

# Calendar of Activities 2015

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Calendar of training activities offered by the Pestalozzi Programme in 2015

This calendar contains the brief descriptions of all the training activities for the year 2015. The detailed descriptions of the activities will be made available as soon as possible.

Applications for all activities must be submitted online [here](#). Please follow the detailed guidelines for the application procedure [here](#).

Applications for the activities taking place in the first half of the year can be made as from now. Applications for the remaining activities\* will be possible before the end of June 2015.

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\*Unless activities not yet confirmed or funded

## February

### **Intensive course for trainers**

Perfection course for trainers

Strasbourg, France

25/02/2015 – 27/02/2015

*Deadline for application: 20/01/2015*

Number of participants: 25

Working languages: English/ French

#### ***Focus of the activity***

This course will offer intensive training for the pedagogy and methodology promoted by the Pestalozzi Programme (learner-centred, learning-by-doing, interactive, explorative task-based learning, collaborative and cooperative learning ...)

#### ***Expected results***

A group of trainers proficient in the understanding and use of the pedagogy and methodology promoted by the Pestalozzi Programme

#### ***Target group***

Trainers in formal and non-formal education

## March

### TUNING EUROPE: Music as a social cohesion tool in education for democratic citizenship

Italy

03/03/2015 – 06/03/2015

*Deadline for applications: 15/02/2015*

Number of national participants: 15

Number of international participants: 10

Working language: Italian

#### ***Focus of activity***

This workshop will focus on the promotion of the Council of Europe's principles and guidelines related to Education for democratic citizenship, human rights, history and intercultural education. It aims to develop specific educational paths for the three types of participants in order to develop interactive "training" that generates a quality education. Participants will exchange information, ideas, experiences, methodologies and training materials related to the theme. This workshop will also focus on providing joint projects and the creation of networks of institutions among participants, identify partnership projects, encourage the sharing of tools and teaching practices and elaborate dissemination modalities.

#### ***Expected results***

This workshop aims to make a contribution to the ongoing international debate and in addition:

- Encourage participation in the debate on this issue as a priority in education at the European level
- Have the representatives of the invited institutions discuss the criteria followed to create coherent courses including the contexts and needs of the learners concerned
- Meet and share their experiences as well as tools and teaching practices
- Promote cooperation and the creation of school networks.

#### ***Target groups***

Teachers, school heads and trainers

-X-X-X-

Detailed description

## **Challenging learning encounters**

European Workshop

Germany

11/03/2015 - 13/03/2015

*Deadline for application: 11/01/2015*

Number of national participants: 15

Number of international participants: 5

Working language: German

### ***Focus of activity***

Generally teaching is a rewarding experience and learning encounters proceed smoothly. However, there are situations which are experienced as mentally exhausting by the teacher as well as by the learner. Teachers should be able to manage these difficult interactions and use them also as a chance for development. During the course the teachers will learn to see the messages behind challenging behaviour of their students and develop strategies to deal with these situations successfully and learn how to prevent similar situations.

### ***Expected results***

The participants will be able to assess difficult learning situations. They will discuss and experience different possibilities of stress management and self-care through mindfulness. They will develop skills to handle difficult learning situations and to detect potential problems early.

### ***Target groups***

Teachers (age level of the learners who are taught by the participants of the training: 6-19)

-x-x-x-

Detailed description

## Using drama techniques in English classes to develop oral communication skills

European Workshop

Germany

30/03/2015 - 01/04/2015

*Deadline for applications: 01/02/2015*

Number of national participants: 20

Number of international participants: 5

Working language: English

### *Focus of activity*

Using drama in English classes can provide context for meaningful language reception and production. Exploring benefits of using drama techniques and creative plays in order to increase the efficiency of teaching and individual learning is central to this course. The participants will be provided with opportunities to exploit drama techniques for developing communicative skills involving feelings, emotions, appropriateness and adaptability. They will experience a wider range of learner-centred activities and they will be encouraged to work out practical ideas for their classes focussing on developing and practising language in use.

### *Expected results*

- improve communicative skills
- organize authentic-meaningful-challenging interaction
- appeal to a variety of different learners and intelligences

### *Target groups*

Teachers of English as a foreign language at primary and secondary level

-x-x-x-

Detailed description

## April

### Roma Genocide in Europe

European Workshop

Austria

26/04/2015 – 30/04/2015

*Deadline for application: 26/02/2015*

Number of national participants: 15

Number of international participants: 15

Working language: English

#### *Focus of activity*

Focus of the training activity: Roma and Sinti are the largest European minority, but they do not have a country of their own. Roma and Sinti have lived in Europe for over 1,000 years. Originally coming from India, they speak a language related to other Indian languages sometimes referred to as Romany, Romanes or Sinti Tikkes. Roma and Sinti is the real name of the so called “Gypsies”. An estimated 500,000 European Roma and Sinti were murdered during the Holocaust - victims of racist persecution by the German Nazis and their fascist allies. But this genocide is still largely unknown. Roma and Sinti were murdered in extermination camps and died of hunger and disease in forced labour and concentration camps. Many more were deported and exploited as forced labour on farms, construction sites and in industry. For decades after the war the survivors were not recognised as victims of the Nazi persecution and received little or no compensation or restitution for their lost property.

The social situation of Roma and Sinti in Europe after 1945 was also a difficult one. After the collapse of Yugoslavia, in the successor states many Roma and Sinti were among the losers - their situation worsened. Today, an estimate of ten to twelve million Roma are living in Europe, including about six million in the EU. Thus, they form the largest ethnic minority on the continent. The facts show that many Roma - including Kale, Manouche, Sinti and Travellers - live in extremely poor conditions at the margins of society and are highly affected by social exclusion.

**Target groups** A seminar for teachers from Austria and Europe on the European Roma and Sinti – persecuted during National Socialism and marginalised afterwards.

#### Programme

Detailed description

# Career advancement of teachers through continuous school-based professional development

European Workshop

Georgia

28/04/2015 – 30/04/2015

*Deadline for application: 20/03/2015*

Number of national participants: 20

Number of international participants: 15

Working language: English

## ***Focus of activity***

- Continuous school-based professional development of teachers
- Mechanisms for identification of individual needs of teachers
- Planning, implementation and assessment of teachers professional development activities
- Assessment tools for teacher performance in Georgia – sharing international experience
- School visits

## ***Expected results***

- Experience is shared among Georgian and international participants of the workshop
- International colleagues are aware of main principles of continuous teacher professional development and career advancement scheme
- Teachers are familiar with effective tools for identification of professional needs to identify individual as well as peer professional development needs and respectively plan, implement and assess school-based professional development
- Participants are informed about teacher performance assessment tools in Georgia and discuss their positive and negative sides
- The international experience is introduced by the Georgian education specialists for best practice and risks analysis
- Common forms of teacher portfolios and evaluation criteria are presented by the participants.

## ***Target groups***

Teachers, school heads (Age level of the learners who are taught by the participants of the training: 6-19)

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Detailed description: forthcoming

## May

### Learning and living Pestalozzi values and principles in education

Online e-learning programme

Croatia

05/05/2015 – 31/05/2015

*Deadline for application: 29/04/2015*

Number of national participants: 5

Number of international participants: 30

Working language(s): Croatian (with some resources in English)

#### *Focus of activity*

- Getting acquainted with the Council of Europe and its primary role
- Learning about the purpose, goals, activities and stakeholders of the Pestalozzi Programme and how to participate in it
- Finding out what intercultural competence is, why it is important, how to develop it in oneself, and how to organise classroom activities for students that support the development of their intercultural competence
- Learning about transversal attitudes, skills and knowledge (TASKs), why they are important, and what teachers with developed TASKs pay attention to in their work with students
- Guided interaction and exchange of the participants via two forums, aimed at developing their intercultural competence and TASKs

#### *Expected results*

By the end of their participation in the e-learning programme the participants will

- BE aware of their role and responsibility, as educators, in supporting their learners' emotional, skills and cognitive development, and preparing them for active and meaningful participation in, and contribution to sustainable democratic society
- BE ABLE TO build the classroom environment that supports and encourages the development of their learner's intercultural competence and TASKs AND to give meaningful and supportive feedback to their learners and colleagues
- KNOW what the Council of Europe is and does, how the Pestalozzi Programme can support their continuous professional development, the strengths and weaknesses in their intercultural competence, what teachers with developed TASKs pay attention to in their work and interaction with their learners and colleagues

#### *Target groups*

Primary and secondary-school teachers of all subjects from the Former Yugoslavia countries (Slovenia, Croatia, Bosnia and Herzegovina, Serbia, Montenegro, FYROM, and Kosovo<sup>1</sup>) (Age level of the learners who are taught by the participants of the training: 6-19)

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Detailed description: forthcoming

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<sup>1</sup> All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with the United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo/ Toute référence au Kosovo mentionnée dans ce texte, que ce soit le territoire, les institutions ou la population, doit se comprendre en pleine conformité avec la Résolution 1244 du Conseil de Sécurité des Nations-Unies et sans préjuger du statut du Kosovo.

## **How to Support School Leadership for Equity and Learning**

National dissemination and training event

Republic of Moldova

11/05/2015 - 13/05/2015

*Deadline for application: 15/04/2015*

Number of national participants: 30

Working language(s): Romanian or Russian, English

### ***Focus of activity***

Even though the Republic of Moldova was provided with European and International projects/ programs, still the community of school heads/ deputy heads feels the lack of specific knowledge for building an efficient management and modern one, based on principles promoted by the Council of Europe. We consider that we can learn from our European neighbours (Pestalozzi Program). Thus we would feel honoured to be offered the chance to participate in your workshop and learn about how to promote equity and contribute to learning process, in order to be able to tackle the inequalities and different issues a lot of schools heads face within their school community.

### ***Expected results***

- Participants will
- Become aware of the importance of school leadership for equity and learning
- Learn how to use their knowledge in order to promote equity in school practice and also in the community
- Establish a network, learn from each other and look for common challenges
- Get familiar with and promote concepts of the Pestalozzi Programme, oriented towards quality assurance in education institutions and community too

### ***Target groups***

School heads (Age level of the learners who are taught by the participants of the training: 6-19) of the Republic of Moldova

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Detailed description: forthcoming

## Physical education and sport for democracy and human rights, Module B

In cooperation with the Enlarged Partial Agreement on Sport (EPAS) and the education authorities of Cyprus  
Cyprus

27/05/20125 – 29/05/2015

Working languages: English and French

### *Focus*

The aims and objectives of physical education and sports in general cover a wide array of physical, social and ethical concerns. The problem often lies in the lack of implementation of these aims in day-to-day practice. There is a need to share, describe and promote what “quality physical education” or what “a physically well educated person” is. Physical education and sport is still often an arena where violent and war-like language and images abound be it in everyday communication or through the media, where discrimination and stereotypes are common. And yet, physical education and sport have a potential, readily recognised in many places for the promotion and development of values such as human rights, human dignity and cooperation as well as a constructive, respectful attitude to oneself and to others. This training will focus on the contribution of physical education and extra-curricular sports to personal development and these transversal aims of education.

Module B will be in particular dedicated to

- exchange experiences from the piloting phase between Module A and Module B and to identify the lessons learnt
- deepen the understanding of the concepts and pedagogy promoted improve the developed training material plan future steps of dissemination and further development work within the online Community of Practice of the Pestalozzi Programme

### *Expected results*

After the training course the participants will be in better position to orient physical education and sports to the development of essential values, attitudes and skills for living together in democratic societies based on the respect of human rights and human dignity; in particular they will be better equipped to

- raise awareness in teachers and learners, in their families and communities of the importance of the transversal aims of physical education and sport as part of personal development
- contribute in their teaching and training practice to the development of a healthy, non-discriminative and non-violent attitude in physical education and extra-curricular sport activities
- take actions to counter discriminative and violent behaviour and language with regard to sport

The participants will form a network of education professionals equipped to continue the training on the international, national, regional and local level with a shared view of the competences which need to be developed and of the appropriate methodology of training and teaching.

A collection of tried and tested training resources will be available online to serve as pedagogical support in teacher training and as a stimulation to further develop resources along similar lines.

### *Target group*

This course is for teacher trainers and sports coaches who participated in Module A in November 2014, and who have completed their inter-module tasks of developing and piloting training resources.

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Framework of the trainer training modules: [[More](#)]

## June

### **Partnership for the Future: the strategies of collaboration of school, family and society as key actors of a child-oriented educational process**

European Workshop

Belarus

**POSTPONED** to November: 10/11/2015 - 13/11/2015

*Deadline for application: 10/09/2015*

Number of national participants: 15

Number of international participants: 10

Working language(s): English, Russian

#### ***Focus of activity***

The workshop will focus on the study of different systems of cooperation between educators, parents and community representatives on the development of the capacities and capabilities of the children within an educational institution and in the family; demonstration and dissemination of effective pedagogical practices in Early Childhood Education of the Republic of Belarus, CIS and European countries which are focused on the needs of child-learner will have an essential role.

#### ***Expected results***

families and other community members for developing future generations. Participants will become familiar with the examples of national and international experience in the development of practice-oriented strategies of social partnership on behalf of the children which can serve as a framework for building and strengthening democracy education in school, promotion of the children rights discourse in the society, parent involvement in the life of kindergarten and school.

#### ***Target groups***

Teachers, school heads, and trainers (Age level of the learners who are taught by the participants of the training: 3-10)

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Detailed description: forthcoming

## **The European Language Portfolio (ELP)**

European Workshop

Germany

15/06/2015 - 17/06/2015

**New deadline for application: 04/05/2015**

Number of national participants: 12

Number of international participants: 8

Working language: German

### ***Focus of activity***

The aim of the course is to encourage teachers to implement the language portfolio in their lessons and to introduce it as a tool for accompanying and supporting students on their way to becoming autonomous learners.

### ***Expected results***

The participants will get to know the European Language Portfolio with its three components in connection with the Common European Frame of Reference as a widely recognised instrument of quality development in language teaching on the European level. They will look into good practice examples and learn how start implementing it and how to continue this work until grade 10. Other issues in the course will lead the participants to appreciate the language portfolio as tool for developing skills for performance assessment/ self-assessment and for promoting plurilingualism.

### ***Target groups***

Teachers, teacher trainers and subject advisors for foreign languages from all types of secondary schools, who teach 10- to 16-year-olds

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Detailed description

## June/July

### Pedagogy makes the difference

Summer School of the Pestalozzi Programme

Bad Wildbad, Germany

27/06/2015 – 06/07/2015

*New deadline for application: 27/03/2015*

Number of participants from Baden-Württemberg: 20

Number of international participants: 50

Working languages: English (for all), French, German (for specific courses)

#### *Focus of activity*

The Pestalozzi Programme Summer School 2015 entitled *“Pedagogy makes the difference”* will look at the core of what being a teacher means: our pedagogy, what we feel and think about the relation we have with education, with knowledge, with school and above all with the learners.

If we are to put learners at the centre of our educational undertaking, we also need to focus on teachers, value their expertise and importance and look at the “tools of their trade”, and invest in reflection about pedagogy:

- What makes the role of a teacher so important?
- What happens in the classrooms, what works and what doesn't and why is this so?
- How to identify basic needs and create conditions to address difficult emotions, frustration, stress, boredom and set the ground for positive relationships, motivation, curiosity, pleasure to learn, etc.
- How can we model democratic values in our daily practice as teachers? How to deal with the effects of society on the learning process?
- How can pedagogical principles and orientations such as cooperative learning, task-based and investigative learning, use of social media, alternative assessment, etc., help learning outcomes and positive relationships in the classroom and classroom management?
- What's the place of learning theories vs. teaching theory (Matetica vs. Didactica)?
- What is desirable and what is less desirable in the process of preparing young people for life in our complex democratic societies in the 21<sup>st</sup> century?
- What is quality education in the light of the need for democratically minded, creative and innovative citizens?

#### *Expected results*

We expect that after the training course the participants will be in better position to:

- raise awareness for the key importance of the choice of pedagogy within their professional context (school heads, colleagues, parents, learners)
- understand the crucial role that pedagogy plays for the success of their teaching and facilitation of learning, for their classroom and school management
- contribute in their teaching and training practice to the development of the transversal attitudes, skills and knowledge necessary for living in diverse and democratic societies
- reflect on their own pedagogical choices and make changes where necessary
- take action to promote a rethinking of pedagogical practices in their context

The participants will also join the Community of Practice of the Pestalozzi Programme, a network of education professionals equipped to continue the training on an international, national, regional and local level with a shared view of the competences which need to be developed and of the appropriate methodology of training and teaching. We also expect that participants contribute to the dissemination of the work results through online productions during and, above all, after the summer school, but also by sharing their learning with colleagues in ways which are promising and appropriate in their own professional context.

#### *Target group*

Teachers, school heads, parent representatives, community representatives, school psychologists, educators from the non-formal education sector, etc.)

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Detailed description: [\[More\]](#)

Framework of the Summer School: [\[More\]](#)

## July

### Pedagogy Makes the Difference

National dissemination and training event Malta  
07/07/2015 - 09/07/2015

Number of national participants: 50  
Working language(s): Maltese, English

#### Focus of activity

This in-service training course focuses on issues that are directly linked with the Pestalozzi Programme Summer School 2015. It will look at the core of what being a teacher means, focusing on teachers, their expertise, the “tools of their trade”, reflection about pedagogy and other related issues. Using co-operative learning techniques the course seeks to develop the transversal attitudes, skills and knowledge that are necessary to support and promote the change of individual and societal practice. The course also aims to promote and disseminate the ideals and values of Pestalozzi Programme - democracy, respect for human rights and dignity and the rule of law and to support the move to education practice that is in line with these values.

#### Expected results

##### Participants will

- Experience specific pedagogical approaches with a focus on cooperative principles
- Understand the crucial role that pedagogy plays for successful teaching and facilitation of learning.,
- Reflect on their own pedagogical choices and make changes where necessary.
- Become familiar with the Pestalozzi Programme, its values and actions.

#### Target groups

Upper primary school teachers and senior management team members from St Margaret College, Malta.

September

## **Plurilingualism and the development of language competences in the 21st century: boosting participation and social cohesion using European tools and ICT**

European Workshop

Spain

07/09/2015 - 09/09/2015

*Deadline for application: 20/06/2015*

Number of national participants: 20

Number of international participants: 15

Working language: Spanish

### ***Focus of activity***

This workshop will focus on the promotion of the Council of Europe's principles and guidelines related to plurilingualism, pluriculturalism, social cohesion and participation in the 21st century, boosting the synergies with European tools and ICT in Education. Participants will get to know the European education policies for multilingual and intercultural education in the field of teaching and learning of foreign languages, the languages of schooling and/or the languages of migrants. Participants will also share experiences and activities that will enable them to engage in a reflection on the necessary methodology to highlight the benefits and richness of multilingual classrooms and to develop language competences to encourage participation and social cohesion, emphasizing the role and use of ICT and European tools.

### ***Expected results***

- Awareness of languages and cultures to boost participation and social cohesion via the use of European tools and ICT (PEL, social networks in Education, etc.)
- Sharing experiences and good practices in foreign language teaching and learning
- The development of language competences will enable citizens to better participate in a multilingual and multicultural society, thus facilitating social cohesion and soft inclusion into the labour market
- Awareness of the richness and potential of plurilingual and pluricultural approaches in Education in the 21st century.

### ***Target groups***

Teachers, school heads, and trainers (Age level of the learners who are taught by the participants of the training: 6-19)

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## **Let's celebrate the European Day of Languages! Promoting the Values and Principles of the Council of Europe in Education**

National dissemination and training event

Spain

25/09/2015

Number of national participants: 50-70

Working language: Spanish

### ***Focus of activity***

This event will focus on

- the celebration of the European Day of Languages
- learning about the values and principles of the Council of Europe in Education
- experiencing how collaborative learning, positive discipline and task-based learning lead to democracy, the respect of human rights, plurilingualism and diversity in the educational community
- becoming aware of the Pestalozzi Programme core attitudes, skills and knowledge for teachers and educators
- widening and strengthening the practice of the national Pestalozzi Programme network.

### ***Target groups***

Teachers, school heads, and trainers (Age level of the learners who are taught by the participants of the training: 3-19) of Spain

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Detailed description: forthcoming

## October

### Memories of conflicts in Europe: How to deal with them in today's history lessons

European Workshop

Latvia

06/10/2015 – 09/10/2015

Deadline of application: 30/06/2015

Number of national participants: 15

Number of international participants: 15

Working language: English

#### *Focus of activity*

Multi-ethnic and multicultural classrooms are reality of today's schools in Europe. In the same History lesson students from families with different sometimes even contradictory historical memory meet and learn together. It is crucial to equip teachers with variety of methods and competences in order to be able to develop their students' skills to argument, evaluate historical events and make conclusions as well as teach tolerance.

#### *Expected results*

Participants will

- have increased awareness of the concept of historical memory
- have acquired a variety of methods and techniques for teaching history in multi-ethnic and multicultural classrooms
- have exchanged experience and shared examples of good practice
- be willing to network, learn from each other and look for solutions to common challenges

#### *Target groups*

Teachers, trainers (Age level of the learners who are taught by the participants of the training: 15-19)

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Detailed description: forthcoming

### The Pestalozzi Programme: Providing opportunities for the holistic development of students and teachers

National training and dissemination event

Patras, Greece

10/10/2015

Number of national participants: 80-100

Working language(s): Greek, English

#### *Focus of activity*

The dissemination of the values, principles and practices of the Pestalozzi programme.

#### *Expected results*

Participants will have the opportunity to

- familiarise themselves and become acquainted with the Pestalozzi Programme core attitudes, skills and knowledge for teachers and educators
- experience how active and cooperative learning methods, action research, positive communication attitudes and multicultural approaches in the educational community can lead to democracy in societies respecting the human rights and diversity.

#### *Target groups*

Educators and education officials across all levels of education from Western Greece.

## Pestalozzi workshop on sexual education

European Workshop

Norway

12/10/2015 - 14/10/2015.

*Deadline of application: **Only for national participants** (closed for international participants)*

Number of national participants: 5

Number of international participants: 15

Working language: English

### *Focus of activity*

Sexuality and gender is a fundamental part of our human identities. It has a central role in how we live our lives and shape our families. Societies' understanding of sexuality and gender identity are subjected to societal and cultural norms and perceived differently from time to time and country to country across Europe. Our sexual and gender identity are closely linked to our fundamental Human Rights. Those who break with what is regarded as the norm or "normal" in society are one of the most targeted groups of discrimination and hate crime.

Through this European workshop of the Pestalozzi Programme we wish to give teachers from across Europe the opportunity to meet, share experiences and provide tools necessary to meet the needs of all students and feel confident and empowered to educate on sexuality and gender identity in their classrooms and school environment. We also want to build on the outcomes of the trainer training course of the Pestalozzi Programme in cooperation with the Programme "Building a Europe for and with children" on sexuality education (2013/2014, teaching and training material, conceptual framework)

### *Expected results*

- Raise the competence and knowledge needed to provide a sexual education that is inclusive and in compliance with the values of the European Convention on Human Rights and the Council of Europe Committee of Ministers Recommendations on measures to combat discrimination on grounds of sexual orientation or gender identity
- Train teachers and teacher trainers on sexual education methodology, as well as introducing and discussing tools that teachers can use in teacher training and sexual education - like the Pestalozzi Sexual education module and IGLYOs educational tools addressed to teachers and civil society like the "Teacher's guide" and "Guidelines for an inclusive education". This also includes learning action-taking skills to counter homophobic and transphobic bullying and harassment.
- Raise the awareness on sexual and gender diversity educational needs and challenges and share best practices, as to prevent discrimination and violence amongst learners

### *Target groups*

Teachers, trainers, civil society actors working with sexual education, preferably with teaching background (Age level of the learners who are taught by the participants of the training: 3-19)

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Detailed description

## Evaluation and assessment of transversal attitudes, skills and knowledge, Module A

Strasbourg, France

20/10/2015 – 23/10/2015

**Deadline for application: 01/06/2015**

Number of international participants: 45

Working languages: English, French

### *Focus*

The role of education for the development of literacies and of subject-specific competences remains a very important one. However, for the future of our democratic, diverse and complex societies of the 21<sup>st</sup> century there is also the necessity to prepare learners for a life as critical, independent actors. It is crucial to equip future generations with the necessary transversal attitudes, skills and knowledge which allow them to find their way in the complex societies of today and to contribute to their future development in a constructive way. The development of transversal attitudes, skills and knowledge (TASKs) for democracy has become a focal point of the work in education, be it in formal or non-formal educational settings. Over the past years the Pestalozzi Programme has developed and tested together with a large number of education professionals involved in its training activities a description of core transversal attitudes, skills and knowledge that need to be developed by every individual in order to be able to live in and contribute to sustainable democratic societies.

The current trainer training course will focus on how learning progress and outcomes with regard to these transversal competences can be evaluated and assessed. The course will explore and help us to respond to questions such as: Were the expected outcomes reached? To what extent were the TASK components developed? Do we have a correct picture of where each student stands? Have individual students in my class developed their awareness of where they are at in relation to the expected outcomes?

### *Expected results*

After the training course the participants will be in better position to use diverse methods and approaches to the evaluation and assessment of transversal attitudes, skills and knowledge in their practice; in particular they will be better equipped to

- raise awareness in teachers and learners, in their families and communities of the importance of the development of transversal attitudes, skills and knowledge
- integrate the development as well as the evaluation and assessment of progress of TASKs in their teaching and training practice
- demonstrate the benefit of evaluation and assessment methods and tools for the successful learning of TASKs

The participants will form a network of education professionals equipped to continue the training on the international, national, regional and local level with a shared view of the competences which need to be developed and of the appropriate methodology of training and teaching. A collection of tried and tested training resources will be available online to serve as pedagogical support in teacher training and as a stimulation to further develop resources along similar lines.

### *Target group*

Participants should come from a pre-service or in-service training context of formal or non-formal education. More precisely, the programme favours the participation of trainers of trainers, trainers of teachers in either pre-service or in-service training and other multipliers (authors of textbooks, university professors ...) in contexts of formal and non-formal education.

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Framework of the trainer training modules: [[More](#)]

Detailed description

## November

### Democracy and Participation

European Workshop

Germany, Meissen: 2 to 4 November

**Deadline for application: 02/09/2015**

Number of national participants: 15

Number of international participants: 7

Working language: German

#### *Focus of activity*

The workshop focuses on the challenges of democratic participation in the classroom. Questions dealt with are: What does it mean to enable democratic pedagogy? When and how should teachers encourage student voice/participation in the classroom? What do democracy and participation mean for the development of lessons, for the whole school. How can school develop a network with other institutions in the community to support democratic participation?

#### *Expected results*

The participants know and discuss about the challenges of democratic participation at school.

They reflect and assess their own activities in the lessons and beyond on the basis of this knowledge.

They discuss possibilities of networking in this field.

They design a concept for implementing democratic pedagogy in their classrooms/schools/communities.

#### *Target groups*

Teachers, teacher trainers from all types of schools

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Detailed description

## Partnership for the Future: the strategies of collaboration of school, family and society as key actors of a child-oriented educational process

European Workshop

Belarus

10/11/2015 - 13/11/2015

**Deadline for application: 10/09/2015**

Number of national participants: 15

Number of international participants: 10

Working language(s): English, Russian

### *Focus of activity*

The workshop will focus on the study of different systems of cooperation between educators, parents and community representatives on the development of the capacities and capabilities of the children within an educational institution and in the family; demonstration and dissemination of effective pedagogical practices in Early Childhood Education of the Republic of Belarus, CIS and European countries which are focused on the needs of child-learner will have an essential role.

### *Expected results*

families and other community members for developing future generations. Participants will become familiar with the examples of national and international experience in the development of practice-oriented strategies of social partnership on behalf of the children which can serve as a framework for building and strengthening democracy education in school, promotion of the children rights discourse in the society, parent involvement in the life of kindergarten and school.

### *Target groups*

Teachers, school heads, and trainers (Age level of the learners who are taught by the participants of the training: 3-10)

-x-x-x-

Detailed description

## Plenary meeting of the Network of National Liaison Officers

Strasbourg, France

26/11/2015 – 27/11/2015

-x-x-x-

Detailed description: forthcoming

## December

### Wits and Manners On-line - Identifying resources and strategies to prevent hate speech \*

European Workshop

Sweden

08/12/201515 – 11/12/2015

**Deadline for application: 01/11/2015**

Number of national participants: 5

Number of international participants: 15

Working language: English

#### *Focus of activity*

Hate Speech online in the context of democracy and human rights: How to prevent it, whose responsibilities, what are the possibilities and concrete actions we can take?

#### *Expected results*

The participants will develop

- strategies to plan, act on, reflect on and evaluate good practices in this area
- ways to relate to a broader societal context in these issues
- knowledge about the Council of Europe and its project No Hate Speech On-line and how to become multipliers for Council of Europe standards and values in education

#### *Target groups*

Teachers, school heads, trainers, school psychologists (Age level of the learners who are taught by the participants of the training: 10-19)

-x-x-x-

Detailed description