WP3.1

Contextualisation of the TE_REG Manifesto @ KU Leuven (Belgium)

Part 1.

Contextualised TE_REG Manifesto for the EMAGW Programme

Part 2.

Contextualisation Process and Approach

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Part 1: Contextualised EMAGW TE_REG Manifesto

1.1 Original version (in Dutch)

Manifesto
Teacher Education Regenerated (TE_REG):
Een geïntegreerde visie op de lerarenopleiding in (Gen)AI-tijden
16.01.2026[1]

Vooraf

Het TE_REG Manifesto nodigt iedereen die betrokken is bij de opleiding van (toekomstige) leraren uit om mee vorm te geven aan de toekomst van de lerarenopleiding. Het schetst een richting die recht doet aan de uitdagingen van vandaag en nieuwe mogelijkheden opent voor de werelden van morgen. Dat is precies wat een regeneratieve lerarenopleiding doet: zichzelf voortdurend versterken, vernieuwen en waar nodig herstellen om een zo goed mogelijke – en steeds betere – versie van zichzelf te zijn.

1. Uitgangspunten van een regeneratieve lerarenopleiding

1.1.   Menselijke verbinding is eigen aan kwaliteitsvol onderwijs.

1.2.   Kwaliteitsvol onderwijs is een basisvoorwaarde voor een democratische, rechtvaardige en duurzame samenleving.

1.3.   Leren in formele onderwijscontexten is doelgericht.

1.4.   (Gen)AI bekrachtigt het belang van vakspecifieke kennis, interdisciplinaire geletterdheid en de dispositie tot kritisch denken als prioriteiten in het curriculum.

1.5. Niets of niemand kan voor een ander leren. Onderwijzen gaat over het uitlokken en ondersteunen van de betrokkenheid en doelgerichte inspanningen van de lerenden.

1.6. Leren en onderwijzen zijn altijd verankerd in een context. (Gen)AI maakt onmiskenbaar deel van uit die context.

1.7. Leraren zijn verantwoordelijk voor onderwijsleerprocessen en hebben daar (collectief) eigenaarschap over.

1.8. Het onderwijs (m.i.v. de lerarenopleiding) is een zich voortdurend ontwikkelende constructie, niet te vatten in vast omschreven opdrachten, takenlijsten, protocollen of algoritmes. (Gen)AI stelt dat op scherp.

1.9. Mens–machine-interacties voegen een extra dimensie toe aan de fundamenteel collectieve onderneming van het onderwijzen.

1.10. Doordacht gebruik van (Gen)AI kan de lat in onderwijs verhogen: het verruimt de mogelijkheden én verscherpt de verwachtingen ten aanzien van leraren en leerlingen.

1.11. Leerlingen genieten van optimaal onderwijs wanneer leraren doen waar leraren beter in zijn en (Gen)AI doet waar (Gen)AI beter in is. Dit geldt voor alle aspecten van het onderwijzen.

1.12. Iedereen heeft recht op toegang tot het volledige potentieel van (Gen)AI.

1.13. Elke gebruiker draagt de verantwoordelijkheid om (Gen)AI ethisch, mensgericht en duurzaam te gebruiken.

1.14. De lerarenopleiding heeft een unieke en 'voorbeeldige' rol in het onderwijslandschap. Zij introduceert en ondersteunt (toekomstige) leraren in en bij het omgaan met contextspecifieke uitdagingen en kansen inzake leren en onderwijzen.

1.15. Lerarenstandaarden in termen van competenties blijken in de praktijk bij te dragen aan fragmentatie en proceduralisering.

2. Basiskenmerken van een regeneratieve lerarenopleiding

2.1. Een regeneratieve lerarenopleiding bevordert duurzaamheid, rechtvaardigheid, inclusie en democratie.

2.2. Een regeneratieve lerarenopleiding mikt op het verwerven van disposities; het gaat om wat (toekomstige) leraren weten of kunnen én om hoe ze dat inzetten in de praktijk: of ze geneigd

zijn om te handelen en aanvoelen wanneer de context om dit handelen vraagt. Vijf onderling verweven disposities treden op de voorgrond:

- **contextualiseren**: de dispositie om onderwijzen en leren in bredere contexten en omstandigheden te plaatsen en ernaar te handelen;
- **onderzoeken**: de dispositie om het eigen handelen en de eigen aannames te bevragen en te onderzoeken, erop te reflecteren en open te blijven staan voor nieuwe inzichten en toekomsten;
- **ontwerpen**: de dispositie om omgevingen, materialen en evaluaties te creëren, aan te passen en te verbeteren, zodat doelgericht leren wordt uitgelokt en het diepgaand en betekenisvol wordt ondersteund;
- **samenwerken**: de dispositie om op een constructieve en respectvolle manier met anderen te werken en ook te weten wanneer individuele verantwoordelijkheid wordt gevraagd;
- **uitvoeren**: de dispositie om leren tot leven te brengen via authentieke interactie, passende praktijken en een zorgzame aanwezigheid bij leerlingen.

2.3. Een regeneratieve lerarenopleiding leeft de praktijken voor die het centraal stelt in de opleiding; ze creëert congruentie tussen de na te streven doelen en haar eigen contextspecifieke opleidingspraktijk die door (Gen)AI wordt gemodereerd, waarin (Gen)AI als tool wordt beschouwd en waarbij (Gen)AI een onmiskenbare deelgenoot is. Een regeneratieve lerarenopleiding:

- **contextualiseert**: plaatst onderwijzen en leren in bredere contexten en omstandigheden en handelt daar ook naar;
- **onderzoekt**: bevraagt en onderzoekt het eigen handelen en de eigen aannames, reflecteert erop en staat open voor nieuwe inzichten en toekomsten;
- **ontwerpt**: analyseert, creëert, past aan en verbetert leeromgevingen, materialen en evaluaties, zodat doelgericht leren wordt uitgelokt en diepgaand en betekenisvol leren wordt ondersteund;
- **voert uit**: brengt het leren van (toekomstige) leraren tot leven via authentieke interactie, passende praktijken en een zorgzame professionele aanwezigheid;
- **werkt samen**: bouwt constructieve en respectvolle samenwerkingen op binnen en buiten het team, met helderheid over wanneer collectieve dan wel individuele verantwoordelijkheid wordt gevraagd.

3. Een regeneratieve lerarenopleiding waarmaken

Het tot stand brengen van een regeneratieve lerarenopleiding vereist gerichte actie, telkens bij zowel studenten als lerarenopleiders. Zonder aandacht voor de volgende elementen kan het niet.

3.1. Warme menselijke relaties onderhouden en beschermen, zowel in plaats- en tijdgebonden als in plaats- en tijdonafhankelijke contexten.

3.2. Ruimte maken voor vertrouwen, responsiviteit en professionele groei.

3.3. Een gedragen balans zoeken tussen structuur en (individueel en collectief) initiatief.

3.4. Doelgericht investeren in een ondersteunende leer- en werkcultuur en die verankeren in organisatie en infrastructuur.

3.5. Bewust bouwen aan collectieve praktijken en aan een continue professionele dialoog in nauwe verbinding met alle onderwijsbetrokkenen.

3.6. Een kritische (Gen)AI-geletterdheid ontwikkelen en onderhouden.

3.7. Juist die aspecten versterken waarin leraren beter zijn dan (Gen)AI.

3.8. Voortdurend onderwijs- en evaluatiepraktijken en hun onderliggende aannames en rationales onderzoeken, bevragen en (her)ontwerpen.

3.9. Doelbewust voorbereiden op onzekerheid en professionele oordeelsvorming.

3.10. Professioneel engagement voeden en de wil tot betekenisvol levenslang leren versterken, bij studenten én bij lerarenopleiders.

3.11. Dit alles niet uitstellen.

Team EMAGW

1.2 Translation of the original version (In English)

Manifesto

Teacher Education Regenerated (TE_REG):

An integrated vision of teacher education in times of (Gen)AI

Translation of the contextualised Dutch version for the Master of Teaching Behavioural Sciences (KU Leuven)

16 January 2026[2]

Foreword

The TE_REG Manifesto invites everyone involved in the education of (future) teachers to actively contribute to shaping the future of teacher education. It outlines a direction that does justice to today's challenges while opening up new possibilities for the worlds of tomorrow.

This is precisely what regenerative teacher education does: it continuously strengthens, renews, and—where necessary—repairs itself in order to become the best possible, and ever better, version of itself.

Principles of a regenerative teacher education

1.1.   Human connection is intrinsic to high-quality education.

1.2.   High-quality education is a basic condition for a democratic, just, and sustainable society.

1.3.   Learning in formal educational contexts is goal-oriented.

1.4.   (Gen)AI reinforces the importance of subject-specific knowledge, interdisciplinary literacy, and the disposition towards critical thinking as priorities in the curriculum.

1.5.   Nothing and no one can learn on behalf of someone else. Teaching is about eliciting and supporting learners' engagement and purposeful effort.

1.6.   Learning and teaching are always embedded in a context. (Gen)AI undeniably forms part of that context.

1.7.   Teachers are responsible for teaching–learning processes and hold (collective) ownership

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[2] This is a translation of the contextualised version of the TE_REG Manifesto for the Master of Teaching Behavioural Sciences (published in Dutch on 16 January 2026). The original text (published in English on 26 September 2025) can be consulted at https://te-reg.eu/results/manifesto/. The TE_REG Manifesto was developed within the framework of the Erasmus+ Project 2024-1-BE02-KA220-HED-000248440 *Teacher Education Regenerated (TE_REG). Beyond Competencies. Rethinking and redesigning teacher education curricula in the GenAI Era*. The TE_REG Manifesto builds on literature reviews, focus groups, and conversations with stakeholders and experts from five European regions (https://te-reg.eu/results/).

over them.

1.8. Education (including teacher education) is a continuously evolving construct that cannot be captured in fixed assignments, task lists, protocols, or algorithms. (Gen)AI brings this sharply into focus.

1.9. Human–machine interactions add an extra dimension to the fundamentally collective endeavour of teaching.

1.10. Thoughtful use of (Gen)AI can raise the bar in education: it expands possibilities and sharpens expectations for both teachers and learners.

1.11. Learners benefit from optimal education when teachers do what teachers do best and (Gen)AI does what (Gen)AI does best. This applies to all aspects of teaching.

1.12. Everyone has the right to access the full potential of (Gen)AI.

1.13. Every user bears responsibility for using (Gen)AI in an ethical, human-centred, and sustainable manner.

1.14. Teacher education has a unique and 'exemplary' role within the educational landscape. It introduces and supports (future) teachers in dealing with context-specific challenges and opportunities related to learning and teaching.

1.15. Teacher standards formulated in terms of competencies have, when put into practice, been shown to contribute to fragmentation and proceduralisation.

2. Core characteristics of regenerative teacher education

2.1. A regenerative teacher education promotes sustainability, justice, inclusion, and democracy.

2.2. A regenerative teacher education aims at the acquisition of dispositions; this concerns what (future) teachers know or can do, as well as how they put this into practice: whether they are inclined to act and are sensitive to when the context calls for such action. Five interrelated dispositions come to the fore:
- **contextualising**: the disposition to situate teaching and learning within broader contexts and circumstances and to act accordingly;
- **inquiring**: the disposition to question and investigate one's own actions and assumptions, to reflect on them, and to remain open to new insights and futures;
- **designing**: the disposition to create, adapt, and improve environments, materials,

and assessments in order to elicit purposeful learning and to support it in a deep and meaningful way;
- ⬤ **collaborating**: the disposition to work with others in a constructive and respectful manner, and also to know when individual responsibility is required;
- ⬤ **enacting**: the disposition to evoke learning through authentic interaction, appropriate practices, and a caring presence with learners.

2.3. A regenerative teacher education models the practices it puts at the centre of the programme; it creates congruence between the goals it pursues and its own context-specific educational practices, which are moderated by (Gen)AI, in which (Gen)AI is regarded as a tool and is also an undeniable participant. A regenerative teacher education:
- ⬤ **contextualises**: situates teaching and learning in broader contexts and circumstances and acts accordingly;
- ⬤ **inquires**: questions and investigates its own actions and assumptions, reflects on them, and remains open to new insights and futures;
- ⬤ **designs**: analyses, creates, adapts, and improves learning environments, materials, and assessments in order to elicit purposeful learning and support deep and meaningful learning;
- ⬤ **enacts**: evokes the learning of (future) teachers through authentic interaction, appropriate practices, and a caring professional presence;
- ⬤ **collaborates**: builds constructive and respectful collaborations within and beyond the team, with clarity about when collective and when individual responsibility is required.

3. Realising a regenerative teacher education

Establishing a regenerative teacher education requires targeted action, both from students and from teacher educators. Without attention to the following elements, it cannot be achieved.

3.1. Maintaining and protecting warm human relationships, both in place- and time-bound and in place- and time-independent contexts.

3.2. Creating space for trust, responsiveness, and professional growth.

3.3. Pursuing a broadly supported balance between structure and (individual and collective) initiative.

3.4. Purposefully investing in a supportive learning and working culture and embedding this in organisation and infrastructure.

3.5. Consciously building collective practices and a continuous professional dialogue in close connection with all educational stakeholders.

3.6. Developing and sustaining critical (Gen)AI literacy.

3.7. Strengthening precisely those aspects in which teachers are better than (Gen)AI.

3.8. Continuously examining, questioning, and (re)designing educational and assessment practices and their underlying assumptions and rationales.

3.9. Purposefully preparing for uncertainty and professional judgement.

3.10. Nurturing professional engagement and strengthening the willingness for meaningful lifelong learning, among students and teacher educators alike.

3.11. Not postponing any of this.

Team EMAGW

Part 2: Contextualisation Process and Approach

2.1 Introduction and positioning within the TE_REG project

This report documents the approach and outcomes of Activity 3.1 of the TE_REG project for the Master of Teaching Behavioural Sciences (Educatieve Master Gedragswetenschappen, EMAGW) at KU Leuven. The context is therefore Belgium, more specifically Flanders as a region, KU Leuven as an institution, academic teacher education as the educational program and behavioural sciences as the specific subject.

The purpose of this report is primarily accountable and descriptive. It demonstrates how the TE_REG Manifesto (developed in WP2) was interpreted, discussed, adapted, and anchored within the specific EMAGW context. At the same time, the report includes limited but explicit reflection on what this contextualisation reveals about the EMAGW programme and about the role of the Manifesto as a guiding framework for further curriculum development.

The contextualisation described here can best be understood as a team- and policy-level process. While students are structurally represented in relevant governance bodies – as explained below – and will play an important role in subsequent phases of the project, the focus of Activity 3.1 at KU Leuven lay on collective sense-making among teacher educators.

2.2 Institutional and programme context

2.2.1 Routes into teacher education in Flanders

Teacher education in Flanders is organised through three main routes, depending on prior education and professional experience: the **Educational Graduate Programme (90 ECTS,** a strongly practice-oriented programme, typically aimed at technical or vocational subjects in secondary or adult education, often requiring prior relevant work experience); the **Educational Bachelor Programme (180 ECTS,** a three-year programme (or shortened trajectory) preparing teachers for pre-primary, primary, or secondary education, with a strong emphasis on subject content and extensive teaching practice); and the **Educational Master (Master of Teaching) Programme (60–90 ECTS)**: a programme for holders of an academic bachelor's or master's degree who wish to teach in upper secondary education, arts education, or adult education. Within the Master of Teaching, a distinction is made between: (a) an integrated programme (90 or 120 ECTS), taken following an academic bachelor's programme or via a bridging pathway after a professional bachelor's degree, combining domain-specific and teacher education components; (b) a shortened programme (60 ECTS), accessible only to students who already hold a master's degree and who are exempted from domain-specific coursework.

Both integrated and shortened Master of Teaching trajectories lead to a qualification at Level 7 of the European Qualifications Framework (EQF). This level is characterised by advanced, specialised knowledge; critical awareness of knowledge issues in a field; and the capacity to integrate knowledge, handle complexity, and formulate judgements in situations marked by uncertainty and incomplete information. In the context of teacher education, this implies that Masters of Teaching are not primarily oriented towards initial skill acquisition, but towards the development of high-level professional judgement, research-informed practice, and reflective autonomy.

Recent Flemish policy analyses (Couck & Struyven, 2024) emphasise that teachers qualified at EQF level 7 are expected to take on differentiated professional roles within schools and educational systems. These include contributing to curriculum development, engaging in pedagogical innovation, participating in school-wide policy work, mentoring colleagues, and acting as critical interlocutors in debates about educational quality and reform. The Master of Teaching programmes thus occupy a distinct position within the broader teacher education landscape: they explicitly combine advanced academic formation with responsibility for pedagogical leadership and systemic reflection.

This EQF level 7 positioning is particularly relevant for understanding the way in which the TE_REG Manifesto resonates within the EMAGW context. The Manifesto's emphasis on dispositions, professional responsibility, and navigating complexity aligns closely with the expectations associated with master-level teacher professionalism, and provides a language to articulate what such advanced professional formation entails in a context shaped by (Gen)AI.

2.2.2 The Master of Teaching Behavioural Sciences at KU Leuven

The Master of Teaching Behavioural Sciences (EMAGW) at KU Leuven prepares students to teach behavioural sciences-related subjects in upper secondary education (across labour-oriented, dual, and academic tracks). A number of graduates also find their way into higher education, where some take on roles as teacher educators themselves.

The programme can be followed both as an integrated master and as a shortened programme. Since the academic year 2023–2024, it has been embedded within the KU Leuven School of Education, which brings together different teacher education programmes across the institution. While this organisational integration offers opportunities for coherence and collaboration, it also raises questions about how to articulate a clear and shared vision without reducing diverse programmes to a lowest common denominator. The development and articulation of such a vision therefore remains an ongoing point of attention.

The EMAGW programme is a member of the UNESCO Associated Schools Network (ASPnet) and situates its work within the broader ASPnet strategy 2025–2030, which positions member institutions as sites of pedagogical innovation, capacity building, collaboration, and knowledge sharing in support of transformative education (UNESCO, 2023a). Within this framework, the programme responds to the joint invitation addressed to ASPnet teacher education and training institutions to reflect on their roles as initiators and educators, investigators, innovators and example setters, and intermediaries, and to examine how their practices align with evolving educational needs and societal challenges, including those related to SDG Target 4.7 (UNESCO, 2023b).

Against this background, the TE_REG Manifesto was taken up as a relevant reference point for articulating and sharpening the educational orientation of the EMAGW programme, in dialogue with both its institutional context and its broader engagement within ASPnet.

2.3 Conceptual groundwork preceding the TE_REG Manifesto

Before the start of the TE_REG project and thus prior to the development of the TE_REG Manifesto itself, the EMAGW programme engaged in an internal project that resulted in the formulation of a position paper for the Master of Teaching Behavioural Sciences (Dhert & Elen, 2023). This position paper articulates a shared vision on teaching behavioural sciences and teacher education in the field of behavioural sciences, with a particular emphasis on dispositional approaches to teacher professionalism.

The position paper was developed through several rounds of deliberation involving the EMAGW staff and students, teacher educators from other teacher education programmes within KU Leuven; external teacher educators from Flanders; teacher educators and educational experts from abroad.

These deliberations focused on conceptual foundations, theoretical coherence, and the articulation of key dispositions relevant to teaching and teacher education. Although these activities fall formally outside the scope of the TE_REG project, they are mentioned here because they provided an important conceptual and discursive foundation for later work within TE_REG. In particular, the emphasis on dispositions - central to the TE_REG Manifesto - had already been extensively explored within the EMAGW context.

These deliberations can be understood as a stepping stone towards the TE_REG project, rather than as a contextualisation of one of its outcomes. They are nevertheless worth mentioning, as they helped shape a shared conceptual orientation within the EMAGW programme – particularly around dispositions and teacher professionalism – thus providing a foundation for the reflective and normative work undertaken in Activity 3.1.

2.4 Contextualisation during WP2: engagement of the EMAGW team

During WP2 of the TE_REG project, the didactic team of the EMAGW was actively involved in the development of the regional reports (Dhert et al., 2025a; Dhert et al., 2025b; Van Ingelghem et al., 2025; Verburgh et al., 2025). Consultations took place during team meetings on 15 January 2025 (EMAGW, 2025a) and 14 May 2025 (EMAGW, 2025b). These discussions built explicitly on the earlier work around the position paper (see above) and were embedded in an established culture of collective reflection within the programme.

Several members of the EMAGW team were also directly involved in facilitating or supporting the focus group discussions with external stakeholders that fed into the WP2 reports. As a result, the team did not approach the TE_REG Manifesto as an entirely new or external document, but as a synthesis that resonated with ongoing conversations about teacher professionalism, curriculum coherence, and the implications of (Gen)AI for education.

This prior involvement is relevant for understanding the later stages of contextualisation: the discussions around the Manifesto were not introductory in nature, but rather deepened and sharpened existing lines of thought.

2.5 From literal translation to contextualised EMAGW TE_REG Manifesto

2.5.1 Literal translation of the TE_REG Manifesto

In October 2025, the TE_REG Manifesto developed by the consortium was translated as literally as possible into Dutch. This translation aimed to remain maximally faithful to the original text and was intended as a starting point for discussion.

The literal Dutch translation was first discussed and approved by the coordination team of the EMAGW, supplemented with members of the TE_REG project team. This step ensured a shared understanding of the text and its key concepts before it was brought to the wider programme team.

2.5.2 Qualitative and deliberative discussion (EMAGW team)

The translated Manifesto was discussed during an online team meeting with EMAGW colleagues on 13 November 2025 (EMAGW, 2025c). The explicit aim of this meeting was to explore whether and how this version of the Manifesto was clear, recognisable, and usable within the specific context of the programme.

The approach adopted during this meeting was qualitative and deliberative. The discussion was structured to elicit interpretative, critical, and normative feedback. Colleagues were invited to assess the text in terms of clarity, coherence, relevance for the EMAGW

programme, broader applicability within Flemish teacher education, and its inspiring or mobilising potential.

To support focused discussion, participants worked in subgroups, each engaging directly with specific sections of the translated Manifesto. Rather than reporting through a formal plenary discussion alone, feedback was generated by working directly in the text itself, resulting in annotated versions and written comments. The subgroups subsequently reported back in plenary, allowing observations and questions to be shared, compared, and further discussed across the team.

In total, 11 of the 13 EMAGW team members were present during the meeting, representing a broad range of profiles and roles within the programme. The two colleagues who were unable to attend were consulted individually afterwards in a more informal manner, and their reflections were taken into account in the subsequent synthesis. While no formal meeting minutes were produced, the combination of written annotations, collected feedback documents, and plenary exchanges provided a rich qualitative basis for identifying both overarching observations and concrete suggestions for amendment.

Two observations were particularly significant.

First, several colleagues noted that many of the principles articulated in the Manifesto were already present in the EMAGW programme. In that sense, the Manifesto did not introduce an entirely new direction, but rather articulated and reinforced existing practices and convictions.

Second, it was observed that the relevance of the Manifesto was not solely or even primarily dependent on the emergence of (Gen)AI. The text was perceived as meaningful even without explicit reference to (Gen)AI, although the emphasis on care, human-centred education, and professional judgement was seen as a genuine added value when read alongside the EMAGW position paper.

At the same time, the discussion highlighted perceived limitations, particularly regarding the level of abstraction and the relatively open-ended nature of the calls to action. In addition, several colleagues noted that the text was often difficult to parse, with sentence constructions that felt dense or somewhat forced. This was partly attributed to the decision to stay as close as possible to the original English version – a text that deliberately carries a high conceptual load and is written in a condensed style. While such constructions may work in English, they proved less accessible in Dutch, where these structures tend to hinder readability.

These insights informed the subsequent writing of a first version of the contextualised EMAGW TE_REG Manifesto. The aim was not to fundamentally alter the orientation or core ideas of the consortium Manifesto, but to sharpen its relevance, readability, and applicability for the specific context of the Master of Teaching Behavioural Sciences.

2.5.3 Policy-level discussion and anchoring (OC)

Incorporating the initial feedback from the EMAGW team, the first contextualised version of the Dutch translation of the TE_REG Manifesto was presented to the Onderwijs Commissie (OC, Educational Committee) on 10 December 2025 (Onderwijs Commissie, 2025). The OC is responsible for quality assurance and the overall organisation of the programme and plays an advisory role in educational policy development.

The Education Committee brings together representatives of different roles and perspectives within and beyond the programme, including academic staff, practice-oriented teacher educators, students, alumni, and representatives from the faculty and central educational services. This composition ensured that the discussion reflected both student perspectives and faculty-level considerations, and that programme-specific issues could be connected to broader institutional and educational policy contexts.

The discussion focused on the positioning of the contextualised Manifesto as a guiding document, the clarity and sequencing of its core points, and its potential implications for the programme. Student representatives indicated that, while in their view the text was not immediately translatable into concrete measures, it clearly invited further dialogue among all stakeholders involved in teacher education. Members of the OC noted, as reflected in the meeting report, that many elements of the EMAGW position paper were recognisable in the Manifesto, albeit rearticulated and recontextualised for a broader perspective on teaching and teacher education in which (Gen)AI constitutes an integral part of the educational context. In this regard, reference was also made during the discussion to the epilogue of the EMAGW position paper (Dhert & Elen, 2023, p. 72), which anticipates the disruptive potential of (Gen)AI for education and foregrounds the need to reconsider educational goals, teacher roles, and the teacher–technology nexus, while maintaining human responsibility, critical judgement, and disciplinary thinking.

The OC members advised to further refine the contextualisation of the Manifesto so that – without departing from its shared core principles – it would align more closely with the spirit and underlying logic of the position paper, which continues to provide the conceptual framework for the programme. Such further alignment was seen as a way to enhance internal coherence and to offer clearer reference points and anchoring concepts.

The feedback from the OC was subsequently incorporated into a revised version of the contextualised EMAGW Manifesto. This version was then presented to the full EMAGW team as a final draft and discussed on 14 January 2026, with 12 of the 13 team members present (EMAGW, 2026). During this meeting, the team took note of the OC's remarks, jointly reviewed the updated version of the Manifesto, and agreed on a limited number of minor adjustments, mainly of a formal and stylistic nature. Following this collective review of the final draft, the team gave its approval, after which the contextualised Manifesto was finalised and published on 16 January 2026.

2.6 Outcome of the contextualisation and link to subsequent project activities

The contextualisation of the TE_REG Manifesto within the EMAGW programme resulted in a context-specific translation that is both conceptually aligned with the consortium Manifesto and firmly grounded in the local institutional and programme context.

In this sense, the contextualisation process fulfilled the objectives of Activity 3.1 by fostering a shared understanding of the Manifesto among teacher educators and by engaging the programme team in sustained, deliberative discussions about its meaning for educational goals, curriculum orientation, and professional formation. Through these discussions, it also became clearer how the internal and external challenges identified in WP2 manifest themselves within the specific context of the EMAGW programme.

At the same time, the process created a clear bridge to subsequent activities within the TE_REG project. During the meeting of 14 January 2026, the team decided that the planned distance-learning trajectory for the EMAGW programme would serve as a concrete case for curriculum interventions in WP3.2 and WP3.3. While the design and implementation of this intervention fall outside the scope of Activity 3.1, the decision itself illustrates how the contextualised Manifesto functions as a guiding framework for further curriculum development.

More broadly, the process can be understood as a situated contribution to wider conversations on teacher education, extending beyond the immediate programme context (UNESCO, 2023a; UNESCO, 2023b).

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