

Newsletter 5

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About the project

EffectiVe is a **Horizon Europe** project coordinated by **Tallinn University (TLU)** and implemented by an international consortium of universities and education-related stakeholders. The project's mission is to strengthen teachers' **Pedagogical Digital Competence (PDC)** - a critical skill for navigating today's digital classrooms and improving student learning outcomes. EffectiVe focuses on **primary and secondary school teachers**, aiming to develop a robust methodology for understanding the efficiency and effectiveness of different training approaches that support PDC. To achieve this, the project is being implemented in two phases across five European countries, combining research with practice to provide insights that can guide teacher training policy and improve classroom impact.

EffectiVe enters the interpretation phase!

The **intervention phase of the EffectiVe** project has now been completed across partners, and the consortium has moved into a new stage of the work: interpreting what the collected data tell us about teacher professional development.

Partners have finalised their case reports and are synthesising findings: self-reported outcomes, lesson plans, and situation-specific skills, and student-level data where available.

This phase is important, as it will help us better understand how the trainings were experienced, what teachers learned, how this translated into practice, and under which conditions different training designs appear to work best for different participants and contexts.

Explore our website!



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The Cost-Benefit Framework is now published!

Supportin smarter decisions in teacher training.

We are pleased to announce the publication of the **updated Cost–Benefit Framework (CBF)** within **Work Package 4** of the EffectiVe project (Deliverable D4.2). The updated framework builds on insights from pilot studies and early policy engagement with educators and decision makers. It conceptualises the CBF as a *boundary object* that connects research, practice, and policy. In this role, it provides a shared structure for analysing training design, costs, benefits, and contextual factors, while remaining flexible enough to be applied across different national education systems. This makes it easier for stakeholders to develop a common language for evidence-informed decisions on teacher professional development.

At a time when education systems face increasing pressure and limited resources, the need for robust evaluation tools is greater than ever. While teacher professional development is widely recognised as essential, clear and systematic approaches for evaluating both effectiveness and efficiency are still lacking. This is particularly important in the area of digital competence, where training formats are rapidly expanding but may produce uneven outcomes and risk widening inequalities if context is not considered.

The framework is currently being applied across the project’s ongoing analyses, which are in their final stages of completion. This will allow for a more comprehensive understanding of how different training designs perform in terms of both costs and outcomes across contexts.

To illustrate how the framework works in practice, we revisit **Estonia**, following earlier examples from Austria and Israel. In the Estonian case, two training formats for kindergarten teachers were compared within an Educational Technology & Digital Competence programme: a Knowledge Instruction with Collaborative Design model (KI+CD), and an enhanced version integrating Situated Learning (KI+CD+SL).

The application of the CBF revealed a clear trade-off. The enhanced model (KI+CD+SL) required more time, resources, and effort, but was associated with higher teacher satisfaction, stronger pedagogical digital competence, and increased self-efficacy. Importantly, the results also showed that outcomes depend not only on the training design itself, but also on learner characteristics. Teachers with stronger self-regulated learning skills and prior knowledge benefited more across both formats, while beginning teachers showed particularly strong progress in the KI+CD model. These findings highlight the importance of aligning training design, participant profiles, and resource investment when evaluating effectiveness and impact.

Curious to learn more?

Read Deliverable D4.2 and explore how the framework can support better policy and practice



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EffectVe General Consortium Meeting!

All EffectVe partners gathered in **Augsburg** in March 2026, for our latest consortium meeting, marking an important step forward in the project's research and collaboration.

EffectVe was designed to develop a robust methodology for evaluating teacher training, with a particular focus on understanding whether more complex professional learning designs lead to stronger outcomes. As the project has progressed from pilot activities to full interventions, our findings suggest that this relationship is not as linear as initially expected. Instead, emerging insights highlight that training effectiveness is shaped not only by design complexity, but also by teacher learning processes and contextual conditions. During the meeting in Augsburg, partners worked intensively to move beyond initial hypotheses and deepen the analysis. The focus was on identifying underlying mechanisms, exploring contextual factors, and strengthening the interpretation of results across cases. Key discussions included cross-case synthesis of lessons learned, ongoing analysis work, and the connection between project results and their potential use in policy. Partners also advanced work on cost-efficiency analysis, exploitation strategies, and the planning of upcoming research outputs.

The meeting provided a valuable opportunity to align perspectives, address open questions, and consolidate the next steps for the project's final phase.



Partners



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