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AVRUPA DAYANIŞMA PROGRAMI

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parçası ol*

2021-2022 YILLARINDA HİBE ALMIŞ

ÖĞRETMEN
AKADEMİLERİ

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AVRUPA BİRLİĞİ

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Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

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

Project Coordinator

Organisation RUHR-UNIVERSITAET BOCHUM
Address UNIVERSITAETSSTRASSE 150 , 44801 Bochum , DE
Website www.ruhr-uni-bochum.de

Project Information

Identifier 101055601
Project Web Site <https://tested-network.eu/>
Start Date Jun 1, 2022
End Date May 31, 2025
EC Contribution 1,370,668.35 EUR
Partners UNIVERSIDAD DE SEVILLA (ES) , UNIVERSITY COLLEGE CORK - NATIONAL UNIVERSITY OF IRELAND, CORK (IE) , AKADEMIE DER RUHR-UNIVERSITAT GEMEINNUTZIGE GMBH (DE) , OULUN YLIOPISTO (FI) , UNIVERSIDADE CATOLICA PORTUGUESA (PT)

Project Summary

Teachers are increasingly confronted with global, societal challenges in their classrooms, i.e. sustainability, challenges to democratic education and active citizenship, gender sensitivity, multilingualism and diversity as well as the digitalization of learning spaces. The inclusion of these topics in teacher education is therefore vital to ensure education equity and provide high-quality learning opportunities to children, teenagers and young adults across the European Union. With a consortium of 5 universities (Oulu, Cork, Seville, Braga, Bochum), a CPD provider (Akademie der Ruhr-Universität) and at least 11 training schools, the project responds to this need with the development of an interdisciplinary European Syllabus providing an international perspective on global teaching challenges, the formation of European communities of practice in initial and in-service teacher education and the advancement of virtual and physical mobility in teacher education.

To achieve these objectives, the project will develop the European Syllabus in international expert groups including researchers and teacher educators. Participating training schools and critical friends, representing various stakeholders in teacher education, will provide feedback and ensure a practical fit to national rules and requirements. The Syllabus will be implemented in joint virtual seminars in initial teacher education and CPD courses addressing in-service teachers. A student research exchange will further advance internationalisation through physical mobility. A teacher multiplier training at the end of the CPD courses will benefit schools in their internationalisation efforts. To promote emerging research networks between the participating universities, a joint publication will focus on comparing practices in teaching cross-cutting issues leading to the European Syllabus. Finally, a political impact is expected through the inclusion of local CityLabs and an international closing conference.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

acaSTEMy - Trans-national STEM teacher education focussing on transversal competence and sustainability education

Project Coordinator

Organisation TARTU ULIKOOL
Address ULIKOOLI 18 , 50090 Tartu , EE
Website www.ut.ee

Project Information

Identifier 101104631
Start Date Jun 1, 2023
End Date May 31, 2026
EC Contribution 1,480,611.56 EUR
Partners LUDWIG-MAXIMILIANS-UNIVERSITAET MUENCHEN (DE) , CONCEPT MAPPING ACADEMY SA (EE) , EOTVOS LORAND TUDOMANYEGYETEM (HU) , Instituto de Educação da Universidade de Lisboa (PT) , LATVIJAS UNIVERSITATE (LV) , INSTITUT DRUSTVENIH ZNANOSTI IVO PILAR (HR) , ITA-SUOMEN YLIOPISTO (FI) , DOKUZ EYLUL UNIVERSITESI (TR)

Project Summary

Teachers play a key role in preparing future generations of transversally skilled people and are thus pivotal in the context of green and digital transitions. Despite this, teachers report a lack of professional development opportunities, esp. related to digital skills, mobility, and peer mentoring. The goal of acaSTEMy is to develop a systemic support structure for high-quality, research-based STEM teacher education from pre-service education to continuing professional development (CPD) that includes mobility as an essential building block. The project envisions transversally competent and motivated STEM teachers who are well equipped to prepare their students for future careers, the nature of which is difficult to foresee. Building on numerous previous activities of acaSTEMy partners, the focus of the project is to: (1) develop, pilot and promote various distance and blended learning models in combination with international mobility and mentorship; (2) improve STEM teachers' digital competences for meaningful pedagogies; (3) support the competences and pedagogies of STEM teachers for sustainable and up-to-date education by developing CPD courses to address major challenges, such as environmental sustainability, green deal, global health and immigration as well as methodological aspects, such as teaching diverse classes, combating science anxiety, and fostering gender-sensitive teaching. AcaSTEMy's bottom-up alliance brings together providers of pre- and in-service teacher education, as well as practice schools from eight (8) countries to develop and test mobility models and programmes for effective and accessible professional learning. In addition, the partnership network includes STEM teacher associations, ministries of education and Academies of Sciences to provide input for developing a policy framework for purposeful and systematic teacher mobility and to inform broader science education policies at national and European levels.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

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

Project Coordinator

Organisation NORGES IDRETTSHOGSKOLE
Address SOGNSVEIEN 220 , 0863 Oslo , NO
Website www.nih.no

Project Information

Identifier 101056095
Project Web Site <https://www.physed-academy.com>
Start Date Jun 3, 2022
End Date Jun 2, 2025
EC Contribution 1,500,000 EUR
Partners OSLO KOMMUNE (NO) , MINISTRY OF NATIONAL EDUCATION (TR) , JARFALLA KOMMUN (SE) , UNIVERSIDAD DE OVIEDO (ES) , HACETTEPE UNIVERSITESI (TR) , UNIVERZA V LJUBLJANI (SI) , GYMNASTIK - OCH IDROTTHOGSKOLAN (SE) , EUROPEAN PHYSICAL EDUCATION ASSOCIATION ASBL EUPEA (LU) , UNIVERSITE DU LUXEMBOURG (LU) , UNIVERSITY OF LIMERICK (IE)

Project Summary

PhysEd-Academy will directly address current challenges in school physical education (PE) and PE teacher education by improving four imperative quality factors: the purposes and content of PE; school teaching; teacher education; and continuous professional development (CPD). These will be achieved through mobility initiatives between PE teacher education institutions and PE teachers. PE is the one subject with the potential to provide young people with the skills, attitudes, knowledge, and understanding for a lifelong commitment to a physically active lifestyle and good health. In this way PE contributes to the global priority of decreasing the prevalence of physical inactivity by 15% in 2030. Yet, it fails in its current form. PE is built on old and inefficient traditions that are far from current recommended practices and policies, resulting in PE and teacher education having little or no impact on children and youth. By directly addressing the four quality factors and based on current evidence in PE and teacher education research, practice, and theory, PhysEd-Academy will develop and test innovative strategies and programs for initial PE teacher education and teachers' ongoing CPD across Europe. This will lead to the development of a set of 'signature pedagogies' for learning across different PE teacher education programs, carrying the potential to improve the quality of PE and PE teacher education. The signature pedagogies will be tested by PhysEd-Academy partners in their respective initial teacher education and CPD programs subsequently boosting the attractiveness of the PE teaching profession. PhysEd-Academy is committed to becoming a key actor in improving PE and PE teacher education and will benefit local, regional, and international school PE and teacher education programs - with the ultimate aim of improving public health.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

TEAM - Teacher Education Academy for Music. Future-Making, Mobility and Networking in Europe.

Project Coordinator

Organisation UNIVERSITAET POTSDAM
Address AM NEUEN PALAIS 10 , 14469 Potsdam , DE
Website www.uni-potsdam.de

Project Information

Identifier 101103634
Start Date Jun 15, 2023
End Date Jun 14, 2026
EC Contribution 1,498,962.93 EUR
Partners TECHNOLOGICAL UNIVERSITY DUBLIN (IE) , NORD UNIVERSITET (NO) , EDEX - EDUCATIONAL EXCELLENCE CORPORATION LIMITED (CY) , UNIVERZA V LJUBLJANI (SI) , KLAIPEDOS VYDUNO GIMNAZIJA (LT) , STAATLICHE HOCHSCHULE FUR MUSIK FREIBURG (DE) , LIETUVOS MUZIKOS IR TEATRO AKADEMIJA (LT) , PADAGOGISCHE HOCHSCHULE NIEDEROSTERREICH (AT) , LUNDS UNIVERSITET (SE) , ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (EL) , UNIVERSITAT FUR MUSIK UND DARSTELLEND KUNST WIEN (AT) , INTERNATIONAL SCHOOL OF LUXEMBOURG ASBL (LU) , LUCA SCHOOL OF ARTS (BE) , Musikmittelschule Regnerweg (AT)

Project Summary

TEAM, the Teacher Education Academy for Music. Future-Making, Mobility and Networking in Europe is a pan-European collaborative research and development network. It aims to reshape initial and ongoing music teacher education (MTE) and school music education (ME) in Europe according to the current needs of music teacher professionalization, digitization, intercultural learning, future viability, sustainability and social coherence. TEAM plans to achieve this by developing evidence-based future-making music education OERs (sustainability, democratization, digitization) for initial and continuous MTE, by strengthening mobility for initial music teacher education with a special focus on high-quality school internships abroad with intercultural mentoring. Mappings of ME and MTE will offer evidence and ease further collaboration in the future. The TEAM Learning Outcomes will sum up the knowledge from all TEAM findings and develop this into a useful curricular policy paper to advocate for high quality in ME/MTE in European Countries. TEAM takes a broad approach at various points in order to tackle the current problems of the subject of music in Europe and to create a dynamic of change. It will therefore foster a music education network in Europe in the long term. A close relationship with European music associations from the very beginning guarantees that TEAM can continue to have an effect even after the project has ended. 15 partner institutions (training schools, initial and continuous MTE institutions) from 12 European countries with a high level of expertise in the necessary areas will work together flanked by a large number of Associated Partners from the 12 consortium countries as well as from 12 further European countries and music-related European NGOs.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

SpicE - Special Education STEAM Academy

Project Coordinator

Organisation HELLENIC OPEN UNIVERSITY
Address PARODOS ARISTOTELOUS 18 , 26335 PATRAS , EL
Website www.eap.gr

Project Information

Identifier 101056159
Project Web Site <https://spiceacademy.eu/>
Start Date Jul 1, 2022
End Date Jun 30, 2025
EC Contribution 1,486,729.86 EUR
Partners SINDIKAT OBRAZOVANIE KAM KT PODKREPA (BG) , TRAKIYSKI UNIVERSITET (BG) , OSNOVNO UCHILISHTE HRISTO SMIRNENSKI (BG) , RESEARCH INNOVATION AND DEVELOPMENT LAB PRIVATE COMPANY (EL) , MINISTRY OF EDUCATION, SPORT AND YOUTH, CYPRUS (CY) , PERIFEREIAKI DIEFTHYNSI DIMOTIKIS KAI DEFTEROVATHMIAS EKPAIDEFISIS DYTIKIS ELLADAS (EL) , UNIVERSITY OF CYPRUS (CY) , UNIVERSITY OF MACEDONIA (EL) , UNIVERSIDAD DE ALICANTE (ES) , SINDICAT TREBALLADORES I TREBALLADORS ENSENYAMENT DEL PAIS VALENCIA INTERSINDICAL VALENCIANA (ES)

Project Summary

SpicE's bundle of actions aims to enhance Primary Education Teachers' ability to implement effective STEAM instruction for protecting students with Mild Disabilities (Special Education) from educational and social exclusion. STEAM is used both as the means and as the purpose for enabling a much-needed shift in Special Education in Primary Education both at an in-service and pre-service level. It sought to uplift barriers for a significant number of students that are silently, slowly, and indirectly marginalized from the early stages of European school systems due to the lack of Teachers' STEAM skills and the lack of a methodological liaison (along with practical guidelines and curricula) between STEAM and Special Education educational models. The goal of the project is to design a STEAM in Special Education Competence Framework (identify skills gaps and map them to existing and new job profiles), develop an Educational Programme (identify proper didactical approaches and map skills to educational goals of a curriculum), develop, pilot and evaluate the corresponding Training Programme in 4 pilot countries. The SpicE mobility actions of in-service and pre-service teachers (12 per country participating in 4 physical mobility sessions- a total of 48 teachers exchanged), we believe will have a profound impact on the field. The mobility sessions will be a unique opportunity to build significant knowledge where little has been done or even recorded. Given the, generally, a weak relationship between observable teacher characteristics and student achievement, SpicE's mobility actions will strive both to further add value and organize methodological, much-needed data from practical situations. SpicE will use an approach "from the community and for the community", to create and nurture a strong Community of Practice that will, eventually, spawn a permanent 'STEAM in Special Education Alliance' structure.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

ContinueUP - Co-constructing the continuum between initial teacher education and continuous professional development

Project Coordinator

Organisation EUN PARTNERSHIP AISBL
Address RUE DE TREVES 61 , 1040 Bruxelles / Brussel , BE
Website www.europeanschoolnet.org

Project Information

Identifier 101103641
Start Date Jun 12, 2023
End Date Jun 11, 2026
EC Contribution 1,499,673.47 EUR
Partners MINISTARSTVO ZNANOSTI I OBRAZOVANJA (HR) , SVEUCILISTE U ZAGREBU (HR) , UNIVERSIDAD REY JUAN CARLOS (ES) , MINISTERIO DA EDUCACAO E CIENCIA (PT) , Instituto de Educação da Universidade de Lisboa (PT) , SECRETARIA REGIONAL DE EDUCACAO, CIENCIA E TECNOLOGIA (PT) , MINISTERIO DE EDUCACION Y FORMACION PROFESIONAL (ES)

Project Summary

The ContinueUP project addresses the question how more, and more effective teacher education and training can be offered to teachers across the continuum of initial and continuous teacher education and training. It achieves this by piloting processes and outputs at initial teacher education (ITE) and continuous professional development (CPD) level which on the one hand develop teachers' capacity to benefit from online training opportunities, and on the other hand reduce barriers to take-up such opportunities. The project establishes a network of ITE and CPD providers that will co-construct and deliver an education and training programme across the continuum of ITE and CPD. The programme consists of an ITE module and a CPD MOOC which are both addressing teachers' use of digital tools for professional engagement. The delivery of the module will be implemented jointly, allowing student teachers from different countries to study together. Student teachers are then encouraged to continue their learning by following the MOOC. By participating in the ITE module, student teachers will be better prepared to participate in and continue their learning through online and blended learning formats once they enter the profession. In-service teachers will benefit by developing their capacity to engage in more advanced online mobility activities and CPD opportunities. The co-construction process used for the development and delivery of the education and training programme also introduces mobility experiences to teacher educators and trainers, for them to be able to better promote such experiences amongst teachers. The co-construction process also aims to increase the effectiveness and cost-efficiency of developing new teacher education and training programmes. Furthermore, the project will pilot processes that can lead to the formal recognition of teacher CPD MOOCs, gaining valuable insights how to address barriers for the take-up of non-formal online learning formats by teachers.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

TEFF-Academy - Teacher Education for a Future in Flux (TEFF)

Project Coordinator

Organisation UNIVERSITAT ZU KOLN
Address ALBERTUS MAGNUS PLATZ , 50923 KOLN , DE
Website www.uni-koeln.de

Project Information

Identifier 101103416
Start Date Jun 15, 2023
End Date Jun 14, 2026
EC Contribution 1,499,999.57 EUR
Partners LJUNGBY KOMMUN (SE) , UNIVERSITA DEGLI STUDI DI FIRENZE (IT) , UNIVERSIDAD DE MURCIA (ES) , UNIVERSITEIT UTRECHT (NL) , NANTES UNIVERSITE (FR) , OSLOMET - STORBYUNIVERSITETET (NO) , STADT KOLN (DE) , STICHTING SAXION (NL) , KATHOLIEK ONDERWIJS GEEL-KASTERLEE (BE) , LACKO INTERNATIONELLA GRUNDSKOLA AB (SE) , LINNEUNIVERSITETET (SE) , HELSINGIN YLIOPISTO (FI) , KATHOLIEKE UNIVERSITEIT LEUVEN (BE) , STICHTING OPENBAAR VOORTGEZET ONDERWIJS UTRECHT EN OMSTREKEN (NL) , STICHTING KATHOLIEK ONDERWIJS NOORDOOST TWENTE (NL) , EDUCATION Y - BILDUNG. GEMEINSAM.GESTALTEN. E.V. (DE)

Project Summary

Teacher Education for a Future in Flux (the Academy) responds to the European concerns around the attractiveness of teaching as a profession in a world of rapid change and global crises. There is a need for more student teachers who are ready to enter the profession and work with highly diverse and mobile classrooms. The Academy's model for teachers' professional development ensures continued training for teachers, committed to values of European democracy and citizenship. The TEFF model-framework combines digital, green, diversity & inclusion and – uniquely – well-being skills with a European dimension to equip teachers and enrich teacher education for a future in flux.

The Academy is a consortium of ten European universities, their partner schools, further education providers and government institutions dedicated to strengthening cross-phased and inter-disciplinary teacher education. Its goal is to contribute towards a more attractive teaching profession through its transversal, agile and life-long learning offers. The Academy is based on partners' existing cooperation (the European University Alliance EUniWell and the district government of the City of Cologne). These strong bases enable collaboration between the project member and content-specific working groups, and reaches the target groups: students and teachers as much as policy-makers.

All Academy learning opportunities empower pre-service and in-service teachers to become futures literate so that they link and develop ways to address present and future challenges. Innovative activities include makerspaces and urban laboratories in addition to established lecture series and learning modules. All are designed, implemented, tested and disseminated as part of the Academy's agile project management. Especially the close-knit collaboration between universities and partnering schools promises high impact and sustainable results at regional and European levels, both in the present time and the times to come.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices

Action Type: Teacher Academies

Project Title

XXI-EU-TEACH - 21st Century European Teachers

Project Coordinator

Organisation VIA UNIVERSITY COLLEGE
Address HEDEAGER 2 , 8200 AARHUS N , DK
Website www.viauc.com

Project Information

Identifier 101104591
Start Date Jun 15, 2023
End Date Jun 14, 2026
EC Contribution 1,499,913.16 EUR
Partners LAUREA-AMMATTIKORKEAKOULU OY (FI) , UNIVERSIDAD REY JUAN CARLOS (ES) , Kokkolan kaupunki (FI) , COLEGIO PENALAR SL (ES) , EUN PARTNERSHIP AISBL (BE) , CESIE ENTE DEL TERZO SETTORE (IT) , COLEGIUL NATIONAL COSTACHE NEGRUZZI (RO) , UNIVERSITATEA ALEXANDRU IOAN CUZA DIN IASI (RO) , JYVASKYLAN YLIOPISTO (FI) , SYDDJURS KOMMUNE (DK)

Project Summary

The overall objective of the 21st Century European Teacher project is to gain insight into how European teachers can approach and develop teaching in emerging subject areas (Technological empowerment, Sustainable learning, Entrepreneurship, Playful learning), that arise as a result of large complex upheavals affecting society e.g., climate changes and the ubiquitous digital development. The partners aim to join forces in a collaborative action to develop and innovatively improve the competencies and attractiveness of the teaching profession by establishing strong European partnerships between teacher education and training providers and providing sustainable teaching practices across borders through mobility activities in a blended approach to teaching and learning. To obtain this the 21st Century European Teachers project has 4 specific objectives:

1. Provide a beyond state-of-the-art mapping laying the ground for a common understanding of the four subjects and establishing a strong network of 30 pre- and in-service teachers as a driver for mobility during study visits and co-organized teaching events (five completed) across borders.
2. Design, develop and try out 21st Century joint learning modules for 200 pre- and in-service teachers in a “21st Century European Teacher co-education model” building on the mapping and establishment of the strong network.
3. Provide recommendations for the 21st Century European Teacher Curriculum around the four subject areas through five learning modules (MOOCs) made available via eTwinning. A minimum of 150 pre- and in-service teachers will be enrolled in one or more of the MOOCs across countries.
4. Provide recommendations on the policy level by conducting five dialogue labs at national level with 30-50 participants from each country and an European workshop for a broad European network to inform relevant stakeholders.

The 21st Century European Teacher Co-education Model will be the framework to accommodate the objectives.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

Integrated Digital Educational Leadership for the Future Teaching Academy (IDEAL Futures)

Project Coordinator

Organisation MARY IMMACULATE COLLEGE
Address SOUTH CIRCULAR ROAD , V94 VN26 LIMERICK , IE
Website www.mic.ul.ie

Project Information

Identifier 101104194
Start Date Jun 15, 2023
End Date Jun 14, 2026
EC Contribution 1,500,000 EUR
Partners FUNDACION SIGLO22 (ES) , LIMERICK AND CLARE EDUCATION AND
TRANING BOARD (IE) , LATVIJAS UNIVERSITATE (LV) , UNIVERSITE
RENNES II (FR) , UNIVERSIDAD AUTONOMA DE MADRID (ES)

Project Summary

The IDEAL Futures Teacher Academy will develop a range of professional development (PD) activities and a collaborative digital hub to provide opportunities for transformative dialogue to support educators to develop as future digital educational leaders. It will support pre-service, in-service teachers and educational leaders to consider the challenges facing education in the future and develop a vision based on their individual beliefs and the needs of their school communities, through collaboration with the wider education and technology sector. They will be supported to simultaneously solve specific challenges in the area of digital educational leadership and acquire the necessary skills and expertise through formal online PD. The main objectives are to:

1. Support high quality collaboration between ITE Universities, Teacher PD providers, Teacher employment organisations, Policy Makers and Educational Technology providers
2. Identify the key challenges, problems and dilemmas facing pre-service and in-service teachers in a digital era in the context of the digital leadership ecosystem from the perspectives of policy, praxis, pedagogy and identity and identify opportunities for teachers to re-envision and lead a transformative approach to digital leadership in education
3. Develop and evaluate a high quality, multi-level, pedagogical model that supports transformative dialogue and leads to a co-operative and integrated approach to addressing issues facing education in the area of digital pedagogical leadership
4. Create a range of professional development (PD) content, activities and associated micro credentials to implement the pedagogical model. These will support educators across all levels of education to foster skills in digital educational leadership, including formal Open Educational Resources, Synchronous Workshops, Hackathons, Peer Observations, Transformative Learning Projects and Design Based Research Activities.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

proSTEM - ICSE Academy - European collaboration and mobility in professional development of pre- and in-service STEM teachers

Project Coordinator

Organisation PADAGOGISCHE HOCHSCHULE FREIBURG
Address KUNZENWEG 21 , 79117 Freiburg , DE
Website www.ph-freiburg.de

Project Information

Identifier 101052670
Project Web Site <https://icse.eu/icse-academy/>
Start Date Jun 1, 2022
End Date May 31, 2025
EC Contribution 1,495,323 EUR
Partners UNIVERZITA KARLOVA (CZ) , ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (EL) , STIFTELSEN HOGSKOLAN I JONKOPING (SE) , UNIVERSITAET KLAGENFURT (AT) , UNIVERSITEIT UTRECHT (NL) , EDEX - EDUCATIONAL EXCELLENCE CORPORATION LIMITED (CY) , NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (NO) , UNIVERSITA TA MALTA (MT) , UNIVERSIDAD DE JAEN (ES) , HACETTEPE UNIVERSITESI (TR) , VILNIAUS UNIVERSITETAS (LT) , UNIVERZITA KONSTANTINA FILOZOFA VNITRE (SK)

Project Summary

The ICSE Academy supports the EU's endeavours to minimize the amount of low-performing STEM (science, maths, technology, engineering) learners. It does so by investing in a new era of a high-quality STEM teacher workforce by innovating based on existing best practices teacher education and transnational exchange strategies. This approach draws on mobility and collaboration as an integral part, thereby supporting young and established STEM teachers across Europe.

Unique features of our proposed project are, in a nutshell:

- A high-capacity partnership: The ICSE Academy partners are experienced higher education researchers, STEM initial teacher education (ITE) and continuous professional development (CPD) providers, educational policy makers, and schools from 13 countries learning with, from and about each other through specific innovative collaborative structures.
- Unprecedented professional learning concept with three innovative professional learning formats for pre- and in-service STEM teachers, achieving effectiveness, accessibility and transferability to all Member States and fostering European mobility and collaboration:
 - Peer-learning through job-shadowing (ITE/CPD providers attend each other's courses to learn from each other)
 - Interdisciplinary European workshop series (for teachers across Europe, run jointly by all ITE/CPD providers)
 - Collaborative European summer schools (in NL/CZ with focus on collaboration between participants as well as organizers)
- Distinct needs-feasibility-alignment: The development of our professional learning formats is needs-driven in two ways: (1) Teachers will communicate bottom-up what they need and (2) policy makers will communicate top-down requirements from the policy level.

The ICSE Academy will use a systemic approach to inform national and European policy based on a profound policy needs analysis. It will include targeted dissemination/communication and institutionalized exchange structures (e.g. round tables).

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices

Action Type: Teacher Academies

Project Title

UNI-T Academy - eUropeaN clvic Teacher Academy

Project Coordinator

Organisation UNIVERSITE D'AIX MARSEILLE

Address BOULEVARD CHARLES LIVON 58 LE PHARO , 13284 Marseille , FR

Project Information

Identifier 101056293

Project Web Site <https://uni-t-academy.eu>

Start Date Jul 1, 2022

End Date Jun 30, 2025

EC Contribution 1,497,230.05 EUR

Partners UNIVERSITE LIBRE DE BRUXELLES (BE) , ACADEMIE DE AIX MARSEILLE - RECTORAT (FR) , ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (EL) , EBERHARD KARLS UNIVERSITAET TUEBINGEN (DE) , UNIVERSITA DEGLI STUDI DI ROMA LA SAPIENZA (IT)

Project Summary

The UNI-T Academy project (eUropeaN clvic Teacher Academy) is a contribution to improve the education of teachers in Europe, which cannot be done without creating partnerships of teacher education and training providers in several countries. The main objectives of our project are to enhance mobility, European civic awareness, multilingualism and cultural diversity consciousness of teachers, in accordance with EU policy in order to support a European teacher development.

Based on the solid partnerships tied within the European university CIVIS, we would like to improve the European dimension and internationalisation of teacher education through innovative and practical collaboration, with a focus on the key priorities of the European Union such as learning in the digital world, sustainability, equity, and inclusion.

We will implement different models of mobility (virtual, physical, and blended) for student teachers, pre-service teachers, in-service teachers and teacher educators. These mobilities will be integrated in a dynamic of targeted activities led by the different partners and recognised by a system of open badges. In parallel, we will also develop sustainable collaboration between teacher education providers based on 1) models of blended learning, 2) International teacher's summer schools, 3) the development of communities of practices and 4) action-research projects.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

STEAME-ACADEMY - STEAME TEACHER FACILITATORS ACADEMY

Project Coordinator

Organisation UNIWERSYTET KOMISJI EDUKACJI NARODOWEJ W KRAKOWIE
Address ULICA PODCHORAZYCH 2 , 30-084 KRAKOW , PL
Website www.up.krakow.pl

Project Information

Identifier 101102619
Start Date Jun 1, 2023
End Date May 31, 2026
EC Contribution 1,162,029.4 EUR
Partners ASOCIATIA INSTITUTUL PENTRU DEZVOLTAREA EVALUARII IN EDUCATIE (RO) , UNIVERSITAT DE BARCELONA (ES) , UNIVERSIDADE DO ALGARVE (PT) , EUROPAIKOS SYNDESMOS PROSANATOLISMOU STADIODROMIAS (CY) , PAIDAGOGIKO INSTITOUTO KYPROU (CY) , PANEPISTIMIO AIGAIU (EL) , DOUKA EKPAIDEFTIRIA AE - PALLADION LYKEION EKFAIDEUTHRIA DOUKA (EL) , CHASTNA EZIKOVA GIMNAZIA PROF. IVAN APOSTOLOV OOD (BG) , INSTITUTO POLITECNICO DO PORTO (PT) , EUROGEO VZW (BE) , UNIVERSITATEA SPIRU HARET (RO) , PLOVDIVSKI UNIVERSITET PAISIY HILENDARSKI (BG) , KYPRIAKI MATHIMATIKI ETAIREIA (CY)

Project Summary

It is widely accepted and documented through studies and references that school students lack Competences and skills at the completion of the cycle of their school studies. As one of the key factors that can develop competences and skills in school students is the known project based learning activity. In the last 15 years we have seen the development from STEM to STEAM and now to STEAME (Science, Technology, Engineering, Arts, Mathematics and Entrepreneurship) becoming the subject set that is considered through interplay the kinetic energy for producing the creators and innovators of the future under the digital age. The catalyst in making this a reality are the subject teachers in service and the future student teachers through their initial training at the university level. The project "STEAME Teacher Facilitators Academies", will support the change to the future schools with main actors the teacher facilitators as the future professionals and experts of learning change. The STEAME Teacher Facilitators Academies will support the professional development and build a community of service and student teachers. Working together as co-creators for the sustainable development between teacher education providers with impact on the evolution and quality of education in Europe and the continuous professional development of teachers, the project aims to set the ground for future schools.

The main innovations by this project include:

1. STEAME Teacher Facilitators Competence Framework for student and serving teachers
2. STEAME Teacher Facilitators Learning Modules/Workshops/Webinars
3. International Sharing Observatory for STEAME Learning Facilitators
4. Development of the STEAME Facilitators Community of Practice/Mentoring and Certification Programme
5. Policy Recommendations – European Federation of STEAME Teacher Facilitators Academies

The basis for the above is the experiences and innovations from projects that the project partners bring and join forces.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

CLIMADEMY - CLIMAtE change teachers' acaDEMY

Project Coordinator

Organisation PANEPISTIMIO KRITIS
Address UNIVERSITY CAMPUS GALLOS , 74100 RETHIMNO , EL
Website www.uoc.gr

Project Information

Identifier 101056066
Project Web Site <https://climademy.eu>
Start Date Jun 1, 2022
End Date May 31, 2025
EC Contribution 1,199,989.59 EUR
Partners UNIVERSITAET BREMEN (DE) , ELLINOGERMANIKI AGOGI SCHOLI PANAGEA SAVVA AE (EL) , HELSINGIN YLIOPISTO (FI) , FONDAZIONE GOLINELLI (IT) , PERIFERIAKI DIEFTHINSI PROTOVATHMIAS KAI DEFTEROVATHMIAS EKPAIDEFSIS KRITIS (EL) , ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA (IT)

Project Summary

CLIMADEMY aims to create a European network to offer a comprehensive program where teachers will learn by using an efficient methodology how to educate the next generation of European citizens on climate change issues. The consortium (four EU countries) will develop and establish a network and community of practice, to create innovative strategies and programs for preparatory and continuous professional development for serving and student teachers on climate change and its impacts. Once established, it will be open to new members. Educational material focused on the drivers causing the human-induced climate perturbations, the impacts of climate change and the measures for sustainability, will be tailored for initial education and professional development and made openly available to all education institutions across Europe. The material will be jointly developed, designed to be easily accessed, adopted and replicated, using modern educational practices and tools, with teachers acting both as trainees and co-designers. It will be the basis for the Teachers' Academy for climate change education to be established through one common virtual Climate Auditorium (CLAUDI) and four hubs in separate countries with specific foci driven by the regional particularities. The CLAUDI platform will host the material, online courses, and the forum where all teachers and learners meet and exchange ideas and experiences, thus building the Teachers'. The material will be developed in English, German, Italian, Greek and Finnish. During the three years of CLIMADEMY, the first 200 serving and student teachers across Europe will have piloted the activities through online, physical and blended training and will be the seed that will lead to the growth of the network and distribute its aims. Substantially more teachers will be virtually trained and schools involved, contributing to the Education for Climate Coalition of the EEA.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

SENSEI - School Education for Sustainable and Equal Inclusion

Project Coordinator

Organisation EUROCLIO-DE EUROPESE VERENIGING VOOR GESCHIEDENISONDERWIJSGEVENDEN
Address BANKAPLEIN 2 , 2585 EV DEN HAAG , NL
Website www.euroclio.eu

Project Information

Identifier 101103869
Start Date Jun 15, 2023
End Date Jun 14, 2026
EC Contribution 704,113.05 EUR
Partners GLOBAL IMPACT INSTITUTE SRO (CZ) , LABYRINTH - GYMNAZIUM A ZAKLADNI SKOLA, S.R.O. (CZ) , ASSOCIAZIONE CLIO '92 (IT) , UNIVERSITA DEGLI STUDI DI FIRENZE (IT) , ASSOCIACAO DE PROFESSORES DE HISTORIA (PT) , EUSKAL HERRIKO IKASTOLAK SOCIEDAD COOPERATIVA EUROPEA (ES) , UNIWERSYTET WROCLAWSKI (PL) , HISTORIELAERERFORENINGEN FOR GYMNASIET OG HF SEKRETARIATET (DK) , SCOALA GIMNAZIALA OTILIA CAZIMIR IASI (RO) , CENTAR ZA STRUCNO USAVRSAVANJE U OBRAZOVANJU (RS)

Project Summary

The School Education for Sustainable and Equal Inclusion project will develop a module for Initial Teacher Training and a hybrid International Continued Professional Development course that help in- and pre-service teachers acquire the competences needed to differentiate and scaffold their lessons so as to make the (history) classroom experience more meaningful, motivating, and inclusive for all students. In doing so, it pursues the following objectives: (1) To create a wide and reliable network of (history and citizenship) teachers that can support the needs of its members by collaboratively working toward innovative solutions, ultimately strengthening the profile of teaching professionals and increasing the opportunities for cross-border cooperation; (2) To produce tailored training programmes for (history) teachers, providing pre- and in-service teachers with innovative and adaptable teaching methods that will increase their confidence to cater to students' individual needs; (3) To upscale existing methods and approaches that make history education accessible and meaningful to all, making sure that they can be applied in different contexts and that new teaching approaches build on the success of pre-existing ones; (4) To create a transferable model on the development of hybrid continued professional development courses that can be used in the future to promote courses on multiple subjects.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

ALTA - Allophone Teacher Academy

Project Coordinator

Organisation GIP FORMATION CONTINUE ET INSERTION PROFESSIONNELLE
POUR LA PROMOTION DE LA FORMATION DES ADULTES,
L'INSERTION PROFESSIONNELLE ET LA VALIDATION

Address 20 BOULEVARD D'ALSACE LORRAINE , 80063 Amiens , FR

Website ce.ordogip@ac-amiens.fr

Project Information

Identifiant 101056614

Start Date Jul 1, 2022

End Date Jun 30, 2025

EC Contribution 1,473,564.63 EUR

Partners RECTORAT DE L ACADEMIE DE LILLE (FR) , ASSOCIATION POUR LA
PREVENTION DE LILLETTRISME(ASPRILL) (FR) , RECTORAT DE
L'ACADEMIE D'AMIENS (FR) , UNIVERSIDAD DE MURCIA (ES) ,
VELIKOTARNOVSKI UNIVERSITET SV SV KIRIL I METODIY (BG) ,
UNIVERSITE DE PICARDIE JULES VERNE (FR) , RESEAU CANOPE
(FR) , UNIVERSITA DEGLI STUDI DELLA BASILICATA (IT) ,
UNIVERSITE DE LILLE (FR) , UNIVERSITE DE ROUEN NORMANDIE
(FR)

Project Summary

The ALTA project originates in the observation of two challenges faced by the partners of the project:

-The need to implement mechanisms to ensure the integration of an increasing number of non-native speakers in their school systems.

- The need to improve the quality of training programmes for student teachers teaching this specific audience.

Innovative partnerships and cooperation will meet those challenges as regards staff training, international opening-up and social and territorial equality. The inclusion policy of the project will aim to reduce the effects of socio-economic and linguistic inequalities on school success.

Three major outputs will be:

-assessing the needs in terms of training serving teachers and student teachers in the inclusion of allophone pupils;

- producing courses (5), pedagogical material (2) and pedagogical tools (5), that will then be included in a global training programme;

-creating templates of professional training sessions (1) and summer universities (1) enabling the implementation of the ALTA training programme.

Based upon on the complementary expertise of the various organisations - 2 French regional education authorities, 3 French student teachers training centres, 1 international educational association, 3 universities from Spain, Italy and Bulgaria and an E-training resources and solutions provider - the ALTA project will enhance the European dimension and internationalization of teacher education and contribute to improve the attractiveness of the teaching profession. It will make the mobility as a full part of the teacher education provision.

Adding training sessions and pilot class testing, the project will impact over 800 trainers and education professionals, 1 000 serving teachers and student teachers and 20 000 allophone pupils over its course.

Its sustainability and continuation will be facilitated by encouraging the partners to sign bilateral and multilateral agreements and sustain training sessions.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

SciLMi - Meta-Scientific Literacies in the (Mis-)Information Age

Project Coordinator

Organisation UNIVERSITAET INNSBRUCK
Address INNRAIN 52 , 6020 Innsbruck , AT
Website <http://www.uibk.ac.at>

Project Information

Identifier 101104523
Start Date Jun 1, 2023
End Date May 31, 2026
EC Contribution 1,499,713.67 EUR
Partners UNIVERZITA PALACKEHO V OLOMOUCI (CZ) , EDEX - EDUCATIONAL EXCELLENCE CORPORATION LIMITED (CY) , NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (NO) , OSLOMET - STORBYUNIVERSITETET (NO) , AVOIN YHTEISKUNTA RY (FI) , UNIVERSIDAD DE SANTIAGO DE COMPOSTELA (ES) , IDRYMA EVGENIDOU (EL) , HETFA KUTATOINTEZET KFT (HU) , EDUNET EUROPE GMBH (DE)

Project Summary

Pandemics, climate change and natural resource scarcity are just three of the critical global issues facing our world today. The flood of socio-scientific mis-, dis- and malinformation is making matters even worse: it has eroded trust in science and in the authorities, posing the single greatest threat to European democracies of our times.

Education must lead the way out of this crisis. Teachers need to be equipped with the competences and attitudes to foster the meta-scientific literacy skills that empower all learners to act as responsible, competent and effective democratic citizens in our increasingly digital world.

The SciLMi Teacher Academy is rising to the challenge. It develops, pilots and evaluates cross-disciplinary blended intensive mobility programmes and trainings (BIP, BITs). Pre- and in-service teachers will acquire transversal competences, digital skills and inclusive teaching strategies to educate the future generation to critically engage with socio-scientific issues and to research and evaluate scientific claims and arguments for decision-making and action (PISA 2025 Science Competency 3). The BIP and BITs participants will be guided to compose lesson plans that encourage teachers to incorporate SciLMi skills into their day-to-day teaching practice. After the project's lifetime, the programmes and trainings will be continued utilising Erasmus+ KA 1 funding.

Given the pan-European dimension of the challenge, the SciLMi Teacher Academy will build a pan-European Hub consisting of providers of initial and continuous teacher education, schools, teacher associations, education authorities, foundations, NGOs, libraries, science centres and other stakeholders. The SciLMi Hub members will not only be actively involved in the development process but will also contribute to the project's long-term impact and sustainability by disseminating the deliverables and facilitating the integration of meta-scientific literacy skills into the education systems across Europe.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

ACADIMIA - European Teachers' Academy for Creative & Inclusive Learning

Project Coordinator

Organisation ACTION SYNERGY SA
Address THALITA & MONIS AGKARATHOU 20 , 712 02 IRAKLEIO , EL
Website www.action.gr

Project Information

Identifier 101104783
Start Date Jun 15, 2023
End Date Jun 14, 2026
EC Contribution 1,234,496.4 EUR
Partners UC LEUVEN (BE) , TRAKIYSKI UNIVERSITET (BG) , UNIVERSITA DEGLI STUDI DI FIRENZE (IT) , GEOCAMP ICELAND EHF (IS) , INSITE DRAMA OKTATASI, KULTURALIS ES SZOLGALTATO NONPROFIT KORLATOLT FELELOSSEGU TARSASAG (HU) , UNIVERSITAT DE GIRONA (ES) , HASKOLI ISLANDS (IS) , WATERPARK MONTESSORI LIMITED (IE) , KENTRO SPOUDON LAIKOU THEATROU (EL) , CENTAR ZA TVORCHESKO OBUCHENIE (BG)

Project Summary

It has been proved that the use of traditional, teacher-centred methods poses challenges in the successful education integration of students from disadvantaged backgrounds. While the use of creative methods could improve at a great extent the educational attainment and inclusion of disadvantaged students as well as of the whole classroom, most of the teachers do not use them at the classroom since they have not received relevant training. Teacher training is very important in order to change this situation but teacher training curricula are usually slow to include such innovations, especially when it comes to innovations developed at an EU level. The project is aiming to establish a Teacher Academy which will focus on the use of creative methods of teaching (elements of the Montessori method, theatre, Drama in Education, Gamification, Creative Computing etc) in diverse classrooms valorising mostly the results of previous European initiatives. The Academy is going to develop a Joint Curriculum on the use of Creative methods in diverse classrooms and is going to organise a series of joint teacher training activities (online workshops, Summer Campus, e-learning courses, blended learning courses, classroom-based courses etc) which will also test diverse mobility and training schemes. In the same time, a professional community of practice is going to be established in order to allow for peer learning and mutual exchange of experience and expertise. An Academic publication is going to show the impact of these methods. The Academy will have a formalised structure and will develop strategic cooperation with authorities and stakeholders in order to ensure its sustainability. It is estimated that around 900 teachers, both trainee and in-service teachers, and 10.000 students are going to benefit directly from the project activities.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

TASC - Social Change through Sustainable Communication in LifeLong Learning in Schools and Society

Project Coordinator

Organisation KATHOLIEKE HOGESCHOOL VIVES ZUID
Address DOORNIKSESTEENWEG 145 , 8500 Kortrijk , BE
Website www.vives.be

Project Information

Identifier 101104036
Start Date Jun 1, 2023
End Date May 31, 2026
EC Contribution 1,438,088.54 EUR
Partners ASSOCIACIO MERAKI PROJECTES DE VALENCIA (ES) , BASKA BIR OKUL MUMKUN DERNEGI (TR) , SCOALA GIMNAZIALA NR 30 TIMISOARA (RO) , PADAGOGISCHE HOCHSCHULE LUDWIGSBURG (DE) , AGRUPAMENTO DE ESCOLAS DE CAPARICA ALMADA (PT) , EEKHOUT ACADEMY (BE) , VILNIAUS KOLEGIJA (LT) , DAL SEMA (TR) , REGION DE MURCIA (ES) , UNIVERSITATEA DE VEST DIN TIMISOARA (RO) , UNIVERSITATEA BABES BOLYAI (RO)

Project Summary

Currently, EU societies are facing many challenges: global warming, the COVID-19 pandemic, challenges connected to socio-cultural integration of migrants and refugees, increasing income inequality, ... This causes growing social and political polarisation in and among societies. As stated in the Horizon 2020 BRAVE project: “building resilience to vulnerabilities that result from polarisation will likely require greater educational resources that address what it means to belong in the 21st century, beyond nativism and nationalist exclusivism.” There is a need for new means to train and support competent, motivated and highly qualified teachers, trainers, educators and school leaders.

This teacher academy, TASC , will provide future and current teachers with the necessary skills to become reflective and agile European teachers capable of preventing, or eliminating violence, discrimination, polarisation, exclusion and bullying. We summarise these skills as sustainable communication skills. Bringing sustainable communication into schools can be the start of the social change we want.

The TASC wants at first to develop competences of teachers in sustainable communication and will enroll in a joint training programme of 20 ECTS on sustainable communication. TASC wants to enable and fully integrate mobility models in initial teacher education and continuing professional development education in a green and inclusive way. The TASC wants to develop a European sustained and structured partnership between the providers of initial teacher education and continuous professional development. Finally the TASC wants to formulate guidelines for policymakers to implement sustainable communication as a crucial cross-cutting competence for teachers and teacher trainers.

The consortium established for the TASC involves 12 partners of 7 countries, all involved in (initial) teacher training and/or continuous professional development.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

EduSTA - Academy for Sustainable Future Educators

Project Coordinator

Organisation TAMPEREEN AMMATTIKORKEAKOULU OY
Address KUNTOKATU 3 , 33520 Tampere , FI
Website www.tuni.fi

Project Information

Identifier 101055951
Project Web Site <https://projects.tuni.fi/edusta/>
Start Date Jun 1, 2022
End Date May 31, 2025
EC Contribution 1,258,525.44 EUR
Partners Stichting Hanzehogeschool Groningen (NL) , CESKA ZEMEDELSKA UNIVERZITA V PRAZE (CZ) , GOETEBORGS UNIVERSITET (SE) , UNIVERSITAT DE GIRONA (ES)

Project Summary

Teachers' capabilities to act as active change makers in the ecological transition and to educate citizens and workforce to meet the future challenges is key to a profound transformation in green transition. Teachers' sustainability competences have been researched widely but a gap remains between research and the actual work of teachers. There is a need to operationalise sustainability competences: to describe the direct links with the everyday tasks such as curriculum development, pedagogical design and assessment. Due to the urgent need for sustainably competent workforce, the project focuses on re- and upskilling VET teachers.

EduSTA builds a community "Academy of Educators for Sustainable Future" and creates open digital badge-driven learning pathways on teachers' sustainability competences supported with multimodal learning modules. Close cooperation with training schools actively engage in-service teachers.

EduSTA starts by mapping the contextual possibilities and restrictions for transformative learning on sustainability, and by operationalising skills. The development of competence-based learning modules and open digital badge-driven pathways proceed hand in hand and is realised as learning modules in the partnering HEIs and badge applications open for all teachers in Europe.

EduSTA will be impactful for pre- and in-service teachers, and at institutional and policymaking levels. A diverse palette of educational concepts on teachers' sustainability competences and open digital badge-driven pathways will support the European dimension and facilitate recognition of prior learning as micro-credentials. EduSTA will equip policy makers with up-to-date knowledge and evidence on the transformative power the operationalised competences can offer to the society, and of the use of open digital badges in the context of sustainability competences. EduSTA will add to the attractiveness of teacher profession by establishing teachers as key actors in green transition.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

NBS ACADEMY - A European Academy for integrating Nature-based Solutions (NBS) in teacher education

Project Coordinator

Organisation STIMMULI FOR SOCIAL CHANGE
Address AGIAS SOFIAS 15 , 546 23 THESSALONIKI , EL
Website www.stimmuli.eu

Project Information

Identifier 101104412
Start Date Jun 1, 2023
End Date May 31, 2026
EC Contribution 1,499,391 EUR
Partners EDEX - EDUCATIONAL EXCELLENCE CORPORATION LIMITED (CY) ,
NATSIONALEN TSENTAR ZA POVISHAVANE KVALIFIKATSIYATA NA
PEDAGOGICHESKITE SPETSIALISTI (BG) ,
JUSTUS-LIEBIG-UNIVERSITAET GIESSEN (DE) , EKOSISTEM YURAP
(BG) , GOETEBORGS UNIVERSITET (SE) , PANEPISTIMIO
THESSALIAS (EL) , UNIVERSITAET INNSBRUCK (AT) , EUN
PARTNERSHIP AISBL (BE)

Project Summary

NBS Academy sets to create a European Community of Practice (CoP) of teacher education and training providers, teachers, policy makers and other education experts focused on developing and testing new professional learning programmes for improving teachers' competences on Education for Environmental Sustainability by utilising Nature Based Solutions (NBS). By creating a new NBS Education Framework, NBS Academy will acknowledge the innovative aspect of NBS Education and supplement the theoretical research on NBS' educational potential. Innovative ITE and CPD programmes will be developed and pilot implemented by in six different countries, covering different geographical, cultural and linguistic areas of the EU. The cultural diversity and multilingualism will be celebrated by implementing the training programmes via a blended mobility approach (including a Summer School as well as distance VR mobility training). This will result in raising the appeal of the teaching profession and its internationalization by increasing the opportunities for both teachers and teacher trainers to interact and learn from peers across the EU. Following the training programmes implementation, NBS Academy will evaluate and validate its results and utilize its extensive dissemination network to raise awareness among education professionals on the benefits of NBS Education as well as the internationalization of teacher education. By following the principles of CoP to sustain long term active collaboration and organic growth of our network (also via synergies with existing related initiatives) and by utilising the strong profile of the organisations in our consortium, NBS Academy will impact the quality of teacher education in Europe and inform European and national policies.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

SYNAPSES – Establishing Teacher Education Networks and Communities of Practice on Teaching for Sustainability Citizenship

Project Coordinator

Organisation UNIVERSITAT BAYREUTH
Address UNIVERSITATSSTRASSE 30 , 95447 Bayreuth , DE
Website www.uni-bayreuth.de

Project Information

Identifier 101102346
Start Date Jun 1, 2023
End Date May 31, 2026
EC Contribution 1,493,720 EUR
Partners Masarykova univerzita (CZ) , EUROPEAN SCHOOL HEADS ASSOCIATION (NL) , EUROPEAN COUNTRIES BIOLOGISTS ASSOCIATION (NL) , ELLINOGERMANIKI AGOGI SCHOLI PANAGEA SAVVA AE (EL) , SIGTUNA SKOLSTIFTELSE (SE) , COMMITTEE OF THE DUBLIN WEST EDUCATION CENTRE (IE) , DUBLIN CITY UNIVERSITY (IE) , INSTITUTO EKPEDEFTIKIS POLITIKIS (EL) , NUCLIO NUCLEO INTERACTIVO DE ASTRONOMIA ASSOCIACAO (PT)

Project Summary

In SYNAPSES, we present a vision of how pre-service and in-service programs on teaching for Sustainability Citizenship (SC) could be interrelated and enriched to develop a joint offer with a significant European dimension. SC has excellent potential for cultivating change agents who not only envision but also enact solutions to climate change. Teaching for SC can stimulate and lead to an action-including decreasing consumption and demand, developing sustainable food and energy sources, exploring nature-based solutions for the current challenges, using school buildings as teaching tools, and greening schoolyards. Arguing for a paradigm shift in how we view education. The SYNAPSES Academy could demonstrate how our education systems can create new levels of awareness and work toward a sustainable future. Teachers' impact will rise with the standards for environmental education, sustainability and combating climate change.

SYNAPSES will set up the Erasmus+ Teacher Training Academy on Teaching for SC to ensure and safeguard the long-term impact of the proposed activities. A series of training activities (at local, regional, national, and international levels) will help teachers to design the most effective and engaging lessons that use innovative forms of instruction (inquiry-based, project-based, game-based) and tools (e.g., access to rich scientific data archives, virtual and remote experimentations, animations) in their classrooms. More generally, teachers will change their thinking about their students' learning of and about the environment, science and technology. This will be expanded by offering concurrently opportunities for mobilities, such as study visits, job shadowing opportunities, meetings, conferences, and competitions to enable the Academy to become a forum for the exchange of knowledge. This information hub will support, develop and promote teaching for SC. A systematic accreditation mechanism will be designed in the framework of the project.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

ACIIS - ACADEMY FOR CREATIVE, INNOVATIVE AND INCLUSIVE SCHOOLS

Project Coordinator

Organisation DRUSTVO USTVARJALCEV TAKA TUKA
Address OSOJNA POT 3A , 1000 Ljubljana , SI
Website www.takatuka.net

Project Information

Identifier 101104564
Start Date Jun 15, 2023
End Date Jun 14, 2026
EC Contribution 1,498,695.88 EUR
Partners ISTITUTO COMPRENSIVO W.A.MOZART (IT) , SVEUCILISTE U ZAGREBU (HR) , PAEDAGOGISCHE HOCHSCHULE WIEN (AT) , JAVNI SKLAD RS ZA KULTURNE DEJAVNOSTI (SI) , UNIVERZA V LJUBLJANI (SI) , ZAVOD SV. STANISLAVA ZA VZGOJO, IZOBRAZEVANJE IN KULTURNE DEJAVNOSTI (SI) , UNIVERZA NA PRIMORSKEM UNIVERSITA DEL LITORALE (SI) , INNOCAMP PL SPOLKA Z OGRANICZONA ODPOWIEDZIALNOSCIA (PL) , SKOLA ZA ODGOJ I OBRAZOVANJE PULA (HR) , TEATAR TIRENA (HR)

Project Summary

The project ACIIS - Academy for creative, innovative and inclusive schools intends to set up a network of teacher trainers at pre-service and in-service level together with schools to promote innovative teaching methods which use drama techniques and drama digital tools as a means to include children with differences within the school and support their education and development.

Providers of initial teacher education and providers of continuing professional development will train student teachers and in-service teachers. They will engage school teams in designing and trying out teaching strategies and innovative digital drama tools, while schools will give feedback and help to develop effective forms of virtual, in life and blended trainings for teaching languages, humanities and science in inclusive education.

ACIIS project will:

87 teachers from school lab teams at Pilot training courses, and 81 teachers – newcomers at International training courses who will then incorporate new teaching strategies and ICT drama tools into their teaching practice.

Train 75 teacher trainers who will then incorporate the innovative pedagogies into their training courses and lead same training with up to 1.125 teachers during the lifetime of the project.

ACIIS will carry out three innovation camps where teachers, students, professors, school leaders and representatives from public authorities will work together on defined challenges of inclusive education. Generated concepts will be used for developing drama ICT tools and other teaching resources.

Furthermore, ACIIS will organize 11 Fairs of creative teaching ideas in order to share good practice and enthuse more teachers about using ACIIS strategies and tools for 495 educational stakeholders.

Finally, ACIIS plans to prepare policy brief including recommendations for educational policy change, which will be shared at 4 Round table discussions and final event across Poland, Austria, Slovenia, Italy and Croatia.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

TUTOR - Teachers' upskilling aiming at a holistic inclusivity in learning

Project Coordinator

Organisation AKMI ANONIMI EKPAIDEFTIKI ETAIRIA
Address KODRIGTONOS 16 , 112 57 ATHINA , EL
Website www.iek-akmi.gr

Project Information

Identifier 101056515
Project Web Site <https://tutor-project.eu/>
Start Date Jun 1, 2022
End Date May 31, 2025
EC Contribution 1,490,696 EUR
Partners DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH (AT) , SYMPLEXIS (EL) , ANOTATI SCHOLI PEDAGOGIKIS & TECHNOLOGIKIS EKPEDEFSIS (EL) , SERIK ILCE MILLI EGITIM MUDURLUGU (TR) , EUROPAISCHER VERBAND BERUFLICHER BILDUNGSTRAGER (EVBB) EV (DE) , SERIK GENCLIK EGITIM KULTUR CEVRE VE SPOR DERNEGI (TR) , NATIONAL UNIVERSITY OF IRELAND MAYNOOTH (IE) , OESTERREICHISCHE JUNGARBEITERBEWEGUNG, OEJAB (AT) , ASSOCIATION EUROPEENNE POUR LA FORMATION PROFESSIONNELLE (BE) , THE INTERNATIONAL LESBIAN, GAY, BISEXUAL, TRANSGENDER AND QUEER YOUTH AND STUDENT ORGANISATION (BE)

Project Summary

TUTOR is a 36-month project with main to develop a European and International outlook in teacher education on inclusivity. More specifically, TUTOR aims to:

- Improve the teacher education policies and practices in Europe.
- Define a forward-looking strategy upskilling strategy for secondary school teachers.
- Enhance the European dimension and internationalization of teacher education through innovative and practical collaboration
- Foster holistic inclusivity in the learning environment, covering all its aspects such as tolerance, non-discrimination, flexibility, etc.
- Assess current and future skill mismatches in the targeted profession.
- Disseminate widely all project products & maintain them after project closure

The above-mentioned objectives are going to be achieve through the following activities:

WP2: Definition of a forward-looking Upskilling Strategy for teachers, delivering a comprehensive research exercise on teachers' needs

WP3: Development of an innovative Joint Curriculum on Inclusivity and 3 Specialization Courses for secondary education teachers, delivering a Joint Curriculum on inclusivity and 3 Specialization courses aiming to upskill and/or reskill teachers.

WP4: Pilot delivery of Trainings, providing innovative methodologies of training in f2f, online and blended learning and in ToT activities

WP5: Exploitation and Dissemination Activities, spreading the word of TUTOR in local, nation and EU level.

Indicators of beneficiaries

More than 800 teachers / future teachers to be trained via the e-learning platform (200 per country)

80 learners / future teachers will participate in the F2F trainings through mobility (20 per country * 4 countries)

40 teachers of secondary schools will participate in the Train the Trainers workshop

More than 400 teachers will participate in future mobilites via the establishment of the "TUTOR Teacher Academy's Internationalization Office"

More than 1600 stakeholders will be targeted (400 per country)

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

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

Project Coordinator

Organisation TECHNISCHE UNIVERSITAET DRESDEN
Address HELMHOLTZSTRASSE 10 , 01069 Dresden , DE
Website <http://www.tu-dresden.de/>

Project Information

Identifier 101056248
Project Web Site <https://www.tap-ts.eu>
Start Date Jul 1, 2022
End Date Jun 30, 2025
EC Contribution 1,499,995.34 EUR
Partners INSTITUTO POLITECNICO DE SANTAREM (PT) , TECHNISCHE UNIVERSITAT DARMSTADT (DE) , BOARD OF MANAGEMENT OF THE KING S HOSPITAL SCHOOL (IE) , UNIVERSITY COLLEGE DUBLIN, NATIONAL UNIVERSITY OF IRELAND, DUBLIN (IE) , EUMMENA VZW (BE) , K&R EDUCATION MALMO AB (SE) , PIRNA (DE) , COREDU GEMEINNUTZIGE UG HAFTUNGSBESCHRANKT (DE) , PAIDAGOGIKO INSTITOUTO KYPROU (CY) , PAEDAGOGISCHE HOCHSCHULE WIEN (AT)

Project Summary

The TAP-TS Teacher Academy Project will design, produce, pilot, validate, and publish packages of high-quality teaching & learning resources and supporting pedagogies on Educating for Environmental Sustainability (EES) for use in European schools and teacher education. These materials will provide a rich and innovative basis for the Academy's activities including Learning Events, Online Workshops, and Summer Schools.

The design & development process for the TAP-TS resource-base will be iterative and highly collaborative, centred on prototyping, use-and-value piloting, evaluating by the consortium, and reworking to excellent. Our Activities will provide teacher-participants with innovative, and pedagogically sound professional learning experiences, that promote strong understanding of EES and have immediate & practical value for use by teachers within their schools and courses.

The TAP-TS will be established by an experienced and creative consortium that is geographically and culturally diverse and brings together 4 eminent pre-service/initial teacher education institutions, 1 national leader on in-service/continuing teacher professional development, 1 training school, a leading-edge education technology company, and a not-for-profit civil-society organisation working in the sustainability sector. Educating for Environmental Sustainability experts from seven European countries with experience in primary, secondary, further, and non-formal education will be directly involved. We plan for a sustainable Academy with impacts and outcomes far beyond this initial group and the project duration. All TAP-TS Teacher Academy will be open-source, aligned to ECTS Standards, and credential bearing for project participants. Once finalised, all TAP-TS resources can be freely adopted/adapted by teachers and teacher educators across the EU. The intention is to seed a movement and community of teachers that use the TAP-TS experience as their foundation for Teaching Sustainability.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

EQui-T - European quality development system for inclusive education and teacher training

Project Coordinator

Organisation UNIVERSITAET GRAZ
Address UNIVERSITATSPLATZ 3 , 8010 Graz , AT
Website <http://www.uni-graz.at>

Project Information

Identifier 101104449
Start Date Jun 15, 2023
End Date Jun 14, 2026
EC Contribution 1,499,943.95 EUR
Partners PADAGOGISCHE HOCHSCHULE STEIERMARK (AT) , UNIVERSIDAD DE GRANADA (ES) , PRIVATE PADAGOGISCHE HOCHSCHULE AUGUSTINUM (AT) , UNIVERSITA DEGLI STUDI DI PADOVA (IT) , TALLINN UNIVERSITY (EE) , UNIVERSITETET I SOROST-NORGE (NO)

Project Summary

EQui-T aims to enhance high quality teaching in an inclusive European context by enabling teacher trainers and pre- and in-service teachers to identify, create and share high-quality inclusive teaching materials in the form of open inclusive educational resources (OIER) and by promoting transnational collaboration and exchange of good practices.

As the major activities to achieve these objectives, we will

- develop a comprehensive, multi-perspective criteria catalogue for assessing the quality of O(I)ER for inclusive teaching,
- establish training courses for pre- and in-service teachers to develop and test innovative teaching materials in the form of OIER for (technology-enhanced) inclusive teaching,
- identify good practices for disseminating OIER and establish and implement sustainable dissemination processes,
- establish a sustainable network of teachers and other actors in the field of inclusive education on a national and international level to promote transnational collaboration and exchange of good practices regarding identifying and exploiting existing (high-)quality digital tools and materials (e.g. OIER),
- conduct mobility activities during the training courses and within the network (using Erasmus+ infrastructure, e.g., eTwinning).

Approximately 300 teacher trainers and teachers from different school types in the five partner countries will be directly benefiting from the training courses and the network; through these teachers, we assume to indirectly reach around 6000 students.

Expected result: The EQui-T project provides teachers with guidelines for OIER. It enables them to critically assess and to implement OIER in their daily teaching, to reflect upon their instruction as well as to evaluate and improve it in a transnational network of teachers.

Type and number of outputs: quality criteria catalogue, curriculum for teacher training course, OIER, guidelines for successful dissemination practices, transnational network, MOOC for teacher trainers.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

DigitalTA - Digital Academy in teaching practice for a seamless transition from pre-service to in-service

Project Coordinator

Organisation FUNDACION UNIVERSIDAD EUROPEA DEL ATLANTICO
Address PARQUE CIENTIFICO Y TECNOLOGICO DE CANTABRIA , 39011 Santander , ES
Website www.uneatlantico.es

Project Information

Identifier 101055620
Project Web Site <https://digitalta.eu/>
Start Date Jun 1, 2022
End Date May 31, 2025
EC Contribution 920,045 EUR
Partners UNIWERSYTET JANA KOCHANOWSKIEGO W KIELCACH (PL) , UNIVERSITY OF LIMERICK (IE) , ARTESIS PLANTIJN HOGESCHOOL ANTWERPEN (BE) , WOJEWODZTWO SWIETOKRZYSKIE (PL) , CONSEJERIA DE EDUCACION DE LA JUNTA DE CASTILLA Y LEON (ES) , FUNDACION UNIVERSITARIA IBEROAMERICANA (ES) , UNIVERZITA PALACKEHO V OLOMOUCI (CZ)

Project Summary

The project proposes the development and validation of a European approach based on a digital platform for the support of teacher practice for schoolteachers in transition. The platform will be a virtual common environment for teachers in transition (pre-service teachers or students, newly qualified teachers, beginning teachers or in-service teachers), school-mentors, HEI teachers and continuous education trainers.

This project benefits from the methodology of Problem-Based learning (PBL) and the development of a reflective practice guided by a trainer/mentor and shared with a Learning Community.

During the project lifetime, the partnership will:

1. Define a European approach for the transition period from pre-service to in-service including the definition of roles for the actors and involved institutions.
2. Develop and validate a European digital platform for teacher transition integrating an international Learning Community, a reflective process methodology for school teachers and a repository on study-cases.
3. Raise stakeholders' awareness (teachers, mentors, learners, economic, politic and social actors) of the potential of a common model for teacher's practical training in EU countries.

The target groups participating during the project will be:

1. In-service newly qualified primary and secondary school teachers (> 300)
2. Pre-service teachers: HEI teacher students (>250)
3. Higher Education Teacher educators (>35)
4. Primary and secondary school mentors (>250)
5. Continuous education trainers (>50)
6. Primary and secondary experimented school teachers (>100)
7. Policymakers in education (>25)

As a result of the project, a new model of practical trainings will be developed and supported on a digital platform, ready for teachers in transition in order to follow up their personal challenges with the Learning Community and useful for teachers during their tutoring process considering the involved institutions (HEI, continuous training centre, school).

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Teacher Academies

Project Title

GEO-ACADEMY - Innovative digital GEO – Tools for enhancing teachers' digital, green and spatial skills towards an effective STEAM Education for Sustainable Development

Project Coordinator

Organisation ETHNICON METSOVION POLYTECHNION
Address HEROON POLYTECHNIUO 9 ZOGRAPHOU CAMPUS , 157 80 ATHINA , EL
Website www.ntua.gr

Project Information

Identifier 101104693
Start Date Jun 1, 2023
End Date May 31, 2026
EC Contribution 1,310,366.45 EUR
Partners SPOTLAIT ON INOVEITION AMKE (EL) , ELLINOGERMANIKI AGOGI SCHOLI PANAGEA SAVVA AE (EL) , SDRUZHENIE PROFESIONALEN FORUM ZA OBRAZOVANIETO (BG) , PADAGOGISCHE HOCHSCHULE TIROL (AT) , LUNDS UNIVERSITET (SE) , PAIDAGOGIKO INSTITOUTO KYPROU (CY) , NUCLIO NUCLEO INTERACTIVO DE ASTRONOMIA ASSOCIACAO (PT) , EUROPEAN UNIVERSITY - CYPRUS LTD (CY) , OSTERREICHISCHES WELTRAUM FORUM VEREIN (AT) , ASSOCIATION EUROPEENNE EURISY (FR) , UNIVERSIDADE DE COIMBRA (PT)

Project Summary

GEO-Academy aims to create a European network offering a comprehensive teacher training and development program which will provide pre- and in-service teachers opportunities for professional learning and development by using an efficient pedagogical approach aiming at holistically educating the next generation of European citizens on Sustainable Development topics. The consortium (12 partners from 7 EU countries) will establish a network and a community of practice to develop innovative strategies and learning modules for preparatory and continuous professional development for in-service and pre-service teachers on new innovative digital technologies upon competence-based educational pedagogies. The ultimate goal is to prepare the groundwork for a unified framework to foster teachers' pedagogical, digital, green and spatial skills needed to succeed as incubator staff and at running an accelerator for successful Education for Sustainable Development (ESD) programs in the respective countries and beyond.

To utilize cutting edge geo-technologies, GEO-Academy aims to support the introduction of Geographic Information Systems (GIS), Remote Sensing (RS) and Earth Observation (EO) along with Geospatial Storytelling, through tools and materials freely accessible to all education institutions across Europe. The resources will be jointly developed by the consortium, designed to be easily attained, adopted and replicated, using state-of-the art educational approaches, methodologies and tools, with teachers acting as reflective professionals with roles both as trainees and co-designers. The material will be developed in English, German, Portuguese, Greek, Bulgarian and French. It will be the yeast of the GEO-Academy acting as hub for upskilling teachers' pedagogical, green, digital and spatial skills to support students' learning. During its lifecycle, GEO-Academy will usher the activities through online, physical and blended training across Europe.

Link to project card: [Show project card](#)