

## FICHA DE PROJETO

Acrónimo:	Connecting Teachers
Designação do projeto (PT/EN):	Connecting Teachers - 2025-1-IT02-KA220-HED-000362648
Código do projeto:	2025-1-IT02-KA220-HED-000362648
Objetivo principal:	Cooperation partnerships in higher education
Entidade financiadora/Programa de financiamento:	Erasmus+
Região de intervenção:	NUTS II - Alentejo
Investimento Total Elegível:	250.000,00 €
Custo total elegível (IPSantarém):	44.732,50 €
Apoio financeiro da União Europeia:	44.732,50 €
Apoio financeiro público nacional/regional:	-
Taxas de financiamento:	100 %
Entidade beneficiária:	Instituto Politécnico de Santarém
Investigador Responsável:	Lia Daniela Pappámikail Ribeiro D'Almeida
Parceiros:	UNICA; Associação Kokoro; TAMPEREEN AMMATTIKORKEAKOULU OY; INSPE de l'Académie de Créteil - Université Paris Est Créteil (INSPE - UPEC).
Equipa:	-
Data da aprovação:	-
Data de início:	2025/11/01
Data da conclusão:	2028/04/30
Domínio científico e subárea científica:	-
Resumo (objetivos, atividades e resultados esperados) - em PT e/ou EN:	<p>European countries face a teacher shortage within compulsory education that needs to be tackled, retaining the current professionals and attracting newcomers in the profession (EC, 2013a, p. 175). Thus, developing new strategies to: (1) increase teachers' wellbeing and, consequently, their retention; and, (2) improve the attractiveness of the teaching profession, and consequently, motivating future teachers to stay. To achieve both goals, HEIs are key to prepare learners for the ever-changing societal and labour market environment and enable researchers to work together to find innovative solutions to current global challenges (EC, 2022). That is why, this project 'Connecting Teachers' joins forces from HEIs' researchers and teachers in teacher training degree cycles, a research centre focused on the quality of life and an association to give voice and support teachers, with a bottom-up approach. All these European organisations represent 4 European member states with different structures and policies in education, but all face challenges tied to demographic changes, evolving educational requirements, or long-standing issues within the education system, such as teacher shortages, insufficient pay, and ageing educator workforce (OECD 2024).</p> <p>&gt;Teachers' wellbeing: In IT, a study found that 50% of</p>

	<p>teachers scored above the threshold for depression and 11% showed significant symptoms of anxiety. In PT, half of the teachers say they feel nervous (50.4%), sad (48.4%), irritable or in a bad mood (49.2%) at least once a week; there is still almost a fifth (18.3%) of teachers who are often so sad that they can't stand it. In FR, staff generally report a high level of burnout. On a scale of 0 (not at all) to 10 (very much so), staff say that the feeling of exhaustion applies to their current experience in their job at an average level of 6.8 out of 10. Half of the staff gave a score of between 8 and 10 out of 10. In FI, younger teachers reveal lower perception of energy, cognitive ability, and expression of feelings, compared to older teachers and teachers with longer work experience.</p> <p>&gt;Attractiveness of teaching profession: In IT, according to surveys conducted in 1999 &amp; 2010, almost 2/3 of teachers, from elementary to secondary school levels, believe that the prestige of their profession has diminished over time; at the same time, they admit facing significant workload pressures beyond their teaching duties, including participation in teachers' councils and other collegial activities, such as meetings with parents. In PT, the classroom is the context that teachers manage with the greatest difficulty, following administrative tasks, distributive fairness of rewards, indiscipline of students, and parents and tutors, with all having a particularly negative impact on their well-being. In FR, a third of teachers no longer found their job meaningful. FI has recently begun exploring factors related to teacher attractiveness in response to emerging shortages.</p>
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Outras informações:	-