

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Erasmus Mundus Joint Master

Project Title

FLOURISH - Joint Master Programme in Resilience in Educational Contexts

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Project Information

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Partners UNIVERSITATEA STEFAN CEL MARE DIN SUCEAVA (RO) ,
UNIVERSIDADE DE LISBOA (PT) , PANEPISTIMIO KRITIS (EL)

Project Summary

The proposed EMJM programme FLOURISH seeks to address the need to provide a meaningful, relevant and balanced education for children growing up in adverse circumstances by focusing on their strengths and building their assets within protective contexts. It plans to address a clear gap in the field, namely the training and education of school teachers and other practitioners so as to be able to empower children and young people with the necessary competencies to deal effectively with the obstacles and challenges in their education and development. This need for practitioners' education in resilience has been reported across cultures and regions of the world, and FLOURISH will address this need at both European and international levels by providing postgraduate, high quality resilience education for educators and other practitioners. The consortium partners have developed significant expertise in this area, including working on previous relevant EU funded projects, and together with the international expertise of the associated partners, they are very well placed to provide this much needed training. FLOURISH is the first international, Joint Master Degree in Resilience in Educational Contexts led by a consortium of 4 degree awarding partners and six associated partners. It is a two-year, full-time programme consisting of taught study-units, a practice placement, a dissertation, and a summer school, spread over four mobility moves. It will provide a showcase of good practice in capacity building and continuing professional education, integrating theory and practice within a strengths based, systemic perspective to education and human development. It becomes particularly pertinent and meaningful in the post-COVID-19 pandemic context, as more attention and priority is being given to mental health, wellbeing and resilience in education

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