 therefore had a deliberately enabling function: successful management was measured by whether the partnership could maintain coherent delivery across these interdependent activities.

The principal implementation conditions were known from the outset: six institutions worked within different university systems and school calendars; international teaching practice depended on schools and mentors as well as universities; mobility procedures were partly institution-specific; and much of the work was carried by academics alongside their normal teaching, research and administrative responsibilities. WP1 responded through a combination of structured review and flexible operational coordination rather than through a single rigid management cycle.

WP1 Table 1: WP1 objectives, implementation conditions, management responses and evidence of delivery

WP1 objective	Implementation conditions	Management response	Evidence of delivery
Coordinate consortium delivery	Six institutions, five WPs, different calendars and institutional procedures.	Consortium review; coordination during events; smaller operational meetings.	Work across five WPs coordinated through BIPs, staff training, placements, digital work and final activities.
Monitor progress and quality	Evidence and activities were spread across partners and WPs.	Quarterly reporting, follow-up with WP leaders, shared documentation and evaluation under WP5.	Regular review supported clarification, adaptation and the final evaluation.
Maintain administrative, financial and risk control	Different institutional procedures and mobility funding mechanisms.	USB institutional controls, partner reporting, early escalation and distributed responsibilities.	Delivery was maintained throughout the three-year implementation period.
Support coherent TEFE implementation	Teacher-education structures, school capacity and recognition arrangements varied.	Align Framework-based preparation, BIPs, ITP placements, mentors and school partnerships.	Repeated placements, documented school partnerships and recognised learning routes.

WP1 Table 1 summarises how WP1 responded to the differing administrative, educational and mobility conditions across the partnership.

2.1.3 Consortium-level project management and monitoring

2.1.3.1 A flexible, layered coordination model

Consortium coordination combined regular consortium meetings with smaller operational meetings and intensive collaboration during in-person project events. The full consortium generally met online three to five times per year to review progress across work packages, clarify responsibilities and dependencies, and address issues requiring collective agreement. These meetings were supplemented by focused discussions involving the project coordinator,

individual work package leaders or smaller groups of partner institutions whenever a specific implementation step required attention. This meant that communication could intensify when necessary, rather than being limited to a fixed meeting calendar.

In-person project events provided a second layer of coordination. The kick-off and Intensive Staff Training events, the three project-period BIPs and the final project activities brought partners together around the educational work itself. This was particularly valuable because management decisions could be discussed in the context of observed implementation: student participation, school engagement, mentor involvement, the use of project resources and the practical organisation of mobility. In this sense, project management remained close to the pedagogical purpose of TEFE A+ rather than operating as a separate administrative layer.

The communication environment was similarly pragmatic. Shared documents and cloud repositories supported collaborative drafting and document storage; Microsoft Teams and Zoom were used for formal online meetings; and instant messaging enabled rapid practical coordination, particularly during project events and mobility activity. The TEFE/COIL website served a different, outward-facing function for dissemination, access to project materials and stakeholder engagement (see Section 2.3).

2.1.3.2 Quarterly reporting and project oversight

Regular quarterly reporting provided the main documented monitoring mechanism. The format built on experience from the earlier TEFE project and captured partner progress against agreed activities, mobility and participation information, dissemination evidence and points requiring follow-up. For the final evaluation, the reports provide a chronological record of activities, implementation issues and follow-up. Financial oversight remained subject to the relevant institutional procedures.

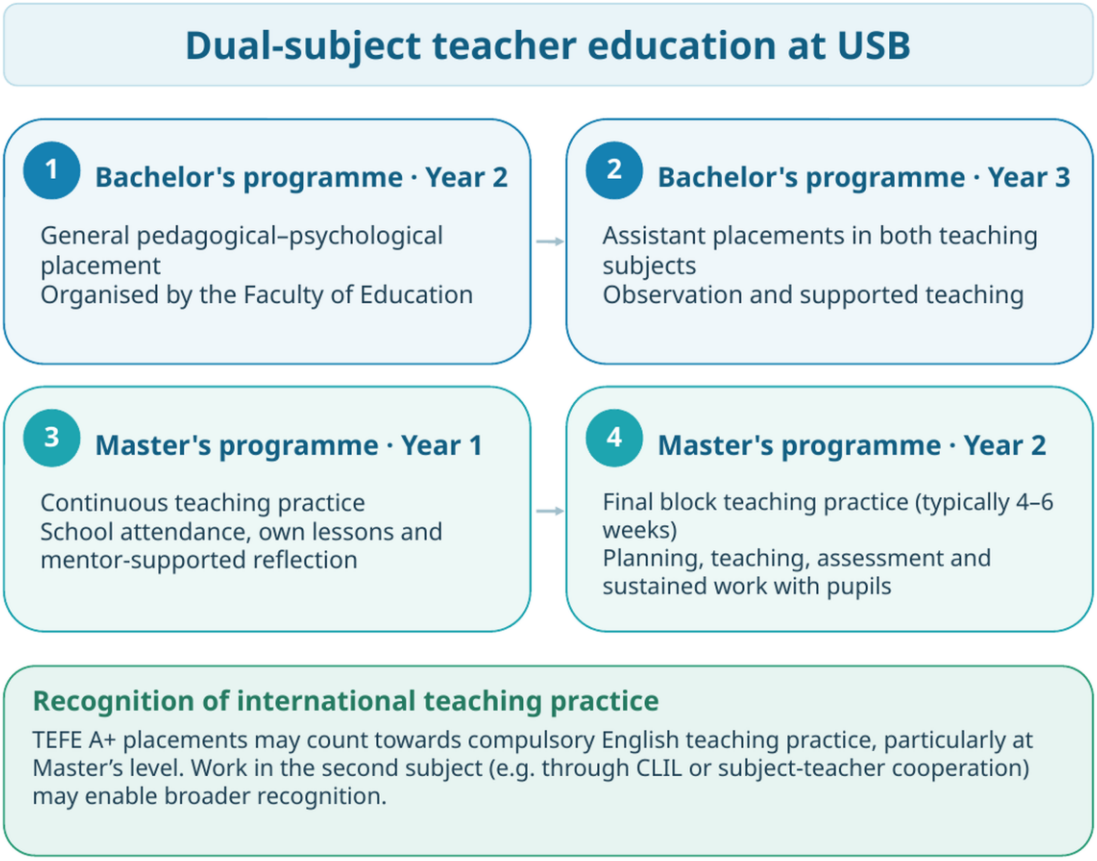
Reporting was part of a recurring process: partners documented local implementation, USB reviewed the material, questions were discussed by the consortium or relevant WP leaders, and subsequent activities were adjusted where necessary. The reports therefore supported both accountability and learning and now provide a record of how implementation developed across the partnership.

Financial and administrative oversight followed the University of South Bohemia's institutional control procedures and partner-level reporting arrangements, while mobility administration continued to operate through the relevant institutional and Erasmus+ mechanisms. The main operational pressure identified through WP1 was staff capacity rather than communication failure. Project coordination, teacher education, placements, school liaison and dissemination were often carried out by the same small groups of academics alongside their regular university roles. The partnership addressed this through distributed responsibility, early planning and flexible cooperation between coordinators, work package leaders and institutional teams.

2.1.4 Institutional context for implementation at USB

The institutional setting at the Faculty of Arts is important because TEFE A+ was designed to integrate international teaching practice into an existing system of professional preparation rather than create a parallel mobility track. The University of South Bohemia provides teacher education for all levels of schooling. Within this system, the Faculty of Arts has a principal role in secondary teacher education, working with the Faculty of Education on the common pedagogical and psychological component while providing subject-specific disciplines, didactics and the main forms of subject-specific teaching practice.

At the time of reporting, secondary teacher education at USB's Faculty of Arts followed a two-subject model. Students prepare to teach two school subjects, with English combined either with another subject within the Faculty of Arts or with a subject offered by another faculty. This structure has clear professional advantages, but it also complicates conventional semester-long mobility because courses completed abroad typically map onto only one specialisation. The practicum itself is progressive: students move from general pedagogical-psychological placement and subject-specific assistant practice at the Bachelor stage to continuous teaching practice and an intensive final block placement at the Master stage.

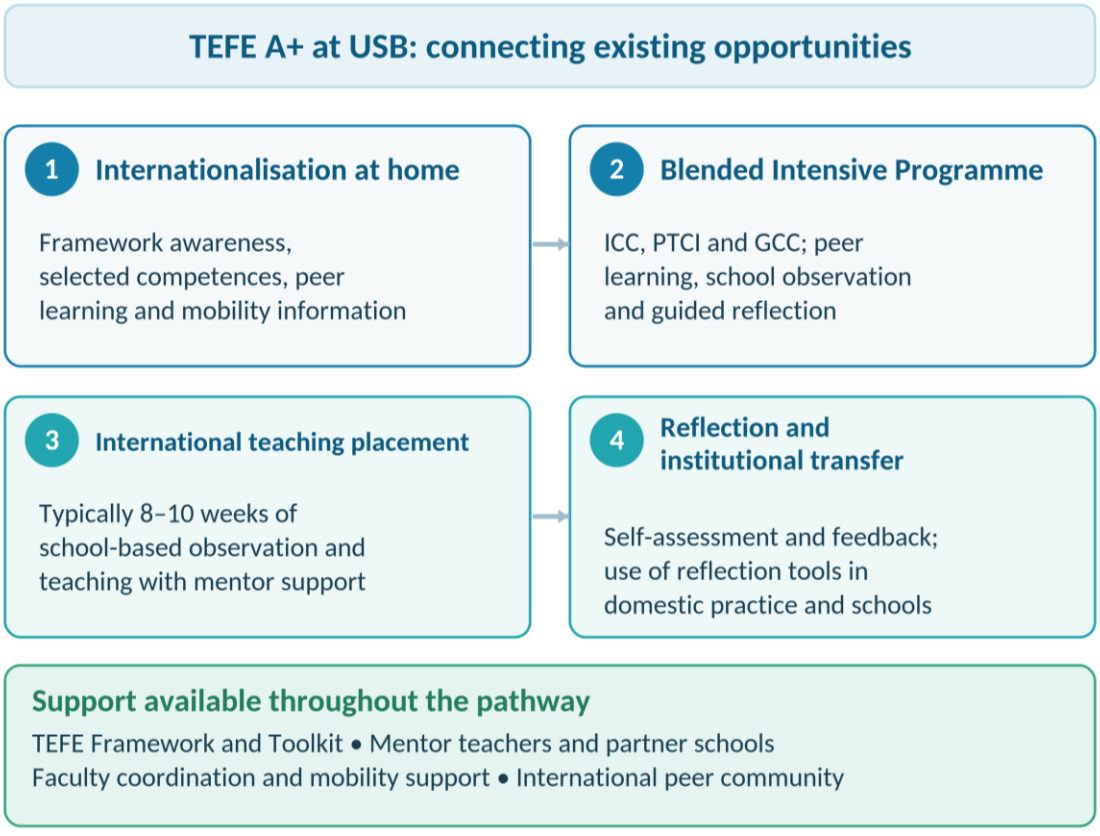


WP1 Figure 2: Teaching-practice progression at the Faculty of Arts, USB, and possible points of recognition for international placements

As illustrated in WP1 Figure 2, this progression creates natural entry points for international teaching practice. TEFE A+ placements can be recognised within compulsory English teaching practice, particularly after students have already gained a domestic subject-specific reference point. Where an international placement also involves meaningful work in the student's second subject – for example through CLIL, bilingual provision or cooperation with a relevant subject teacher – broader recognition may be possible. Rather than replacing the existing practicum system, TEFE A+ adds an international and intercultural dimension.

2.1.5 Implementation at USB: from preparation to international teaching practice

Before TEFE A+, internationalisation was already present at USB through conventional Erasmus+ study mobility and a smaller number of established teaching opportunities in the United Kingdom, including teaching assistantships at the University of Birmingham and placements at the Czech School Without Borders in London. Students and staff had also participated in activities under the earlier TEFE project. What was not yet consistently in place was a connected route linking curriculum-based preparation, school-based international experience, mentoring, reflection and formal recognition. TEFE A+ enabled these elements to be developed as parts of one pathway (see WP1 Figure 3).



Illustrative USB route: not a compulsory sequence for every participant or partner.

WP1 Figure 3: Connected preparation, mobility, teaching practice and reflection at USB (illustrative route)

2.1.5.1 Curriculum, preparation and reflection

At USB, the TEFE concepts and resources were introduced through existing teacher-education provision rather than through a separate curriculum. Relevant entry points included Foreign Language Teaching Methodology, ELT Methodology, Discourse Analysis for Teachers, weekly and block teaching practice, Work Placement Abroad: Language and Intercultural Practice, and the TEFE BIP – Induction into International Teaching Practice. This made it possible to connect the project with established subject didactics and practicum requirements while retaining flexibility over how individual competence areas were addressed.

Intercultural Communicative Competence (ICC) had clear connections with existing methodology and linguistics provision, while classroom interactional competence was developed through a new methodology and classroom-discourse teaching. Professional Teacher Competence for Internationalisation (PTCI) and Global Civic Competence (GCC) were addressed more directly through BIPs and preparation for international teaching placements. The TEFE Framework developed in the 2020–2023 project therefore became a reference point for interpreting international teaching experience rather than an additional curriculum imposed alongside existing national and programme requirements.

Reflection was the principal mechanism connecting preparation and experience. The TEFE Individual Reflection Form (following classroom observations), as well as other reflection and self-evaluation tools in the TEFE Toolkit, were used in BIPs and international placements and subsequently taken up in various reflective-practice activities with Czech student teachers. Student teachers were encouraged to use the competence framework and self-assessment tools before, during and after mobility, while mentors were familiarised with the same resources so that feedback could address broader professional, intercultural and global civic development as well as individual teaching sessions.

2.1.5.2 BIPs as an implementation bridge

The Blended Intensive Programmes (BIPs) were a central implementation mechanism because they created a short, accessible form of international professional learning that could fit within dual-subject teacher education while preparing students for longer international teaching practice. During the BIPs, student teachers worked in transnational groups, engaged with ICC, PTCI and GCC, observed teaching in partner schools, critically examined and reflected on different educational practices, and discussed their observations with peers, mentors and teacher educators.

USB hosted BIP01 in České Budějovice from 26 February to 1 March 2024. The WP1 record lists 19 student teachers from the consortium, including five from USB, alongside 11 TEFE educators and more than ten local mentor teachers who provided classroom observations and reflective discussion. USB subsequently participated as a sending institution: five students and three staff members joined BIP02 in Passau in September 2024, while three students and two staff members joined BIP03 in Pamplona in 2025. The events also strengthened

the professional relationships between universities and schools that longer placements depend on.

The BIP model also received external recognition. In the International Higher Education Teacher Award Call 2024/25, TEFE A+ BIP won the PROFFORMANCE Teaching Excellence National Prize, Best of Czechia. Its methodology was subsequently included in the PROFFORMANCE+ Teaching Excellence Database. The distinction recognises the design of the BIP as a collaborative, competence-based and experiential programme; it does not in itself establish longer-term effects on student teachers.

The BIP model is also continuing beyond the funded project period. Following BIP04 in Passau in October 2026, USB is scheduled to host BIP05 in autumn 2027, demonstrating the partners' commitment to sustaining this form of international professional learning.

2.1.5.3 International teaching placements and recognition

The international teaching placements extended the pathway from short intensive preparation into sustained school-based experience. The WP4 Mobility Log records nine incoming and 11 outgoing TEFE A+ placement instances at USB over the three project years (see Section 2.4). Established teaching assistantships at the University of Birmingham continued as a separate route and are not included in these figures.

The significance of this development lies not only in the number of mobilities, but in the fact that international practice could be connected to compulsory teacher education and be formally recognised. For instance, a student completing a placement in English abroad could have relevant practice recognised within the home programme and complete remaining requirements in the second teaching subject on return. This made practice-oriented internationalisation more compatible with the two-subject structure than conventional semester mobility and reduced the risk that international experience would delay progression.

2.1.5.4 Schools, mentors and formal partnership

Implementation depended on the regional school network as much as on university mobility structures. Partner schools provided authentic professional environments where international interns could observe, teach and participate in school life, while mentors supported lesson planning, classroom practice and reflective discussion. Faculty coordinators linked these school-based experiences back to university requirements and remained in contact with both interns and host schools throughout the placement.

The WP2 institutional return records 12 commitments associated with USB: nine schools, two higher education institutions and one professional association. The Memoranda of Understanding express the institutions' interest in continued cooperation within the TEFE network, including international teaching practice, professional exchanges and access to project resources. As voluntary agreements, they provide a basis for future collaboration rather than guaranteeing activities or placements (see Section 2.2).

Feedback gathered from interns, mentors and pupils at the end of placements supported a multi-perspective evaluation of both professional and intercultural learning. The feedback also helped schools see international interns not simply as another practicum student, but as contributors to school internationalisation. This was reinforced by school involvement in BIP observations, mentor workshops and informal project meetings, where the purpose of international teaching practice could be discussed directly with project partners.

2.1.6 Evidence of achievement, transfer and wider engagement

From a management perspective, the most important outcome of WP1 is that coordinated implementation continued across the five work packages: the consortium delivered its three project-period BIPs and staff training events, extended international teaching placements, supported Framework implementation and digital resources, and assembled the evaluation and dissemination evidence for the final reporting phase.

Wider engagement reinforced this practical work. On 2 February 2025, the USB colleagues and TEFE A+ alumna Karolína Dvořáková jointly delivered a workshop on key competences for the future for the European Youth Parliament in Prague, extending the project's educational approach to a wider audience of young people. In November 2025, the TEFE A+ student teachers and staff were also invited to lead a workshop at *Shaping Europe's Future*, the University of Passau event for European Charlemagne Youth Prize winners.
On 6 November 2025, the project was also presented at the ProfiLingua 2025 international language conference at the University of West Bohemia in Plzeň in a presentation entitled *A Competence-Based Pathway to Internationalised Teaching Practice: Insights from the TEFE and TEFE A+ Initiatives*.

The consortium's engagement with wider educational audiences also continued beyond the formal project period. On 13 October 2026, it presented *Towards a Sustainable Collaborative Model of International Teaching Practice* at Higher Education Transformation Week in Brussels, sharing its experience of implementing the TEFE A+ Framework and discussing the conditions for sustaining and extending international teaching practice. Together, these activities illustrate the project's engagement beyond its immediate teacher-education network and the continued dissemination of its results (see Section 2.6).

2.1.7 Key findings and further development

The professional relationships established during the earlier TEFE project provided a practical advantage. Five partner institutions continued into the TEFE A+, while ELTE joined the implementation consortium. Existing channels of communication and experience of collaborative work helped the partners concentrate on implementation, although they continued to face different institutional and national requirements.

WP1 combined scheduled review with frequent problem-solving between meetings. Quarterly reports and consortium discussions provided continuity and a record of decisions; smaller

meetings and informal communication were particularly useful when schools, placements or mobility procedures required a quick response. This approach helped management remain close to the educational work taking place during BIPs, staff training and internships.

The experience at USB also illustrates why international teaching practice cannot be organised as mobility alone. In a two-subject teaching degree, recognition of school-based work abroad must be arranged in relation to existing practicum requirements, while school mentors, faculty staff and mobility administrators must coordinate their responsibilities. Short BIPs, longer placements and reflection tools offered a route through these requirements without replacing domestic teaching practice.

The next phase should reduce dependence on the knowledge and availability of individual coordinators. Placement procedures and recognition arrangements need to be documented and embedded more explicitly within programmes, especially as the Faculty of Arts is considering the transition to an integrated five-year teacher-education structure soon. A more consistent cross-institutional evaluation protocol, with clear ethical and data-protection procedures, would also make it easier to distinguish participation figures from evidence of educational learning.

2.1.8 Concluding assessment

WP1 sustained coordination across six institutions while supporting the implementation of international teaching practice at USB. Regular reporting, targeted operational communication and collaboration during project events enabled partners to work across different institutional conditions. At USB, the project strengthened links between mobility, teacher-education curricula, school partnerships, mentoring and reflective learning. Keeping these arrangements in place will depend on documented procedures, curricular recognition, a viable distribution of staff responsibilities and continued school cooperation. Wider lessons about the sustainability of the model are considered in Chapter 3.



2.2 WP2 – Strategic Implementation of the TEFE Framework

University of Passau (UP), Germany

2.2.1 Introduction: Objectives

Work Package 2 (WP2) of the TEFE A+ project (2023–2026) strategically operationalised one of the project's objectives: to develop a methodology that engages educational institutions to consider adopting the TEFE Framework. The Framework connects the teaching and learning of English as a foreign language and lingua franca with the development of intercultural communicative competence, professional teacher competence for internationalisation and global civic competence. In the multilingual and multicultural context of the European Union, English provides an important means of communication across linguistic and national boundaries, while language education offers opportunities to foster mutual understanding, respect for diversity and active participation in democratic societies. The TEFE Framework therefore positions the preparation of future English teachers as a contribution not only to effective language education, but also to the development of inclusive, internationally connected and socially responsible learning environments. Aligned with the TEFE Methodology, the TEFE A+ Blended Intensive Programme (BIP) and TEFE A+ International Teaching Practice (ITP) were designed to support professional learning and cooperation among educators committed to the internationalisation of teacher education and the employability of future teachers of English. WP2 targeted the pre-adoption phase, specifically: building institutional awareness, securing preliminary commitments, and establishing the infrastructure for eventual framework integration.

2.2.2 UP Educational Context

Situated within Bavaria, Germany, the University of Passau (UP), acting as WP2 lead for the Consortium, operated at the intersection of teacher education policy, regional educational governance, and European internationalisation agendas.

At UP, internationalisation is a key priority, particularly in teacher training. Its *Teacher Education Centre* (Zentrum für Lehrkräftebildung und Fachdidaktik, ZLF), a central interdisciplinary unit overseeing teacher education, has a dedicated internationalisation department serving as a hub for these activities. The University coordinates various global initiatives, including Erasmus+ collaborations, long-standing exchange programmes (e.g. *global.trex* with partner institutions in North America, Africa and Asia), and successful KA171 Erasmus+ partnerships with Israel and South Africa. UP also has extensive experience in designing and hosting joint classes and BIPs, which are integral to several international projects. Its faculty members are well-versed in transnational teaching and collaboration, bringing valuable expertise to the TEFE A+ project. The ZLF's networks connect academia, schools and society in a structured yet open framework of cooperation. Central to its internationalisation approach lies the conviction that high-quality teacher training and

sustainable school development can only succeed through close dialogue between theory and practice. UP's networks create spaces where perspectives converge, ideas develop, and innovations are initiated. The ZLF fosters a school network and an education network. In the school network, universities and schools cooperate as partners on an equal footing, combining scientific research and evidence-based teaching with school practice. Joint projects, research projects and transfer activities create synergies that benefit both the cooperating schools and the university. The education network extends the focus beyond schools, connecting academia, schools and social actors such as museums and extracurricular educational institutions. Exchange and cooperation generate innovative impetus for teacher training, school development and greater social awareness of education-related issues. Within these structures, UP already collaborates with other institutions on Bavarian teacher education, including internship supervision offices and specialised professional associations such as the *Bavarian Teacher Association* (BLLV). The regional *Regierung von Niederbayern* (Government of Lower Bavaria) further represents a critical hub for systemic influence on teacher education. However, final decisions on education and teacher education in Bavaria rest with the *Bayerisches Staatsministerium für Unterricht und Kultus*, the Bavarian Ministry of Education and Culture. UP and its ZLF are therefore well equipped to take on WP2, navigate the various authorities and establish a methodology to engage diverse educational institutions in adopting the TEFE Framework.

2.2.3 Implementation of the TEFE Framework within the University of Passau

2.2.3.1 Internships

Although many students at UP expressed interest in the ITP within the TEFE A+ Consortium, outgoing participation remained relatively limited. The UP institutional account describes three placements: two in Budapest, Hungary, one lasting ten weeks as a traineeship and the other 16 weeks combining a traineeship and study at Eötvös Loránd University; and a placement in Pamplona, Spain, with simultaneous enrolment at the Public University of Navarra. Two further students planned to undertake an internship, one in Bratislava and the other in Budapest, but had to cancel for academic and work-related reasons. Before mobility, the UP students took part in at least one TEFE A+-related course or received individual counselling from the project coordinator. This introduced the Framework and Toolkit and advised them on how to use these resources during the ITP.

The UP institutional account also describes seven incoming interns from Bratislava, Budapest and České Budějovice, whose placements lasted between nine weeks and three months. Further placements involving students from Pamplona were planned for September 2026 to January 2027, extending beyond the funded project period and indicating continued interest in international teaching practice at UP. The consolidated placement figures for the consortium are presented in Section 2.4.

2.2.3.2 Adoption of TEFE Framework in the Curriculum

At UP, current teacher training programmes already include input on the TEFE A+ competences (Intercultural Communicative Competence (ICC), Professional Teacher Competence for Internationalisation (PTCI), Global Civic Competence (GCC)).
The competences are thematically anchored in individual courses – in English subject didactics and in cooperation seminars between the Department of English Didactics and Pedagogy – and through participation in TEFE A+ BIPs. During the final year of the project and the subsequent autumn, UP students' participation in the BIP has been linked to a specific course within the obligatory curriculum: in summer semester 2025 GSP 2.1 Professional Teachers in a World of Transformation, and in autumn 2026 GSP 2.1 & 2.2: Mit Weltblick Unterrichten: Interkulturelle Kompetenz und Global Citizenship Education im Lehrberuf.
In these courses, the TEFE competences are introduced and explored in greater depth alongside other content, such as cultural theories and Global Civic Education. In the 2026 course, students actively work with the TEFE Toolkit and Competences Chart to trace and reflect on their own development. This anchors the TEFE Framework in UP's curriculum and prepares students for BIP and ITP participation. In addition, the TEFE A+ offers a strong framework for linking subject-specific science, educational science and subject-specific didactics in order to consider such questions in combination. These topics are also anchored in the respective school-type curricula (and therefore also form part of subject-specific didactic training). Furthermore, they already play an important role in the Bavarian state exam in English, German as a Second Language and Education Science, where students can choose among several thematic core areas, such as intercultural learning and communication.

The TEFE Individual Reflection Form during school visits has not yet been used at UP, as its curriculum requires students to complete specific prescribed portfolios and observation sheets in order to gain credits. Mentors involved in supervising incoming international teaching internships were introduced to the TEFE Toolkit including the Individual Reflection Form before receiving international interns. While there was great interest in the materials, the extent to which they were used has not been recorded.

2.2.4 Procedure for Implementation of WP2

2.2.4.1 Phase 1: Conceptual Clarification and Strategic Design (July – December 2024)

Initially, the project team at UP identified a need to clarify how institutions' "commitment to trial the TEFE Framework", as envisaged in the WP2 objectives, should be understood and documented. Following consultations with consortium partners, particularly the University of South Bohemia, the originally envisaged TEFE Charter was replaced by a more flexible Memorandum of Understanding (MoU). This was considered more appropriate for the initial stage of institutional engagement, allowing organisations to express their interest in the project and willingness to explore the TEFE Framework without requiring extensive formal commitments from the outset. The approach also accommodated the different roles

of stakeholders: schools could engage through teaching placements and mentoring, while higher education institutions, professional associations and educational authorities could contribute through curricular development, professional cooperation, dissemination and policy dialogue.

After clarifying the overall objective and agreeing on the MoU, the objective stated in the project application was divided into subtasks (UP responsibility):

- Provide strategies for partners to effectively engage with educational institutions, considering the unique contexts of their respective environments;
- Collect and document progress data from partners via questionnaires;
- By July 2026, compile a report summarising the implementation methods and outcomes.

These entailed the following specific subtasks for TEFE A+ partner institutions:

- Local implementation (engaging contact, getting institutions to sign the MoU);
- Reporting back to UP.

When further exploring the options for contacting and engaging educational institutions, it became apparent that not all institutions could be approached the same way, as they differ in their role in (teacher) education, influence, and ability to engage with the TEFE Framework. Thus, the Consortium agreed on the following three groups of stakeholders:

- Influential Institutions: Entities possessing multiplier effects, notably regional educational governance bodies;
- Higher Education Institutions (HEI): Universities and other higher education institutions that can integrate the TEFE Framework into teacher education curricula;
- Schools: Primary and secondary educational institutions implementing TEFE pedagogical practices and joining part of the TEFE A+ mentors' network.

2.2.4.2 Phase 2: Material Development and Narrative Construction (January – July 2025)

In order to introduce the TEFE A+ project and the TEFE Framework to the three heterogeneous stakeholder groups in an engaging and appropriate way, audience-specific information materials were developed.

Posters: The initial poster advertised the TEFE A+ internship to students, while another version addressed schoolteachers to generate interest in intern-support and mentorship networks. The poster's design and structure were inspired by student-generated materials from BIP02 Passau in 2024, as shown in WP2 Figure 1. Versions in both English and German were printed, distributed at events and displayed in TEFE A+ staff members' offices. In autumn 2025, another poster was designed by the University of South Bohemia, which was also displayed at events and throughout the institution. All posters are available on the TEFE A+ project's Google Drive folder for all partners for downloading and further distribution.



WP2 Figure 1: Poster for mentor teachers

Digital Resource Repository with Stakeholder-Specific Positioning: Factsheets, PowerPoint presentations, foldable flyers, and framework summaries were produced in three versions, each addressing one specific stakeholder group. The materials were provided in editable formats and uploaded to the project's Google Drive folder, where they have since been available for partners to adapt and download. For schools, the materials highlight opportunities for mentoring, internship receptivity, and event participation (see WP2 Figure 2). For higher education institutions, they emphasise curricular material utilisation, internationalisation opportunities like BIPs and ITP as well as competence frameworks. For influential institutions, the materials focus on European network strengthening and dissemination roles.



WP2 Figure 2: English-language flyer for schools: outer and inner panels

Project partner institutions were invited to use the materials at their own discretion and edit them to meet their needs. For German schools, a set of materials in German was produced to make the content more easily accessible. Partner institutions were advised to translate the materials into their own native languages as well.

UP's strategy and materials were presented to the consortium during the Intensive Staff Training in May 2025 in Budapest, Hungary. Partners were informed of the thought process, materials were introduced, and next steps were discussed. The consortium partners agreed to take on local implementation by contacting institutions in their regions. During these meetings, we developed strategies for approaching certain institutions most effectively. For example, Higher Education Institutions were likely to be interested in the TEFE Toolkit and should therefore be especially informed about it specifically. For influential institutions, whose involvement often seemed somewhat abstract, it can help to reframe the narrative:

rather than soliciting institutional support *for* TEFE A+, the proposition can be inverted, enquiring how institutions could contribute *to* TEFE A+ advancement, thereby aligning with existing institutional interests (European collaboration, internationalisation agendas).

When discussing options for documenting commitment, the consortium agreed on a Memorandum of Understanding that records the expression of interest in the TEFE A+ project and the TEFE Framework. It is a widely recognised format in internationalisation contexts and less likely to overwhelm institutions with a sense of high commitment to the TEFE network.

Subsequently, the following timeline for the next steps was decided:

- May – July 2025: Curating a list of institutions to contact;
- August – December 2025: Contacting institutions, promoting the TEFE idea and the TEFE Framework, informing about the possibility of signing a MoU;
- January – June 2026: Collecting MoUs from the institutions. Reporting back to UP via a questionnaire;
- July – September 2026: Finalising MoUs and partner questionnaires and preparing the final WP2 report.

2.2.4.3 Phase 3: Contact and Engagement, Timeline Execution (August 25 – June 26)

Potential candidates were identified in UP's region, Bavaria, for closer engagement with the TEFE A+ project. However, mindful of the risks of premature engagement, we deferred active outreach until the finalised documentation – specifically, tailored MoU templates – was completed and could be deployed immediately upon contact. After circulating a first draft and considering feedback from partner institutions and the TEFE A+ project lead, we produced MoU templates for each of the three stakeholder groups. The MoU structure deliberately balanced pre-commitment with flexibility, addressing sustainability concerns: rather than demanding immediate curricular overhaul, institutions signalled openness to trial TEFE methodologies, ensuring psychological and procedural accessibility for diverse institutional cultures, from bureaucratic government bodies to local schools.

2.2.4.4 Phase 4: Collection and Reporting (July – September 2026)

All partner institutions in the Consortium contacted institutions in their area and collected several signed MoUs. Feedback collected through partner questionnaires enabled the UP team to compare institutional approaches, analyse engagement strategies and identify practices that could be adapted across the consortium. Approaching institutions and collecting signed MoU is still ongoing and will continue even after the project phase of TEFE A+ has officially ended. This report summarises efforts and achievements in WP2 completed by September 2026.

2.2.5 What Has Been Done: Findings and Partner Experiences

This section examines how the engagement methodology was applied across the consortium, the institutional responses it generated and the commitments reported by partner institutions.

2.2.5.1 Stakeholder Mapping and Institutional Challenges

The ambiguity surrounding the definition of influential institutions proved operationally challenging. Initially perceived as a rather intangible category, WP2 refined it to include organisations capable of influencing teacher education policy, professional development, institutional cooperation or dissemination, even where they did not directly host teaching placements. This reconceptualisation required clarifying consultations on appropriate commitment documentation; ultimately, the team decided to use MoUs. Unlike schools, which could directly host international student teachers, influential institutions were approached primarily for their capacity to connect the project with professional networks, educational governance and wider opportunities for institutional uptake.

2.2.5.2 Material Production and Dissemination

By June 2025, WP2 had generated:

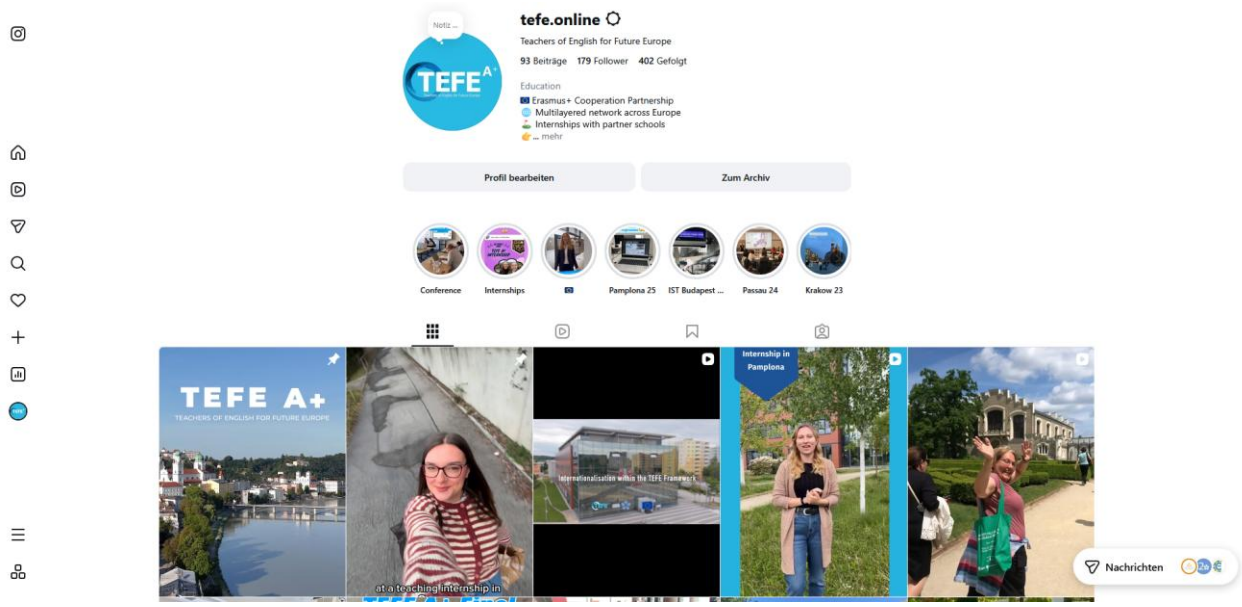
- Diverse marketing materials (posters and flyers displayed in partner offices and at conferences/symposiums);
- Stakeholder-specific informational kits (English/German bilingual);
- A clarified *Memorandum of Understanding* template replacing the original Charter concept.

These materials emphasised TEFE A+ principles: internationalisation as pedagogical imperative, competence-based English language teaching, and equity through educational access. The self-evaluation tool was prominently positioned to attract institutional self-assessment interest.

Throughout the course of TEFE A+, UP also managed the project's Instagram account (see WP2 Figure 3). The aim of setting up an Instagram profile was to reach a wide international audience, particularly young people and students. In addition to information and news about the project, the content focused primarily on students' experiences. During work placements and internships, students were invited to share their experiences in a short video or via a picture and text. The students' posts were then published, with their consent, on the project's account and proved to be very popular and effective regarding views and engagement. For example, Czech student Anna[2] produced a short video in the popular social media format "Come Spend a Day with Me", filming small portions of a typical day

[2] Name changed by author for privacy reasons.

at her internship at a school in Passau, with a voiceover explaining her tasks and experiences. As of September 2026, this video has 1,576 views- 85% from non-followers- and 70 likes.



WP2 Figure 3: Project Instagram profile; screenshot recorded in the WP2 return as 13 July 2026

2.2.5.3 Engagement Strategies: From Solicitation to Collaboration

Initial attempts to approach influential institutions revealed that direct solicitation may lead to resistance from these stakeholders. Consequently, four strategic approaches were developed:

- Alignment Strategy: Demonstrating TEFE A+ congruence with existing institutional commitments (e.g., European collaboration statements, internationalisation objectives);
- Agenda-Driving Narrative: Positioning TEFE A+ as facilitating European educational agendas rather than demanding compliance;
- Evidence-Based Selling: Utilising positive internship school experiences as demonstrative validation;
- Inverted Inquiry: Reframing engagement by questioning how institutions could support TEFE A+, stimulating institutional agency rather than passive recruitment.

In the local context of Passau, the following Bavarian/German candidate institutions were identified:

- *Regierung von Niederbayern* (regional governance);
- *ISB* (State Institute for School Quality and Education Research);
- *Democracy Network / BNE macht Schule* (sustainable development education intersecting with GCC/Global Citizenship Competence interests);
- *AKED* (Arbeitskreis der Englischdidaktikerinnen und-didaktiker an bayerischen Universitäten; subject-specific didactics association);
- *BLLV* (Bayerischer Lehrer- und Lehrerinnenverband; Bavarian Teachers' Association);

- *DAAD* (German Academic Exchange Service);
- *ETEN* (European teacher education network);
- Local TEFE A+ partner schools.

Partner institutions were instructed to create a list of potential candidates in their home regions as well.

The consortium established contact with a selection of these organisations. Local TEFE A+ staff divided outreach responsibilities based on their existing contacts and institutional expertise.

2.2.5.4 Contact Strategies

The consortium used different approaches for the three stakeholder groups, as outlined below.

Influential Institutions:

- Approaching existing contacts via e-mail;
- E-mail contacts via mutual colleagues;
- E-mail cold calls;
- Approaching representatives during the Final Conference;
- Materials used: link to website, flyer, conference invitation.

Schools:

- E-Mailing mentor teachers and headmasters;
- Personal contacts: WhatsApp and in-person meetings;
- Materials used: link to website, factsheet, flyer, framework summary, PowerPoint presentation, conference invitation.

Higher Education Institutions:

- E-mailing contacts already established via existing collaborations.

The approaches to schools and higher education institutions were generally productive, particularly where partners could build on established relationships. Contacting influential institutions was more challenging: unsolicited emails and even approaches through existing contacts did not consistently lead to formal commitments. Successful engagement frequently depended on direct personal connections with members of the local TEFE A+ teams.

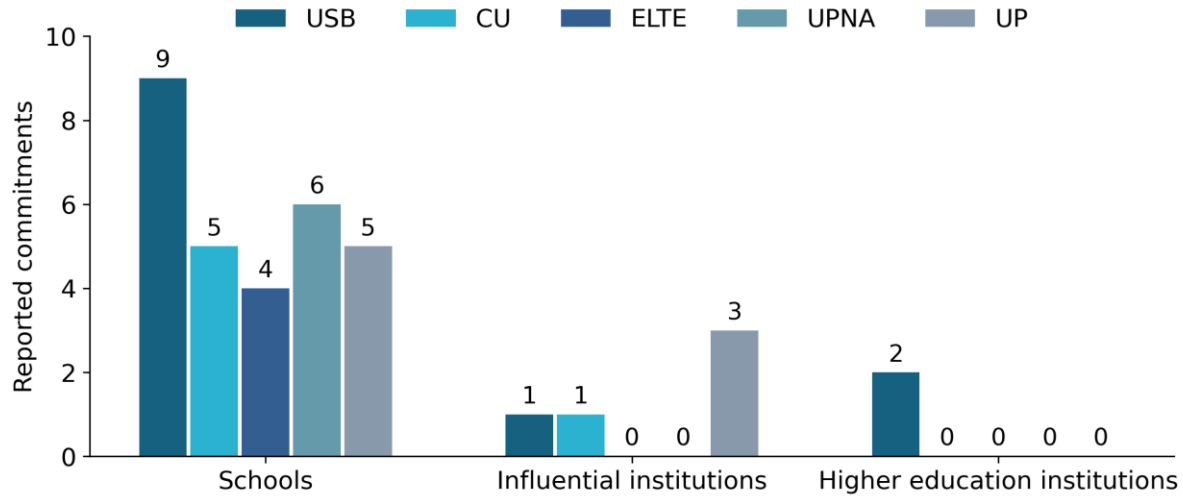
2.2.5.5 Securing Commitments

From the partner institutions that reported back via the questionnaire to date, it became apparent that securing signed MoUs from partner schools was relatively easy. Many schools have long been working with the TEFE A+ institutions, indicating that a base of trust and close collaboration is most effective in securing an institution's Commitment to Trial the TEFE Framework via the MoU. The aspects of TEFE A+ that most appealed to schools were the prospect of hosting international student interns and, with them, benefits for their own

students in terms of language and intercultural education. Furthermore, collaboration with a network of international institutions and intercultural exchange sparked the schools' interest. Some schools also expressed doubts and were concerned about additional time and effort for staff without compensation, legal aspects, and insufficient resources to prepare for mentoring. Despite these doubts, the schools signed the MoU, indicating trust in the project. Four schools contacted in the Passau region signed the MoU immediately. A fifth initially expressed doubts about the document's potential legal binding and about not being able to meet expectations. After it was explained that the MoU is merely an expression of mutual interest and not a binding contract, they agreed to sign. In this case, it also helped to have a TEFE A+ mentor teacher at the school who advocated for the project with their headmaster. Other partners reported a similar positive response. The final WP2 return records 29 school commitments across the consortium: six in Spain, five in Slovakia, nine in Czechia, five in Germany and four in Hungary. These results reflect the partners' sustained efforts to develop school networks and provide an institutional foundation for continued cooperation in international teaching practice.

Engaging with influential institutions has proved more difficult. For example, the UP team encountered bureaucratic obstacles in contact with the DAAD: in general, they were interested in and supportive of the project, but there was no protocol for signing a commitment of this kind: no one was authorised or responsible to sign it. A similar experience can be reported from Comenius University in Bratislava, Slovakia. When contacted and informed about the TEFE A+ project, governmental institutions either did not respond at all or, while expressing interest, were unable to sign the MoU owing to unclear personnel responsibility. After the TEFE A+ Final Conference, Comenius University followed up with two representatives of Ministries of Education. Both were present and actively took part in the TEFE A+ Final Conference, giving very positive feedback on the project and expressing their interest. However, in their respective positions, they lacked the decision-making power to sign the TEFE A+ MoU. While they advocated for the project, the MoU has so far not been signed by a representative of the Slovak and Czech Ministries; nevertheless, the process is still ongoing. TEFE staff from both the Czech Republic and Slovakia successfully approached local teacher associations and secured their commitment with MoUs, namely the Association of Teachers of English of the Czech Republic (ATECR) and the Slovak Chamber of English Language Teachers (SCELT). On the German side, AKED, BLLV, DAAD and ISB were contacted. Aside from the complications with the DAAD noted earlier, the ISB and AKED signed the MoU. The BLLV had already expressed its interest in TEFE A+ through another document during the application process for the Teacher Academy call 2025. As an institute directly connected to the Bavarian State Ministry of Education and Cultural Affairs, the ISB's commitment has given us a connection to regional governance. The Regierung von Niederbayern, the Democracy Network, and ETEN have not yet been contacted because we lack personal contacts. If TEFE continues with a third project phase, it will use that momentum to bring these influential institutions on board as well. The German partner's return therefore records three commitments involving influential institutions: two documented through MoUs and one through a different application document. Beyond the commitments already secured,

consortium partners continued to develop contacts with educational authorities, professional associations and teacher education organisations, including those engaged through the TEFE A+ Final Conference. These discussions opened opportunities for further institutional cooperation and potential additional commitments beyond the reporting period.



WP2 Figure 4: Institutional commitments recorded in the final WP2 returns (updated October 2026), by partner institution and stakeholder category

A key feature of the WP2 engagement strategy was its emphasis on building upon existing institutional relationships. Schools with established links to consortium universities provided a natural starting point, as previous cooperation in teacher education and mentoring had already created mutual trust and an understanding of the potential benefits of international teaching practice. This approach, also discussed during the former TEFE project in terms of identifying 'low-hanging fruit', enabled partners to consolidate their regional school networks while extending engagement to other stakeholder groups. Cooperation with influential institutions and higher education institutions required different approaches, often involving more complex decision-making procedures and longer-term discussions.
The contacts and institutional commitments established through WP2, together with further cooperation emerging beyond the original consortium, provide a foundation for the continued development and expansion of the TEFE network.

2.2.5.6 Outcomes of Institutional Engagement

The final WP2 institutional return records commitments from 29 schools, 2 higher education institutions and 5 influential organisations across the consortium (see WP2 Figure 4).
The number of school commitments substantially exceeds the numerical benchmark of 15 teacher-training placement institutions set out in the original WP2 objectives. These commitments provide an important institutional foundation for continued international teaching practice, mentoring and professional exchange. The original objective also envisaged trialling the TEFE Framework; evidence of its practical implementation is therefore considered alongside these institutional commitments in the other work-package and partner accounts.

The participating institutions expressed their willingness to explore or continue cooperation through Memoranda of Understanding and other documented commitments, reflecting their different roles and institutional requirements. The reporting snapshot also includes engagement continuing beyond the formal project period. The educational value of these relationships is illustrated by the partners' experience of curricular integration, school-based placements and mentor cooperation, discussed in the institutional accounts throughout this report.

2.2.5.7 Institutional engagement at the University of South Bohemia

At USB, engagement with schools was closely connected to existing teaching-practice cooperation. Schools first encountered TEFE through classroom observations during BIPs, the hosting of international interns, mentor orientation and dialogue with faculty coordinators. The invitation to sign an MoU therefore followed, rather than substituted for practical cooperation. This sequence helped make the proposed commitment intelligible to school leaders: participation concerned access to resources, opportunities for international teaching practice and staff development, and continued contact with the University.

USB reported 12 institutional commitments through WP2: nine schools, two higher education institutions and one professional association. The MoUs provide a basis for continued cooperation within the TEFE network, including professional exchange, access to project resources and further international teaching-practice opportunities.

Beyond its school network, USB secured the commitment of the Association of Teachers of English of the Czech Republic (ATECR) and two higher education institutions, including the University of West Bohemia. Contacts with Učitel naživo and the Komunita vzdělavatelů budoucích učitelů (KVBÚ) also extended discussions to organisations actively involved in teacher preparation and professional development. These wider contacts illustrate the project's engagement with the professional communities that can support further implementation and dissemination of the TEFE Framework.

The pedagogical use of the TEFE Framework at USB is described in Section 2.1.5. Within WP2, the key point is that course-based preparation, placement experience and school relationships provided a practical basis for approaching institutions. Further uptake will depend on maintaining these relationships and clarifying who is responsible for turning an agreement into opportunities for students and mentors.

2.2.5.8 Additional evidence from Comenius University

CU's supplementary account shows that stakeholder engagement extended beyond collecting signatures. Its contacts included the Slovak Ministry of Education and the National Institute of Education and Youth, universities offering teacher education, and regional teacher-support centres. Personalised invitations to the final conference were used to introduce the project and open discussion about possible cooperation.

The responses described by CU concerned examination periods, travel and financial constraints, as well as interest in receiving project materials when attendance was not possible. These are findings from the responses received, not evidence of the views of everyone contacted. CU also reports that Martina Kokavec Beďatšová of the Slovak Ministry of Education and Samuel Jezný of the Czech Ministry of Education participated in the Final Conference. Their involvement provided opportunities to discuss international teaching practice in relation to wider institutional and policy priorities. Discussions concerning a possible ministerial MoU continued after the conference, subject to the relevant approval procedures.

Professor Zdenka Gadušová of Constantine the Philosopher University in Nitra participated online in a roundtable during the Final Conference and subsequently promoted TEFE A+ and opportunities for international teaching practice at her faculty. Although an internal minimum-number requirement prevented interested students from joining the BIP under discussion, possibilities for future cooperation remained open.

2.2.6 Implications for the Future: Sustainability and Scaling

2.2.6.1 Methodological Implications

WP2 has established a practical methodology for institutional engagement by distinguishing between schools, higher education institutions and influential organisations, and adapting its communication strategies and materials to their different roles. For schools, existing teaching-practice partnerships and mentor involvement provided an effective starting point. For higher education institutions, opportunities for curricular development and international teaching practice were particularly relevant, while engagement with professional associations and educational authorities benefited from alignment with their institutional priorities and existing networks. The MoU provided a common, flexible means of formalising interest in further cooperation without requiring immediate curricular adoption. This phased approach lowered the threshold for initial cooperation in institutions where more extensive curricular or administrative commitments would have been difficult to secure, while leaving room for more specific placement agreements and mentoring arrangements as relationships develop.

2.2.6.2 Institutional Sustainability

The longer-term value of these institutional commitments will depend on the forms of cooperation that develop from them. Universities need appropriate arrangements to recognise international teaching practice within their programmes, while schools require the capacity to host student teachers and provide effective mentoring. Professional associations and other influential institutions can contribute through dissemination, professional dialogue and support for wider engagement. The stakeholder-specific information materials and MoU templates developed through WP2 remain available to consortium partners for continued outreach, complemented by the resources accessible through the TEFE platform. Sustaining

the network will therefore require ongoing university–school cooperation, clear institutional responsibilities and opportunities for professional exchange.

2.2.6.3 Scaling Potential

The WP2 methodology offers a practical starting point for extending the TEFE network to additional institutions and national contexts. Participating universities can identify relevant regional stakeholders, establish or strengthen cooperation with schools and mentor teachers, and use the TEFE Framework and supporting materials to develop a shared understanding of international teaching practice. Agreed procedures for preparing, hosting, mentoring and recognising international placements can then provide the basis for connecting these regional networks internationally. The experience gained across the consortium demonstrates the feasibility of this approach in different institutional environments, while further expansion will require sustained coordination, institutional support and continued evaluation of how these partnerships develop in practice.

2.2.7 Concluding Remarks

WP2 represents a foundational investment in institutionalising the TEFE A+ framework within European educational ecosystems. Through careful navigation of stakeholder complexities, from enthusiastic school signatories to bureaucratically constrained influential institutions, WP2 has established a replicable methodology for phased engagement that respects institutional diversity while advancing internationalisation objectives.

The pre-adoption strategy, emphasising Memoranda of Understanding over immediate Charter commitments, demonstrates that sustainable educational change requires patience, flexibility, and strategic narrative reframing. By positioning TEFE A+ not as an external requirement but as an opportunity aligned with existing institutional priorities, WP2 aims to open doors otherwise closed by institutional risk-aversion. The stakeholder-specific materials and MoU templates developed through WP2 remain available to the consortium and provide practical resources for continued institutional engagement and network development beyond the funded project period.

The final evaluation documents not only which institutions were approached, but how stakeholders were differentiated, materials adapted and commitments discussed. It also shows why reported interest, a signed MoU, and implementation of the Framework need to be assessed separately. Further cooperation will depend on translating these commitments into activities with clear responsibilities and adequate institutional support.



2.3 WP3 – COIL Platform and Digital Resources

Public University of Navarra (UPNA), Spain

2.3.1 Introduction: Objectives of the Work Package

Work Package 3 (WP3) focused on the development, enhancement, and long-term sustainability of the TEFE A+ **Collaborative Online International Learning (COIL) platform**, which served as the digital backbone of the project. The platform provided a shared digital space where project materials, resources, case studies, and collaborative learning opportunities were made accessible to partners, teacher mentors, and students participating in the initiative.

The primary objectives of WP3 were threefold. First, the work package aimed to develop and maintain the TEFE COIL platform over the project lifetime and ensure that all project materials were effectively digitised and made available through a high-quality, interactive web environment. This ensured that the pedagogical resources created within the project were accessible not only to project partners but also to the wider educational community across Europe.

Secondly, WP3 included an ongoing quality review process that evaluated the effectiveness, usability, and engagement potential of the platform, which was reviewed by Aston University as the consortium's evaluating partner (see Section 2.6), acting as a "critical friend" to ensure that the platform met high standards in terms of usability, accessibility, and educational value. These evaluations helped assess whether the digital infrastructure supporting the project remained relevant, accessible, and aligned with user needs. The evaluation process also contributed to the continuous improvement of the platform and supported the broader aim of promoting high-quality digital collaboration within teacher education networks.

The work package also supported promotion of the TEFE Memorandum of Understanding (MoU) (see Section 2.2), through which institutions could express interest in the project and commitment to trial the Framework. Through the COIL platform, institutions can learn about the Framework, use its resources and explore cooperation with the network. Signing an MoU is distinguished from full curricular adoption or verified implementation.

The COIL platform supported the project, and continues to do so, in multiple ways. It acts as the main communication and collaboration hub for project partners, hosts all digitised materials developed during the project, and provides a public-facing portal that promotes the project's results and activities. In addition, the platform facilitates peer-to-peer engagement between students and teacher mentors through the TEFE Ambassador concept, which encourages participants to share digital testimonials of their experiences. This concept is explained and exemplified below.

2.3.2 UPNA Educational Context

The work package was coordinated by the Public University of Navarra (UPNA), which is a public higher education institution founded in 1987 that combines academic excellence, social responsibility, and international openness, and is strongly committed to contributing to the educational, cultural, economic, and sustainable development of its region and the wider European context.

UPNA has extensive and well-established experience in the initial training, mentoring, and professional development of teachers, particularly within the field of foreign language education and English language teaching. Through its Early Childhood and Primary Education bachelor degrees and the master's degree in Secondary Education, UPNA systematically prepares future teachers to work in multilingual, intercultural, and inclusive educational contexts, in line with Erasmus+ priorities on quality education and professional skills development.

A core component of these programmes is the integration of compulsory teaching placements, supported by structured mentoring and supervision mechanisms. Students engage in guided observation, reflective practice, and progressive responsibility in real school settings. Academic tutors, school mentors, and university supervisors collaborate to ensure coherence between theory and practice, providing UPNA with substantial institutional experience in designing, implementing, and evaluating mentoring models for student teachers.

UPNA's experience is further reinforced by its strong commitment to internationalisation and high-quality mobility, which are central Erasmus+ objectives. As shown in the Data and Figures section of the UPNA Transparency Portal, the University maintains agreements with more than 300 higher education institutions in around 50 countries, supporting student, staff, and trainee mobility across Europe and beyond. According to the University's News Portal, in the 2025–26 academic year, UPNA welcomed 189 international exchange students from over 30 countries during the autumn semester, most of whom participate through Erasmus and related mobility programmes. These incoming students are supported by institutional orientation, integration services, and a "Buddy" peer support programme that facilitates academic, cultural, and practical adjustment throughout their stay. Outgoing mobility is also significant: UPNA awarded 559 mobility scholarships to its students for study abroad during the 2025–26 academic year (see the news at the News Portal), reflecting active participation in Erasmus and other international exchange schemes and demonstrating substantial outgoing mobility activity for degree students across a wide range of destinations.

Within this broader educational context, the development of a collaborative digital learning environment is of growing importance. Higher education institutions and teacher education programmes are increasingly adopting online and hybrid learning models that support international collaboration and digital exchange. WP3 directly addressed these trends by providing a sustainable digital infrastructure that supports international engagement,

resource sharing, and collaborative professional development among educators. UPNA has committed to maintaining the platform in an operational form for three years after project completion, followed by static hosting on its institutional website. This is a plan for continued access to resources, not a guarantee that all interactive functions will be maintained indefinitely.

Ultimately, WP3 contributed to the overall objectives of the TEFE A+ project by making the TEFE Framework and its associated materials more widely accessible and supporting their review and use through collaborative engagement and quality evaluation.

2.3.3 Procedure for the Implementation of the Work Package

The implementation of WP3 followed a structured and collaborative approach designed to ensure the effective development, deployment, and evaluation of the TEFE A+ COIL platform. The implementation process comprised five stages: strategic planning, platform development, digitisation of resources, platform promotion and engagement, and ongoing quality review.

2.3.3.1 Strategic Planning and Digital Delivery Framework

The first stage of the work package involved the preparation of a comprehensive digital delivery plan. This plan outlined the technical development, content management strategy, and operational structure of the COIL platform.

Under the leadership of the Public University of Navarra, the project partners defined the core functions and objectives of the platform. These included providing open access to project materials, supporting international collaboration among students and educators, and facilitating communication among project partners.

The digital delivery plan also established clear guidelines for content creation, data management, and platform governance. These guidelines ensured the platform would remain consistent in design, be easy to navigate and support internal project collaboration as well as public dissemination activities.

The delivery included ways to transform and adapt previous materials, digitising them so they became integrated into the platform. This increased the usability of the materials by creating more obvious links among the different kinds of resources, for example, between the self-assessment test and the Toolkit. The planning of these links was based on the recognition that the two resources serve complementary purposes within the TEFE A+ approach. The self-assessment test was positioned as a means of helping users identify their current level of development across the competences addressed by the TEFE Framework, while the Toolkit was conceived as a source of practical support for developing those competences further. Consequently, the digitisation process did not simply reproduce existing materials in an online format; it sought to establish a more coherent relationship between diagnostic, reflective and developmental resources. This was intended to create a clearer pedagogical pathway

in which the outcomes of self-assessment could inform the selection and use of relevant Toolkit materials, supporting a more purposeful and personalised approach to professional development. Establishing these connections at the planning stage also helped ensure that the different resources contributed to a coherent TEFE A+ learning and development framework rather than functioning as isolated project outputs.

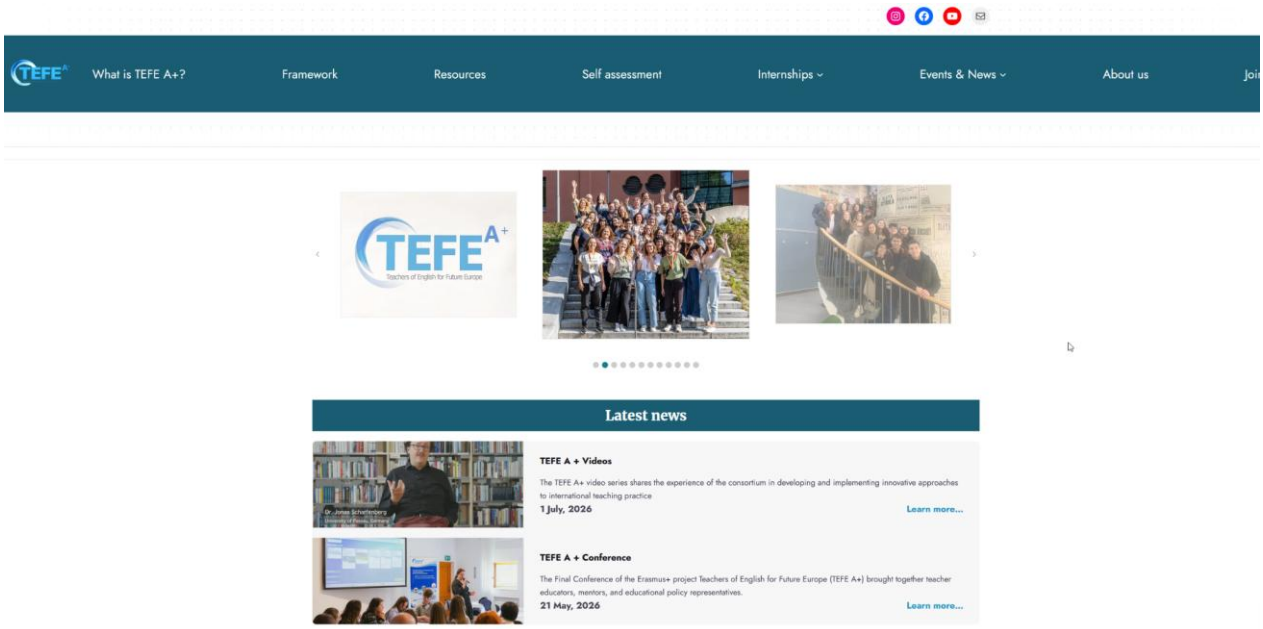
2.3.3.2 Development of the COIL Platform

Following the planning phase, the technical development of the COIL platform continued with the integration of the new materials and the upgrading of the existing platform. The objective was to transform and substantially enhance the existing TEFE online platform, which had been developed during the previous project (2020-2023), into a high-quality, interactive website capable of supporting both educational resources and collaborative engagement. This involved improving its structure, usability and functionality, while incorporating the new digitised resources and creating stronger connections between the different materials developed through the project.

The new platform was designed with multiple functional areas as seen in WP3 Figure 1 and as outlined below:

- A section explaining the objectives of the project.
- A section presenting the framework to internationalise teaching practices and employability, which was developed in the first project.
- A public section with resources for BIPs, students and mentors, including materials to develop skills, competences, attitudes and values which are essential for individuals aspiring to become effective English language educators, and to guide students during their international internships.
- A digitised self-assessment test to determine competence levels in the different areas of the framework and to identify differences.
- A section on internships providing information about the possibilities to carry out internships (schools available in each country) and presenting students' experiences in these international placements.
- A section displaying the events that have taken place during the project, showing students' work, illustrating the main features and progress made in each, and displaying news in a different part of the same section.
- Another section presenting the consortium and the people involved in the project.
- A final section providing information about how to join and support the TEFE network to collaborate with us.

This structure allows the platform to serve as both a dissemination tool and as an operational management space for project partners.



WP3 Figure 1: TEFE A+ website home page

The website includes links to the TEFE A+ social media (Instagram, Facebook and YouTube) and was also designed to support multimedia content, including videos created by students participating in the TEFE Ambassador initiative and doing international internships. A total of 18 testimonials were collected; while some are available directly on the platform, the majority are hosted on Instagram to optimise platform performance. These testimonials provide authentic insights into participants' experiences and encourage engagement from other students and institutions.

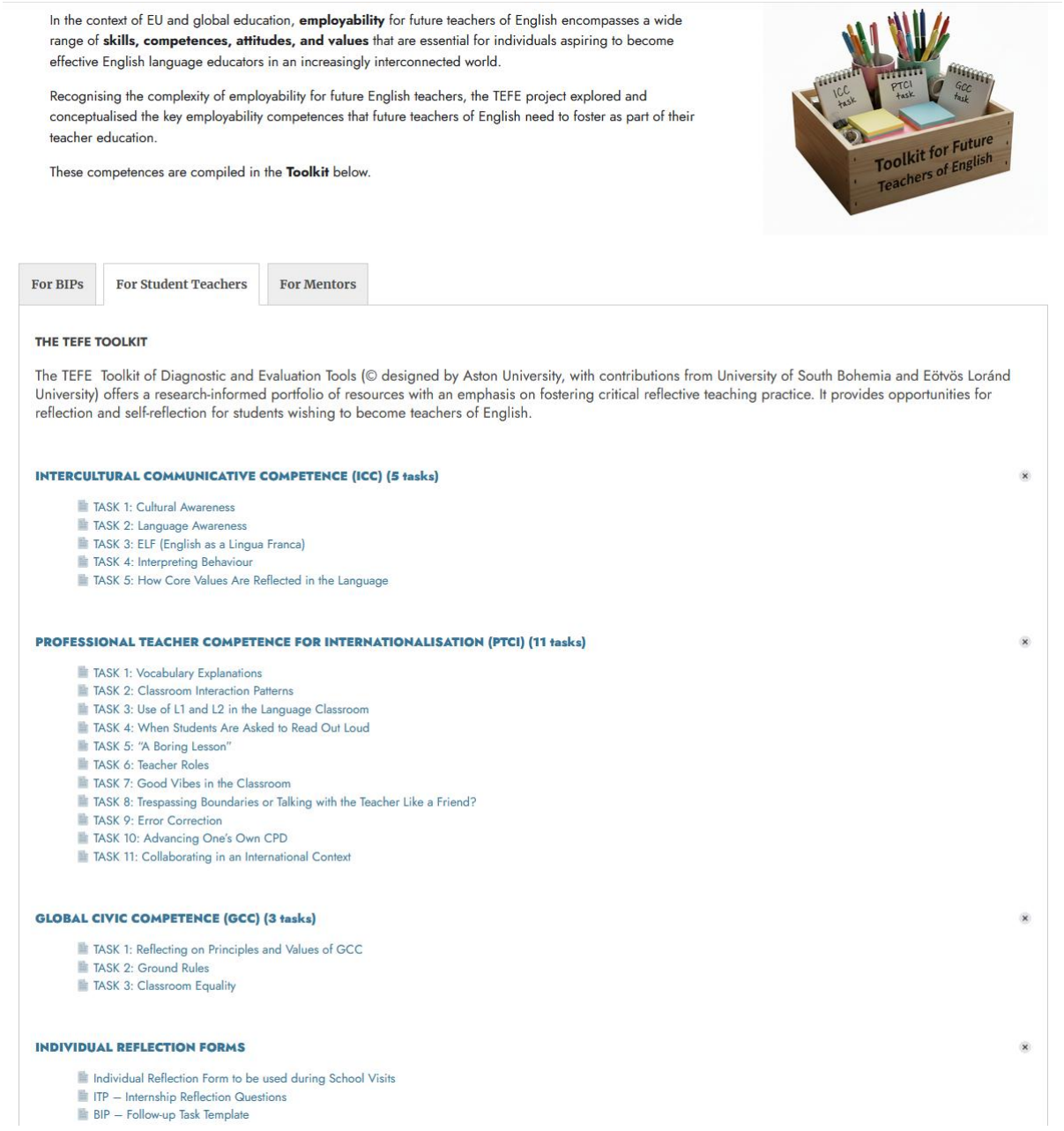
2.3.3.3 Digitisation of Project Materials

A central task of WP3 involved the digitisation of the TEFE Framework as a self-assessment test (accessible on the COIL platform via a password; otherwise not publicly accessible), the TEFE Toolkit (see WP3 Figure 2) and associated project materials. This process ensured that all resources developed during the project could be easily accessed, downloaded, and shared through the platform.

The digitised materials include:

- *The TEFE Framework for the Internationalisation of Teaching Practice and Employability* (2023);
- TEFE Competences Chart;
- Pedagogical resources and guidelines;
- Case studies (named as "Experiences" on the platform) of internship experiences and learning developed by partner institutions;
- Supporting materials for students, teacher mentors and educators;
- Memoranda of Understanding for institutions, schools, and other educational stakeholders to join the TEFE network.

Digitisation was conducted to ensure both accessibility and usability. The resources were made available either as online activities (such as self-assessment tests) or as materials for online viewing and download. The platform was structured to help users locate relevant resources.



WP3 Figure 2: The digitised TEFE Toolkit, organised for BIPs, student teachers and mentors

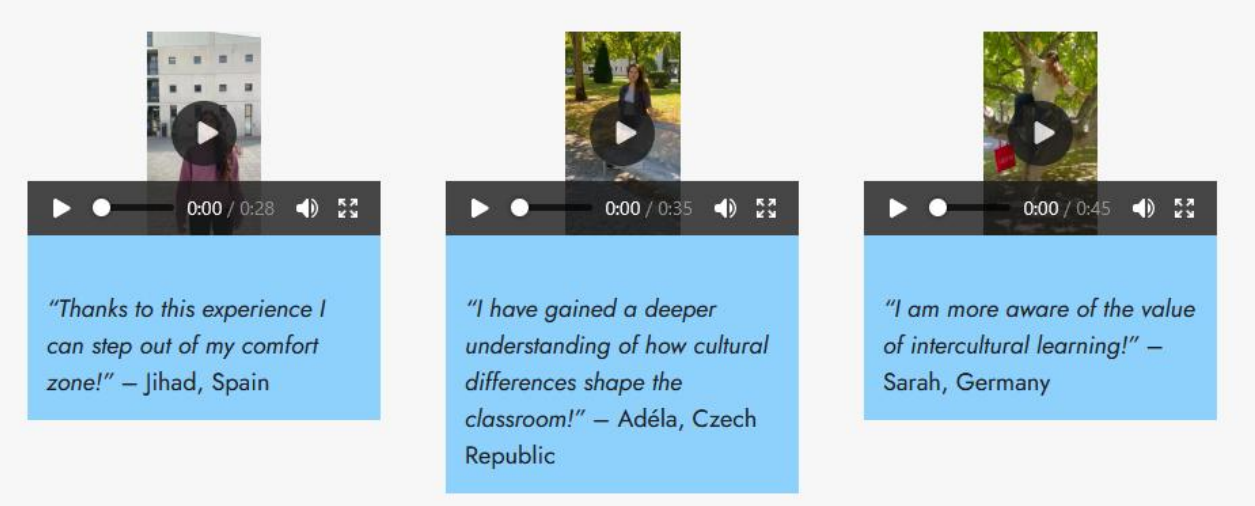
This digital repository supports other work packages within the project by providing a central location where outputs from different activities can be stored and accessed.

2.3.3.4 Promotion and Engagement

In addition to hosting materials, the COIL platform played, and continues to play, an active role in promoting the project and engaging new participants. Project partners contributed to this objective by linking the platform to their institutional websites and actively promoting it among students, teacher mentors, educational institutions and policymakers.

The platform also supported remote participation in project activities. For example, the Intensive Training Programme and project dissemination events could be streamed through the project's social media, accessible through the platform, allowing individuals who were unable to attend in person, to participate online. This offered an alternative form of access for people unable to travel; its environmental effect was not measured.

Another important engagement mechanism was the TEFE Ambassador concept. Students participating in the project events and internships were encouraged to create and share digital testimonials describing their learning experiences (see WP3 Figure 3). These videos provided valuable peer-to-peer insights and helped motivate other students to form part of the programme.



WP3 Figure 3: Examples of student testimonials linked from the platform

2.3.3.5 Quality Assurance and Evaluation

To ensure the platform met high standards in terms of functionality, usability and technical performance, annual quality reviews were conducted. These reviews were carried out with the support of Aston University. The evaluation process examined the functionality of the platform, including the availability and proper functioning of its features; its usability, including ease of navigation, accessibility and clarity of the information provided; and its technical performance, including stability, loading times and overall reliability. It also considered the quality of the resources provided and the overall user experience.

Following Aston University's review of the COIL platform, several improvements were implemented in response to the feedback received. The "Resources" section was redesigned

using different tabs and expandable menus, so that resources were revealed progressively as users would select the areas that were relevant to them, rather than seeing the full list at once. In the “About us” section, the presentation of each team member was revised to ensure greater consistency and uniformity in both the format and level of information provided. Similarly, the presentation of the schools in the “Internships” section was standardised so that information was displayed in a more consistent and accessible way. The “Self-assessment” section was also refined by changing some of the wording to eliminate any leading questions, adjusting the font size, introducing colour coding to make the different sections easier to distinguish, and reviewing the way in which the results are presented to users. These changes improved the platform’s consistency, readability, usability and overall user experience, in line with Aston University’s quality recommendations.

The annual reviews also analysed key indicators such as user registrations and engagement with the platform. Based on these findings, recommendations were made to further improve the platform and guide its future development. Regular meetings with the Consortium held every three months also provided an opportunity to review progress, share experiences, and discuss potential improvements to the platform. Through this structured implementation process, WP3 ensured that the COIL platform functions as a collaborative digital environment supporting both the operational and dissemination objectives of the TEFE A+ project.

2.3.4 Findings and Partner Institutions’ Experiences

The implementation of WP3 generated a range of outcomes related to digital collaboration, dissemination, and institutional engagement. The experiences of partner institutions highlight both the strengths of the COIL platform and the lessons learned during its development and operation.

2.3.4.1 Development of a High-Quality Interactive Website

One of the most significant achievements of WP3 has been the successful update and reorganisation of a fully interactive web portal created during the previous project (TEFE). The platform provides a central location for project materials, case studies, and multimedia content, accessible to a wide audience.

Partners reported that the website serves as a useful “window” into the project, presenting its objectives and activities in a clear and accessible way. This visibility is essential for reaching educational stakeholders, including teacher education institutions and policymakers. The platform design also ensures that it is easy to navigate and is accessible to users with different levels of technical expertise.

2.3.4.2 Digitisation of the TEFE Framework

Another key achievement has been the successful digitisation of the TEFE Framework and its associated resources. By designing an online self-assessment test and digitising the materials,

the project ensures that they can be widely accessed and used beyond the Consortium itself. Partners reported that the digital format of the resources facilitates their integration into teacher education programmes and professional development activities.

The availability of these materials online also supports the long-term sustainability of the project by ensuring that the outputs remain accessible even after the formal completion of the project.

2.3.4.3 Engagement Through the TEFE Ambassador Initiative

The TEFE Ambassador concept, introduced in the BIPs that have been implemented in different countries, has proved to be a useful mechanism for promoting peer learning and engagement among students. Participants were encouraged to record and share short video testimonials describing their experiences in the BIPs and while doing internships as a result of their participation in the BIPs. Selected student testimonials illustrate how participants described changes in their intercultural awareness, professional confidence and approaches to teaching. The following excerpts retain the students' original wording:

> *"I have gained a deeper understanding of how cultural differences shape the classroom, and I feel more confident than ever to adapt my teaching to them" (Adéla, Czech Republic).*
>
> *"So I jumped into a new experience with the TEFE A+ project. Although I was a little afraid of the unknown, I felt that this was the best opportunity to really experience the teaching profession, meet new people and future colleagues, learn about different teaching methods, and, last but not least, get to know Spanish culture. Since I study both English and Spanish, I felt like teaching English in Spain was the best way to practice both languages at the same time" (Vendula, Czech Republic).*
>
> *"We, me and my classmates, took part in a TEFE BIP exchange programme which I am really glad we did because we got to experience a completely different culture from my own. One thing I did not count on is that these experiences will shape how I view my own culture and that they will give me inspiration on what I want to change in my teaching in my own country" (Veronika, Slovakia).*
>
> *"Participating in this project, gave me the courage and the resources I need to teach outside my home country. I improved my intercultural communication skills and build networks by working with all students from Spain, Germany, Czech Republic and Hungary" (Diana, Slovakia).*
>
> *"Having the possibility to be part of this TEFE programme has enhanced my culture understanding which helps improve the quality of my teaching skills in the future" (Sabrina, Germany).*
>
> *"I had the opportunity to take part in the TEFE A+ Blended Intensive Programme and thanks to the tasks and experiences the programme has put me through, now I can work well in diverse cultural environments, and I can step out of my comfort zone" (Jihad, Spain).*

These testimonials provide authentic insights into the benefits of international collaboration, intercultural learning and professional development. They also help prospective participants understand what students have learnt during BIPs and how these experiences can be applied during international teaching placements, potentially encouraging others to pursue similar

opportunities. Partners have also used the testimonials to promote subsequent project activities and mobility opportunities.

2.3.4.4 Case Studies and Knowledge Sharing

The publication of case studies on the COIL platform has also contributed to gathering detailed knowledge within the project. These case studies document examples of teaching practices, student experiences, and institutional initiatives related to the TEFE Framework.

By sharing these experiences, partner institutions contribute to a collective understanding of how the framework can be implemented in different educational contexts.

The case studies also provide practical examples that can be used by other institutions interested in adopting the framework.

2.3.4.5 Institutional Impact

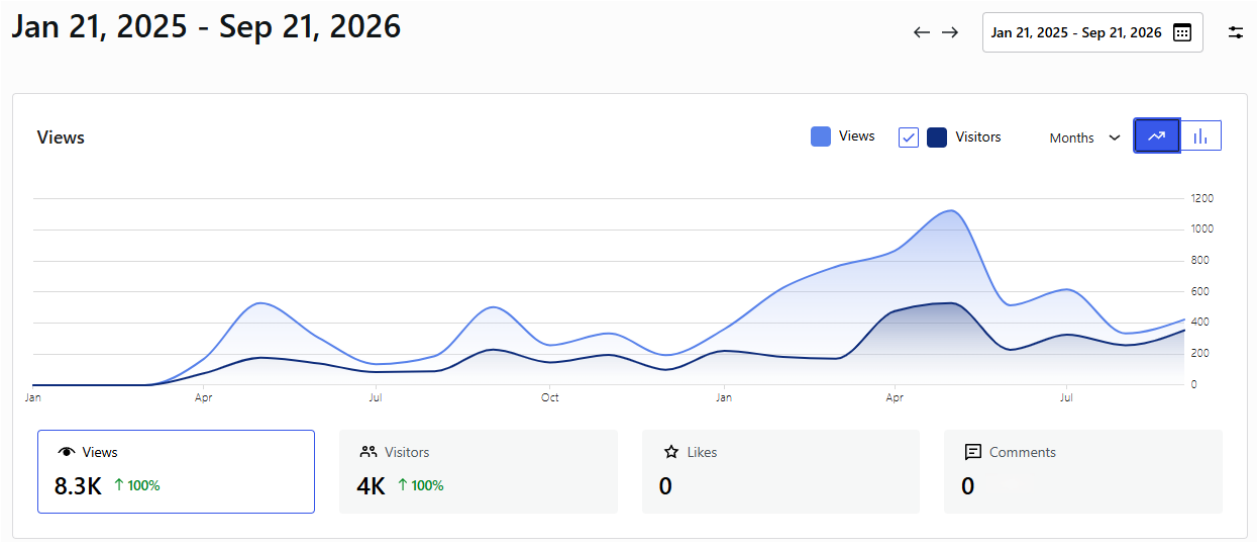
The platform has strengthened collaboration among project partners and facilitated communication throughout the project. In particular, the partner-only section of the platform has provided a dedicated space for storing management documents and supporting efficient project coordination.

Beyond the project partnership, the platform also supported dissemination of the TEFE MoU and information about joining the network. These functions facilitated expressions of interest and access to materials; they do not by themselves demonstrate formal adoption of the Framework.

2.3.4.6 Website Reach and Usage

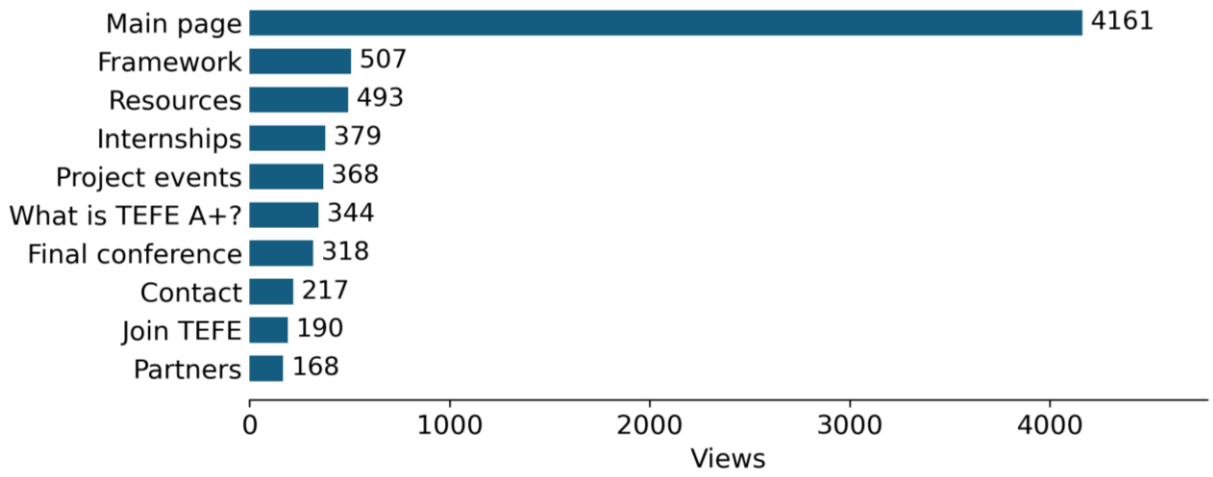
As described earlier, the new digital environment was developed as part of a continuous process of enhancement and upgrading, building upon the platform established under the previous project (TEFE). The statistics presented in WP3 Figures 4, 5a, 5b and 6 refer to the use of the new digital environment, which became available in January 2025 and began receiving user traffic in March 2025. During the transition period, users continued to access the previous website, which remained fully operational until March 2025. Despite this initial transition period, the new platform attracted a substantial number of visitors from the outset.

According to the available web analytics, between 21 January 2025 and 21 September 2026, the project's website recorded approximately 8,300 views and 4,000 visitors (see WP3 Figure 4).

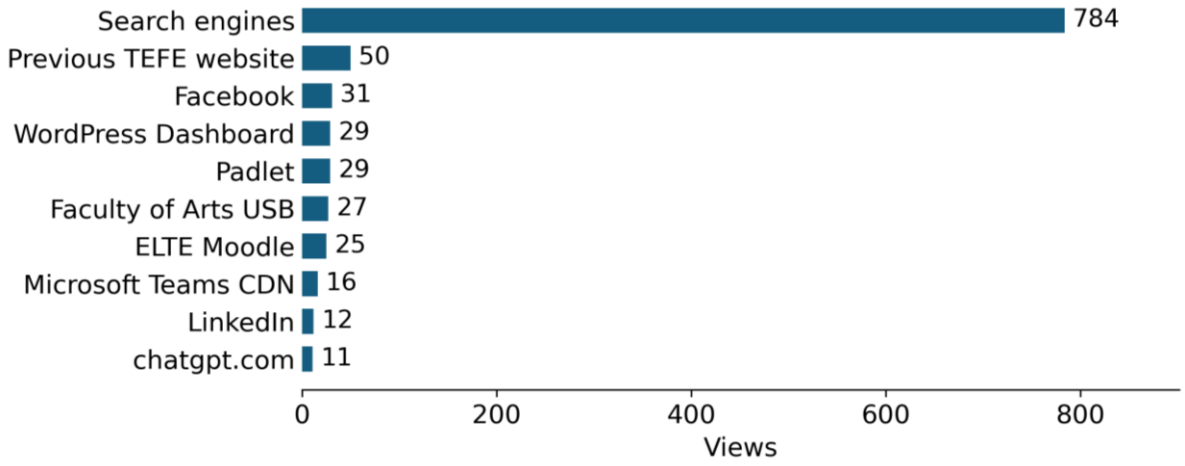


WP3 Figure 4: Website views and visitors, 21 January 2025–21 September 2026; the totals displayed by the analytics interface are rounded; the period includes three weeks after the formal project end

As shown in WP3 Figure 5a, the most viewed pages were the main page (4,161 views), the Framework (507), Resources (493), Internships (379), Project Events (368) and the What is TEFE A+? section (344). WP3 Figure 5b shows the identifiable sources of referred website traffic. Search engines accounted for the largest number of referred views (784), followed by the previous TEFE website (50) and Facebook (31). These figures describe identifiable referral channels rather than total website traffic.

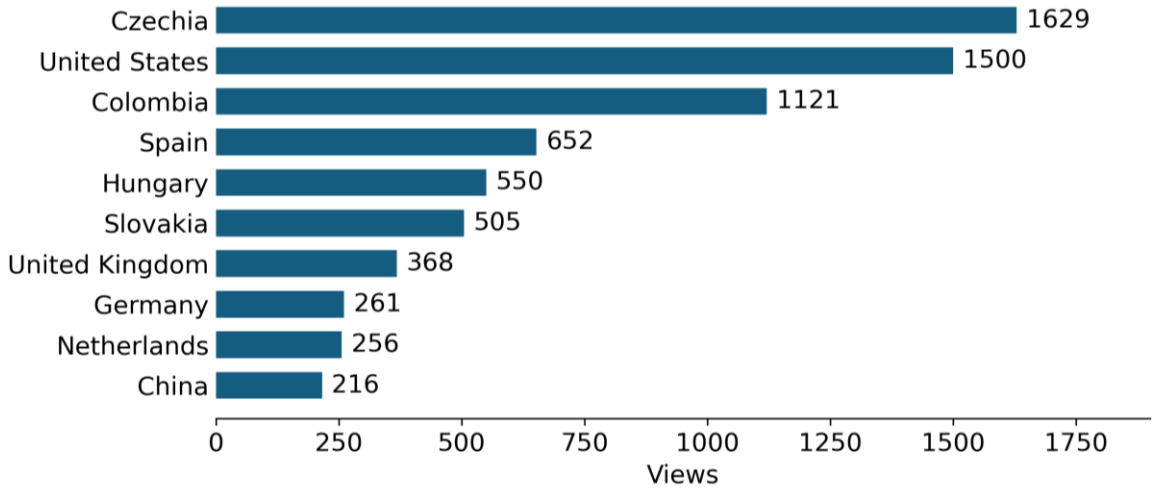


WP3 Figure 5a: Most-viewed pages: exact values from the website analytics snapshot



WP3 Figure 5b: Recorded referrer sources; the scale differs from Figure 5a

As shown in WP3 Figure 6, the TEFE A+ website traffic was geographically diverse and extended beyond the countries represented in the consortium. In addition to substantial traffic from partner countries, views were recorded from other countries including the United States (1,500) and Colombia (1,121), suggesting that the online reach of TEFE A+ extended beyond the immediate project network.



WP3 Figure 6: Views from the ten countries displayed in the analytics screenshot; these are views, not counts of individual users

Furthermore, by September 2026, the platform had 91 registered users. Registration is required to access the self-assessment tool, while most project resources remain openly accessible without registration. Therefore, the number of registered users reflects more direct engagement with the platform rather than the overall reach of the TEFE A+ website.

The application specified at least 120 new registered students, teachers, mentors and managers. The 91 registrations reported by September 2026 do not demonstrate achievement of that target; the wider visitor count measures a different kind of access and cannot replace it. WP3 reports 18 student testimonials across the platform and linked social media. This exceeds the numerical target of 15 testimonials, although content hosted directly

on the portal is distinguished from content available through linked channels. Case studies and annual reviews are described in the work-package account, but a complete itemised count of the 15 planned case studies and three published annual reviews is not established by the evidence supplied here.

2.3.5 Implications for the Future

The experiences gained through WP3 provide several important insights for the future development and sustainability of the TEFE initiative. Firstly, the success of the COIL platform highlights the importance of digital infrastructure in supporting international collaboration in higher education. Online platforms can significantly improve access to educational resources and promote communication among geographically dispersed participants.

Secondly, digitising project materials ensures the project outputs remain accessible over the long term. This supports the initiative's sustainability and allows other institutions to benefit from the resources developed by the consortium.

Thirdly, the platform demonstrates the value of combining digital dissemination with participatory engagement mechanisms such as the TEFE Ambassador initiative. By encouraging student teachers to share their experiences, the project creates a dynamic and interactive learning community, and in exchange, it receives a continuous impression on its performance and impact.

Another important implication concerns quality assurance. The annual evaluation process provides valuable feedback that helps improve the platform and ensures that it continues to meet the needs of its users.

Looking ahead, the platform could continue to expand its reach by engaging additional institutions and encouraging more widespread adoption of the TEFE Memorandum of Understanding.

2.3.6 Implementation of TEFE A+ within UPNA

As coordinator of Work Package 3, the Public University of Navarra (UPNA) has played a leading role in developing and implementing the TEFE A+ Collaborative Online International Learning (COIL) platform. Beyond its technical coordination responsibilities, the project has contributed to the University's approach to internationalising teacher education, strengthening existing international activities while introducing new opportunities for collaborative online learning, digital resource sharing and international teaching practice.

UPNA already had a well-established internationalisation strategy, including Erasmus+ mobility, international traineeships, blended learning programmes, international weeks and partnerships with universities worldwide. Participation in TEFE A+ has complemented these initiatives by placing a stronger emphasis on the internationalisation of teaching practice and on preparing future teachers to work effectively in culturally and linguistically

diverse educational environments. The project has also reinforced the University's commitment to digital transformation by creating the COIL platform. The platform provides a sustainable repository for the TEFE Framework and related resources, including pedagogical materials, case studies, institutional documentation, and student-generated content.

A particularly important institutional outcome has been the expansion of international teaching practice opportunities. Through collaboration with TEFE partner universities, UPNA has successfully facilitated international school placements for its student teachers. A total of nine students from UPNA completed placements in different countries of the Consortium, gaining first-hand experience of different educational systems and classroom environments. These placements enabled participants to strengthen their intercultural communicative competence, develop professional confidence, and increase their capacity to adapt their teaching to diverse educational contexts, directly reflecting the objectives of the TEFE A+ Framework.

The Blended Intensive Programmes (BIPs) have further reinforced these learning experiences by combining physical mobility with collaborative online international learning. Through virtual teamwork before and after the mobility periods, students collaborated with peers from different countries, exchanged educational perspectives and jointly addressed authentic teaching challenges. This combination of online and face-to-face interaction exemplifies one of the core pedagogical principles of TEFE A+, namely that meaningful internationalisation should be embedded throughout the learning process rather than being limited to physical mobility alone. Student teachers developed not only intercultural awareness but also digital collaboration skills, reflective practice and greater confidence in working within international teams.

The project has also generated important professional learning opportunities for academic staff. Participation in TEFE A+ Intensive Staff Training events and BIPs has encouraged reflection on the extent to which internationalisation competences are currently embedded within UPNA’s teacher education programmes. While intercultural communicative competence is already addressed within the Secondary Education Master's programme and, to a lesser extent, within English language subjects in the Primary Education degree, the project has highlighted opportunities to strengthen the systematic integration of the TEFE A+ Framework across programmes at UPNA. In particular, the Professional Teacher Competence for Internationalisation (PTCI) and Global Civic Competence (GCC) dimensions represent areas for further curriculum development. The experience gained through the project therefore provides a valuable foundation for future curriculum enhancement and pedagogical innovation.

The implementation of WP3 has also demonstrated the value of digital collaboration as a mechanism for institutional capacity building. The COIL platform has facilitated communication among project partners, enabled the publication of case studies and student testimonials, and provided access to high-quality educational resources that can be reused and adapted by teacher educators across Europe.

Although the project has produced substantial progress, it has also identified important areas for future development. The University intends to continue expanding Erasmus+ agreements that include school placements, increase the integration of TEFE teaching resources into initial teacher education, and progressively embed the TEFE competences within programme learning outcomes. Particular attention will be given to strengthening Global Civic Competence and Professional Teacher Competence for Internationalisation, ensuring that graduates are equipped not only with intercultural awareness but also with the professional knowledge, skills and attitudes required to teach effectively in internationally connected educational environments.

Overall, implementing TEFE A+ has had a positive and lasting impact on UPNA. The project has enhanced international mobility opportunities, strengthened institutional collaboration with European partners, promoted innovative forms of digital internationalisation through the COIL platform and enriched the professional development of both students and staff. More importantly, it has established a sustainable foundation for embedding the principles of internationalisation, collaboration and digital innovation within teacher education. As these practices become increasingly integrated into institutional policies and curricula, the influence of TEFE A+ is expected to continue well beyond the duration of the project, contributing to the preparation of future teachers who can respond to the challenges of an increasingly interconnected and multicultural educational landscape.

2.3.7 Concluding Remarks

WP3 has successfully established the TEFE A+ COIL platform as a central digital hub for the project. Through the development of a high-quality interactive website, the digitisation of key project materials, and the implementation of quality review processes, the work package has created a sustainable digital environment supporting collaboration, dissemination, and knowledge sharing.

The platform not only facilitates communication among project partners but also provides a public-facing resource that promotes the TEFE Framework to a wider educational audience. Through features such as case studies and student testimonials, it offers practical insights into the implementation of the framework in real educational contexts.

The involvement of Aston University as a critical friend has ensured the platform maintains high standards of quality and usability. At the same time, the leadership and expertise of the Public University of Navarra have been instrumental in coordinating the development and operation of the platform.

Overall, WP3 has made a significant contribution to the sustainability and long-term impact of the project. By creating a digital space that supports collaboration, dissemination, and institutional engagement, the work package ensures that the project's outcomes remain accessible and continue to influence educational practice beyond the duration of the project itself.

2.4 WP4 – International Teaching Practice Placements

Comenius University (CU), Slovakia

2.4.1 Introduction: Objectives of Work Package 4

Within TEFE A+, Work Package 4 (WP4) played a central role in putting the *TEFE Framework for the Internationalisation of Teaching Practice and Employability* (2023) into practice across the six partner institutions. WP4's overarching aim was to develop a sustainable and replicable mechanism for internationalised teaching practice placements, with a model designed to be open to broader adoption by any institution wishing to join the TEFE Consortium. To this end, WP4 had a set of clearly defined objectives: delivering the TEFE Blended Intensive Programme Induction (the TEFE A+ BIP) to 15 students annually; providing a minimum of 10 high-quality international teaching practice internships (the TEFE A+ ITP Internship) to student teachers each year; supporting at least 10 teacher mentors annually in applying the TEFE Framework and its underlying principles when supervising international interns; and testing the viability of combining multiple funding streams to ensure the long-term sustainability of the initiative. Together, these objectives placed WP4 as the means through which the project's internationalisation goals were translated into concrete, measurable outcomes for the project to place students and educators in international settings across Europe.

2.4.2 Comenius University Educational Context

The work package was coordinated by Comenius University (CU). CU in Bratislava is Slovakia's oldest and largest university with 13 faculties, approximately 2,500 academics, researchers, and instructors, and over 24,000 students currently enrolled in hundreds of programmes. The Faculty of Arts is one of Slovakia's most prestigious academic institutions, widely regarded as the country's leading centre for humanities education. The faculty serves both undergraduate and postgraduate students across a broad range of disciplines, maintaining strong ties with European universities and research institutions through international exchange programmes and collaborative scholarship. It is one of two faculties at Comenius University that offer teacher education programmes for school subjects. A total of 12 faculties at ten Slovak universities offer such programmes, all but one offering both BA and MA level course of study.

Within the Faculty of Arts, the Department of British and American Studies is responsible for educating and training future teachers of English, primarily for the state education system, though graduates of the teaching programme also go on to teach in private schools and language schools, both in Slovakia and abroad, as well as work in fields outside education. Annually, the department places, on average, 30 MA student teachers for their teaching practicums, and twice that number of their younger counterparts for observations

and assistant teaching. The department works with 65 mentors across 22 schools in Bratislava and a further nine around the country, though in practice student teachers are usually placed at one of 10 local schools and supervised by one of approximately 50 core mentors who take on student teachers on an annual or biannual basis, with some mentoring twice a year.

2.4.3 Implementing WP4

WP4 implementation involved several interconnected activities, from monitoring participation and organising BIPs and international teaching placements to supporting mentors and considering funding arrangements for longer-term sustainability.

2.4.3.1 Keeping Track of TEFE A+ Activities

The first step in achieving the objectives set for WP4 was to create an easy and accessible means of implementing each aspect while keeping track of activities, training, and ITPs. To that end, a questionnaire asking about each year's internships was created in Google Forms in May of 2024 to collect data from all partner institutions with the understanding that each institution's TEFE A+ ITP coordinator would keep the records up to date in a timely manner. Another Google Form, the TEFE A+ Post-Internship Student's Log, was created a year later for returning interns to provide feedback.

2.4.3.2 Annual TEFE A+ Blended Intensive Induction Programme (TEFE A+ BIP)

The annual BIP operates within the framework of Erasmus+ mobility and has been a mainstay of TEFE since its inception. The BIP consists of an online component and an in-person week of training taught by various members of TEFE Consortium institutions at one of the TEFE partner's universities.

The initial online session of the BIP is used to introduce participants to the project, the training, and the TEFE Framework. It is also when participants first meet the colleagues in their transnational group. There are usually three or four transnational groups consisting of at least one participant from each partner institution.

The five-day, in-person training consists of workshops, lesson observations at local schools, collaborative work and the project task in the transnational groups, and reflective practice sessions of the whole. The workshops cover the three sections of the TEFE Framework – Intercultural Communicative Competence (ICC), facilitated by CU; Professional Teacher Competence for Internationalisation (PTCI), facilitated by ELTE; and Global Civic Competence (GCC), facilitated by UP – as well as constructive observation skills facilitated by Aston University. The collaborative task, known as the Ambassador Task, takes the form of a multimodal project documenting participants' reflections and what they have learned over the course of the training as it relates to the Framework and international teaching practice. The educational design of the TEFE A+ BIP also received external recognition through the PROFFORMANCE Teaching Excellence National Prize, Best of Czechia (2024/25),

and was subsequently included in the PROFFORMANCE+ Teaching Excellence Database (see Section 2.1.5).

The closing online session is a debrief of the BIP and a presentation by each transnational group of their completed Ambassador Task, showcasing the impact and importance of the TEFE project personally, professionally, and globally.

TEFE partner institutions promote participation in BIPs by incorporating TEFE principles into portions of their teacher education curriculum as well as sharing the opportunities using printed posters, digital media, and word-of-mouth. The minimum number of BIP participants is fifteen.

2.4.3.3 TEFE A+ ITP Internships

The primary goal of this WP4 objective was to ensure that internship placements were beneficial for all stakeholders involved: the intern, the mentor, the students, the school, and both the receiving and sending institutions. Achieving consistent, high quality for each was therefore central to its aims.

The ITP internship can run from eight weeks to a year in length and operates within the framework of Erasmus+ Mobility Traineeships or Study Mobility. Students and recent graduates across the TEFE partner institutions apply to their institution's coordinators to become TEFE A+ interns and, if accepted by the receiving institution's coordinator, complete either the BIP or one-on-one orientation with their institution's coordinator in preparation for the ITP with a mentor chosen by the receiving institution. In traineeships, students spend approximately 25 hours a week learning the profession of teaching in the school where they are placed. They begin with administrative work and lesson observation, move to materials creation and assisting in lessons, and finally teach approximately 25 lessons under the tutelage of their mentor. For study mobilities, interns spend fewer hours with their mentors at the schools where they are placed, as they also attend courses at the TEFE partner university. However, their role as intern with their mentor remains the same: administration, observations, assisting, and teaching. Post internship, a debrief is carried out by the sending institution's coordinator and the Google Form questionnaire about the experience is filled out by the returning intern.

TEFE partner institutions promote ITP by encouraging participation in a BIP, using printed posters, sharing articles and posts on digital media, and personally inviting candidate students. The approved project target was at least ten international teaching practice placements per year.

In addition to the numerical target of ITP placements per year, a major aspect of this WP4 objective was to create a standard ITP application and implementation procedure for more efficient and effective operation. The intent was to create a common procedure easily adaptable by any institution. To that end, each partner institution was requested to provide

the standard procedure they used when coordinating and administering international teaching practice, for both outgoing and incoming interns.

2.4.3.4 TEFE Mentor Support

The WP4 objective of supporting TEFE A+ mentors was two-fold: to orient them in the principles of international teaching practice to ensure the success of the internship and to provide professional development.

Each TEFE partner institution actively seeks out qualified and experienced teachers at local schools in order to create a network of mentors with whom to place international student teachers. Each institution is bound by the limitations of both its own institutional procedure and national policy for mentors, student teaching, and internships. For instance, in Hungary, mentor training for English language teachers has a long tradition, with institutional and policy support, and ELTE works closely with dedicated so-called practice schools which ensure the quality of both the school and the mentoring. In Slovakia, while mentor training has grown in recent years with governmental support, it focuses on in-service and novice teacher mentoring as opposed to pre-service mentoring and is the domain of non-profits. At CU, various local schools are contracted as so-called training schools based primarily on their willingness to take on student teachers. In Spain and Germany, mentor training and dedicated practice schools are in the remit of the national programmes alone.

Each country also has its own procedure for placement. In Slovakia and Czechia, the coordination of practicums and internships is done by either a teaching practicum coordinator who teaches in the corresponding university programme or a faculty administrative office. Whereas in Slovakia qualified teachers from contracted schools are either delegated by the school head or invited to mentor by the teaching practicum coordinator, in Czechia, practicum coordinators can choose qualified mentors from a list directly connected to a state-sponsored professional development programme. At UPNA in Spain, an official agency outside the administration of the university places all pre-service teachers, regardless of the faculty, with mentors at local schools. In Germany, UP has specialised internship offices that coordinate with various educational levels at local schools for practicum placement.

Despite the challenges, TEFE partner institutions actively seek out effective mentors for the TEFE A+ ITP through professional and personal networking as well as intern feedback. TEFE A+ mentor candidates are provided with background on the TEFE project and the principles of the TEFE Framework. The project seeks to train and support ten such mentors every year.

2.4.3.5 Viability of Alternative Funding for Long-Term Sustainability

With the stability of the Erasmus+ Mobility programmes available to students, we believe that alternative funding is unnecessary at this time.

2.4.4 Results and Partner Institution's Experiences

On the whole, the team at Comenius University found the objectives of WP4 sometimes unclear and often overwhelming. It was unclear how some of these objectives could be addressed when each institution faced different challenges and is responsible for its own actions.

2.4.4.1 Tracking TEFE A+ Activities

Using Google Forms to record and track ITP placements and activities has proven far more problematic than expected. Despite sharing a common Google Drive for the project, it seems consortium members have had trouble finding the forms and keeping them updated. The post-internship Google Form for returning interns suffered the same fate. Eventually, one Google Sheet with a tab for each type of TEFE activity was created for coordinators and subsequently dubbed the TEFE A+ Mobility Log. However, the Post-Internship Student's Log in Google Forms from students could not be incorporated and remains as is.

The TEFE A+ Mobility Log allows coordinators from each partner institution to fill in the numbers and details for BIPs, ITPs, and mentors involved in each activity. Data entry for TEFE BIPs was easily managed, as can be seen in WP4 Table 1 in the following section. Data entry for internships proved more challenging. Each partner was requested to fill in both Outgoing Interns and Incoming Interns. The data from the two tabs was used to crosscheck the information provided to ensure that the data was correct. Because some partners struggled to enter the data in a timely manner, however, some information had to be entered later when it became apparent that there was data missing.

The time-consuming task of crosschecking resulted in the discovery of numerous discrepancies and "forgotten" interns including students listed among Outgoing Interns as doing ITP who were not accounted for among Incoming Interns and vice versa.

The Post-Internship Student's Log for returning interns in Google Forms, besides providing feedback on the experience, the school, and the mentor, also provides a means of crosschecking the information in the TEFE A+ Mobility Log. As a result, two of those students missing from the Incoming Interns list as mentioned in the previous paragraph confirmed their participation as TEFE A+ interns. The rest were confirmed through a series of email exchanges with TEFE A+ partners.

2.4.4.2 Annual TEFE A+ BIPs

The annual BIPs have been implemented with considerable success, demonstrating the viability and educational value of this component of the TEFE A+ model. Across the three BIPs delivered during the funded project period, 63 student participation instances involving 57 student teachers were recorded, alongside 41 staff participation instances. With 19, 23 and 21 student participants respectively, the TEFE A+ BIPs exceeded their annual target of 15 students (see WP4 Table 1).

Year 1's BIP was hosted by project lead USB from 26 February to 1 March 2024 at the Faculty of Arts in České Budějovice, Czechia. In attendance were 19 pre-service teacher participants from the five EU TEFE partners. Three transnational groups of six or seven were created. Over 11 TEFE mentors were observed teaching lessons at six local schools.

The second BIP was hosted by UP from 16 to 20 September 2024 at the Didactic Innovation Labs in Passau, Germany. The initial challenge with this BIP was the weather: heavy rains caused major flooding on Austria's rivers, closing roads and rail lines. While participants from UP, Aston University, USB, and ELTE were able to get through to start on Monday, participants from UPNA and CU were not so fortunate. Project lead USB was able to arrange transportation from Czechia on that Monday to first pick up CU participants in Bratislava and UPNA participants in Vienna, where they had been stranded, arriving in Passau that evening.

Twenty-three pre-service teacher participants attended the second BIP and four transnational groups of five or six participants were created. Over 13 lessons were observed at four local schools, with two TEFE A+ mentors being among those teachers observed. But it was the shared adventures of the two groups, of those that made it to Passau before the roads closed and the others who rode the five hours together in a minibus in the pouring rain, that created a special bond among the students.

Year 3's BIP was hosted by UPNA from 29 September to 3 October 2025 at the Faculty of Humanities and Education in Pamplona, Spain. Twenty-one pre-service students from the five EU countries participated. Four transnational groups of five or six were created. Over 12 lessons were observed at several local schools, including four taught by TEFE A+ mentors.

Following the end of the funded project period, a fourth TEFE A+ BIP took place at the University of Passau on 5–9 October 2026, bringing together 23 student teachers and nine teacher participants. Although not included in the three BIPs delivered during the funded period, this further edition reflects the consortium's continued commitment to strengthening international teacher preparation through collaborative learning, structured reflection and ongoing pedagogical development.

WP4 Table 1: BIP participation during the funded project period

Institution	BIP01 · USB (2024)		BIP02 · UP (2024)		BIP03 · UPNA (2025)	
	Students	Staff	Students	Staff	Students	Staff
Aston	—	2	—	2	—	2
CU	4	2	7	1	4	2
ELTE	4	—	4	3	4	3
UP	3	2	3	4	4	2
UPNA	3	1	4	3	6	3
USB	5	4	5	3	3	2
Total	**19**	**11**	**23**	**16**	**21**	**14**

Three funded BIPs recorded 63 student and 41 staff participation instances. Staff totals include two Aston University participants at each BIP; school-based mentors supporting observations are not counted as BIP staff.

The greatest challenge with the BIP seems to be the lack of time given the number of competences covered, the amount of reflection required, and the project task expected. There have been some positive changes with the first day of each BIP now set aside for getting to know the project and each other; the second day consisting of the Framework workshops now all 90 minutes long; the third day made up of workshops and sessions related to constructive reflection, the lesson observations, and the Ambassador Task; the fourth day set aside for lesson observations and reflections alone; and the shorter final day's sessions given to debrief and evaluation. However, participants have stated that more time in their transnational groups and working on the Ambassador Task would be highly beneficial for them. The special bond created by the shared experience at the start of the BIP in Passau indicates that providing more intensive time together, minus the rain and flooding, would greatly benefit participants.

The online sessions present their own challenge, primarily in that they are virtual and that, for this generation, memories of forced online distance education during the pandemic in addition to their daily interaction with the short genres found on social media are not conducive to focusing on a "talking head" speaking for any length of time. Anecdotal feedback from participants has been that the ice-breaker activities in break-out rooms need to be longer while the introductory lecture-style presentations need to be shorter. Perhaps multimodal presentations prepared in advance by instructors would be more appropriate for this training, which expects students to create and present their own multimodal presentations for the final online session.

2.4.4.3 TEFE A+ ITP Internships

Of all the components of TEFE A+, the ITP internships have proved the most work intensive to implement, requiring sustained administrative coordination while providing valuable professional experience for participants. Over the three project years, 37 international teaching placements were completed by 34 student teachers, some of whom undertook more than one placement. This exceeded the cumulative target of 30 placements. Institutional engagement, however, has been uneven across the consortium. The original plan envisaged each institution sending and receiving two interns annually, but this has not been the reality in practice. While all EU partner institutions have sent students on internships, not all have been able to do so every year, and only four have received incoming interns and, again, not on an annual basis (see WP4 Table 2). Notably, CU had not hosted any incoming interns by the end of Year 3. That said, the number of internships increased as the project progressed. Year 1 saw only five internships, Year 2 grew to 12 internships, and in Year 3, the number increased to 20 internships. In addition, further placements were planned or under way after the project, as described in the individual partner accounts.

WP4 Table 2: Outgoing and incoming placements by partner and project year

Project year	Institution	Outgoing	Incoming
1	CU	0	0
1	ELTE	0	0
1	UP	1	0
1	UPNA	2	3
1	USB	2	2
Year 1 total		**5**	**5**
2	CU	2	0
2	ELTE	0	0
2	UP	1	1
2	UPNA	5	7
2	USB	4	4
Year 2 total		**12**	**12**
3	CU	3	0
3	ELTE	7	4
3	UP	3	7
3	UPNA	2	6
3	USB	5	3
Year 3 total		**20**	**20**
Project total		**37**	**37**

Source: WP4 consolidated Mobility Log, following the original year-by-year structure of the Comenius University table. Incoming and outgoing entries refer to the same international placements; the annual totals were 5, 12 and 20.

2.4.4.4 Internship Practicalities

Among the primary practical obstacles to overcome in ITP has been the issue of credits. Although universities in the EU all use ECTS, credit allocation differs between the home and receiving institutions. Teaching practicums and other courses that appear similar may carry significantly different credit values, reflecting variations in workload, learning outcomes, or academic systems. This mismatch creates the challenge of ensuring ITP interns earn the appropriate number of credits required to continue their studies. As a result, TEFE coordinators have had to address how to fairly recognise and balance these discrepancies to ensure students meet their home institution's academic requirements without being disadvantaged by those differences between universities.

Student engagement in TEFE A+ ITP appears to be shaped by the various institutional and national contexts in which each partner operates and which influence both students' decisions to apply for an ITP internship and their choice of destination. USB and UPNA have

been the most successful in motivating student participation, accounting for 20 of the 37 outgoing placement instances in the consolidated return (see WP4 Table 3). USB has also had two students participate more than once, one going to Pamplona in Year 1 and Budapest in Year 3 while the other has gone twice to Pamplona. ELTE, the newest member of the TEFE Consortium, has caught up well after a slow start, sending out seven and receiving four in Year 3 alone. Pamplona remains the most popular destination in which to do a TEFE A+ ITP internship, with 16 of 37 placements (43.2%) hosted there. CU, at the other end of the spectrum, consistently sends out a small number of interns but has yet been unable to attract TEFE A+ ITP candidates to intern with its mentors.

The uneven distribution of incoming placements across partner institutions raises questions about what makes particular destinations attractive to student teachers. Factors such as student preferences, curricular compatibility, placement arrangements and mentor availability may all play a role, although their relative importance has not been systematically examined. Understanding these factors would help partners strengthen recruitment, address differences in participation and broaden the range of international teaching-practice opportunities available to students.

WP4 Table 3: Cumulative international teaching placements by partner

Partner	Outgoing placements	Incoming placements
CU	5	0
ELTE	7	4
UP	5	8
UPNA	9	16
USB	11	9
Total	**37**	**37**

The 37 placements were undertaken by 34 student teachers; some students completed more than one placement.

Information on mobility arrangements and placement duration was collected from sending and receiving institutions and from returning interns. International teaching placements were organised either as Erasmus+ traineeships or as part of study mobility combining university coursework with school-based teaching practice. The choice of arrangement depended on institutional requirements and the procedures available for recognising teaching practice undertaken abroad. As sending and receiving institutions did not always classify these arrangements consistently, their reported distributions are presented separately in WP4 Table 4a.

Placement duration varied considerably, although stays of approximately nine to twelve weeks were common, with ten-week placements particularly frequent (see WP4 Table 4b). This suggests that placements of this length offered a practical way to combine sustained school experience with academic requirements and mobility funding.

The preference for shorter placements had already been expressed by student teachers during the original TEFE project's online staff-training event in November 2020.
The experience gained through TEFE A+ therefore provides a useful basis for considering how the duration and structure of international teaching practice can be adapted to different institutional contexts while maintaining sufficient opportunities for classroom participation, mentoring and professional reflection.

WP4 Table 4a: Erasmus+ mobility arrangements recorded by partner institutions

Mobility arrangement	Sending return	Receiving return
Erasmus+ traineeship	21	16
Traineeship with university enrolment	16	21
Total	**37**	**37**

Sending and receiving institutions used different classifications in their reporting. The distributions are presented separately, as originally supplied.

WP4 Table 4b: Placement duration recorded by sending and receiving institutions

Sending: weeks	Placements	Receiving: weeks	Placements
8	5	8	3
9	1	9	4
10	14	10–11	11
11	2		
12	2	12–13	10
13	3		
16	9	16–24	9
24	1		
Total	**37**	**Total**	**37**

Receiving-side durations were reported in broader bands; blank cells are continuations of those bands, not zeros. Periods are reported in weeks as supplied.

2.4.4.5 Interns' Experience

The Post-Internship Student's Log collected 15 responses, providing insights into the interns' teaching activities, mentoring arrangements and wider participation in school life. Although the responses represent only part of the cohort, they offer valuable qualitative evidence of how international teaching practice was experienced and organised across different host institutions.

Most respondents worked with a single mentor, although arrangements involving several mentors were also reported, particularly in Passau and Pamplona. Some interns worked with both primary and secondary mentors, occasionally across different school subjects.

One student reported working with five mentors. Many interns also had opportunities to interact with other teaching staff, although one respondent described more limited contact with colleagues.

Teaching loads varied considerably. At the lower end, two interns taught only 5 lessons over the course of their entire placement, while at the other extreme, one taught approximately 20 lessons per week during the latter half of their stay. Most respondents stated that they began with a period of observation before taking on independent teaching, typically from the second or third week onwards, with loads gradually increasing as the internship progressed. Where total figures were provided, independent lesson counts ranged from around 20 to 35, and assisting and co-teaching were common alongside solo teaching. One intern acted in the role of second teacher from the very first day, never in a purely observational role, while two others regularly taught both English and Geography.

TEFE A+ ITP Interns worked with a range of age groups, including younger pupils, lower- and upper-secondary learners. The return describes the 11-15 age group as most common among the responses to that question, but does not supply a fully reconciled breakdown of the whole cohort.

The internships incorporated a broad range of activities beyond teaching, including correcting assignments, classroom management, exam supervision, break duty, school trip supervision, and lesson planning. Several respondents took on more specialised roles such as supporting students with special educational needs, substituting for absent teachers, and attending departmental meetings. Many also contributed to wider school life through extracurricular activities, voluntary events, and cultural presentations about their home country.

Although the sample covers only part of the TEFE A+ ITP cohort, overall, the responses suggest meaningful immersion in school life, with most student teachers engaged as active contributors to their host schools rather than passive observers and positive about the experience.

For the Post-Internship Student's Log to be of any real value, however, far more interns need to fill it out. To that end, a uniform means of reaching interns in a timely manner and motivating them to submit it quickly must be found. One proposal is to connect completion of a required educational reflection task with existing credit procedures, subject to each institution's assessment and ethics requirements. Participation in optional research or publicity must remain distinct from compulsory assessment. Collection of personal email addresses and telephone numbers might help achieve this objective, as students do not always check their institutional email accounts but might be more inclined to respond in a messaging app such as WhatsApp. Having such contacts could also help facilitate research into the impact of TEFE A+ ITP on professional development after interns have graduated. Any continuing contact register would need a clear purpose, appropriate access and retention arrangements, and compliance with the institutions' ethical and data-protection procedures.

2.4.4.6 Internship Management

Throughout the project, steps were taken to unify how TEFE A+ ITP is administered and coordinated. At the outset, every EU partner institution delegated a TEFE A+ Coordinator. USB and UPNA were proactive in this and were already exchanging interns before the start of the current project. UP had also hosted an intern from UPNA. For both UP and UPNA, the procedure required to accept and place an intern for ITP is dictated by either a university internship office, in the case of the former, or the external agency that administers practicums, in the case of the latter. USB, on the other hand, has more leeway as placements are within the purview of each programme offered at the faculty. Thus, the procedure already in place and used by USB was thought to be the best foundation for a uniform ITP which could be easily adapted by institutions interested in joining the ITP scheme. Unfortunately, best practice is not always shared practice.

The first such document was developed in Year 1 specifically to support those coordinating ITPs at the administrative end of the internships: the TEFE A+ Coordinator Job Description. However, during the feedback process, it emerged that because of the sheer amount of work involved, project lead USB had split the role into two distinct positions: an administrator, responsible for keeping records and assisting students with the paperwork for Erasmus+ mobility applications, and a coordinator, responsible for managing the student as a student teacher, placing them with a suitable mentor in an approved school and providing pre-internship briefing, check-ins during the internship, and a post-internship debrief. Consequently, the coordinator job description was revised to reflect this division of responsibilities, and a separate TEFE A+ Administrator Job Description was developed accordingly. This division of responsibilities poses a challenge for most partner members as most do not have the staff capacity to fill both roles.

As mentioned previously, CU had requested information from partner institutions on how they were implementing their ITPs since CU had far less experience, having sent only two interns and received none. The information provided was insufficient and disparate resulting in CU's decision to develop several underlying documents to create clarity for both coordinators and applicants. To that end, reference documents were added to the Google Drive to receive feedback for improvement from the majority of TEFE partner members, especially those that were sending and receiving multiple interns annually (see Appendix). These can now be found in some form on the TEFE website.

WP4 Table 5: Reference documents developed for international teaching practice

For applicants and returning interns	For ITP management
Intern Applicant Profile & Internship Description (A1)	Coordinator Job Description (B1)
Application Procedure (A2)	Administrator Job Description (B2)
ITP Application Form (UP) (A3)	Partners' Academic School Year (UP; updated annually) (B3)
Social Media Policy (UP) (A4)	School Catalogue by country and school level (B4)

For applicants and returning interns	For ITP management
Post-Internship Student's Log & Reflection Questions (USB overview/debrief) (A5)	Post-Internship Mentor's Feedback (USB) (B5)
Post-ITP Debrief Reflection Questions (USB) (A6)	

WP4 Table 5 provides an inventory of tools and reference documents developed, adapted or compiled to support the preparation, coordination and evaluation of international teaching placements. Appendices A and B reproduce selected examples of these materials, including document extracts, screenshots and sample questions. These examples document the practical resources developed through WP4 rather than providing complete or necessarily current versions for operational use. Some materials are publicly accessible through the TEFE website (www.tefe.online), while others are retained in the consortium's internal project repository.

Together, these resources provide a practical basis for making ITP procedures clearer and more consistent across the partnership. Their development alone, however, does not ensure that they are adopted or used consistently. Effective implementation requires clear institutional responsibilities, accurate records and continued cooperation among coordinators, administrators, schools and mentor teachers. The documents can support this cooperation, but cannot replace the communication and sharing of experience on which successful international teaching placements depend.

2.4.4.7 TEFE A+ Mentor Support

Mentor support was central to delivering international teaching practice. Across the consortium, school teachers contributed in two ways: they supervised student teachers during longer placements and opened their classrooms to international BIP participants for lesson observation and reflection. Universities built on existing practice-school relationships, but the arrangements for mentor preparation and ongoing support varied according to national and institutional requirements.

WP4 envisaged support for at least ten teacher mentors each year. The available evidence shows that this level of school-based teacher and mentor involvement was reached in each funded project year when BIP participation is included. During BIP01 in České Budějovice, at least eleven TEFE mentor teachers contributed observed lessons. At BIP02 in Passau, two TEFE A+ mentors and eleven other school teachers were involved in lesson observations; at BIP03 in Pamplona, the corresponding figures were four and eight. These teachers provided the classroom experience on which the BIPs' international observation and reflection activities depended. Their involvement is distinct from completing dedicated TEFE mentor training or supervising a longer ITP placement.

The consolidated mentor-activity return provides a second perspective. It records 33 institution-year entries for mentors involved in international placements, rising from six

in Year 1 to nine in Year 2 and eighteen in Year 3. The WP4 institutional account identifies 26 individual mentors across the project, including teachers who hosted more than one intern or returned to mentoring in later years. The log also contains 18 entries for mentor preparation and training, distributed unevenly across the three years (see WP4 Table 6). The records therefore support a positive assessment of annual engagement and the increasing scale of placement mentoring, but they do not demonstrate that ten different mentors completed structured TEFE-specific training in each year.

WP4 Table 6: Mentor and school teacher engagement recorded across the project years

Project year	ITP mentor entries	Teachers contributing to BIP school observations	Mentor preparation entries
Year 1 2023/24	6	BIP01, USB: at least 11 TEFE mentor teachers	1
Year 2 2024/25	9	BIP02, UP: 2 TEFE A+ mentors and 11 other school teachers	7
Year 3 2025/26	18	BIP03, UPNA: 4 TEFE A+ mentors and 8 other school teachers	10
Recorded totals	**33**	**Not added across BIPs**	**18**

Source: WP4 mentor-activity return and BIP participation overview. ITP and preparation figures are reporting entries, not unique trained mentors. BIP figures count teachers whose lessons were observed, including teachers not designated as TEFE mentors. Categories may overlap and must not be added.

Mentor preparation included introductory workshops, targeted meetings and individual consultation before or during placements. USB developed and delivered a pre-internship orientation workshop for interested mentors. ELTE incorporated the TEFE Framework into its established mentor-development provision and organised further preparation with teachers expecting international interns. The materials addressed the practical work of mentoring, including developing trust, observing and discussing lessons, non-directive questioning, formative assessment and the use of TEFE reflection and self-assessment resources.

ELTE also extended the discussion beyond mentors already hosting international interns. A focused meeting on 15 January 2026 involved nine mentors from five schools, while the annual mentor meeting on 27 April 2026 brought together 32 mentors from 18 schools. These figures indicate both targeted preparation and wider professional engagement; they are not added together as a count of unique TEFE-trained mentors. At CU, preparation mainly involved individual consultations and small-group meetings with prospective mentors. UP drew substantially on teachers' previous experience of international supervision and involvement in the earlier TEFE project. UPNA did not report a dedicated TEFE-specific mentor-training programme, although host mentors could consult university coordinators during placements.

Mentor development nevertheless remained less systematic than the organisation of student mobility. Coordinating international placements was demanding, and partners had limited

capacity to develop common training provision alongside ongoing supervision. A joint online orientation proposed by USB was not implemented during the funded period. The experience points to the need for clearer mentoring responsibilities, preparation for intercultural aspects of supervision, and support extending from pre-placement briefing to post-placement reflection. ELTE's work on an ITP mentor role description and intercultural mentoring guidelines provides a practical basis for the next stage of this work. The consortium also developed and submitted a follow-up project proposal, TEFE A+ Mentors, in March 2026 to address the need for more systematic mentor preparation and support. Although the proposal was not selected for funding, it reflects the partners' commitment to building on the experience gained through TEFE A+ and addressing an important area for further development.

2.4.4.8 Alternative Funding

The implementation of TEFE A+ demonstrated the value of combining complementary Erasmus+ funding mechanisms. Existing KA1 mobility arrangements supported eligible student mobilities, while KA2 cooperation funding enabled the consortium to develop and coordinate the shared educational approach, including preparation, mentoring, evaluation and supporting resources. This combination provided a practical basis for implementing international teaching practice across different institutional contexts.

The consortium also drew on additional mobility arrangements where appropriate. Beyond the 37 placements recorded in the consolidated WP4 Mobility Log, USB arranged ten teaching assistantships at the University of Birmingham through a separate funding route. These experiences illustrate the value of maintaining complementary opportunities for international teaching practice. For wider implementation, further funding approaches may be needed to support mobility, mentor development, institutional coordination and cooperation with additional partner institutions.

2.4.5 Implications for the Future

The experience gained through WP4 points to several practical priorities for sustaining international teaching practice beyond the funded project. These concern record-keeping, BIP delivery, placement coordination, mentor support and future funding.

2.4.5.1 Keeping Records

Maintaining accurate and up-to-date records is essential to the smooth running of the TEFE A+ ITP internship programme. A single consolidated Mobility Log in the form of a Google Sheet, accessible to all partners, should serve as the primary record-keeping tool. To ensure consistency and accuracy at the Consortium level, consideration should be given to designating or electing a single records administrator drawn from among the partner institutions on a rotating annual or biannual basis. The TEFE A+ ITP Records Admin would keep

tabs on the records and cross-check entries to ensure that the Mobility Log remains complete and up to date. At the institutional level, each partner's administrator should take on the responsibility for tracking their own outgoing and incoming students, as well as mentors, and ensuring that information is submitted in a timely manner. To facilitate this, students should be required to submit scanned copies of their approved mobility documentation – indicating the type and duration of their placement – before departure, with hard copies retained by the relevant partner administrator. The consortium proposes linking required educational reflection to existing credit procedures where institutional assessment and ethics rules permit, while keeping optional research participation separate.

2.4.5.2 Annual TEFE A+ BIPs

The TEFE A+ Blended Intensive Programme should continue to be delivered annually, rotating across partner institutions to maintain engagement and share the organisational burden. The programme's content and structure are well established, and continuity depends in part on whether those who facilitate the workshops remain involved. However, to ensure long-term sustainability, it will be important to bring in new partners and facilitators over time, refreshing the consortium and reducing dependence on any single individual or institution.

2.4.5.3 TEFE A+ ITP Internships

The TEFE A+ ITP internships should continue to be expanded going forward and best practices shared across the consortium. As partners and staff change over time, it will be essential to induct new colleagues into the coordination and administration roles, and prospective partner institutions should enter the TEFE A+ network with a clear understanding that at least two people are needed to manage this component effectively: one to handle administration and paperwork and one to coordinate the academic and personal side of the placement. Sharing and consulting learning agreements across the consortium, along with flexible credit recognition policies between institutions, will allow coordinators to more easily address and approve equivalent coursework in advance, ensuring students receive the required credits for their semester. A standardised but adaptable pre-internship orientation and post-internship debrief should also be developed and made available to coordinators to use with students who are unable to attend a BIP. Time and energy should also be invested into investigating why certain destinations are less popular among students and strategies developed to market underutilised internship destinations more effectively. While this is of current interest to CU, it will be important to ensure a more equitable distribution of placements across the consortium in the future. In this regard, the introduction of limits or quotas could be worth exploring as a mechanism for achieving greater parity.

2.4.5.4 TEFE A+ Mentor Support

The development of a consistent and meaningful mentor training programme represents the logical next step in incorporating TEFE principles not only within the internships themselves but within the broader school environment in all the countries of the TEFE A+

Consortium. This should be a priority, as the quality of the internship experience depends primarily on the quality of the mentoring. A comprehensive mentor training programme should consist of pre-internship briefing and training in supporting international student teachers in line with TEFE principles of employability and competence development; ongoing support during the internship, to ensure that mentors can respond effectively to challenges as they arise; and post-internship debriefing, which serves both to consolidate learning and to gather valuable information for improving the ITP experience for future interns. Building this structure systematically across all partner institutions should be a priority for the next phase of the programme.

2.4.5.5 Securing Alternative Sources of Funding

Securing alternative sources of funding for both the BIPs and the ITP internships might become essential to the long-term sustainability of the project beyond its reliance on Erasmus+ mobility funds. Going forward, partners should be encouraged to investigate and document alternative funding sources actively, and any successful models should be shared across the consortium so that others may benefit.

2.4.6 Implementing TEFE A+ at the Faculty of Arts, Comenius University Bratislava, 2024–2026

Over the three-year period, Comenius University in Bratislava progressed from promoting TEFE A+ opportunities and planning curricular changes to embedding key aspects of the TEFE Framework in its English language teacher-education programme and expanding international teaching-practice mobility.

In Year 1, despite a concerted effort to recruit students for TEFE international teaching practice placements, there were no outgoing students. At programme level, ICC was already addressed in both core and elective courses, while PTCI and GCC were an untouched novelty. Working directly with the TEFE Individual Reflection Form (for reflection following school visits) or Toolkit proved to be difficult due to time constraints. Although the possibility of an accredited, week-long intensive course covering the TEFE Framework, observation materials and Toolkit were considered, again, time and personnel constraints made that impossible.

In Year 2, implementation had moved from promotion to practical mobility and curriculum planning. Two double-major students of English and Geography who had participated in a previous BIP were approved to do internships in Pamplona in the fall of 2024. This opened up the opportunity to extend the project's reach through cooperation with the Faculty of Natural Sciences, which fully supported the programme. A redesign of the core bachelor course of Introduction to English Language Teaching Methodology was initiated to introduce PTCI and GCC, as well as elements of the TEFE Framework, TEFE Individual Reflection Form and Teaching Practice Resource Pack. Promotion of the TEFE Memorandum of Understanding

(MoU) to other Slovak universities had not yet begun, as the university wished to gain further experience of hosting interns first.

In Year 3, TEFE implementation became more firmly embedded in both mobility and the curriculum. Two recent graduates undertook ITP placements in Passau in autumn 2025, while a final-year student did so in June and July 2026. The TEFE Framework and the competences that it promotes continue to become further embedded into the teacher education curriculum, particularly at the BA level. PTCI has been incorporated into the BA Intro course through group projects investigating requirements for teaching in other EU countries. GCC was introduced through collaborative analysis of critical incidents. Students also began using the TEFE Framework for self-assessment, written reflection and small-group discussion. Integration of the Teaching Practice Resource Pack remained in progress. The Individual Reflection Form during school visits has not been adopted as students currently observe lessons only within their own cultural context, limiting its immediate relevance. The TEFE MoU was shared with numerous interested institutions and universities; however, apart from the Slovak Chamber of English Language Teachers and the schools hosting TEFE interns, no additional commitments had been formalised.

CU reports that changes in Slovak requirements during Year 3 reduced the previously available mobility window for final-year MA students. In the department's account, requirements for completing and documenting teaching practice in Slovak state schools complicated recognition of an international placement within that period. This is reported as CU's implementation experience; the legal scope and any exceptions would require separate confirmation.

Overall, the three years demonstrate clear progress from awareness-raising and initial mobility to the integration of TEFE competences and reflective practices into teacher education at CU. Priorities now include further use of the Teaching Practice Resource Pack, development of incoming placements, wider promotion of the TEFE MoU and, where intercultural observation becomes possible, reconsideration of the TEFE specific Individual Reflection Form. Most importantly, the recognition constraints reported by CU have affected the principal mobility window for final-year MA students, making the identification of new opportunities for international teaching practice essential to sustaining the progress achieved through TEFE A+.

2.4.7 Concluding Remarks

The implementation of WP4 has been demanding, requiring sustained administrative effort, careful coordination across multiple institutions (and within institutional teams), and no small degree of patience. Communication has not always been seamless, and the sharing of best practice across the Consortium has at times been uneven. Yet none of this diminishes the value or the importance of what the TEFE project represents. There is a firm belief by all involved that it has a meaningful role to play in European teacher education, in the professional development of future teachers of English, and in fostering the cooperation,

intercultural understanding, and shared democratic values that underpin a cohesive and sustainable Europe.

The team at Comenius University, responsible for the delivery of WP4, believes wholeheartedly in this project and in the profound difference that well-trained, internationally experienced teachers of English can make, not only in the lives of their own students, but in the classrooms, schools, and communities that together shape the future of Europe. The project is worth continuing, developing, and investing in. The best is yet to come.



APPENDIX A: Selected Materials for ITP Applicants and Participants

Appendix A1: TEFE A+ Intern Applicant Profile & Internship Description (first-page extract)

International Teaching Practice Internship

Dear Future Teacher of English,

Does this sound like you?

- Currently enrolled in a Teaching English as a Foreign Language programme at a university in the EU?
- Enthusiastic about teaching and English?
- Keen on exploring new experiences and challenges?
- Excited to meet new people in new situations?
- Open-minded and eager to appreciate various cultures?

Then the TEFE International Teaching Practice (ITP) Internship might be for you!

Locations: Primary or Secondary Schools in Czechia, Germany, Hungary, Slovakia, and Spain

Duration: From 8 weeks to one year

Funding: Through Erasmus Mobility Traineeships or Study Mobility

About the TEFE Project

Teachers of English for Future Europe (TEFE) is a consortium of six EU universities committed to providing their English as a Foreign Language (EFL) pre-service teachers with opportunities to learn from English language teaching professionals at local schools in partner countries.

Internship Overview

The TEFE International Teaching Practice Internship offers a comprehensive, hands-on experience in a primary or secondary school setting outside your own national context, allowing you to develop and refine your organisation, collaboration, creativity, and teaching skills under the guidance of experienced mentors and supervisors. The internship is broken up into stages, each growing in responsibility, from doing admin to assisting to full-fledged teaching. Each host school determines the exact content and length of each stage.

TEFE Intern Key Responsibilities & Opportunities – What you'll do!

Office Work

- Assist with administrative tasks related to the EFL programme at your host school.
- Organise, manage, and create educational resources and materials.

Meetings with Mentor and Supervisor

- Participate in regular meetings with your assigned mentor(s) to discuss progress, challenges, and professional development.

Appendix A2: TEFE A+ ITP Applicant Procedure (first-page extract)

Internship Application Procedure

1. Notify your uni TEFE A+ Coordinator of your interest in doing a TEFE A+ internship.
2. Ask about attending a TEFE A+ BIP to learn more about the TEFE Framework and be better prepared for international teaching practice (ITP).
3. Check with the English language teaching practicum coordinator for your program or at your uni to find out if you can earn credits for doing TEFE A+ international teaching practice and what requirements there might be for those credits.

Steps 4-13 might be in a different order depending on your university, but be sure you check everything with the TEFE Admin and TEFE Coordinator.

4. Decide if you want to do an Erasmus+ study mobility or a traineeship.
    - A study mobility means you're a full-fledged student of that partner university, subject to attendance policies and exams, you earn credits by attending courses at the local university and do your internship at a local school in between your classes. Sometimes, this will get you access to the uni facilities that you would have to pay for otherwise.
        - Recommended ITP load: 4 lessons or 1 day/week for 10 weeks, mentored by approved TEFE A+ mentor and accountable to local TEFE A+ coordinator
    - A traineeship is a full internship with you engaged in the life of the TEFE A+ school. The Erasmus+ traineeship is through the university (so you get the support you need) but your responsibilities are at the school where you are interning.
        - Recommended time spent at school: 25 hours/week for 8-10 weeks, mentored by approved mentor and accountable to local TEFE A+ coordinator
5. Decide which TEFE country you'd like to do your internship in and check The School Year in TEFE Schools' Countries chart to see when classes are in session in that country.
6. Decide what type of school you'd like to do your internship at: primary (ISCED 1), lower secondary (ISCED 2), or upper secondary (ISCED 3).
7. Browse the TEFE School Catalogue to find a TEFE school in the country where you'd like to go. This will be on the website later.
8. Contact your TEFE Coordinator to get **the application form** and **the contact** you need.
9. Email the filled out application form and a polite request to your TEFE Coordinator contact and they'll forward the information on to the responsible person. Be sure you send that email by the deadline!
10. Meet the requirements of the TEFE school. Be prepared for an online interview process.
    - Some countries require a criminal record check from your national police office.
    - There might be other legal documents, like a Confidentiality Statement, that the TEFE school will want you to sign.
    - You'll sign a learning agreement with the TEFE partner faculty who, in turn, will place you out to the school where you'll be mentored.

Appendix A3: TEFE A+ ITP Application Form (first-page extract; developed by UP)



Application Form

Applicant information

Full name

Home institution

Email address

Teaching subjects / majors

Internship preferences

Preferred time frame

School type and age group

School extracurriculars you may be interested in

Do you wish to be enrolled at the host university for the duration of the internship?

☐ Yes ☐ No

Credit requirements

If you plan to receive academic credit at your home institution, please outline any requirements that must be met during the internship

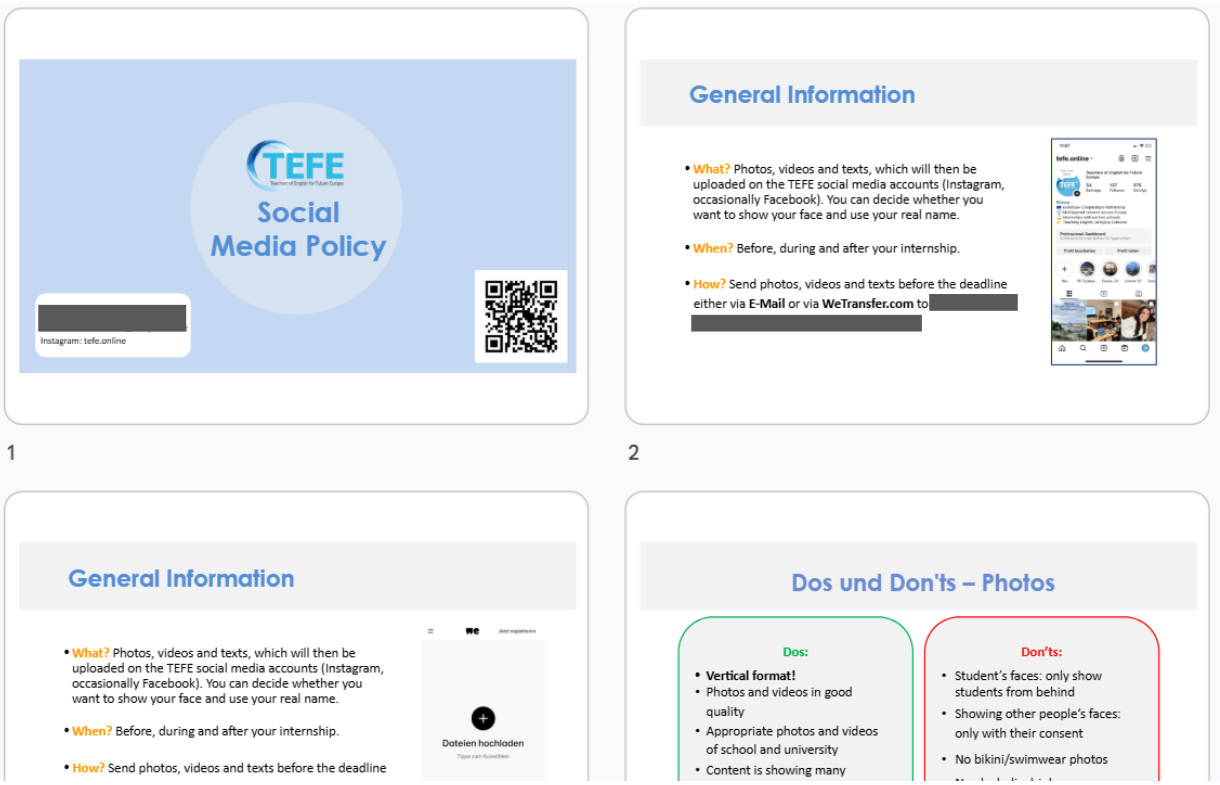
Confirmed placement details

School placement

Mentor teacher

Mentor contact information

Appendix A4: Social Media Policy (selected presentation slides; developed by UP)



Appendix A5: TEFE A+ ITP Post-Internship Student's Log & Reflection (form screenshots and selected questions)



TEFE A+ Post-Internship Student's Log & Reflection

We're so glad that you participated in TEFE A+ international teaching practice (ITP)! We hope it was a great experience for you as an English teacher!

This questionnaire has three sections:
Section 1 is to keep track of where, when, and what you have done for your international teaching practice.
Section 2 asks for your insights into the internship: the application process, the school, the mentor, etc.
Section 3 asks you to reflect on what you've learned from the experience.

All of this information will help us improve the TEFE A+ ITP programme for those students who participate next time so thank you for sharing with the TEFE A+ team!

Selected questions – Section 1: placement record

- What was the name of the school where you mentored?
- How long was your internship?
- How much did you teach?
- What tasks other than teaching were you asked to do?

Section 2: Your insights

Please comment on what went well, what did not, and what suggestions you have for the program.
Please DO NOT MENTION ANY NAMES in your responses. Thank you.

Selected questions – Section 2: the placement and mentoring experience

- If you had a fantastic mentor, what made them fantastic? If you had a weak mentor, what did they do and how could they improve?
- What did you learn during your internship that you don't want to forget.
- If you could give one piece of advice to future student teachers going abroad to do an internship, what would it be?

Section 3: ICC, PTCI, and GCC

Since reflection is a powerful tool for learning, the TEFE A+ team encourages returning interns to **choose 1 or 2 questions (i.e., so only 6 total) to respond to in depth from each set of questions:**

- intercultural communicative competence (ICC) **[choose 2 only]**
- professional teacher competence for internationalisation (PTCI) **[choose 2 only]**
- global civic competence. (GCC)
  [choose 2 only]

Really think through what you've experienced during your internship and what you've learned because of those experiences. Chose those questions that for which you have real answers.

Selected questions – Section 3: reflection on ICC, PTCI and GCC (see Appendix A6)

- ICC: In what ways did the internship change your understanding and perception of intercultural communication?
- PTCI: If you were to change one thing about your teaching approach based on your internship experience, what would it be? Why?
- GCC: To what extent did this experience reinforce or challenge your understanding of what it means to be a teacher in an intercultural setting? Please explain.

Appendix A6: TEFE A+ Post-ITP Debrief Reflection Questions
(document extract; developed by USB)



TEFE Post-ITP Internship Reflection (debrief)

Since reflection is a powerful tool for learning, the TEFE A+ team encourages returning interns to choose 1 or 2 questions from each section below and really think through what you've experienced during your internship and what you've learned because of those experiences.

This can be done in person with your home institution's TEFE A+ coordinator or individually online.

ICC

- How did you prepare for your international internship before leaving your home country?
- How did communication styles differ between your home country and the host country—for example, in terms of formality, nonverbal cues, hierarchy, and how people take turns in conversation?
- What, if any, communication challenges or moments of misunderstanding did you experience due to cultural differences during your internship (at school or outside)? How did you handle or resolve them?
- How often did you have the opportunity to incorporate discussions about cultural similarities and differences of your home culture into your lessons? How did your pupils/students respond?
- In what ways did the internship change your understanding and perception of intercultural communication?

PTCI

- What were the most noticeable differences in teaching styles or school settings between your home country and the host country?
- Please describe an unexpected situation you experienced at the school that might have been influenced by cultural norms. How did you react?
- How easy/difficult did you find it to adjust to the expectations of the host school? Why?
- If you were to change one thing about your teaching approach based on this experience, what would it be? Why?

GCC

- To what extent do you think you influenced your pupils' values, attitudes, or beliefs regarding different cultures during your internship? Please explain.
- In what way did your internship experience challenge or change any of your own personal values, attitudes, or beliefs about different cultures? Why do you think that is?
- To what extent did this experience reinforce or challenge your understanding of what it means to be a teacher in an intercultural setting? Please explain.

APPENDIX B: Selected Materials for ITP Coordination and Mentoring

Appendix B1: TEFE A+ ITP Coordinator Job Description (first-page extract)



TEFE A+ ITP Coordinator (Institutional) Job Description

Role Summary

The TEFE Coordinator manages the academic and professional aspects of TEFE internships within the institution. The role focuses on communication, placement coordination, preparation, and support for student teachers, mentors, and partner schools.

The Coordinator ensures that all internship requirements are met and acts as the main link between students, schools, mentors, and the TEFE network.

Purpose

To ensure that student teachers complete high-quality international internships through strong academic guidance, effective coordination, and ongoing support.

Core Duties

- Act as the **main contact** between interns, mentor teachers, partner schools, and the TEFE Administrator
- Ensure TEFE internship **standards and requirements are met**

Key Expectations

- Maintain clear, timely communication with all stakeholders
- Ensure quality and consistency of the TEFE internship experience
- Support collaboration across institutions

Appendix B2: TEFE A+ ITP Administrator Job Description (first-page extract)



TEFE A+ ITP Administrator (Institutional) Job Description

Role Summary

The TEFE Administrator manages the administration of TEFE internships and BIPs (Blended Intensive Programmes). The role covers promotion, student support, coordination, and record-keeping, ensuring all processes run smoothly and on time.

Purpose

To support student teachers in completing successful international internships through clear guidance and effective administration.

Core Duties

- Track **Erasmus+ deadlines** (BIPs and internships)
- Inform students about opportunities **at the start of the academic year**
- Support students with **all application paperwork**

ITP Overview

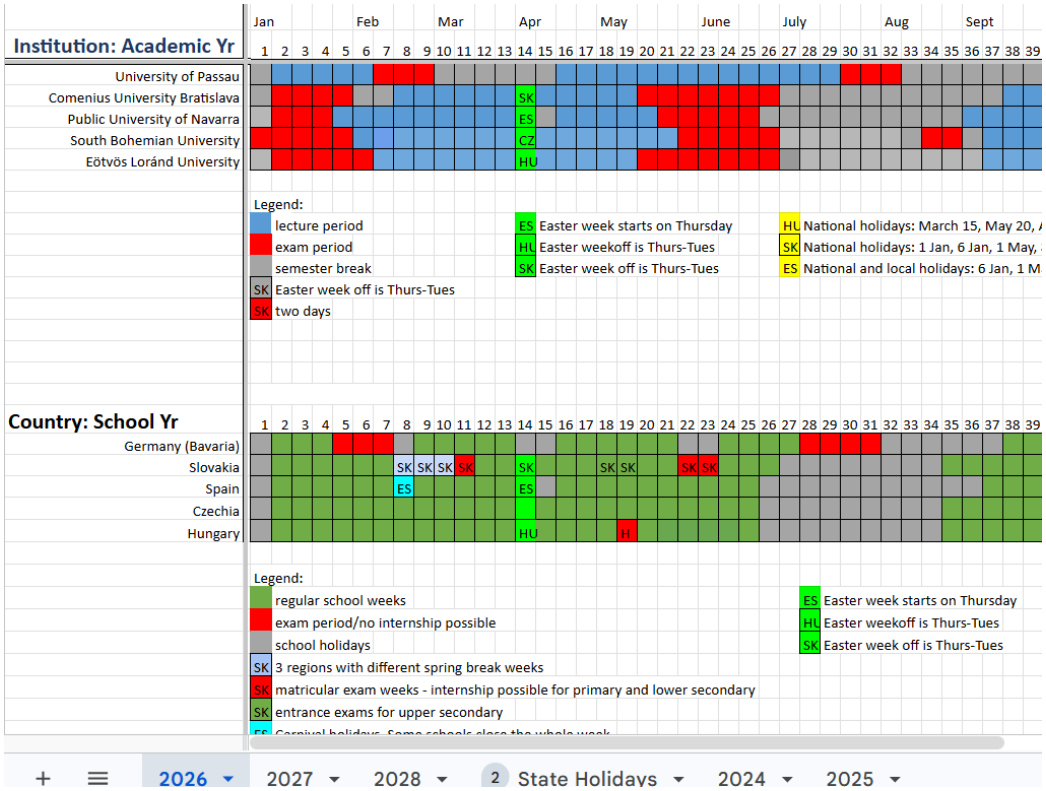
The TEFE Internship Programme provides pre-service teaching placements in primary and secondary schools across Czechia, Germany, Hungary, Slovakia, Spain, and Poland.

- **Duration:** 2 months to 1 year
- **Funding:** Erasmus+ (Traineeships / Study Mobility)

Key Expectations

- Promote the TEFE programme actively
- Keep clear, accurate records
- Maintain communication with the TEFE Consortium and partners
- Ensure timely and efficient administration

Appendix B3: TEFE A+ Partners' Academic School Year (illustrative extract from the 2026 planning calendar)



Appendix B4: TEFE A+ ITP School Catalogue (2026/27 screenshot of the Czechia section; illustrative extract)

Czechia | Germany | Hungary | Slovakia | Spain

Local Coordinator: [redacted]

The school year 2026/27 in the Czech Republic runs from 1 September 2026. Schools are closed on 29 and 30 O break), on 29 January 2027, and from 1 to 7 February 2027 (Spring break). The best time to apply for primary and depending on when you would like to do your internship. Accommodation at the University of South Bohemia dorm

Schools:



Biskupské gymnázium J. N. Neumanna / J. N. Neumann Episcopal Grammar School (BIGY)

Obchodní akademie, Husova 1 / Business Academy, Husova Street 1

Střední škola obchodní, Husova 9 / Business Secondary School, Husova Street 9

Appendix B5: TEFE A+ Post-Internship Mentor's Feedback (reproduced questionnaire)

TEFE A+ INTERNSHIPS- MENTOR TEACHERS

Dear Colleague,

Thank you for your valuable collaboration and support in hosting an international student teacher in your classroom. This questionnaire is part of the Teachers of English for Future Europe (TEFE A+) project and aims to better understand your experience as a mentor and to learn more about the benefits and challenges of having international teaching interns (teacher assistants) working with pupils and staff in our schools. The student teachers involved in this programme come from diverse cultural and educational backgrounds and use English as their main language of communication. Your reflections will help us to improve the preparation of future interns, support mentor teachers more effectively, and strengthen the intercultural dimension of teaching practice within the TEFE A+ framework. The questionnaire includes questions about your overall experience, communication, intercultural interaction, as well as any suggestions you may have for the future. Your responses will be treated confidentially and used for developmental and research purposes only.

Should you have any further questions or wish to share additional feedback, please feel free to contact me.
With kind regards,

[redacted]
Methodological Coordinator
University of South Bohemia, Czech Republic
[redacted]

How would you describe your overall experience working with international student teachers?

What were the most valuable contributions these interns made to your classroom or teaching practice?

Did their presence bring any new perspectives, methods, or cultural insights to your teaching or your pupils?

Were there any situations where intercultural differences affected communication or classroom practices? How did you or the student teachers address these situations, if they arose?

In what ways did having an international intern benefit your pupils' learning, social awareness, or curiosity?

Did the presence of an international intern influence your pupils' attitudes towards other cultures or languages?

Were there any changes in your own teaching approach due to working with international interns?

What challenges did you face in mentoring international interns (e.g., language, expectations, classroom norms)?

What kind of support or preparation would you recommend for future mentor teachers and international interns?

Would you be willing to mentor international interns again? Why or why not?

Would you be willing to share your experience of mentoring international students as part of the TEFE A+ project outcomes? If you are open to being contacted for future collaboration related to the TEFE A+ project, please feel free to leave your contact email below.

2.5 Contributions of ELTE

Eötvös Loránd University (ELTE), Hungary

2.5.1 ELTE Educational Context

The project team of the School of English and American Studies of Eötvös Loránd University (SEAS ELTE) joined the TEFE Consortium in 2023. The goal of the cooperation was to contribute to the implementation of the TEFE Framework and establish a network of partner schools and institutions that can offer informed, professional international practice opportunities for student teachers.

Eötvös Loránd University (ELTE) is a major Hungarian university with a broad range of teaching and research programmes. Internationalisation as an inherent part of the institutional strategy plays a key role in the development of education, research, and the institution itself. The following aims and priorities have been established to gain more efficient and focused training at ELTE: development of the foreign language competencies of Hungarian students; internationalisation of the programmes that have so far only been offered in Hungarian; increasing the number of courses offered in English and increasing the number of professors employed at ELTE, including guest professors - all involved in teaching activities at ELTE; increasing the number of master programmes offered fully in English; strengthening the personnel at ELTE: facilitating the international involvement and networking of teaching and research staff; stimulating students efficiently to participate in mobility programmes; increasing the number of double/joint degree programmes; increasing the number of international students. To reach these goals, ELTE is building an international network of partner institutions to support teaching, research projects and developments within the institution. These internationalisation efforts broaden students' perspectives and enhance their employability, while also providing a supportive and stimulating academic environment for staff. In line with these institutional priorities, ELTE supported the participation of the SEAS project team in TEFE A+.

The School of English and American Studies (SEAS) is part of the Faculty of Humanities (BTK) at Eötvös Loránd University (ELTE). SEAS is a multinational institute, with approximately 10 percent international students at all levels and Erasmus agreements with 18 European universities. SEAS has five departments, and in the TEFE A+ project, the Department of English Applied Linguistics (DEAL) and the Department of English Language Pedagogy (DELP) participated through three colleagues who are all involved in educating future English teachers and have extensive experience in teacher training. ELTE DELP has experience in training and coordinating mentors in secondary and primary schools who understand the needs and practices of English student teachers. These mentors are offered opportunities for continuing professional development at ELTE DELP. The expertise in mentor training and maintaining a mentor network was shared with the TEFE partners.

2.5.2 Evaluation of the Partnership

ELTE joined TEFE A+ as a new consortium partner, bringing established relationships with practice schools and extensive experience in preparing and supporting mentors of pre-service English teachers. Although ELTE did not lead a separate work package, its contribution extended across the project: hosting IST02 in Budapest, introducing TEFE resources into teacher education and mentor development, organising international teaching placements, and sharing project experience through Hungarian and European professional networks. The following account considers how these activities supported the implementation of the TEFE Framework within ELTE's institutional context and in relation to the five work packages.

2.5.2.1 ELTE’s role supporting WP1: Project Management and coordination

Regarding ELTE’s role in supporting WP1, the TEFE Framework was studied and reflected upon in the Hungarian educational context. Reporting templates and meeting memos were also adapted to the ELTE context, and through formal and informal communication with the partners, the reporting process was accepted and adjusted to the needs of the TEFE Consortium.

2.5.2.2 ELTE’s role in supporting WP2: Institutional and Stakeholder Engagement

The ELTE team was responsible for organising and hosting the Intensive Staff Training (IST02) in Budapest in May 2025. The event contributed to different WPs through their expertise and teacher-training background regarding intercultural communication, professional teacher competence for internationalisation, and pre- and in-service teacher training.

During the IST02, mentors involved in organising and supervising incoming international teaching internships were introduced to the observation and reflection materials in detail. Their feedback has been highly positive, particularly in relation to the individual reflection tools, which they regard as useful not only for international placements but also for reflective discussions with student teachers during regular practicum experiences. This broader uptake suggests that the materials have relevance beyond their original international purpose and can support reflective professional learning across different teacher-education settings.

A group of 9 mentors from 5 ELTE partner schools (ELTE Apáczai, ELTE Trefort, Szent István, Szent Imre, and Fazekas Secondary Schools) participated in an event where the TEFE Framework was introduced, and preparations for welcoming international student teachers were discussed on 15 January 2026. The presentation was followed by a discussion and a planning meeting.

On 27 April 2026, the wider network of ELTE mentors was introduced to the TEFE A+ project and the internationalisation of teaching practice during the annual mentor meeting organised by the Department of English Language Pedagogy (DELP) at ELTE. The meeting was attended by 32 mentors representing 18 schools. Mentors who were unable to attend received information about the project by email, which was circulated to the entire mentor network.

Together, the focused meeting on 15 January and the annual meeting on 27 April provided additional opportunities for mentor engagement and professional development.

Mentors supervising incoming international internships were introduced to the Toolkit and trained in using the Framework. Four active mentors associated with Apáczai and Trefort Secondary Schools supervised longer placements. Two additional mentors from Szent Imre and Szent István Secondary Schools welcomed incoming trainees for two days of lesson observations. These mentors directly involved in placements or observations should be distinguished from the larger groups attending information and development meetings.

The ELTE team helped the TEFE project partners develop guidelines for mentors to work with international student teachers. Feedback from participating mentors indicated that the TEFE Framework and reflection tools were considered useful beyond international placements, including for discussions with student teachers during regular teaching practice.

Five Hungarian schools were contacted directly with the request to sign the Memorandum of Understanding (MoU). First, the project team at ELTE contacted ELTE-affiliated secondary practice schools, where four international student teachers from partner countries completed their teaching practice in spring 2026. The schools responded positively to the continuation of the cooperation for the internationalisation of student teachers' teaching practice. Four school MoUs are documented. Two were completed during the funded period (Trefort in July and Apáczai in August 2026), and two after it (Szent István in September and Szent Imre in October):

- Apáczai Secondary School;
- Trefort Secondary School;
- Szent Imre Secondary School;
- Szent István Secondary School.

Since the duration of the compulsory teaching practice of international trainee teachers tends to be significantly longer than local student teachers' 3 to 4 week-long practicum, local mentors have asked the Teacher Training Centre of ELTE and the Department of English Language Pedagogy to always place one international trainee instead of two local student teachers at their school in the future when international student teachers arrive and ask for placements. These negotiations are likely to continue in the 2026/27 academic year.

The TEFE Framework was used in methodology classes at ELTE, and trainee teacher groups were familiarised with the TEFE Framework, resources, and activities. Besides, interns also contributed to the internationalisation at ELTE since they visited methodology classes and shared their unique experience with other students. The TEFE Framework was also introduced in Applied Linguistics lectures and at English for Specific Purposes classes. ELTE also organised an annual meeting of returning student teachers and future BIP and internship participants.

A combined primary and secondary school (Fazekas Primary and Secondary School) with an excellent reputation in Budapest, has just become involved in the TEFE A+ project recently

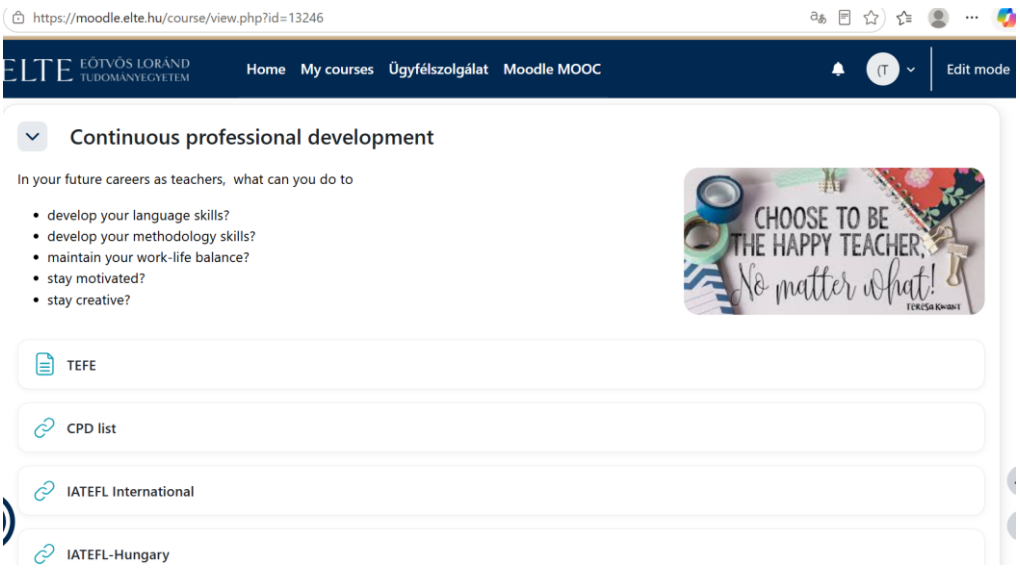
by offering to welcome two trainee teachers from Spain for two months in the fall semester of the 2026/27 school year. It is hoped that this school will also sign the MoU.

Engagement with influential institutions was more difficult. ELTE reports that changes in educational governance during 2026 complicated contact with decision makers and left uncertainty about who could sign an MoU. This is the institutional team's account of the difficulty encountered; it should not be read as a verified general restriction on signing throughout the Hungarian education system.

The ELTE team participated in several events organised by TESOL-Hungary, the international association of teachers of English in Hungary. The TEFE Framework was introduced at two conferences and a teacher and mentor meeting organised by the association. The supplied MoU records the TESOL-Hungary signature on 22 September 2026. USB represents the consortium in this document; its countersignature is not present in the supplied copy. This is therefore recorded as a post-project partner commitment, not a verified bilateral agreement completed during the project.

2.5.2.3 ELTE's role in supporting WP3: Digital platform and resources

ELTE contributed to the development and dissemination of the TEFE COIL platform by providing institutional materials, photographs and examples from project activities. Student teachers and mentors were encouraged to explore the platform and use its resources, including the TEFE Framework, reflective tools and the self-assessment function.



ELTE Figure 1: TEFE resources included in the Continuous professional development section of the English for Specific Purposes Moodle course

An important aspect of ELTE's contribution was the integration of TEFE resources into its regular teacher education provision. The materials were made accessible through the university's Moodle platform (see ELTE Figure 1), allowing students to engage with them beyond individual project events. The institutional evidence includes screenshots showing

links to TEFE resources in the Continuous professional development section of successive versions of the English for Specific Purposes Moodle course for the academic years 2024/25, 2025/26 and 2026/27.

This continued inclusion is particularly relevant to the sustainability of the project. It shows that access to TEFE resources was maintained within ELTE's established teaching environment, including during the academic year after the funded project ended. While the screenshots document availability rather than the extent of actual use, they provide concrete evidence that the resources remained part of the university's teacher education provision. Further examples of the Framework's use in methodology, applied linguistics and English for Specific Purposes classes are discussed in Section 2.5.2.2.

2.5.2.4 ELTE's role in supporting WP4: BIPs, international teaching placements and mentor support

The BIPs organised by the TEFE consortium proved popular among Hungarian student teachers. At ELTE, calls for participation were publicised through posters displayed at the university, while lecturers introduced the TEFE Framework in their classes and informed student teachers about BIP opportunities. ELTE also introduced a preliminary application stage before student teachers proceeded with the formal BIP application. Four Hungarian student teachers participated in each of the three BIPs delivered during the funded project period, representing 12 student participation instances. Five additional student teachers joined BIP04 in Passau in October 2026, after the project had formally ended.

During the BIPs, Hungarian student teachers worked in transnational groups, observed lessons in local schools and reflected on their experiences with student teachers and teacher educators from other countries. Following the programmes, they completed TEFE Ambassador Tasks, which were shared at project events, on the TEFE website and through social media. These activities allowed participants to share their experiences with other student teachers and helped promote further international learning opportunities.

International teaching placements expanded considerably during the final year of the project. In 2026, ELTE hosted four student teachers from the universities of Passau and South Bohemia and arranged seven outgoing placements at partner institutions in Germany, Czechia and Spain. Three ELTE student teachers completed placements between January and March 2026 at schools cooperating with the University of Passau: St. Nikola Mittelschule, Grundschule St. Anton and Adalbert Stifter Gymnasium. One student undertook a placement at a practice school associated with the University of South Bohemia between January and April 2026. Three student teachers completed placements at secondary schools cooperating with the Public University of Navarra: one between January and March and two between January and May 2026. Local mentors supervised all placements, which were documented through learning agreements and photographs. The distribution and reported periods of incoming and outgoing placements are summarised in ELTE Table 1, while all eleven placements are included in the consolidated consortium figures in Section 2.4.

ELTE Table 1: International teaching placements involving ELTE, by partner institution (2026)

Direction	Partner university	Placement period (2026)	Placements
Incoming to ELTE	UP	Jan–Mar (1); Feb–Jun (1)	2
Incoming to ELTE	USB	Jan–Mar (1); Feb–Apr (1)	2
Incoming subtotal			**4**
Outgoing from ELTE	UP	Jan–Mar	3
Outgoing from ELTE	USB	Jan–Apr	1
Outgoing from ELTE	UPNA	Jan–Mar (1); Jan–May (2)	3
Outgoing subtotal			**7**
Total placements			**11**

Source: ELTE institutional placement return. UP = University of Passau; USB = University of South Bohemia; UPNA = Public University of Navarra. Numbers in parentheses indicate the number of placements in each reported period. Incoming placements were hosted by ELTE; outgoing placements were undertaken by ELTE student teachers at partner institutions.

An important institutional outcome for ELTE has been the expansion of international teaching practice opportunities through cooperation with TEFE partner universities and their practice schools. This cooperation is expected to continue beyond the funded project, with two student teachers from Spain and one from Czechia planning placements in Budapest in spring 2027. ELTE also reported interest in extending its network of host schools to include Fazekas. Although these arrangements had not yet been implemented at the time of reporting, they indicate the potential for continued international teaching practice and further development of the partnerships established through TEFE A+.

2.5.2.5 ELTE's role in supporting WP5: Dissemination activities

ELTE contributed to the dissemination of TEFE A+ through national and international conferences, departmental professional development, university teaching and established language-education networks. These activities reached different audiences, including student teachers, university lecturers, mentor teachers, researchers and professionals involved in language education and educational policy. The six dated activities documented in ELTE Table 2 illustrate the range of settings in which the project was presented between 2024 and 2026.

ELTE Table 2: Selected dated dissemination activities reported by ELTE, 2024–2026

Event and date	TEFE contribution	Reported audience
3 Sep 2024 Departmental staff-development session; ELTE, Budapest	Introduction of TEFE A+ objectives and activities to colleagues in the Department of English Applied Linguistics.	Departmental academic staff; no numerical attendance reported.
16 Nov 2024 IV. Tudós tanárok – tanár tudósok conference; ELTE, Budapest	Ildikó Lázár, Nóra Tartsay Németh, Tímea Tiboldi and ELTE BIP participants: Hallgatók felkészítése külföldi tanítási gyakorlatra – Egy nemzetközi projekt tapasztalatai (Preparing Student Teachers for International Teaching Practice: Experiences from an International Project).	Approx. 100 at conference; 50 at TEFE session.
6 Feb 2025 Felsőoktatás Felsőfokon conference; online	Event organised by Nóra Tartsay Németh; presentation by Tímea Tiboldi: Nemzetköziesítés az angol tanárképzésben (Internationalisation in English Language Teacher Education).	Approx. 100 at conference; 40 at TEFE session.
11–13 Jun 2025 IAIE conference, Currents in Education: Navigating Change in Languages, Cultures, and Communities; ELTE, Budapest	Ildikó Lázár chaired the conference; Nóra Tartsay Németh and Tímea Tiboldi presented Intercultural Competence in English Teacher Education and Professional Teacher Competence for Internationalisation.	Approx. 500 at conference; 30 at TEFE session.
9 Dec 2025 Departmental TEFE presentation; ELTE	Project presentation to departmental colleagues, documented in an ELTE post published on 19 December 2025.	12 colleagues reported.
11–12 Jun 2026 ECML National Nominating Authority Meeting; Graz, Austria	Tímea Tiboldi shared the TEFE project and links to its website and the Final Conference, held the preceding month.	ECML representatives; no numerical reach reported.

Source: ELTE institutional dissemination return and associated event information. Conference-wide and session figures are approximate and should not be added. Supporting links supplied with the original account: IAIE conference · ELTE higher-education conference programme · National teacher-education conference · ECML Hungary contact point.

At national level, ELTE placed particular emphasis on introducing international teaching practice and the TEFE Framework to the Hungarian teacher education community. At the November 2024 national teacher education conference, ELTE academics presented alongside student teachers who had participated in the BIP in Passau. Their first-hand accounts provided practical examples of preparation for international teaching practice and generated interest among mentor teachers and teacher educators. The online *Felsőoktatás Felsőfokon* conference in February 2025 offered another opportunity to discuss internationalisation in English language teacher education, highlighting the project's approach to developing teacher competences for international contexts.

The international dimension of dissemination was particularly evident at the June 2025 International Association for Intercultural Education (IAIE) Conference in Budapest. Ildikó Lázár (ELTE) served as conference chair, and ELTE also presented work on intercultural competence and Professional Teacher Competence for Internationalisation (PTCI). This brought the TEFE Framework into discussion with an international audience of researchers, teacher educators and other education professionals, extending its visibility beyond the immediate project partnership and the Hungarian teacher education context.

Dissemination within ELTE itself included departmental professional development activities in September 2024 and December 2025, through which academic colleagues were introduced to the project and its outcomes. Importantly, dissemination also extended into regular teacher education. The TEFE Framework and COIL platform were introduced in university teaching, with materials and activities incorporated into Moodle-supported courses. The institutional evidence documents their inclusion in three courses, providing opportunities for successive groups of pre-service English teachers to engage with the project resources as part of their studies. This curricular use complemented external dissemination by making the materials accessible within established teaching provision (see Sections 2.5.2.2 and 2.5.2.3 above for further details of their integration into ELTE's teacher education programmes).

ELTE also shared project information through wider professional and language-education networks. At the ECML National Nominating Authority Meeting in Graz in June 2026, Tímea Tiboldi introduced the project and shared links to its website and the Final Conference held the previous month. Further contacts through the Hungarian ECML network included Katalin Zoltán (Ministry of Innovation and Technology) and Zsuzsanna Dávidné Sopron (International Business School), while cooperation with TESOL-Hungary provided additional opportunities for professional exchange. These contacts helped extend awareness of TEFE A+ beyond university-based teacher education, although their wider reach and subsequent impact were not systematically documented.

Taken together, ELTE's dissemination activities combined presentations to national and international professional audiences with the continued availability and use of project resources within teacher education. The reported conference and session attendance figures provide evidence of dissemination reach, while their integration into university courses demonstrates more sustained institutional engagement. The available evidence does not establish the longer-term effects of these activities on teaching practice or educational policy, but it documents how ELTE brought the TEFE Framework and the experience of international teaching practice into different professional and educational settings.

2.5.3 Cross-project Findings and Lessons Learned

ELTE's experience illustrates both the advantages of working with an established network of practice schools and the adjustments needed to accommodate international teaching placements within that network. Incoming international student teachers typically required substantially longer school placements than the three- to four-week practicums undertaken by local student teachers. Mentors therefore proposed allocating one international trainee in place of two local student teachers when planning future placements. This practical issue has wider implications for the TEFE model: increasing international teaching opportunities depends not only on university agreements and student demand, but also on how host schools organise supervision and manage their existing practicum responsibilities.

The mentor-development activities at ELTE also demonstrated the value of introducing the TEFE Framework within established professional relationships. The January 2026

preparation meeting and the wider April mentor meeting served different purposes, bringing the Framework and its reflective tools to mentors directly involved in international placements and to the broader school network. Feedback from participating mentors suggested that these resources could also be useful in regular teaching practice. This offers a route for extending the educational benefits of TEFE beyond student teachers who undertake international mobility.

A further lesson concerns the relationship between informal cooperation and formal institutional commitment. ELTE was able to build on positive working relationships with practice schools, but completing MoUs required additional communication and administrative arrangements. By October 2026, ELTE documented four school agreements, including two completed after the funded project period. Engagement with wider professional and policy networks followed a different course, underlining the importance of distinguishing expressed interest, documented commitment and the practical implementation of cooperation.

Finally, ELTE's work demonstrated how international experience can feed back into teacher education at home. Returning interns contributed to methodology classes, student teachers shared their experiences through BIP activities and dissemination events, and TEFE materials were introduced in university teaching. These connections between mobility, mentoring and curricular provision offer opportunities for continuing the work of the project without depending exclusively on further international placements.

2.5.4 Sustainability and recommendations

The TEFE A+ project has established a foundation for the continued internationalisation of teacher education at ELTE. During the project period, professional relationships with partner universities, practice schools, mentors and student teachers were strengthened, creating opportunities for cooperation beyond the funded project. The TEFE Framework has also become part of teacher education at ELTE through its introduction into methodology and related courses, mentoring activities and university teaching resources. This provides opportunities for future cohorts of student teachers to engage with the Framework regardless of whether they participate directly in international mobility. ELTE reports growing student interest in international teaching practice and improvements in the application and organisational procedures supporting such placements.

Another contribution to sustainability has been student teachers' involvement. Participants in BIPs and international placements have shared their experiences with fellow student teachers, while TEFE Ambassador Tasks have provided materials for project events, the website and social media. These activities can continue to encourage participation in international teaching practice and maintain awareness of the opportunities available through the TEFE network.

The project has also contributed to the development of ELTE's international school network. Existing cooperation with practice schools has been strengthened, while additional schools have expressed interest in hosting international student teachers. The willingness of school

leaders and mentors to continue participating provides an encouraging basis for future placements. At the same time, accommodating longer international internships alongside regular domestic teaching practice has highlighted the need for careful planning of school capacity and mentoring responsibilities. Continued cooperation with the ELTE Teacher Training Centre, academic departments and participating schools will be important in developing workable arrangements.

The further development of the mentor network will be another priority. Mentors involved in the project gained experience of supporting international student teachers and became familiar with the TEFE Framework and reflection resources. Their feedback also indicated that these materials could be useful in regular teaching practice. Although hosting international student teachers places additional demands on mentors and schools, participating school leaders have expressed interest in developing an international mentor network. Continued professional-development opportunities focusing on intercultural communication, reflective practice and the supervision of international student teachers would help support this ambition. The mentor role descriptions and intercultural mentoring guidelines being developed through the partnership provide a starting point for this work.

The experience gained through TEFE A+ also points to several priorities for the continued development of international teacher education. International teaching placements should be embedded more systematically into teacher education programmes, with appropriate recognition of practice periods undertaken abroad and clear administrative procedures for participating student teachers. Such arrangements could help reduce organisational barriers and make international teaching practice accessible to a wider range of student teachers. ELTE also recommends expanding and diversifying the network of partner schools, including primary and secondary schools interested in developing their own internationalisation activities. This would increase placement capacity and provide opportunities to experience different educational contexts.

In Hungary, further engagement with educational policymakers and professional organisations remains important. While cooperation with schools and mentors developed successfully, establishing formal links with institutions involved in educational policy proved more difficult. Continued dialogue with these organisations could help strengthen institutional recognition and support for international teaching practice within national teacher education arrangements.

Finally, ELTE recommends continuing to develop approaches that combine physical mobility with virtual exchange and collaborative online international learning. The TEFE digital resources and COIL platform can support preparation, reflection and professional contact among participants from different countries, complementing the experience gained in schools. Maintaining these connections between university teaching, international placements, mentoring and online collaboration offers a way to build on the achievements of TEFE A+ beyond the funded project period.

2.5.5 Concluding remarks

The contribution of Eötvös Loránd University (ELTE) to TEFE A+ was particularly valuable in connecting international teaching practice with an established system of practice schools, mentor education and university-based teacher preparation. The placements organised during the final year of the project, the introduction of TEFE resources into regular teaching and mentor-development activities, and the institutional partnerships developed through the project demonstrate several ways in which the shared TEFE approach can be implemented within an existing national teacher-education system. At the same time, ELTE's experience highlights the practical arrangements needed to sustain this work, particularly the coordination of longer international placements, mentor capacity and continued institutional support.



2.6 WP5 – Dissemination, Evaluation and Sustainability

University of South Bohemia and Aston University

2.6.1 Objectives, scope and institutional context

While the central objective of Work Package 1 (WP1), led by USB, was to ensure that the project is implemented effectively across the partnership, with clear coordination structures, transparent reporting mechanisms and regular communication among partners, Work Package 5 (WP5), co-led by two partner institutions, complemented these management activities by focusing on the synthesis, dissemination and evaluation of project outcomes. Its main outputs included the organisation of the TEFE A+ Dissemination Conference and the publication of this Final Project Evaluation Report. WP5 also reviewed how the TEFE Framework was used across the partner institutions. It aimed to provide insights into how evaluation and dissemination processes can support the effective implementation of international teaching practice initiatives within European teacher education and provide recommendations for future development (see Chapter 3 for these recommendations).

The Aston University project team is based in the Department of Communication and Culture which has a strong track record of EU-funded research. Its members have been influential in many international teacher education projects fostering international partnerships and cross-cultural insights. The team co-led WP5 together with the project coordinator, USB. Aston University's key role during the project was quality control throughout and involved focusing on the evaluation of the TEFE A+ pedagogical materials through:

- providing ongoing support to partner institutions in their work on the project;
- collecting data from partner institutions on their use of the TEFE Toolkit and the Employability Framework for Internationalisation;
- collecting data from student teachers who attended BIPs;
- evaluating each Work Package 1-4 produced by the partner institutions;
- providing feedback on materials, documentation and methodology produced by partner institutions;
- revising and updating the TEFE Toolkit to ensure student teachers, interns, mentors and teacher educators alike can benefit from the content of the Toolkit in a user-friendly and sustainable way;
- ensuring TEFE principles are woven into the work carried out by the TEFE Consortium.

2.6.2 The Evaluation Framework

The TEFE A+ project team at Aston University (Birmingham, UK) was responsible for the evaluation of the pedagogical materials used during the project. This responsibility required using a structured approach to assess whether the project achieved its objectives and generated expected outcomes. The evaluation framework was adapted from

the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) criteria framework (2021) and entailed the following criteria: effectiveness, impact, and sustainability.

The effectiveness criterion was used to examine the degree to which TEFE A+ materials achieved their aims and objectives. The impact criterion was used to assess the wider effects of the project on stakeholders, and to examine the extent to which the project contributed to the improvement of educational provision at each partner institution. The sustainability criterion was used to assess whether appropriate governance and support mechanisms (for the adoption and continued use of the project materials) had been put in place for potential stakeholders.

2.6.3 Data Sources

The team at Aston University worked closely with each partner institution to collect data that helped assess the effectiveness, impact and sustainability of the project. A wide range of data was collected (see WP5 Table 1) for quality assurance and evaluation of the pedagogical materials. WP5 Table 1 specifies the purpose, collection responsibility and reporting location of each source. These materials have different forms and levels of coverage: attendance records, responses to questionnaires and detailed individual accounts are interpreted as complementary rather than interchangeable forms of evidence.

WP5 Table 1: Evaluation data sources, purposes and responsibilities

Data source	*Purpose*	*Data collection led by*	*Reported in*
Institutional progress questionnaires (spring 2024 and spring 2025; Appendix 1)	*To identify each partner institution's approach to using the TEFE Framework and the Toolkit, and to identify developmental changes.*	*The project team at Aston University*	*Partner institutional accounts (Sections 2.1–2.5).*
Feedback forms during BIPs	*To monitor BIP participants' progress and evaluate the effectiveness of each session delivered during a BIP.*	*The project team at Aston University*	*Section 2.6.4.*
Individual reflection forms during school visits (BIPs)	*To scaffold individual reflection.*	*The project team at Aston University*	*Section 2.6.4; Appendix 2.*
Individual reflection forms after school visits (BIPs)	*To scaffold individual and group reflection.*	*The project team at Aston University*	*Section 2.6.4.*
BIP follow-up tasks	*To gain insight into BIP participants' learning.*	*The project team at Aston University*	*Section 2.6.4; Appendix 3.*

Data source	*Purpose*	*Data collection led by*	*Reported in*
Internship feedback	*To gain insight into interns' experiences.*	**The project teams at Comenius University and USB*	*Section 2.4 (WP4).*
COIL platform website analytics	*To gauge interest from stakeholders through the platform's website analytics.*	**The project team at UPNA*	*Section 2.3 (WP3).*
Dissemination Conference feedback form	*To evaluate the Dissemination Conference.*	*The project teams at Aston University and *USB*	*Section 2.6.6.*
Marketing of the TEFE Framework	*To engage educational institutions.*	**The project team at the University of Passau*	*Section 2.2 (WP2), with related institutional evidence in Sections 2.1, 2.3–2.5.*
Institutional experience (narrative)	*To examine how the TEFE A+ approach benefited each partner institution.*	*Aston University and *USB*	*Partner institutional accounts (Sections 2.1–2.5).*

Note: An asterisk (*) identifies additional data collection by partner institutions, as indicated in the original Aston University WP5 account. The institutional progress questionnaires are distinct from the quarterly WP1 management reports.

During the 2020-2023 TEFE project, the team at Aston University was instrumental in providing a research-informed portfolio of teaching, training, reflective and evaluative tools, which involved designing a set of resources titled TEFE Toolkit of Diagnostic and Evaluation Tools. During this period, the team devised the TEFE Diagnostic and Evaluative Toolkit to help TEFE Consortium members prepare student teachers of English for international Teaching Practice (ITP) and evaluate the experience. The Toolkit included an observation form for reflection during and after classroom observations at partner institutions during ISTs and BIPs (then called ISPs). It also included tasks designed in line with the three competences, ICC, PTCI and GCC, for self-evaluation. They were designed to be used alongside the Framework of Employability for Internationalisation of Teaching Practice. Both the Toolkit and the Framework were piloted during the latter stages of the TEFE project with a view to being adopted in the current TEFE A+ project and used during BIPs. Partner institutions were encouraged to use these resources in their teacher education courses and to recommend their MA and intern student teachers to use them.

The theoretical foundation of the TEFE Toolkit, as discussed in the final project report is critical reflective practice and has cognitive, affective, and behavioural components, also discussed in depth in the above-mentioned O3 Output. During the 2023-2026 TEFE A+ project, the project team at Aston University updated materials in the TEFE Toolkit in response to feedback from student teachers and colleagues from the Consortium received during BIPs. One main revision was the individual reflection form used during school visits at BIPs. It was agreed that its initial

title, Classroom Observation Form, may be misleading for some student teachers or teacher educators, as the form did not suitably include the 'reflection' element. Thus, its title was changed to Individual Reflection Form during school visits (see Appendix 2 for a copy of the updated form). The change in the title clarified that the school visits were not intended to be judgmental but were arranged by BIP hosts to help anyone observing classes in the host country reflect on their observation experiences. The form has four sections (A-D), and each section includes prompts focusing on norms of classroom interaction, hierarchy and power in the classroom context, communicating with the 'other', and self, other and cultural awareness. Each of these sections is explained in detail with reference to relevant literature. Prior to each BIP, student teachers attending BIPs were recommended to consult pages 166-174 of the output section in https://2023.tefe.online/tefe-framework-for-the-internationalisation-of-teaching-practice-and-employability/ titled Section 3: TEFE Toolkit of Diagnostic and Evaluation Tools, written in 2023 by the TEFE team at Aston University as those pages explain the rationale behind each section of this individual reflection form. They were informed that there are no correct answers to any sections and that the form is intended to be used for reflection and learning purposes. They were also informed that the title of the form was changed to avoid any potential misunderstandings mainly about the purpose of the form. Initially the form was presented in chart format. During the first BIP, it became apparent that the form was cumbersome to use, and student teachers did not know where to write their reflections because they felt bound by the spacing provided next to each prompt. Changing the form from a chart format to one that included blank spaces directly underneath each prompt in each section made it more user-friendly.

2.6.4 BIPs and the TEFE Toolkit of Diagnostic and Evaluation Tools

2.6.4.1 Feedback during and after BIP

During the first BIP, the student teachers were asked at the end of each day to focus on what they believed they learnt in each input session. While this feedback was useful for the TEFE Consortium, the comments did not show in-depth reflection, as the feedback was often rushed and there was not enough thinking time due to the busy BIP schedule. What was particularly useful, however, was the developmental feedback we sought from the student teachers several months after each BIP using two follow-up Tasks (see Appendix 3 for a copy of these BIP Follow-up Tasks). The first of these Tasks asked the student teachers to reflect on their BIP experience and comment on key takeaways.

The responses were overwhelmingly positive, with thoughtful, detailed comments noting, for example, that the experience had been unforgettable, memorable, and even eye-opening, and that it had contributed to personal and professional growth. Many comments centred on how the BIP experience increased awareness of how cultural background can influence teaching practices, and that *"The learning process was intellectually stimulating and immensely rewarding"*. School visits were particularly valued as a source of insight into educational and

cultural differences and into practical strategies for managing these in a classroom environment, so that individual student needs are met and their cultures respected. Some student teachers referred to steps they had already taken in their own classes, such as encouraging shy Chinese students to share information about their culture. Intercultural collaboration with peers during workshops and projects was a much-appreciated element of the BIP experience, in that it fostered engaging discussion, broadened perspectives and developed empathy,- qualities seen as crucial for effective teaching.

The student teachers' responses highlighted the importance of cultural awareness and sensitivity, noting, for example, that one's cultural experiences influence one's behaviour and interactions with others, and that "clear and empathetic communication serve as a bridge between understanding and misunderstanding". Some noted that intercultural competence includes not only practical skills but also attitudes, critical cultural awareness, and factual knowledge, and that teachers need to develop this competence to address cultural diversity effectively in classrooms. A student teacher reflected that: *"Learning about other cultures helped me realize differences I hadn't noticed before. I could observe these cultural distinctions within our international groups, which was eye-opening. This experience has led me to a deeper understanding of other cultures and sparked a curiosity to learn even more in the future."* During BIP, student teachers became much more aware of their own cultural identity, noting, for example:

> *My biggest discovery during BIP was just how [nationality] I am. Before our discussions, I believed my cultural identity didn't play a significant role in shaping my worldview or interactions with others. But as we shared our unique perspectives and experiences, I came to realize that my upbringing has a profound impact not only on my beliefs but also on my behaviors, often in ways I hadn't fully recognized. This made me aware of the importance of reflecting on my own cultural background, not just those of others. It's been invaluable I helping me understand why I approach certain situations the way I do and recognize that my intentions might not always be obvious to people from different cultures.*

They also added that, as a future teacher, this awareness emphasises the importance of openness, tolerance, and self-reflection, with one student teacher further adding that being conscious of *"my own cultural lens allows me to approach my students with a non-judgmental attitude, respecting the diversity they bring to the classroom. Recognizing the influence of culture on communication and behavior has deepened my understanding of why empathy and avoiding stereotypes are essential in teaching. It's a reminder that building an inclusive learning environment starts with understanding myself and approaching others with respect",* while another student teacher concluded that *"the key point for internationalisation is the open mindedness and tolerance. Doesn't matter where you go, you will always find differences and shocks among cultures and specially being a teacher, it is essential that those prejudices and preconceived ideas that you may have don't affect your behavior or actions, since everyone deserves being treated equally"*. Yet another student teacher noted: *"having experienced collaboration with students of different nations made*

me realize how important it is to ensure that classes are culturally tolerant, so that no student ever feels like they do not belong there or fit the standards" with all these reflections highlighting the importance of building an inclusive learning environment.

Student teachers' responses often also highlighted the importance of global citizenship, discussed in connection with internationalisation. For example, one student teacher noted: *"I learned and experienced first-hand how enriching and special are abroad experiences, where you get to live and coexist with different cultures, stepping out of your comfort zone. Moreover, these types of exchanges are where you get to meet new people with your same motivations and vocation which are a great opportunity to make connections and an extended working network".* Professional development through transnational cooperation and experience was also a recurring theme, with reference to enriched learning experiences and broadened perspectives from working with peers from different cultural backgrounds. One student teacher commented: *"I was pleasantly surprised that, though coming from all over Europe, we were in many ways quite alike. Seeing this, I could observe how my cultural identity influences the way I think, act and teach."*

The second Task in BIP follow-ups asked the student teachers to check the TEFE Framework for Internationalisation of Teaching Practice and Employability and reflect on any learning they felt they experienced following BIP, giving particular attention to the competences, ICC, PTCI and GCC. They were encouraged to explain and exemplify the learning with reference to their real-life encounters both in and outside of the teaching context. The reflection tools the student teachers used during BIPs showed that these tools serve as scaffolds in their personal and professional journey during BIP and beyond. As can be seen in WP5 Table 2 below, student teachers' reflections indicated the achievement of reported development in their understanding of the TEFE Framework competences, while also accepting some gaps in knowledge and experience. The gaps were mostly acknowledged in relation to GCC, with comments that these topics need more attention in education at all levels. Comments in addition to the ones in the table, included: *"… global issues should be discussed in schools, as it encourages students to think beyond national perspectives and fosters a sense of shared responsibility."* and "GCC made me realise that I am responsible for constantly questioning and reflecting on my own values. At the same time, it's my responsibility to model these values of global citizenship for my students and inspire them to embrace intercultural experiences."

WP5 Table 2: Engagement with the TEFE Framework competences: student reflections

TEFE competence	Student reflections (verbatim, original wording retained)
ICC	"I became more sensitive to cultural nuances"
	"I am working on adjusting my own communicative style"
	"I now pay more attention to proxemics and non-verbal cues to enhance comprehension"
	"I am adapting to different communicative styles, e.g. directness versus politeness"
PTCI	"Observations helped foster techniques to achieve internationalisation"

TEFE competence	Student reflections (verbatim, original wording retained)
	Inspiring to observe experienced teachers incorporate cultural inclusivity understood
	"I realise that reliance on cultural elements in class, e.g. metaphors and references are not always helpful, as they may not be universal."
	Effective lesson planning with cultural inclusivity can enhance the learning experience and make students feel valued.
	I am aware of the importance of reflecting on my own teaching practice.
	I am equipped with practical strategies for teaching in multi-cultural contexts.
GCC	"I have realised the importance of global issues and of teaching students about their role as global citizens"
	"I now have an expanded perspective on my own role within both classroom and community. I am now more focused on creating safe and open space for students to express their views."
	"The values (of GCC) have become a sort of moral guide for me in and out of class. By following them we can better serve our students and help them succeed in our globalised society".
	I have advocated actively for greater inclusivity, e.g. gender-inclusive language and accessible information for international students.
	"We need to teach students how to protect democracy."
	"Learning about GCC made me realise the importance of fostering a sense of responsibility and empathy towards global issues among students"
	"GCC reinforced my belief in teaching students about their role as global citizens, encouraging them to think critically about their impact on the world"

Source: Selected comments reproduced from the WP5 return. Wording of the quoted / recorded comments is retained; empty cells reflect the original selection, not missing respondent data.

Each comment was accompanied by detailed explanations from student teachers who shared real-life classroom experiences. The following detailed comment is only one of many similar accounts from student teachers:

> *The TEFE BIP02 was an unforgettable experience for the participating students including myself. Most importantly, it broadened our pedagogical horizon and provided us with numerous new competences and viewpoints. Working in transnational and multicultural groups is something that we do not have the chance to experience in our natural setting, therefore that was a great opportunity for us not only to improve our English proficiency level but also increase our open-mindedness and get to know other cultures. Nowadays an English teacher's responsibilities include several new aspects, such as educating the students to be citizens of the world and not just their own country, which cannot happen if the teacher is not familiar with the multinational world's current issues, cultural backgrounds and differences, that is why the lectures of our trip put a huge emphasis on spreading knowledge about that as well. Moreover, I must mention that being part of such a programme awakened a kind of motivation in me towards my career and studies that could not have happened elsewhere. Due to the school visits and class observations I have never been so eager to start my teaching practice.*

Student teachers' responses also showed that they realised that different social norms and communication styles need to be navigated. Navigation itself emerged as a metaphor, with comments such as *"I learnt skills to navigate diverse classroom environments to foster an inclusive atmosphere where all students feel valued"*, and *"BIP Programme and real life encounters inside and outside the classroom broadened my perspective as a future teacher, preparing me to navigate the complexities of an increasingly connected world".* Such comments highlighted a conceptual metaphor: TEACHING IS NAVIGATION THROUGH REFLECTION.

Student teachers' self-accounts of their experiences in their own classrooms during internships, highlighted that they took a proactive approach. For example, they were getting their students to be involved in projects where they engaged with another classroom in another country via digital platforms, *"to help enrich the classroom environment and equip students with the skills they need to thrive in an interconnected world"* and that they were designing and assigning their students projects that enhance students' understanding of global interdependence discussions that challenge assumptions and foster empathy, *"Integrating global issues into the curriculum; allowing students to explore topics like climate change, human rights, cultural diversity"*.

2.6.5 Dissemination across the consortium

Dissemination was part of TEFE A+ implementation throughout the three years, rather than an activity reserved for the final stages. All six partners communicated the project through institutional websites and social media, academic and professional networks, conferences and locally organised events. Alongside public presentations and online publications, they worked directly with student teachers, schools, mentors, teacher educators and organisations involved in educational policy. This combination was important: publicity helped raise awareness of the project, while direct professional contact helped establish and maintain the partnerships needed for international teaching practice.

The partners' responsibilities gave dissemination different forms. The University of Passau developed information materials for schools, higher education institutions and other organisations and managed the project's Instagram account (Section 2.2). The Public University of Navarra provided access to the TEFE Framework, Toolkit, practical resources and student experiences through the COIL platform (Section 2.3). Comenius University promoted BIPs and teaching placements through student and school networks and engaged with teacher-education and policy organisations (Sections 2.2.5.8 and 2.4). Aston University contributed reflective and evaluation resources used during BIPs and other project activities (Sections 2.6.3–2.6.4). ELTE combined academic conferences with departmental dissemination, university teaching and mentor development (Section 2.5.2.5). USB contributed public presentations, institutional news and project events, including the Final Dissemination Conference.

Further presentations, publications on partner universities' websites and locally organised events are documented elsewhere in the report, particularly in the work-package and institutional accounts (Sections 2.1–2.5). Repeating every activity here would duplicate those contributions. The selection in WP5 Table 3 instead illustrates the different audiences and forms of engagement across the consortium. The shared dissemination spreadsheet contains 12 submissions, supplemented by partner reports, publicity records and event materials. As these sources record different kinds of activity and reach, they do not establish a reliable project-wide total of people reached. Figures for individual sessions or publications are therefore retained where available, but are not combined into a single audience estimate.

Several public events placed TEFE A+ in wider discussions about European teacher education and internationalisation. At the European Youth Parliament workshop in Prague in February 2025, participants explored TEFE competences through activities on professional preparation, intercultural communication and mediation. At CEEDUCON 2025 in Prague, the poster Teaching English, Bridging Cultures, Shaping Futures presented the project's approach to international teaching practice, BIPs and mentoring. In November 2025, the Shaping Europe's Future workshop at the University of Passau brought student and graduate perspectives into discussions of European teacher identity, active citizenship and dialogue. ELTE colleagues and student teachers also presented the Framework and their international teaching-practice experience at national and international conferences. The PROFFORMANCE Teaching Excellence National Prize, Best of Czechia (2024/25), provided further recognition of the educational design of the TEFE A+ BIP.

Dissemination also took place through more sustained professional relationships. Examples include ELTE's meetings with mentors and dissemination through ECML and TESOL-Hungary, school and professional-association contacts developed by partners under WP2, and USB's exchanges with the community of teacher educators through KVBÚ and the ECML Summer Academy. News items and other contributions published through the partners' own institutional channels complemented the shared TEFE website and social media. These forms of engagement were particularly relevant for reaching people who could contribute to the organisation, recognition and continuation of international teaching placements.

The Final Dissemination Conference in České Budějovice on 21 May 2026 brought these strands together. Organised by USB with contributions from all consortium partners, it gave teacher educators, school representatives, mentors and professional and policy-related stakeholders an opportunity to discuss how international teaching practice could be developed beyond individual mobility experiences. The accompanying international training week also included school visits and a public poster exhibition. The conference programme, outreach, participation and evaluation are discussed in Section 2.6.6.

WP5 Table 3: Selected examples of consortium and partner dissemination

Date / period	Partner / setting	Contribution and scope
Ongoing channels and institutional engagement		
Throughout the project	University of Passau (WP2) – stakeholder materials and Instagram	Information for schools, higher education institutions and other organisations; project news and student-teacher experiences shared through digital channels (Section 2.2).
Throughout the project	Public University of Navarra (WP3) – TEFE COIL platform	Access to the Framework, Toolkit, digital learning resources, internship information, student testimonials and project news (Section 2.3).
Throughout the project	Comenius University – school, student and professional networks	Promotion of BIPs and international teaching placements; dialogue with schools, teacher educators and policy-related organisations (Sections 2.2.5.8 and 2.4).
Throughout the project	Aston University – BIP teaching and reflective tools	Sharing and refinement of the Framework-based reflective and evaluation tools used by student teachers and educators (Sections 2.6.3–2.6.4).
Apr–Jul 2026	USB – university website and social media	Seven Instagram items and seven institutional web publications documented in the additional publicity return; the web records include language versions of some stories.
Selected presentations, conferences and professional exchanges		
16 Nov 2024; 6 Feb and 11–13 Jun 2025	ELTE – national and international teacher-education conferences	Presentations on the TEFE Framework, intercultural learning and preparation for international teaching practice. Reported TEFE-session audiences: approximately 50, 40 and 30 respectively (Section 2.5.2.5).
2 Feb 2025	USB – European Youth Parliament, Prague	Workshop From Classroom to Career: Mastering Key Competences for the Future, using participatory activities on future professional competences and intercultural communication.
16 Oct 2025	PROFFORMANCE – Budapest	Presentation of the TEFE A+ BIP National Teaching Excellence Prize, Best of Czechia, in the 2024/25 award call; the BIP was also included in the Teaching Excellence Database.
19–20 Nov 2025	CEEDUCON 2025 – Prague	TEFE A+ poster Teaching English, Bridging Cultures, Shaping Futures, presenting the Framework, BIPs, international teaching practice and mentoring.
27 Nov 2025	University of Passau – Shaping Europe's Future	Workshop How Can Tomorrow's Teachers Shape the Europe They Want to Live In?, involving student and graduate contributions and European Charlemagne Youth Prize winners.
15 Jan and 27 Apr 2026	ELTE – mentor engagement	Focused preparation with nine mentors from five schools; wider mentor meeting with 32 participants from 18 schools (Section 2.5.2.5).
21 May 2026	Consortium – Final Dissemination Conference, České Budějovice	International Teaching Practice: Teaching English, Bridging Cultures, Shaping Futures. Dialogue with schools, mentors, teacher educators, professional associations and policy stakeholders (Section 2.6.6).

Date / period	Partner / setting	Contribution and scope
11–12 Jun; summer 2026	ELTE and USB – ECML and KVBÚ professional networks	ELTE shared project resources at the ECML National Nominating Authority meeting; USB reported professional exchanges at the KVBÚ summer programme and the ECML Summer Academy.
Continuation after the funded project		
13 Oct 2026	Consortium – Higher Education Transformation Week, Brussels	Follow-up workshop Towards a Sustainable Collaborative Model of International Teaching Practice, presenting results and discussing future institutional cooperation.

Source: Partner institutional accounts (Sections 2.1–2.5), WP5 dissemination records, event programmes and publicity materials.

Across these activities, dissemination helped connect project resources with opportunities for practical cooperation. The partner-level contributions documented elsewhere in this report show how public communication was reinforced by contact with schools, mentor teachers and teacher-education networks. Following the end of the funded period on 31 August 2026, the consortium continued this dialogue at Higher Education Transformation Week in Brussels on 13 October 2026. This follow-up is distinguished from dissemination undertaken during the funded project.

2.6.6 The final dissemination conference

2.6.6.1 Purpose and context

The TEFE A+ Final Conference, International Teaching Practice: Teaching English, Bridging Cultures, Shaping Futures, took place in České Budějovice on 21 May 2026. Organised by the University of South Bohemia (USB) with contributions from all consortium partners, it was conceived not simply as a presentation of project results but as a forum for dialogue with institutions involved in preparing, mentoring and employing future teachers, as well as those influencing teacher education policy. Its central question was how international teaching practice could become a recognised and sustainable component of initial teacher education rather than an exceptional mobility opportunity. Its invitation-based format was designed to bring three stakeholder groups into dialogue: teacher educators and academics, school mentors, and education policymakers and institutional decision-makers.

The conference was the central event of an international training week (18–22 May 2026), which also included intensive staff training, school visits, professional exchanges with mentors and a public exhibition of TEFE A+ posters.

2.6.6.2 International outreach and participation

Conference preparations involved extensive, targeted outreach beyond the TEFE A+ Consortium. According to the USB coordination team, personalised invitations were sent

to more than 100 stakeholders; the main tracker contains 101 named contacts from schools, teacher education institutions, professional organisations and educational authorities. A supplementary USB list contains 67 contacts for online outreach, partly overlapping with the main list. Partners approached further institutions through their national and professional networks, and the European Centre for Modern Languages (ECML) and TESOL-Hungary helped publicise the event. A deduplicated consortium-wide outreach figure is not available.

The conference brought together 49 participants, in addition to over 20 presenters and facilitators attending in person. Alongside representatives from the six partner countries – Czechia, Germany, Hungary, Slovakia, Spain and the United Kingdom – the event welcomed guests from Finland, Poland, Sweden and Argentina. Those attending represented a broad range of educational contexts and professional roles, including university teachers and institutional leaders, school leaders and mentor teachers, student teachers, secondary-school pupils, internationalisation and accreditation coordinators, representatives of professional associations, and professionals working in educational policy and quality assurance.

Two particularly significant participants were Mgr. Samuel Jezný, Head of the Internationalisation of Higher Education Unit, Department of Higher Education, at the Czech Ministry of Education, Youth and Sports, and Martina Kokavec Beďatšová, MPP, Head of the Higher Education Policies Office, Department of Higher Education and Quality Assurance, at the Slovak Ministry of Education, Research, Development and Youth. Both contributed to discussions about the institutional and systemic conditions for international teaching placements, bringing a policy perspective into direct conversation with universities, schools and mentors.

The expression-of-interest form received 61 submissions, while a separate online-registration form recorded 67. Withdrawals and apologies, including some close to the event, reflected professional commitments, examination periods, travel difficulties and illness. The 49 confirmed on-site participants were below the original benchmark of 60 external delegates. At the same time, the international participation and the outreach documented above show that the conference created contact and dialogue beyond those ultimately able to attend in person.

2.6.6.3 Conference programme and poster exhibition

The morning programme at the Faculty of Arts opened with addresses from university and faculty leadership and a keynote titled 'Internationalisation in Teacher Education: Evidence-led, Language-aware, and Profession-centred', presented by Eva Tučková of the Czech School Inspectorate. Members of the international consortium then presented four interrelated elements of the TEFE A+ approach: the TEFE Framework; Blended Intensive Programmes (BIPs); COIL-based resources for guided reflection; and longer international teaching placements. A joint discussion linked these elements to the institutional requirements of teacher education.

The public TEFE A+ Poster Exhibition, opened in the foyer of the Faculty of Arts on 18 May, accompanied the conference and remained on display until 12 June 2026. Featuring project activities, experiences and outputs, it gave participants and the wider university community another opportunity to encounter the aims and practical work of TEFE A+. The exhibition was officially opened by Ladislav Nagy, Director of the Institute of English Studies, and Rostislav Smíšek, Vice-Dean for International Relations and Development. The opening programme included a performance by the chamber ensemble Bendissimo.

2.6.6.4 Round-table dialogue across stakeholder groups

The afternoon programme at Hotel Budweis began with a presentation on eTwinning in Initial Teacher Education by a representative of the Czech National Agency for International Education and Research. It continued with facilitated round tables moderated by Alena Prošková, supported by consortium colleagues, mentors and student teachers. Participants worked in eight deliberately mixed groups, rather than separate groups organised by profession or institution. The intention was to confront practical classroom and mentoring experience with the perspectives of university coordinators, institutional leaders and policymakers.

The activities moved through three connected stages. First, participants used selected TEFE Framework descriptors to reflect on their international or intercultural experiences. Next, they examined why international teaching practice matters, for whom it creates value and what prevents wider participation. Discussion prompts addressed student preparation and financing, recognition within degree programmes, mentoring workload, communication between institutions, school capacity and the responsibility of institutional and policy actors. Finally, participants considered realistic actions within their professional roles, changes needed at institutional or system level and TEFE resources or practices worth maintaining. The groups reported their principal observations and suggestions to the wider conference audience.

2.6.6.5 Contribution to future cooperation

The significance of the conference lay in connecting dissemination with direct professional exchange. It introduced the TEFE A+ approach to institutions beyond the consortium and created opportunities to discuss its implementation with the universities, schools, mentors and public authorities on which wider participation would depend. In particular, it made the need for stable university–school partnerships, appropriate curricular recognition, mentor support and institutional responsibility visible to different stakeholder groups. The anonymous delegate questionnaire, examined below, provides evidence of the value respondents attached to this exchange as well as the practical questions still requiring attention. Interest expressed during the conference and subsequent contacts are grounds for further dialogue, not evidence that formal policy or institutional changes had already occurred.

2.6.6.6 Delegate feedback

The delegate questionnaire was anonymous. The 12 responses to each question are summarised in WP5 Table 4 (professional roles) and WP5 Table 5 (increased understanding). This is a small, self-selected feedback group and should not be represented as the view of all 49 on-site participants or of everyone who registered online. Professional roles could be selected in combination, so the role counts are not additive.

WP5 Table 4: Professional roles selected in the anonymous delegate questionnaire (12 responses)

Professional role (multiple selections)	Responses
Teacher	6
Student teacher	0
Mentor teacher	2
Student mentor	0
Teacher educator	8
Policy maker	1
Teaching-practice coordinator	2
International Teaching Practice Coordinator	2
Administrator	0
Academic teaching staff	5

Source: WP5 questionnaire figure. Multiple roles could be selected, so the counts are not additive. The truncated label refers to International Teaching Practice Coordinator.

WP5 Table 5: Reported contribution of the conference to understanding international teaching practice (12 responses)

Contribution to understanding	Responses	Percentage
Significantly	6	50%
To a large extent	6	50%
Moderately	0	0%
Slightly	0	0%
Not at all	0	0%

Source: WP5 delegate questionnaire. The findings reflect a self-selected feedback group of 12 conference delegates.

Following the conference, delegates were invited to complete an anonymous online questionnaire. One open question asked which aspects of the TEFE A+ project team's presentations on 'Developing International Teaching Practice through TEFE A+' they had found useful. Respondents particularly mentioned the team's commitment, the publicly available

resources, the TEFE Framework and the potential use of self-assessment in teacher-education courses. Their responses are reproduced verbatim below:

Open responses: project presentations

> *The entire project outcome and execution were useful, but I found the teaching practice and mentorship programme most useful.*
>
> *The specific "descriptors" that help participants identify where on the internationalization scale they can find themselves on. Similar to CEFR descriptors - clear, concise and to the point.*
>
> *Enthusiasm and the TEFE framework*
>
> *The resources*
>
> *All the possibilities for future students and how it all works.*
>
> *The short rotating presentation mode was perfect to introduce the majority of the key participants in the project. We also got a good picture of how the project worked and involved students.*
>
> *I enjoyed listening to all of the team's presentations, each doing their part. :)*
>
> *networking*
>
> *It was great. It was amazing to see people who are passionate about helping young people and to hear them speak passionately about this topic.*
>
> *Honestly the idea that teaching practice can be realized outside the Czech context came as a surprise to me - and a very nice surprise as E+ grants can help financing that. As for the teams' presentations, I appreciate them all so much that I've already checked the materials on the TEFE web; I really admire the effort and the job the groups did; I particularly like the self-assessment charts and I'll definitely try to introduce them to my pre-service teacher training course. In fact, I'll need to think over some arguments for and against having the teaching practice for Czech pre-service teachers abroad in more detail (it was the team 2 topic I think).*
>
> *That you also mentioned the problems, risks, failures. Because we can turn it into plan, how to change it :-)*

Another open question invited delegates to reflect on the round-table discussions, identifying what was useful and what could be improved. Responses valued the opportunity to exchange perspectives across professional and national contexts, while also offering practical suggestions for the format, especially the time available for discussion:

Open responses: round-table discussions

> *I liked that we had to change tables and work with different people and different topics. I enjoyed that we were given the opportunity to share our work within the small groups with the whole group, and the discussions that followed - the synergies, the forward thinking and all.*
>
> *The fact that we were able to share opinions on the same topics/issues addressed from different perspectives. Especially having participants from the Ministry, who are largely of theoretical approach and knowledge is useful so that the project impacts get a larger support.*

> *International experiences*
>
> *Having a chance to discuss in person*
>
> *Connecting with other teachers from different countries, getting inspiration. It would be nice if there was more time.*
>
> *It was very useful to have focused discussion questions and rotating tables. This way we could get to know perspectives of also those that we might not have the time to meet during conference brakes. The set of questions was good. We did not get to the end of them, but could select from them. Slightly more time for discussion would have helped.*
>
> *I found the organisation of the roundtable discussions into two sessions rewarding. In this way we got to talk about similar topics, however, with two different sets of colleagues.*
>
> *cascading*
>
> *The first activity with the leaves was a bit confusing, but the rest was about sharing experiences and networking, which I found very beneficial.*
>
> *What matters much is all those insights from very different members of the teams - I liked the diverse composition of the people around the table. To improve - maybe to scale down the topic and give more time - just to balance the load of the topic and timing*
>
> *Sharing experiences*
>
> *I liked the organisation very much. I have never seen it - the lunch-based distribution, the role-based distribution to the roundtable - I have found it inspiring, thank you.*

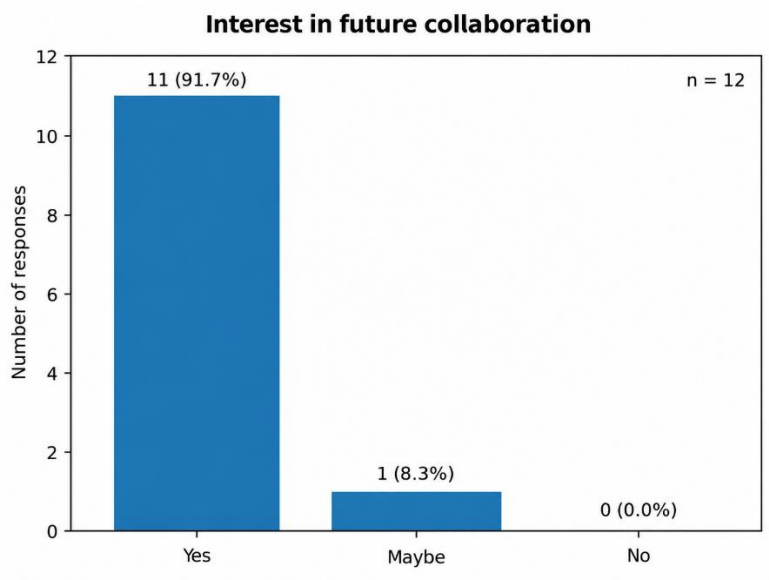
Arguably, one of the most important questions on the feedback form was: *Which TEFE A+ idea, tool, or practice would you like to implement to facilitate internationalisation in your context? Please provide specific information explaining how you might be able to achieve the implementation.* While not everyone elaborated on how they might implement the idea, tool, or practice they had identified, the responses showed that the delegates were keen, for example, to encourage their students to benefit from internationalisation activities, to set up mentorship programmes, use the TEFE Framework for self-assessment, and to advocate the TEFE A+ project as a starting point:

Open responses: ideas for future use

> *The international teaching and mentorship programme. We currently do not have a mentorship programme, but we do have mainstream students and international students who participate in Erasmus+ student exchange programmes. I would explore this by working through the existing Erasmus+ student exchange programme to encourage our students to join international teaching and mentorship programmes such as yours.*
>
> *The long-term impact tool that builds on the self-assessment of students and further disseminates it with the mentor. It is something I would like to implement but would require resources to do so.*
>
> *Framework for the feedback*
>
> *Framework and toolkit*

> *E-twinning*
>
> *the self-evaluation grid could be used with those preparing for international mobility after graduation or as self-awareness raising to prepare students for the growing number of multicultural classrooms.*
>
> *A starting point will be to present the TEFE A+ project to colleagues at the department working with school-based practicum.*
>
> *We would like to invite a foreign teacher to our grammar school to have classes with our students.*
>
> *I've already been communicating my TEFE CB experience with some of my home department colleagues, especially implementing some of the self-assessment tools. Overall, I'd like to implement the out-bound teaching practice though I realize how demanding it is administratively and personally as I've got some experience with BIPs and one COIL at home.*
>
> *Offering out mentor teachers, our experiences. But we can also help with advocacy, cooperation with Ministry of education CZ*
>
> *I really would like our university to join the network, so that our students can benefit from it as well (we can host students from abroad as well as we can send our students for their teaching practicum internationally)*

The questionnaire also asked about interest in future cooperation. Of the 12 respondents, 11 indicated "Yes" and one "Maybe", with no "No" responses recorded (see WP5 Figure 1). This suggests a very strong level of interest in continued collaboration among those who completed the questionnaire.



WP5 Figure 1: Interest in future collaboration, based on the anonymous delegate questionnaire (n = 12); one overlapping Yes/Maybe response was conservatively classified as "Maybe"

2.6.6.7 Implications of the delegate feedback

The responses suggest several practical ways in which participants might take the TEFE A+ approach forward. Proposals included introducing the Framework and self-assessment grid into teacher-education courses, exploring mentorship programmes, using Erasmus+ arrangements to support international teaching practice, informing colleagues involved in school-based practicums and considering further cooperation with the network. These are intentions and suggestions, rather than evidence that the proposed activities have already been implemented.

Respondents also recognised practical constraints. One would like to use a longer-term self-assessment tool involving mentors but noted that this would require resources. Another expressed interest in arranging outgoing teaching practice while acknowledging the administrative and personal demands involved. The comments point to the importance of institutional support and clear arrangements for placements and mentoring if initial interest is to become sustained participation.

The roundtables prompted useful feedback on the conference format. Delegates valued changing groups and hearing perspectives from different professional contexts, including education-policy representatives. Some felt that discussion time was too short or the topics too broad, and one found the opening activity with leaves confusing. For similar events, the feedback suggests retaining the mixed-group format while allowing more time and providing clearer guidance for the activities.

2.6.7 Post-project dissemination: Brussels, October 2026

On 13 October 2026, the consortium delivered the workshop *TEFE A+: Towards a Sustainable Collaborative Model of International Teaching Practice* as part of Higher Education Transformation Week in Brussels (see WP5 Figure 2). The workshop provided an opportunity to share the consortium's experience of implementing international teaching practice across different institutional contexts and to discuss the conditions for sustaining and extending the TEFE A+ model. The event attracted considerable interest during registration, with 33 reservations recorded and 17 people on the waiting list. However, only five participants attended on the day. This discrepancy between registrations and actual attendance highlights a practical challenge in planning dissemination events and anticipating participant engagement. As the workshop took place after the formal project end on 31 August 2026, it is reported as part of the project's continuing dissemination activities.

The workshop presented project experience and invited discussion of expected student learning, the conditions supporting BIPs, placements and mentoring, and responsibilities at institutional, national and European levels. The presentation also introduced the Brussels Statement on International Teaching Practice. The materials establish what was presented and proposed for discussion, but do not provide a complete record of participants' responses

or an authenticated count of signatories. They are therefore evidence of continued engagement and an invitation to cooperation, rather than proof of policy adoption or external validation of a new project-wide model.



WP5 Figure 2: Continuing professional exchange at the HET Week workshop, Brussels, 13 October 2026. Photograph supplied by the coordinator

2.6.8 Evaluation findings and limitations

WP5 contributed most directly through the sustained development and use of reflective and evaluative resources. Feedback during BIPs identified practical difficulties with the original observation form and with the time available for reflection. Changes to the form's title, layout and guidance clarified its purpose and made space for students' own interpretations. Follow-up tasks then generated fuller accounts of what students retained and how they related TEFE competences to subsequent experiences. This documents an evaluation process that informed the resources used by participants, rather than operating only as a final reporting exercise.

The evidence of professional learning is substantial in detail but uneven in coverage. Students described changes in cultural awareness, teaching perspectives, confidence and their understanding of civic responsibility. Some accounts included examples of classroom activity undertaken after a BIP or during an internship. These are informative self-reports; they are not a standardised assessment of competence and do not establish that all participants experienced the same changes. The work-package return does not provide a complete denominator for every BIP follow-up task, and the internship log contains responses from only part of the placement cohort.

The conference evaluation similarly supports conclusions about the respondents' experience and intentions. It shows appreciation of the resources and cross-stakeholder discussion, alongside requests for more time and clearer guidance. Interest in future cooperation and an intention to use a tool are important early outcomes, but should be distinguished from subsequent implementation. The internal reflection exercise strengthens the account by recording operational difficulties and proposed responses, although it is not independent of the consortium. The institutional progress questionnaires administered by Aston University added an institutional perspective, inviting partners to reflect on which aspects of the TEFE approach and materials they were implementing and what they envisaged for the future.

Across the work packages, TEFE A+ produced substantial evidence of implementation: three funded BIPs, a growing programme of international school placements, reflective and digital resources, and wider networks of schools and professional partners. WP5 Table 6 relates the original project ambitions to the outcomes documented in the work-package returns. It distinguishes measurable delivery from the institutional processes that may follow it, and it records different reporting periods where relevant. This makes it possible to recognise what the project achieved without conflating participation, interest and longer-term adoption.

WP5 Table 6: Project achievements, implementation evidence and next steps

Work package and original ambition	Documented implementation	Interpretation and continuation
WP2 – Institutional engagement 15 placement institutions trialling/implementing the Framework; five influential commitments	The final WP2 return records commitments from 29 schools, two HEIs and five influential organisations; the documents include some post-project commitments.	A larger school and professional network now supports further trial and cooperation. Commitments establish interest; actual curricular or school-level uptake needs to be documented separately.
WP2 – Staff development 18 partner staff at annual intensive staff training	Three intensive staff training events are described in partner accounts.	Training was delivered across the project.
WP3 – Platform registrations At least 120 new registered users	91 registered users were reported by September 2026; the website also attracted open-access visitors who did not need to register.	Although the 91 registrations were below the target of 120, the platform achieved considerably wider reach through its freely accessible resources.
WP3 – TEFE Ambassador testimonials At least 15 on the portal	18 student testimonials were reported across the platform and linked Instagram accounts.	The numerical threshold was exceeded across digital channels, supporting peer communication beyond the consortium.
WP3 – Case studies and annual reviews At least 15 case studies; three published annual reviews	The WP3 account describes case-study publication and annual quality-review activity.	Case studies and annual quality reviews contributed to the development, evaluation and refinement of the COIL platform.
WP3 – Institutional uptake 15 institutions adopting the planned Charter	The project used the more flexible MoU and other expressions of commitment instead of the initially planned Charter.	This created an accessible entry point for institutional cooperation; interest and formal adoption remain distinct stages.
WP4 – Blended Intensive Programmes Three BIPs, at least 15 students per edition	Three funded BIPs involved 19, 23 and 21 student participation instances (63 in total, representing 57 individual student teachers); 41 staff participation instances were also recorded.	The programme and student-participation targets were met, with a fourth BIP delivered after the project period.
WP4 – International teaching placements At least 10 per year and 30 overall; minimum 60 days	37 placements were completed by 34 student teachers. Annual totals rose from 5 to 12 and then to 20.	The cumulative target was exceeded and activity grew markedly. Year 1 remained below the annual target.

Work package and original ambition	Documented implementation	Interpretation and continuation
WP4 – Mentor development Support 10 mentors annually; indicator of 15+ trained mentors	The consolidated return includes 18 training entries and 33 mentor entries, referring to 26 unique mentors overall.	The figures document a widening mentor network; they are not equivalent to a reconciled count of uniquely trained mentors in each year.
WP5 – Final Dissemination Conference 60 external delegates, in addition to project partners	The conference brought together 49 on-site participants, in addition to over 20 presenters and facilitators. A further 67 people registered to participate online.	The conference created international, cross-sector exchange and follow-up contacts. Taken together, the Final Dissemination Conference, online engagement and additional international dissemination activities substantially extended the project's reach beyond the originally envisaged conference audience.
WP5 – Final Evaluation Report One published evaluation report	This integrated manuscript brings together work-package implementation, participant accounts, dissemination evidence and cross-project lessons.	The report is being prepared for online publication and reporting through the Erasmus+ results channels.

Source: Original 2023 application (WP sections and participant profiles), consolidated work-package returns and coordinator clarification of the project end date.

2.6.9 Concluding remarks

WP5 connected quality review, reflective tools, participant accounts and public dissemination. Its contribution was not simply to assemble positive feedback, but to provide resources through which international teaching experience could be examined and to use that feedback in further development. The final conference created a setting for dialogue among people who approach international teaching practice from different positions, while its evaluation identified practical improvements for future events and cooperation.

The strongest basis for the wider evaluation is therefore the combination of recorded delivery, specific accounts of learning, documented institutional practice and openly acknowledged limitations. The implications across work packages are considered in Chapter 3.

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WP5 APPENDIX 1

Progress questionnaire for participating universities

Putting the Internationalisation of Teaching Practice into Action

University: _____

PART 1 Current activities at institutional level a) Have you arranged any teaching practice placements for your students via TEFE partner universities? If YES, please state number of student teachers and country involved.

b) Have you promoted the TEFE Charter to other universities in your country, and have any shown interest/signed up to it?

PART 2 Current provision at programme level a) Do current teacher training programmes contain input on any of the following areas of competence?

(Please add YES or NO, and if YES, please state how often/ on which course.)

1. Intercultural Communicative Competence (ICC)

2. Professional Teacher Competence for Internationalisation (PTCI)

3. Global Civic Competence (GCC) b) Do student teachers have the opportunity to work with:

* TEFE Individual Reflection Form (for reflection following school visits) that was developed by Aston University and used during BIPs?

* the Teaching Practice Resource Pack (with tasks for each competence), prepared by Aston University during the initial TEFE project?

* the TEFE Framework for the internationalisation of teaching practice?

PART 3 Future provision

What, if anything, would you like to add to institutional or programme provisions in order to further strengthen the implementation of internationalisation of Teaching Practice, and helping to meet the aims of the Project?

WP5 APPENDIX 2

Individual Reflection Form to be used during School Visits

This individual reflection form has 4 sections: A-D. Please choose one of the sections and reflect on the questions during school visits, when observing classes. Please note that there are no correct answers to any sections and the form is intended for reflection and learning purposes.

We would strongly recommend that you consult pp 166-174 of the output section in https://2023.tefe.online/tefe-framework-for-the-internationalisation-of- teaching-practice-and-employability/ titled Section 3: TEFE Toolkit of Diagnostic and Evaluation Tools, written in 2023 by the TEFE team at Aston University at the time (Dr Nur Kurtoglu-Hooton, Dr Erika Darics, Dr Muna Morris-Adams), as those pages explain the rationale behind each section of this individual reflection form.

Please note that the form is referred to as 'classroom observation form' in the pdf document. We have changed the name of the form to 'individual reflection form' to avoid any misunderstandings.

Thank you.

Dr Nur Kurtoglu-Hooton, Aston University

Dr Joyce Lim, Aston University

Dr Muna Morris-Adams, Aston University

July 2025

Section A

FOCUS: Norms of classroom/social interaction

SKILL: Communication skills, interpersonal skills

TESOL knowledge: Classroom interaction

Main question: What kind of turn-taking patterns did you observe?

Some prompts and pedagogic focus are listed below. Please note that you do not have to answer every question. They are for guidance when reflecting:

- How does the teacher encourage participation? (Elicitation; use of questions; nomination; gesture; supportive atmosphere)
- What kind of questions (display / referential) does the teacher ask? (Purpose of questions; using referential questions to encourage extended and more complex answers for more effective learning)
- How long does the teacher wait for answers? (please count 1-10 as you observe) (The concept of "wait-time" – students need time to process question/prepare answer; teacher's tolerance of silence)
- If students wish to ask a question, how do they signal it? (Dependent on classroom atmosphere/norms of interactions /pedagogical goals; raise hand; ask permission; spontaneous)
- How does the teacher respond to students' contributions? ("Feedback" / "Follow-up"; error correction / Praise / Content feedback or follow-up)

Section B

FOCUS: Hierarchy and power in different contexts

SKILL: Adaptability/flexibility

TESOL knowledge: Classroom management

Main question: What did you observe about the power dynamics of the classroom and the teacher's body language?

Some prompts and pedagogic focus are listed below. Please note that you do not have to answer every question. They are for guidance when reflecting:

- How does the teacher address the class, the pupils and you? (classroom atmosphere / formal, informal; teacher's tone of voice)
- Can students initiate interaction? (teacher-student power relations; cultural expectations
- What did you notice about the teacher's posture, gestures and movements? (cultural expectations)
- Does the teacher go/stand close to students? How close? (cultural expectations about personal space)
- Does the teacher have physical contact with the students? Do students touch each other? (cultural expectations)

Section C

FOCUS: Communicating with 'the other'

SKILL: Communicating with different audiences/adaptability.

TESOL focus: L1/L2 use in the class

Main question: How did the teacher ensure that communication was effective?

Some prompts and pedagogic focus are listed below. Please note that you do not have to answer every question. They are for guidance when reflecting:

- What is the teacher's accommodation of weak use of L2?
- (Teacher's behaviour and communication; patience; facial expressions; verbal communication; error correction)
- (Modification of input: repetition; paraphrase; slower speech; simpler vocabulary & syntax.)
- How does the teacher respond to students' lack of understanding of explanations in L2?
- (Modified input and use of L1; facilitation of comprehension; provide scaffolding for tasks)
- How tolerant is the teacher of students' use of L1? (affective factors (reduce anxiety; increase confidence in using language; a means of negotiation and communication to complete tasks (in pair work)
- What do you notice about the teacher's own use of L1? (to encourage participation and learning; to teach cultural diversity; to develop non-judgmental attitudes toward cultures in other countries)

Section D

FOCUS: Self, Other and cultural awareness

SKILLS: Emotional resilience, flexibility, openness

TESOL: Dealing with the unexpected

Main questions: Did you notice anything unexpected? What was your emotional response?

Some prompts and pedagogic focus are listed below. Please note that you do not have to answer every question. They are for guidance when reflecting:

- Did you notice anything unexpected? (Teacher's adaptability / flexibility / openness; how the T fosters emotional resilience in students)
- Did anything surprise (or even shock) you?
- How did the teacher handle any unexpected situations? (Teacher's disposition)
- What was your emotional response? (Unpacking and reflecting on one's own disposition to build self-awareness.)

WP5 APPENDIX 3

BIP follow-up portfolio task: Passau 2024

Submission date: Monday 28th October, 2024

Submission site: Google Drive

Name:

University:

1. Think back to the BIP02 at the University of Passau. What key takeaways did you have from BIP at the time? Note these here - they can be in list or paragraph format. (200-300 words)

2. Check the TEFE Framework for Internationalisation of Teaching Practice and Employability. Then reflect on any learning you feel you have experienced to date, since BIP, giving particular attention to ICC, PTCI and GCC. Use the space below to explain and exemplify the learning with reference to your real-life encounters both in and outside of the teaching context. One example for each of the competences would be welcome. (400-600 words)

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CROSS-PROJECT FINDINGS, LESSONS LEARNED AND SUSTAINABILITY

The preceding chapters document different aspects of TEFE A+ implementation: curricular work, engagement with educational institutions, digital resources, international teaching placements, mentoring and evaluation. Considered together, they show that the project's achievement was not simply to make more mobility opportunities available. It was to develop and test ways of making teaching practice abroad an organised, supported and educationally meaningful part of initial teacher education. This required the cooperation of universities, schools and mentors, as well as practical arrangements for preparation, recognition and reflection. The experience also exposed differences between institutional systems that a shared European model must be able to accommodate. This chapter brings together what the partnership learned, how the evidence supports those findings and which arrangements provide a basis for continuation.

3.1 Implementing a common Framework in different programmes

The TEFE Framework gave the partnership a shared reference for Intercultural Communicative Competence (ICC), Professional Teacher Competence for Internationalisation (PTCI) and Global Civic Competence (GCC). An important strength was its accessible organisation: the competence areas were translated into descriptors and reflective prompts that student teachers, teacher educators and school mentors could use in observation and professional dialogue, making the Framework usable in practice without losing its conceptual foundations. A principal finding from its implementation is that a common Framework need not entail an identical curriculum or set of forms. The partners made use of different points of entry,

depending on their programmes, practicum regulations, school relationships and institutional responsibilities.

At the University of South Bohemia (USB), this meant working within a two-subject teacher-education degree. International placements could be recognised towards relevant English teaching-practice requirements, while students completed practice in their second subject at home. BIPs offered an additional, shorter opportunity to observe teaching abroad, work with international peers and engage with the Framework. Existing methodology and classroom-discourse courses provided contexts in which these experiences could be prepared for and discussed. The result was not a replacement for domestic practice but a more coherent route between professional preparation, international experience and academic recognition.

The University of Passau (UP) used a different route, linking BIP participation and TEFE themes to existing teacher-education courses, including compulsory provision. The competences and Toolkit were taken up within this teaching, while established portfolios and observation sheets continued to be used where university assessment requirements prescribed them. The distinction matters: implementation should be assessed by what students are asked to learn and do, rather than by whether a particular project form has displaced an existing institutional instrument.

Comenius University (CU) provides a further example of curricular development. Its account records the introduction of activities related to PTCI and GCC into an introductory English-language teaching methodology course, together with self-assessment and reflective work. At CU, this broadened existing attention to ICC by introducing explicit activities related to the professional and global-civic dimensions of the Framework.

At the Public University of Navarra (UPNA), ICC likewise had an established curricular presence, while the systematic incorporation of PTCI and GCC was identified as an area for further development. UPNA's leading role in the COIL platform, its hosting of BIP03 and its international teaching placements also demonstrate that curricular work, the development of resources and participation in international practice can advance through different, complementary routes.

Eötvös Loránd University (ELTE) built on its practice-school network and considerable experience of mentor education. TEFE resources were brought into methodology and applied-linguistics teaching, Moodle-based course provision, mentor meetings and exchanges involving returning interns. This connected the Framework to professional preparation both inside and outside mobility activities. The negotiations reported by ELTE over mentoring workload are equally instructive: extending opportunities to international student teachers requires attention to the responsibilities mentors already carry for domestic student teachers.

Aston University made a different, deliberately complementary contribution. Its responsibilities centred on evaluation, quality review and the development and refinement of reflective tools, including feedback on materials and evidence from across the partnership.

This work was integral to the implementation process: it helped the consortium examine how students used the Framework, identify difficulties in its resources and improve subsequent practice. This continuous evaluative perspective strengthened the pedagogical development and quality assurance across the consortium.

The diversity of these approaches is itself a result of the project. TEFE A+ identified workable connections between the Framework and existing teacher-education structures without requiring each institution to make the same curricular change. It also made clear where further decisions lie: in course design, the recognition of teaching practice, school and mentor arrangements, and the responsibilities of those who support students. A useful next stage of implementation is therefore to document these institutional routes and make them available for adaptation, while retaining evidence of what has actually been introduced rather than treating future plans as completed curricular reform.



3.2 What participants' accounts reveal about professional learning

The BIPs and longer international teaching placements offered distinct but complementary learning opportunities. BIPs brought student teachers together for school observation, workshops on the three competence areas, collaborative tasks and discussion with teacher educators. Placements extended the encounter over several weeks, allowing students to take part in school routines, prepare and teach lessons, work with mentors and respond to pupils in a less familiar educational setting. TEFE A+ did not prescribe one sequence for every participant; its contribution was to make both forms of experience available within a shared approach to preparation and reflection.

The follow-up accounts analysed by Aston University in WP5 help explain what participants learned from these opportunities. Student teachers described becoming more aware of their own cultural assumptions and of the ways in which these could shape their interpretation of classroom behaviour. Some connected this awareness to changes in practice; one participant, for example, described encouraging pupils to share aspects of their cultural backgrounds. Others reflected on creating inclusive classroom environments or introducing global issues into teaching. These are concrete examples of how an international experience can inform professional judgement, rather than merely add another destination to a student's record.

ICC features particularly strongly in the reflections. Cultural differences, unfamiliar expectations and the dynamics of international group work were immediately available for participants to observe and discuss. PTCI and GCC often require a further step: relating what happened in a classroom to professional responsibilities, inclusion, global interdependence or the civic purposes of education. Their less frequent or less fully articulated appearance in a particular reflection should not be interpreted as evidence that they were unimportant. It suggests that interdisciplinary competences may need more explicit prompts, opportunities for discussion and time for students to recognise how they apply in teaching. The second BIP follow-up task, which invited examples in relation to ICC, PTCI and GCC, was a valuable development in this respect.

The development of the Individual Reflection Form provides an instructive example of evaluation improving the educational process. Feedback from early BIPs showed that daily responses were sometimes hurried and that the original Classroom Observation Form could be understood as an assessment of the observed teacher rather than a prompt for the observer's learning. Aston revised its title, guidance and layout; later follow-up tasks gave student teachers time to revisit an experience after the programme. The improvement was not simply a matter of collecting better answers for the evaluation. It helped clarify reflection as part of professional learning itself.

The resources also have a potential role for student teachers who do not travel. ELTE's mentor provision and selected activities at USB show ways of using the Framework and reflection tools in domestic practice. Comparing classroom expectations, examining an interpretation

of pupil behaviour or considering how a teaching decision relates to civic values can be meaningful within a local school placement as well. This offers a route for internationalisation to inform the wider teacher-education curriculum rather than only the experience of mobile students.

The available accounts are reflective self-reports, and the internship feedback does not cover every placement. They cannot establish a measured competence gain for all participants or a causal effect on pupil attainment. They do, however, document substantive examples of changed understanding, confidence and intended or reported classroom application. Taken alongside the revisions made to the Toolkit, they support an important educational conclusion: international experience becomes more valuable when students are helped to interpret it, connect it to professional decisions and carry that learning into later teaching.



3.3 From mobility opportunities to recognised professional practice

Across the funded period, the consortium recorded 37 international teaching placements undertaken by 34 student teachers. The number increased as the project developed, although the flows between sending and receiving institutions differed. All five mobility partners sent students; incoming placements were concentrated at fewer institutions, and CU had not hosted an incoming TEFE A+ intern by the end of the funded period. This should not be interpreted as a lack of willingness to host or as evidence that one destination was less educationally attractive. The partners developed their placement procedures at different speeds, and a placement also depended on student applications, programme timing, recognition and suitable school capacity. The figures demonstrate delivery through a functioning network, while identifying the practical conditions that shape access.

WP4 makes particularly clear that international teaching practice cannot be organised as a travel arrangement alone. Before a placement, a student must understand the opportunity and its requirements; a sending institution must establish eligibility, academic suitability and possible credit recognition; a host institution must identify an appropriate school and mentor; and the parties must agree learning objectives, timing, documentation and the student's expected role. During the placement, academic contact, mentoring and the capacity to respond to difficulties matter. Afterwards, the experience needs to be reflected upon and recognised within the degree. The project generated application procedures, coordinator and administrator role descriptions, school information and feedback instruments to support these stages.

Recognition is especially consequential. The USB account demonstrates a workable approach within a two-subject programme, but partner institutions operated under different practicum requirements, calendars and rules about what an international placement can replace. A transferable pathway is therefore to determine the educational purpose and the relevant recognition decision early, before matching the student to a school and confirming the mobility. The university should then be able to show the student how an international placement fits into the professional preparation already required by the degree.

This work depends on people with different responsibilities. Educational decisions about placement suitability, supervision, reflection and recognition require academic judgement; grants, agreements, travel administration and record-keeping require reliable administrative support, particularly from International Offices and Erasmus+ mobility coordinators and administrators. These functions needed to work together so that academically suitable placements were also administratively workable. TEFE A+ distinguished these functions and developed corresponding role descriptions, although partners did not necessarily have separate funded positions. Much of the work was performed by academics in addition to their normal duties. That commitment enabled the project to succeed, but the educational benefit of international practice provides a strong reason for universities to recognise the associated coordination work in workload planning, responsibility allocation and staff handovers.

The partnership also showed how different mobility mechanisms could support one educational approach. BIPs used the Erasmus+ blended-intensive format, while longer placements were organised through study and traineeship mobility arrangements. Crucially, international internships were organised through cooperating universities and their school networks, keeping sending and receiving teacher educators and placement coordinators in contact with host schools and mentors. This helped ensure that preparation, supervision, reflection and recognition remained connected to the student teacher's degree, rather than leaving the internship as an isolated arrangement with a host school. USB's additional UK teaching internships followed a separate funding route and are not included in the 37 consolidated ITP placements. The value of this combination was to make professional learning possible through existing mechanisms, provided that academic recognition and school arrangements were negotiated alongside the funding.

The consortium has also created much of the practical information needed by students and host schools. Conference discussions and partner feedback point towards the next task: keeping that information clear, current and easy to locate as programmes, regulations and personnel change. Guidance on applications, suitable funding routes, accommodation, learning agreements, mentoring and contact points should be maintained as part of the service, not recreated whenever a new student or school joins. Sustaining the model means sustaining this infrastructure of decisions and relationships as well as the mobilities themselves.



3.4 Schools, mentors and institutional partnerships

The contribution of schools and mentors is central to what distinguishes international teaching practice from conventional study mobility. Schools opened classrooms for observation during BIPs and hosted interns for extended periods. Mentors helped student teachers move beyond an outsider's view of another educational system by discussing lesson planning, classroom expectations, pupils' responses and professional responsibilities. At the same time, these activities create genuine demands on schools, particularly when mentors are also supervising domestic student teachers.

The consortium developed several forms of mentor support. USB provided pre-placement orientation, while ELTE connected the Framework to its established mentor education and to meetings with teachers in practice schools. ELTE's focused meeting in January 2026 involved nine mentors preparing for international practice; the wider April meeting involved 32 mentors and provided a broader opportunity to discuss internationalisation. These were valuable activities with different purposes, rather than two interchangeable measures of training. Elsewhere, individual consultation, established mentor experience and partner-school contacts supplied support suited to local arrangements. For future planning, it is useful to distinguish general introduction to TEFE, preparation for a particular intern, ongoing guidance during a placement and sustained professional development for mentors.

The project also strengthened institutional relationships through WP2. Across the consortium, WP2 reported 29 school commitments, indicating the breadth of its developing network without implying that each school had hosted an intern. Memoranda of Understanding were designed as accessible expressions of willingness to cooperate and trial TEFE principles, in place of the more demanding Charter originally envisaged. This flexibility was intentional and appropriate: an MoU was not designed to specify a fixed quota of future interns or impose obligations that a school could not realistically guarantee. Its purpose was to give an existing or prospective relationship a recognisable institutional basis. Examples from USB, Passau and ELTE show that such commitments were often easier to discuss where a school had already hosted interns or participated in observations, because it could see the educational purpose of the cooperation.

The next step is to connect that expression of interest with arrangements appropriate to each institution, without turning the MoU into a rigid contract. A university and school can agree how potential placements will be considered, who is responsible for initial contact, how mentor availability will be established and what preparation is offered. Decisions about dates, students and supervision can then be made for each placement. Repeated cooperation, reflection on experience and opportunities for mentor development can gradually deepen the partnership. In this sense, the MoU provides an entry point for implementation and continuity rather than serving as a complete implementation plan in itself.

Cooperation with professional associations, ministries and other influential institutions requires an additional level of engagement. WP2 documents cases in which representatives

welcomed the initiative but lacked the institutional authority to sign an agreement or change education policy. This illustrates the distinction between professional support and formal institutional commitment. These cases also show the boundary of what university- and school-level cooperation can achieve on its own. Local partners can establish placements and curricula where they have the relevant responsibility; broader changes may require programme boards, university leadership, professional bodies or national and regional authorities to address recognition, mentoring conditions or institutional policy. A practical route towards systemic uptake is therefore to build on tested school–university cooperation and engage decision-makers around clearly defined procedural or policy questions, rather than seeking signatures detached from an implementable activity.



3.5 Reading the evidence: participation, quality and educational change

The evaluation combined records of delivery with evidence of experience, resource use and institutional development. These sources are complementary, but they answer different questions. The three BIPs completed during the funded project period generated 104 recorded participations by student teachers and consortium staff, comprising 63 student-teacher and 41 staff participations, including Aston University. These are attendances at individual programmes; a person participating twice is correctly represented in the activity total twice. School-based teachers and mentors who contributed observed lessons are documented separately, as the records do not consistently establish their attendance across the whole programme. WP4 separately records 37 international teaching placements undertaken by 34 students. Together, these figures make the extent of delivery visible while preserving the distinction between programme participation and longer school-based practice.

The COIL platform extended the reach of TEFE A+ beyond participants in organised project activities by making the Framework, reflective tools and other educational resources openly accessible. Between 21 January 2025 and 21 September 2026, the website recorded approximately 4,000 visitors and 8,300 views. Most resources were available without registration, while access to the self-assessment function required a registered account. By September 2026, the platform had 91 registered users, below the application target of 120. Although this reporting period extends three weeks beyond the formal project end, the figures demonstrate the reach of the platform while highlighting the importance of distinguishing access from educational use. Evidence of the Framework and reflective tools being applied in university courses, mentoring and international teaching practice provides a complementary perspective on their educational value. Together, these findings suggest that the contribution of COIL should be assessed not only through website statistics, but also through the ways in which its resources support professional learning across institutional contexts.

Dissemination was an integral part of TEFE A+ throughout the project, bringing its activities, resources and findings to audiences beyond the consortium. The Final Dissemination Conference in May 2026 was a particularly important opportunity for international and cross-sector exchange. It brought together 49 on-site participants, in addition to over 20 presenters and facilitators, while a further 67 people registered for online participation. Alongside representatives from the six partner countries, the conference welcomed guests from Finland, Poland, Sweden and Argentina. The diversity of participants, including university educators, school leaders, mentor teachers, student teachers, secondary-school pupils and representatives of educational institutions and professional organisations, reflected the collaborative approach to international teaching practice developed through the project.

The conference's eight mixed round-table groups provided an opportunity to examine international teaching practice from the perspectives of those involved in preparing, organising, supporting and experiencing it. Discussions addressed the educational benefits of international placements alongside practical questions of curricular recognition, mentoring, school capacity and institutional support. The exchange generated valuable perspectives on how the TEFE A+ model could be further developed and sustained, while also opening opportunities for continued professional cooperation. The conference was part of a broader dissemination effort encompassing BIPs, staff training events, institutional networks, student Ambassador materials, the COIL platform, PROFFORMANCE recognition and European workshops. Together, these activities extended the project's international visibility, strengthened professional connections and provided multiple opportunities for sharing and building on the experience gained through TEFE A+.

Numbers alone are less able to capture changes in professional judgement. An account of a student noticing the influence of their own cultural assumptions, reconsidering how pupils are included in classroom discussion or drawing on global-civic ideas when planning teaching is not equivalent to a standardised competence score. It is nevertheless valuable evidence of the learning processes that the Framework was designed to support.
The predominance of ICC in many student reflections is understandable because cultural encounters are relatively immediate and familiar to describe. PTCI and GCC invite participants to connect experience with wider professional and civic questions; demonstrating that connection may require longer-term observation, guided dialogue and opportunities to apply the ideas in classrooms. It would be premature to infer that the less readily expressed areas are necessarily less important or less developed.

Aston's evaluation work helped the partnership use such evidence to improve practice rather than merely catalogue results. Feedback influenced the design of reflection tools and the organisation of later BIPs; partner accounts identified where curricular adoption had taken particular forms; and conference feedback opened questions for subsequent cooperation.
A proportionate next step would be to combine a consistently maintained participation and placement record with selected educational evidence: anonymised reflections linked to competence areas, examples of teaching applications where participants volunteer them, mentor feedback and reports of curricular use. This would retain the richness of professional learning while making future assessments more comparable. It would also clarify which changes are reported, observed or formally recognised, without suggesting that a complex educational experience can be reduced to a single measure of impact. Table 3.1 brings together the main cross-project findings and possible routes for continued implementation.

Table 3.1: Cross-project findings and pathways for continued implementation

Cross-project finding	Evidence from TEFE A+	Pathway for continued implementation
Framework within teacher education	USB's recognised English practicum, UP's course links, CU's methodology development, ELTE's mentor provision and UPNA's digital and curricular work demonstrate several points of entry. Aston contributed evaluation and refinement of the pedagogical resources.	Identify the existing course, practicum or mentor-development provision to which a TEFE competence or resource can contribute; agree responsibility and assess how it is used.
Professional learning and reflection	BIP01–BIP03 generated 104 student and staff participations; WP4 recorded 37 placements. WP5 follow-up accounts describe intercultural insight, professional reflection and selected classroom applications.	Preserve short collaborative preparation and longer school experience as complementary options; provide guided reflection before, during and after participation.
Access, recognition and coordination	Partner procedures and academic calendars differed; USB recognised relevant English practice, while WP4 developed application materials and coordinator/administrator role descriptions.	Agree learning objectives and recognition early; assign academic and administrative responsibilities, preserve guidance and plan staff time and succession.
Mentors and schools	BIP observations and ITPs relied on host teachers; USB provided orientation, ELTE linked TEFE with focused and broader mentor meetings, and WP2 created flexible MoUs.	Agree a university–school mentoring process: identify contact persons and responsibilities, prepare mentors and interns, provide feedback throughout placements, and offer opportunities for continuing mentor development. Use MoUs to sustain cooperation, not to impose hosting quotas.
Evaluation and educational quality	Aston revised reflection tools in response to BIP experience; WP3 measured digital reach; WP5 gathered qualitative accounts and conference feedback.	Maintain clear participation data while documenting examples of learning and educational use; distinguish reach, self-reported change and formally evidenced curricular uptake.
Continuation and systemic uptake	BIP04 was organised after the funded period; UPNA committed to continued platform access; schools and universities retain points of collaboration. International policy and professional contacts were also developed through the final conference and Brussels workshop although engagement with policy bodies remains more complex.	Support recurring BIPs and placements institutionally; broaden cooperation with new university–school networks; maintain platform access and pursue focused dialogue on recognition, mentoring and staff capacity.

3.6 Continuation, institutional responsibility and wider transfer

The clearest evidence of immediate continuation is the fourth BIP organised by the University of Passau after the formal project end on 31 August 2026. Its in-person programme took place on 5–9 October, with 23 student teachers and nine teacher participants, followed by a concluding online session scheduled for 19 October. This further edition did not count towards the three funded-period BIPs. It nevertheless shows that the consortium could organise another programme drawing on the relationships, teaching contributions and resources developed through TEFE A+. Partners are planning further editions, with USB preparing to host in autumn 2027 and UPNA envisaging a BIP in autumn 2028; a 2029 host remains under discussion. BIP04 also involved Åbo Akademi University in Finland, represented by six student teachers and three teacher educators, demonstrating how the network can extend beyond the original consortium. Åbo Akademi had also been represented at the Final Conference in May 2026, which provided an earlier opportunity for exchange with the consortium.

There are other concrete foundations. UPNA has committed to keeping the COIL platform operational for three years after the project and subsequently retaining the resources in a static institutional environment. Passau has connected TEFE to compulsory teacher-education courses; USB has established a recognition route within its two-subject degree; ELTE has drawn the Framework into mentor education and regular teaching; and CU and UPNA have identified and begun further curricular developments. Schools that already know the programme, signed cooperation agreements and the practical procedures generated under WP4 give future organisers a starting point that did not have to be created afresh. These are different levels of institutional embedding, but together they provide more than a promise to stay in contact.

The consortium also sought to extend discussion of its implementation experience beyond the immediate TEFE A+ network. At Higher Education Transformation Week in Brussels on 13 October 2026, it presented TEFE A+ as a collaborative model of international teaching practice and invited discussion of its educational, institutional and civic purposes, as well as the conditions needed for wider implementation. The workshop attracted considerable interest, with 17 people on the waiting list, although only five participants attended on the day. Despite the event's ambition to engage stakeholders at European policy level, no representatives of EU institutions attended, limiting opportunities for the wider policy dialogue originally envisaged. Nevertheless, the workshop provided an opportunity to articulate the institutional and policy questions arising from the project's implementation, particularly those concerning recognition of international teaching practice, mentor support and access to international school placements. The Brussels Statement on International Teaching Practice set out principles for continued cooperation and provided a starting point for further dialogue with teacher-education institutions and policy stakeholders. Taking this dialogue forward will require sustained engagement with universities, professional bodies

and public authorities able to influence curricula, professional standards and the conditions of school-based teaching practice.

The next phase should test and extend the model through additional university–school networks, using a shared educational approach and comparable evaluation while retaining national flexibility. This involves several practical decisions. Within degree programmes, decisions are needed about where international teaching practice fits, how it is recognised and who supervises the learning; planned mobility windows may help where programme structures permit. At the level of school–university cooperation, future placements require agreed contact points, mentor support and realistic arrangements for workload and participation. Within universities, the academic coordination and administrative work should be assigned and supported so that established procedures can be sustained when staff change. At a wider level, examples from TEFE A+ can inform discussions with faculty leadership, teacher-education bodies and relevant regional or national authorities about barriers that a project consortium cannot remove on its own. None of these steps requires all partners to adopt identical arrangements; they require each partner to make explicit how the shared educational purpose will be delivered. A limited set of common quality indicators would also allow new institutional networks to document participation, mentoring and professional learning in comparable ways.

TEFE A+ has therefore accomplished more than the delivery of individual mobilities. It has demonstrated a practical way to bring a competence-based approach to international professional experience: student teachers prepare, observe, teach and reflect; mentor teachers and schools participate as educational partners; universities develop ways of recognising that learning; and evaluation informs the continuing improvement of resources and procedures. The three project BIPs, international placements, developing curricular links and subsequent BIP04 show that this combination can be implemented and repeated across several national systems. School-based practice is indispensable to initial teacher education, and TEFE A+ has shown how its internationalisation can connect authentic classroom experience with intercultural, professional and global civic learning. Its next contribution should be to support further universities in establishing connected school and mentor networks and to gather comparable evidence of their implementation. With six years of collaborative experience, the TEFE partnership is well placed to help extend and evaluate this model, moving from demonstrated feasibility within the consortium towards more dependable opportunities for international teaching practice across European teacher education.

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CONCLUSION

TEFE A+ has demonstrated that international teaching practice can be integrated into initial teacher education when universities, schools, mentors and student teachers work together towards a shared educational purpose. Building on the TEFE Framework developed during the earlier project (2020–2023), the partnership moved from conceptual development to the practical implementation of a collaborative model across different European educational systems. Its achievement lies not simply in creating opportunities for mobility, but in establishing the educational relationships and institutional arrangements needed to make international school-based experience meaningful, supported and, where possible, recognised within existing degree programmes.

During the funded period, three Blended Intensive Programmes (BIPs) recorded 63 student-teacher and 41 staff participation instances, while 37 international teaching placements were undertaken by 34 student teachers. Together, these activities connected competence-based preparation with classroom observation, teaching, mentoring and reflective use of the TEFE resources. The programme's educational design also received external recognition through the PROFFORMANCE Teaching Excellence National Prize (Best of Czechia).

An important feature of TEFE A+ was the combination of Erasmus+ funding mechanisms. KA2 supported the coordination, development and evaluation of the shared educational approach, while KA1 mechanisms supported eligible BIP and teaching placement mobility. This combination allowed the partnership to link mobility with the preparation, mentoring and follow-up needed to deliver its educational value. It also demonstrated that international teaching practice can be organised through existing European mobility instruments while accommodating different national and institutional requirements.

What distinguishes TEFE A+ is the cooperation it developed between stakeholders responsible for different aspects of teacher education. Universities provide pedagogical preparation, coordination and recognition arrangements; schools provide authentic professional settings; and mentor teachers connect classroom practice with professional reflection. The institutional returns in WP2 recorded commitments from 29 schools across the partnership. During BIPs, schools opened their classrooms to international groups of student teachers and mentors helped interpret observed lessons. Longer placements involved lesson planning, teaching, feedback and participation in school life. Their educational reach extended beyond the 34 student teachers recorded as interns: pupils worked with visiting teachers, while host mentors and other staff had opportunities for professional exchange. These relationships are reciprocal. Universities cannot provide authentic school experience alone, while host

schools can benefit from additional teaching support, different educational perspectives and closer links with teacher educators. By treating mentors and schools as partners in professional learning rather than simply providers of placements, TEFE A+ helped bridge university-based teacher education and the realities of school teaching.

The Final Dissemination Conference in České Budějovice provided an opportunity to extend this collaboration beyond the immediate consortium. International outreach by USB and its partners brought the project into contact with teacher-education institutions, schools, professional organisations and educational stakeholders in several countries. The conference brought university academics, school leaders, mentors, student teachers, secondary-school pupils and policy representatives into discussion across eight mixed round-table groups. Their exchanges connected the educational value of international practice with the practical conditions for making it more widely available: curricular recognition, school capacity, mentoring responsibilities and sustained institutional support. These discussions offered a basis for continued cooperation beyond the original partnership.

This collaborative approach also has wider social significance. Future teachers need to be prepared to work with pupils whose languages, cultures and experiences differ from their own, and to consider the civic responsibilities of education. The three dimensions of the TEFE Framework – Intercultural Communicative Competence (ICC), Professional Teacher Competence for Internationalisation (PTCI) and Global Civic Competence (GCC) – provide a basis for reflecting on those responsibilities. International classroom experience can challenge familiar assumptions about teaching and learning, but its educational value cannot be taken for granted. Preparation, mentoring and guided reflection help student teachers interpret unfamiliar practices, exercise professional judgement and consider questions of inclusion and diversity in their teaching. Host schools and pupils, in turn, encounter international perspectives through everyday classroom interaction.

The potential for extending TEFE A+ rests on this integrated model. Scaling up should not be understood simply as organising more BIPs or sending more students abroad. It requires interconnected university–school networks capable of preparing, hosting, mentoring and recognising international teaching practice. Partner institutions can build on their regional school relationships, agree shared principles for supervision, reflection and evaluation, and draw on the TEFE Framework and digital resources as a common educational foundation. BIPs and longer placements offer complementary forms of international professional learning. Administrative procedures and curricular arrangements will necessarily differ between systems, but the essential requirements – meaningful classroom experience, mentoring and shared responsibility for student learning – should remain consistent.

For European and national policymakers, the implications are significant. In its 2022 conclusions on teachers' and trainers' mobility, the Council of the European Union noted that only 20.9% of lower-secondary teachers in the EU had been abroad during their studies,

according to data collected in 2018.[3] This figure refers to experience abroad during studies generally, not specifically to school-based teaching practice, which presents additional curricular and organisational challenges. The Council's 2024 Europe on the Move Recommendation advocates recognition of teaching assignments abroad as equivalent to domestic school practice, where appropriate, and mobility windows within initial teacher education where feasible.[4] TEFE A+ offers practical evidence of what implementing such recommendations entails: periods for international practice that fit academic programmes and school calendars; agreements on recognition before departure; support for mentor preparation and supervision; and adequate coordination capacity at sending and receiving institutions. The project also illustrates the value of linking mobility funding with collaborative development, monitoring and evaluation of the educational experience. For international teaching practice to become a regular and accessible part of teacher preparation, universities, schools, and relevant authorities need to recognise and resource these responsibilities, rather than leave them to individual enthusiasm.

The next challenge is to extend this model without losing the qualities that give it educational value: meaningful classroom experience, active mentoring, critical reflection and genuine collaboration between institutions and practitioners. The TEFE A+ Consortium is well placed to support additional teacher-education institutions in developing their own university–school networks, drawing on its experience of preparing student teachers and mentors, organising placements and recognising professional learning. The TEFE Framework, tested resources and opportunities for peer learning can provide a common starting point, while new partners adapt the model to their institutional and national contexts. Such expansion should not reduce international teaching practice to a standardised mobility scheme. By enabling future teachers to learn through teaching across borders, while strengthening the professional communities that support them, the model offers a practical contribution to more internationally connected, inclusive and socially responsible teacher education in Europe.

[3] Council of the European Union (2022). *Council conclusions on enhancing teachers' and trainers' mobility, in particular European mobility, during their initial and in-service education and training* (2022/C 167/02), point 5(b). *Official Journal of the European Union*, C 167, 21 April 2022, pp. 2–8. https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52022XG0421(01)

[4] Council of the European Union (2024). *Council Recommendation of 13 May 2024 'Europe on the Move' – learning mobility opportunities for everyone* (C/2024/3364), Annex I, sections 1–2. *Official Journal of the European Union*, 14 June 2024. https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32024H03364

TEFE A+

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