

## Annex 3

### “Participation”: in-service training of teachers from the French Community

<i>Level</i>	<i>Code</i>	<i>Course title</i>	<i>Objectives</i>	<i>Guidance for trainers</i>	<i>Aspects to be covered in the course</i>	<i>Target audience</i>	<i>Duration</i>	<i>No. of sessions planned</i>	<i>No. of sessions requested in 2009/10 as of 1 March</i>	<i>Course provider</i>	<i>No. of persons enrolled in the sessions requested</i>
Special education	11 10	Creating and launching student representation as a participatory mechanism	1. To analyse practice in the various schools 2. To identify the conditions necessary for making student representation a truly participatory mechanism	<ul style="list-style-type: none"> <li>Use legal and regulatory provisions as a basis for analysing practices relating to the organization of student representation, and introduce the various resources available</li> <li>Learn to sensitize pupils to equality, coexistence and the building of respectful relationships</li> </ul>	The trainer should refer to the Decree on strengthening education for responsible, active citizenship in schools run or funded by the French Community (12/01/2007)	Special schoolteachers (secondary)	2 days	4	0	CECOTEPE	
2. Ordinary nursery/primary education	22 3	Increasing awareness of democratic values and processes at school	<ul style="list-style-type: none"> <li>To identify avenues of transferable citizen actions giving priority to</li> </ul>	<ul style="list-style-type: none"> <li>Use legal and regulatory provisions as a basis for analysing practices in schools in this</li> </ul>	The trainer should refer to the Decree on strengthening education for responsible,	Nursery/primary schoolteachers	2 non-consecutive days	5	4	AIDE ULB	50

<i>Level</i>	<i>Code</i>	<i>Course title</i>	<i>Objectives</i>	<i>Guidance for trainers</i>	<i>Aspects to be covered in the course</i>	<i>Target audience</i>	<i>Duration</i>	<i>No. of sessions planned</i>	<i>No. of sessions requested in 2009/10 as of 1 March</i>	<i>Course provider</i>	<i>No. of persons enrolled in the sessions requested</i>
			<ul style="list-style-type: none"> <li>participation, democratic debate and respect</li> <li>• To develop awareness of the need for consistency and continuity in action, and to expect it</li> <li>• To teach children to handle their rights and duties better</li> <li>• To discover available resources and services</li> </ul>	<ul style="list-style-type: none"> <li>area</li> <li>• On the basis of suggestions from participants and best practices identified by the trainer, share courses of action and educational situations in this area</li> <li>All courses of action identified and analysed must relate to the school context.</li> </ul>	<ul style="list-style-type: none"> <li>active citizenship in schools run or funded by the French Community (12/01/2007).</li> <li>Special attention should be paid to discriminatory factors in learning to sensitive pupils to equality, coexistence and the building of respectful relationships.</li> </ul>						
2. Ordinary nursery/primary education	22 4	Creating and launching student representation as a participatory	<ol style="list-style-type: none"> <li>1. To analyse practice in the various schools</li> <li>2. To identify the conditions necessary for</li> </ol>	<ul style="list-style-type: none"> <li>• Use legal and regulatory provisions as a basis for analysing practices relating to the organization</li> </ul>	The trainer should refer to the Decree on strengthening education for responsible,	<ul style="list-style-type: none"> <li>• Nursery/primary school-teachers (cycle 10–12)</li> </ul>	2 non-consecutive days	0			

<i>Level</i>	<i>Code</i>	<i>Course title</i>	<i>Objectives</i>	<i>Guidance for trainers</i>	<i>Aspects to be covered in the course</i>	<i>Target audience</i>	<i>Duration</i>	<i>No. of sessions planned</i>	<i>No. of sessions requested in 2009/10 as of 1 March</i>	<i>Course provider</i>	<i>No. of persons enrolled in the sessions requested</i>
		mechanism	making student representation a truly participatory mechanism	of student representation, and introduce the various resources available	active citizenship in schools run or funded by the French Community (12/01/2007)	<ul style="list-style-type: none"> <li>• Secondary school-teachers</li> <li>• Special school-teachers</li> </ul>					
3. Ordinary secondary education	32 7	Education for citizenship at school	<p>1. Learn about tools for developing awareness of democratic values and processes</p> <p>2. Explore and analyse experiences in education for democracy with a view to implementing them in educational</p>	<ul style="list-style-type: none"> <li>• Use legal and regulatory provisions as a basis for analysing practices in schools in this area</li> <li>• On the basis of suggestions from participants and best practices identified by the trainer, share courses of action and educational situations in this</li> </ul>	<p>The trainer should refer to:</p> <ul style="list-style-type: none"> <li>• The Decree on strengthening education for responsible, active citizenship in schools run or funded by the French Community (12/01/2007)</li> <li>• The Decree on the missions of education,</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary school-teachers</li> <li>• Educational social workers (internal or external)</li> </ul>	2 days	23	14	<p>ALC- “Annoncer La Couleur”</p> <p>Fondation Roi Baudoin</p> <p>BIEF</p> <p>FUNDP</p> <p>PHARE</p> <p>SCI</p>	249

<i>Level</i>	<i>Code</i>	<i>Course title</i>	<i>Objectives</i>	<i>Guidance for trainers</i>	<i>Aspects to be covered in the course</i>	<i>Target audience</i>	<i>Duration</i>	<i>No. of sessions planned</i>	<i>No. of sessions requested in 2009/10 as of 1 March</i>	<i>Course provider</i>	<i>No. of persons enrolled in the sessions requested</i>
			practices 3. Identify practices enabling pupils to exercise their rights while encouraging them to respect related duties, and potential obstacles	area All courses of action identified and analysed must relate to the school context. • Learn to sensitize pupils to equality, coexistence and the building of respectful relationships	art. 6, para. 3: “prepare all pupils to be responsible citizens capable of contributing to the development of a society that is democratic, inclusive, pluralistic and open to other cultures”; and art. 8, para. 9  The trainer should refer to:  • The Decree on strengthening education for responsible, active citizenship in schools run or funded by the French						

<i>Level</i>	<i>Code</i>	<i>Course title</i>	<i>Objectives</i>	<i>Guidance for trainers</i>	<i>Aspects to be covered in the course</i>	<i>Target audience</i>	<i>Duration</i>	<i>No. of sessions planned</i>	<i>No. of sessions requested in 2009/10 as of 1 March</i>	<i>Course provider</i>	<i>No. of persons enrolled in the sessions requested</i>
						Community (12/01/2007)					
						<ul style="list-style-type: none"> <li>The Decree on the missions of education, art. 6, paras. 1 and 3; and art. 8, para. 8.9</li> </ul>					
3. Ordinary secondary education	32 15	Creating and launching student representation as a participatory mechanism	<p>1. To analyse practice in school representation in various schools</p> <p>2. To identify the conditions necessary for making student representation a truly participatory mechanism</p>	<ul style="list-style-type: none"> <li>Use legal and regulatory provisions as a basis for analysing practices relating to the organization of student representation, and introduce the various resources available</li> </ul>	<p>The trainer should refer to:</p> <ul style="list-style-type: none"> <li>The Decree on strengthening education for responsible, active citizenship in schools run or funded by the French Community (12/01/2007)</li> <li>The Decree on the missions of education, art. 6, paras. 1 and 3; and art. 8, para. 8.9</li> </ul>	<ul style="list-style-type: none"> <li>Secondary school-teachers</li> <li>Nursery/primary school-teachers (cycle 10–12)</li> <li>Special school-teachers</li> </ul>	2 days	15	8	IFC-Gourmeur OMAR KHAYAM	94

## Annex 4

### Institute courses, 2007, 2008 and 2009

<i>Level</i>	<i>Train- ing code</i>	<i>Course title</i>	<i>Objectives</i>	<i>Guidance for trainers</i>	<i>Special points to watch in the course</i>	<i>Target audience</i>	<i>Duration</i>	<i>No. of sessions planned</i>	<i>No. of sessions requested in 2009/10 as of 1 March</i>	<i>Course provider</i>	<i>No. of persons enrolled in the sessions requested</i>
Special education	13 15	Conflict- management in special education classes Introductory level	<ol style="list-style-type: none"> <li>1. To understand and identify different types of conflict</li> <li>2. To discover and take ownership of tools for analysing own practices</li> <li>3. To consider conflict-resolution strategies</li> <li>4. To use conflict as a lever for change</li> </ol>	<ul style="list-style-type: none"> <li>• Use legal and regulatory provisions as a basis for analysing conflict-management practices in a school environment</li> <li>• Be on the lookout for sexist and homophobic insults</li> </ul>	<p>The trainer should pay attention to techniques that create a favourable learning environment. Cross-cutting preventive measures in schools should be encouraged. Reference should be made to the Decree on measures to prevent school dropout, exclusion and violence at school (12/05/2004).</p>	<ul style="list-style-type: none"> <li>• Special school-teachers (nursery/primary)</li> <li>• Staff of psycho-medical-social centres</li> </ul>	2 days	17	14	CDGAI COCOON FORCAR IFC- Gourmeur ULB	208

<i>Level</i>	<i>Train- ing code</i>	<i>Course title</i>	<i>Objectives</i>	<i>Guidance for trainers</i>	<i>Special points to watch in the course</i>	<i>Target audience</i>	<i>Duration</i>	<i>No. of sessions planned</i>	<i>No. of sessions requested in 2009/10 as of 1 March</i>	<i>Course provider</i>	<i>No. of persons enrolled in the sessions requested</i>
Special education	13 16	Conflict- management in special education classes  Advanced level	1. To understand and identify different types of conflict  2. To discover and take ownership of tools for analysing own practices  3. To consider conflict- resolution strategies  4. To use conflict as a lever for change	<ul style="list-style-type: none"> <li>Use legal and regulatory provisions as a basis for analysing conflict-management practices in a school environment</li> <li>Be on the lookout for sexist and homophobic insults</li> </ul>	The trainer should pay attention to techniques that create a favourable learning environment. Cross-cutting preventive measures in schools should be encouraged. Reference should be made to the Decree on measures to prevent school dropout, exclusion and violence at school (12/05/2004)	<ul style="list-style-type: none"> <li>Special school-teachers (nursery/primary)</li> <li>Staff of psycho-medical-social centres</li> </ul>	2 days	1	0	ULB	
Special education	13 17	Managing various forms of violence in special education	1. To identify and understand different forms of violence, the issues and interactions	<ul style="list-style-type: none"> <li>Use legal and regulatory provisions as a basis for analysing the various forms of violence at</li> </ul>	The trainer should pay attention to techniques that create a favourable learning environment.	<ul style="list-style-type: none"> <li>Special school-teachers (nursery/primary)</li> <li>Staff of</li> </ul>	2 days	15	12	CDGAI CIFIPH EPE FORCAR	187

<i>Level</i>	<i>Train- ing code</i>	<i>Course title</i>	<i>Objectives</i>	<i>Guidance for trainers</i>	<i>Special points to watch in the course</i>	<i>Target audience</i>	<i>Duration</i>	<i>No. of sessions planned</i>	<i>No. of sessions requested in 2009/10 as of 1 March</i>	<i>Course provider</i>	<i>No. of persons enrolled in the sessions requested</i>
			involved 2. To discover and take ownership of tools for analysing own practices 3. To identify the resources and support available to prevent and manage a violent situation	school • Be on the lookout for sexist and homophobic insults	Cross-cutting preventive measures in schools should be encouraged. Reference should be made to the Decree on measures to prevent school dropout, exclusion and violence at school (12/05/2004) and the Decree on youth welfare (04/03/1991)	psycho-medical-social centres					
2. Ordinary	22	1 Managing difficult situations at school (rudeness, conflict, violence ...) Introductory level	• To analyse school conflict situations: • Identify their various dimensions • Discover negotiation and conflict-management	• Use legal and regulatory provisions as a basis for analysing the various forms of violence at school • Be on the lookout for sexist and homophobic	The trainer should pay attention to techniques that create a favourable learning environment. Cross-cutting preventive measures in schools should be	Nursery/primary school-teachers	2 or 3 days	6	2	COCOON OMAR KHAYAM ULG ULB Université de paix	30



<i>Level</i>	<i>Train- ing code</i>	<i>Course title</i>	<i>Objectives</i>	<i>Guidance for trainers</i>	<i>Special points to watch in the course</i>	<i>Target audience</i>	<i>Duration</i>	<i>No. of sessions planned</i>	<i>No. of sessions requested in 2009/10 as of 1 March</i>	<i>Course provider</i>	<i>No. of persons enrolled in the sessions requested</i>	
			tools	insults	encouraged.							
			<ul style="list-style-type: none"> <li>To cope with difficult situations when they arise</li> <li>To discover the resources and services available</li> </ul>									
2. Ordinary	22	2	Managing difficult situations at school (rudeness, conflict, violence ...)	<ul style="list-style-type: none"> <li>To analyse school conflict situations: <ul style="list-style-type: none"> <li>Identify their various dimensions</li> <li>Discover negotiation and conflict-management tools</li> </ul> </li> <li>To cope with difficult situations when they arise</li> <li>To discover the</li> </ul>	<ul style="list-style-type: none"> <li>Use legal and regulatory provisions as a basis for analysing the various forms of violence at school</li> <li>Be on the lookout for sexist and homophobic insults</li> </ul>	<p>The trainer should pay attention to techniques that create a favourable learning environment.</p> <p>Cross-cutting preventive measures in schools should be encouraged.</p> <p>Special attention should be paid to discriminatory factors, while being on the lookout for sexist</p>	Nursery/ primary school-teachers	3 days	1	1	ULB	9

<i>Level</i>	<i>Train- ing code</i>	<i>Course title</i>	<i>Objectives</i>	<i>Guidance for trainers</i>	<i>Special points to watch in the course</i>	<i>Target audience</i>	<i>Duration</i>	<i>No. of sessions planned</i>	<i>No. of sessions requested in 2009/10 as of 1 March</i>	<i>Course provider</i>	<i>No. of persons enrolled in the sessions requested</i>
			resources and services available		and homophobic insults						
3. Ordinary secondary education	32 9	Pupil experience of loyalty conflicts in education	To understand loyalty issues in order to improve support for youngsters in their cognitive, social and personal development	<ul style="list-style-type: none"> <li>Refer to recent relevant literature and research studies</li> <li>Introduce the various resources available to help participants manage pupils' loyalty conflicts</li> </ul>	The trainer should refer to art. 6, para. 1, of the Decree on the missions of education. The trainer should ensure that professional confidentiality and ethics are observed.	<ul style="list-style-type: none"> <li>Secondary school-teachers</li> <li>Educational social workers (internal or external)</li> </ul>	2 days	15	12	COCOON PLI Prospective Jeunesse	64
3. Ordinary secondary education	32 10	Managing critical relationships in the classroom (rudeness, conflict, violence ...) Introductory level	<p>1. To analyse school conflict situations:</p> <ul style="list-style-type: none"> <li>Identify their various dimensions</li> <li>Discover negotiation and conflict-management tools in order to</li> </ul>	<ul style="list-style-type: none"> <li>Use legal and regulatory provisions as a basis for analysing conflict-management practices in a school environment</li> <li>Be on the lookout for sexist and homophobic</li> </ul>	The trainer should pay attention to techniques that create a favourable learning environment. Cross-cutting preventive measures in schools should be encouraged.	Secondary school-teachers	2 or 3 days	54	25	BIEF CDGAI CECOTEPE CGE CLEFS COCOON EPE FORCAR	530

<i>Level</i>	<i>Train- ing code</i>	<i>Course title</i>	<i>Objectives</i>	<i>Guidance for trainers</i>	<i>Special points to watch in the course</i>	<i>Target audience</i>	<i>Duration</i>	<i>No. of sessions planned</i>	<i>No. of sessions requested in 2009/10 as of 1 March</i>	<i>Course provider</i>	<i>No. of persons enrolled in the sessions requested</i>
			cope with difficult situations when they arise	insults	The trainer should refer to the following:					OMAR	
			2. To discover the resources and services available (including legal and regulatory provisions)		<ul style="list-style-type: none"> <li>• Missions Decree, art. 6, para. 1</li> <li>• Missions Decree, art. 8, para. 9</li> <li>• Decree on measures to prevent school dropout, exclusion and violence at school (May 2004)</li> <li>• Decree on strengthening the dropout prevention scheme and on various measures governing community life in schools</li> </ul>					KHAYAM ULB ULG	

<i>Level</i>	<i>Train- ing code</i>	<i>Course title</i>	<i>Objectives</i>	<i>Guidance for trainers</i>	<i>Special points to watch in the course</i>	<i>Target audience</i>	<i>Duration</i>	<i>No. of sessions planned</i>	<i>No. of sessions requested in 2009/10 as of 1 March</i>	<i>Course provider</i>	<i>No. of persons enrolled in the sessions requested</i>
					(December 2006)						
3. Ordinary secondary education	32	11 Managing critical relationships in the classroom (rudeness, conflict, violence ...)  Advanced level	1. To analyse school conflict situations:  • Identify their various dimensions  • Discover negotiation and conflict- management tools in order to cope with difficult situations when they arise	• Use legal and regulatory provisions as a basis for analysing conflict- management practices in a school environment  • Be on the lookout for sexist and homophobic insults	The trainer should pay attention to techniques that create a favourable learning environment. Cross-cutting preventive measures in schools should be encouraged.  The trainer should refer to the following:  • Missions Decree, art. 6, para. 1	Secondary school- teachers	2 days (extra day pos- sible)	10	5	CECOTEPE COCOON TREMPO- LINE	96

<i>Level</i>	<i>Train- ing code</i>	<i>Course title</i>	<i>Objectives</i>	<i>Guidance for trainers</i>	<i>Special points to watch in the course</i>	<i>Target audience</i>	<i>Duration</i>	<i>No. of sessions planned</i>	<i>No. of sessions requested in 2009/10 as of 1 March</i>	<i>Course provider</i>	<i>No. of persons enrolled in the sessions requested</i>
			2. To discover the resources and services available (including legal and regulatory provisions)		<ul style="list-style-type: none"> <li>• Missions Decree, art. 8, para. 9</li> <li>• Decree on measures to prevent school dropout, exclusion and violence at school (May 2004)</li> <li>• Decree on strengthening the dropout prevention scheme and on various measures governing community life in schools (December 2006)</li> </ul>						