



Teacher Academy  
Sustainable Communication



Co-funded by  
the European Union

# **KICK-ON EU CONFERENCE “SUSTAINABLE COMMUNICATION”**

Social Change through Sustainable  
Communication in Lifelong Learning in Schools  
and Society

Wednesday 29 April 2026  
VIVES University of Applied Sciences  
Bruges, Belgium

[www.eutasc.eu](http://www.eutasc.eu)



The **Teacher Academy for Sustainable Communication (TASC)** is a European partnership of 12 institutions across 7 countries that equips current and future teachers with sustainable communication skills to prevent violence, discrimination, exclusion and polarisation in schools.

The project has developed a joint 20 ECTS training programme with three microcredentials, integrating green and inclusive mobility models, strengthening cooperation between teacher education providers, and formulating policy recommendations. By promoting EU values, well-being, inclusion, gender equality and social responsibility, TASC aims to transform teacher education and contribute to a more resilient, democratic and sustainable European Education Area.

The three-year project will conclude with a **kick-on European conference on 29 April 2026**. During this event, the joint 20 ECTS TASC training programme and the policy guidelines and recommendations will be officially presented to a broad international and regional audience. The kick-on marks the transition from project phase to long-term implementation, ensuring that teacher educators, teachers, policymakers and stakeholders can actively benefit from and further disseminate the project's outcomes.





Come and learn all about TASC on **29 April 2026!** After the introduction of the project, we are delighted to welcome **Ljubica Petrovic Baronica, who is coordinator for teacher academies in the European Commission, and Dirk Kerckhoven, policy advisor of Catholic Education Flanders.** Throughout the day, you can choose **four workshops.** Some workshops cover the content of the teacher academy (the work packages), while others focus on the five training modules of the EU joint training programme. These workshops are provided by members of TASC. The programme is completed by workshops by external speakers.

At night, you are kindly invited to take part in a **cultural tour in the historic city centre of Bruges.** We conclude the evening with a **social dinner** and celebration. The cultural tour and social dinner are open to a limited number of participants.

If you are participating in an Erasmus+ STA/STT mobility, we offer an additional programme on 30 April 2026 from 9:00 to 15:30 (CET) (school visit with focus on topics related to sustainable communication, a campus tour at VIVES, and a workshop in the Game lab or Early Childhood Lab). Your STA/STT agreement can be signed on this day. Would you like to participate? Please indicate this in the registration form.

You will find the programme and all the information on the following pages.

The EU kick-on conference is co-funded by the European Union and is free of charge, but registration is required.

Registration is also possible for the afternoon only.

We are looking forward to meeting you in Bruges!

**Location: VIVES University of Applied Sciences  
Xaverianenstraat 10, 8200 Brugge (Bruges, Belgium)**



<https://maps.app.goo.gl/fRaZmQjZoQEsfwbw9>

[Register](#)



The kick-on EU conference is organised by Eekhout Academy. For questions regarding the kick-on or your participation, contact us via [info@eekhoutacademy.be](mailto:info@eekhoutacademy.be)

# TIMING (CET)



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09.30 - 09.55 h	welcoming participants + coffee
10.00 - 11.00 h	<p>introduction and presentation of the TASC European joint training programme, guidelines and recommendations</p> <p><b>Nele Mestdagh</b> – coordinator of TASC - <i>Welcome</i>  <b>Ljubica Petrovic Baronica</b> – coordinator of teacher academies European Commission - <i>The importance of a teacher academy</i>  <b>Dirk Kerckhoven</b> – policy advisor Catholic Education Flanders - <i>Modelling: a good practice of sustainable communication</i>  <b>Daniel Andronache</b> - coordinator of Impact Research TASC - <i>Results and recommendations of TASC for policy makers and schools</i>  TASC promotion film  <b>Christophe Vandenberghe</b> - coordinator of Impact, Communication and Dissemination TASC - <i>Logistics/programme</i></p>
11.00 – 11.20 h	coffee break
11.30 - 12.30 h	workshop round 1
12.35 - 13.35 h	workshop round 2
13.35 - 14.35 h	lunch + coffee
14.00 - 14.30 h	<p>introduction for the participants who only attend in the afternoon</p> <p><b>Nele Mestdagh</b> – coordinator of TASC - <i>Welcome</i>  <b>Dirk Kerckhoven</b> – policy advisor Catholic Education Flanders - <i>Modelling: a good practice of sustainable communication</i>  <b>Daniel Andronache</b> - coordinator of Impact Research TASC - <i>In a nutshell: results and recommendations of TASC for policy makers and schools</i>  TASC promotion film</p>
14.40 - 15.40 h	workshop round 3
15.45 - 16.45 h	workshop round 4
16.45 - 18.00 h	free time
18.15 - 19.30 h	cultural tour
19.30 h	social dinner and celebration

# WORKSHOPS



## OVERVIEW

Round 1 & 2: focus on the design of the project and the work packages

<p>11.30 - 12.30</p>	<p>The teacher toolkit - From awareness to action: empowering teachers through sustainable communication</p>	<p>Empowering future teacher trainers: the teacher trainer manual as a tool to develop sustainable communication skills</p>	<p>Moodle: navigating the TASC e-learning platform</p>	<p>Inside the project: what worked and what didn't - a concise overview of the project's origins, objectives, structure and policy</p>	<p>Snippets of sustainability: results from the accompanying impact research</p>
<p>12.35 - 13.35</p>	<p>The teacher toolkit - From awareness to action: empowering teachers through sustainable communication</p>	<p>Empowering future teacher trainers: the teacher trainer manual as a tool to develop sustainable communication skills</p>	<p>Erasmus+ Teacher Academies: Strengthening teacher education across Europe</p>	<p>AI-teach. Enhancing teachers' AI literacy: how can we boost the AI knowledge, skills and attitudes of teachers?</p>	<p>The life of EU joint training programme 'sustainable communication' during and after the project: capacity building, dissemination and valorisation</p>

# WORKSHOPS



## OVERVIEW

Round 3 & 4: focus on the skills training in the five modules of the EU joint programme

<p>14.40 - 15.40</p>	<p>Equity and non-discrimination: a practical introduction to the framework (David Pinto's Structure Theory)</p>	<p>European teacher identity and values: democratic education</p>	<p>Teaching human rights through stories of difference</p>	<p>Understanding oneself and the other: self awareness about feelings and needs</p>	<p>Dialogue: the beating heart of sustainable communication</p>
<p>15.45 - 16..45</p>	<p>Equity and non-discrimination: Identity, intersectionality and positionality in educational context</p>	<p>European teacher identity and values: democratic education</p>	<p>Teaching human rights through stories of difference</p>	<p>Understanding oneself and the other: self awareness about feelings and needs</p>	<p>Dialogue: the beating heart of sustainable communication</p>

# WORKSHOPS



**11.30 – 12.30 H: ROUND 1**

Some workshops will be repeated in the second round.

1	<p><b>The teacher toolkit - From awareness to action: empowering teachers through sustainable communication</b></p> <p><i>Ioana Darjan</i> work package 2: development of modules and trainings</p>
2	<p><b>Empowering future teacher trainers: the teacher trainer manual as a tool to develop sustainable communication skills</b></p> <p><i>Aušra Simoniukštytė</i> work package 2: development of modules and trainings</p>
3	<p><b>Moodle: navigating the TASC e-learning platform</b></p> <p><i>Aoife Gleeson, Laura Uixera-Cotano</i> work package 3: Development of e-Learning Platform</p>
4	<p><b>Inside the project: what worked and what didn't - a concise overview of the project's origins, objectives, structure and policy</b></p> <p><i>Els Callens, Nele Mestdagh</i> work package 1: Management</p>
5	<p><b>Snippets of sustainability: results from the accompanying impact research</b></p> <p><i>Anselm Böhmer, Illie Isso, Daniel Andronache, Mirona Stănescu</i> work package 6: Impact Research</p>

<b>1</b>	<p><b>The teacher toolkit - From awareness to action: empowering teachers through sustainable communication</b></p> <p><i>Ioana Darjan</i> work package 2: development of modules and trainings</p>
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**A dynamic, future-oriented transformation of teaching profession through sustainable communication**

Objective:

- To explore the progressive path of personal, and professional development promoted by the structure of the Teacher Toolkit, from Grade A to Grade B;
- To exercise and reflect on one tool of self-reflection.

The Teacher Toolkit is a curated collection of exercises, strategies, and processes created to help teachers respond effectively to diverse classroom and professional challenges.

Its overarching aim is to strengthen personal and professional capacities through tools that promote, self-awareness, emotional regulation, constructive communication, and purposeful, values-aligned actions.

This toolkit supports teachers in developing adaptable skills that enhance their practice while honoring their individuality and professional identity.

This Teacher Toolkit includes tools that promote introspection and self-assessment, fostering personal growth and reflective practice.

<b>2</b>	<p><b>Empowering future teachers: the Teacher Training Manual as a tool to develop sustainable communication skills</b></p> <p><i>Aušra Simoniukštytė</i> work package 2: development of modules and trainings</p>
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Objective:

- Present the purpose, structure, content, development process, and challenges we encountered in creating the Teacher Training Manual;
- Review one of the modules from levels (grades) A to C;
- Invite participants to discuss the content and relevance of the reviewed module.

During the workshop, the participants will be introduced to the main idea of the Teacher Training Manual (TTM), its aims and structure, the process of its creation and challenges that the developers of TTM had to overcome, as well as the experience they gained. The participants will have an opportunity to have a closer look to one of the 5 modules presented in the TTM, reflect on its content and relevance.

<b>3</b>	<b>Moodle: navigating the TASC e-learning platform</b>  Aoife Gleeson, Laura Uixera-Cotano work package 3: Development of e-Learning Platform
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### TASC Learning Paths in Moodle

Objective:

- Presentation of TASC Moodle Platform – purpose, structure, activities, and assessments
1. Presentation of synchronous, asynchronous and blended learning.
  2. Moodle as the e-learning environment within the project.
  3. Requirements from the learners' perspective in an asynchronous (and blended) learning context (for the Moodle platform) (we need LEGOs to “shape” concepts).
  4. Organising the requirements by topic (e.g. communication, design, tools, usability, etc.).
  5. Checking the Moodle and comparing to the findings on step 3 (assessing to what extent the platform matches the “users’ requirements”). (We’ll need computers for participants).
  6. Sharing findings and comments.
  7. Sustainability (in coordination with WP7)
  8. Would you use it?
  9. Do you find it interesting?
  10. Do you think it is needed?
  11. Sign up for the newsletter?

<b>4</b>	<b>Inside the project: what worked and what didn't - a concise overview of the project's origins, objectives, structure and policy</b>  Nele Mestdagh, Els Callens work package 1: Management
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Objective:

- How to tackle a huge project based on trust and dialogue, through trial and error.

We tell the story of forming a consortium, the process of writing an application with a focus on analysing needs and goals and a solid set of tasks and timeline, and rolling out the project and its work packages.

A project stands or falls with the consortium. How we kept communicating through wind, rain and storm, and how we ourselves reached our limits. The power and limits of online communication, the strength of meeting life. What helped us move forward? What held us back?

How do we continue to make our dream come true?

5	<p><b>Snippets of sustainability: results from the accompanying impact research</b></p> <p><i>Anselm Böhmer, Illie Isso, Daniel Andronache, Mirona Stănescu</i> work package 6: Impact Research</p>
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Objective:

- Insights into the research process
- Getting to know some of the research results

Participants will analyse segments of qualitative interviews from the accompanying research to understand the perspectives of the project's Community of Practice. Subsequently, additional research findings will be presented and the discussion will transition into a collective reflective dialogue among the participants.

# WORKSHOPS



**12.35 – 13.35 H: ROUND 2**

Some workshops are a repetition from the first round.

1	<p><b>The teacher toolkit - From awareness to action: empowering teachers through sustainable communication</b></p> <p><i>Ioana Darjan</i> work package 2: development of modules and trainings</p>
2	<p><b>Empowering future teacher trainers: the teacher trainer manual as a tool to develop sustainable communication skills</b></p> <p><i>Aušra Simoniukštytė</i> work package 2: development of modules and trainings</p>
3	<p><b>Erasmus+ Teacher Academies: Strengthening teacher education across Europe</b></p> <p><i>Ljubica Petrovic Baronica – coordinator of Teacher Academies European Commission, Eldrid Gaukstad - policy officer, European Commission</i></p>
4	<p><b>AI-teach. Enhancing teachers' AI literacy: how can we boost the AI knowledge, skills and attitudes of teachers?</b></p> <p><i>Carl Boel, coordinator of the Teacher Academy AI TEACH</i></p>
5	<p><b>The life of EU joint training programme 'sustainable communication' during and after the project: capacity building, dissemination and valorisation</b></p> <p><i>Els Callens, Monica Ochando, Engin Kizilcan</i> work package 1: Management - sustainability plan work package 4: Capacity building work package 7: Impact, Communication and dissemination</p>

<b>1</b>	<p><b>The teacher toolkit - From awareness to action: empowering teachers through sustainable communication</b></p> <p><i>Ioana Darjan</i> work package 2: development of modules and trainings</p>
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**A dynamic, future-oriented transformation of teaching profession through sustainable communication**

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This toolkit supports teachers in developing adaptable skills that enhance their practice while honoring their individuality and professional identity.

This Teacher Toolkit includes tools that promote introspection and self-assessment, fostering personal growth and reflective practice.

<b>2</b>	<p><b>Empowering future teacher trainers: the Teacher Training Manual as a tool to develop sustainable communication skills</b></p> <p><i>Aušra Simoniukštytė</i> work package 2: development of modules and trainings</p>
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Objective:

- Present the purpose, structure, content, development process, and challenges we encountered in creating the Teacher Training Manual;
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3	<p><b>Erasmus+ Teacher Academies: Strengthening teacher education across Europe</b></p> <p><i>Ljubica Petrovic Baronica – coordinator of Teacher Academies European Commission, Eldrid Gaukstad - policy officer, European Commission</i></p>
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Objective:

- Explore what the needs of teachers and student teachers are, how these are linked to the EU policy frameworks and how Teacher Academies can be efficient and sustainable in this context

Erasmus+ Teacher Academies, launched as a pilot in 2021 under the Erasmus+ programme, aim at improving policies and practices in teacher education in Europe, covering both pre-service and in-service professional learning. Teacher Academies form partnerships consisting of higher education institutions working on teacher education, continuous professional development providers, schools, school authorities and other educational stakeholders.

To develop teacher education in line with the EU's policy frameworks, the Academies focus on establishing networks and communities of practice, creating learning opportunities for student teachers and teachers and enhancing the European dimension of teacher education. Also, the Academies develop and test various models of learning mobility students in initial teacher education and school staff in continuous professional development.

The Teacher Academies contribute to the priority on teachers under the European Education Area and are relevant for future policy objectives within the Union of Skills, in particular the 2026 Education Package and future EU Teachers and Trainers Agenda.

4	<p><b>AI-teach. Enhancing teachers' AI literacy: how can we boost the AI knowledge, skills and attitudes of teachers?</b></p> <p><i>Carl Boel, coordinator of the Teacher Academy AI TEACH</i></p>
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**Inside AI-teach, another Teacher Academy under the leadership of VIVES**

Objective:

- We will present the results of the Erasmus+ project AI-teach in which we enhance the knowledge, skills, and attitudes on AI in education.

Despite the various benefits of AI, concerns are growing, particularly among teachers who are tasked with implementing new AI tools in their classrooms. This concern is further emphasized in the digital education action plan (2021-2027), which stresses the necessity for a renewed focus within the European digital competence framework. Specifically, there is a call to enhance digital skills and competencies related to AI, including the optimization of AI content knowledge, fostering critical reflections, and developing data-related skills (altogether, these skills can be referred to as 'AI literacy'). This teacher academy 'AI-TEACH' aims to equip future and current teachers with the necessary skills to become reflective and proficient in the new domain of AI in education (AIED). Delivering tailored training to schools is a crucial step in supporting teachers: It can prepare them for change and empower them to navigate rapid developments in the field of AI.

5	<p><b>The life of EU joint training programme ‘sustainable communication’ during and after the project: capacity building, dissemination and valorisation</b></p> <p><i>Els Callens, Monica Ochando, Engin Kizilcan</i></p> <p><i>work package 1: Management - sustainability plan</i></p> <p><i>work package 4: Capacity building</i></p> <p><i>work package 7: Impact, Communication and dissemination</i></p>
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### **Hot spots in the dissemination, capacity building and sustainability plan of the programme ‘sustainable communication’**

Objective:

- How to spread a programme regionally, nationally and internationally during and after the project?

In the training programme sustainable communication teachers will be more capable of preventing, or eliminating violence, discrimination, polarisation, exclusion and bullying, essential competences for teachers in the 21st century. Sustainable communication programmes offer a skill training and reflection for teachers and other professions in non-violent, intercultural and restorative communication to grow in cooperation with students/patients, colleagues, parents and the community.

In this workshop we will give an overview of the capacity building and the hot spots of dissemination during the project and last but not least the possible programmes of ‘sustainable communication’ in the future for initial teacher training, for continuous professional training of teachers (school-based programs / individual programs) and other professions in the non-profit and profit sector.

# WORKSHOPS



## 14.40 – 15.40 H: ROUND 3

Some workshops will be repeated in the fourth round.

1	<b>Equity and non-discrimination: a practical introduction to the framework (David Pinto's Structure Theory)</b> <i>Wim Simoens</i> Module 3: non-discrimination and equity
2	<b>European teacher identity and values: democratic education</b> <i>Aušra Simoniukštytė, Vaidotas Valantiejus</i> Module 2: EU identity and values
3	<b>Teaching human rights through stories of difference</b> <i>Delia Muste, Mirona Stanescu</i> Module 1: Human rights
4	<b>Understanding oneself and the other: self awareness about feelings and needs</b> <i>Feyza Eyikul</i> Module 4: Understanding oneself and the other
5	<b>Dialogue: the beating heart of sustainable communication</b> <i>Celine Devos, Nele Mestdagh, Els Callens</i> Module 5: Dialogue

<b>1</b>	<b>Equity and non-discrimination: a practical introduction to the framework (David Pinto's Structure Theory)</b>  <i>Wim Simoens</i> <i>Module 3: non-discrimination and equity</i>
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**A practical exercise based on Structure Theory, illustrating how different cultures assign different levels of importance to the same values.**

Objective:

- The aim is to explain interactions with people from diverse backgrounds, understand how our beliefs and attitudes are shaped and how respect for cultural diversity can be strengthened.
- A hands-on exercise forms a central part of this session.

The Iceberg Model highlights that many aspects of culture exist beneath the surface, encouraging a deeper understanding of people's underlying values. David Pinto's Structure Theory supports educators in recognising cultural differences by examining how the same core values are prioritised in different ways. Together, these frameworks help educators navigate cross-cultural interactions with greater respect, reduce bias, and foster inclusivity.

In this session, participants engage in a practical exercise to explore how identical values may hold different levels of importance across cultural contexts. Based on David Pinto's Structure Theory, the exercise helps participants understand why people may respond differently to similar situations. This insight plays a key role in helping to prevent cultural misunderstandings.

<b>2</b>	<b>European teacher identity and values: democratic education</b>  <i>Aušra Simoniukštytė, Vaidotas Valantiejus</i> <i>Module 2: EU identity and values</i>
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Objective:

- Examine the concept of European teacher identity.
- Analyse possible conflicts between local (ethnic, national) and European identity in the educational settings and explore possible solutions based on the concept of inclusive and democratic education.

The concept of European teacher identity encompasses two aspects: identity and values. Although a teacher, like any individual, has his or her own personal identity, this should not have a significant impact on communication in a multicultural environment. The key point is that while all individuals inevitably bring their own unique cultural and social context, these different contexts should be perceived by the European teacher not as problems but as opportunities. To avoid division and conflict, European teacher identity should be based not on specific cultural identities, but on common European values.

The European Union is founded not solely on common economic interests. Shared values of respect for human dignity and human rights, freedom, democracy, rights of minorities, equality, and the rule of law claimed in Article 2 of the Treaty of European Union are the cement that binds together the EU Member States. Thus, European identity encompasses values of democracy, inclusion, and cultural diversity. However, potential conflicts still emerge when attempting to reconcile European and local values.

The workshop will focus on analyzing examples of conflicts between local (ethnic, national) and European identities in educational settings and on finding possible inclusive solutions based on democratic techniques such as open dialogue, etc.

<b>3</b>	<b>Teaching human rights through stories of difference</b>  <i>Delia Muste, Mirona Stanescu</i> <i>Module 1: Human rights</i>
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### **Everybody's rights to belong and to be respected**

Objective:

- Recognize acceptance of difference as a core human rights value, closely linked to dignity, equality, and the right to belong, as reflected in children's literature and classroom life.
- Apply pedagogical strategies inspired by the book **Something Else** by Catherine Cave to promote respect, inclusion, and empathy among students, supporting human rights-based classroom practices.

This workshop explores how children's literature can be used as a powerful tool to teach human rights and values in education. Using a story as a starting point, we'll reflect on themes of difference, exclusion, acceptance, and belonging. All together will examine the connection between everyday interactions and fundamental human rights, such as equality, dignity, and respect.

Through discussion and practical activities, the workshop supports fostering inclusive environments where everybody's right to belong and to be respected is recognized and upheld.

<b>4</b>	<b>Understanding oneself and the other: self awareness about feelings and needs</b>  <i>Feyza Eyikul</i> <i>Module 4: Understanding oneself and the other</i>
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### **Self awareness about feelings and needs**

Objective:

- To understand the connection between feelings, needs and behaviors.

In this taster workshop we gently explore **understanding oneself** through awareness of feelings and needs. After a short check-in, participants are invited to recall one real situation from their professional life and identify what they were feeling in that moment. With a simple feelings-and-needs map, they reflect on which personal needs were met or unmet and how this influenced their behaviour. In pairs they briefly share their reflections and are invited to listen to each other with empathy. We close with a short group reflection on what they discovered about themselves and how Module 4 can support deeper self-awareness over the programme.

5	<p><b>Dialogue: the beating heart of sustainable communication</b></p> <p><i>Celine Devos, Nele Mestdagh, Els Callens</i></p> <p><i>Module 5: Dialogue</i></p>
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**Three essential skills for every teacher: empathy, cooperation and problem solving**

Objective:

- Strengthen dialogue skills with focus on empathetic listening, constructive cooperation skills and solution-orientated skills.

In this interactive workshop, participants will explore and practice core skills for sustainable communication. We begin with an experiential exercise highlighting the importance of self-awareness and self-empathy. Next, participants reflect on personal experiences to deepen empathy and insight. Finally, we focus on collaboration and perspective-taking, experiencing the power of dialogue as a key to connection and problem-solving.

# WORKSHOPS



## 15.45 – 16.45 H: ROUND 4

Some workshops are a repetition from the third round.

1	<b>Equity and non-discrimination: Identity, intersectionality and positionality in educational context</b> <i>Ioana Darjan, Mihail Predescu</i> Module 3: non-discrimination and equity
2	<b>European teacher identity and values: democratic education</b> <i>Aušra Simoniukštytė, Vaidotas Valantiejus</i> Module 2: EU identity and values
3	<b>Teaching human rights through stories of difference</b> <i>Delia Muste, Mirona Stanescu</i> Module 1: Human rights
4	<b>Understanding oneself and the other: self awareness about feelings and needs</b> <i>Feyza Eyikul</i> Module 4: Understanding oneself and the other
5	<b>Dialogue: the beating heart of sustainable communication</b> <i>Celine Devos, Nele Mestdagh, Els Callens</i> Module 5: Dialogue

<b>1</b>	<p><b>Equity and non-discrimination: Identity, intersectionality and positionality in educational context</b></p> <p><i>Ioana Darjan, Mihail Predescu</i></p> <p><i>Module 3: non-discrimination and equity</i></p>
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Objective:

- To explore personal and professional identities
- To analyse the role of diversity, intersectionality and positionality from a teacher perspective

We will use the identity mapping as a tool of reflection about participants identity in educational context. We will work on identifying sources of discrimination in school settings and explore the effect of positionality on regulating the school culture. The participants will have the opportunity to explore their own identity and to share and work with peers on identifying sources of discrimination in everyday educational settings.

<b>2</b>	<p><b>European teacher identity and values: democratic education</b></p> <p><i>Aušra Simoniukštytė, Vaidotas Valantiejus</i></p> <p><i>Module 2: EU identity and values</i></p>
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Objective:

- Examine the concept of European teacher identity.
- Analyse possible conflicts between local (ethnic, national) and European identity in the educational settings and explore possible solutions based on the concept of inclusive and democratic education.

The concept of European teacher identity encompasses two aspects: identity and values. Although a teacher, like any individual, has his or her own personal identity, this should not have a significant impact on communication in a multicultural environment. The key point is that while all individuals inevitably bring their own unique cultural and social context, these different contexts should be perceived by the European teacher not as problems but as opportunities. To avoid division and conflict, European teacher identity should be based not on specific cultural identities, but on common European values.

The European Union is founded not solely on common economic interests. Shared values of respect for human dignity and human rights, freedom, democracy, rights of minorities, equality, and the rule of law claimed in Article 2 of the Treaty of European Union are the cement that binds together the EU Member States. Thus, European identity incompass values of democracy, inclusion, and cultural diversity. However, potential conflicts still emerge when attempting to reconcile European and local values.

The workshop will focus on analyzing examples of conflicts between local (ethnic, national) and European identities in educational settings and on finding possible inclusive solutions based on democratic techniques such as open dialogue, etc.

3	<p><b>Teaching human rights through stories of difference</b></p> <p>Delia Muste, Mirona Stanescu Module 1: Human rights</p>
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### Everybody's rights to belong and to be respected

Objective:

- Recognize acceptance of difference as a core human rights value, closely linked to dignity, equality, and the right to belong, as reflected in children's literature and classroom life.
- Apply pedagogical strategies inspired by the book **Something Else** by Catherine Cave to promote respect, inclusion, and empathy among students, supporting human rights-based classroom practices.

This workshop explores how children's literature can be used as a powerful tool to teach human rights and values in education. Using a story as a starting point, we'll reflect on themes of difference, exclusion, acceptance, and belonging. All together will examine the connection between everyday interactions and fundamental human rights, such as equality, dignity, and respect.

Through discussion and practical activities, the workshop supports fostering inclusive environments where everybody's right to belong and to be respected is recognized and upheld.

4	<p><b>Understanding oneself and the other: self awareness about feelings and needs</b></p> <p>Feyza Eyikul Module 4: Understanding oneself and the other</p>
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### Self awareness about feelings and needs

Objective:

- To understand the connection between feelings, needs and behaviors.

In this taster workshop we gently explore **understanding oneself** through awareness of feelings and needs. After a short check-in, participants are invited to recall one real situation from their professional life and identify what they were feeling in that moment. With a simple feelings-and-needs map, they reflect on which personal needs were met or unmet and how this influenced their behaviour. In pairs they briefly share their reflections and are invited to listen to each other with empathy. We close with a short group reflection on what they discovered about themselves and how Module 4 can support deeper self-awareness over the programme.

5	<p><b>Dialogue: the beating heart of sustainable communication</b></p> <p><i>Celine Devos, Nele Mestdagh, Els Callens</i></p> <p><i>Module 5: Dialogue</i></p>
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**Three essential skills for every teacher: empathy, cooperation and problem solving**

Objective:

- Strengthen dialogue skills with focus on empathetic listening, constructive cooperation skills and solution-orientated skills.

In this interactive workshop, participants will explore and practice core skills for sustainable communication. We begin with an experiential exercise highlighting the importance of self-awareness and self-empathy. Next, participants reflect on personal experiences to deepen empathy and insight. Finally, we focus on collaboration and perspective-taking, experiencing the power of dialogue as a key to connection and problem-solving.

# CULTURAL TOUR

## The Highlights of Bruges

Guided tour through the historic city centre with a local guide. The tour ends at the restaurant.

18.15 h: sharp meet-up

Location: 't Zand 34, Bruges. We meet outside 'het Concertgebouw'

<https://maps.app.goo.gl/gBoNBmrFbBUoMJyf9>

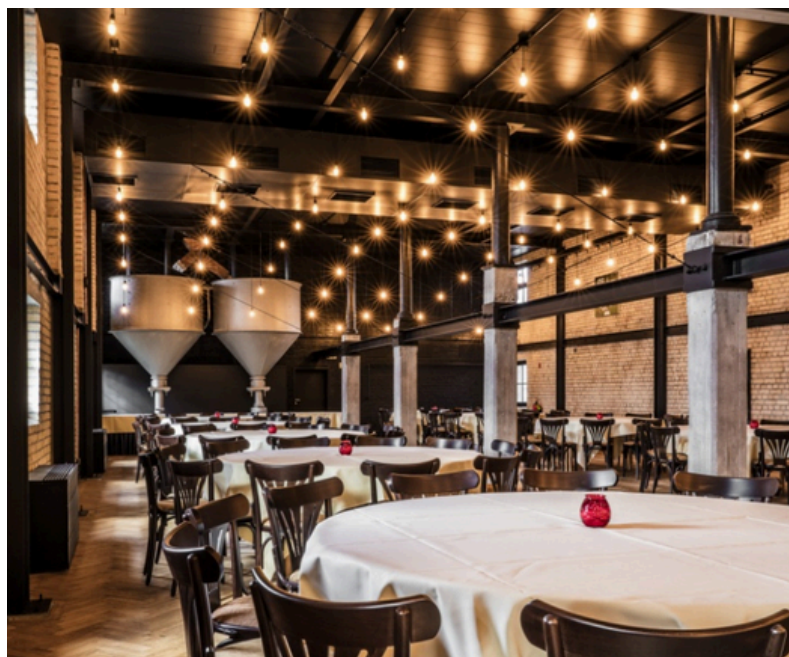


# SOCIAL DINNER

**Brewery 'De Halve Maan' (Brugse zot)**

19.30 h

Location: Walplein 26, Bruges



# PARTNERS



- VIVES University of applied sciences (Belgium)
- Eekhout Academy (Belgium)
- PH Ludwigsburg University of Education (Germany)
- Vilnius Kolegija (Lithuania)
- Agrupamento de Escolas da Caparica (Portugal)
- Scoala Gimnaziala nr. 30 (Romania)
- Universitatea Babeș Bolyai (Romania)
- Universitatea De Vest Din Timisoara (Romania)
- Associacio Meraki Projectes de Valencia (Spain)
- Región de Murcia (Spain)
- Baska Bir Okul Mumkun Dernegi (Turkey)
- Semrin (Turkey)



# PROJECT DETAILS

## **Teacher Academy Sustainable communication (TASC)**

Social Change through Sustainable Communication in Lifelong Learning in Schools and Society

ERASMUS-EDU-2022-PEX-TEACH-ACA ERASMUS-PJG  
101104036

TASC 36 months (1<sup>st</sup> June 2023 - 31<sup>st</sup> May 2026)

### **Disclaimer**

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