

ERASMUS MOBILITY ACADEMY

COURSE CATALOGUE 2027

Professional development courses for teachers and school staff

62 courses

9 themes

9 centres in 5 countries

37 confirmed dates

Dates as of 25 November 2026

Erasmus+ Organisation ID (OID) E10304561

info@erasmusmobilityacademy.com · erasmusmobilityacademy.com

Live course dates

erasmusmobilityacademy.com
/course-dates

COURSE CATALOGUE 2027

At a glance

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification, including the Europass Mobility document.

62
courses in 9 themes, one page each in this catalogue

9
course centres in 5 countries: Antalya, İstanbul, İzmir, Mersin, Nevşehir, Budapest, Bremen, Rome, Palma de Mallorca

37
confirmed dates as of 25 November 2026, listed on page 8

5 days · 25 h
Monday to Friday, 09:30 to 14:30, with coffee breaks

€400
course fee for a five-day course; nothing is charged when you apply

3 documents
Certificate of Attendance, the co-signed Europass Mobility document, and a Dissemination & School Impact Plan.

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ERASMUS+ KEY ACTION 1

Funding and registration

How the grant for one participant is built

In Key Action 1 school education projects (short-term and accredited), a member of staff on a course is funded through four lines, all paid as unit costs. The unit costs are set to cover 80% of actual costs on average.

Course fees
80 EUR per participant per course day, so 400 EUR for a five-day course.

Organisational support
100 EUR per participant on a course.

Travel
a fixed amount by one-way distance band, measured with the Commission's distance calculator. For 500–1999 km it is 309 EUR, or 417 EUR with green travel.

Individual support
a daily amount that depends on the host country. Each National Agency sets the exact rate within the range in the Programme Guide, so check your agency's own table.

Source: Erasmus+ Programme Guide 2027 (PDF) ↗ · Programme Guide, pp. 124–127

Can these courses be funded through Erasmus+?

Yes. Erasmus+ does not approve or accredit individual course providers — your school chooses the course and includes it in its mobility plan. Our courses are designed in line with the Erasmus+ Quality Standards for Key Action 1 courses, and our Erasmus+ Organisation ID (OID) is E10304561.

From request to certificate

1
Choose & apply
Browse the catalogue and request a date — no payment at this stage.

2
We confirm your place
We get back to you within 1 business day.

3
Paperwork before you travel
Learning Agreement is co-signed; payment is completed.

4
During & after the course
Attendance is tracked daily; you leave with three documents.

Payment: By bank transfer, at least 1 month before the course starts — nothing is charged when you apply.

Our commitments

BEFORE APPROVAL
Reserve a date, pay nothing yet
You can request a date before your project is approved. Nothing is charged when you apply; payment is due at least one month before the course starts.

IF PLANS CHANGE
Free move to a later session
If your grant is delayed or cancelled, your participants can move to any later session free of charge. Cancellations made 30 or more days before the start date receive a full refund.

ONE PERSON
One contact for your school
Your school deals with one contact person at EMA, from the first request to the last document, for every colleague you send.

PAPERWORK
Every document your file needs
Invitation letter, Learning Agreement, proforma invoice and invoice, a daily attendance record, the Certificate of Attendance and the co-signed Europass Mobility document.

Cancellation & refund policy ↗ · Registration & documents, step by step ↗ · For Erasmus+ coordinators ↗

WHERE THE COURSES RUN

Course centres

Our courses are designed for international mobility — open to participants travelling from a country other than the host country. Most courses run at several centres; each course page in this catalogue lists its dates by centre.



Antalya

Türkiye

- 7 confirmed · 89 planned dates



İstanbul

Türkiye

- 10 confirmed · 91 planned dates



İzmir

Türkiye

- 4 confirmed · 62 planned dates



Mersin

Türkiye

- 7 confirmed · 56 planned dates



Nevşehir

Türkiye

- 2 confirmed · 16 planned dates



Budapest

Hungary

- 3 confirmed · 60 planned dates



Bremen

Germany

75 planned dates



Rome

Italy

- 2 confirmed · 63 planned dates

SPAIN

Palma de Mallorca

- 2 confirmed dates

Counts as of 25 November 2026. Each card links to the centre's page on our website, with the city guide and its dates.

62 COURSES · 9 THEMES

Course index

Every course has a full page in this catalogue: tap a title to go there. ● marks courses with confirmed dates as of 25 November 2026.

COURSE	DATES	PAGE
Teacher Training & Classroom Management	12 courses	
Creative Arts in the Classroom: Visual Art, Music and Movement for Learning NEW	● 1 confirmed	11
Mathematical Resilience: Helping Students With Math Anxiety NEW	planned dates	12
Conflict Management, Emotional Intelligence and Bullying Prevention in Schools NEW	● 1 confirmed	13
Active Learning through Project-Based Education	planned dates	14
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Soft Skills for Strong Teachers	planned dates	16
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For Teachers: New Strategies For A Positive And Happy School	planned dates	19
To Develop Students' Creativity and Social Skills: DRAMA WORKSHOPS	planned dates	20
Flipped Classroom	planned dates	21
Cyberbullying: Prevention and Response in Schools	planned dates	22
Digital & Innovative Education	11 courses	
Digital Wellbeing: Attention, Phones and School Life NEW	planned dates	23
Digital Transformation in Educational Management	planned dates	24
From STEM to STEAM: Integrating Art into STEM Education	planned dates	25
Enhancing Language Learning through ICT	● 1 confirmed	26
Transforming Learning Spaces for the Future of Education	planned dates	27
Digital Storytelling for Enhanced Learning	planned dates	28
Digital Tools for Innovative and Collaborative Teaching	● 2 confirmed	29
Digital Literacy: Teaching Students How Platforms Are Designed NEW	planned dates	30
Blended Learning and Education for the Future	planned dates	31
Digital Content Creation for the Classroom NEW	● 1 confirmed	32
GreenComp in Practice: The Environmental Cost of School Technology	planned dates	33
Inclusive Education	10 courses	
Inclusive Classrooms: Educating Students with ASD and ADHD	● 1 confirmed	34
Art as Therapy: Emotional and Social Development in Schools	● 1 confirmed	35
Intercultural Competence in the Classroom	● 1 confirmed	36
Social and Emotional Learning (SEL) for Inclusive Schools	planned dates	37

Outdoor Education for Inclusive Learning	1 confirmed	38
Inclusive Education for Diversity and Equality	planned dates	39
Digital Tools for Students with Special Needs	3 confirmed	40
Every Child is Special	planned dates	41
Inclusive Education and Special Needs	planned dates	42
Refugees & Migration and Education	planned dates	43

Artificial Intelligence

8 courses

Media Literacy: Teaching Students to Verify What They See NEW	3 confirmed	44
AI Tools for Teachers: Plan, Create and Assess with AI NEW	1 confirmed	45
Inclusive Teaching with AI: Universal Design for Learning in Practice NEW	planned dates	46
AI Literacy Course for Teachers: Teaching Students How AI Works NEW	planned dates	47
The Role of Artificial Intelligence in Personalized Learning	planned dates	48
Formative Assessment and Feedback in the Age of AI	2 confirmed	49
Digital Citizenship, Digital Media Literacy and AI Tools in Education	planned dates	50
AI-Assisted Learning for the 21st Century Classroom	2 confirmed	51

Cultural Heritage

7 courses

Cultural Heritage: İzmir	planned dates	52
Cultural Heritage: Bremen	planned dates	53
Cultural Heritage: Budapest	planned dates	54
Cultural Heritage: Nevsehir	2 confirmed	55
Cultural Heritage: Antalya	1 confirmed	56
Cultural Heritage: Istanbul	3 confirmed	57
Cultural Heritage: Rome	1 confirmed	58

Languages & CLIL

5 courses

German Language Course for Teachers in Bremen: Intermediate (B1–B2) NEW	planned dates	59
German Language Course for Teachers in Bremen: Beginners (A1–A2) NEW	planned dates	60
Intermediate English Course for Teachers (B1–B2) NEW	1 confirmed	61
CLIL in Action: Bilingual Education for All Subjects	planned dates	62
English Language Course for Teachers and Education Staff	1 confirmed	63

Sustainability & Environment

6 courses

Outdoor Education: Reconnecting with Nature	planned dates	64
Zero Waste Schools: From Prevention to the Bin NEW	planned dates	65
Green Energy, Clean Future: Renewable Energy and Sustainable Practices in Education	2 confirmed	66
Sustainable Education: Climate Change and Eco-Schools	2 confirmed	67

Environmental Sustainability And Education	1 confirmed	68
Teaching Climate Change: From the Green Deal to Your Carbon Footprint NEW	planned dates	69

Adult Education

2 courses

Second-Chance Education: Prison, Release and After NEW	1 confirmed	70
Basic Competencies for Adult Educators	planned dates	71

CreActionality™

1 course

From Educational Challenge to European Project NEW	on request	72

AS OF 25 NOVEMBER 2026

Confirmed course dates

37 confirmed dates for 25 courses. New dates are confirmed throughout the year: the live list, including planned dates you can register your interest in, is at erasmusmobilityacademy.com/course-dates ↗

January 2027

4 dates

4–8 Jan	Enhancing Language Learning through ICT Digital & Innovative Education	Mersin Türkiye	Apply ↗
11–15 Jan	Cultural Heritage: Antalya Cultural Heritage	Antalya Türkiye	Apply ↗
11–15 Jan	English Language Course for Teachers and Education Staff Languages & CLIL	Antalya Türkiye	Apply ↗
18–22 Jan	Digital Tools for Students with Special Needs Inclusive Education	İstanbul Türkiye	Apply ↗

February 2027

4 dates

15–19 Feb	Digital Tools for Innovative and Collaborative Teaching Digital & Innovative Education	Antalya Türkiye	Apply ↗
15–19 Feb	Sustainable Education: Climate Change and Eco-Schools Sustainability & Environment	Budapest Hungary	Apply ↗
22–26 Feb	Creative Arts in the Classroom: Visual Art, Music and Movement for Learning Teacher Training & Classroom Management	Antalya Türkiye	Apply ↗
22–26 Feb	Cultural Heritage: Istanbul Cultural Heritage	İstanbul Türkiye	Apply ↗

March 2027

1 date

1–5 Mar	Conflict Management, Emotional Intelligence and Bullying Prevention in Schools Teacher Training & Classroom Management	İstanbul Türkiye	Apply ↗

April 2027

8 dates

5–9 Apr	AI Tools for Teachers: Plan, Create and Assess with AI Artificial Intelligence	Palma de Mallorca Spain	Apply ↗
5–9 Apr	Green Energy, Clean Future: Renewable Energy and Sustainable Practices in Education Sustainability & Environment	Palma de Mallorca Spain	Apply ↗
5–9 Apr	Empowering Educators through Mindfulness and Well-Being Teacher Training & Classroom Management	İstanbul Türkiye	Apply ↗
12–16 Apr	Second-Chance Education: Prison, Release and After Adult Education	Budapest Hungary	Apply ↗

12–16 Apr	Formative Assessment and Feedback in the Age of AI Artificial Intelligence	Rome Italy	Apply ↗
12–16 Apr	AI-Assisted Learning for the 21st Century Classroom Artificial Intelligence	İstanbul Türkiye	Apply ↗
12–16 Apr	Digital Tools for Students with Special Needs Inclusive Education	İstanbul Türkiye	Apply ↗
26–30 Apr	Art as Therapy: Emotional and Social Development in Schools Inclusive Education	Budapest Hungary	Apply ↗

May 2027

8 dates

3–7 May	AI-Assisted Learning for the 21st Century Classroom Artificial Intelligence	Antalya Türkiye	Apply ↗
10–14 May	Media Literacy: Teaching Students to Verify What They See Artificial Intelligence	Antalya Türkiye	Apply ↗
24–28 May	Digital Tools for Students with Special Needs Inclusive Education	Mersin Türkiye	Apply ↗
24–28 May	Cultural Heritage: Nevsehir Cultural Heritage	Nevşehir Türkiye	Apply ↗
24–28 May	Cultural Heritage: Istanbul Cultural Heritage	İstanbul Türkiye	Apply ↗
24–28 May	Intercultural Competence in the Classroom Inclusive Education	İstanbul Türkiye	Apply ↗
30 May – 5 Jun	Media Literacy: Teaching Students to Verify What They See Artificial Intelligence · 7 days · €560	İstanbul Türkiye	Apply ↗
31 May – 4 Jun	Green Energy, Clean Future: Renewable Energy and Sustainable Practices in Education Sustainability & Environment	Mersin Türkiye	Apply ↗

June 2027

4 dates

7–11 Jun	Digital Tools for Innovative and Collaborative Teaching Digital & Innovative Education	İzmir Türkiye	Apply ↗
14–18 Jun	Cultural Heritage: Rome Cultural Heritage	Rome Italy	Apply ↗
14–18 Jun	Environmental Sustainability And Education Sustainability & Environment	İzmir Türkiye	Apply ↗
21–25 Jun	Media Literacy: Teaching Students to Verify What They See Artificial Intelligence	Mersin Türkiye	Apply ↗

July 2027

7 dates

5–9 Jul	Cultural Heritage: Nevsehir Cultural Heritage	Nevşehir Türkiye	Apply ↗
5–9 Jul	Digital Content Creation for the Classroom Digital & Innovative Education	İzmir Türkiye	Apply ↗

19–23 Jul	Formative Assessment and Feedback in the Age of AI Artificial Intelligence	Mersin Türkiye	Apply ↗
19–23 Jul	Inclusive Classrooms: Educating Students with ASD and ADHD Inclusive Education	İzmir Türkiye	Apply ↗
26–30 Jul	Outdoor Education for Inclusive Learning Inclusive Education	Mersin Türkiye	Apply ↗
26–30 Jul	Sustainable Education: Climate Change and Eco-Schools Sustainability & Environment	Mersin Türkiye	Apply ↗
26–30 Jul	Cultural Heritage: Istanbul Cultural Heritage	İstanbul Türkiye	Apply ↗

August 2027

1 date

23–27 Aug	Intermediate English Course for Teachers (B1–B2) Languages & CLIL	Antalya Türkiye	Apply ↗



Creative Arts in the Classroom: Visual Art, Music and Movement for Learning

A song that marks the seasons, a seed that grows in a dance, a collage of the street where the children live: young children learn through the arts as naturally as through words. Five days of painting, rhythm, movement and making, with no art or music training needed, and a short arts-based unit for your own class.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

Preschool, kindergarten and primary teachers, art and music teachers, and school leaders

What you'll take home

- ✓ Plan open-ended visual art activities that put the child's process before a finished product, and explain the adult's role in them.
- ✓ Lead rhythm, chant and body-percussion activities that move from imitation to exploration to improvisation, without musical training.
- ✓ Design creative movement tasks using body, space, effort and relationships, and organise a moving class safely.
- ✓ Use recycled, natural and open-ended materials for sensory exploration and group making.
- ✓ Observe children's creativity with five creative habits — imaginative, inquisitive, persistent, collaborative and disciplined — and record what you see.
- ✓ Build a short arts-based unit on a topic from your own curriculum, with versions for younger and older children.

Daily programme

DAY 1	The arts as a way of learning, and visual art
DAY 2	Music: rhythm, voice and body percussion
DAY 3	Movement and creative dance
DAY 4	Materials, senses and making together
DAY 5	Your arts-based unit

Dates

● **22–26 February 2027** Antalya, Türkiye Apply ↗

Planned in 2027: Antalya Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec · **İstanbul** Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec · **İzmir** Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec · **Mersin** Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec · **Nevşehir** Jun · **Budapest** Apr, Jun, Aug, Oct, Dec · **Bremen** Apr, Jun, Aug, Oct, Dec · **Rome** Apr, Jun, Aug, Oct, Dec

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Mathematical Resilience: Helping Students With Math Anxiety

Around 40% of students across OECD countries say they feel nervous, helpless or anxious while doing mathematics (PISA 2022). This 5-day course gives teachers of any subject and level the techniques to recognise math anxiety early and help students work through it — with a particular focus for primary and mathematics teachers.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 12**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Explain the neurological and psychological basis of math anxiety, including its documented effect on working memory during mathematical tasks.
- ✓ Recognise the affective, behavioural and physiological signs of math anxiety in students at an early stage.
- ✓ Assess the environmental, pedagogical and individual factors that most commonly trigger math anxiety in a classroom.
- ✓ Apply a set of classroom-ready techniques — including CRA sequences, structured math talk and low-stakes error analysis — to reduce math anxiety in daily teaching.
- ✓ Design a mathematics lesson and classroom climate that reduces fear of mistakes and builds student confidence.
- ✓ Guide individual students experiencing high math anxiety using personalised coping and self-regulation strategies.
- ✓ Draft a school-specific action plan for embedding math-anxiety-aware practice beyond the course itself.

Daily programme

- DAY 1 — Understanding and Identifying Math Anxiety
- DAY 2 — Root Causes and Triggers
- DAY 3 — Pedagogical Interventions in Practice
- DAY 4 — Growth Mindset, Self-Regulation and Complex Cases
- DAY 5 — Action Planning, Integration and Certification

Dates

No confirmed date yet.

Planned in 2027: İzmir Jan, Feb, Mar, Apr, May, Jun, Jul, Sep, Oct, Nov, Dec

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Conflict Management, Emotional Intelligence and Bullying Prevention in Schools

Two pupils are shouting in the corridor and thirty more have stopped to watch. What the nearest adult says in the next thirty seconds decides whether this ends today or repeats every week for the rest of the year.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Sort a real situation in your school along the two axes that decide the response — whether power between the parties is roughly equal, and whether the behaviour is a pattern — and explain to a colleague why the case belongs where you put it.
- ✓ Use affective language under pressure: state the effect of a behaviour instead of delivering a verdict, and ask the questions that get a young person to account for what happened rather than defend themselves.
- ✓ Hold a two-minute restorative conversation in a corridor or after a lesson, and recognise four common ways it fails.
- ✓ Run both a proactive and a responsive circle with a class, and say clearly when a circle is the wrong tool for the case in front of you.
- ✓ For a case with a power imbalance, plan a response that does not seat two “sides” together: separate conversations, support for the targeted student, and the steps that belong to the school.
- ✓ Prepare a formal repair meeting and take part in running one: who is in the room, in what order people speak, and what the written agreement has to contain to be worth anything a month later.
- ✓ Write a one-page plan separated into what you can do alone, what needs one colleague, and what you will ask your school leadership for — with the request for that last part already drafted and addressed to a named role.

Daily programme

DAY 1	Which kind of trouble is this?
DAY 2	The smallest move that works
DAY 3	The two-minute conversation
DAY 4	The group: circles, and the cases that need something else
DAY 5	The full repair meeting, and the plan you write

Dates

● **1–5 March 2027** İstanbul, Türkiye Apply ↗

Planned in 2027: Antalya Feb, Jul, Oct · **İstanbul** Jun, Dec · **İzmir** May, Jul

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Active Learning through Project-Based Education

A poster at the end of a unit is not project-based learning. PBLWorks names seven elements a project needs before it counts — and this week you design one against all seven, then score it on the rubric they publish.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Turn a curriculum topic into a driving question that meets the Gold Standard's first element, with the content standards the project must teach named before the question is written.
- ✓ Design a sustained inquiry that runs over weeks, and decide what makes the project authentic — real context, real tools, real audience, or an honest substitute your school can actually reach.
- ✓ Write the pupils' choice points and the reflection checkpoints into a project timetable, and set out how individual learning will be assessed inside a group product.
- ✓ Score your own project with PBLWorks' Project Design Rubric, element by element, and revise the two elements that score weakest.

Daily programme

- DAY 1 — Learning Goals and the Challenging Question
- DAY 2 — Sustained Inquiry and Authenticity: Building the Middle
- DAY 3 — Student Voice and Choice, and Reflection
- DAY 4 — Critique, Revision and Assessment
- DAY 5 — Public Product: Exhibition and Design Critique

Dates

No confirmed date yet.

Planned in 2027: Antalya Jun, Dec · **Mersin** Mar · **Budapest** Sep · **Rome** May

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Empowering Educators through Mindfulness and Well-Being

Mindfulness-Based Stress Reduction (MBSR) has been tested with teachers in a randomised trial: their perceived stress dropped, and was still lower three months later. This five-day week teaches practices drawn from it and sends you home with a plan to keep going.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Practise breathing, a short body scan, mindful movement and a pause for hard moments, and know which suits you.
- ✓ Use mindfulness-based practices in the classroom to strengthen student relationships, with an easy way out for every student.
- ✓ Leave with a plan for the eight weeks after the course to keep a short daily practice going.
- ✓ Pause before responding in a hard classroom moment, so that you make more conscious, balanced decisions.

Daily programme

DAY 1	Foundations of Mindfulness and Well-Being
DAY 2	Mindfulness-Based Teaching
DAY 3	Personal Well-Being for Teachers
DAY 4	Mindfulness in Classroom Management
DAY 5	Your Practice Plan and Closing

Dates

● **5–9 April 2027** İstanbul, Türkiye Apply ↗

Planned in 2027: İstanbul Jul, Oct · **İzmir** Feb, Sep, Dec · **Mersin** Feb

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Soft Skills for Strong Teachers

What keeps a teacher going through a hard year? This week practises communication, feedback and de-escalation skills and asks what each one does for you as well as for your students, with Seligman's PERMA model of wellbeing as the lens.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Communicate more effectively with students — active listening, constructive feedback, and confident verbal and non-verbal communication.
- ✓ Motivate your classroom and set small goals with students, matching your feedback to different student profiles.
- ✓ Handle challenging classroom situations with confidence, using practical de-escalation steps you have rehearsed in role-play.
- ✓ Reflect on your own reactions and on why you teach, using the five PERMA components as a lens.
- ✓ Leave with a personal plan for continued professional development, with one small action for each component.

Daily programme

DAY 1	Welcome, PERMA and Your Teaching Week
DAY 2	Relationships: Communication Skills
DAY 3	Engagement and Accomplishment: Motivating Students
DAY 4	Hard Moments and Why You Teach
DAY 5	Your PERMA Plan and Closing

Dates

No confirmed date yet.

Planned in 2027: Antalya May, Nov · **İstanbul** Sep · **Mersin** Jul · **Bremen** Mar

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Innovative Approaches for Effective Classroom Management

Classroom management as teaching behaviour rather than only correcting it: clear expectations, steady reinforcement, and a two-minute daily conversation with the student who needs more.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Explain PBIS and its three tiers, and say which parts a single teacher can run in their own class.
- ✓ Write three to five positively phrased class expectations and plan how to teach and reinforce them.
- ✓ Choose a way to keep track of reinforcement — paper or a tool such as ClassDojo — and decide what student information to record and what to leave out.
- ✓ Plan a ten-day 2×10 conversation schedule for one student and practise the first conversation.
- ✓ Draft a classroom action plan that separates what you will do alone, with a colleague, and ask your school for.

Daily programme

DAY 1	Welcome, Introductions and Sorting Disruptions
DAY 2	Tier 1: Clear Expectations
DAY 3	Reinforcement and Keeping Track
DAY 4	Tier 2: The 2×10 Conversation
DAY 5	Where Your Part Ends, and Your Action Plan

Dates

No confirmed date yet.

Planned in 2027: Antalya Sep · **İstanbul** Jan, Mar, Nov · **Budapest** Jan, Feb, Apr · **Bremen** Jun

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Game-Based Learning Strategies in the Classroom

The difference between game-based learning and gamification is real, testable, and usually skipped — this course doesn't skip it.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Explain the difference between game-based learning and gamification, and use a short list of Gee's learning principles to judge a lesson.
- ✓ Take a gamified lesson apart and rebuild it as a game-based activity.
- ✓ Design a game-based activity for your own curriculum that works without a screen, and adapt it to a screen where that helps.
- ✓ Test your activity with colleagues acting as students and revise it from what you observe.
- ✓ Plan how to use the activity with your own students, including a shorter first version and what to change if it does not work the first time.

Daily programme

- DAY 1 Game-Based Learning, Gamification and Gee's Principles
- DAY 2 Gamification Taken Apart
- DAY 3 Games Without Screens
- DAY 4 Testing and Revising
- DAY 5 Your Activity in Your Curriculum

Dates

No confirmed date yet.

Planned in 2027: Antalya Jun, Oct · **İzmir** Apr, Dec · **Bremen** Feb · **Rome** Jul

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



For Teachers: New Strategies For A Positive And Happy School

UNESCO's Happy Schools framework puts twelve criteria behind a word that usually gets used loosely. This week you score your own school against all twelve, then separate what you can change yourself from what you will have to ask for.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Score your own school against UNESCO's twelve Happy Schools criteria, using this course's simple scoring method, and say, with evidence, which of the four pillars is weakest.
- ✓ Build a code of conduct with a class rather than for one, and run the trust-building work that makes it hold past the first week.
- ✓ Choose pedagogies and assessment routines that fit the Process criteria — balanced workload, active learning, flexible ways of showing what has been learned.
- ✓ Name what your school's physical and digital spaces are doing to the people in them, and identify the changes that cost nothing.
- ✓ Separate what you can change alone from what needs agreement, and make the case for one thing in the third column to the person who can actually grant it.

Daily programme

DAY 1	Twelve Criteria, One School
DAY 2	People: Relationships, Wellbeing, Attitudes
DAY 3	Process: Curriculum, Pedagogy, Assessment
DAY 4	Place and Principles: The Half Nobody Teaches
DAY 5	Three Lists

Dates

No confirmed date yet.

Planned in 2027: Antalya Apr · **İstanbul** Mar, Oct · **İzmir** Jan, May, Sep · **Mersin** Jun, Dec · **Budapest** Apr · **Bremen** Mar · **Rome** May

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



To Develop Students' Creativity and Social Skills: DRAMA WORKSHOPS

Students take on a fictional professional role with real responsibility, inside a drama that runs for more than one lesson. This week you plan the opening of a unit from your own curriculum this way, with no acting experience needed.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Explain Dorothy Heathcote's Mantle of the Expert and plan the opening of a unit for your own curriculum.
- ✓ Apply improvisation, role-play and re-enactment inside a structured fiction.
- ✓ Use teacher-in-role, body language and voice to support classroom communication.
- ✓ Design drama activities that build cooperation, negotiation and listening in a group.
- ✓ Choose the right drama technique for a given lesson or student group.

Daily programme

- DAY 1 — Introduction to Drama in Education and the Mantle of the Expert
- DAY 2 — The Working Structure and Your Team of Experts
- DAY 3 — Your Curriculum Inside the Fiction
- DAY 4 — Role, Voice, Body and Rhythm
- DAY 5 — Your Opening, Tried and Revised

Dates

No confirmed date yet.

Planned in 2027: Antalya Jul · **İstanbul** Apr · **Mersin** Sep · **Bremen** Nov · **Rome** Feb

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Flipped Classroom

Two chemistry teachers in Colorado started recording lectures in 2007 for students who kept missing class. The whole class started watching anyway.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Design a flipped lesson in which a short video or reading introduces one idea before class and class time is used for guided practice and discussion.
- ✓ Script, record and share a first video of about five minutes, using tools such as a phone camera or a screen recorder.
- ✓ Plan a 45-minute in-class part in which you guide individual students and groups.
- ✓ Set up a short check at the start of the lesson, with an alternative for students who could not watch or have no device at home.
- ✓ Evaluate a flipped lesson against a peer-feedback checklist, revise it, and plan the first two weeks of using it in your own school.

Daily programme

DAY 1	The Idea and Its Parts
DAY 2	Before Class: Your First Video
DAY 3	In Class: The Hour You Just Freed
DAY 4	The Check: When Students Have Not Watched
DAY 5	Your Own Lesson

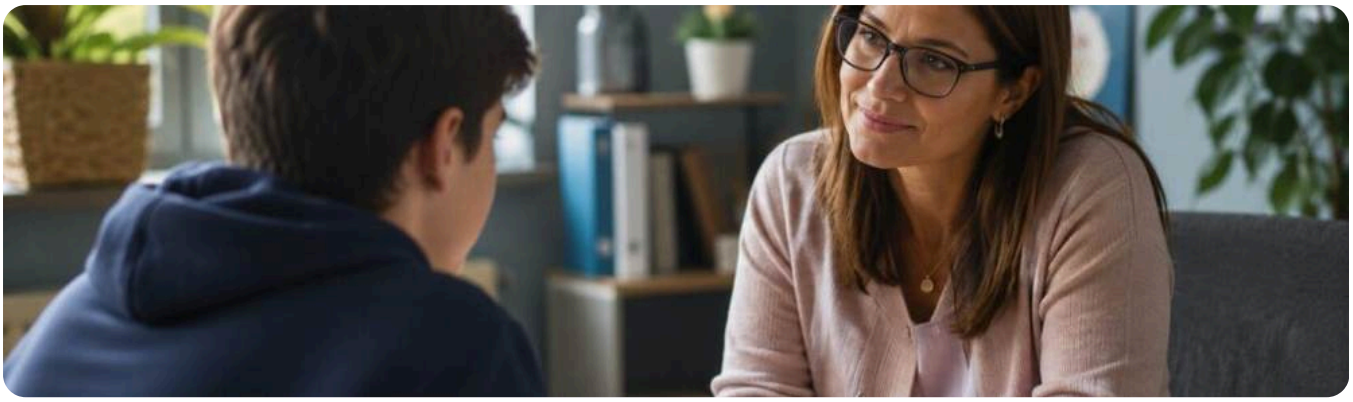
Dates

No confirmed date yet.

Planned in 2027: İstanbul Mar · **İzmir** Nov · **Mersin** Jun · **Budapest** Sep · **Rome** Jan

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Cyberbullying: Prevention and Response in Schools

A pupil shows you a screenshot, and what happens in the next ten minutes matters more than any policy document. This week you write your school's protocol for those ten minutes — and test it against what pupils can now generate of one another.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Place an incident (supplied, or a kind you know from your own school, without names) against the three pillars of the EU action plan, and name which pillar your school is least prepared for.
- ✓ Set up prevention that pupils have agreed to rather than been told about, and recognise the signals that appear before an incident is reported.
- ✓ Judge an incident involving generated images or a cloned voice: what the school handles, what has to go further, and what the law now says about non-consensual manipulated material.
- ✓ Write and test an intervention protocol for your own school — who is told, in what order, within what time, through which channel, and how evidence is preserved.

Daily programme

- DAY 1 — Recognising It, and the Plan Behind the Response
- DAY 2 — Prevention: The Work That Happens Before Anything Does
- DAY 3 — Protection: Deepfakes, Cloned Voices and Where the Line Now Sits
- DAY 4 — Response and Support: The First Ten Minutes and the Ten Days After
- DAY 5 — Your School's Intervention Protocol

Dates

No confirmed date yet.

Planned in 2027: İstanbul Feb, Jul · **Mersin** Nov · **Budapest** May · **Bremen** Sep

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Digital Wellbeing: Attention, Phones and School Life

Your school will decide something about phones this year, or it already has. This week is about what decides whether anything actually improves.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Separate the two concerns behind phone policy — classroom distraction and adolescent wellbeing — and say which one your own school actually has evidence for.
- ✓ Redesign one lesson around where attention is really lost, and teach it in your first week back.
- ✓ Write a one-line classroom device norm and a spoken response you can use the moment a phone appears, with or without a school policy behind you.
- ✓ Draft a one-page school phone policy stating why, when, where and how, together with the parent letter that goes with it.
- ✓ Plan the first six weeks after a rule starts, and describe the kinds of student for whom the standard approach is likely to fail, and what happens instead.
- ✓ State what a school still owes its learners digitally once devices are restricted, and put your request to leadership in writing, addressed to a named person.

Daily programme

DAY 1	What Are We Actually Trying to Fix?
DAY 2	The Classroom You Control
DAY 3	The Rule as One Instrument Among Several
DAY 4	What Has to Sit Around Any Rule
DAY 5	A Restriction Is Not a Digital Strategy

Dates

No confirmed date yet.

Planned in 2027: Antalya Apr, Jul · **İstanbul** Feb, May · **İzmir** Dec · **Bremen** Nov · **Rome** Sep

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Digital Transformation in Educational Management

Most schools already own digital tools. This week you write the plan that gets staff using them, working from the EU's SELFIE self-check and its DigCompOrg framework for digitally competent schools.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

School leaders — principals, vice principals, heads of department and coordinators

What you'll take home

- ✓ Assess your school's digital maturity against DigCompOrg's seven key elements and plan how to run SELFIE at your school.
- ✓ Draft a Digital Transformation Action Plan for your school or the part you lead, aligned with Erasmus+ and EU Digital Education Action Plan priorities.
- ✓ Build a simple dashboard from sample data and use it to support a school management decision.
- ✓ Plan a communication strategy for staff, students and parents, with a vision stated in one sentence.
- ✓ Apply Kotter's eight steps as a checklist to plan the first 90 days of digital change, including how to work with a colleague who is hesitant.

Daily programme

DAY 1	Where Your School Stands: DigCompOrg and SELFIE
DAY 2	Data-Driven School Management
DAY 3	Communication and Vision
DAY 4	Leading the Change
DAY 5	Anchoring the Change and Presenting Your Plan

Dates

No confirmed date yet.

Planned in 2027: İstanbul Mar, Jul · **Mersin** Jan · **Budapest** Nov · **Bremen** May · **Rome** Sep

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



From STEM to STEAM: Integrating Art into STEM Education

Five days adding art to a STEM unit you already teach, one phase of the 5E model per day, so that students care about what they build as well as how it works.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Sequence a STEAM unit through all five phases of the BSCS 5E model, in the order the model specifies.
- ✓ Place an artistic or design task inside a phase because it does the thinking there, not as decoration at the end.
- ✓ Build every phase in the route your own school can run — with digital tools or with physical materials — and know what the other route would have required.
- ✓ Use Google Arts & Culture, Scratch and Tinkercad for the specific jobs they are good at, rather than as a general "technology" add-on.
- ✓ Write assessment criteria that judge what a made artefact shows about understanding, not how finished it looks.
- ✓ Leave with a two-to-three-week STEAM unit outline for a topic you teach, with one phase written out in full and its artefact brief attached.

Daily programme

- **DAY 1** Engage: the puzzle, and why the A is not decoration
- **DAY 2** Explore: investigating an archive
- **DAY 3** Explain: building the explanation instead of writing it
- **DAY 4** Elaborate: transfer, prototypes and the second teacher
- **DAY 5** Evaluate: marking understanding, not polish

Dates

No confirmed date yet.

Planned in 2027: Antalya Jan, Mar, Sep · **İstanbul** Mar, Aug · **Mersin** Jun · **Bremen** Mar, Nov · **Rome** Apr

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Enhancing Language Learning through ICT

Set the language goal first, choose a tool only if it adds something, and test whether it did: five days building one language lesson in that order, with every task also possible without an app.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels — language teachers of any language, and adult-education language staff

What you'll take home

- ✓ Write a language goal first, and choose a tool, or no tool, to serve it.
- ✓ Plan the blend of a vocabulary lesson: what happens in class and what happens online.
- ✓ Design a speaking or listening activity, and a way to check that students actually used the language.
- ✓ Design a shared writing task on a class platform or shared board, with a safeguarding note for online interaction.
- ✓ Check a lesson plan against a goal-first checklist and plan your first lesson.

Daily programme

DAY 1	Goal First: the Loop
DAY 2	Vocabulary, Recall and the Blend
DAY 3	Speaking and Listening
DAY 4	Interaction and Writing Online
DAY 5	Your Lesson, Tested

Dates

● **4–8 January 2027** Mersin, Türkiye Apply ↗

Planned in 2027: Antalya Nov · **İstanbul** Jan, Mar · **Mersin** Apr, Sep, Dec · **Budapest** Jun, Oct

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Transforming Learning Spaces for the Future of Education

Seven measurable things about a classroom — light, temperature, air quality, ownership, flexibility, complexity and colour — explain 16% of the variation in a year's learning progress. This week you score your own room against all seven, and cost the changes worth making.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Score your own classroom against the seven design parameters and record a baseline you can compare against later.
- ✓ Diagnose the naturalness set — light, temperature and air quality — in your own room, and know what to ask for and who to ask.
- ✓ Redesign ownership and flexibility within a real budget, adapted to the age group you actually teach.
- ✓ Apply the curvilinear stimulation finding: decide what to remove from a room, not only what to add, and defend the decision with the evidence.

Daily programme

DAY 1	What the Evidence Says, and What Your Room Scores
DAY 2	Naturalness: Light, Temperature and Air Quality
DAY 3	Individualisation: Ownership and Flexibility
DAY 4	Stimulation, Inclusion and the Digital Layer
DAY 5	Your Room, Scored Again

Dates

No confirmed date yet.

Planned in 2027: İstanbul Apr, Sep · **Bremen** Feb · **Rome** Jul, Nov

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Digital Storytelling for Enhanced Learning

A class video with music, captions and a title card can look finished and still not be a story. What separates the two is a dramatic question — and the method built at the Center for Digital Storytelling since 1994 starts by teaching people how to find one.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Produce a complete digital story of your own, about two minutes long — script, storyboard, recorded narration, licensed visuals and sound, final cut — using Lambert's seven-step process (2010).
- ✓ Source images and music under licences that permit classroom and public use, and obtain the permissions a pupil's personal story requires.
- ✓ Label generated voices, images or soundtracks that could pass for a real person or event, as the EU AI Act requires of those who use such content, before anything is shown outside the classroom (good practice for other generated material too).
- ✓ Run the same seven-step process as a classroom unit, with a workable timetable, a defined role for every pupil and a way to assess personal work fairly.
- ✓ Judge a digital story by its dramatic question rather than its production values, and give a student feedback specific enough to act on.

Daily programme

- **DAY 1** Owning Your Insights: Finding the Story Before the Software
- **DAY 2** Finding the Moment, Seeing Your Story: Script, Storyboard and Rights
- **DAY 3** Hearing Your Story: Voice, Sound and Cutting
- **DAY 4** Assembling Your Story, and Turning It into a Classroom Unit
- **DAY 5** Sharing Your Story: The Screening

Dates

No confirmed date yet.

Planned in 2027: Antalya Feb, Apr, Oct · **İstanbul** Jul · **Nevşehir** Oct · **Budapest** Dec · **Bremen** Jan, Apr, May

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Digital Tools for Innovative and Collaborative Teaching

Every tool choice is really two decisions wearing one coat: what this technology does to the subject, and what it does to the way you teach it. TPACK, a framework that keeps subject, teaching and technology knowledge apart, separates them, and the week ends with the question that settles most of it — take the technology out, and what have you lost?

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- Place any tool decision inside TPACK and say which overlap it belongs to, instead of arguing about the tool itself.
- Answer the two questions that decide a choice separately: what this technology does to the subject, and what it does to the way you teach it.
- Build a collaborative project in which the collaboration is a pedagogical decision made first, and the technology is chosen to serve it.
- Design a digital assessment that measures something the paper version could not, and explain what that something is.
- Read your own school as context — devices, policy, decision-makers, what colleagues will adopt — and say which of your choices that context rules out.

Daily programme

DAY 1	The Three Circles and the Four Overlaps
DAY 2	The Two Overlaps That Decide It
DAY 3	Assessment, All Day
DAY 4	Context: Why the Tablets Changed Nothing
DAY 5	The Subtraction Test

Dates

- **15–19 February 2027** Antalya, Türkiye Apply ↗
- **7–11 June 2027** İzmir, Türkiye Apply ↗

Planned in 2027: Antalya Jul · **İstanbul** Jul, Oct · **İzmir** Sep · **Mersin** Nov · **Budapest** Dec · **Bremen** Jun · **Rome** Apr

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Digital Literacy: Teaching Students How Platforms Are Designed

Confiscating the phone ends the disruption and teaches nothing. This week turns the European Commission's own list of what should be switched off for minors into lessons your students can run themselves.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Audit what your students can currently do against named DigComp 3.0 competences, and identify which of them nothing in your curriculum covers.
- ✓ Compare the teen-account defaults platforms publish with the settings the European Commission says a minor's account should arrive with, and teach students to run the same check.
- ✓ Teach the persuasive design features by name — infinite scroll, autoplay, streaks, artificially timed notifications — as things a student can find and switch off rather than as reasons to use the phone less.
- ✓ Explain to a class how a recommender feed is assembled, and what a platform must warn a child about when an AI feature is involved.
- ✓ Teach a segment of your own unit to a live audience, revise it on what happened, and state where your role ends and a safeguarding process begins.

Daily programme

DAY 1	What Students Can Already Do, and What They Cannot
DAY 2	What the Account Gives Away Before Anyone Touches It
DAY 3	The Features Built to Hold Attention
DAY 4	The Feed, and the AI Inside It
DAY 5	Teaching It to the Room

Dates

No confirmed date yet.

Planned in 2027: Antalya Sep · **İzmir** Feb · **Budapest** Apr · **Bremen** Jul · **Rome** Nov

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Blended Learning and Education for the Future

Blended learning has a definition with three tests in it, and a good deal of what schools call blended fails the third one. The week is spent on that third test, and on which of the seven arrangements your own timetable can actually carry.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Test any activity against the three clauses of the Christensen Institute's definition, and say whether it is blended learning or a lecture with a login page.
- ✓ Name all seven arrangements, place them correctly under the four models, and explain which classroom problem each one solves.
- ✓ Judge which arrangements your own timetable, staffing and device count actually allow, and which would require a change your school has not agreed to.
- ✓ Design the connection between the online and face-to-face halves of one course: what crosses between them, when, and who reads it, including a version that works for a class with few devices.
- ✓ Personalise by two of the framework's own variables, path and pace, and explain to a colleague why matching activities to "learning styles" is not a variable the framework uses at all.

Daily programme

- DAY 1 — What Counts as Blended, and What Doesn't
- DAY 2 — The Rotation Family: What a School Can Do Next Term
- DAY 3 — Flex, A La Carte and Enriched Virtual: What They Ask of a School
- DAY 4 — Making the Two Halves Connect
- DAY 5 — The Model You Would Actually Propose

Dates

No confirmed date yet.

Planned in 2027: Antalya Jun · **İzmir** Sep · **Mersin** Nov · **Bremen** Apr · **Rome** Feb

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Digital Content Creation for the Classroom

Every day ends with something finished you could hand a class — built on Content creation, the DigComp 3.0 area about actually making digital material.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Produce and publish a working quiz, a class page, an assignment and a video-based lesson, and say which DigComp 3.0 competence each one belongs to.
- ✓ Rebuild material you already teach with into a digital resource, using AI assistants as drafting tools and judging what they return before it reaches a class.
- ✓ Apply copyright and licences to both your own and other people's material, and state what licence each piece carries — or why it cannot carry one.
- ✓ Design the marking logic for your own assessment: which answers count, which mistakes get which feedback, and what happens next.
- ✓ Assemble the week's work into one course page you can assign to a class in your first week back.

Daily programme

DAY 1	Content Creation, and Your First Finished Thing
DAY 2	The Page It All Lives On
DAY 3	Rebuilding What You Already Have
DAY 4	Licences, and Getting It to People
DAY 5	Marking Logic, Then Assembly

Dates

● **5–9 July 2027** İzmir, Türkiye Apply ↗

Planned in 2027: İstanbul Sep · **Mersin** Nov · **Bremen** Jan · **Rome** Apr

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



GreenComp in Practice: The Environmental Cost of School Technology

The world made 62 million tonnes of e-waste in 2022, and only 22% of it was documented as recycled. Five days on the digital tools that help — and the ones that are the problem.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Use the four GreenComp areas as a common vocabulary for what a sustainability-competent learner can do, and locate your own lessons within them.
- ✓ Explain where a digital device's environmental cost sits across its life, from materials to disposal, using current e-waste figures rather than impressions.
- ✓ Read environmental evidence for your own locality using Copernicus satellite imagery, European air quality data and citizen-science biodiversity records.
- ✓ Separate an environmental claim that evidence supports from one that only sounds right, and teach students to do the same.
- ✓ Identify what a teacher, a class and a school can each realistically change about the devices they use, and what the EU repair rules now entitle a consumer to.
- ✓ Leave with a class project on digitalization and environment, and with the record of what happened when the group tried to break its central claim.

Daily programme

- **DAY 1** Embodying sustainability values: what a device actually costs
- **DAY 2** Embracing complexity: the claim that sounds green
- **DAY 3** Envisioning sustainable futures: your town in ten years
- **DAY 4** Acting for sustainability: repair, reuse, and who decides
- **DAY 5** Testing the claim

Dates

No confirmed date yet.

Planned in 2027: Antalya Mar, Jun · **İstanbul** Jul · **Mersin** May, Dec · **Bremen** Oct · **Rome** Jan

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Inclusive Classrooms: Educating Students with ASD and ADHD

A classroom that gives its instructions only in speech leaves some students guessing. This week you build a room, a schedule and a work system that show them instead, drawing on TEACCH's structured teaching and ADHD-friendly routines.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Describe the barriers a classroom can create for autistic students and students with ADHD, without diagnosing.
- ✓ Plan a zoned classroom layout and a visual schedule with a change routine for a composite student profile.
- ✓ Build an individual work system and a transition routine, and keep the same structure visible on a screen where one is used.
- ✓ Adapt a task for a student with ADHD using time, step and movement supports, and give short, clear instructions.
- ✓ Draft an individual support plan (IEP or your system's equivalent) for a composite profile, separating what you can do alone, with a colleague, and ask your school for.

Daily programme

DAY 1	Barriers, and Where Structured Teaching Comes From
DAY 2	The Room and the Schedule
DAY 3	Work Systems, Transitions and Screens
DAY 4	Time, Attention and Clear Instructions
DAY 5	Your Support Plan

Dates

● **19–23 July 2027** İzmir, Türkiye Apply ↗

Planned in 2027: Antalya Jan, Mar, Jun · **İzmir** Mar, Nov · **Mersin** May · **Rome** Sep

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Art as Therapy: Emotional and Social Development in Schools

"Art as therapy" is Edith Kramer's term, and it puts the healing in the making itself rather than in an adult decoding what a drawing means. That distinction is the part a teacher can honestly do, and the whole week is built on it.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Run art-based sessions in which the therapeutic work is in the making, and explain to a colleague or a parent why that is the claim you are making and not a larger one.
- ✓ Recognise the five ways children use art materials — exploring the material, discharge, copied stereotype, picture-in-place-of-words, and formed expression — and respond differently to each.
- ✓ Intervene as a "third hand": help a child reach the piece they were trying to make without taking the work over.
- ✓ Design an eight-session sequence — or ten, where the timetable allows — for a named group in your own school, structured against what the children in the research said helped.
- ✓ State where your own competence ends, and name both referral routes — safeguarding and therapy — in your own country's system.

Daily programme

DAY 1	Where the Line Is
DAY 2	What the Material Does
DAY 3	From Copying to Something of Their Own
DAY 4	Running the Group
DAY 5	Eight Weeks in Your School

Dates

● **26–30 April 2027** Budapest, Hungary Apply ↗

Planned in 2027: Antalya Mar, Sep · **İstanbul** May, Nov · **Budapest** Feb · **Bremen** Jul · **Rome** Feb

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Intercultural Competence in the Classroom

Intercultural competence can be taught in five separate parts, and one of them only shows up while a conversation is happening. This week works through all five, using Michael Byram's model.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Name all five components of Byram's model, define each in the author's own terms, and say which of the five a given classroom activity actually develops.
- ✓ Distinguish the two halves of intercultural knowledge — what a group does, and how interaction itself works — and rebuild a "facts about a country" lesson so that it teaches the second.
- ✓ Interpret a document or event from another culture, explain it, and relate it to a document from your own, then turn that process into a lesson your students can follow.
- ✓ Handle the real-time part: acquire what you need in the middle of an interaction you cannot pause, and analyse afterwards what you actually did.
- ✓ Run a structured reflection on a real intercultural encounter with your own class, using the Council of Europe's Autobiography of Intercultural Encounters.
- ✓ Evaluate a cultural practice — including one from your own culture — on explicit criteria, and explain the published criticism of Byram's model well enough to argue with it.

Daily programme

- **DAY 1** Attitudes (savoir être): suspending belief about your own culture
- **DAY 2** Knowledge (savoirs): about groups, and about interaction itself
- **DAY 3** Interpreting and relating (savoir comprendre)
- **DAY 4** Discovery and interaction (savoir apprendre/faire): the part that happens live
- **DAY 5** Critical cultural awareness (savoir s'engager), and arguing with the model

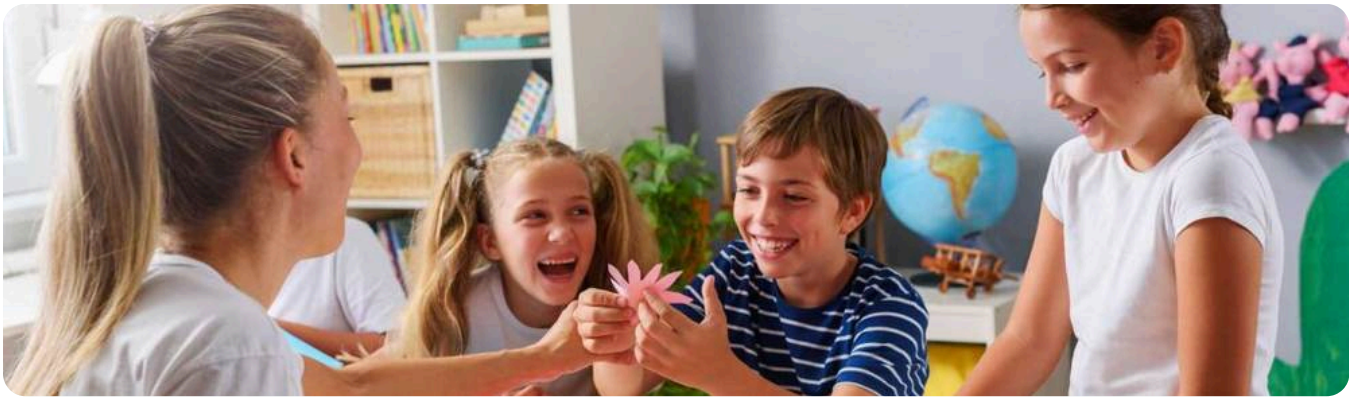
Dates

● **24–28 May 2027** İstanbul, Türkiye Apply ↗

Planned in 2027: Antalya Aug · **İstanbul** Feb, May, Oct · **İzmir** Jan, Apr, Dec · **Mersin** Mar · **Nevşehir** Jul

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Social and Emotional Learning (SEL) for Inclusive Schools

"Teach empathy" is not something you can plan a lesson on. This week turns the nine competences of the European LifeComp framework into activities you can run in your own subject.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Map the nine LifeComp competences and CASEL's five onto each other, and say which of them your school already works on without calling it SEL.
- ✓ Break any one competence into its three levels — awareness, understanding, action — and design a different classroom activity for each level.
- ✓ Rebuild one activity or lesson in each of the three competence areas so that a named competence is being practised alongside the subject content, without losing curriculum time.
- ✓ Make the case for social and emotional learning to a colleague who teaches an exam subject, in terms of how learning actually works rather than as a wellbeing add-on.
- ✓ Notice and record change in a class over a term without pretending to measure it, using evidence a teacher can honestly collect.
- ✓ Take SEL past your own classroom: a plan for your school and for families and caregivers, split into what you can do alone, what needs a colleague, and what you will ask your school leadership for.

Daily programme

DAY 1	Two frameworks, one map
DAY 2	The personal area: self-regulation, flexibility, wellbeing
DAY 3	The social area: empathy, communication, collaboration
DAY 4	The learning-to-learn area: where SEL stops being an add-on
DAY 5	Beyond your classroom: the four settings

Dates

No confirmed date yet.

Planned in 2027: İstanbul Jan, Mar, Jun · **Mersin** Oct · **Budapest** Feb, Apr · **Bremen** Dec · **Rome** Jul

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Outdoor Education for Inclusive Learning

Outdoor education quietly assumes everyone can walk the trail, see the marker and hear the instruction over the wind. Five days of rebuilding outdoor sessions so more students can do the real work of them — not a smaller version of it.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels — including staff who run trips, fieldwork and outdoor lessons

What you'll take home

- ✓ Audit an outdoor session for what it silently assumes about who can take part, sorted under the three UDL principles.
- ✓ Rebuild a set of outdoor instructions so they still work in wind, glare and at distance.
- ✓ Design one outdoor activity with three genuine routes through it — and test that none of them is a lesser version.
- ✓ Plan the layer that sits before a trip: real choices, opt-in roles, rest that isn't a punishment, and kit that doesn't sort your class by income.
- ✓ Sort the week's work into what you can change alone, what needs a colleague, and what only your leadership can authorise — with the last of the three written up as a one-page request.

Daily programme

DAY 1	What the Trail Takes for Granted
DAY 2	Getting the Information Across (Representation)
DAY 3	Routes and Ways of Showing (Action & Expression)
DAY 4	Who Is Quietly Not Coping (Engagement)
DAY 5	The Limit Case, and What You Can Actually Change

Dates

● **26–30 July 2027** Mersin, Türkiye Apply ↗

Planned in 2027: Antalya Apr · **İstanbul** Nov · **Nevşehir** Apr, Oct · **Budapest** May · **Bremen** Sep · **Rome** Feb

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Inclusive Education for Diversity and Equality

Build a diversity and equality project for your own school around the Council of Europe's competence descriptors — and decide how you will measure it before it starts, not after someone asks whether it worked.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Review your own school across the Index for Inclusion's three dimensions — cultures, policies and practices — and state in writing where it currently stands.
- ✓ Select the RFCDC competence descriptors that name the change your school needs, and record a starting proficiency level against each one.
- ✓ Convert those descriptors into a small set of indicators in two layers — classroom observation and pupils' self-assessment for the competences, records the school already holds for its arrangements — with the ethical limits agreed in advance.
- ✓ Produce a complete diversity-and-equality project document with its monitoring plan, sorted into what you can do alone, with a colleague, or must ask school leadership for, and put the last part in a one-page brief a head teacher can approve or reject.

Daily programme

- DAY 1 — Where Your School Actually Stands
- DAY 2 — Naming the Change: Working with the Descriptors
- DAY 3 — Monitoring and Evaluation: Making It Measurable
- DAY 4 — Writing the Project So It Survives Contact with a School
- DAY 5 — Presentation, Challenge and Course Close

Dates

No confirmed date yet.

Planned in 2027: Antalya Jan · **İstanbul** Mar, Dec · **Mersin** Apr · **Bremen** Feb, Jul · **Rome** Oct

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Digital Tools for Students with Special Needs

What happens when a lesson assumes every student learns the same way? This week you match a free tool to each student's barrier, using the principles of Universal Design for Learning (UDL), and build a communication page and a visual schedule you can use straight away.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Describe a student's barrier through the three UDL principles and choose a tool or setting that addresses it.
- ✓ Adapt a text with Immersive Reader or Read&Write and build a twelve-symbol communication page for a student who does not use speech.
- ✓ Build a visual schedule with a planned-change card for a student who is anxious about changes in routine.
- ✓ Write a privacy checklist for assistive tools and identify what to ask your school.
- ✓ Plan what you will try first at school, starting with free tools or paper, for a student whose barrier you have named.

Daily programme

DAY 1	Three Principles, Four Barriers
DAY 2	Representation, and Action & Expression
DAY 3	Engagement, and Setting Tools Up
DAY 4	What These Tools Know, and a Lesson for Everyone
DAY 5	Your Matching Card and Plan

Dates

- 18–22 January 2027 İstanbul, Türkiye Apply ↗
- 12–16 April 2027 İstanbul, Türkiye Apply ↗
- 24–28 May 2027 Mersin, Türkiye Apply ↗

Planned in 2027: Antalya Nov · **İstanbul** Apr, Sep, Dec · **Nevşehir** Jun · **Budapest** Jul, Oct · **Bremen** Feb

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Every Child is Special

There is no separate pedagogy for special educational needs — there are five teaching strategies the evidence backs, and this week works through all five.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Explain why the evidence points to better teaching rather than different teaching for pupils with special educational needs, and name the five strategies that carry that finding.
- ✓ Break a concept from your own subject into small, sequenced steps and teach it explicitly, using non-examples to mark where the concept stops.
- ✓ Build a graphic organiser for a concept students routinely confuse, and write the prompts that get a class planning, monitoring and evaluating its own work.
- ✓ Design a scaffold that can be offered to a whole class without singling anyone out, together with a written plan for removing it in stages.
- ✓ Plan flexible groups for one unit — formed on evidence of current mastery, for a stated purpose, with the point at which each group ends written down in advance.
- ✓ Assemble the five strategies into a single repertoire you can work from, and separate what you can change alone from what needs a colleague and what you will have to ask your school leadership for.

Daily programme

- **DAY 1** Better teaching or different teaching? — and explicit instruction
- **DAY 2** Making thinking visible: cognitive and metacognitive strategies
- **DAY 3** Scaffolding — and the plan for taking it away
- **DAY 4** Flexible grouping — and why fixed ability groups backfire
- **DAY 5** Technology as a strand, assembling the repertoire, evaluation

Dates

No confirmed date yet.

Planned in 2027: Antalya Dec · **İstanbul** Feb, Jul · **İzmir** Oct · **Mersin** Jan · **Rome** May

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Inclusive Education and Special Needs

Four core values, ten areas of competence: Europe's own profile of the inclusive teacher, used here as a mirror for your practice — twice in one week. Not a course of strategies for specific needs: it leaves you with your own development plan.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Describe inclusive education in the terms the European framework uses — the presence, participation and achievement of every learner — and apply that test to a specific lesson rather than to a policy.
- ✓ Locate your own practice across all ten areas of competence in the European Agency's Profile, recording separately where your attitudes, your knowledge and your skills currently stand.
- ✓ Explain what the 2022 revision of the framework added — learners' well-being and learners' voice — and say what each of them would change in your own week.
- ✓ Rehearse and handle the three conversations inclusion depends on: with a learner whose voice is not currently heard, with a family, and with a colleague you share responsibility with.
- ✓ Assess your own place in an inclusive professional learning community, and identify the professional learning you still need rather than the training you have already had.
- ✓ Produce a personal development plan across the ten areas, split into what you can change alone, what needs one colleague, and what you will ask your school leadership for — with the request itself already drafted.

Daily programme

- **DAY 1** What inclusion claims, and how you actually see difference
- **DAY 2** Supporting all learners: the learning, and the support around it
- **DAY 3** Well-being and belonging: the area the framework had to add
- **DAY 4** Working with others: the learner, the family, the colleague
- **DAY 5** Your own professional learning, and the plan

Dates

No confirmed date yet.

Planned in 2027: Antalya Mar, Jul · **İstanbul** Dec · **Mersin** May · **Bremen** Jan · **Rome** Sep

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Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Refugees & Migration and Education

A displaced child can be enrolled and still not be included. Five days on what has to be true before a new arrival can actually learn in your class.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Explain the difference between a student being enrolled and being included, and name the five conditions that have to be met before a newly arrived student can learn.
- ✓ Establish what a newly arrived child is entitled to in your own country and who is responsible for it, using a checklist you can run again for the next arrival.
- ✓ Rewrite a classroom task so it can be attempted by a student who does not yet have full command of the language of instruction, without lowering what is being asked.
- ✓ Find out what a student already knows when there are no school records and no shared language, and build a first-fortnight plan from what you find.
- ✓ State what a teacher can do when a student is distressed and what a teacher must not do — including not pressing for the story — and name the person you refer to in your own school.
- ✓ Produce a welcome plan for the next arrival in your class, split into what you can do alone, what needs a colleague, and what you will ask your school leadership for.

Daily programme

- DAY 1 — Enrolled is not included: entitlement, arrival and the first week
- DAY 2 — Understood: language as a barrier, not a verdict
- DAY 3 — Placed correctly: finding out what a student already knows
- DAY 4 — Safe: what a teacher can do about distress, and where the line is
- DAY 5 — Included: the class around the child, and the plan

Dates

No confirmed date yet.

Planned in 2027: Antalya May · **İstanbul** Apr, Sep · **İzmir** Dec · **Mersin** Jan · **Bremen** Oct · **Rome** Jun

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Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Media Literacy: Teaching Students to Verify What They See

Media literacy is probably already in your curriculum. What changed is the material: since August 2026, EU law asks providers of generative systems to mark what they generate, with gaps a student needs to know.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Run a verification procedure — provenance, lateral reading, tracing back — on material that cannot be judged by appearance, and teach students to run it themselves.
- ✓ State what EU law requires generated content to carry since 2 August 2026, and name the two situations in which that marking will not be there: material generated before the rule applied, and AI used only to assist standard editing.
- ✓ Explain to a class, and to a parent, why a detector's score is evidence rather than proof.
- ✓ Build a verification routine a named class can complete in ten minutes, with a plan for checking that a student can run it, tested on a colleague.
- ✓ Draft a rule for an item nobody can settle: who it goes to, what the student is told meanwhile, and what is recorded — what you can apply in your own class now, and what you take to your school leadership.

Daily programme

DAY 1	How Good Are You, Actually
DAY 2	The Procedure That Still Works
DAY 3	What the Law Requires, and What It Misses
DAY 4	Turning It Into Ten Minutes of Class Time
DAY 5	The Clinic, and the Rule for What You Cannot Settle

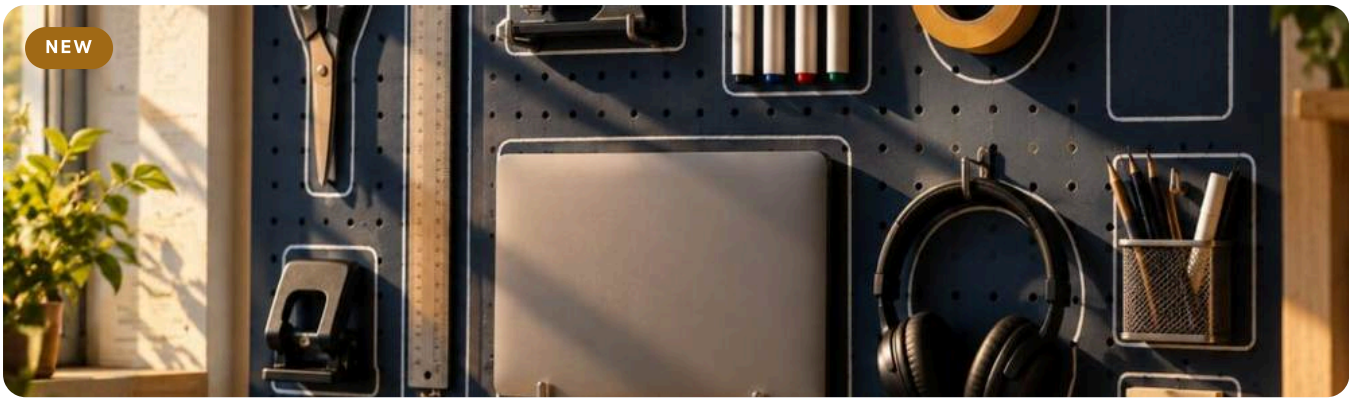
Dates

- **10–14 May 2027** Antalya, Türkiye Apply ↗
- **30 May – 5 June 2027** İstanbul, Türkiye 7 days · €560 Apply ↗
- **21–25 June 2027** Mersin, Türkiye Apply ↗

Planned in 2027: Antalya Aug, Dec · **İstanbul** Sep · **İzmir** Mar, Oct · **Nevşehir** Sep · **Budapest** Mar · **Bremen** Apr · **Rome** Jan, Nov

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Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



AI Tools for Teachers: Plan, Create and Assess with AI

Planning, worksheets, quizzes, feedback, emails — AI tools can help with all of them. This week you try the most useful tools hands-on, learn to ask them for exactly what you need, and build your own toolkit to save time every week.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

Teachers of any subject and level, and other education staff who prepare materials

What you'll take home

- ✓ Use general AI assistants and teacher tools confidently, and explain what they can and cannot do.
- ✓ Write clear requests (prompts) that give you usable lesson plans, materials and feedback, and improve a weak answer.
- ✓ Plan and prepare one lesson from your own teaching with AI, checked against your curriculum.
- ✓ Create a quiz, a rubric and feedback comments with AI, and redesign one homework task so it still works when students have AI.
- ✓ Follow clear rules for students' data and for checking AI output.
- ✓ A personal AI toolkit: tested prompts, your favourite tools and a plan for the time you will save.

Daily programme

- **DAY 1** Getting started: AI assistants and how to ask them
- **DAY 2** Planning lessons with AI
- **DAY 3** Creating materials: texts, worksheets, images and slides
- **DAY 4** Assessment and feedback
- **DAY 5** Your AI toolkit — and the time you save

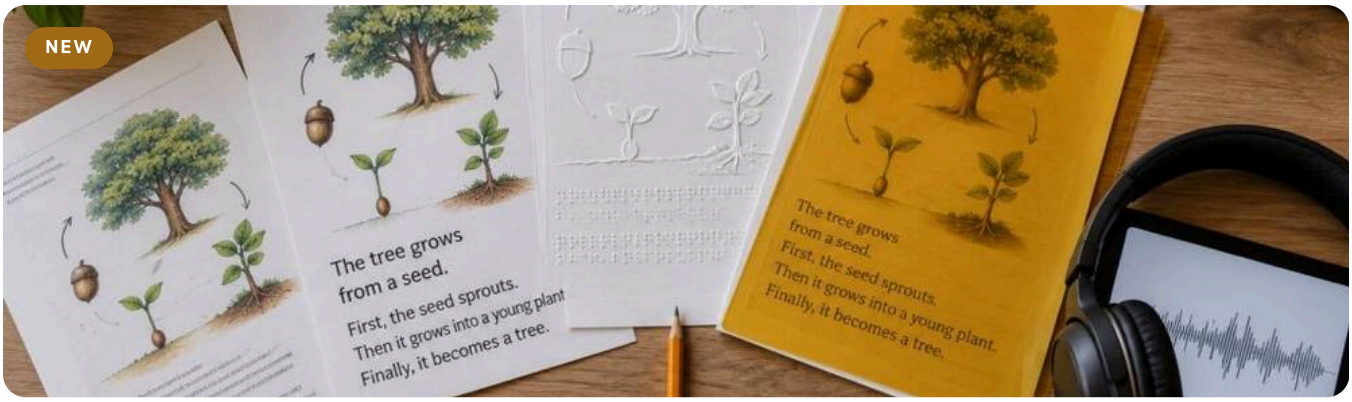
Dates

● **5–9 April 2027** Palma de Mallorca, Spain Apply ↗

Planned in 2027: Antalya Sep · **İstanbul** May, Aug · **İzmir** Jan, Nov · **Mersin** Mar, Jul · **Nevşehir** Apr · **Budapest** Feb, Dec · **Bremen** Apr · **Rome** Jun, Oct

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Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Inclusive Teaching with AI: Universal Design for Learning in Practice

Every class has students the lesson does not reach. This week you learn to design lessons that reach them — using Universal Design for Learning and AI tools to make materials accessible, give students more ways to show what they know, and keep them engaged.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

Teachers of any subject and level, special needs and support staff, and school leaders responsible for inclusion

What you'll take home

- ✓ Map the barriers in one of your own lessons using the three principles of Universal Design for Learning.
- ✓ Make a text, a video and an image accessible — easy-to-read versions, read-aloud, captions, image descriptions and translation — with AI tools, and check what the tools produced.
- ✓ Design an assessment task with more than one way for students to show what they know, with supports for students who find writing, planning or focus hard — including many students with dyslexia, ADHD or autism.
- ✓ Build a choice board that keeps all students engaged and challenges your most able students.
- ✓ Apply a clear data rule: what never goes into an AI tool, and why.
- ✓ One complete inclusive lesson from your own teaching, with AI-made materials and a paper version.

Daily programme

- **DAY 1** Barriers, not labels: UDL and what AI changes
- **DAY 2** One content, many ways in (Representation)
- **DAY 3** Many ways to show learning (Action & Expression)
- **DAY 4** Keeping everyone engaged — including your most able students (Engagement)
- **DAY 5** Your inclusive lesson, and the rules around it

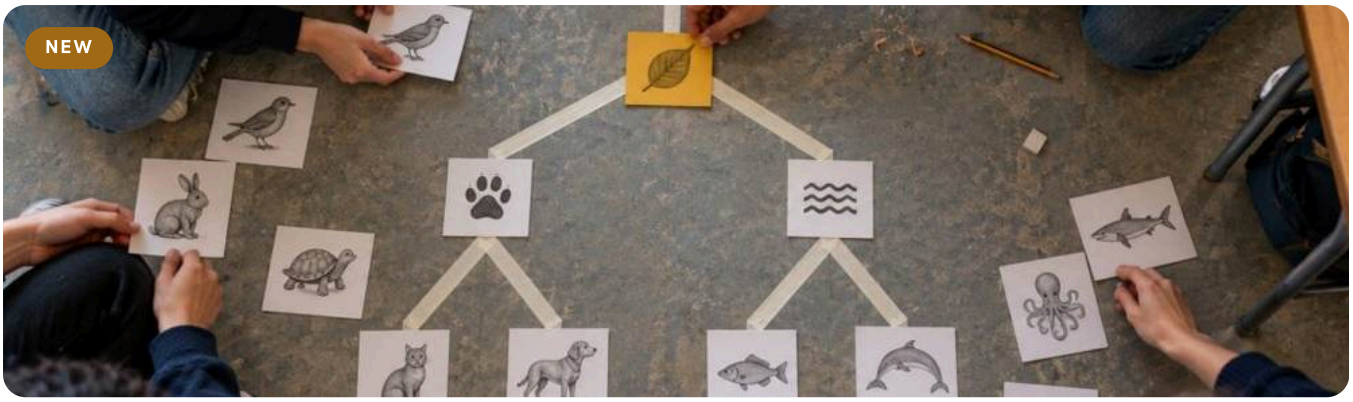
Dates

No confirmed date yet.

Planned in 2027: Antalya Feb, Aug · **İstanbul** Jun, Oct · **İzmir** Apr · **Mersin** Dec · **Nevşehir** Jul · **Budapest** Jan, Nov · **Bremen** May, Sep · **Rome** Mar, Jul

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Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



AI Literacy Course for Teachers: Teaching Students How AI Works

Your students already use AI. This week you learn to teach them what it is, when it helps, when it gets things wrong, and how people shape it — with lessons that work with or without devices.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

Primary, secondary and initial VET teachers of any subject, and staff who lead digital learning in their school

What you'll take home

- ✓ Explain to students what AI does and does not do, in words that clear up common misconceptions — such as the idea that it "knows" or "thinks".
- ✓ Teach students to decide whether an AI answer should be accepted, revised or rejected, and to spot when AI could be unfair to some people.
- ✓ Run a lesson where students create with AI and the ideas remain their own, including how to say which part AI did.
- ✓ Teach students to decide when AI is useful for a task and when it is not, and to break a task into parts for people and for AI.
- ✓ Run a lesson where students train, test and improve a simple AI model, and explain why its data changes what it does.
- ✓ A short unit of AI literacy lessons for your own class, each linked to a named competence of the framework, each with a paper version.

Daily programme

DAY 1	Engage with AI: what it is, and what it is not
DAY 2	Engage with AI: judging what AI gives you
DAY 3	Create with AI: the ideas stay the students'
DAY 4	Manage AI: deciding when to use it
DAY 5	Shape AI: how people build it — and your unit

Dates

No confirmed date yet.

Planned in 2027: Antalya Jan, Jul · **İstanbul** Aug, Nov · **İzmir** May · **Mersin** Mar, Sep · **Nevşehir** May · **Budapest** Feb, Jun · **Bremen** Dec · **Rome** Apr, Oct

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



The Role of Artificial Intelligence in Personalized Learning

Every student starts from a different place; this week uses AI tools to help you meet them there, and teaches you to check what they give you.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Explain differentiation across content, process and pace, and decide which parts an AI tool may draft and which stay with the teacher.
- ✓ Adapt one lesson for two learner profiles: a reading text at two levels, an activity, and feedback comments.
- ✓ Check AI-generated material for accuracy, level and fairness before it reaches pupils.
- ✓ Decide what pupil information never goes into an AI tool, and relate it to your school's own rules.
- ✓ Compare your base lesson with your adapted version using the planner and the one-minute check, and plan what you will try first at school.

Daily programme

DAY 1	Differentiation, and What Stays With the Teacher
DAY 2	Content: One Text, Two Levels
DAY 3	Process: One Activity, Two Learners
DAY 4	Pace and Feedback: Who Needs What Next?
DAY 5	Your Kit, Compared and Planned

Dates

No confirmed date yet.

Planned in 2027: İstanbul Mar, Nov · **Nevşehir** Sep · **Budapest** May, Sep · **Bremen** Jul · **Rome** Jan

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Formative Assessment and Feedback in the Age of AI

A quiz tells you who got it wrong, not why. Five days on the five strategies that close that gap, and on where AI genuinely helps.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Write learning intentions and success criteria for one of your own tasks, and test whether they actually separate strong work from middling work using three contrasting sample answers.
- ✓ Build a diagnostic question in which every wrong option corresponds to a misconception your own students genuinely have, then read what the pattern of responses tells you.
- ✓ Judge machine-drafted feedback against one test — does it tell the student what to do next, and does it leave the thinking to the student — and rewrite the comments that fail it.
- ✓ Write response time into a lesson plan, so that feedback is something students act on rather than something they are handed.
- ✓ Run a peer review round with a shared group goal and individual accountability, the two conditions cooperative-learning research attaches to group work.
- ✓ Teach a self-assessment routine that still does its job when every student has an AI assistant in their pocket.
- ✓ Draft a one-page plan for a monthly teacher learning community in your own school, with the first three agendas written.

Daily programme

- **DAY 1** What you are actually asking for — learning intentions and success criteria
- **DAY 2** Finding out what they know — questions that reveal rather than fill time
- **DAY 3** Feedback that causes thinking — and the risk of producing much more of it
- **DAY 4** Handing the work to the class — students as learning resources for one another
- **DAY 5** The student doing it without you, and keeping it going at home

Dates

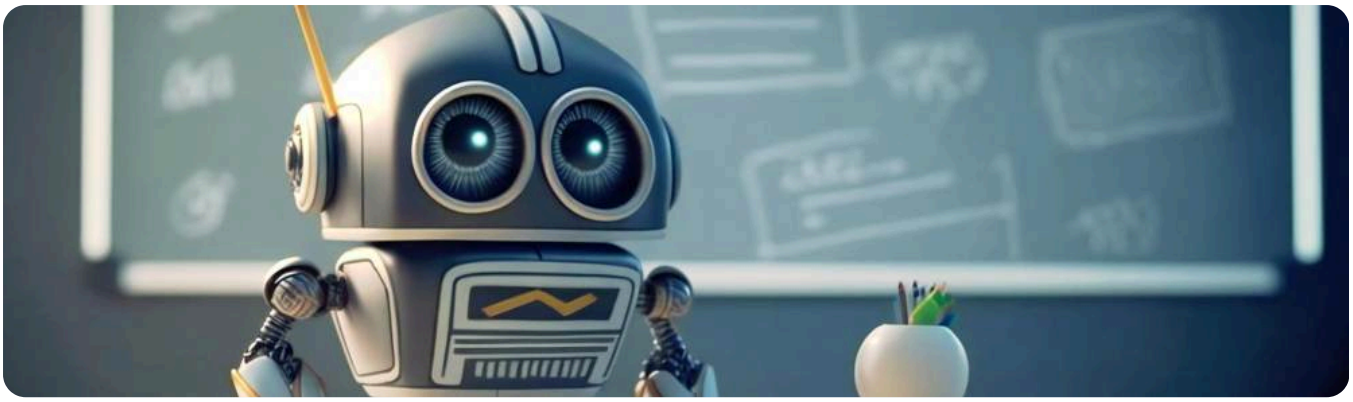
● **12–16 April 2027** Rome, Italy Apply ↗

● **19–23 July 2027** Mersin, Türkiye Apply ↗

Planned in 2027: Antalya Feb, Jun, Aug, Nov · **İstanbul** Feb, Sep, Dec · **İzmir** Apr · **Nevşehir** Jun · **Budapest** Jun · **Bremen** Feb, May, Oct

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Digital Citizenship, Digital Media Literacy and AI Tools in Education

This course offers a comprehensive program for teachers and educators aimed at adapting to the educational environments and societies of the digital age.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Participants will learn to integrate digital citizenship, media literacy, and AI tools into educational processes.
- ✓ Participants will be able to develop strategies that promote ethical behavior in digital environments.
- ✓ They will gain in-depth knowledge of how AI tools can be used in education.
- ✓ Participants will acquire competencies in analyzing media content, critical thinking, and imparting these skills to students.
- ✓ They will be able to apply innovative approaches in education by developing digital tools and AI-supported materials.

Daily programme

- **DAY 1** Digital Citizenship & Ethical Use of Technology
- **DAY 2** Digital Safety, Privacy & Data Protection
- **DAY 3** Digital Media Literacy & Information Verification
- **DAY 4** Digital Content Creation & Introduction to AI in Education
- **DAY 5** AI Tools for Personalized Learning, Assessment & Evaluation

Dates

No confirmed date yet.

Planned in 2027: Antalya Jan, Mar, Sep · **İstanbul** Aug · **Mersin** Mar, Oct · **Budapest** Jan, Dec · **Bremen** Nov · **Rome** Apr, May

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



AI-Assisted Learning for the 21st Century Classroom

An AI tool can hand you a comment about a pupil that reads perfectly and is wrong. Five days on the five aspects of UNESCO's teacher framework.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Place a specific AI tool used in your school against the UNESCO framework's five aspects and state, in writing, what it is and is not fit for.
- ✓ Break one of your own teaching units into steps and mark which steps AI may automate, which it may support, and which carry the learning and stay human.
- ✓ Write a marking and feedback rule for one class that names the review step, and test it against a supplied set of sample pupil responses, including answers written in a second language.
- ✓ Check one tool's outputs across different pupil profiles - language level, reading age, prior attainment, additional needs - and record where personalisation turns into a smaller task.
- ✓ Produce a short, age-appropriate statement telling your pupils which AI tools are used in their class, what happens to their work, and how they can question or opt out of an AI-influenced decision.
- ✓ Score yourself against the framework's Acquire descriptors in all five aspects and turn the gaps into one written request for the person who decides.

Daily programme

- **DAY 1** What the tool is actually doing - AI foundations and applications
- **DAY 2** Where AI belongs in a lesson - AI pedagogy
- **DAY 3** The four decisions Europe treats as high-risk - ethics of AI
- **DAY 4** What you owe the pupil - a human-centred mindset
- **DAY 5** Taking it back - AI for professional development

Dates

- ● **12–16 April 2027** İstanbul, Türkiye Apply ↗
- ● **3–7 May 2027** Antalya, Türkiye Apply ↗

Planned in 2027: Antalya Jul · **İstanbul** Apr · **Nevşehir** May · **Budapest** Jan, May, Nov · **Bremen** Sep · **Rome** Feb

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Cultural Heritage: İzmir

Explore İzmir's layered heritage — from ancient Smyrna to its Ottoman bazaar and Levantine port-city past — and turn it into digital classroom resources, in this 5-day course.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- Compare two of İzmir's marketplaces — one excavated, one still trading — to explain what keeps a place of continuous use alive, and connect that to how İzmir's Hellenistic, Roman, Ottoman and Levantine-era heritage reflects Europe's complex, multi-ethnic cultural history.
- Integrate cultural heritage topics into lesson plans, using digital tools and interactive resources built from a real multi-era, multi-ethnic case study.
- Design classroom activities that build students' intercultural awareness, using İzmir's documented 19th-century Greek, Armenian, Jewish, Muslim Turkish and Levantine communities as a concrete historical example.
- Connect teaching to the EU's cultural-heritage and common-values priorities using a concrete European example rather than an abstract one.
- Reflect on how the İzmir experience can build students' intercultural awareness and active citizenship, and plan how to transfer it into their own school context.

Daily programme

DAY 1	Cultural Heritage and European Identity
DAY 2	Cultural Heritage and European Art
DAY 3	Cultural Heritage of İzmir: Field-Based Learning I
DAY 4	Cultural Heritage of İzmir: Field-Based Learning II
DAY 5	From Cultural Heritage to Classroom Practice

Dates

No confirmed date yet.

Planned in 2027: İzmir Jan, Mar, Jun, Jul, Oct, Dec

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Cultural Heritage: Bremen

Explore Bremen's old town, from the UNESCO-listed Town Hall and Roland statue to the Schnoor and the Böttcherstraße, and turn it into digital classroom resources, in this 5-day course.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- Explain how Bremen's Marktplatz ensemble, Schnoor quarter and Böttcherstraße reflect different layers of civic and cultural identity within a single European city.
- Integrate cultural heritage and civic-education topics into lesson plans, using digital tools and interactive resources built from a real case study.
- Design classroom activities that build students' understanding of civic autonomy, self-governance and democratic participation, using a concrete historical monument as the entry point.
- Connect teaching to the EU's cultural-heritage priorities using a concrete European example rather than an abstract one.
- Reflect on how Bremen's own experience of nearly losing and then saving part of its heritage can build students' intercultural awareness and active citizenship, and plan how to transfer it into their own school context.

Daily programme

DAY 1	Cultural Heritage and European Identity
DAY 2	Cultural Heritage and European Art
DAY 3	Cultural Heritage of Bremen: Field-Based Learning I
DAY 4	Cultural Heritage of Bremen: Field-Based Learning II
DAY 5	From Cultural Heritage to Classroom Practice

Dates

No confirmed date yet.

Planned in 2027: Bremen Jan, Apr, Jun, Jul, Oct, Dec

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Cultural Heritage: Budapest

Explore Budapest's UNESCO-listed heritage — on both sides of the Danube — and turn it into digital classroom resources, in this 5-day course.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Explain how Budapest's medieval, Ottoman and Habsburg-era layers — from Buda Castle Hill to the Hungarian Parliament Building — reflect Europe's complex, multi-ethnic cultural history.
- ✓ Integrate cultural heritage topics into lesson plans, using digital tools and interactive resources built from a real two-city case study.
- ✓ Design classroom activities that build students' intercultural awareness and appreciation for a city shaped by more than one civilisation and empire.
- ✓ Connect teaching to the EU's cultural-heritage priorities using a concrete European example rather than an abstract one.

Daily programme

DAY 1	Cultural Heritage and European Identity
DAY 2	Cultural Heritage and European Art
DAY 3	Cultural Heritage of Budapest: Field-Based Learning I (Castle Hill, Buda)
DAY 4	Cultural Heritage of Budapest: Field-Based Learning II (Danube & Andrássy Avenue, Pest)
DAY 5	From Cultural Heritage to Classroom Practice

Dates

No confirmed date yet.

Planned in 2027: Budapest Jan, Apr, Jun, Jul, Sep, Nov

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Cultural Heritage: Nevsehir

Explore Cappadocia's UNESCO heritage sites while building cultural-heritage teaching skills, in this hands-on 5-day course in Nevşehir.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- Explain how Cappadocia's volcanic geology shaped centuries of human settlement, from the Byzantine cave churches at Göreme to the underground cities of Kaymaklı and Derinkuyu.
- Integrate cultural heritage topics into lesson plans, using digital tools and interactive resources built from a landscape-scale heritage case study.
- Design classroom activities that help students see heritage in landscape and geology, not only in monuments and buildings.
- Connect teaching to the EU's cultural-heritage priorities using a concrete European example rather than an abstract one.

Daily programme

- **DAY 1** Cultural Heritage and European Identity
- **DAY 2** Cultural Heritage and European Art
- **DAY 3** UNESCO Heritage of Nevşehir: Field-Based Learning I
- **DAY 4** UNESCO Heritage of Nevşehir: Field-Based Learning II
- **DAY 5** From Cultural Heritage to Classroom Practice

Dates

- **24–28 May 2027** Nevşehir, Türkiye Apply ↗
- **5–9 July 2027** Nevşehir, Türkiye Apply ↗

Planned in 2027: Nevşehir Apr

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Cultural Heritage: Antalya

Explore Antalya's ancient heritage sites while building cultural-heritage teaching skills, in this 5-day course.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- Build a heritage lesson that starts from the subject you already teach rather than from history, with a completed lesson-plan sheet for every site visited.
- Integrate cultural heritage topics into lesson plans, using digital tools and interactive resources built from a real multi-era case study.
- Turn a heritage-site visit into a structured classroom task, using the same document-then-debrief method practised across Days 2–4.
- Leave with one digital activity — a trail, a quiz or a small exhibit — already tested by other participants, and know what to change before using it with your own class.
- Connect teaching to the EU's cultural-heritage priorities using a concrete European example rather than an abstract one.
- Reflect on how Kaleiçi's preservation story can model heritage-conservation teaching for your own students, and plan how to transfer the Antalya experience into your own school context.

Daily programme

- DAY 1 — Cultural Heritage and European Identity
- DAY 2 — Field Study I: Perge and Pamphylian Antiquity
- DAY 3 — Field Study II: Kaleiçi Old Town
- DAY 4 — Field Study III: The Kaleiçi Museum — Objects Out of Context
- DAY 5 — From Cultural Heritage to Classroom Practice

Dates

● **11–15 January 2027** Antalya, Türkiye Apply ↗

Planned in 2027: Antalya Feb, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Cultural Heritage: Istanbul

Explore Istanbul's iconic heritage sites and turn them into digital classroom resources, in this 5-day course.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- Explain how Istanbul's Byzantine, Ottoman and contemporary heritage — from imperial monuments to everyday neighbourhood architecture — reflects Europe's complex and interconnected cultural history.
- Integrate cultural heritage topics into lesson plans, using digital tools and interactive resources built from a real multi-era case study.
- Design classroom activities that build students' intercultural awareness and appreciation for cities and heritage shaped by more than one civilisation.
- Connect teaching to the EU's cultural-heritage priorities using a concrete European example rather than an abstract one.
- Reflect on how the Istanbul experience can build students' intercultural awareness and active citizenship, and plan how to transfer it into their own school context.

Daily programme

DAY 1	Cultural Heritage and European Identity
DAY 2	Field Study I: Istanbul's Imperial and Religious Core
DAY 3	Field Study II: Istanbul's Modern Waterfront
DAY 4	Field Study III: Fener, Balat and Multicultural Neighbourhood Life
DAY 5	From Cultural Heritage to Classroom Practice

Dates

- **22–26 February 2027** İstanbul, Türkiye Apply ↗
- **24–28 May 2027** İstanbul, Türkiye Apply ↗
- **26–30 July 2027** İstanbul, Türkiye Apply ↗

Planned in 2027: İstanbul Apr, Jun, Sep, Oct, Nov, Dec

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Cultural Heritage: Rome

Explore Rome's UNESCO cultural heritage and learn to bring European identity and heritage into your classroom, in 5 days.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- Apply structured outdoor-education techniques — observation, sketching, field-noting — to turn any heritage site into a teaching resource.
- Use the concept of spolia — material reuse across centuries — as a ready-made classroom lens for teaching cultural continuity and change.
- Integrate cultural heritage topics into lesson plans, using digital mapping and QR-code tools tested during the course.
- Take home a complete Curriculum Integration Project, developed across the week and refined through peer feedback, ready to adapt for your own classroom.

Daily programme

- DAY 1 — Theoretical Foundations & Curriculum Integration
- DAY 2 — Field Study I — Ancient Rome and the Imperial Centre
- DAY 3 — Field Study II — Vatican Heritage and Trastevere
- DAY 4 — Field Study III — Baroque Rome
- DAY 5 — Capstone Presentations, Evaluation and Certification

Dates

● **14–18 June 2027** Rome, Italy Apply ↗

Planned in 2027: Rome Mar, Apr, Jul, Sep, Nov

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



German Language Course for Teachers in Bremen: Intermediate (B1-B2)

Your German is good enough for everyday life. This week in Bremen takes it further: following a talk, joining a discussion, explaining your work and writing with confidence — in class every morning, and in the city every afternoon from Monday to Thursday.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**German**	**Max 12**

WHO IT IS FOR

Teachers and education staff with intermediate German (around B1)

What you'll take home

- ✓ Follow a talk or guided walk in German, take useful notes, and check what you missed.
- ✓ Take part in a discussion in German: give and defend your opinion, and ask when people speak too fast.
- ✓ Describe your work and your school in German, clearly and in detail after preparing it, and answer questions.
- ✓ Write professional emails and a short text about your work in German, in the right tone.
- ✓ Summarise a discussion or something you found out, for people who were not there.
- ✓ A self-assessment of your German in the Council of Europe's wording, and a three-month plan to keep improving.

Daily programme

- DAY 1 — Understanding: a talk, a walk and an article
- DAY 2 — Discussing: opinions, agreement and disagreement
- DAY 3 — Speaking at length: describing your work
- DAY 4 — Writing: emails and a short text
- DAY 5 — Summarising and reporting back

Dates

No confirmed date yet.

Planned in 2027: Bremen Feb, Apr, Jun, Aug, Oct, Dec

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



German Language Course for Teachers in Bremen: Beginners (A1-A2)

Start German from zero — in Germany. Five days in Bremen: you learn the German you meet in a German school and a German street, and from Monday to Thursday you use it in the city every afternoon, with your trainer close by.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**German, with English support**	**Max 12**

WHO IT IS FOR

Teachers and education staff with no German or very little, and basic English

What you'll take home

- ✓ Understand simple signs, announcements and instructions in German, and use a strategy for the part you did not catch.
- ✓ Introduce yourself, order, ask for the way and ask someone to repeat or speak slowly.
- ✓ Use basic classroom German and write a short email or note to a German-speaking colleague.
- ✓ Pass on a simple message in German, for example a time or a meeting place, so that someone else can use it.
- ✓ A self-assessment of your German in the Council of Europe's wording, and a plan for how to continue.

Daily programme

- DAY 1 First words, and the German around you
- DAY 2 Talking with people
- DAY 3 German for school
- DAY 4 Helping someone understand
- DAY 5 The second try, and your German in European words

Dates

No confirmed date yet.

Planned in 2027: Bremen Jan, Mar, May, Jul, Sep, Nov

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Intermediate English Course for Teachers (B1–B2)

Your English is good enough to get by. This week is for going further: following a talk, joining a discussion, explaining your ideas and writing with confidence — the English you need at international courses, conferences and in your own reading.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels — teachers and education staff with intermediate English (around B1)

What you'll take home

- ✓ Follow a talk or webinar on an education topic, take useful notes, and check what you missed.
- ✓ Read an article about education and tell where it gives facts and where it tries to convince you.
- ✓ Take part in a discussion with several colleagues: give and defend your opinion, and use strategies when people speak fast.
- ✓ Describe your own work to a group clearly and in detail, after preparing it, and answer questions about it.
- ✓ Write professional emails and a short text about your work, in the right tone.
- ✓ Summarise a discussion or an article for colleagues who were not there.
- ✓ A self-assessment of your English in the Council of Europe's wording, and a three-month plan to keep improving.

Daily programme

- DAY 1 — Understanding: talks, webinars and articles
- DAY 2 — Discussing: opinions, agreement and disagreement
- DAY 3 — Speaking at length: describing your work
- DAY 4 — Writing: emails and a short professional text
- DAY 5 — Summarising and passing it on

Dates

● **23–27 August 2027** Antalya, Türkiye Apply ↗

Planned in 2027: Antalya Apr · **İstanbul** May, Jun, Oct · **İzmir** Dec · **Mersin** Feb · **Budapest** Jun, Nov · **Bremen** Jan, Jun, Jul · **Rome** Mar, Jun, Sep

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



CLIL in Action: Bilingual Education for All Subjects

Content and Language Integrated Learning (CLIL) means teaching your own subject through a second language, with a goal for each. This week you plan one CLIL lesson from your subject and test it on colleagues.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Write a content goal and a language goal for a lesson in your own subject.
- ✓ Work out the language a lesson needs, and plan at least two scaffolds that carry it.
- ✓ Design an interactive activity in which students use the second language to work on the subject.
- ✓ Assess content and language separately, and plan what to change for a student who finds the language difficult.
- ✓ Check a CLIL lesson plan against both goals with colleagues, and plan your first CLIL lesson.

Daily programme

DAY 1	CLIL and the Two Goals
DAY 2	The Language a Lesson Needs
DAY 3	Students Using the Language
DAY 4	When Students Get Stuck, and How to Assess
DAY 5	Your Lesson, Checked

Dates

No confirmed date yet.

Planned in 2027: Antalya May, Oct · **İstanbul** Dec · **Mersin** Apr · **Budapest** Feb, Jul

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



English Language Course for Teachers and Education Staff

Is your English very basic? This course is for you. You practise the English you need at school: short emails, messages to parents, phone calls and helping a visitor. Five days of a teacher's English, starting from the level below A1.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels — teaching and non-teaching school staff

What you'll take home

- ✓ Follow English that arrives unannounced — a short instruction, a colleague's question, an announcement — and use a strategy for the half of it you did not catch.
- ✓ Hold the spoken exchanges a teacher cannot avoid, at your actual level, using clarification and turntaking rather than fluency to keep them going.
- ✓ Write the short texts the job requires: a message to a parent, a reply to a partner school, a notice, a paragraph about your school.
- ✓ Relay and explain in English for someone who needs it — the mediation work already in your profession, done in a second language.
- ✓ Write a self-assessment of your own English across the four modes, in the Council of Europe's wording, that you can defend line by line.

Daily programme

- DAY 1 — **Where you actually stand, and the map you stand on**
- DAY 2 — **Spoken interaction: the corridor, the staffroom, the phone**
- DAY 3 — **Production, and the writing the job actually requires**
- DAY 4 — **Mediation: the mode that is already your job**
- DAY 5 — **The second pass, and a profile you can defend**

Dates

● **11–15 January 2027** Antalya, Türkiye Apply ↗

Planned in 2027: Antalya Jun, Nov · **İstanbul** Apr, Aug, Dec · **İzmir** Mar · **Mersin** Sep · **Budapest** Oct · **Rome** Mar

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Outdoor Education: Reconnecting with Nature

Thirty minutes outside can restore a tired class's attention — under narrower conditions, and by smaller margins, than is usually claimed. The conditions are the course.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels — including staff who take classes outside or manage the school's outdoor space

What you'll take home

- ✓ Say precisely what the research does and does not support — which findings come from attention-restoration studies and which from school-based outdoor learning — and hold that line with a sceptical colleague or a head teacher.
- ✓ Tell soft fascination from hard, and rebuild an outdoor activity that was quietly the wrong kind.
- ✓ Audit a real outdoor space against the four conditions Attention Restoration Theory names.
- ✓ Fit a thirty-minute outdoor session into a real timetable, with the trade-off written down rather than wished away.
- ✓ Run a session in poor weather from a risk and logistics sheet a head teacher will actually sign.
- ✓ Turn one session into a term's plan, and write the one-page timetable proposal that asks for what the term needs.

Daily programme

- DAY 1 — What Actually Gets Tired
- DAY 2 — Being Away, and the Two Kinds of Fascination
- DAY 3 — Extent, Compatibility, and the Thirty-Minute Problem
- DAY 4 — Running It When Conditions Are Against You
- DAY 5 — A Term of It, and What It Is Not a Fix For

Dates

No confirmed date yet.

Planned in 2027: Antalya May · **Mersin** Jul · **Nevşehir** Sep · **Budapest** Sep · **Bremen** Nov · **Rome** Mar

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Zero Waste Schools: From Prevention to the Bin

EU law ranks prevention above recycling. Most schools start at the bin. Five days working down the hierarchy to a Zero Waste Day you can run.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Run a waste audit — sort, weigh, record — and read the result as a composition rather than a total.
- ✓ Place your own school on the five steps of the EU waste hierarchy and name the steps it has never used.
- ✓ Design one prevention measure and one re-use system for your own building, each with a running cost and a named role behind it.
- ✓ Plan a Zero Waste Day end to end: date, tasks, materials, and the before-and-after measurement that shows whether it changed anything.
- ✓ Explain what the 2025 revision of EU waste law added on food and textiles, and which parts of a school sit inside what it measures.

Daily programme

DAY 1	What is actually in the bin
DAY 2	Step one: prevention, and the two streams the law changed in 2025
DAY 3	Step two: preparing for re-use, the step schools skip
DAY 4	Step three: recycling that survives a school, and the Zero Waste Day
DAY 5	Proving it works

Dates

No confirmed date yet.

Planned in 2027: Antalya Apr, Oct · **Mersin** Jan · **Bremen** Jan, Apr, Jul · **Rome** Feb, Jun, Dec

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Green Energy, Clean Future: Renewable Energy and Sustainable Practices in Education

The EU's 42.5%-by-2030 renewable target, turned into a solar panel, a wind-turbine simulation and a compost bin participants build themselves.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Identify renewable energy sources (solar, wind, biomass, hydropower) and explain their environmental impact.
- ✓ Rebuild the solar panel, the wind-turbine simulation and the compost bin with a class, and turn one of them into a ready-to-teach lesson.
- ✓ Explain how solar panels and wind turbines work, through practical demonstrations.
- ✓ Weigh energy-efficiency measures and renewable projects for your school against the EU's 42.5% target: what they could realistically cover, and what it would take.

Daily programme

- DAY 1 Fundamentals of Renewable Energy and Global Energy Issues
- DAY 2 Solar and Wind Energy
- DAY 3 Renewable Energy Applications in Schools and Bioenergy
- DAY 4 Future Energy Technologies and Innovative Teaching Methods
- DAY 5 Energy Efficiency and Course Conclusion

Dates

- ● **5–9 April 2027** Palma de Mallorca, Spain Apply ↗
- ● **31 May – 4 June 2027** Mersin, Türkiye Apply ↗

Planned in 2027: Antalya Nov · **İstanbul** Dec · **İzmir** Jan · **Mersin** Sep · **Budapest** Mar, May · **Bremen** Apr · **Rome** Jul, Oct

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Sustainable Education: Climate Change and Eco-Schools

Sixty-plus countries have used Eco-Schools' seven-step model since 1994 to turn eco-awareness into a school-wide, monitored action plan.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Form a pupil-led Eco-Committee structure using the FEE Eco-Schools model, ready to run in your own school.
- ✓ Carry out an honest environmental review of your own school as the evidence base for action.
- ✓ Design a monitoring and evaluation plan that proves an action plan is actually working, not just filed away.
- ✓ Draft and present a complete, curriculum-embedded Eco-Schools action plan ready to bring home.

Daily programme

- **DAY 1** Foundations: Why Eco-Schools, Why Now
- **DAY 2** The Eco-Schools Seven-Step Method
- **DAY 3** Building the Action Plan
- **DAY 4** Monitoring and Evaluation: Closing the Loop
- **DAY 5** Presenting the Plan, Evaluation and Certification

Dates

- ● **15–19 February 2027** Budapest, Hungary Apply ↗
- ● **26–30 July 2027** Mersin, Türkiye Apply ↗

Planned in 2027: Antalya Sep, Dec · **İstanbul** Mar, Aug · **İzmir** Oct · **Mersin** Jan, Oct · **Nevşehir** May · **Budapest** Mar, Jul, Nov · **Bremen** May, Sep · **Rome** Jan, Nov, Dec

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Environmental Sustainability And Education

Put ecological, carbon and water footprints side by side, decide which one your own school should tackle first, and leave with one local action you can start alone.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Explain UNESCO's Education for Sustainable Development framework and its five priority action areas.
- ✓ Compare a school's ecological, carbon and water footprints and judge which is worth tackling first.
- ✓ Design classroom activities that build students' footprint awareness and put students in the position of explaining it to others.
- ✓ Scope one realistic, individually-startable local action for your own school based on that comparison.

Daily programme

- **DAY 1** Foundations of Environmental Sustainability
- **DAY 2** Ecological, Carbon and Water Footprints — Building Educator Capacity
- **DAY 3** Transforming Learning Environments
- **DAY 4** Empowering and Mobilising Youth
- **DAY 5** Accelerating Local-Level Action, Evaluation and Certification

Dates

● **14–18 June 2027** İzmir, Türkiye Apply ↗

Planned in 2027: Antalya Nov · **İstanbul** Nov · **İzmir** Jan, Apr, Sep · **Mersin** Jan, Apr, Oct, Dec · **Budapest** Jun, Dec · **Bremen** Mar, Sep · **Rome** May, Oct

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Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Teaching Climate Change: From the Green Deal to Your Carbon Footprint

Turning SDG 13 (Climate Action) and the European Green Deal into a classroom carbon-footprint lesson that runs across more than one subject.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels

What you'll take home

- ✓ Explain SDG 13 and the European Green Deal, and translate them into classroom-ready material.
- ✓ Calculate a personal carbon footprint and guide students through the same process as a climate-literacy entry point.
- ✓ Build a genuinely interdisciplinary climate lesson spanning science, geography and at least one more subject.
- ✓ Judge a school climate-awareness campaign with questions drawn from real campaigns and their published results.

Daily programme

- DAY 1 Understanding Climate Change
- DAY 2 SDG 13 and the European Green Deal in the Classroom
- DAY 3 Carbon Footprint as an Entry Point
- DAY 4 Building an Interdisciplinary Lesson
- DAY 5 What Actually Works: Evaluation and Certification

Dates

No confirmed date yet.

Planned in 2027: Antalya Dec · **İstanbul** Jun · **Mersin** Sep · **Bremen** Apr · **Rome** Jan

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Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Second-Chance Education: Prison, Release and After

On 8 April 2026 the Council of Europe replaced its 1989 rules on education in prison. This week is built on what the new text asks providers to do.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

All school levels — including prison and probation educators, adult education and VET staff, counsellors and social workers supporting reintegration

What you'll take home

- ✓ Read an education offer against CM/Rec(2026)5 and write down, section by section, where it falls short.
- ✓ Build a vocational pathway on the EU's three-step model — skills assessment, tailored learning offer, validation and recognition — with the recognition route named before teaching starts.
- ✓ Rebuild one teaching session three ways: for adult literacies, for neurodivergent learners, and for learners who do not share the language of instruction.
- ✓ Plan digital-literacy teaching that works inside a secure technical infrastructure, and say what it teaches that printed material cannot.
- ✓ Make the parity case in your own institution — status, pay and what a certificate discloses — with the rule numbers that support it.
- ✓ Set out what your service needs in order to keep experienced staff in it — supervision, debriefing, protected development time — and write the request for the piece that is missing.

Daily programme

- DAY 1 — What changed in April — and what it asks of you
- DAY 2 — Vocational training that leads somewhere
- DAY 3 — The learners the new text names
- DAY 4 — The rest of the curriculum, including the digital one
- DAY 5 — Across the gate

Dates

● **12–16 April 2027** Budapest, Hungary Apply ↗

Planned in 2027: Antalya Jan · **Mersin** Feb, Jun · **Budapest** Sep · **Bremen** Nov

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



Basic Competencies for Adult Educators

Adult learners aren't just older students. This week helps you choose a teaching method against a named barrier and a named motivation, using a European list of adult-educator competences as a mirror.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

Adult-education and VET staff, and school staff at all levels who teach adults

What you'll take home

- ✓ Read a group of adult learners through four adult-learning theories (behaviourism, cognitivism, constructivism and transformative learning) and use them to explain a barrier and a motivation.
- ✓ Use communication strategies to manage group dynamics in adult learning settings.
- ✓ Select and apply a teaching method suited to an adult learner's barrier and motivation, and redesign one of your own sessions around it.
- ✓ Support adult learners to take an active, responsible part in their own learning.
- ✓ Place your own practice on the 2010 competence set and choose one competence to work on next.

Daily programme

DAY 1	Adult Education and the 2010 Competence Set
DAY 2	Adult Learning Principles and Theories
DAY 3	Communication and Group Dynamics
DAY 4	Choosing and Redesigning Methods
DAY 5	Practical Application and Certificate Ceremony

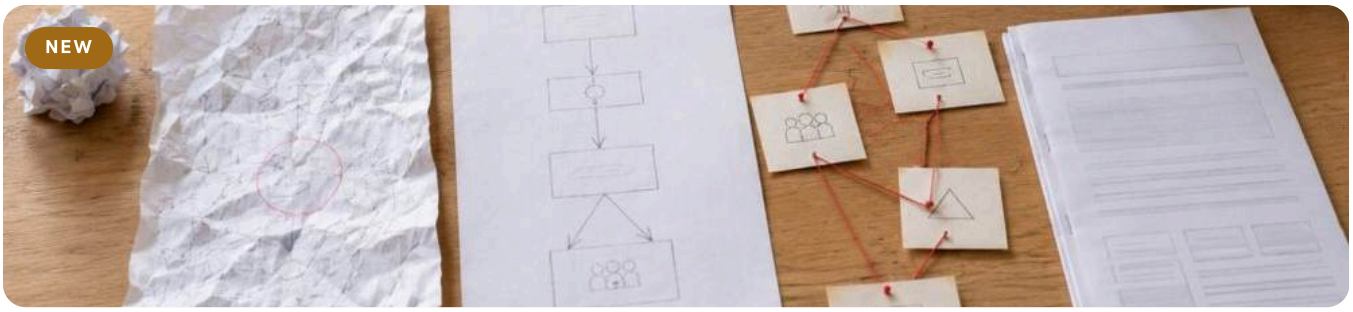
Dates

No confirmed date yet.

Planned in 2027: Antalya Mar, Oct · **İstanbul** Jun, Dec · **Budapest** Jan · **Rome** Feb, Jul

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗



From Educational Challenge to European Project

Don't start with the application. Start with the challenge. This five-day experiential course in Rome helps education professionals transform an educational or organisational challenge into a coherent European project concept, combining Design Thinking with CreActionality™. Bring a challenge. Leave with a European project concept.

DURATION	COURSE FEE	WORKING LANGUAGE	GROUP SIZE
5 days · 25 hours	**€400**	**English**	**Max 20**

WHO IT IS FOR

Erasmus+ coordinators, school leaders and teachers, VET, higher education and adult education professionals

What you'll take home

- ✓ Identify and frame a meaningful educational challenge.
- ✓ Explore stakeholder perspectives and distinguish symptoms from underlying problems.
- ✓ Analyse needs, contexts, assumptions and target groups.
- ✓ Identify the potential European dimension and added value of a challenge.
- ✓ Translate needs into meaningful project objectives.
- ✓ Design a coherent intervention logic linking objectives, activities, outputs, outcomes and impact.
- ✓ Apply creative exploration, rational analysis and experimentation to project development.
- ✓ Develop and test project ideas through prototyping, reflection and feedback.
- ✓ Identify the capabilities required within a complementary consortium.
- ✓ Define potential partner profiles, roles and contributions.
- ✓ Integrate feasibility, impact, dissemination and sustainability into project design.
- ✓ Evaluate the coherence and potential of a project concept.
- ✓ Present a European project idea clearly and convincingly.

Daily programme

- **DAY 1** Discover: From Educational Reality to a Meaningful Challenge
- **DAY 2** Define: From Challenge to European Relevance
- **DAY 3** Design: From Needs to Project Architecture
- **DAY 4** Connect: Designing the Consortium
- **DAY 5** Develop: From Project Concept to European Project Pitch

Dates

No date scheduled yet — write to us at info@erasmusmobilityacademy.com and we will let you know when one opens.

Course page ↗ Course description (PDF) ↗ Daily programme (PDF) ↗ All course dates ↗

BEFORE YOU APPLY

Practical information

Schedule

Sessions run from 09:30 to 14:30, Monday to Friday, with coffee breaks. Timings can shift a little to suit the venue and the group.

Certificate

We issue the Certificate of Attendance to everyone who's present for at least 80% of the course — tracked with the daily sign-in sheet. You leave with your Certificate of Attendance, the co-signed Europass Mobility document, and a Dissemination & School Impact Plan.

Course fee: €400 for five days

- ✓ 25 hours of training and course materials
- ✓ Certificate of Attendance + Europass Mobility document
- ✓ On-site local support throughout the week

Arranged separately

- ✓ Travel to the host city — invitation letter on request
- ✓ Accommodation — we share recommended options
- ✓ Travel & health insurance

Payment

By bank transfer, at least 1 month before the course starts — nothing is charged when you apply.

Confirmed and planned dates

A planned date is confirmed once at least 5 participants from at least two different countries have registered. Register your interest and we'll confirm the date with you first — no commitment.

Who can join

Our courses are open to participants travelling from a country other than the host country.

Do I need Erasmus+ funding to join?

No — funding isn't a requirement. Many participants attend through their school's Erasmus+ accreditation or grant, including some as an official Erasmus+ "zero-grant" participant — but you can also apply and pay directly.

Cancellations and refunds

30 days or more before the start date	Full refund of the course fee paid. Bank transfer charges or third-party payment provider fees, if any, may be deducted from the refunded amount.
15–29 days before	75% of the course fee paid is refunded.
7–14 days before	50% of the course fee paid is refunded.
Less than 7 days before	No refund. At EMA's discretion, the participant may instead be transferred free of charge to a future course date, or send a substitute participant.

Substitution

With written notice at least 5 working days before the course start date, the registered participant may be replaced by another person who meets the same eligibility requirements, at no extra cost.

Rescheduling

With a written request at least 10 working days before the course start date, a participant may transfer their registration to a later course date once, free of charge.

Grant delayed or not approved

You may move your registration to any later course date free of charge — the notice period and one-time limit under Rescheduling do not apply in this case — or cancel under the standard cancellation schedule.

If EMA cancels

If EMA cancels the course, the participant receives a full refund of the course fee, or — at the participant's request — is transferred to another course date. Refunds are processed within 14 working days of approval.

Full terms: **erasmusmobilityacademy.com/terms-conditions ↗**

Get in touch

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ERASMUS+ ORGANISATION ID

E10304561

This catalogue is generated from the course data on our website on 25 November 2026. Course pages, documents and dates change over time; the website always has the current version, and new dates are confirmed throughout the year. The latest catalogue is always at **erasmusmobilityacademy.com/course-catalogue**.

Erasmus Mobility Academy

An Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe.

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