

Exercise 4: You are required to summarise the main features of your project idea in 2 pages

Name of the funding programme:

Proposed Title: Capacity building for teachers in the changing landscape of pedagogy

Duration: 3 years

Target countries: Sri Lanka, India, Nepal

Tentative Partners: Sri Lanka, India, Nepal, Finland, Sweden Universities

Need analysis:

Education has an important role in moulding and directing an individual to provide cognitive tools in solving real-life problems. It is a key driver of economic success and social mobility. Therefore, it is seen that management of quality education must be the highest priority of the country.

Lack of dutiful qualified subject teachers; poor teaching practices (rote-learning, teacher-centred, exam-oriented teaching and learning); delayed or non-availability of text-books; lack of adequate financial support; poor and insufficient physical facilities, negative influence of culture, lack of technological support and quality teaching-learning practices are some long-standing problems in the South Asian education sector especially in the rural areas.

While the central government has the responsibility to develop a broad-based policy framework in the fields of curricula, exams and management of teaching and administrative staff, the need of improving the capacity of teachers is also vital. Ultimately, this shall support in teaching students various generic and transferable skills to empower their lives to become creative thinkers and problem solvers.

Objectives:

The main objective is to prepare teachers to facilitate change on a personal, classroom and school-level.

By combining theory with practice, teachers can develop education strategies to address the changing landscape of teaching and learning, and apply innovative approaches to new contexts.

Main workpackages, activities and outcomes:.....

English language training (if needed)

Pedagogical courses and workshops: Each participant is assigned a university mentor who provides theoretical models and support throughout the programme and acts as a practical pedagogical guide

During supervised active school immersion activities, participants develop their technical understanding of educational best practices and student-centred teaching and learning under a mentor from an EU institute.

In the implementation phase the participants start to implement their own projects at home and are offered reinforcement and guidance.

In addition to seminars locally in the home country, virtual support is offered to the participants during the whole programme.

Outcomes:

The programme supports the development of interpersonal and leadership skills of school teachers, which they can use to mentor their colleagues and respective organisations as they adopt new strategies and practices upon their return to home institutions.

Expected contribution from your Institution:

Overall Project management

Conducting English Language training programmes

Organizing teacher education and induction programs

Support in assigning mentors to school teachers

Dissemination of project activities

Tentative budget: