



# **COURSE GUIDE**

**Professional development for teachers**

**[www.teachersrise.eu](http://www.teachersrise.eu)**

version 1.4 – January 2022



## Dates and locations

Our courses are available on specific dates and locations (either Padova, Italy or Dublin, Ireland): please, check current availability on the specific course page. **Available course dates are confirmed once the minimum number of participants is reached.**

## Our Team



Francesco Cendron  
Founder



Vanessa Crivellaro  
Programme  
coordinator



Mohamed Abdelaziz  
Teacher trainer



Erkan AKAR  
Teacher trainer



Xanthi Almpantaki  
Teacher trainer



Antonella Astori  
Teacher trainer



Gabriella B. Klein  
Teacher trainer



Stefania Ballotto  
Teacher trainer



Fergal Barr  
Teacher trainer



Giuditta Bassano  
Teacher trainer



Ricky Bland  
Teacher trainer



Giulio Bonanome  
Teacher trainer



Egon Botteghi  
Teacher trainer



Vania Bovino  
Teacher trainer



Simona Bracci  
Teacher trainer



Martina Brazzolotto  
Teacher trainer



Matteo Brogini  
Teacher trainer



Riccardo Brunetti  
Teacher trainer



Chiara Bruzzano  
Teacher trainer



Marta Bujakowska  
Teacher trainer



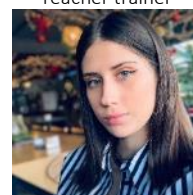
Martina Camatta  
Teacher trainer



Serena Cecco  
Teacher trainer



Chiara Cerviani  
Teacher trainer



Vasiliki  
Chatzieftymiou  
Teacher trainer



Marina Codorniu  
Matas  
Teacher trainer



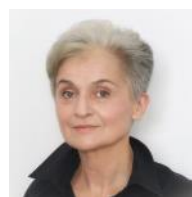
Lucia Colonna  
Teacher trainer



Silvia Comiati  
Teacher trainer



Arianna Costantinin  
Teacher trainer



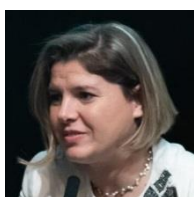
Mihaela Silvia  
Dascalu  
Teacher trainer



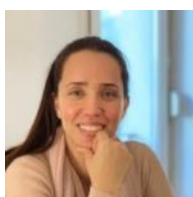
Silvia Destro  
Teacher trainer



Cristina Di Ponzio  
Teacher trainer



Blerina Duli  
Teacher trainer



Aziza Elkolei  
Teacher trainer



Judit Fehér  
Teacher trainer



Rowan Foster-  
Sutherland  
Teacher trainer



Carla Fronteddu  
Teacher trainer





Antonio Gomes  
Teacher trainer



Laris Guerri  
Teacher trainer



Riccardo Gulletta  
Teacher trainer



Filippo Incigneri  
Teacher trainer



Jona Jaeger  
Teacher trainer



Kinga Karp  
Teacher trainer



Tim Kjaer  
Teacher trainer



Hamza Koudri  
Teacher trainer



Elizaveta Kucherova  
Teacher trainer



Olga Kuczynska  
Teacher trainer



Ilaria Leonardi  
Teacher trainer



Nathan Lomax  
Teacher trainer



Angela Sofia Lombardo  
Teacher trainer



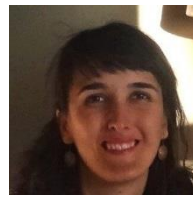
Ana Loura  
Teacher trainer



Eleonora Luciotto  
Teacher trainer



Claudia Matini  
Teacher trainer



Marisa Monteiro Vaz  
Teacher trainer



Karen Namain Pong  
Teacher trainer



Emanuele Narqi  
Teacher trainer



Luigi Ottolini  
Teacher trainer



Alper Paris Gurlek  
Teacher trainer



Roberto Pino  
Teacher trainer



Mimi Pino  
Teacher trainer



Elisa Rapetti  
Teacher trainer



Tommaso Reato  
Teacher trainer



Dinah Richter Spritzer  
Teacher trainer



Fabrizio Santini  
Teacher trainer



Jekaterina Saveljeva  
Teacher trainer



Mark Saxby  
Teacher trainer



Elisa Schiavon  
Teacher trainer



Matthias Schrenk  
Teacher trainer



Krzysztof Strzemeski  
Teacher trainer



Sergei Tereshenkov  
Teacher trainer



Timoleon Theofanellis  
Teacher trainer



Bogdan Vaida  
Teacher trainer



Polo Vallejo  
Teacher trainer



Lada Vetrini  
Teacher trainer



Stephanie Wilbur  
Teacher trainer



Sarah Wood  
Teacher trainer



Aleksandra Zaparucha  
Teacher trainer



## Language learning and teaching

Course title	Page
"Planning Backwards" - Staging and Delivering Effective (Vocabulary) Lessons	8
Bringing the 21st Century Language Classroom to Life	9
CLIL Matters	10
Communicative Activities for Language Instruction	11
Constructing Positive CLIL Atmosphere in Classrooms via Reading, Writing, Listening and Speaking	12
Creative Methodology for the Language Classroom	13
English for teaching	14
English language skills for teachers – Level 1	15
English language skills for teachers – Level 2	16
Experiential Learning for Language Classes	17
How to turn short and feature-length films into a complete language course	18
Interactive Italian language learning for teachers	19
Social Justice in Language Education	20
Teaching and Learning English as a Global Language	21
Teaching listening in English as a foreign language	22
Using Songs for Language Teaching	23

## School innovation

	Course title	Page
	Adventure Education for personal and group development	25
	Compassion and Innovation in Educational Leadership	26
	Continuous Professional Development Model for Teachers	27
PUPILS	Digital business simulation for international students	28
	Entrepreneurial learning and EntreComp European Framework	29
	EU funds and European project design	30
	How to create and execute Erasmus+ KA1 school exchange projects	31
	How to prepare your Erasmus+ applications for your school	32
	Inclusive Transformative Learning	33
PUPILS	International student forum for the green transition	34
	Learning in nature in Primary school	35
	Learning in nature: exploring outdoor education	36
	Natural Pre-School: integrate outdoor education in the first learning years	37
	Project Management @ School	38
	Reflective Learning and Teaching, the Foundation of Professional and Personal Development	39
VET LEARNERS	Skills competition for VET learners	40
	Visiting schools in Ireland: seminars and learning in action	41
	Visiting schools in Italy: seminars and learning in action	42
	Well-being on the Teachers' Desk: Job Crafting for Teachers	43
	Well-being on the Teachers' Desk: Resilience & Recovery for Teachers	44



## Classroom management and soft skills

Course title	Page
Anxiety's "traffic lights": How to manage anxiety at school	46
Coaching skills in classroom management for teachers and educators	47
Communication for Cooperation	48
Creating Gender inclusive classrooms	49
Culture.Conscious.Communicaton	50
Embodied Learning: the Power of Drama and Performative teaching	51
Engaging students in learning through cooperative learning & brainstorming techniques	52
Experiential Education through Gamification	53
Facilitation skills in learning environments	54
Facing stereotypes in schools, facing our own views	55
Gifted Education in the mixed classroom. An inclusive way.	56
Improve your Non-Verbal Communication competence for effective classroom management & positive teaching	57
Improving social and emotional learning at school	58
Inclusive education	59
Let's talk about sex! – comprehensive sexual health education and discrimination prevention in the classroom	60
LGBTeens	61
The Power of Conflict	62
The resilient teacher: facing effectively school challenges	63
Under Pressure - burnout prevention for educators	64

## ICT and new technologies

Course title	Page
Coding, Computational Thinking and Robotics in the classroom	66
Creative computing in the classroom	67
Introduce coding and computational thinking as a transversal resource to develop STEAM practices	68
Learning by making & tinkering	69
Mesmerise your online students using highly engaging content	70
STEM Teacher Training	71
Stepping into STEM- an Inquiry Based Learning (IBL) Approach	72
Web tools for teachers	73

## Creativity and culture

Course title	Page
Art and communication	75
Documentary Photography training for teachers and trainers	76
Framing Art History in Ancient Roman Times	77



Course title	Page
Humour is Serious Business: using humour to engage students and promote health and well-being	78
Immersive and Participatory Theatre tools for teachers	79
Musical Cultures and their application in daily lessons	80
Social theatre and creativity for intercultural dialogue	81
When “studying” Rome, do like the (ancient) Romans do	82

## Global citizenship education

Course title	Page
“racial” or “racist”? Anti-hate communication competence in an intercultural perspective	84
Bringing biodiversity into the classroom	85
Conflict Resolution and the role of teachers in future global citizens’ education	86
Education for Sustainable Development and project-based learning at school	87
Education for Sustainable Development: tools for cooperative learning lesson design	88
How to plan and teach innovative and interesting lessons with UN’s 17 sustainable development goals in focus?	89
How to teach media literacy? The tools, the facts and the hard-to-spot fabrications.	90
Media Literacy and Critical Thinking: Read between the Lines	91
School Climate Changers: a practical and interactive course to build sustainable and climate friendly school communities	92
We Want Peace...Education!	93



## Language learning and teaching

---



## "Planning Backwards" - Staging and Delivering Effective (Vocabulary) Lessons

### Course description

#### Course overview and purpose:

This practical training programme will explore a 'backwards' approach to lesson-planning and logical sequencing of lesson stages and activities, along with demonstrating a range of techniques and materials.

Sessions of trainer input (mini-demonstrations followed by analysis of techniques and rationale for choice of activity and stage focus) will alternate with participants planning and delivering microteaching sessions which employ the theory and techniques seen.

Participants will see, experience and analyse good (and bad!) practice, identify effective planning and staging principles and will implement these in their own mini lessons. Trainer input will blend theory and practice with an emphasis on participants' taking away lesson plans which can serve as models of best practice.

The principles followed are applicable to many lessons. However, this training programme will focus specifically on the teaching of vocabulary. Some specific reflection on cross-application to grammar may be possible at the end of sessions if time allows.

#### Learning outcomes:

- teachers will produce complete logically-staged lesson plans that have been 'backwards planned'
- teachers will produce a range of appropriate lesson stages which they will teach in microteaching sessions.
- teachers will select the most appropriate approaches for the learning of specific items/sets of vocabulary
- teachers will demonstrate their ability to employ new techniques and activities
- teachers will demonstrate their ability to create and employ new materials
- teachers will have fun while learning

### Admission information

**Language:** English

**Language level prerequisites:** A2 or above

**Duration:** One week

**Audience:** Primary School Teachers

**General prerequisites:** No specific requirements

**Maximum number of participants:** 12

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Mark Saxby](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).





## Bringing the 21st Century Language Classroom to Life

### Course description

#### Course overview and purpose:

As we proceed into the future – the 21st century – new challenges lie ahead, many of which we cannot even predict. As educators, it is our role to convert our life experience and training into passionate, energetic and relevant delivery which will help our learners overcome any challenges which lie ahead; to not just be 21st century citizens, but also champions.



Beyond language, students need to know how to turn dreams into reality; to convert ideas into effective, spoken and written word, foster partnerships through collaboration, and solve future problems through creativity and critical thinking.

This course will take language learning pedagogy and bring it to life for the modern world and beyond.

#### Learning outcomes:

- Participants will leave the course knowing the benefits of various environments; synchronous, asynchronous, and outside the class, to optimise classroom time as part of a blended approach to learning.
- Participants will leave the course being able to match a wealth of authentic materials and media to realistic, functional and communicative language aims; calling upon blended, flipped and 21st century learning strategies.
- Participants will leave the course being able to use a 'lexical approach' to analyse texts, inform material creation, and be better placed to diagnose language learners.
- Participants will leave the course better equipped to analyse phonology in order to improve the effectiveness of 'listening lessons'; furthering the ability of their learners to benefit from listening texts outside of the classroom.
- Participants will leave the classroom being equipped with skills and strategies which will allow them to exploit a variety of media and authentic materials to ensure their classes are relevant, challenging and efficient springboards or language analysis.
- Participants will leave the course being better placed to assess learners beyond the traditional written tests; matching together functional, component language with realistic and communicative outcomes, which are assessed against a variety of criteria beyond 'right/wrong' accuracy base criteria.

### Admission information

**Language:** English

**Language level prerequisites:** B2 or above

**Duration:** One week

**Audience:** Language teachers

**General prerequisites:** A fair, basic knowledge of using technology

**Maximum number of participants:** 16

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Ricky Bland](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## CLIL Matters

---

### Course description

#### Course overview and purpose:

The course CLIL Matters is for teachers who have started or are considering working with CLIL. The course gives a minimum theoretical background and maximum practical ideas to meet the needs of English Language Learners of various ages and language skills.

The course offers individual, pair and group activities, as well as role-plays and discussions that promote reflection and learning. The classes are based around 10 CLIL parameters regarding content, communication and cognition, and include the following: types of language in CLIL, vocabulary strategies, scaffolding for supporting content and language, promoting student-student interaction, guiding input and supporting output, learner autonomy and evaluation. We will also look at CLIL materials and their adaptation, as well as classroom management strategies.

The course will run separately for groups of either Primary or Secondary schools, delivering activities suitable for the education level.

#### Learning outcomes:

At the completion of the course, the participants will be able to

- reflect on the theories behind CLIL and their significance for Primary and/or Secondary education
- understand the applicability of the CLIL Wheel in CLIL lesson planning and as a checklist
- use various strategies which make subjects and foreign languages integration successful
- participate in and reflect on example CLIL lessons
- find and adapt appropriate materials for own CLIL lessons
- use thinking routines with the students
- use selected online tools for CLIL lessons
- prepare and conduct own CLIL mini lesson
- liaise with other CLIL teachers

### Admission information

**Language:** English

**Language level prerequisites:** A2 or above

**Duration:** One week

**Audience:** English and class/subject Primary or Secondary teachers who already deliver CLIL lessons and those who are planning to start using CLIL in their work; other CLIL stakeholders: teacher trainers, school managers, educators, head teachers and principals, managers of schools/organisations offering teacher development programs.

**General prerequisites:** Desirable some practice in teaching/working with Primary or Secondary pupils, interest in CLIL, also as an educator, school administration or another education-related position

**Maximum number of participants:** 16

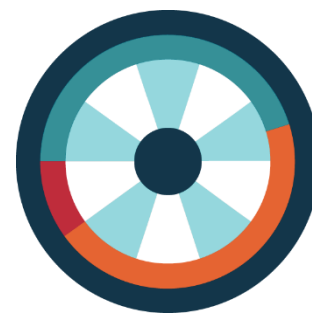
**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Aleksandra Zaparucha](#), [Marta Bujakowska](#), [Judit Fehér](#), [Krzysztof Strzemeski](#), [Stephanie Wilbur](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).





## Communicative Activities for Language Instruction

### Course description

#### Course overview and purpose:

This hands-on course is for experienced or prospective language teachers who want to implement the communicative approach in their classes and create opportunities for their students to learn the language by using it to communicate in meaningful situations. This is also a great chance for teachers to practice their own English and boost confidence in their communication skills.

The course offers ready-to-use activities for teachers by experiencing them first-hand to develop their own English-speaking skills and reflect on their own learning experience in order to adapt the tools and activities for their students.

While the language of instruction is in English, teachers of other languages as well as primary school teachers will find this course useful for their teaching skills.

#### Learning outcomes:

- Use self-evaluation tools to develop their own communication skills as well as their students'.
- Apply the Experiential Learning Cycle to learn about and implement the communicative approach.
- Identify ways to help their learners develop their communicative skills through practical and engaging activities.
- Create communicative content and language integrated classes.
- Identify the role culture plays in language and discuss ways it could be integrated in language classes.

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Experienced, young or aspiring language teachers (English or other languages); Primary school teachers; Teacher trainers

**General prerequisites:** No specific requirements

**Maximum number of participants:** 30

**Minimum advance reservation:** 12 weeks

### Trainer(s)

Hamza Koudri, Aziza Elkolei, Mohamed Abdelaziz

Current or prospective language teachers

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).





## Constructing Positive CLIL Atmosphere in Classrooms via Reading, Writing, Listening and Speaking

### Course description

#### Course overview and purpose:

This course aims to use CLIL (Content and Language Integrated Learning) effectively in any subject area in teaching and learning processes. A teacher of either an academic subject or a foreign language will find himself/ herself creating engaging content-driven lessons in a foreign language. It provides learners with the opportunity to learn different subjects through the medium of a foreign language.



The course participants will gain the knowledge and implementation processes of CLIL method by reading, writing, listening and speaking which helps intra/ inter disciplinary learning. Additionally, they will also learn how to select appropriate and already prepared content for second language learners and become capable of creating new content. Participants will have the opportunity to experience how to adapt their activities according to students' abilities and needs.

Teachers will become familiar with CLIL learn the basic principles of CLIL, plan CLIL lessons and exchange ideas regarding issues of classroom management, lesson planning and materials development.

Furthermore, the course will help teachers improve their communication skills in foreign languages.

#### Learning outcomes:

- Teaching a subject through a foreign language
- Materials from the real world of native speakers to enhance the learning of a foreign language
- Key issues related to CLIL
- Activities focused on specific learning objectives in language and content
- Turning activities from a textbook into creative and engaging activities
- Creating inclusive and engaging classroom environment
- Building collaborative and communicative activities in any level
- Develop cognitive and social skills
- The ICT tools for creating a CLIL learning environment
- Web 2.0 tools that can be used for CLIL classes
- Assessment tools that can be used within the classroom

### Admission information

**Language:** English

**Language level prerequisites:** A2 or above

**Duration:** One week

**Audience:** Anyone who wants to work in a CLIL-based educational context

**General prerequisites:** No specific requirements

**Maximum number of participants:** 15

**Minimum advance reservation:** 12 weeks

### Trainer(s)

Erkan AKAR

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Creative Methodology for the Language Classroom

### Course description

#### Course overview and purpose:

The course aims at building in participants a deeper understanding of how creative thinking works, and what environments hinder and what foster creativity. This understanding will inform participants' decisions regarding setting up, managing and evaluating creative tasks. Participants will also be trained to adapt, develop and use a variety of creative language tasks and use resources conscientiously and purposefully to support language learning.



The above aims result in a very practice-oriented approach, which calls for course members' active participation; they will take part in interactive input sessions and classroom demonstrations, they will reflect on the demonstrations in terms of the contents of the input sessions as well as their own practice, and discuss these with other group members. They will also adapt and create creative tasks, share them, discuss them and perfect them. They will run one of the creative activities they have created or adapted. These learning activities will be done as a variety of individual, pair and group tasks.

#### Learning outcomes:

At the completion of the course, participants will be able to ...

- tell if a given task triggers creative thinking or not
- add the essential element of creativity through the creative thinking gap to regular language exercises and activities
- tell in a given classroom situation which creative thinking role students are performing well in and which not, and how to help them with the role they are weak at
- adapt, make and set appropriate, meaningful and creative language tasks that match, use and foster creative thinking roles in learners
- create a classroom environment that makes it possible for learners to perform to their full potentials in the creative thinking roles
- use a variety of resources for creating and setting relevant and engaging language tasks that foster learner creativity
- make decisions regarding evaluating student's performance in creative tasks that do not stifle creativity in learners but foster it
- reflect on their practice and find ways in which they can enrich it with more creative approaches both for their learners and for themselves

### Admission information

**Language:** English

**Language level prerequisites:** B2 or above

**Duration:** One week

**Audience:** Language teachers

**General prerequisites:** No specific requirements

**Maximum number of participants:** 16

**Minimum advance reservation:** 12 weeks

### Trainer(s)

Judit Fehér, Marta Bujakowska, Aleksandra Zaparucha, Stefania Ballotto

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## English for teaching

---

### Course description

#### Course overview and purpose:

A hands-on, practical course for intermediate level teachers of English to experiment with different methodologies in order to maximise learner engagement and share best practice in ELT, this course aims to develop participants' teaching methodology through participation using techniques that should be immediately applicable to their own teaching environments. The format consists of input sessions, followed by a cycle of peer teaching practice, feedback and reflection.



The learning objectives are:

- Planning lessons that support learners through controlled to free practice activities.
- Become more comfortable experimenting with different communicative teaching approaches and methodologies (PPP, TTT, TPR and TBL).
- Demonstrate increased awareness of phonology by including a focus on pronunciation in lesson planning
- Maximise engagement and respond to learner needs through learner centred, kinaesthetic activities.
- Engage with reflective practice through self, peer and tutor evaluation and include peer feedback in own teaching

#### Learning outcomes:

- Demonstrate the ability to structure lessons that include controlled to free practice, including supplementary activities to measure whether learning has taken place.
- Show awareness of different, communicative approaches to EFL.
- Incorporate phonology into lesson planning.
- Make teaching learner centred through the inclusion of hands-on, practical activities
- Respond to and offer peer feedback.

### Admission information

**Language:** English

**Language level prerequisites:** B2 or above

**Duration:** One week

**Audience:** Teachers of English and/or those required to deliver their subjects through the medium of English.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Nathan Lomax](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## English language skills for teachers – Level 1

---

### Course description

#### Course overview and purpose:

Are you a teacher looking to improve your basic English language skills in a dynamic and communicative way? Then this is the perfect course for you!

You will learn how to use English so that you can write emails, use new vocabulary, revise grammar and improve your speaking skills!

Our teachers are equipped with innovative, creative and interactive teaching methods: learning will be enjoyable, easier, faster, stimulating and fun! You will explore the local culture and history and learn communication survival techniques.

The course ensures the right balance between grammar topics and conversational activities and will reflect the level, skills and topics relevant to the group. The exact content of your course will be based on discussion with you and other participants before and during the course.

“English language skills for educators – Level 1” course is for teachers/educators who have **Basic (A1/A2) or Pre-intermediate (B1)** language levels.

#### Learning outcomes:

- Improve your English vocabulary, grammar, pronunciation, and conversational skills;
- Build greater confidence in using the English language and awareness of intercultural communication concepts and related activities
- Improve your discussion skills on a range of social and cultural themes
- Explore amazing local culture and history

### Admission information

**Language:** English

**Language level prerequisites:** A1 or above

**Duration:** One week

**Audience:** Teachers of any other subject and school administrative staff

**General prerequisites:** No specific requirements

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).





## English language skills for teachers – Level 2

### Course description

#### Course overview and purpose:

Are you a teacher looking to improve your English in an international environment? Then this is the perfect course for you!

You will learn how to use English so that you can talk to your colleagues from all over Europe, learn new vocabulary, revise grammar, learn how to write emails, improve your speaking skills and lead international meetings.

Our English-speaking teachers are equipped with innovative, creative and interactive teaching methods: learning will be enjoyable, easier, faster, stimulating and fun!

You will explore the local culture and history and engage in dialogue on topics of relevant interest to teachers and share experiences and resources with colleagues from all over Europe.

The course ensures the right balance between grammar topics and conversational activities and will reflect the level, skills and topics relevant to the group. The exact content of your course will be based on discussion with you and other participants before and during the course.

The course includes networking activities with your peers from all over Europe! You will reflect on your profession in a more critical, productive and enthusiastic way and compare different learning and teaching practices to transfer into a concrete resource you can use in the classroom: meet colleagues from all over Europe and make new contacts and lifelong friendships!

“English language skills for educators – Level 2” course is for teachers/educators who have **Upper-intermediate (B2) or Proficient (C1/C2)** language levels.



#### Learning outcomes:

- Improve your English vocabulary, grammar, pronunciation, and conversational skills;
- Build greater confidence in using the English language and awareness of intercultural communication concepts and related activities
- Build greater confidence in using the English language and awareness of intercultural communication concepts and related activities
- Improve your discussion skills on a range of social and cultural themes
- Share teaching resources and experiences in an international environment
- Network and build strong relationships with colleagues from all over Europe
- Explore amazing local culture and history

### Admission information

**Language:** English

**Language level prerequisites:** B2 or above

**Duration:** One week

**Audience:** Teachers of any other subject and school administrative staff

**General prerequisites:** No specific requirements

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Experiential Learning for Language Classes

### Course description

#### Course overview and purpose:

This practical and immersive course is for experienced, young or aspiring language teachers who want to create learner-centred language classes and develop a thorough understanding of the experiential learning approach.

Experiential learning fosters learning environments that encourage students to acquire practical skills through experience and reflective practice. Educators will be guided to experience and reflect on sample lessons, then plan language classes that foster effective development of students' receptive and productive language skills. This course will also help teachers adapt Content and Language Integrated Learning (CLIL) and Project Based Learning (PBL) to their experiential classrooms.

This course offers a valuable opportunity for teachers looking for ways to engage their learners through hands-on activities that yield measurable results in their communicative and receptive skills. While the language of instruction is in English, teachers of other languages as well as primary school teachers will find this course useful for their teaching skills.

Upon request, this course can be expanded to include practice teaching and reflection opportunities.

#### Learning outcomes:

By the end of the course, participants will be able to:

- Define learning and identify what helps and what hinders learning through reflective practices;
- Plan and facilitate lesson plans that foster efficient language skills development through experiential learning;
- Identify ways to help their learners develop their communicative and receptive skills through practical and engaging activities;
- Create content and language integrated classes; and
- Apply Project-based Learning (PBL) approaches through their teaching.

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Experienced, young or aspiring language teachers (English or other languages); Primary school teachers; Teacher trainers

**General prerequisites:** No specific requirements

**Maximum number of participants:** 30

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Hamza Koudri](#), [Aziza Elkolej](#), [Mohamed Abdelaziz](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).





## How to turn short and feature-length films into a complete language course

### Course description

#### Course overview and purpose:

Although generally recognized as a great tool for teaching languages, films aren't always used to their full potential in the second language classroom. Very often the learners are invited to carry out exercises based exclusively on either what is said by the characters or the narrator, or on the comprehension of the plot and its cultural contents. If we compare the film to a ripe orange and its teaching potential to the orange juice, this approach means squeezing only a few drops instead of filling a big glass, and fails to exploit the rich resources offered by moving images.

This course aims to equip participants with an original teaching method, allowing them to turn films (whether short or feature-length) into a complete language course. Unlike other possible approaches, the films aren't conceived as just a part of the class, but rather become the complete "textbook", whereby students can strengthen all of their abilities (speaking, writing, listening, reading), as well as learn and practice vocabulary and grammar. Students are invited to a stimulating and energizing linguistic journey through the film across several sessions (approximately 20 teaching hours for a 90' film).



#### Learning outcomes:

At the end of the course, participants will be able to:

- evaluate the teaching potential of short and feature-length films in the second language classroom;
- design complete language courses based on short or feature-length films;
- effectively manage the different aspects and phases of class work with short or feature-length films;
- integrate short and feature-length films into online and remote teaching;
- contribute towards improving their work environment by disseminating the course contents.

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Participants are expected to have a strong interest (but not necessarily previous experience) in using movies as a tool for language teaching. The ideal participant strongly believes that films are a powerful tool for teaching a second language, but doesn't really know how to use them effectively, would like to improve his/her teaching skills, or is seeking a new teaching approach.

**General prerequisites:** Minimum one-year full-time experience as a second language teacher

**Maximum number of participants:** 20

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Matteo Brogini](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Interactive Italian language learning for teachers

---

### Course description

#### Course overview and purpose:

This exciting and intensive Italian language course is offered as a one-week full immersion in Italian language and culture.

The course aims to improve fluency and accuracy in Italian through experiential language-learning methods and practice as well as cultural immersion in Italy.

You will build first-person experience in a safe and supportive environment followed by observing, absorbing and activating authentic communication practices directly on the spot, supported by our local professional tutors.

The course ensures the right balance between grammar topics and conversational activities. Our conversation labs and games will make learning easier, faster, stimulating and fun and you will enjoy our roleplay simulations.

Examples of interactive activities:

- cooking class
- local school tours
- visit to local companies
- visit to local markets

Finally, you will take part in cultural activities, guided tours and excursions about Italian culture.

The course is for teachers/educators who have **Intermediate (B1/B2) or Proficient (C1/C2)** language levels.

#### Learning outcomes:

- Improve fluency and accuracy in Italian;
- Identify experiential learning resources to use in the classroom
- Become more comfortable with teaching in Italian to non-native Italian speakers;
- Learn about the Italian culture;
- Acquire direct experience of learning activities that involve the four basic skills (reading, writing, listening, and speaking)

### Admission information

**Language:** English, Italian

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers of Italian or of any other subject and school administrative staff

**General prerequisites:** No specific requirements

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).





## Social Justice in Language Education

### Course description

#### Course overview and purpose:

The course aims at re-evaluating the role of language education from the perspectives of social justice and critical pedagogy. Language teaching can stretch beyond only developing learners' linguistic competence and play a key role in challenging social inequalities inside and outside of the classroom. In this course, teachers will:

- Learn about the role of language education and how language education can work as an agent for social justice
- Discuss contextually important social justice topics, potential local constraints to developing social justice teaching and solutions to overcome obstacles
- Examine the status of languages and language education in perpetuating social injustices
- Develop their ability to critically evaluate existing teaching and testing materials in a critical pedagogy perspective
- Discuss migration and gender inequality within language education.

#### Learning outcomes:

By the end of the course, participants will be able to:

- Understand key concepts related to social justice, critical pedagogy and sociolinguistics and their relationship to language education
- Critically evaluate teaching and testing materials from a critical pedagogy and social justice perspective
- Use linguistic landscaping and other sociolinguistics-oriented classroom activities to develop students' critical thinking about languages
- Understand key issues of migration and gender inequalities and incorporate them in their lessons
- Design a lesson plan based on principles of social justice and critical pedagogy



### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Secondary school language teachers with an interest in incorporating a social justice and critical pedagogy perspective in their teaching practices.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 20

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Chiara Bruzzano](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Teaching and Learning English as a Global Language

### Course description

#### Course overview and purpose:

The ultimate aim of this course is to help participants gain a full understanding of English as a global language and to reflect on the practical implications of this for their own practice.

Using workshops, roleplays, discussions, videos and songs, we explore both the history of the globalization of English and the current state of play.

What are the varieties of English beyond the US/UK binary? How and why are accents so associated with stereotypes in English? How does multiculturalism and multilingualism affect the teaching and learning of English – and the practice of teaching in English?

The bowler hat and the London bus are one way into English, but there is so much more to it than that, and this course is designed to help participants enrich their own teaching as they gain a practical understanding of this global language.

#### Learning outcomes:

- Gain awareness of the diversity and the varieties of English
- Embrace and strengthen multiculturalism and foster critical and cross-cultural awareness in the classroom
- Learn new approaches and activities to help you dive into using English as a global language with your students.
- Understand why and how English became a global language
- Examine personal attitudes toward English as a global language and how to encourage students to examine their own attitudes towards English as a global language
- Apply activities for teaching English as a global language in the classroom

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers and learners of English at all levels, of ages and in all contexts. It will also be particularly helpful for those teaching CLIL and using English as a medium of instruction for other subjects. Teachers of history, sociology, geography and other humanities subjects at primary and secondary level will likely also find this course to be relevant.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 20

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Sarah Wood](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).





## Teaching listening in English as a foreign language

---

### Course description

#### Course overview and purpose:

Starting from teachers' existing knowledge, needs and contextual issues, the course aims to provide them with new research-based knowledge about how listening comprehension in English works and how this can be taught in the classroom. Listening is rarely "taught", but generally only tested, and it is an area of EFL teaching that is neglected in teacher education and development. This course will give teachers insights into the processes and difficulties involved in EFL listening based on research conducted in secondary school environments. Based on this knowledge, teachers will experiment with evaluating teaching materials and tests, practise innovative techniques for teaching the processes of listening, learn to use open-access technological tools for listening in and outside the classroom and develop their skills in leveraging listening activities to improve comprehension as well as language acquisition.



#### Learning outcomes:

By the end of the course, participants will be able to:

- understand the key concepts related to listening processes, and the differences between listening for comprehension and for acquisition and between listening as a product and as a process
- evaluate the effectiveness of existing listening materials critically
- apply a prognostic and diagnostic approach to listening activities
- use tech tools to design listening materials
- design listening activities aimed at developing listening processes and language acquisition

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Secondary school teachers who teach English as a second or foreign language

**General prerequisites:** No specific requirements

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Chiara Bruzzano](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Using Songs for Language Teaching

### Course description

#### Course overview and purpose:

While working, shopping, doing sports or just relaxing, we often have music in our ears, as a soundtrack to our lives. Think of teenagers with their headphones on while going to school or on their way back. Why turning them off when they learn, then?

The importance of music in the learning process has been emphasized by Gardner's multiple intelligences' theory and Brewer's focus on "attention, attitude and atmosphere".

This course aims at providing language teachers with a practical and powerful tool to make learning more variegated, interesting, amusing and therefore efficient. It will look into the value of songs and music to foster students' interest and concentration, create a positive learning atmosphere, convey cultural elements, work on eloquence, rhythm and pronunciation, enhance vocabulary, etc.

Throughout workshops, participants will be given ready-to-use activities and develop a method they will be able to employ on any song brought to their attention by students.

#### Learning outcomes:

The course will be a great opportunity to analyse and understand the role of music and songs in the classroom, concerning students' interest, attitude, motivation, as well as specific educational objectives. The course will give participants the chance to explore a range of practical activities and techniques aimed at maximizing the use of songs in the classroom, and will help them broaden their horizon in this area of teaching.

At the end of the course, participants are expected to:

- recognize the importance of being aware of students' musical attitude and interest, towards a personalized learning.
- be more aware of the potential of music in the classroom, both as a way to increase students' interest and as a powerful and effective acquisitional tool;
- have become familiar with the most useful methodologies to teach language through music;
- be able to adapt and use any kind of songs for educational purposes in an original, relevant and compelling way.

### Admission information

**Language:** English or Italian

**Language level prerequisites:** B1/B2 or above. Songs in different languages will be used.

**Duration:** One week

**Audience:** This course provides a method for language teachers to enrich their current teaching approaches. It provides practical ideas they can employ to variegated their teaching routines, maximizing students' learning outcome.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Trainer(s)

Roberto Pino, Luigi Ottolini

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).





# School innovation

---



## Adventure Education for personal and group development

### Course description

#### Course overview and purpose:

Outdoor Adventure Education is an innovative educational approach that promotes learning and development through adventure-centred experiences. Adventure means challenge, uncertainty, new experience, nature immersion, involvement of head, heart and hand, relation with others. In a complex and uncertain social and cultural context, adventure education seems to be a great learning opportunity for youth and adults. Adventure education differs from restorative or recreational outdoor activities for the crucial role of reflection and conceptualization during the learning process.



Based in an outdoor training centre located in a rural setting, the course provides an immersive and experiential program. The main ingredient of this course is a three-day outdoor expedition, a great learning experience for experiencing directly the experiential process. We will hike in a natural area (Colli Euganei) and we will spend a night outdoors, exploring personal and group resources out of our comfort zone. After the outdoor experience, we will reflect and discuss personal insights, ideas, theories and methodology for developing outdoor adventure education in school context. You find also some practical tools, case histories discussion and the opportunity for sharing and networking with passionate colleagues.

#### Learning outcomes:

After this training course we expect you develop your competencies as an adventure educator, and reflect how to integrate this approach in school context. More specifically you will:

- Know the fundamental aspects of theory and method of adventure education.
- Discuss how to integrate outdoor adventure activities and processes in your own professional practice and community.
- Understand different models of using outdoor learning for students and groups development.
- Be able to plan specific activities connected with your context and objectives.
- Raise awareness about your personal relationship with nature and adventure education.
- Gain tools and strategies for providing learning experience and reflection on experience.

### Admission information

**Language:** English

**Language level prerequisites:** B1/B2 or above

**Duration:** 10 days

**Audience:** This training course is for teachers, educators, school's directors, school's counsellors who are committed to school change and socio-emotional student development. It is also a learning opportunity for teacher soft skills development.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 14

**Minimum advance reservation:** 12 weeks

### Trainer(s)

Tommaso Reato

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Compassion and Innovation in Educational Leadership

### Course description

#### Course overview and purpose:

This professional development course is designed to support improvement in the relationship between educators in roles of responsibility and those they serve. The approach is underpinned by the Experiential Learning Cycle, rigorous reflective practice, and compassionate communication to offer a model of learner-centred instruction and management. Being able to observe objectively and offer constructive feedback are key to creating a healthy learning environment and are therefore included throughout. It is also critical that leaders lead by example, thus intended outcomes are implicit in the course content and continuously modelled by the course trainers. The course is designed to support educators already in roles of responsibility as well as teachers who would like to rise to more senior levels.



#### Learning outcomes:

Participants will:

- Demonstrate the ability to create a supportive learning environment based on specific indicators
- Observe and offer compassionate constructive feedback
- Complete oral and written reflective practice exercises
- Design professional development activities using the ELC
- Demonstrate increased awareness of the personal and professional challenges of facilitation

### Admission information

**Language:** English

**Language level prerequisites:** B2 or above

**Duration:** One week

**Audience:** Teachers and educational managers wishing to develop their skills in establishing supportive and productive learning communities among their teaching staff, in particular by developing the skills of observation and feedback within a supportive and facilitative professional development framework.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 24

**Minimum advance reservation:** 12 weeks

### Trainer(s)

Thomas Topham, Annie Polatsek

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Continuous Professional Development Model for Teachers

### Course description

#### Course overview and purpose:

“Building a School-based Teacher Development Workshop Model” is a training of trainers course for education practitioners, school managers and teachers taking on a role of building their own school-based teacher learning communities.

The course offers practical approaches to set up a continuous professional development model based on an Experiential Learning approach and encourage peer learning opportunities that drive teachers to constantly improve their performance and share best practices. Through active learning workshops, peer demonstrations, and reflection and feedback sessions, participants will be able to build an understanding of the basic principles for teacher learning and develop a sustainable plan to implement contextualized professional development program in their own settings back home.



#### Learning outcomes:

By the end of the course, the participants will be able to:

- Develop an initial self-development plan based on intrinsic and extrinsic incentives for professional development
- Apply the Experiential Learning Cycle as the backbone of the educator/staff training and reflection sessions
- Select context-appropriate content for the methodology and skills-development game sessions and apply the “walk the talk” rule.
- Use “I” statement based on objective participant behaviour to solidify best practices and address challenges
- Design and facilitate a 3-section teacher development workshop in a strategic action planning session
- Develop an action plan to set up a continuous professional development program at their school.

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Current teachers, academic managers, and prospective teacher educators.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 30

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Hamza Koudri](#), [Aziza Elkolei](#), [Mohamed Abdelaziz](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Digital business simulation for international students

### Course description

#### Course overview and purpose:

Business simulations place students right in the mix of realistic business scenarios where they must apply concepts and frameworks, be responsible for their tasks and form their entrepreneurship skills. In a “simulated enterprise”, all processes and transactions are based on realistic company activities and the company is structured in classic departments: human resources, administrative office, marketing, logistics, accounting etc.



The programme is a collaborative experience for practice in virtual enterprises based on the scenario following the adoption of digital technology to transform an existing business. Students will face the challenges of business digital transformation and will learn from their peers in another country.

The activity will take place during a real physical mobility and it involves students from at least two countries. Students will be interviewed online one-by-one before arrival to simulate selection and recruitment.

The ice-breaking sessions are led by English language facilitators (groups of maximum 15 students each). Students will get to know the real-life international business experience and learn and improve important skills such as language and communication skills, intercultural competences and various soft skills which are helpful in finding one's own path and increase the employability.

Once fully inducted, students will be assigned to various departments and run their company themselves. Each company engages in international business activities, carries out market research, places advertisements, buys raw materials and stock, plans logistics, manufactures simulated goods, sells simulated goods or services and pays wages, taxes, benefits, etc and is critically engaged in a digital technology change. The setting provides a way for students to learn practically through the 'learning-by-doing' methodology, to acquire useful digital transformation skills, to get into the entrepreneurial mindset and to present information to their peers.

Most simulated businesses can visit at least one mentor company that comes from the real business world, where they can receive advice and ideas about how a business is run.

**The activity will not take place in a hosting schools in order to guarantee the flexibility required by the content and quality of the programme.**

#### Learning outcomes:

Students will:

- Practice their theoretical knowledge
- Gain new professional skills
- Acquire useful digital transformation skills
- Improve their language skills and intercultural competence
- Improve their teamwork, problem solving and public-speaking skills
- Improve their entrepreneurial skills by taking responsibility and developing self-initiative

### Admission information

**Language:** English

**Language level prerequisites:** A2 or above

**Duration:** One week

**Audience:** Groups of pupils

**General prerequisites:** No specific requirements

**Maximum number of participants:** 120

**Minimum advance reservation:** 24 weeks

### Dates and location

For more information about current availability of this event, please visit [this course page](#).



## Entrepreneurial learning and EntreComp European Framework

### Course description

#### Course overview and purpose:

This course is tailored for education staff (educators, teachers, youth workers etc.) and aims to in-depth the concept of entrepreneurial learning and deliver a general knowledge of the EntreComp European model. EntreComp is a comprehensive, flexible and multi-purpose reference framework designed to help you understand what is meant by entrepreneurship as a key competence for lifelong learning and to be able to use this in your work. EntreComp creates a shared understanding of the knowledge, skills and attitudes that make up what it means to be entrepreneurial. Being entrepreneurial does not mean just to open an enterprise but comprehend several competences which are useful in daily life, in projects, in labour market. Entrepreneurship as a competence is defined as the capacity to act upon opportunities and ideas to create value for others. The value created can be social, cultural, or financial. For this reason, supporting students to develop these competences is extremely important for their personal development.



Most of the tools will be mixed with non-formal education (very practice and interactive) and will equip educators with multiple means to improve their knowledge of this model and how to transfer it to their students.

#### Learning outcomes:

The general outcome will be to empower participants' capacity to deliver a clear and efficient teaching methodology on the topic of entrepreneurial learning. In particular,

- Learned more about the entrepreneurial learning and EntreComp European Framework;
- Got to know more case studies for EntreComp in education field and more tools to use for teacher's improvement;
- Raised awareness about the importance for students to learn how to improve their skills in entrepreneurial field and how this improvement affects all the other life sides.
- Improved personal and soft skills related to the entrepreneurial learning;
- Learned about all the European and international tools/events related to the topic;
- Enriched known good practices in teaching methodologies depending on contexts and with different variables
- Experienced more intercultural dynamics in a classroom

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers and education staff, who work with students from secondary to VET and adults' education.

**General prerequisites:** Beginner experience in entrepreneurial learning. It is also suggested to educators, youth workers or teachers which work in the framework of social activities apart from schools' environment.

**Maximum number of participants:** 30

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Cristina Di Ponzio](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## EU funds and European project design

### Course description

#### Course overview and purpose:

The course aims at providing school workers with basic knowledge of the European Union funding, access to and management of funds, and reporting of approved projects.

An intensive course is proposed to provide the most appropriate tools to address and benefit from the funds made available by the EU in the various topics.

The recipients are school workers interested in developing project ideas and participating in transnational partnerships of European projects.

Main learning objectives are:

- Provide basic knowledge on the functioning of the European institutions
- Provide basic knowledge on the European funds currently accessible in the field of education and youth
- Highlight the priorities of the European Union for the post-2020 period
- Provide start-up knowledge on the design of EU projects
- Increase the ability to access EU funding
- Increase the capacity to manage complex projects

#### Learning outcomes:

Thanks to this course, trainees will be able to develop specific skills in the field of the access to EU funds.

In particular, they will be able to:

- recognise the different funding sources and identify the most adequate ones to fund a specific project idea;
- read and understand a call for proposals published by the EU;
- identify the different possibilities for partner search;
- start building a project idea, respecting linkages and balance between the different elements;
- fill out the project description and administrative templates;
- Construct and present a coherent and balanced project budget.



### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers, trainers, principals, school and education managers, educational counsellors, project coordinators, mobility coordinators, other school staff, other adult education staff

**General prerequisites:** No specific knowledge on EU funds required

**Maximum number of participants:** 20

**Minimum advance reservation:** 12 weeks

### Trainer(s)

Silvia Comiati, Lada Vetrini

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## How to create and execute Erasmus+ KA1 school exchange projects

### Course description

#### Course overview and purpose:

KA1 school exchange partnerships is a great way for your institution to interact with other institutions in Europe. There are many benefits from working together with institutions from other countries, like understanding different cultures, curricula and school systems. In this course you will learn hands on how to plan, manage and implement Erasmus+ KA1 projects. You will be able to return to your institution with knowledge of the entire process from start to finish. You will have all the tools to be able to carry out a project and knowledge of how to engage your colleagues and administration and successfully integrate KA1 in your institution.



#### Learning outcomes:

- How to plan and create programmes
- Understanding what to focus on in the application to be able to succeed
- How to apply for KA1 accreditation
- How to manage KA1 projects
- How to implement the projects in school curricula

### Admission information

**Language:** English

**Language level prerequisites:** Good English level is required

**Duration:** One week

**Audience:** Teachers or school management interested in Erasmus+ school exchange partnerships

**General prerequisites:** No specific requirements

**Maximum number of participants:** 16

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Tim Kiaer](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## How to prepare your Erasmus+ applications for your school

### Course description

#### Course overview and purpose:

Erasmus+ 2021-2027 can provide so many international opportunities for your school: short-term mobilities and work placements for your students, professional development courses, job shadowing and teaching assignments for your teachers and partnerships to improve provision for learners, tackle common issues and share innovative practices.



This course will help you create a small internal team of dedicated teachers and staff in charge of crafting high-quality Erasmus+ applications for your school.

Whatever your aims are, this course aims to equip you and your colleagues with new approaches and new tools, techniques and strategies for your school internationalisation and make your project development easy.

Participants will join from many schools and organisations and we will adopt a “team of teams” approach to develop a project idea and carry out practical project work on simulation and modelling your future Erasmus+ application. This is a great chance to network with other teachers and develop common project ideas and relationships!

This course will help you set the agenda and adopt a whole school approach to Erasmus+ and contribute to train your teachers and staff as project developers.

Ideally, this course should foster increased sharing and learning partnerships and possibly form reliable partnerships leading to possible future Erasmus+ projects.

#### Learning outcomes:

- Identify how Erasmus+ could support learning and teaching
- Match your school objectives to Erasmus+ opportunities
- How to create a European Development Plan (EDP)
- How to select partners
- How to recruit participants
- How to set up monitoring and evaluation mechanisms
- Plan the content of your project

### Admission information

**Language:** English

**Language level prerequisites:** B2 or more

**Duration:** One week

**Audience:** Teachers or staff with none or basic understanding of Erasmus+ funding.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).

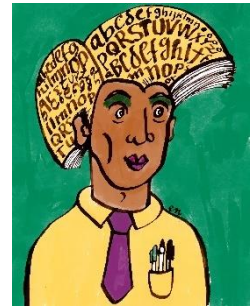


## Inclusive Transformative Learning

### Course description

#### Course overview and purpose:

Gender and intersectional discriminations issues are more and more discussed in the public debate and in educational contexts. International, European and national frames – policies and guidelines -on educational activities prioritise the need to face discriminations and inequality that characterise our societies and to identify strategies in order not to reproduce it – in general in the society, and above all in educational contexts. In this perspective, tackling these issues means planning and carrying out inclusive e and awareness educational activities focusing on the intersection of: “how” we implement our role and activities – methods - and “what” we decide to deal with – (controversial) issues. With this course the participants will reflect on how it is possible to foresee educational activities taking in account this double focus.



The learning objectives are:

- To learn the basic terminology for activities on gender inclusion and equity
- To develop training experience for carrying out active and participatory activities
- To experiment active and participatory methodologies on issues oriented to work on gender inclusion and equity
- To develop awareness on the root causes of gender inequality and adopt global education in teaching and learning process
- To develop critical thinking skills in order to question the "gender paradigm".

#### Learning outcomes:

- Teachers/trainers adopt transformative learning as a method of teaching and learning to produce change within their classes.
- Teachers/trainers integrate active methodologies and introduce gender issues into their educational practice.
- Teachers/trainers include gender and discriminations issues in their educational portfolio

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers, trainers and educators.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 20

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Silvia Destro](#), [Martina Camatta](#), [Elisa Rapetti](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## International student forum for the green transition

### Course description

#### Course overview and purpose:

Why is it important to fight against climate change? The “International student forum for the green transition” is an event designed to encourage students to discuss and learn about environmental issues together with their peers from another country, make them think about what can be done at their schools and at local and global level and help them come up with alternative greener ways of living the planet.



The activity will take place during a real physical mobility and it involves students from at least two countries. During the one-week event, students from around Europe gather to engage in academic discussions and cultural exchanges with their peers.

The ice-breaking sessions are led by English language facilitators (groups of maximum 15 students each) and students will attend thought-provoking workshops in environmental-friendly classrooms and learn about basic climate terms, explore the links between climate change and sustainable development and find out more about green solutions for water, energy, circular economy, rural development and in other green forward-looking fields.

Using innovative methods in environmental education, students will discuss and come up with solutions to tackle current environmental issues.

All participants are invited to join at least one of the advanced sustainability tours. Through these tours, participants will be able to visit local sustainable initiatives and to experience green solutions at first hand: they will collect information to report back to their group and feed into the discussion.

At the end of the forum event, participants will share their discussion outcomes through presentations and proposals, which will be submitted to local environmental organizations.

**The activity will not take place in a hosting schools in order to guarantee the flexibility required by the content and quality of the programme.**

#### Learning outcomes:

Students will:

- become aware of environmental issues at local and global level
- develop competences in various sustainability-relevant sectors and learn fundamental skills to the transition to a low-carbon economy
- learn the importance of changes for individual preferences and consumption habits for a green lifestyle (e.g. save resources, reduce energy use and waste, compensate carbon footprint emissions, opt for sustainable food and mobility choices, etc.)
- develop intercultural competencies such as networking, language and understanding of others
- learn 21st century skills and engage in collaborative relations

### Admission information

**Language:** English

**Language level prerequisites:** A2 or above

**Duration:** One week

**Audience:** Groups of pupils

**General prerequisites:** No specific requirements

**Maximum number of participants:** 120

**Minimum advance reservation:** 24 weeks

### Dates and location

For more information about current availability of this event, please visit [this course page](#).



## Learning in nature in Primary school

### Course description

#### Course overview and purpose:

Outdoor Education is one of the most innovative educational approach in the European context and worldwide. Many Primary Schools around the world are changing their approach and integrate outdoor education in their programs.

Today few children have opportunities of direct and authentic experience in nature and school can help them to reconnect to the natural world. Moreover, outdoor experience can create great opportunities for meaningful learning.



In Primary School outdoor education can be an effective approach for:

- teaching and learning curricular subjects like literacy, math, art, science, history and so on;
- grow social and life skills;
- develop a sense of wonder and responsibility to the natural world.

Based in an outdoor training centre placed in rural setting, the course provides an immersive and experiential program. In this course you can find ideas, theories and methodologies for outdoor education in Primary School, some practical tools, personal and professional insights and the opportunity for sharing and networking with passionate colleagues.

#### Learning outcomes:

After this training course we expect you will develop your competencies as an outdoor teacher at primary school level. More specifically you will:

- Know the fundamental aspect of theory and methodology of outdoor education in Primary School.
- Understand how to integrate outdoor activities and processes in Primary School.
- Understand how to use outdoor learning for soft skills development and group management.
- Be able to plan specific activities connected with your own professional context and teaching subject.
- Raise awareness about your personal and professional relationship with nature.

### Admission information

**Language:** English

**Language level prerequisites:** B1/B2 or above

**Duration:** One week

**Audience:** This training course is for teachers, educators, school's directors of Primary School who want to integrate outdoor education in their professional practice.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 16

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Tommaso Reato](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Learning in nature: exploring outdoor education

### Course description

#### Course overview and purpose:

Outdoor Education is one of the most innovative educational approach in the European context and worldwide. New generations of children and youth have few opportunities of direct and authentic experience in nature and outdoor education can be a good answer to the challenge of reconnection to natural world. Moreover, outdoor experience can create great opportunities for meaningful learning experience, for student and for teachers.

Outdoors we can teach and learn curricular subjects, grow social and personal skills and develop a sense of wonder and responsibility to the natural world.

Based in an outdoor training centre located in rural setting, the course provides an immersive and experiential program. In this course you can find an introduction to Outdoor Education theory and methodology, some practical tools, personal and professional insights and the opportunity for sharing and networking with passionate colleagues.



#### Learning outcomes:

After this training course we expect you develop your basic competencies as an outdoor teacher/educator. More specifically you will:

- Know the fundamental aspect of theory and method of outdoor education.
- Understand how to integrate outdoor activities and processes in your own professional practice.
- Understand how use outdoor learning for soft skills development.
- Be able to plan and project outdoor leaning programs.
- Raise awareness about your personal relation with nature and education in nature.
- Gain tools and strategies for provide outdoor activities and reflection.

### Admission information

**Language:** English

**Language level prerequisites:** B1/B2 or above

**Duration:** One week

**Audience:** This training course is for teachers, educators, school's directors who want to gain a basic introduction to outdoor education.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 16

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Tommaso Reato](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Natural Pre-School: integrate outdoor education in the first learning years

### Course description

#### Course overview and purpose:

Outdoor Education is one of the most innovative educational approach in the European context and worldwide. Children need opportunities of direct and authentic experience in nature for an healthy and balanced development of attitudes and competencies. Pre-school is the crucial stage for connect children and nature and it is important to support children with a quality pedagogical approach.



In this course we explore the main ingredients of an outdoor kindergarten such as the value of free and risky play, the organization of natural spaces and materials, the emotional education outdoors, perception and body involvement. We will discuss many experiences of outdoor preschool inspired by different models and theories such as Forest Schools, Waldkindergarten, Montessori and Reggio schools, Farms School.

Based in an outdoor training centre with an innovative farm preschool, the course provides an immersive and experiential program. In this course you can find a deep view on why and how integrate outdoors in preschool system, some practical tools, personal and professional insights and the opportunity for sharing and networking with passionate colleagues.

#### Learning outcomes:

The main objective of this training course is to provide a specific focus on outdoor education for preschool ages. More specifically, the learning objectives are:

- Understand kids needs for outdoors activity for health and for competencies development.
- Know how to support the learning process as outdoor preschool teacher.
- Learn to organize spaces and materials to provide outdoor learning opportunity for children (3-6 years).
- Know and understand theory and methodology about outdoor education in preschool context.
- Explore and discover your personal inclinations and resources connected to teaching outdoors.
- Gain confidence in teaching outdoor in preschool.
- Create a learning community during the course and after.

### Admission information

**Language:** English

**Language level prerequisites:** B1/B2 or above

**Duration:** One week

**Audience:** This training course is for teachers, educators, school's directors working in preschool organizations.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 16

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Tommaso Reato](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Project Management @ School

### Course description

#### Course overview and purpose:

Managing a project involves different aspects and several activities that have to be tracked and followed up on. Tasks must be defined, a related schedule shall be created, resources have to be made available and assigned to the project, risks have to be identified. A project management system is a means of managing a project by planning, organizing, and managing its different required aspects.

This course aims at providing school workers with specific tools and approaches that can improve the quality of education and make it more interactive and enjoyable. Thanks to Project Management (PM) tools, teachers and principals can better communicate and collaborate, ensure the effectiveness of their education projects, and provide their students with innovative techniques which will be viable and useful in their classwork.

#### Learning outcomes:

By the end of the course, each participant should be able to:

- apply PM tools and techniques illustrated and tested during the course
- organize and plan the education projects for a successful implementation of the project activities and for achieving the expected project's results
- organize and manage the work with others, monitor their work, prevent, and address conflicts
- monitor the project development, assess, and evaluate the quality of its outcomes, deal with possible risks
- create and deliver project reports both for internal and external purposes
- find solutions to the ongoing challenges of sustainability
- organize and manage the financial and administrative issues of the project, as well as check the eligibility of costs

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers, trainers, principals, school and education managers, educational counsellors, project coordinators, mobility coordinators, other school staff, other adult education staff

**General prerequisites:** No specific knowledge on Project Management required

**Maximum number of participants:** 20 people

**Minimum advance reservation:** 12 weeks

### Trainer(s)

Silvia Comiati, Lada Vetrini

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).





## Reflective Learning and Teaching, the Foundation of Professional and Personal Development

---

### Course description

#### Course overview and purpose:

‘Change is inevitable; growth is optional.’ In a fast-moving world, education systems can barely adjust to changes and learners often feel that the lessons do not reflect the dynamics of the world we live in. Old beliefs are challenged constantly by new teaching methods and approaches and by ‘recipes’ imposed by ‘educational fashions.’

This course proposes a reflective approach to teaching and learning as an effective way of monitoring the teacher’s self-growth as a professional and as a person to minimise the stress and maximise job satisfaction. The participants will learn how to use appropriate and personalised instruments for honest, consistent, courageous, and insightful self-observation and evaluation to become the best teachers they can be for their learners since ‘we teach who we are’ (Parker Palmer, *The Courage to Teach*, 1998).



#### Learning outcomes:

By the end of the course, the participants will have:

- discussed and applied Kolb’s experiential learning cycle to their own classroom experience
- experienced each stage of the reflective cycle (Gibbs’ model) through a variety of activities
- identified the direct connection between personal feelings and lesson delivery issues worth exploring
- developed active listening skills and applied them to mentoring peers in simulation activities
- created tools for self-reflection or shared best practices (self and peer observation ‘informal’ forms, peer observation and feedback, video/audio recording, teacher’s log, etc.)

### Admission information

**Language:** English

**Language level prerequisites:** B2 or above

**Duration:** One week

**Audience:** Experienced and inexperienced teachers of any subject; mentors; teachers of any subject, preferably newly qualified teachers

**General prerequisites:** No specific requirements

**Maximum number of participants:** 20

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Mihaela Silvia Dascalu](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Skills competition for VET learners

### Course description

#### Course overview and purpose:

Over the last decade, skills competitions in vocational education and training (VET) have increased in popularity and visibility. “Skills competition for VET learners” is a large international event designed to showcase VET achievements in different countries covering various skill areas: it is a combination of skills conferences, experience days and talent days and aims to raise awareness of career adaptability and decision making for young people.



The skills conferences will consider topics such as employment post-COVID; what VET and the industry need to bounce back; growth areas and some emerging trends. We will also be sharing the findings in promoting excellence, attractiveness and inclusiveness of VET and include exciting interactive sessions for learners.

The experience days bring to life the world of work for young people. The main tasks of the experience days are the presentation of students' knowledge, skills and abilities, encouraging and motivating students to present their own knowledge, skills and abilities, presentation of occupations, vocational guidance and presentation of practical skills acquired by students during education to their peers. The experience days are accompanied by numerous activities such as “Test your skill”, where students can test their skills through simple practical tasks and participate in various workshops, listen to information about continuing education and the specifics of many different occupations and new modern technologies.

The talent days empower learners to take the next step in their career: a combination of workshops and coaching sessions will boost their career development skills and help find out more about the latest careers on offer at some of most exciting and innovative companies in Europe.

Skills competitions are a hub for the professional development of teachers and trainers, who will attend preparatory online sessions to learn about the standards required (i.e. “Technical Description and Task model”) to compete in this skill competition: at least 3 months in advance, they will get ready for their roles, for instance as a developer of test projects, trainer/coach activities, workshop manager or assessor. Participation in the competition model is a professional development opportunity for teachers to network and exchange of experiences with other VET providers and stakeholders.

The media campaign “Skills are everywhere around us” will be conducted to raise the understanding of the importance of skills training.

#### Learning outcomes:

- Promote the exchange between VET learners from various countries in Europe
- Inspire and builds confidence for VET learners to develop a passion for skills and pursuing excellence, through competitions and promotions
- Promote the benefits of and need for skilled trade professionals
- Demonstrate the advantages of learning vocational skills
- Exchange of skills, experience and technological innovations
- Support educators to ensure the curriculum they teach is industry relevant and connected to the world of work so that VET learners can thrive and fulfil their potential in their sector
- Improve attractiveness and excellence in VET

### Admission information

**Language:** English

**Language level prerequisites:** A2 or above

**Duration:** One week

**Audience:** VET learners and teachers/trainers

**General prerequisites:** No specific requirements

**Maximum number of participants:** 120

**Minimum advance reservation:** 24 weeks

### Dates and location

For more information about current availability of this event, please visit [this course page](#).



## Visiting schools in Ireland: seminars and learning in action

### Course description

#### Course overview and purpose:

Peer learning visits are a valuable tool for staff professional development. They build a community of trust, open up classroom practice and provide insights into effective strategies for a wider selection of good teaching practices and partnerships.

Participants will enjoy opportunities to meet and interact with local teachers, principals and students, to discover educational institutions and their school culture at various levels (primary, secondary, vocational, adult lifelong learning, etc.) and to experience a powerful and unique networking that will facilitate change and learning in a friendly forum for discussion.

Please, note that this course should be included as a “Courses and training” activity in your application to Erasmus+ Key Action 1, as it is a high-quality combination of school visits, seminars, workshops, facilitated interactive discussions and self-reflections.

We will research and select a number of appropriate host schools for the visiting team and organise seminars, workshops and group activities to prepare and debrief visits and presentations and to facilitate exchange about education systems, the culture of the host country, and educational topics of general interest.

Participants will have the opportunity to deliver presentations about their education system, their school, their town, their country and their ideas about future Erasmus+ projects. Ideally, school visits should foster increased sharing and learning partnerships and possibly form reliable partnerships leading to possible future Erasmus+ projects.

Learn from each other and share best practice and ideas beyond the classroom so the impact can be felt school-wide and internationally!

**Subject to COVID-19 restrictions and local regulations.**

**Dates and location may be subject to amendment according to school calendar year of the country visited. Changes might be needed to make up for time lost due to unforeseen or changing circumstances which might be out of the reasonable control of the receiving organisation.**

#### Learning outcomes:

- Share good teaching practices
- Learn about educational organisation and management of learning in different countries
- Observe what works in other schools
- Discuss about the nuances of the host school’s design and implementation
- Acquire new knowledge about the school-improvement processes

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers and school staff

**General prerequisites:** No specific requirements

**Maximum number of participants:** 15

**Minimum advance reservation:** 12 weeks

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).





## Visiting schools in Italy: seminars and learning in action

### Course description

#### Course overview and purpose:

Peer learning visits are a valuable tool for staff professional development. They build a community of trust, open up classroom practice and provide insights into effective strategies for a wider selection of good teaching practices and partnerships.



Participants will enjoy opportunities to meet and interact with local teachers, principals and students, to discover educational institutions and their school culture at various levels (primary, secondary, vocational, adult lifelong learning, etc.) and to experience a powerful and unique networking that will facilitate change and learning in a friendly forum for discussion.

Please, note that this course should be included as a “Courses and training” activity in your application to Erasmus+ Key Action 1, as it is a high-quality combination of school visits, seminars, workshops, facilitated interactive discussions and self-reflections.

We will research and select a number of appropriate host schools for the visiting team and organise seminars, workshops and group activities to prepare and debrief visits and presentations and to facilitate exchange about education systems, the culture of the host country, and educational topics of general interest.

Participants will have the opportunity to deliver presentations about their education system, their school, their town, their country and their ideas about future Erasmus+ projects. Ideally, school visits should foster increased sharing and learning partnerships and possibly form reliable partnerships leading to possible future Erasmus+ projects.

Learn from each other and share best practice and ideas beyond the classroom so the impact can be felt school-wide and internationally!

**Subject to COVID-19 restrictions and local regulations.**

**Dates and location may be subject to amendment according to school calendar year of the country visited. Changes might be needed to make up for time lost due to unforeseen or changing circumstances which might be out of the reasonable control of the receiving organisation.**

#### Learning outcomes:

- Share good teaching practices
- Learn about educational organisation and management of learning in different countries
- Observe what works in other schools
- Discuss about the nuances of the host school's design and implementation
- Acquire new knowledge about the school-improvement processes

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers and school staff

**General prerequisites:** No specific requirements

**Maximum number of participants:** 15

**Minimum advance reservation:** 12 weeks

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Well-being on the Teachers' Desk: Job Crafting for Teachers

### Course description

#### Course overview and purpose:

Our work and the way we experience it are essential components of our identity and well-being. In challenging times, however, competing work demands and high workload can compromise mental and physical health, leading to stress and anxiety.

The complexity of teachers' work today requires high adaptability and highlights the need for the ability to not only be role-takers but rather role-makers (Moyson et al., 2018).



This Job Crafting Course aims to provide participants with the knowledge, tools, and reflective ideas to proactively shape their work environment to make it fit better with their personal characteristics and strengths.

It aims to allow participants to play to their strengths, letting their unique interests, perspectives, and background guide how they do their work, eventually letting their "best selves" to determining the way they work (Gino & Cable, 2020).

#### Learning outcomes:

At the end of the course, participants should be able to:

- Identify job demands and job resources.
- Identify work tasks and sort them according to different indicators.
- Reflect on motivations, passions, and personal strengths to redesign meaningful work roles.
- Autonomously develop personal crafting plans.
- Develop SMART goals.

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** This course is designed for teachers who feel the need for mastering self-management techniques to improve their own work-related well-being, especially in the face of change and challenging job demands. It is preferable to have groups composed of teachers from the same education system (e.g. all primary, all secondary etc.).

**General prerequisites:** No specific requirements

**Maximum number of participants:** 16

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Arianna Costantini](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Well-being on the Teachers' Desk: Resilience & Recovery for Teachers

### Course description

#### Course overview and purpose:

The current coronavirus pandemic puts to the test psychological resilience as the ability to mentally or emotionally cope with a crisis or to return to pre-crisis status. Key to resilience is the recovery process, which consists of the replenishment of the energy and resources used in different life domains. According to the “recovery paradox”, super-demanding days or job are those in which people are most in need of recovery because their resources ran down. Yet, in those days, people are also less likely to engage in recovery activities (Sonnentag, 2018), which easily leads to stress or negative feelings.



This Resilience & Recovery Course aims to provide participants with the knowledge, tools, and reflective ideas to positively face unexpected circumstances by the effective management of their recovery process, eventually leading to higher resilience and well-being.

#### Learning outcomes:

At the end of the course, participants should be able to:

- Identify cognitive, physical, and emotional demands and resources.
- Identify different types of recovery experiences.
- Reflect on conflict and enrichment from different life domains.
- Identify a set of personal resources that can be improved for higher resilience.
- Develop SMART goals.

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** This course is designed for teachers who feel the need for mastering self-management techniques to improve their own well-being and ability to face challenging times. It is preferable to have groups composed of teachers from the same education system (e.g. all primary, all secondary, etc.).

**General prerequisites:** No specific requirements

**Maximum number of participants:** 16

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Arianna Costantini](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Classroom management and soft skills

---



## Anxiety's "traffic lights": How to manage anxiety at school

### Course description

#### Course overview and purpose:

"Anxiety's traffic lights: How to manage anxiety at school". It is well known that anxiety affects most students since primary school. I will introduce the three levels of anxiety – green, yellow, red traffic lights – their symptoms and their severity.

This course aims to provide teachers with simple, practical — yet really effective tools to detect anxiety, and then to firstly manage it within themselves; then in students. This way, keeping a low level of anxiety, avoiding its rise and its potential to occur in panic attacks.

This course is aimed at primary, secondary and high school teachers, as their role is critical in communicating with children / teenagers, in the transmission of knowledge. Therefore, also of self-knowledge awareness. Learning about one's emotions and their bodily manifestations is the first step towards a healthy and conscious life.



#### Learning outcomes:

- Learn to sense their bodies and to manage anxiety in themselves and in others (students)
- Learn how to convey this knowledge to their students

### Admission information

**Language:** English

**Language level prerequisites:** B2 or above

**Duration:** One week

**Audience:** Primary, secondary, VET teachers

**General prerequisites:** No specific requirements

**Maximum number of participants:** 8

**Minimum advance reservation:** 12 weeks

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Coaching skills in classroom management for teachers and educators

### Course description

#### Course overview and purpose:

This course is tailored for education staff and aims to deliver a general knowledge of the coaching tools applied within the formal education environment (as schools). Nowadays, coaching skills are becoming essential for efficient classroom management's results. The capacity to lead the classroom so as to obtain efficient results in learning process is essential for every educator and important for students' learning experience. Is important to comprehend the deep meaning of education, which is to leave students the space to make experience of their theoretical learning or to give students the possibility of a learning-by-doing experience. Most of the tools will be mixed with non-formal education (very practice and interactive) and will equip educators with multiple means to improve their knowledge of students' learning processes.



#### Learning outcomes:

The general outcome will be to empower participants' capacity to deal with different tools through normal teaching situations. In particular,

- Learned more about innovative and concrete methodologies in classroom management to deal with challenging situations with students: lack of motivation, how to deal with stress and fears, difficulties with learning cycle, difficulties linked to classroom relationships.
- Improved personal and soft skills. Improve these skills will strongly impact also in teacher's rapport with colleagues and private life and will also benefit for students' learning experience.
- Enhanced proper knowledge of learning cycle referring to student needs, in order to assess them with different teaching methodologies
- Enriched network of international professional at disposals
- Enriched known good practices in teaching methodologies depending on contexts and with different variables
- Experienced more intercultural dynamics in a classroom
- Experienced new methodologies to transmit knowledge from trainer to trainees (specular to teacher/student experience)

### Admission information

**Language:** English, Spanish

**Language level prerequisites:** B2 or above

**Duration:** One week

**Audience:** Teachers and education staff, who work with students from secondary to VET and adult education.

**General prerequisites:** Beginner experience in coaching

**Maximum number of participants:** 16

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Cristina Di Ponzio](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Communication for Cooperation

### Course description

#### Course overview and purpose:

“Communication for Cooperation” is a course designed for educators who want to challenge their way of communication as a key factor for any relationship. The course aims to improve or acquire competencies that support personal and professional development. It is based on Nonviolent Communication and Transactional Analysis approaches that give simple and easy to use tools to build up on

-how to communicate with empathy (towards self and others)

-how to manage conflicts

-how to be self and emotionally aware

- how to express clearly feelings and needs

-how to give and receive feedback

We will touch base main elements, offer tools and practise with them that are the base for further development in their own environment.

#### Learning outcomes:

The course is built upon competence development approach so participants after finishing the course will improve in 3 competence areas as main learning outcomes

- main key foundations, concepts and models of practical methodologies: Nonviolent Communication
- main key foundations, concepts and models of practical methodologies: Transactional Analysis,
- clear empathic communication steps,
- active listening
- giving and receiving feedback
- conflict management
- self (emotional) awareness
- empowerment in dealing with conflicts and difficult communication,
- awareness of barriers of cooperation and ways of improving it

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers and educators of all the education system levels, schools staff VET and Adult Education staff.

**General prerequisites:** Openness to join non-formal education activities, connection and needs with the topic, openness to share their experiences in the group

**Maximum number of participants:** 20

**Minimum advance reservation:** 12 weeks

### Trainer(s)

Laris Guerri, Olga Kuczynska

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



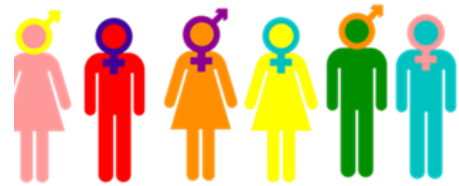


## Creating Gender inclusive classrooms

### Course description

#### Course overview and purpose:

“Education is a catalyst for social change and a condition for the achievement of fundamental human rights. Mainstreaming gender equality in education and training policy remains crucial in countries where equal access to education is taken as a given, which is the case in the majority of EU Member States” (Eige, Gender in Education and Training, 2016).



The aim of this course is to help teachers develop a gender-sensitive approach in their environment and work practices. Through this 5-day program, participants will become familiar with gender-related terms and issues and develop the skills to assess the gender sensitivity or responsiveness of their teaching and to evaluate the learning material.

#### Learning outcomes:

Participants will be able to:

- Deconstruct gender constructions and stereotypes
- Analyse their environment and work practices in a gender perspective
- Critically evaluate the learning material in a gender perspective
- Critically evaluate how teachers can promote gender equality in and through education
- Produce and Present an Action Plan (participants identify changes they can implement to increasing gender responsiveness in their environments)
- Produce a checklist for a gender sensitive teacher to be used at different times and to be shared in the participants' environments

### Admission information

**Language:** English, Italian

**Language level prerequisites:** B1/B2 or above

**Duration:** One week

**Audience:** Teachers in primary, secondary, VET and adult education

**General prerequisites:** No specific requirements

**Maximum number of participants:** 20

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Carla Fronteddu](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Culture.Conscious.Communication

### Course description

#### Course overview and purpose:

For many years intercultural learning for teachers has been exclusively based on cultural differences. The main approach was aimed to explain and to understand cultural differences in order to be able to adapt one's own behaviour and to better understand why different pupils learn differently.

This innovative approach integrates four equally significant components: the logic of cultural strategies (1) and the constructed structural inequalities in international organizations (2). Furthermore, it takes into consideration dynamics in groups or cooperation's (3) and the impact of each individual biography (4).

Learning is only sustainable and effective if it is linked to emotional experiences. Accordingly, the course in Culture.Conscious.Communication not only deals with the topic of culturally conscious communication but is itself a culturally conscious experience.

#### Learning outcomes:

- Increased empathy for people from other cultural backgrounds.
- New concrete options for dealing with cultural diversity in schools.
- Adequate knowledge to develop culturally conscious strategies on an institutional level.
- More self-confidence in the daily working life.



### Admission information

**Language:** English, Italian, German, Portuguese

**Language level prerequisites:** B2 or above

**Duration:** One week

**Audience:** Teachers in primary, secondary, VET and adult education interested in understanding and dealing with other cultures.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 15

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Jona Jaeger](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Embodied Learning: the Power of Drama and Performative teaching

### Course description

#### Course overview and purpose:

Embodied learning is the conscious use of creative experiences and the active involvement of students to champion the acquisition of knowledge. This type of situated cognition can be used to deepen the understanding of foreign languages and other school subjects.

This course provides teachers with challenging and inspiring techniques and ideas for drama and performative teaching in primary and secondary classrooms.

Practical workshops with emphasis on active participation will help teachers to and improve students' emotional, social and language development skills and will provide hands-one experience of how to use the drama domain as a platform for introducing new pedagogies and fostering non-cognitive skills in the whole curriculum.

This course will also provide drama activities to use in any subject areas and to engage pupils' imaginations and creativity and will also provide ideas for exploring theoretical and practical aspects of foreign languages and developing spoken language skills.

Join us and make learning the outcome of creation, expression and expression!

#### Learning outcomes:

- Introduce relevant design principles for embodied learning for any domain
- Examine Drama and Performative teaching concepts and components
- Learn more about how to encourage creative and challenging experiences for pupils.
- Promote collaborative and active learning through active participation.
- Support teachers' practice of planning drama and performative teaching
- Improve the participants' personal and professional skills in teaching
- Increase capacity to cooperate on an international level
- Improve communication and social skills
- Improve English language skills

### Admission information

**Language:** English, Italian

**Language level prerequisites:** B2 or above

**Duration:** One week

**Audience:** Teachers from primary and secondary schools; Managers; Language teachers

**General prerequisites:** No specific requirements

**Maximum number of participants:** 16

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Serena Cecco](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).





## Engaging students in learning through cooperative learning & brainstorming techniques

---

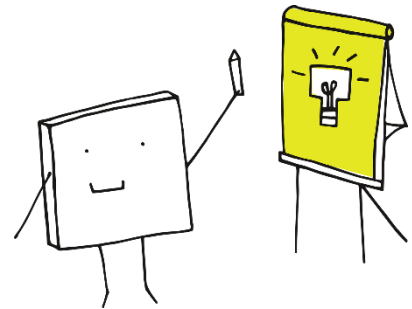
### Course description

#### Course overview and purpose:

The use of active teaching methods supports meaningful learning, promotes an increase in school motivation, improves the performance of all pupils and facilitates their integration into the class group.

Active Methods are based on participation, they are extremely flexible and customizable, and represent a very functional strategy for teaching interventions in the presence of learning difficulties, poor motivation or socialization problems.

The goal of the project is to introduce teachers to the main active teaching methodologies through direct experimentation and reflection on experience.



#### Learning outcomes:

- knowing how to prepare, an articulated offer of discussion situations that respond to the training needs and methods of processing information of pupils
- knowing how to activate the motivational potential and personal resources of the pupils, encouraging their active involvement in classroom and small group teaching situations
- knowing how to correctly set different discussion techniques based on the teaching objectives
- acquire skills in class and group management
- learn cooperative learning techniques that can be used quickly in the classroom

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers (pre-school, primary, secondary, vocational, adult, special needs); teacher trainers; careers officers; educational counsellors; school psychologists; headteachers, principals, managers of schools

**General prerequisites:** No specific requirements

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Claudia Matini](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Experiential Education through Gamification

### Course description

#### Course overview and purpose:

The course provides innovative techniques to captivate your students and generate transfer of learning through gamification methods. Through the methods learned here the participants will be able to create dynamic lessons and engage their students in innovative ways making the lessons engaging and making sure the lesson objectives are achieved.

The objective of the course is to make education fun for the student while also creating the condition in which the learning happens seamlessly and without boredom using unique transfer of learning methodologies.

#### Learning outcomes:

- Participants will demonstrate the ability to transform any lesson plan into a dynamic and fun experience while also making sure that transfer of learning is happening. They will do this by gamifying one lesson from their curriculum.
- They will be able to educate through differentiated instruction methodologies, making sure every student has a challenge that they can overcome and learn from it. They will receive a written test in which they have homework that they need to give to their students in a differentiated way.
- The educators will understand and be able to put into practice the latest theories in experiential education. At the end of the course they will know how to present 3 of the theories mentioned in the course.
- Participants will demonstrate flexibility and adaptability when teaching their curriculum in order to make sure their students will have an engaging experience that they want more of. They will participate in at least 2 role-playing activities in which they show that they understood this.
- Teachers present in the course will be able to give examples of real-life applications of the theories they've learned. They will have, by the end of the course, fill-in-the-blank sheets filled with such examples.
- They will end the course with a gamified version of a class they teach, ready to be put into action.

All in all, they will have the tools to be engaging, innovative and fun while delivering educational content that doesn't leave the mind of their students.

### Admission information

**Language:** English, Romanian

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers, educators, professors and trainers that want to enhance their teaching skills using innovative training methods that will

keep their students engaged and ready to learn.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 24

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Bogdan Vaida](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).





## Facilitation skills in learning environments

### Course description

#### Course overview and purpose:

An educator is a learning facilitator.

A good facilitator can make the difference in the approach with a group of learners, especially with sensitive targets (migrants, youth and adults with educational difficulties, disabilities, ...) in terms of their learning, self-awareness, motivation.



This Course is addressed to teachers, educators and staff members who need to gain methods and tools for an efficient management of classroom learnings and communication dynamics, reflect on good practices of facilitation through non-formal methods and increase motivation, satisfaction and career improvements in their job.

The Course will provide a balanced amount of theory and experiential and practical (ready-to-use at home) activities.

We will work using non-formal education methods and tools like Team-building games, role-playing, world café, simulations, Teamwork activities.

#### Learning outcomes:

After the Course, participants will be able to:

- Manage with more awareness, competence and efficacy the process of learning facilitation in youth/adult groups, in different areas (learning, communication, relational skills, intercultural issue, debriefing, feedback, ...)
- Clearly understand and face with innovative methods (Transactional analysis) relational dynamics, in order to prevent conflicts and misunderstandings in relations with students, colleagues and in personal life;
- Use in the classrooms/staff environment, “unconventional” tools and methods from Non-formal education- to raise the quality of their work, the attention of the groups and the efficacy of learnings;
- Gain a better quality of teachers work in favour of learners, with better results arising motivation and satisfaction;
- This triggers a positive reaction in terms of motivation, self-confidence and satisfaction and arises career chances.
- Get awareness in diversity issues: intercultural learning can be a powerful tool for understanding the other.

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers and educators of all the education system levels (more suggested Primary and Secondary level), school staff, VET and Adult Education staff.

**General prerequisites:** Teachers or Staff open to join non-formal education activities and to share their experiences in learning facilitation with youth and adult groups.

**Maximum number of participants:** 20

**Minimum advance reservation:** 12 weeks

### Trainer(s)

Laris Guerri, Antonio Gomes

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Facing stereotypes in schools, facing our own views

### Course description

#### Course overview and purpose:

The workshop approached issues related to stereotypes and sought to empower participants' knowledge and skills to be able to prevent discrimination and stereotypes at school even during crisis period like corona virus because the pandemic is leading to an outbreak of discrimination. In the workshop participants are supposed to experience how cooperative learning helps to establish social cohesion, guarantee the respect of each other and prevent stereotypes. Ideally this workshop should lead the participants towards the re-thinking of some general, simplistic and inflexible stereotypes.



The activities were designed to challenge the participants to reconsider their own views on stereotypes, which often reflect their own practice in their classroom, how to identify and act to prevent them.

Aims to provide teachers with the much-needed tools and ideas to successfully plan and implement activities in the classroom; exchange good practices and discuss challenges with fellow colleagues and the course trainers.

Moreover, participants have a chance to get to know a bit the culture of the countries other participants were coming from. They also shared the information on their organisation/school and work they do, especially in relation to stereotypes with young people.

#### Learning outcomes:

- Principles, theories and practices related to stereotypes;
- Develop and practise artistic and creative skills;
- Reconsider their own views on stereotypes;
- Ability to use knowledge, skills and personal, social and methodological abilities;
- Function within, multiple and complex heterogeneous groups;
- Use activities and weightings to modify negative classroom behaviour;
- Use activities to confront an outbreak of discrimination during a crisis period like covid-19.
- Limiting or preventing negative behaviours (such as stereotypes and marginalization);
- Ability to work co-operatively;
- Express an internalised, personal world view, reflecting engagement with others.

### Admission information

**Language:** English

**Language level prerequisites:** B1/B2 or above

**Duration:** One week

**Audience:** Teachers (pre-school, primary, secondary, vocational); adult; teacher trainers; educational counsellors; principals, managers of schools; other school staff; other adult education staff.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 20

**Minimum advance reservation:** 12 weeks

### Trainer(s)

Xanthi Almpanaki, Vasiliki Chatzieftymiou

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Gifted Education in the mixed classroom. An inclusive way.

### Course description

#### Course overview and purpose:

The course in Gifted & Talented Education offers the opportunity to learn the main international models about giftedness and it permits you to become an expert in education of gifted children. The purposes of course are both improve theoretic knowledge and develop tools for teachers. The course is structured in 3 modules. The first one is about literature review in gifted education, you could learn about the most recent studies in gifted education (what is giftedness? What is talent?); the second module is about identification (who is gifted child? How identify?); the third you will learn the best practices in gifted education (how teach to gifted students in the mixed classroom?). In each module you could practice and receive a lot of tools that you can use in your daily work. The course will be held with an inclusive pedagogy approach, considering the different culture or context of all participants.



#### Learning outcomes:

- to recognize gifted students;
- to develop talents of each students;
- to differentiate teaching;
- to manage teaching tools for gifted students;
- to keep a good parent-teacher conference;
- to prepare an individualize and personalized plan for gifted students;

### Admission information

**Language:** English

**Language level prerequisites:** B2 or above

**Duration:** One week

**Audience:** Teachers, teacher trainers, principals, school and education managers, administrators, educational counsellors, career counsellors, other school staff

**General prerequisites:** High interest in gifted and talented education

**Maximum number of participants:** 15

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Martina Brazzolotto](#), [Vania Bovino](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Improve your Non-Verbal Communication competence for effective classroom management & positive teaching

### Course description

#### Course overview and purpose:

Teachers need a collection of practical strategies to manage effectively and authoritatively the various educational and didactic requests of the class. Every teacher has certainly his own spontaneous plan of action to approach the classroom. The main purpose of this kind of course consists in making participants aware of their instinctual resources, organizing them in a systematic way and to learn new didactic and communication strategies. Research shows that 80% of the teacher communication in the classroom is non-verbal. Non-verbal signals are more powerful and effective than verbal message. Because students are even more influenced by the teacher's non-verbal behaviours than by what the teacher says, teachers do not want a mismatch between their body language and their words. The course focuses on the systematic and effective use of eye contact, voice patterns and body language in the classroom. In this way a constructive educational environment can be created in order to establish positive relationships, which lead to increase students' achievement.



#### Learning outcomes:

- Teachers have the opportunity to understand, to develop awareness and to organize what they often do intuitively in the classroom.
- Teachers are allowed to concentrate on teaching thanks to decreased time spent in disciplining.
- Teachers learn how to systematically use non-verbal patterns to develop efficacy in curricular teaching and to capture and to hold the attention of the class.
- Teachers have a model for understanding group dynamics and for keeping groups cohesive and cooperatives.
- Teachers develop the ability to create an emotional atmosphere that increases learning.

### Admission information

**Language:** German, Italian. The course can be delivered at a basic level of English.

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Secondary school teachers of all disciplines

**General prerequisites:** No specific requirements

**Maximum number of participants:** 12

**Minimum advance reservation:** 16 weeks

### Trainer(s)

[Filippo Incigneri](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Improving social and emotional learning at school

### Course description

#### Course overview and purpose:

Ask any school teacher, and they will tell you that alongside the 'core business' of teaching topics, a large and often unrecognised part of their job involves addressing student's emotional, social and behavioural needs. In fact, teaching is not just a simple transfer of notions, but involves the whole emotional sphere of the methods adopted in the classroom to facilitate the learning and motivation process. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. This course offers practical tips to support children's social and emotional development. The course provides an interactive mode. To share reflections and experiences on the topic will be used **LEGO® Serious Play®**, a methodology that offers the group a way to share ideas, assumptions and problems, encourages discussion and dialogue in a problem-solving perspective. In addition, participants will experience first-hand some activities to propose to their students in the classroom.



#### Learning outcomes:

This course will be an opportunity to share methodologies and exchange good practices, acquire some new tools to manage students' emotional experiences and, last but not least, work on themselves on a personal level.

At the end of the course, participants are expected to:

- recognize and be aware of other's and their own emotions;
- have become more aware of their own social and emotional skills and areas for improvement;
- have become more familiar with some active ways to support students in developing their social and emotional skills.

### Admission information

**Language:** English

**Language level prerequisites:** A2 or above

**Duration:** One week

**Audience:** Teachers (pre-school, primary, secondary, vocational, adult, special needs)

**General prerequisites:** No specific requirements

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Mimi Pino](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Inclusive education

### Course description

#### Course overview and purpose:

What does inclusive education mean for you as a teacher? Are all students welcomed in regular classes and supported to learn, contribute and participate in all aspects of the life of the school?

Starting from the key principles of inclusion, you will be guided to identify the learning issues of social and societal responsiveness and cultural heterogeneity and to develop support strategies for your students.

You will be involved in practical case-study based exercises, project work and peer-learning to investigate barriers to learning, specific learning disorders and emotional, behavioral and social learning. This highly interactive course will help you discover ways of developing inclusive school culture and resources for your classroom.

Because inclusion is about how we develop and design our schools, classrooms, programmes and activities.

#### Learning outcomes:

- Learn the key principles of inclusive education
- Find ways for prompting action, reflection and learning
- Create a positive learning culture in the classroom
- Learn how to enable each student to fully participate in the learning environment that is designed for all students and is shared with peers in the chosen educational setting,
- Be responsive to individual learning needs by providing sufficient levels of support and applying student-centred teaching practices and principles
- Develop resources for classroom management



### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers from all types of schools; Special education and mainstream educators; Managers

**General prerequisites:** No specific requirements

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Rowan Foster-Sutherland](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Let's talk about sex! – comprehensive sexual health education and discrimination prevention in the classroom

### Course description

#### Course overview and purpose:

This is a complimentary course for educators already involved in sexual health education at schools and other education institutions. It covers some less obvious, but very important for sexual safety, aspects of human sexuality: Gender expressions, roles and stereotypes; Sexual orientations; Consent in intimate life; Prevention of discrimination based on sexual orientation and gender expression; Reproductive rights; Romantic relationships and their emotional aspects. The course will enrich the way you can talk about sexual safety with your students and will give you tools and ideas how to run a comprehensive sexual health education, according to World Health Organisation guidelines.



Discrimination prevention is an underlying motive of the whole course. It will give participants a chance to reflect on oppressive mechanisms responsible for discrimination against LGBT+ students in school environment, as well as give them specific tools and inspiration for combating inequalities in classrooms.

#### Learning outcomes:

- Run comprehensive sex education class or other kinds of events aimed at preventing risky sexual behaviours and discrimination based on sexual expression and/or sexual orientation among their students.
- Provide counselling around sexuality, health and safety for their students.
- Provide a safe atmosphere in their classroom which is a key to encourage students to talk about difficult issues connected to sexuality.
- Becoming more aware of how destructive it is for the LGBT+ and gender nonconforming students to live and learn in an oppressive/discriminatory environment. Therefore, they will be more likely to actively prevent discrimination and violence based on gender expression and sexual orientation in their classrooms.
- Answer complex and often uncomfortable questions of their students regarding sexuality. Be more confident around the theme.

### Admission information

**Language:** English

**Language level prerequisites:** B2 or above

**Duration:** One week

**Audience:** All professionals and trainees working with youths age 12+ or adults (usually secondary, VET, adult education) and willing to conduct or enrich their sexual health education class or counselling

**General prerequisites:** Basic knowledge on human sexuality – either through previous sex education courses or provided by their original professional curriculum (e.g. biology teachers).

**Maximum number of participants:** 16

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Kinga Karp](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## LGBTeens

### Course description

#### Course overview and purpose:

The course will be conducted by a trainer with the intervention of two external experts.

LGBTeens aims to give aid to professional educators in managing their classes. The course focuses on the development of relevant soft skills in order to build effective relationships in the classroom.

The course provides tools and methodologies that can be employed among youngsters in bullying situations, especially regarding gender identity and sexual orientation, highlighting the aspects they have in common with other kinds of bullying. The course sharpens the participant's skills in case of gender and sexual orientation discrimination in educational environments.

Interactive teaching techniques - including role plays, theatre exercises, activities on the uses of neutral language - it explores cultural stereotypes that contribute to a binary and hierarchical way of seeing reality. Among the objectives, the course aims to enhance empathy and emotional intelligence in the participants to be used for managing critical situations.

#### Learning outcomes:

- recognize and prevent discriminations due to sexual orientation and gender identity, including the use of stereotypes that lead to prejudices on homosexuality and transsexuality;
- use and spread a gender neutral, inclusive and not discriminatory language, recommended by the European Union standards;
- use several innovative tools to prevent and manage episodes of homobitransfobic bullying or exclusion of LGBT+ people in their teaching contexts;
- use several innovative tools to prevent and manage conflicts;
- have a more incisive way of looking at the reality and to be free from prejudices or social schemes;
- empower their empathy and self-trust as a lifelong learning;
- teach, learn and create good practices, such as activities, games and methodologies.

### Admission information

**Language:** English, Italian, Spanish

**Language level prerequisites:** B1/B2 or above

**Duration:** One week

**Audience:** Teachers, educators, trainers, principals.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Eleonora Luciotto](#), [Giuditta Bassano](#), [Egon Botteghi](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).





## The Power of Conflict

### Course description

#### Course overview and purpose:

Working in the education field often implies managing conflict within groups, students, teachers and other actors.

Teachers, trainers and practitioners sometimes struggle to deal with conflict and this can lead to very compromised situations that may prevent learning from happening and damage the relationships among group members.

This kind of cases can affect both the group and the teacher/facilitator in very negative ways, even causing emotional and psychological disturbance and stress.

Thus, the course “The power of Conflict” aims to support participants in order to help them learn how to approach conflict differently by providing them with knowledge and tools that will enable the understanding of all the dimensions of conflict as well as the learning on how to manage, solve and transform it into an opportunity.

#### Learning outcomes:

By the end of this course, participants will be able to:

- Recognize, analyse and evaluate how they deal with conflict.
- Define the meaning of conflict.
- Recognize the dimensions of conflict, as well as how they relate to each other.
- Implement different tools and methods to identify, manage and transform conflict.
- Understand and raise awareness of how conflict can influence group dynamics and the emotions of those involved.
- Apply the acquired knowledge in their daily and professional lives by implementing critical thinking, communication and problem-solving skills to deal with real conflict cases.
- Boost personal and professional development.

The mentioned learning outcomes are strongly connected to the Goal 4: Quality Education of the Sustainable Development Goals strategy, as they aim to improve the skills and knowledge of the professionals in regards to conflict so that they can better support the learning experience of the learners and positively impact the learning environment itself and all those working in it.

### Admission information

**Language:** English

**Language level prerequisites:** A C1 level of English would be optimal. Participants with a B level can also be accepted as this course is mainly an experiential learning course in which it is not necessary to use technical jargon.

**Duration:** One week

**Audience:** Teachers and education professionals

**General prerequisites:** Interest in learning about conflict management. Previous experience working with groups and facilitating, training or teaching.

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Marina Codorniu Matas](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).





## The resilient teacher: facing effectively school challenges

### Course description

#### Course overview and purpose:

What is resilience and how to cultivate it for yourself and for your students? In order to sustain quality education, teacher's wellbeing is necessary.

This course has been designed for those who need to strengthen their personal and interpersonal skills related to resilience.

In times of crisis, more than ever, it is highly necessary to focus one's attention as an educator not only on school programs, but also on the promotion of life skills that help everyone to feel good and face small or large difficulties.

Resilience is characterized by responding to complexities in an adaptive and transformative way, so as to be able to overcome difficult moments in a positive way.

The course offers a guided reflection on resilience and its protective mechanisms, through information provided by the trainer, but above all with many individual and group exercises to begin to find answers and solutions applicable to one's work and personal context.

#### Learning outcomes:

- Improve self-awareness, emotional control, self-motivation, empathy
- Build resilience in challenging situations
- Improve wellbeing
- Achieve goals more effectively
- implement new knowledge in their classroom management immediately upon finishing the course



### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** The course is addressed to a wide school audience who share the same problems that are related to facing personal difficulties at work. Time consuming activities, difficult relations with colleagues and students, stress related health issues can negatively influence professional performance and personal balance. The course will help participants to achieve wellbeing through increased awareness and use of practical tools.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Claudia Matini](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Under Pressure - burnout prevention for educators

### Course description

#### Course overview and purpose:

Educational field is one of the most affected fields when it comes to burnout (latest research indicates that), it is both connected with formal and non-formal education and different types of educators: teachers, professors, principals, trainers and facilitators, assistants, education project managers and so on.

Everyday educators and teachers have to deal with unexpected situations and with the need to find the balance between their own needs and values and the ones of the groups, colleagues and institutions

With this project we want to create a comfortable and calm space where educators and staff, especially those who have faced moments of crisis, burn-out and stress, can reflect on their role, behaviour, needs and resilience; we want also to provide them with deep and practical methods and tools (Transactional Analysis and Nonviolent Communication) for recovering balance with themselves and with the target groups in their work.

#### Learning outcomes:

- Improved professional and personal competences on self-care, empathy and balanced management of needs, relationships and communication, addressed to the support of other colleagues and marginalised/disadvantaged youth, educating to peaceful relationships and self-awareness.
- Increased motivation and satisfaction in their daily work and in their career chances.



### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers and educators of all the education system levels (more suggested Primary and Secondary level), school staff, VET and Adult Education staff

**General prerequisites:** Openness to join non-formal education activities, connection and needs with the topic, openness to share their experiences in the group.

**Maximum number of participants:** 20

**Minimum advance reservation:** 12 weeks

### Trainer(s)

Laris Guerri, Olga Kuczynska

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



# ICT and new technologies

---



## Coding, Computational Thinking and Robotics in the classroom

### Course description

#### Course overview and purpose:

This course will provide primary and secondary school teachers with ideas, training material and resources to help them bring coding, computational thinking and robotics into the classroom with ready-made lesson plans.

#### Learning outcomes:

- To understand the concept of coding and computational thinking
- To understand why coding and computational thinking are relevant to the classroom and to students
- To familiarise participants with the computational thinking approach
- To explore the use of computational thinking in everyday-life processes
- To understand the appropriate use of unplugged coding in the classroom
- To recognise how equity presents itself in the classroom
- To find learning resources to bring unplugged activities and computational thinking to the classroom
- To become familiar with the concept of visual programming
- To understand the use of visual programming in the classroom
- To discover different visual programming tools to integrate in the classroom
- To develop skills for integrating visual programming in the classroom
- To understand what robotics, tinkering and making are and why teachers should consider integrating them into the classroom
- To discover the benefits of integrating robotics, tinkering and making activities into lessons
- To learn how to organise a hackathon and a remote lesson



### Admission information

**Language:** English

**Language level prerequisites:** B2 or above

**Duration:** One week

**Audience:** Primary and secondary STEAM teachers

**General prerequisites:** No specific requirements

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Ana Louro](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Creative computing in the classroom

---

### Course description

#### Course overview and purpose:

In this course, participants will discover how to use coding to develop critical and creative thinking in learners, what is computational thinking and how computing impacts on self, school and society. The course will engage participants in hands-on activities with Scratch that will introduce coding concepts and practices and then supports them to imagine how to apply these in their classroom curricula.



The course is framed on the Creative Learning theory, so participants will be engaged in playful activities, working together to develop meaningful projects, reflecting on their creative process.

#### Learning outcomes:

At the end of the course participants will:

- know coding basic concepts (as events, loops, conditionals, variables, etc) and practices (as debugging, remixing, iterations, etc).
- feel confident in developing projects on Scratch
- know how to design learning units for their curriculum that use coding activities
- improve their skills and attitudes as facilitators in the classroom

### Admission information

**Language:** English

**Language level prerequisites:** A2 or above

**Duration:** One week

**Audience:** This course is suitable for teachers and educators working in schools, museums, libraries, after-school programs and other formal and informal learning environments. No prior experience with Scratch is necessary.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 16

**Minimum advance reservation:** 16 weeks

### Trainer(s)

[Angela Sofia Lombardo](#), [Giulio Bonanome](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Introduce coding and computational thinking as a transversal resource to develop STEAM practices

### Course description

#### Course overview and purpose:

This course is focused on learning how to use different educational resources that allow working on computational thinking as a transversal resource for learning and developing STEAM practices. The starting point is to learn how to use Scratch, maybe the most popular block based programming language, continuing using other educational resources like Makey-Makey, micro:bit and CoSpaces Edu. During the sessions, the participants could learn how to use these tools in order to create STEAM practices that can be developed in Primary or Secondary education.



Previous knowledge about computational thinking and these resources are not required to develop the course. The main objective is to learn how to use these resources in order to design a STEAM practices and educational project with the students.

#### Learning outcomes:

- Create a video-game with Scratch.
- Develop an interactive panel with Makey-Makey and Scratch.
- Code a traffic light and many more things with micro:bit.
- Create their own interactive virtual space with CoSpaces Edu.
- Designing a STEAM project using one of the tools used in the course

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** The course is designed for Primary and Secondary Education teachers who want to know how to use different educational resources to develop computer thinking skills with their students through STEAM practices.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 12

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Álvaro Molina Ayuso](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Learning by making & tinkering

### Course description

#### Course overview and purpose:

In this course participants will experiment how making and tinkering can positively affect learning in the classroom.

The course will engage participants in hands-on activities that introduce concepts around making & tinkering (e.g. 3D modelling, paper circuitry, physical computing) and then supports them to imagine how to apply these concepts and activities in their classroom curricula.



The course is framed on the Creative Learning theory, so participants will be engaged in playful activities, working together to develop meaningful projects, reflecting on their creative process.

#### Learning outcomes:

At the end of the course participants:

- knows how to design with 2D and 3D software;
- knows how to use a laser cutter or a vinyl cutter or a 3D printer to transform a digital design into a tangible object;
- knows how to make an electrical circuit either in series or in parallel and how to apply this knowledge to create something meaningful;
- knows how to program a microcontroller to interact with the physical world;
- improve their skills and attitudes in terms of Maker Elements:
- agency
- troubleshooting
- social scaffolding
- bridging knowledge
- productive risk-taking
- approach challenges by using design process
- develop ideas about how to empower their student's learning through tinkering and making when back in the classroom.

### Admission information

**Language:** English

**Language level prerequisites:** A2 or above

**Duration:** One week

**Audience:** This course is suitable for teachers and educators working in schools, museums, libraries, after-school programs and other formal and informal learning environments. No prior experience is necessary.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 16

**Minimum advance reservation:** 16 weeks

### Trainer(s)

Angela Sofia Lombardo, Giulio Bonanome

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Mesmerise your online students using highly engaging content

### Course description

#### Course overview and purpose:

The course takes you through a proven, step-by-step system that transforms your teaching curriculum into an innovative online course using real life examples and allowing you to replicate the process behind other successful courses, proving you that you can be an online teacher as well



The system is quasi-automated with fill-in-the blank templates, roleplaying scenarios, interactive games, at the end of which you will have your own online course. The templates used are exactly those used in delivering online courses, fine-tuned to give you the minimum effective dose that you need in order to hit that publish button.

#### Learning outcomes:

- Participants will develop an online course curriculum of at least 10 lessons.
- They will create a basic draft for that curriculum
- The participants will also record at least one video from their online course presenting themselves using the tools learned during the training. The video will have 3' minimum.
- Participants will also record one video of content for the course of 3' minimum.
- They will create the presentation page for their course using copywriting techniques. The page will be at least 1 A4 page long, presenting the reasons to buy the course in a persuasive way.
- They will also create a bio for themselves presenting who they are and what they do in an attractive way (100 words minimum).
- A group project will be created in which participants will work together to create an online course of the training theory that was presented. At the end of the training they will have an online course where all of them teach together how to create an online course, a sweet memory and a useful resource at the same time.

### Admission information

**Language:** English, Italian, Romanian

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers, educators, professors and trainers that want to upgrade their offline education with online methodologies, moving (some of) their content online and engaging students from anywhere in the world.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 24

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Bogdan Vaida](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## STEM Teacher Training

### Course description

#### Course overview and purpose:

The STEM Training Course (Science, Technology, Engineering, Arts, and Math) is a teacher development course of 20 hours in the format of workshops that range, with deep immersion in teaching strategies, from basics to specialization with emphasis on lesson planning and reflective practice. The backbone of the course is the Universal Design for Learning framework that aims at removing the barriers to learning and developing lesson plans that make learning accessible for everyone.



The course provides an experience to delve into STEM teaching demonstrations, real-classroom practice and skills development through practical approaches: experiential learning, project-based learning, and design thinking. This teacher training/learning experience will be guided through continuous self-reflection activities. The participant plays the main role in their training journey starting as a teacher-being-trained to become an expert practitioner-in-progress towards the end of the course.

#### Learning outcomes:

By the end of the training course, participants will be able to:

- Plan a STEM lesson following the UDL lesson planning framework.
- Design lessons that are interactive, inclusive, for all types of learners.
- Present new STEM materials in an engaging way and offering ways for action and expression.
- Develop relevant, student-centred, project-based activities.
- Give and receive constructive feedback based on objective observation.
- Assess student progress in meeting lesson objectives.
- Assess their own teaching and make appropriate changes.

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Current or prospective STEM teachers or primary, middle and high school teachers involved in PBL and/or STEM integration.

**General prerequisites:** No previous experience required. Aspiration to create an inclusive learning setting is desired.

**Maximum number of participants:** 18

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Mohamed Abdelaziz](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).

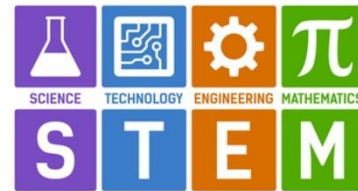


## Stepping into STEM- an (IBL) Approach

### Course description

#### Course overview and purpose:

STEM (Science, Technology, Engineering, Mathematics) is a teaching strategy that envisages the training of different branches by interdisciplinary method. With the combined use of different disciplines, this program aims to prepare the project, execute the project, solve the problems encountered in the process and produce the product. With a permanent education method provided by STEM education in the schools, students will be trained as individuals who can solve their problems, self-confidence and use their theoretical education in real life.



This course will make science, technology, engineering and maths relevant to all young people by inspiring diverse practical STEM activities and resources, tailored to their interests. Moreover, teachers/ trainers will learn how to find and adapt resources for STEM activities, and explore current research on diversity within STEM subjects.

#### Learning outcomes:

- Lesson planning based on STEM
- Project-based lesson design
- Algorithm and flow diagram preparation
- Basic coding knowledge
- Use of robotic exercises in classes
- Use of your augmented reality (AR) and Virtual Reality (VR) in classes
- Web 2.0 tools that can be used for classes
- Assessment tools that can be used within the classroom

### Admission information

**Language:** English, Turkish

**Language level prerequisites:** A2/B1 or above

**Duration:** One week

**Audience:** Teachers (pre-school, primary, secondary, vocational, adult, special needs, gifted), Trainers, Administrators

**General prerequisites:** Basic level in digital device (mobile phone, tablet or laptop) usage

**Maximum number of participants:** 15

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Erkan AKAR](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Web tools for teachers

### Course description

#### Course overview and purpose:

There are many tools available on the web that can be used for educational purposes. We present tools with emphasis on their educational usage. After the presentation of each, attendees will create a simple project with it. These tools are selected because teachers and students can express themselves using them. The emphasis will be on the educational use of the application to achieve common educational tasks.



The course will start with the principles an application has to have to be used in an educational setting. Then we will continue with the applications presented above. For all the applications we will do the following:

- Presentation of each tool
- Educational usage of each tool
- Video tutorials & web pages will be used for some tools when needed
- Attendees will do a simple project using each tool
- Presentation of 2-3 of these projects to the class as good practices
- Discuss & stress how these can be used in educational settings
- Brainstorming and more ideas are discussed

Learn how to use the online application to create mind maps (mindmeister), posters (Canva), wordclouds (worditout), interactive image and video technology (Thinglink, timelines (Sutori, Timeline Knightlab), collecting student views ( linoit, voicethread)!

During the course, attendees will learn to share their creations in all the applications. The Creative Commons (CC) licences will be presented.

#### Learning outcomes:

- Teachers will be able to demonstrate these tools in their educational context but also be able to see which tools and how they can fulfil their tasks (evaluate). The detail will not be on the tools but on the tasks.
- They will also be able to recognize the educational aspects of tools (appreciate).
- They will be able to demonstrate an awareness of the ways in which web tools create new opportunities for creative, collaborative activities.
- Finally, they will be able to reflect on projects created.

### Admission information

**Language:** English

**Language level prerequisites:** B2 or above

**Duration:** One week

**Audience:** Primary or secondary teachers

**General prerequisites:** Be able to work on web applications, write, save and be able to communicate using e-mail

**Maximum number of participants:** 14

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Timoleon Theofanellis](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



# Creativity and culture

---



## Art and communication

---

### Course description

#### Course overview and purpose:

Art has characterized human communication and interaction since the first forms of communication produced by our ancestors. This course proposes to cross several stages of the human evolution using art as a vehicle. Each stage corresponds to a typical communication modality that, in its complex form of expression, characterized the passage from gesture to sign and from sign to words. The course will provide an experiential outline in which each participant will be engage in group activities and peer learning exercises. It will be settled out and experiential environment in which participants, during their practise, will be able to learn the characteristics of human communication and different artistic techniques of communication. In addition, they will be invited to develop a conceptual analysis of their artefacts.



The course design involves a phase of theoretical explanation and group discussion, followed by practical exercises. Participants will learn how to design and develop a work project base in the techniques that they learn during the workshops. At the end of the course, they will present it and receive the feedback of all participants. It is expected that with the course participants not only learn new artistic techniques of but also improve their ways of interact and communicate.

#### Learning outcomes:

- to recognize and distinguish the various stages of human communication
- to communicate using the techniques of artistic communication
- to be able to use the principles of non-verbal communication to communicate
- to be able to create new communication modalities, taking into account the inclusiveness and simplification of the processes
- to be able to use the techniques learned

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Educators and teachers

**General prerequisites:** No specific requirements

**Maximum number of participants:** 15

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Marisa Monteiro Vaz](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Documentary Photography training for teachers and trainers

### Course description

#### Course overview and purpose:

The course gives teachers and trainers working with women from vulnerable communities the necessary foundations to use a mobile phone as a photo camera and story-telling tool for telling their own stories.

This course combines methods of visual sociology, ethnography, and qualitative research, documentary photography and storytelling. These methodologies are designed as an innovative approach with which to provide our course participants with the space and tools to express and share their experiences in a safe and creative way.

We have adapted teaching photography skills and visual storytelling with photovoice methodology for our workshop participants to document their own life using just mobile phone cameras or other easily available alternatives.

Participants will first learn about the history of documentary photography, how to use a mobile phone as a photographic equipment and a tool for self-expression.

The course can be individually designed for educators working with youth or adults.

#### Learning outcomes:

- to gain fundamental photography skills and learn the storytelling basics.
- to create both photo and text stories and be able to provide the same skills to their students;
- to be able to train women and girls in advanced technology use, i.e. mobile phone cameras, photo editing apps, social media channels for storytelling and for self-advocacy;
- to guide and support their students in their photographic and story-telling development by answering questions, providing ideas and feedback.
- to create a portfolio, consisting of homework photo assignments, a photo project and a written story.

### Admission information

**Language:** English

**Language level prerequisites:** B2 or above

**Duration:** One week

**Audience:** Teachers and trainers working with women and girls from disadvantaged backgrounds who want to teach photography for self-reflection, self-expression, and as an introduction to documentary photography as a career option. It is also a great course to encourage using accessible technology in more complex ways.

**General prerequisites:** Interest in media, photography, representation. Mobile phone camera or digital photo camera and laptop.

**Maximum number of participants:** 20

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Jekaterina Saveljeva](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).





## Framing Art History in Ancient Roman Times

---

### Course description

#### Course overview and purpose:

The goal of this course is to let the participants appreciate ancient Roman Art in her own original context and value, often symbolic and political. Rome, like every other ancient town, shaped a mythology focused at the beginning on the town herself, later on her leaders. In such process, art has always played a major role. Fascinating is the possibility to follow this propaganda mechanism, as well as the high symbolic (and of course artistic) level its language reached. Our travel through the ancient Roman art will not only include public contexts (i.e. the large scale, worldwide famous architecture) but also art in private contexts. Houses and villas – along with their decoration – as well as sculpture, funerary art will be discussed. Rethinking the value of ancient Roman art gives the potential to differently bring it to the students: no more “old” objects but rather a communication, a dialogue between commissioners and their viewers.



#### Learning outcomes:

- Allow a deeper and focused knowledge of the Ancient Roman history
- Familiarity with Roman Art and Archaeology: in terms of contexts, sources, vocabulary
- Develop a methodology to interpret Ancient Roman Art in its Frame
- Dealing in depth with some of the most famous architectures of the Roman Time
- Recognize important works of Roman art and architecture and analyse their meaning within their cultural context.

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers (primary, secondary, vocational, adult, special needs), teacher trainers, careers officers, educational counsellors, headteachers, principals, managers of schools

**General prerequisites:** No specific requirements

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Simona Bracci](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



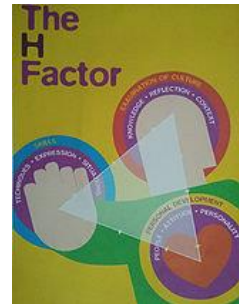
## Humour is Serious Business: using humour to engage students and promote health and well-being

### Course description

#### Course overview and purpose:

'Humour is Serious Business' (HiSB) is a proven 6-day training programme that demonstrates the power of humour as a medium for engaging students whilst taking participants on an intense learning journey, a process that also offers participants tools that they can replicate with their students.

'Humour is Serious Business' works on what's known as the 'H-Factor Model, i.e., 'Heart, Head and Hand' model of practice. The Heart refers to developing the caring side of a participant's nature, the Head refers to being able to better understand and analyse the use of humour whilst the Hand focuses on the application of skills.



#### Learning outcomes:

- increase their knowledge of various humour-related tools and techniques
- increase their knowledge of the many different types of humour (we work from a list of more than 30)
- learn how to use humour in their work (or other) settings by taking into consideration a number of factors including target group, context, environment, the type of humour to be used, how to apply the humour including confidence, tone, communication, message and delivery
- understand much better how culture impacts upon humour, cultural differences in the types of humour that exist and also cultural differences across countries
- better understand their own humour, how they use it, its strengths and weaknesses
- develop greater self-awareness including sensitivity, care and foresight and being better able to manage decision-making and exercising self-control
- increase their confidence of their capacity for and ability to develop their resourcefulness in humour
- develop a stronger 'grasp' of how they can use humour in their work setting and/or through follow-up activities with other participants by introducing ideas to the Action Planning phase of the training programme.

### Admission information

**Language:** English

**Language level prerequisites:** Minimum of conversational English

**Duration:** One week

**Audience:** Teachers with a classroom remit for both children and/or young students.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 24

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Fergal Barr](#), [Matthias Schrenk](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Immersive and Participatory Theatre tools for teachers

### Course description

#### Course overview and purpose:

The course will introduce the teachers to new creative tools inspired by the innovative practice of Immersive and Participatory Theatre. These theatre tools aim at developing relationship, focusing on the experience of the beholder (students/participants/players) creating opportunities open to interaction and participation. The methodology of the course will include learning-by-doing, workshop and task-based exercises. The participants will be invited to reflect upon the tools, to adapt them to their specific local context and their specific teaching work.



#### Learning outcomes:

- cooperate with other participants, respecting differences, dealing with conflicts and finding resolution;
- understand the basic principles of Theatre in education using immersive tools, along with different ways to implement them;
- Learn how to use visual symbols and verbal metaphors for educational purposes;
- be able to lead activities based on the tools practiced during the course;
- be able to modify the activities according to different target audiences and teaching objectives;
- link the practice of Theatre with other education and artistic domains;
- be able to give constructive feedback to others, acknowledging diversity and styles.

### Admission information

**Language:** English, Italian, Spanish

**Language level prerequisites:** B2 or above

**Duration:** One week

**Audience:** Teachers, school staff and future teachers working with children, youngsters, and adults interested in learning new tools using Art & Creativity.

**General prerequisites:** Interested in using performing arts (Dance, Theatre, Music) as an educational tool; Motivated to learn about innovative tools based on art and creativity.

**Maximum number of participants:** 30

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Riccardo Brunetti](#), [Emanuele Nargi](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Musical Cultures and their application in daily lessons

### Course description

#### Course overview and purpose:

The acquisition of musical abilities within general education is today a requirement as necessary as any other aspect of knowledge.

Music, in addition to its socializing and emotional capacity, provides essential elements for the development of rational and scientific thought. From praxis, this course aims to provide participants with the necessary conceptual and technical tools for a collective and participatory music teaching. The use of the body and language, improvisation and creativity, listening and sensitization, will be our main instruments.



#### Learning outcomes:

- Demonstrate the understanding and use of public performance as a means for engaging communities, creating cultural awareness, and providing ethical leadership.
- Be able to create, analyse, and synthesize different music as a means of supporting developing careers in music teaching.
- Be able to recognize, classify, and interpret a common body of basic repertoire and by written and oral means.
- Be able to demonstrate teaching skills for individual studio and group settings for teaching and audience education purposes.
- Understand tools and methods used in musical research for being able to analyse sources accurately and critically.
- Demonstrate a broad understanding of musical materials and styles both as categories of musical education.
- Demonstrate competence as a teacher on the chosen instrument both in solo and ensemble repertoire.

### Admission information

**Language:** English

**Language level prerequisites:** A1 or above

**Duration:** One week

**Audience:** The course is focused to any music teacher profile, any area or grade, although mainly music, who wants to complete his or her skills using music as a main or a transversal educational tool.

**General prerequisites:** All those, not necessarily with musical training but interested in the area of Music Education and Music Research. All those who want a complementary music training for understanding how music can serve as a transversal tool when teaching in any area of knowledge.

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Polo Vallejo](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Social theatre and creativity for intercultural dialogue

### Course description

#### Course overview and purpose:

The training course “Social theatre and creativity for intercultural dialogue” aims at providing participants with new skills and competences, based on theatre arts and creativity, that will support their work in the classroom with their students. Nowadays formal education is challenged by the new reality of a multicultural society, and teachers have to be ready to face such challenges in a creative way, despite their specific subject of expertise. The training course will provide participants with concrete tools, to be applied immediately in the classroom, that will support them in dealing with diversity, in promoting inclusiveness in classroom, in fostering a “think-out-of-the-box” approach.



#### Learning outcomes:

- Basic knowledge of intercultural pedagogy;
- New competences about intercultural dialogue;
- New tools based on theatre arts and creativity;
- Discover new intercultural experiences;
- Knowledge of EU education programmes.

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers from primary and secondary schools, VET schools.

**General prerequisites:** Interest in art and creativity

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Emanuele Nargi](#), [Riccardo Gulletta](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## When "studying" Rome, do like the (ancient) Romans do

### Course description

#### Course overview and purpose:

The basic idea of this course is to investigate History (and in particular the Ancient Roman one) from a less frequently used point of view: ancient everyday life.

The choice of the topics - which are going to be discussed in class with the participants - aims at helping them to later present to their students Roman ancient history by drawing parallels to what students themselves can, in some respect, experience in their own life.

By tracing differences and similarities between ancient reality and modern one, the students will feel history closer, less abstract in terms of objects and events.

Each one of the topics discussed in classroom (see the detailed list below) is chosen in order to be the starting point for the creation of an ancient Rome historical frame (i.e.: its political life, economy, art production, sociology) as well as, on the other side, to draw parallel to facts/events that students can experience in their own everyday life.

#### Learning outcomes:

- Learning the use of archaeological evidence as a tool to improve the students' interest and curiosity.
- Develop a vivid image of the antiquity and its everyday life.
- Understand how artifacts can express specific contingencies, historical events, social, religious, political values and the aesthetics of a period.
- Develop a flexible methodology to be later applied to other historical periods.
- Developing a method applicable to students at different learning stages as well as related to other topics (art).
- Using a multidisciplinary approach.

### Admission information

**Language:** English, Italian

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers (primary, secondary, vocational, adult, special needs), teacher trainers, careers officers, educational counsellors, headteachers, principals, managers of schools

**General prerequisites:** No specific requirements

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Simona Bracci](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit this course page





# Global citizenship education

---



## "racial" or "racist"? Anti-hate communication competence in an intercultural perspective

### Course description

#### Course overview and purpose:

"Racism is what transforms differences into inequalities." (Tahar Ben Jelloun 2010)

In European societies, more and more characterized by migration, the fight against racist and xenophobic attitudes produced through and reflected in hostile communication strategies is a key challenge for democracy and civil life. Despite the EU recommendations against hate speech and racist discrimination as well as anti-discrimination legislation in force in EU Member States, there is still a fundamental problem in preventing and contrasting forms of racism and xenophobia and racist hate-communication.

In this respect, usually only verbal messages are considered, while the force of visual and even non-verbal (body) and paraverbal (voice) messages is neglected or underestimated. If we do not react to this currently growing racism and xenophobia, we become all responsible. The best way to do this, is to start as early as possible in an individual's life, namely in educational organisations.

The workshop concept is based on tools and insights from modern sociolinguistics, ethnographic Conversation Analysis, critical Discourse Analysis as well as multimodal and visual analysis which, from different angles, show that the relationship between language, culture, communication and society is not a deterministic one but influences each other in a dynamic and dialectical interplay.



#### Learning outcomes:

Participants will be able to:

- identify also subtle instances of racist, xenophobic, afrophobic, anti-migrant and other hate-oriented / hate-producing messages
- critically analyse the complex mechanism of racist, xenophobic, afrophobic, anti-migrant and other hate communication
- prevent hate speech and, more broadly, hate communication
- constructively contrast hate speech and, more broadly, hate communication (application level) defending their opinion
- transfer an anti-racist and anti-xenophobic communication competence (knowledge, skills, attitudes) to ones' learners and other people generally

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers & school staff; external collaborators (counsellors, psychologists): primary level; teachers & school staff: secondary level; VET and adult education.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 16

**Minimum advance reservation:** 12 weeks

### Trainer(s)

Gabriella B. KLEIN

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Bringing biodiversity into the classroom

### Course description

#### Course overview and purpose:

In teaching students about biodiversity, you help students understand biodiversity as a measure of planetary health.

What resources can you use to let students experience markers of biodiversity both within individual ecosystems and of interconnectedness for the planet as a whole? Learn more about biodiversity teaching activities, lesson ideas, film clips, careers resources, background information, practical tips and suggested teaching strategies by a full immersion experience about biodiversity!



Join us and visit the unique Padova Biodiversity Garden: more than 1,300 plant species in uniform climatic environments in terms of temperature and humidity emulating the conditions of the planet's biomes in an itinerary that also takes in anthropological items and interactive exhibits!

Outdoor lessons will take place in Natura 2000 Sites of Community Importance inside the Euganean Hills and Po Delta Regional Parks in order to observe and have direct experience of different plant species and different environments.

Debriefing those direct learning experience is a such a great opportunity to discuss openly practice and exchange ideas with teachers interested in the topic of biodiversity in the classroom and be engaged with a meaningful process of mutual curiosity and collective reflections.

#### Learning outcomes:

- Improve knowledge about Biodiversity
- Develop ideas on how to introduce biodiversity concepts in other teaching fields as literature, geography, arts, maths
- How to produce original thematic maps concerning outdoor activities
- Raise awareness about your personal relationship with nature and sustainability education
- Build empowerment in teachers and classrooms in challenging situations
- Improve knowledge to shape effective hands-on lesson to teach biodiversity
- Implement new teaching resources immediately upon finishing the course
- Be able to plan specific activities connected with your context and objectives

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers of primary to secondary school of any subject as course aims to share/include/spread the biodiversity concepts in other fields than natural science.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 20

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Antonella Astori](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Conflict Resolution and the role of teachers in future global citizens' education

### Course description

#### Course overview and purpose:

The 2018 EU Council Recommendation on key competences for lifelong learning is a reference tool for education and training. Among the eight key competences essential to citizens for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion, we'll focus on the Citizenship competence, the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts.

Among the transversal competences, Interpersonal skills could be considered the main complement of the former one, more specifically talking about interpersonal communication, dialogue, mediation and conflict resolution from macro to micro frameworks.

The course will offer a package of resources for the positive management of conflicts that arise within the school environment, but also general conflicts in the society up to international ones, on which the School has a duty to intervene with innovative cognitive approaches.

#### Learning outcomes:

- To know the preconditions of a conflict and the types and dynamics
- To acquire the tools to treat conflict management, solution and transformation in a distinguished way
- To apply innovative approaches to conflict management in class dynamics
- To develop communication tools and active listening to read conflict dynamics in the classroom
- To recognize the role of social skills in teaching
- To acquire new confidence in managing conflict situations using the knowledge they have gained.



### Admission information

**Language:** English

**Language level prerequisites:** B1/B2 or above

**Duration:** One week

**Audience:** Teachers (pre-school, primary, secondary, vocational, adult education)

**General prerequisites:** No specific requirements

**Maximum number of participants:** 20

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Lucia Colonna](#), [Blerina Duli](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Education for Sustainable Development and project-based learning at school

### Course description

#### Course overview and purpose:

Climate change, recycling, UN Sustainable Development Goals, carbon footprint, food and water waste .... would you like to explore curriculum making possibilities that challenge children's responses to environmental education?

This is a unique possibility to learn more about selected case studies of Education for Sustainable Development (ESD) projects which took place at Italian schools.

Where does an ESD project come from? How can it be planned?

You will find out more about how to design and develop proposals for sustainable development education at school and debate some educational experiences developed in different areas and levels that aim to innovate in the reflection and practice of environmental education.

You will learn about comprehensive teaching and learning tools and integrate inquiry-based learning and other methodologies into your project idea.

The course takes you through a step-by-step process that transforms your project idea into teaching resources and exchange of best practices in teaching environment education at school.

#### Learning outcomes:

- Strengthen the ability of teachers to use inquiry-based teaching strategies and innovative methodologies in their sustainable development education classroom classrooms.
- Build the foundations of cooperation between various schools
- Observe the importance of collaboration between school , territorial institutions and all the school community (families, neighbourhood, etc)
- Learn more about the benefits of running sustainable development education projects at school
- Share teaching and learning resources and learn about best practices for sustainable development education project execution
- teachers will demonstrate their ability to create and employ new materials
- Improve knowledge about project-based learning and different approaches on sustainable development education at school

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers from pre-primary, primary and secondary schools; Other school professionals **General prerequisites:** No specific requirements

**Maximum number of participants:** 18

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Elisa Schiavon](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).





## Education for Sustainable Development: tools for cooperative learning lesson design

---

### Course description

#### Course overview and purpose:

Basics of climate change (causes and effects) and carbon footprint calculation, Education for Sustainable Development (ESD) and Cooperative Learning will be the focus of this course. Main national and international meetings and documents will be disclosed and summarized, stressing their value for school and educative interventions, with a focus on UNESCO and UNECE ESD strategy, emerging from the UNESCO decade for Sustainable Development and UN SGDs.

Mental maps and flowcharts of the complex and articulated “world” of Sustainability will be created together.

A special focus will be on connections among ESD and key competences for lifelong learning development in students and teachers.

The course will alternate moments of frontal presentation, with the use of slides, tests and questionnaires, individual and cooperative group works. It will be carried on to build together a thematic glossary on Sustainability and analyse how adapting some of the best practices presented to one's reality, to shape Cooperative Lessons.

#### Learning outcomes:

- Improve knowledge about Climate change Issues, tangible actions to reduce it and different approaches on Education for Sustainable Development
- Build empowerment in teachers and classrooms in challenging situations
- Improve inclusive and cooperative approach and knowledge to shape effective lessons and trainings
- Achieve goals more effectively (in relation with the UN SDGs: Sustainable Development Goals)
- Improved ability to report results on UN SDGs
- implement new knowledge in classroom management and lessons settings immediately upon finishing the course

### Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers (pre-school, primary, secondary, vocational, adult, special needs, intercultural education); teacher trainers; careers officers; educational counsellors; principals, managers of schools

**General prerequisites:** No specific requirements

**Maximum number of participants:** 25

**Minimum advance reservation:** 12 weeks

### Trainer(s)

Fabrizio Santini

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).





## How to plan and teach innovative and interesting lessons with UN's 17 sustainable development goals in focus?

### Course description

#### Course overview and purpose:

The 17 UN sustainable development goals are probably the most important topics in school curricula right now, or it ought to be. We are inhabiting a planet that is under pressure from running out of resources, over population, inequality and a bigger and bigger gap between poor and rich and unprecedented environmental catastrophes lurking around the corner. It is time to take action, and it starts in the classrooms so that the students will be ready to take over the huge responsibility to run the broken planet that they inherited from us adults in a new and more sustainable way. The purpose of this course is to give the participants the tools to be able to find or create and execute interesting and innovative lessons to their students with focus on the 17 goals. The lessons should be with both local, national and international content in order to give the students a complete idea of the scope and necessity of taking action now.



#### Learning outcomes:

- Designing innovative and creative lessons
- Implement the 17 development goals in the local curricula
- Learn to recognise what industry or professionals that you can benefit from when you plan activities
- How to engage students in the 17 sustainable development goals
- Understanding your own strength and weaknesses when creating new and interesting resources and materials

### Admission information

**Language:** English

**Language level prerequisites:** Good English level is required.

**Duration:** One week

**Audience:** Teachers from the lower secondary school teaching STEM subjects or social sciences.

**General prerequisites:** No specific requirements

**Maximum number of participants:** 16

**Minimum advance reservation:** 12 weeks

### Trainer(s)

[Tim Kjaer](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## How to teach media literacy? The tools, the facts and the hard-to-spot fabrications

## Course description

### Course overview and purpose:

The purpose of this course is to enable teachers to confidently enter the ever-changing world of the “news media” and help students critically evaluate objectivity, subjectivity and motivation in the sphere of journalism. Teachers will learn how to inform and challenge students’ perception of so-called fake news, social media’s influence on journalism and the blurred lines between news, entertainment and marketing. Special attention will be paid to hot-button issues such as migration, identity politics and minorities in the news. We will explore how to boost students’ deeper understanding of citizen journalism, social media’s influence on what journalists write about and the relationship between trust in the media and democracy. You will learn how to get students excited about real-world examples of journalistic bias by focusing on the concrete impact media can have on their lives.



**Learning outcomes:**

- Knowledge and skills to confidently create media literacy lesson plans using a variety of digital sources of interest to students and their families.
- Knowledge and skills to provide concrete examples to students of media motivation that they had previously not considered.
- Knowledge and skills to challenge students' understanding of journalists' inclusion and exclusion of topics and information.
- Knowledge and skills to provide students with hands-on experience in discovering how the blurring of journalism and advertising impacts their lives.
- Knowledge and skills to provide students with the tools to critically evaluate the concept of fake news as well as its potential impact on democratic institutions such as voting.
- Knowledge, skills and tools to address the interplay of social media and news organizations.

## Admission information

**Language:** English

**Language level prerequisites:** B1 or above

**Duration:** One week

**Audience:** Teachers who are interested in fostering civic awareness and responsibility, analytical skills, global citizenship, English-language skills, social studies competency, language arts development and communication competency. The course also is great for teachers who are intimidated and confused by technological developments in the news media, social media. In addition, teachers keen on fostering and inclusive environment amid diverse student bodies will really enjoy some of the media examples we work with. Finally, for anyone who wants to talk to their students about fake news but doesn't know where to start, this course is for you.

**General prerequisites:** No specific requirements

**Maximum number of participants: 16**

**Minimum advance reservation: 12 weeks**

## Trainer(s)

## Dinah Richter Spritzer

## Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## Media Literacy and Critical Thinking: Read between the Lines

### Course description

#### Course overview and purpose:

People receive a massive flow of information. Digital devices and smart technologies “secure” that the messages are received. They communicate to us through a powerful combination of words, images and sounds with one motivation: someone created it, and it was created for a reason. Understanding that reason is the basis of media literacy.



The training course "Media Literacy and Critical Thinking: Read between the Lines" is a capacity building activity with the main purpose to foster educators' understanding of media literacy and therefore their ability to transmit it to their work. During a five-day intensive training activity, participants – along with the instructors – will discover, develop and try out methods and instruments, which help become literate in media, also in their everyday practice. As a result of the training, more qualified educators will have stronger impact on their students and educational environments.

#### Learning outcomes:

- The participants widened their understanding of media phenomena, understand how/ why media messages shape the opinions, cultures and societies.
- The participants became aware of their own actions, thinking patterns and activities in the field of perceiving and spreading news/ further media content and information and assume their responsibility.
- The participants learnt and tried out interactive and non-formal educational methods that help to develop critical thinking skills, recognise bias, misinformation and lies, etc., and are able to apply them within their communities and educational events.
- The participants got informed and have got a basic knowledge about the current situation, trends of media development within the participating countries.
- The participants got empowered and competent to provide better media literacy education activities in the future.

### Admission information

**Language:** English

**Language level prerequisites:** B2 or above

**Duration:** One week

**Audience:** Educators (teachers, trainers, facilitators, youth workers, etc.)

**General prerequisites:** No specific requirements

**Maximum number of participants:** 20

**Minimum advance reservation:** 12 weeks

### Trainer(s)

Sergei Tereshenkov, Elizaveta Kuchero

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## School Climate Changers: a practical and interactive course to build sustainable and climate friendly school communities

### Course description

#### Course overview and purpose:

This course aims to provide key knowledge, practical tools and hands-on experience to create sustainable and climate friendly school communities. Starting from the main references from the international framework, including the UN Agenda 2030 and the Sustainable Development Goals, the key concepts, facts and innovative theories around sustainability and climate, the course is designed to apply systemic thinking and creative approaches to tackle these issues in schools in an integrated way, through collaboration, team working and effective engagement across all school areas and the wider communities. Besides some institutional references, such as the UNESCO 2020 “Getting Climate Ready” guide for schools, the course will provide a practical Toolkit guiding you to develop your own climate project/initiative to bring back to your school by day 5. The course is designed for people working both in teaching and non-teaching capacities, as everyone has a role to play in this challenging but exciting transition.



#### Learning outcomes:

- Explain the key concepts, facts and figures around sustainability and climate change effectively;
- Implement the acquired knowledge in interactive workshops and discussions on real case studies and in the development of a personal project;
- Analyse potential solutions towards climate friendly schools in their operational area (whether is teaching, school governance, operations or other) considering implications across all dimensions of sustainability;
- Evaluate how their school/organisation/working unit performs towards sustainability and climate change;
- Critique existing initiatives in a constructive way and enhance their effectiveness;
- Design successful climate projects and initiatives for their school/organisation, thanks to a practical toolkit provided, supporting participants to become change-makers towards climate friendly schools.

### Admission information

**Language:** English

**Language level prerequisites:** B2 or above

**Duration:** One week

**Audience:** People working both in teaching and non-teaching capacities in primary, secondary, VET and adult education

**General prerequisites:** No specific requirements

**Maximum number of participants:** 15

**Minimum advance reservation:** 12 weeks

### Trainer(s)

Chiara Cervigni, Ilaria Leonardi

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).



## We Want Peace...Education!

---

### Course description

#### Course overview and purpose:

Peace education essentially communicates both values supportive of peace and non-violence, and the reasoning and interpersonal skills required for non-violent conflict resolution. The aims of peace education in schools, in general terms, is to raise children's social intelligence and general reasoning ability, to raise awareness of social justice, promote empathy and honesty, to reduce selfishness and greed, and to teach children how to make constructive use of the freedoms they enjoy in a democratic society.



Through this training course, participants will learn details of peace education as a process of promoting the knowledge, skills, and attitudes needed to bring about behaviour changes to enable children, youth and adults to prevent negative conflict and violence at home, at schools and at workplaces. The main purpose is to develop the understanding of common human values which foster co-existence, tolerance and acceptance, by empowering teachers to endorse peace culture in schools, colleges and other academic institutions as a way of promoting peace in society. This training proposal emphasises the positive peace approach and therefore, the training course will be based on this same approach to peace.

#### Learning outcomes:

- to acquire theoretical knowledge on conflict management, constructive, peaceful and harmless reaction on it;
- to explore connection between peace, human rights and formal education institutions;
- to learn the theory of non-violence as a way of treating the other and how it can be applied to classroom learning environment of pupils;
- to gain knowledge on human rights education, difference between freedom of speech and hate speech;
- to learn Non-violent communication as a new approach in communication with others.
- to react peacefully and manage any type of crisis and to be non-violent in the state of emergency or catastrophe;
- to respect and value human rights on the everyday basis by using peaceful approach;
- to detect, report and combat hate speech in communication with others, media and on social networks;
- to use non-violent communication as a tool of peaceful communication and respect of human rights and dignity.

### Admission information

**Language:** English

**Language level prerequisites:** Good understanding of the English language (writing, speaking, understanding)

**Duration:** 10 days

**Audience:** Teachers from primary and secondary schools, VET schools.

**General prerequisites:** Participation subject to a selection process. Please, ask for more details.

**Maximum number of participants:** 25

**Minimum advance reservation:** 6 months

### Trainer(s)

[Karen Namain Pong](#), [Alper Paris Gurlek](#)

### Dates and location

For more information about current availability of dates and trainer(s), please visit [this course page](#).