

[January](#), [February](#), [March](#), [April](#), [May](#), [June](#)

[July](#)

[September](#), [October](#), [November](#)

January

Evaluation of transversal attitudes, skills and knowledge for democracy

National dissemination and training event

Place: Croatia

Dates: 4 January 2017

Working language: Croatian

Places available: 30

Focus

The training will focus on the concept of transversal attitudes, skills and knowledge for democracy; it will offer experiential learning on how to develop them in oneself and in one's learners including self-evaluation and evaluation of the content.

Expected results

The participants will

- become acquainted with the concept of transversal attitudes, skills and knowledge (TASKs)
- learn experientially how to develop TASKs in themselves and in their learners
- find out how to self-evaluate and evaluate TASKs.

Target groups

Croatian teachers of all subjects for the age group 6 – 19

Evaluation of transversal attitudes, skills and knowledge for democracy

National dissemination and training event

Place: Croatia

Dates: 9 January 2017

Working language: Croatian

Places available: 30

Focus

The training will focus on the concept of transversal attitudes, skills and knowledge for democracy; it will offer experiential learning on how to develop them in oneself and in one's learners including self-evaluation and evaluation of the content.

Expected results

The participants will

- become acquainted with the concept of transversal attitudes, skills and knowledge (TASKs)
- learn experientially how to develop TASKs in themselves and in their learners
- find out how to self-evaluate and evaluate TASKs.

Target groups

Croatian teachers of all subjects for the age group 6 – 19

Evaluation of transversal attitudes, skills and knowledge for democracy

National dissemination and training event

Place: Croatia

Dates: 11 January 2017

Working language: Croatian

Places available: 30

Focus

The training will focus on the concept of transversal attitudes, skills and knowledge for democracy; it will offer experiential learning on how to develop them in oneself and in one's learners including self-evaluation and evaluation of the content.

Expected results

The participants will

- become acquainted with the concept of transversal attitudes, skills and knowledge (TASKs)
- learn experientially how to develop TASKs in themselves and in their learners
- find out how to self-evaluate and evaluate TASKs.

Target groups

Croatian teachers of all subjects for the age group 6 – 19

February

Helping Teachers align their values and behaviors, so that their students can learn how to prevent future atrocities

National dissemination and training event

Place: Georgia

Dates: 11 February 2017

Deadline for application: 7 February 2017

Working language: Georgian and English

Places for national participants: 25

Focus

The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators, which we do not want to happen again. This training activity for teachers, school heads or other educational professionals will focus on the coherence between values and behaviours of teachers, and on how every teacher can contribute to the prevention of crime. The course promotes democratic principles and teaching approaches in education.

Expected results

- To learn about the human rights violation issues during the Holocaust in order to prevent future atrocities.
- To promote attitudes, values and actions which prevent Crimes and other atrocities against Humanity
- To promote the necessity of teaching about the history of Holocaust against future atrocities

Target groups

Teachers, school heads, school psychologists and trainers

March

Multiperspectivity in history teaching (to be confirmed)

European Workshop

Place: Romania

Dates: 27 - 31 March (tbc)

Deadline for application: end of February (tbc)

Working language: English

Places for national participants: 10

Places for international participants: 7

Focus

Learning to think historically also means to recognize that history and those who try to reconstruct the past - meaning curators, filmmakers, television producers and journalists - are constrained by the types of sources they have access to and they interpret and use these evidences in different ways, selecting and highlighting different aspects of them. Overall, it seems that those defining characteristics of multiperspectivity in history and history teaching is a way of looking at things and a predisposition to view historical events, personalities, developments, cultures and societies from different perspectives, based on processes that are fundamental to history as a discipline. Developments in academic history over the last 25 years, particularly in social history and anthropology, in cultural and gender history led to increased attention given to social categories and groups. This approach involves increased attention and analysis given to the prospects offered by groups and social categories that were more or less ignored, unless they have caused trouble for the elite or dominant groups, so the prospects of "invisible" groups and categories - women, slaves, the immigrants, minorities (linguistic, religious and ethnic). The purpose of the teacher is to help students to practice ways of analyzing historical facts/ processes in order to understand what happened in the past and why. At the same time, the proposed activities must contribute to the elimination of stereotypes, discrimination and automatism of thought and to help enhance tolerance and respect for diversity.

Expected results

The participants will

- share their views and experiences on how to deal with multiperspectivity in history teaching
- acquire methods and techniques to foster positive attitudes in a multiperspectivity approach of historical documents
- exchange best practices and disseminate information and show willingness to learn from each other, get involved in teamwork in order to find the best solutions

Target groups

History teachers, school heads and trainers for the age group 10 – 19

April

Pedagogy for democracy and human rights

European workshop

Place: Spain

Dates: 2 – 5 April 2017

Deadline for application: 28 February 2017

Working language: Spanish

Places for national participants: 15

Places for international participants: 15

Focus

The workshop will focus on the development of competences for democracy at school. It will address how transversal attitudes, skills and knowledge can be incorporated into lessons, courses, teaching programs, and school activities in order to develop democratic awareness at schools and spread Human Rights throughout the whole community.

Expected results

- Participants will be able to recognize and explain key values of the Council of Europe and the pedagogy of the Pestalozzi Programme with regard to education for democratic citizenship
- Participants will become aware of the importance of the development of democracy in schools as a compendium of attitudes, skills and knowledge
- Participants will be introduced to the Pestalozzi Programme pedagogy and methodologies and tools, such as self-learning, learning by doing and cooperative classrooms.

Target groups

Teachers, school heads and trainers for the age group 3 - 19

Competences for Europe

European workshop

Place: Germany

Dates: 4 - 6 April 2017

Deadline for application: 28 February 2017

Working language: German

Places for national participants: 25

Places for international participants: 6

Focus

"Europe's competence is the continuation of the peace project which the generation has begun before us and which we must and must now be able to lead into the future. Europe is learning and living - that is the armament that the next generation will need even more than ours." (Jean-Claude Juncker, President of the European Commission) No matter if it concerns the consequences of the euro crisis or the challenges related to refugees:

"Europe" is more present than ever. Many citizens are no longer aware of the achievements they owe to the EU. Younger people are not at all familiar with the European situation before the EU. Furthermore, they are not very concerned with the issue of Europe, although they will be affected by the decisions which are made today. The subject of Europe should be part of our schools – this is what everyone would agree on. But how can we bring young people to the knowledge and experience with Europe in the school environment and provide them with the skills they need as responsible European citizens? The European Competence Certificate course gives answers and would like to support such committed teachers in delivering European issues at school.

Expected results

The information given during this training course will enable participants to carry out Europa-related projects at their school which will offer pupils the opportunity to experience Europe.

Target groups

Teachers and school heads for the age group 6 - 19

Education - Inclusion – Integration: crucial for newly arrived young people in Europe

European workshop

Place: Sweden

Dates: 25 – 28 April 2017

Deadline for application: 15 March 2017

Working language: English

Places for national participants: 5

Places for international participants: 15

Focus

Europe is now facing a challenging situation with many new immigrants. On an increasingly specialised and globalised labour market the newly arrived young people face fierce competition and risk ending up either in low paid, unqualified work or experiencing long periods of unemployment. Evidence shows that a low level of education goes hand in hand with poor health, lower life expectancy, an underqualified workforce that is not fit for purpose and an underperforming economy. This workshop, “Education - Inclusion – Integration: crucial for newly arrived young people in Europe”, will be focusing on how we can develop educational methods and strategies to enhance educational success and employability for newly arrived young people in Europe.

Expected results

The participants are expected to develop

- strategies to introduce newly arrived students to their school system
- awareness of factors that help and hinder education, inclusion and integration
- successful methods to meet newly arrived students' specific needs
- ideas for cooperation between education and labour market
- knowledge about the Council of Europe and its important work for standards and values in education

Target groups

Teachers, school heads, school psychologists and trainers for the age group 15 – 19, education policy makers, adult education representatives and career advisors

May

Council of Europe standards enriching teacher education in Europe

European workshop

Place: Hungary

Dates: May 2017

Deadline for application: 15 March 2017

Working languages: English and French

Places for national participants: 5

Places for international participants: 15

Focus

How can university teacher training programs benefit from the standards and recommendations of the Council of Europe in education and from the pedagogical approach and methodology as well as the concrete work results the Pestalozzi Programme has developed and promoted over the years? How to enrich university programs through the work results of Council of Europe projects and programmes. The role of pre-services teacher training programs is crucial for the multiplication and dissemination of such work results and standards. Furthermore future teachers are in deep need of the kind of competences developed through the approaches promoted by the Council of Europe. The workshop seeks to collaboratively explore how to adapt the material, standards and resources of the Council of Europe and in particular of the Pestalozzi Programme for university teacher education programmes.

Expected results

The participants will develop structured elements for a complex plan of a university joint programme of teacher education; this will include

- Mapping out of existing resources and identify their potential for underpinning teacher education programmes at university level
- Developing possible options of implementation
- Exploring material resources and support mechanisms for the realization of such joint programmes

Target groups

Teachers and trainers in post-secondary education preferably familiar with the workings of the Pestalozzi Programme of the Council of Europe.

Parent-school cooperation for an inclusive quality education

European workshop

Place: France

Dates: 19 – 21 May 2017

Deadline for application: 15 March 2017

Working languages: French and English

Places for national participants: 40

Places for international participants: 12

Focus

Apports, Réflexions et échanges d'expériences de participants et d'intervenants de différents Etats autour des nouveaux outils conçus et testés pour le renforcement de la relation école-famille, dans une perspective interculturelle et co-éducative visant la réussite des enfants.

Ce séminaire s'inscrit dans un projet conduit entre 2014 et 2017 sur la Région Rhône-Alpes, ayant pour but de développer l'implication des parents de différentes langues et cultures au processus scolaire et dans une perspective de formation à travers un diplôme universitaire « éducation, pédagogie et culture de l'altérité ».

L'atelier permet la rencontre des différents acteurs impliqués dans cette démarche à travers des séances plénières et des groupes de travail. Ce projet est co-porté par l'ESPE de Lyon (École supérieure du professorat et de l'éducation Université Lyon 1), le CASNAV (Centre académique pour la scolarisation des enfants allophones nouvellement arrivés et des enfants issus de familles itinérantes et de voyageurs de l'Académie de Lyon Éducation Nationale), l'association Regards de femmes tsiganes, et le soutien de la région Auvergne Rhône-Alpes.

Expected results

Bilan et mutualisation d'outils testés au niveau européen

- Amorçage d'une coopération européenne pour améliorer les relations écoles familles
- Conception et Adaptation des outils à des contextes culturellement diversifiés
- Diffusion des acquis du séminaire au niveau national et européen

Target groups

Enseignants, chefs d'établissement, inspecteurs, formateurs, psychologues scolaires, travailleurs sociaux

Teaching for democratic competences and democratic culture

National dissemination and training event

Place: Moldova

Dates: May 2017

Deadline for application: 15 March 2017

Working languages: Romanian and English

Places for national participants: 35

Focus

The training will focus on learning, discussing and reflecting on facts about democracy, tolerance and multiculturalism and the strategies teachers must use in order to help pupils understand democratic values and respect them in their daily life. It will also address issues of the competences teachers must have for building a democratic environment in the classroom and school and offer as space for sharing good practices with regard to appropriate and effective methodologies for teaching democracy at school.

Expected results

Participants will

- have an increased awareness and understanding of school's role and importance in promoting democratic values and beliefs
- extend their knowledge of didactic strategies and methods teachers can use in order to promote and build competences for a democratic culture
- increase their motivation for creating a democratic environment in schools

Target groups

Moldavian teachers of all subjects for the age group 10 - 19

Active learning strategies

National dissemination and training event

Place: Belarus

Dates: May 2017

Deadline for application: 1 April 2017

Working languages: Russian

Places for national participants: 25

Focus

Modern education must not only give knowledge but also the ability to apply it in practice, and therefore the need for the development of functional literacy of students is relevant. The effectiveness of the educational process largely depends on the shape of classes that the teacher has chosen. Active strategies for lessons provide an opportunity to increase interest in the subject, to develop creativity, to choose different sources of knowledge. Education that can be used for life, learning that continues over the years are a better use of the teacher's time and the community's funds because pupils can think about what they learn, apply it in real life or future learning, and can continue to learn independently. That is why one of the essential goals of the workshop is the promotion of active learning strategies that help teachers work together to improve pupils' learning and transform their schools into democratic learning communities.

Expected results

Participants will

- have a better understanding of the pedagogical approaches necessary to enable students to become active learners
- discover different ways of developing higher-order “21st century competences” such as making learning and engagement central, ensuring that learning is social and collaborative
- be more sensitive to individual differences of learners and to assessment practices consistent with desired learning outcomes

Target groups

Belarusian teachers, school heads, teacher trainers for all age groups

Strengthening education for democracy, Module B

Trainer training course

Place: tbd

Dates: May 2017

Working language: English and French

Focus

The course started in 2016 and this is the second face-to-face meeting dedicated to explore the work done over the past months and to finalise the training material.

The systematic development of competences for democracy – transversal attitudes, skills and knowledge – and the strengthening of education for democracy, and within that, education for personal development, democratic citizenship and intercultural dialogue is more important than ever.

This course for pre-service and in-service teacher trainers will look at how to integrate the development of these competences in pre- and in-service teacher education.

The preliminary outcomes of the project “Competences for democratic culture” and the work results of the Pestalozzi Programme as well as relevant project results from other education projects will form the resources pool the participants will discover, and use to discuss develop and to test ways of integrating these concerns in their teacher education and development practice.

The participants will develop and test training formats and materials for these purposes which are published afterwards and serve as examples of practice to be disseminated and developed further.

Expected results

After the training course the participants will be in a better position to contribute to the integration of education for democracy into pre-service and in-service teacher education; in particular they will be better equipped to:

- raise awareness in colleagues and students, in their peer groups and academic communities of the importance of the role of teacher education and professional development for the future of our democratic societies
- integrate the development of the necessary attitudes, skills and knowledge in their teaching and training practice in a structured way
- take action in their institutions and peer community to promote the strengthening of education for democracy

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 and/or pre-service curricula proposals and in-service training programmes will be available online to serve

as a support for teacher education institutions and as a stimulation to further develop resources and programmes along similar lines.

Target groups

This module is the follow-up to Module A which took place in October 2016; participation is reserved for the teacher trainers and multipliers who took part in Module A

June

Competences for a democratic culture

Summer School

Place: Bad Wildbad, Germany

Dates: 25 June – 2 July 2017

Deadline for application: 27 March 2017

Working language: English

Places for participants from Baden-Württemberg: 20

Places for international participants: 50

Focus

Events and developments over the past few years put democracy, the values and principles of human rights and dignity at the centre of many reflections. On the one hand the lack of political engagement is deplored while at the same time we witness the appeal and the rise of engagement in violent radical movements based on different aspects of a populist agenda. We seem to be entering into a type of [post-truth](#) (see link for further reference) (post factual) era: An era where facts do not count any longer and truth is not the issue any more in political debate. An era which tends to focus more on stance, emotions, self-positioning and personal beliefs than on facts and arguments.

People express and experience frustration and dissatisfaction, loss of material security, lack of solidarity; they regret a perceived loss of fair and ethical production, just distribution of wealth and well-being in an overly competitive world. A loss of trust in politics, politicians and in the media does not help the understanding of democracy as a way of living together and organising one's life together rather than a mere lip service. Between a silent majority of onlookers and bystanders and the engagement in radical populist movements there is a space to invest, a space in which democratically-minded, active citizens uphold the values and principles on which the vision of an inclusive and peaceful Europe is built.

There is no question that these issues today possess a degree of urgency not experienced in the past decades. Many people turn to school and to education as an important part of the solution, in a medium-term perspective. In the short-term schools also must face up to the challenges brought about by the atmosphere and the changes in the wider society reflected in everyday school life.

The main question we want to address with this summer school will be the following: How can Council of Europe standards and principles and in particular the recently published [framework for competences for democratic culture](#) supported by the Ministers of Education influence the practice of teachers and other education professionals to promote a democratic culture throughout school and other educational settings? And how can the teaching and training resources developed by the Pestalozzi Programme and other Education projects of the Council of Europe help to develop the necessary competences in and with the learners? How does the chosen pedagogical approach influence the learning outcome?

The pedagogical approach of the Pestalozzi Programme (learning-by-doing, cooperative learning, peer-centred work) as well as the learning and training activities provide the basic resource for this work together with other relevant educational tools and documents of the Council of Europe. Participants will have the possibility to choose their personalised learning curriculum from a range of offers. Common activities throughout the eight days will allow participants to work together as a whole group, to learn together and to exchange ideas and experiences.

A round table discussion on the topic **“From silent onlookers to actors - competences for civic and social engagement”** will offer an opportunity to address and reflect on what schools need to do to promote public engagement and participation as well as to interact with a wide range of interested professionals.

Expected results

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

- raise awareness for the key importance of educating for democracy within their professional context (school heads, colleagues, parents, learners);
- understand the crucial role that pedagogy and the relationship between teacher and learner play for a democratic school and the success of learning together in diversity;
- contribute in their teaching practice to the development of the values, attitudes, skills and knowledge necessary for living in diverse and democratic societies;
- use the Council of Europe framework for competences for a democratic culture and the offered resources in their day-to-day practice;
- take action to promote an appropriate teaching practice 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 groups

Teachers, school heads, school psychologists and other education professionals for all age groups

July

From the remembrance of the Holocaust to the prevention of radicalisation and crimes against humanity, Module B

Trainer training course

Place: tbd

Dates: July 2017

Working language: English and French

Focus

The course started in 2016 and this is the second face-to-face meeting dedicated to explore the work done over the past months and to finalise the training material.

The past is full of warnings with all the atrocities that have happened which no one wants to see happen again. For Europe the Holocaust is certainly the worst memory of that kind. This course for pre-service and in-service teacher trainers will look at what can be done in education in a medium to long-term perspective to prevent such crimes from happening and to work for more sustainable and inclusive democratic societies. Radicalisation can be seen as one aspect that in the end can contribute to and/or lead to crimes against humanity.

This course will explore the mechanisms at work and focus on how every teacher can contribute to this prevention. In particular it will look at how to strengthen values education (notably the coherence between one's values and one's behaviour), how critical observation and critical thinking can help to resist group pressure and blind obedience to authority and how these and similar educational efforts can contribute to preventing radicalisation and crimes against humanity. The participants will develop and test teaching and training materials which will be published afterwards and shall serve as examples of practice to be disseminated and developed further.

Expected results

After the training course the participants will be in a better position to use diverse methods and approaches to contribute to education for the prevention of radicalisation and crimes against humanity; in particular they will be better equipped to:

- raise awareness in teachers and learners, in their families and communities of the importance of education's role in the prevention of radicalisation and crimes against humanity
- keep alive the memory of the Holocaust as one way to prevent radicalisation and future crimes against humanity
- integrate the development of the necessary attitudes, skills and knowledge in their teaching and training practice
- take action in their school and community to promote inclusiveness and democratic participation as well as to counter developments that may lead to radicalisation

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 groups

This module is the follow-up to Module A which took place in November 2016; participation is reserved for the teacher trainers and multipliers who took part in Module A

September

Valuing diversity and inclusive schools

European workshop

Place: Norway

Dates: 18 – 22 September 2017

Deadline for application: 15 May 2017

Working language: English

Places for national participants: 5

Places for international participants: 15

Focus

The workshop focuses on valuing diversity in the practices of teachers and schools. In order to work constructively towards the enhancement of a more pluralistic, open and inclusive society, teachers need to face the complexities of diversity in the context of education. The workshop will discuss the importance of educational institutions as contexts for children and young people to learn to live together across differences. Particular focus is placed on cultural and religious pluralism, and the impact of migration, increased diversity and globalization on people's identities. The Council of Europe Action Plan for Inclusive Societies (2016-2019) will be a relevant point of reference for the workshop.

Expected results

Participants will

- Understand what “valuing diversity” might mean, and how to transform their own personal practice towards building inclusive environments for all children and young people, including the particularly vulnerable and at risk of marginalization or exclusion
- Understand that diversity in a particular society or cultural context is ordered or structured, and that teachers are part of that diversity, complexity and dynamic
- Develop skills to facilitate an inclusive and helpful learning environment for refugee children in classrooms and schools and increase their sensitivity towards tensions between diversity and unity
- Develop ideas and plans as how to improve educational practice and professional development in one's own school and form a network of educators sharing their knowledge, pedagogical tools and didactical experiences working for an inclusive and favorable educational environment.

Target groups

Teachers, school heads, and trainers for the age group 6 – 19

Council of Europe standards and effective pedagogy

National dissemination and training event

Place: Greece

Dates: 14 or 21 October (tbc) 2017

Deadline for application: 1 September 2017

Working languages: Greek and English

Places for national participants: 80

Focus

The focus of this event is on the dissemination of the values, principles of the council of Europe and the pedagogical and methodological practices modeled and promoted by the Pestalozzi Programme of the Council of Europe.

Through workshops as hands-on activities the involved participants will have the opportunity to - familiarise themselves and become acquainted with necessary core attitudes, skills and knowledge for teachers and educators and they will experience how active and cooperative learning methods, action research, positive communication attitudes and multicultural approaches in the educational community can lead to increased democracy in societies respecting human rights and diversity.

Expected results

Participants will have developed a better understanding of how the standards and principles of the Council of Europe can be put into practice in everyday teaching and learning and they will be in a position to try out new pedagogical approaches to promote increased democracy in their classrooms and schools.

Target groups

Greek teachers, school heads, education advisors for all age groups

October

Critical thinking as a basis for democratic participation

European Workshop

Place: Cyprus

Dates: 11 – 13 October 2017

Deadline for application: 1 September 2017

Working language: English

Places for national participants: 20

Places for international participants: 15

Focus

This training activity looks at issues of theory and practice relating to critical thinking in particular to help participants develop their understanding about critical thinking and argumentation in different curriculum subjects. The training will also provide training and support to participants to

- encourage their learners' critical thinking and argumentation and help them to take responsibility for their learning
- encourage debating, discussing, listening and asking questions, to build assertiveness based on constructive argument, and
- apply self-evaluation, peer evaluation, feedback and self-reflection and group debriefing to support critical thinking and argumentation.

Moreover, the teachers would be able to exchange their ideas and develop activities for using them in their instruction in different subjects of the curriculum. Participants need to commit themselves and actively participate throughout the duration of the Programme. Participants' collaboration and interaction - through discussions, co-operative and practical activities - form the core methods of work.

Expected results

Participants will be in a better position to

- design and assess activities / teaching material / action plan regarding critical thinking and argumentation
- develop self-evaluation, peer evaluation and self-reflection material and practices regarding critical thinking and argumentation in different curriculum subjects
- pursue professional networking and collaboration amongst teachers and policy-makers from various European countries to design and implement future projects and ventures towards social equality through education.

Target groups

Teachers, school heads, trainers and policy makers in education for the age group 6 – 19

Finding the balance: Authenticity, Diversity and Inclusive Culture
European Workshop

Place: Lithuania

Dates: October 2017

Deadline for application: 1 September 2017

Working language: English

Places for national participants: 15

Places for international participants: 10

Focus

The European workshop will focus on young novice teachers, searching for their teaching pathways and a meaningful balance between vision, requirements of the education system and everyday reality of school life. It is crucial that young teachers entering the profession have possibilities to consolidate and strengthen their competencies for democratic culture. That is why transversal competencies as well as themes of personal development, democratic citizenship and intercultural dialogue have a great importance. The workshop will focus on development of these competencies in the context of inclusive school culture as this is the key element for child-centered education and address issues such as remaining authentic in diverse contexts, managing diversity in school / classroom and experiencing the power of collaboration and polylogue. A variety of methods and approaches will be used: both actively involving in activities and reflective ones, encouraging learning from experience. Participants will also get the opportunity to test several tools (materials and methods) of the Pestalozzi Programme

Expected results

Participants will

- become aware of the role of teacher and their importance for building an inclusive school culture in view of the increasing diversity in schools
- acquire knowledge and understanding and develop skills needed to manage diverse contexts and groups in classrooms and schools
- develop ideas and plans how to plan and shape their own educational practice in school and establish a network of beginning teachers sharing their knowledge, pedagogical tools and experiences working for an inclusive educational environment.

Target groups

Novice teachers for the age group 6 - 19

Competences for a democratic culture in schools

European workshop

Place: Georgia

Dates: October 2017

Deadline for application: 1 September 2017

Working language: English and Georgian

Places for national participants: 15

Places for international participants: 15

Focus

The workshop participants will learn about the novelties related to new Council of Europe model of the competencies for democratic culture, will discuss the challenges that teachers, school administration and psychologists face in practice at schools.

Expected results

The workshop participants will share the major problems that they encounter in their practice, will share the good practices how to resolve them. Good practices may be made accessible to broader interested groups through electronic publication or any other online resources.

Target groups

Teachers, school heads, trainers and school psychologists for the age group 6 - 19

November

Competences for Europe

European workshop

Place: Germany

Dates: 1 – 3 November 2017

Deadline for application: 30 September 2017

Working language: German

Places for national participants: 25

Places for international participants: 6

Focus

No matter if it concerns the consequences of the euro crisis or the challenges related to refugees: "Europe" is more present than ever. Many citizens are no longer aware of the achievements they owe to the EU. Younger people are not at all familiar with the European situation before the EU. Furthermore, they are not very concerned with the issue of Europe, although they will be affected by the decisions which are made today. The subject of Europe should be part of our schools – this is what everyone would agree on. But how can we bring young people to the knowledge and experience with Europe in the school environment and provide them with the skills they need as responsible European citizens? The European Competence Certificate course gives answers and would like to support such committed teachers in delivering European issues at school.

Expected results

The information given during this training course will enable participants to carry out Europa-related projects at their school which will offer pupils the opportunity to experience Europe.

Target groups

Teachers and school heads for the age group 6 - 19

Understanding diversity in education

European workshop

Place: The Netherlands

Dates: 19-20 November 2017

Deadline for application: 30 September 2017

Working language: English

Places for national participants: 15

Places for international participants: 15

Focus

The focus of this workshop will be on how to understand the concept and practice of diversity in a school or other educational setting and how educators can become more interculturally competent.

Expected results

Participants will

- be able to promote a better understanding of diversity in their professional practice
- be aware of the importance of a positive attitude towards diversity in all its forms
- understand and apply core intercultural competences in their lives and teaching practice
- have a clear framework so the participants take action to counter discrimination

Target groups

Teachers, school psychologists and school heads for the age group 10 - 19