



2008–2018

THE EUROPEAN WERGELAND CENTRE
10 years of educating for democracy and human rights

“

The Council of Europe has established the European Wergeland Centre to promote democratic citizenship, human rights and intercultural understanding.

The Centre works with national authorities across Europe.

Its activities, including the Schools for Democracy Programme in Ukraine, helps to build national ownership and responsibility, while supporting local and national capacity-building.

Its services are provided free of charge and are available for all member states of the Council of Europe. Norway is proud to host the European Wergeland Centre.

Erna Solberg,
Prime Minister of Norway
World Forum for Democracy,
Strasbourg, 07.11.2016

“

The European Wergeland Centre is contributing to the core Council of Europe goals to promote our common values about democracy and human rights through education, strengthening social cohesion and combating intolerance, hate speech and bullying in schools and in our youth work.

I would like to encourage all of you to explore further possibilities of co-operation with the Centre in your member states.

Thorbjørn Jagland,
Secretary General of the Council of Europe
The Council of Europe Committee of Ministers
Strasbourg, 27.08.2017



10 years is not a very long time by most means. As a 10-year-old, you are usually expected to know some things, behave in certain ways and generally adjust more or less well to the world around you. There are growing pains, moments of exhilarating joy amid long dull days, brief flashes of genius, wild ideas and sobering insights, utter confusion and crystal-clear understanding, the occasional fight and the welcome sensation of new friendships. There are times when you are overlooked, there are times when you are truly seen for who you are and what you want to become.

As the European Wergeland Centre turns 10 years, we have been through all these emotions and then some. Sometimes we have felt like that 10-year-old in any classroom in Europe, waiting for the teacher to truly see us for what we are and what we might become. Sometimes we have felt more like the teacher, seeing and acknowledging all the great work done in schools everywhere.

But mostly, at this stage, we are growing into our own, realizing a potential, becoming what we wanted to be when we started out: a reliable, efficient, innovative and competent resource centre in the field of education for democratic citizenship, human rights and intercultural understanding.

This anniversary publication traces the history of the European Wergeland Centre so far. You will find the first baby steps, some missteps, some huge steps – all leaving prints leading to where we are today. You will find great ideas, fortunate coincidences, and clever choices – all pointing to who we are today. You will find lasting achievements, strong partnerships and strategic vision – all leading the way to where we want to go in the future.

As with all history, our own narrative does not necessarily tell the whole story. That is why we wanted to invite some of our good friends, partners, supporters and colleagues to contribute with their views and stories. Some of you have been with us all the way, some have newly arrived. All of you – and many more – have made lasting contributions to the making of The European Wergeland Centre.

For any baby to grow and prosper, support from adults is vital. The European Wergeland Centre was fortunate to have parents with lots of patience but also clear expectations. I would like to humbly thank Norway and the Council of Europe for trusting us with the task. Likewise, growing up one needs guidance and quality feedback on a regular basis. We have been fortunate to have a Board that has always given us the space to try to find our way, and I would place on record our gratitude to previous and current Board members.

However, the greatest asset of the European Wergeland Centre is its staff. From the first days until today, the expertise, motivation, positivity and drive has been unique. Former and current staff members have individually and collectively created a centre with significant impact on education policy and practice in the field of democratic citizenship, human rights and intercultural understanding – and a place where it is a pleasure to come to work every day.

This bodes very well for the next 10 years.

Ana Perona-Fjeldstad,
Executive Director

CONTENTS

Birth of an idea (2005 –2008)

4

The first years (2009 –2012)

6

Consolidation (2013–2016)

16

Growth & expansion (2017 –2018)

26

Looking to the future

34

BIRTH OF AN IDEA (2005 -2008)



First EWC staff picture, early 2009: Kjersti Klette, Ana Perona-Fjeldstad, Gunnar Mandt, Cecilia Vuillermoz, Nina Bagley Stabel.



Then Norwegian Foreign Minister Jonas Gahr Støre at the inauguration of EWC in 2009.



Former CoE Director of Education and former Ambassador of Norway to CoE

An International Resource Centre in Norway



Gunnar Mandt

Former Deputy Director General, Norwegian Ministry of Education and EWC Special Advisor

The main priorities for Norway in the Council of Europe is to strengthen the work on democracy, rule of law and human rights. When Norway, in 2006, was asked to cooperate with the Council of Europe in establishing a resource centre on education for democracy, human rights and intercultural understanding, this was in perfect correlation with Norwegian foreign policy.

What might then be the Norwegian contributions for such a centre? Building a democratic society, you should start with education. We had universities and university colleges with high competence in these areas. In our schools we have students from many nationalities and religions in the same class. We practice student participation on different levels and we have many examples of «good practice».

There was great interest for such a centre among the members in the Council of Europe. Norway tried to find countries to cooperate with in establishing the centre but allocating resources to finance it was difficult.

The result was that Norway had to go alone; the minister had to grant money from the national budget.

The centre was to be open for all 47 member states of The Council of Europe. It was to be an international centre with an international board and an international staff.

An international centre must be located with good communication to the continent. The only condition for the Council of Europe for setting up such a centre in Norway, was that it should be placed close to an international airport. The city with best connections to Europe was Oslo.

With great interest and good will from both Council of Europe and Norway, the making of the legal framework for the centre was finished in spring 2008 and the co-operation agreement between Norway and Council of Europe was signed in Strasbourg September 16th 2008.

On October 23rd 2008 the Norwegian Parliament unanimously approved the setting up of the Resource Centre on Education for Intercultural Understanding, Human Rights and Democratic Citizenship.

In the following months there were lots of work to be done: setting up of an international Board, finding a name, a logo and premises, and recruiting the Executive Director.

Norway wanted to recruit the Executive Director internationally and advertisements were placed in four major European newspapers. The response was more than 70 applicants. Six interviews were made before we had the right candidate. When Ana Perona-Fjeldstad, the Executive Director, first met the State Secretary for Education, the politician gave her a clear message: "I don't want EWC to be a club of talkers, I want to see results!"

Ten years later the results speak for themselves.

At the Third Summit of the Council of Europe in Warsaw, Poland, the Programme of Activities on Education for Democratic Citizenship and Human Rights Education (2006-2009) includes a feasibility study on "setting up a network or centre of excellence for teacher training in EDC/HRE...".

The feasibility study concludes that there is a strong case for developing an interdisciplinary centre, dealing with the educational application of the Council of Europe's core values.

2005

2006



Languages, Gabriele Mazza, Ana Perona-Fjeldstad, Torbjørn Frøysnes, Gunnar Mandt.



Former CoE Human Rights Commissioner Thomas Hammarberg at the EWC inauguration.



Thorbjørn Jagland at the EWC inauguration, then as President of the Norwegian Parliament.

The European Wergeland Centre: A Dream that Became a Reality



Olöf Thorhildur Olafsdóttir

Former Director for Democratic Citizenship and Participation in the Council of Europe

It is difficult to believe that only some fifteen years ago the European Wergeland Centre was just a dream. How did it become a reality?

It all began in 2003-2004 in the Council of Europe. A policy project on Education for Democratic Citizenship and Human Rights (EDC/HRE) had been going on for a few years. In a nutshell, EDC/HRE would help young Europeans take an active part in public life and acquire a democratic culture, based on respect for human rights and intercultural understanding.

How to make this policy as effective as possible? One thing was clear: teachers and other education professionals would have to be key actors in the process, and they needed to be able to meet, exchange experiences and receive training.

Throughout 2005, the Council of Europe Year of Citizenship through Education, the idea of setting up a special European centre for the training of teacher trainers in EDC/HRE and

intercultural education was developed further by the Secretariat of the Education Directorate and education specialists. Then, the 2005 Warsaw Summit of Heads of State and Government of the Council of Europe recommended the Council of Europe to “enhance all opportunities for the training of educators” in EDC/HRE. Coming from the highest level, this was the trigger which set things in motion.

The Steering Committee for Education (composed of all the member states of the Council of Europe) examined the matter in 2006. It soon became apparent that many member states were reluctant to increase their financial burden by contributing to such a centre: a different solution had to be found.

It was at that moment that the Norwegian authorities stepped forward and

expressed the wish to finance and set up a centre in Oslo in close co-operation with the Council of Europe. The official announcement came at the Council of Europe Conference of Education Ministers in Istanbul in 2007.

Negotiations with the Norwegian authorities began early January 2008: both sides had to work fast and be innovative since no such agreement between only one Member state and the Council of Europe existed. But everything went smoothly. The co-operation agreement was officially signed on 16 September 2008 in Strasbourg. The EWC was inaugurated in 2009.

I am proud to have been part of this work from the very beginning and to be able to closely follow the development of EWC in its first five years. It was a pleasure working with the Norwegian authorities throughout. EWC has certainly fulfilled the great expectations that we had when it was only a vision. I look forward to seeing it continue to grow.

Norway and the Council of Europe sign the agreement establishing the European Wergeland Centre (EWC), a resource centre on education for intercultural understanding, human rights and democratic citizenship with a mandate to serve all Council of Europe member states.

Norwegian Parliament ratifies the agreement by unanimity.

EWC first Board meeting.

At the Council of Europe Conference of Education Ministers in Istanbul, Norway officially announces its intention to finance and set up a centre in Oslo.

August

September

October

November

2007

2008

THE FIRST YEARS (2009-2012)

“I came here with an idea ... and I left with a plan”, said a teacher taking part in the first Regional Summer Academy in Poland in 2010. In some ways, this also reflects the trajectory of the EWC in the first years. We started with an idea, and by the end of the first phase of the Centre, we had a clear plan.

The idea for EWC was simple: “to build bridges between policy and practice in education for democratic citizenship, human rights and intercultural understanding”. The execution of that idea, however, was anything but simple. So already in the first years, EWC established its preferred modus operandi: learning by doing.

The Regional Summer Academy in Poland was the first opportunity to do so. An initiative from Poland, the event introduced several components which would later become key features of EWC’s capacity building projects, such as a whole school approach with school teams represented by school heads, teachers, parents and/or NGO representatives.

Besides capacity building, an important priority for EWC was to fulfill its mandate to disseminate information and act as a hub in the field of education for democratic citizenship, human rights and intercultural understanding. A website with an online library was quickly set up. We started exploring the world of online platforms before slowly building our own:



Students at a school in Tuhelj, Croatia.

Share&Connect would in time grow to have more than 2000 members from all over the world.

Research and development are the third pillar of EWC. Through participation in several research projects and networks, EWC broadened its scope of activities. On a regular basis, EWC published new editions of the *EWC Statements’ Series* and organized the *Educators’ Consultations* in cooperation with several higher education institutions across Europe.

These experiences all helped to establish a clear plan for EWC going forward. That does not mean there were lack of other plans early on. On the contrary, there were many. Some better than others. Some materialized, some did not. There never was to be a

Wergeland Award recognizing good practices in education for democratic citizenship and human rights. However, 10 years on, EWC instead helps initiate and launch a Council of Europe campaign highlighting good practices from schools all over Europe.

Which illustrates another important facet of how we work: long term planning and strong perseverance. Projects may take years to materialize, but when they do, they are well prepared, with a solid foundation and sustainable impact. The Regional Summer Academy in Poland spread to Montenegro for participants from 14 countries in South-East Europe, and later to the Baltic countries, to Slovakia and the Czech Republic, to Greece and Kosovo*.

* All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo.

EWC’s first employees are in place and the Centre opens in premises at the Oslo University College.

The official EWC Inauguration conference takes place in Oslo on May 29th, with 140 guests from 35 countries.

2009

January

February

March

April

May



The Summer Academy of Democracy



Krzysztof Stanowski

Director of International Cooperation Centre, City of Lublin and former Deputy Minister of Education and Deputy Minister of Foreign Affairs, Poland

During the inaugural conference of the European Wergeland Centre (EWC) in Oslo in 2009, I had the honor to present on behalf of Poland the idea of the Summer Academy of Democracy. We succeeded to implement the first Summer Academy in Sulejowek, outside of Warsaw, in 2010, as the first international project of the EWC. Since then, more than one hundred school teams composed of school principals, teachers and parents or NGO representatives from Armenia, Azerbaijan, Belarus, Georgia, Moldova, Poland, the Russian Federation and Ukraine attended eight editions of the Academy. Good results of the Academy encouraged EWC to create similar programs in the Balkans and the Baltics.

The idea of the Summer Academy was based on experience of independent civic education in Poland. Underground education was conducted by the first Polish youth organizations at the beginning of the nineteenth century. Informal educational circles were active in the late nineteenth and early twentieth century. This was a crucial element of Poland's independence movement, enabling Poles to preserve their language, culture, and national history in spite of well over a century of partition and foreign occupation. The democratic opposition to communist rule during the 1970s and 1980s gave rise to "flying universities" and other independent education

groups. The imposition of martial law in December 1981 only led to a new burst of underground educational activity.

Why is citizenship education so crucial for Poland and other post-Soviet countries? The longest list of human rights was in... the constitution of USSR. The only problem was that it was... just a joke. For decades state schools were used to promote fake democracy. Formal and informal citizenship education is crucial for building fundament for democracy. School is often the first public institution faced by future citizens. This is crucial to ensure that in our school's students and parents will know and understand law concerning them, experience respect for each member of the school community, and practice democratic procedures to solve conflict situations.

The added value of the Summer Academy is the possibility of cooperation between teams from neighboring countries. We all come from a region that has been shaken by conflicts and wars over centuries. Our grandfathers often stood facing each other on both sides of the front. In order to build a peaceful, common European future of our countries, it is crucial to learn about neighbors, their history, culture and traditions, to understand their point of view. The Summer Academy was a valuable contribution to this.

EWC had the privilege to be given the time to find our way. This was due to a supportive Board, many friends of the Centre, strong cooperation with the Council of Europe, such as the Pestalozzi programme, and many excellent international experts willing to work closely with EWC.

At the same time, the first years at EWC were also clearly defined by a very dedicated and innovative staff who were willing to learn, able to follow through and eager to develop EWC further. And there were all the little things in between – the extravagant coffee machine, the daily joint lunches, the curling lessons, the cooking classes.

EWC launches its online library for education professionals, giving free access to teaching tools, manuals, research papers, CoE recommendations, reports and articles.

The first EWC - CoE Pestalozzi seminar is held in Oslo: *Training History Teachers to deal with the Image of the Other in History Lessons*.

June

July

August

September

October

November

December



Participants at the Regional Summer Academy in Poland in 2010.



EWC staff 2010: Claudia Lenz, Lars M. Gudmundson, Board, Gunnar Mandt.

Together for Education and Democracy



Sjur Bergan

Head, Education Department, Council of Europe

The European Wergeland Centre turns 10, which is far younger than higher education students. Nevertheless, my most vivid memory of the EWC is from higher education.

For a good 20 years, the Council of Europe and several US organizations have been working to further the democratic mission of higher education. The cooperation started at a time when many saw the university mainly as a place for advanced training for the labor market. We saw it as a site of citizenship. Citizens work, but they also debate, vote, and think about what kind of society they want and how to get it.

The EWC joined our cooperation and was thrown in at the deep end as co-organizer of our Global Forum at the University of Oslo in June 2011. Global Forum is the name we give to conferences held every two – three years, bringing together European and US

higher education leaders to discuss how higher education can best help develop and promote democracy. Increasingly, the cooperation also includes members from other parts of the world, and in Oslo we had participants from Lebanon and South Africa as well as the International Association of Universities. This was the EWC's first real foray into higher education.

Less than a month later, on July 22, we got a crude reminder of the importance of democratic culture. On that day, a home grown terrorist attacked first the Ministry buildings in Oslo and then the Labor party youth camp at Utøya. The toll was 77 dead – most of them at Utøya – and many wounded. As a

Norwegian working in a European institution, I had a double reaction. It was painful to watch the developments from abroad, but I was proud of the collective response, which was dignified and reinforced society's attachment to democracy.

Seven years later, the EWC has built a part of its programme around the response to Utøya. It remains an important part of our cooperation on the democratic mission of higher education. Not least, the EWC is an essential actor in making the Council of Europe's Reference Framework for Democratic Culture a reality for European schools, universities, and education systems.

The European Wergeland Centre has proved its worth in the 10 years since it was established. It has also demonstrated why we will need it in the years and decades to come.

- The EWC Educators' Consultations seminar series, held in cooperation with several European universities and teacher training institutions, starts with *Religion and Education in Europe* in cooperation with the University of Oslo, followed by four more events by the end of the year.
- EWC co-organizes a seminar in Oslo as part of the CoE Intercultural Cities programme with CoE and the City of Oslo

EWC launches the online expert database *Share&Connect*.

The EWC – CoE Pestalozzi seminar *Preparing future teachers for intercultural understanding* takes place in Lillehammer, Norway.

2010

January

February

March

April

May

Approx. **650** people from **45** countries participated in EWC events.



Nina Bagley Stabel, Kjersti Klette, Ana Perona-Fjeldstad, Julie Skøien, Svein Lorentzen (Chair of EWC)



Schools against violence in Riazan, the Russian Federation.

Finding Its Feet and Making Its Mark



Prof. David Kerr

*Head of ITT: Partnership and Engagement, University of Reading (UK)
and Consultant Director of Education, Young Citizens (UK)*

The European Wergeland Centre (EWC) was finding its feet as an emerging organisation in the field of EDC/HRE in the period 2009 to 2012. Its opening mission was a broad and bold one, namely to build bridges between policy, research and practice in EDC/HRE within and beyond Europe. This was to be accomplished by EWC as a: resource centre; research support; in-service training provider; disseminator of on-line information; and 'privileged partner' with the Council of Europe (CoE).

It was an exciting time for the EWC but also a time of challenge as the fledgling organisation, and its new core staff team, sought to establish links with the CoE and other cross-European organisations, as well as with national governments and other agencies working with the CoE's European network of EDC/HRE Coordinators. The EWC

had to make its mark while translating its opening mission into a set of realisable aims and goals that would set the future path for the organisation.

The EWC was assisted in this task by two developments. First, the drawing up by CoE of the Charter for EDC/HRE in 2010, which set the parameters for policy, practice and research in this area across Europe. Second, in the outcomes of the 2012 EDC/HRE Conference, which evaluated the progress of the Charter within and across European countries and identified clear directions of travel for EDC/HRE from 2012. These directions of travel included:

- Support for the development and implementation of EDC/HRE policies
- Support for the training of trainers and education professionals in EDC/HRE

- Development of projects to equip students with competences to challenge anti-democratic forces such as hate speech, homophobia, racism and xenophobia
- Encouragement to national policy makers to promote the Charter
- Continuation of the networking and sharing of good practices at regional, national and European levels.

A look at EWC activities from 2012 demonstrates how these directions of travel helped EWC to translate its opening mission into practical projects that sought to bridge the 'implementation gap' between EDC/HRE policies and practices across Europe. These projects and activities have included the Summer Academies Programme, Train the Trainers, initiatives on combatting Hate Speech and xenophobia and promotion of work on controversial issues, all working with a range of partners.

It is a reminder of how crucial the period 2009-12 was in establishing EWC but also in laying the foundations for its future direction of travel and increasing confidence and influence on EDC/HRE policy and practice across Europe and beyond.

	The first Regional Summer Academy Democracy at School takes place in Sulejówek/ Warsaw, Poland.	EWC partner with CoE and the State University – Higher School of Economics Moscow to organize <i>Baltic Practice – Summer School on Human Rights and Democracy</i> in Oslo, Norway.	EWC co-organizes the CoE Pestalozzi teacher trainer network seminar on <i>Intercultural and Diversity Education: Evaluating Attitudes, Skills and Knowledge</i> in Strasbourg, France.	EWC co-organizes the <i>Human Rights Universality</i> conference with the CoE in Oslo, Norway.	EWC and CoE with the Norwegian Directorate of Education and Training host the annual meeting of the CoE EDC/HRE coordinators, Drammen, Norway.	
June	July	August	September	October	November	December



Preparing the first Regional Summer Academy in Poland 2010: Stefania Wilkiel, Ana Perona-Fjeldstad, Krzysztof Stanowski, Gunnar Mandt, Marlena Falkowska, Olena Styslavska.

Pupils doing EDC/

Congrats from Vienna!



Patricia Hladschik

Director, polis – the Austrian Centre for Citizenship Education in Schools

When we received the news ten years ago, that the Council of Europe founded its own centre promoting education for democracy and human rights, it was a great joy for polis – the Austrian Centre for Citizenship Education in Schools. Since our centre is established at Austria's largest human rights institute, we have always had a great affinity with the Council of Europe as the guardian of human rights, democracy and the rule of law in Europe. European Citizenship Education, at our centre, never was exclusively understood as educational work about the European Union, but always included the concepts of a larger Europe, as represented by the Council of Europe and the OSCE.

In the early years, we received our information on the EWC from Sigrid Steininger, the Austrian representative in the Council of Europe's EDC/HRE network. It was her, too, who then established direct contact with the EWC, when the Council of Europe launched the No Hate Speech Campaign.

Together with the EWC, we organized a networking event on "Cyberbullying and hate speech in school" in May 2014 as part of the Austrian Citizenship Days and discussed the No Hate Speech Campaign with key stakeholders. It was a nice coincidence that Austria was chairing the Committee of Ministers of the Council of Europe at that time. Due to the great response, we repeated the cooperation in 2015, this time with a strong focus on implementation at school.

These joint events have consolidated our relationship with the EWC as we both are convinced of the importance and the success of a translational approach in teacher training. Bringing theory and practise together, applying case-based approaches who show the relevance of theories and educational principles for everyday classroom practice, reflecting the fact that our theoretical framework influences our practice, and that our experiences in the classroom also continue to shape our framework, leads to a quality

approach in teacher training activities. EWC experts with their sound theoretical and practical knowledge and skills made an important contribution to this approach in our work.

Dear Ana and team, we send our heartfelt congratulations for having done great work during the last ten years. The EWC has become an important European ally for all players in the field. Your work is indispensable, and our wish is that you can continue your important contribution to the understanding and promotion of democracy and human rights in Europe for many years. With illiberal democracies and populism on the rise, your work is needed more than ever. Ad multos annos!

- The joint EWC/CoE expert group on the implementation of Recommendation CM/Rec (2008) 12 *Dimension of Religions and Non-Religious Convictions within Intercultural Education* meet at EWC.
- 3 Educators' Consultations seminars in Austria and Bulgaria.

EWC is on Facebook!

2011

January

February

March

April

May

Approx. 800 people from 37 countries participated in EWC events.



HRE activities at school in Niksic, Montenegro



Human rights project at a school in Melitopol, Ukraine.

A Shared EWC Identity



Sulkhan Chargeishvili
Freelance consultant and trainer in the field of EDC/HRE, Youth Work and Social Inclusion, Georgia

A few weeks ago I was running an international training course with colleagues from different European countries. One of the „coffee break discussions” was about the role of youth work in preventing violent radicalization. A colleague brought an example of the EWC’s work in Utøya. My inner response to someone else knowing about the EWC’s work in a completely unrelated setting felt like finding an old friend with whom you have so much to talk about. Reflecting about this now makes me think that something like a “EWC identity” indeed exists among all the people who have been part of the wonderful work this organization is doing to promote the

culture of democracy and human rights in European communities and beyond. For me, the EWC identity exists for different reasons:

Visibility of good practices – If you are part of the programs EWC is implementing it is easy, at first sight, to observe that the secretariat of the organization is trying to make visible every single success story of your work. It doesn’t really matter how big this success is. For all the beginners and enthusiasts of change making this approach boosts your motivation to achieve even more.

Cooperation between sectors – The Summer Academy programme of the EWC in which I took part in 2013, was a place, where I realized the crucial role of cooperation between actors from formal and non-formal education settings. Even after the program finished, EWC’s Share&Connect online platform gave us all the possibility to exchange ideas and brainstorm about

various initiatives. Having teachers, school principals, education researchers, youth workers and civil society organization representatives all in one space helps you to critically reflect on your ideas and inspires you to implement the initiatives that have a very deep and structured analysis where cross-sectoral cooperation is clearly visible.

Supporting the follow-up initiatives – I am using the word identity to also describe the process that continues after the specific program is over. In my case, after my participation in the Summer Academy programme, EWC became a supporter of my ideas would it be by providing input during the grassroots training course I organized or giving us the space and materials to enhance the quality delivery of our educational activities in the field of the EDC/HRE, using Share&Connect platform and EWC’s online library.

The reasons are more than those above-mentioned. In short, I wish to EWC and its dedicated and enthusiastic team to inspire many more learners around Europe to take actions and become advocates for democratic culture. Happy 10 years anniversary.

EWC organizes the conference <i>Reimagining Democratic Societies – A new era of personal and social responsibility?</i> in partnership with the CoE, the International Consortium for Higher Education, Civic Responsibility and Democracy, and the University of Oslo, Norway.							
	2nd Regional Summer Academy in Warsaw, Poland		EWC – CoE Pestalozzi workshop <i>From Division to Diversity: Educational Challenges related to Past and Present</i> in Falstad, Norway.	CoE Pestalozzi – CoE <i>Intercultural Cities – EWC think tank Schools as Intercultural Communities: Towards Indicators for Successful Intercultural Education</i> in Oslo, Norway.		105 participants from Armenia, Azerbaijan, Georgia, Moldova, Russian Federation and Ukraine registered on Share&Connect for the <i>Online Academy</i> .	
June	July	August	September	October	November	December	



Participants and trainers at the South East Europe Regional Summer Academy in Montenegro.

Ten Years of Friendship and Cooperation



Bojka Djukanovic
EDC/HRE coordinator for Montenegro

Establishing of the European Wergeland Centre (EWC) by the Council of Europe and Norway was one of the most important concrete steps for the process of turning theory into practice; of turning the years of policy development into implementing activities; of making steps to turn our beliefs and hopes for a fair, humane and democratic future into reality.

The past ten years that we have been working together, were years of productive and creative cooperation, of exchanging good experiences, of

learning together, of enhancing and unifying the European understanding and practice in education for democratic citizenship and human rights education. But those were also years of widening individual worlds, building lasting friendships, learning about the culture of others, developing solidarity and sympathy for the needs and problems of others, connecting worlds and people.

The South East Europe Regional Summer Academy “Human Rights in Action”, organized jointly by the Coun-

cil of Europe, the European Wergeland Centre, and the Montenegrin Ministry of Education since 2012, has brought together education professionals, parents’ representatives and NGO representatives from 13 countries (Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, The Former Yugoslavian Republic of Macedonia, Greece, Kosovo*, Montenegro, Romania, Serbia, Slovenia, Turkey).

The Academy promoted education for democratic citizenship and human rights education in the South East

2012

4 Educators’ Consultations seminars in Austria, Bulgaria, Germany and Poland.

January

February

March

April

May

EWC launches the 2nd edition of *Share&Connect* as a free online community of practice for education professionals.

EWC –

Approx. **1300** people from **80** countries participate in EWC events, reaching approx. **5000**



Signing the MoU between CoE, Montenegro Bureau of Education Services and EWC:
Lars M. Gudmundson, Ana Perona-Fjeldstad, Bojka Djukanovic, Sarah Keating, Vidosava Kascelan, Olöf Olafsdottir.

Europe region through a well envisaged and organised training of teachers and community members, and training of trainers, thus developing and enhancing their professional skills and competences. Open to new ideas and new teaching methods, its work has been so motivating and inspiring that, apart from its own educational values, it has instigated the develop-

ment of national academies after the same model (Greece, Kosovo*, Montenegro).

Through persistent work on capacity building, focusing on contemporary challenges in the respective societies, the regional and national academies extensively contribute to strengthening the culture of democracy and

human rights in schools and their communities.

Ten years of our friendship and cooperation have proved the European Wergeland Centre to be a credible institution and a trustworthy partner to leading European educational institutions.

** All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo.*

The first edition of the South-East European Regional Summer Academy: *Human Rights in Action*, in Cetinje, Montenegro.

3rd Regional Summer Academy in Warsaw, Poland.

170 participants registered for the 2nd Online Academy at *Share&Connect*.

- For the first time, EWC receives funding from the Norwegian Ministry of Foreign Affairs, for *Practicing Citizenship*, a 3-year programme on civic education in the Russian Federation.
- The CoE – EU – EWC conference *Human Rights and Democracy in Action - Looking Ahead* takes place in Strasbourg, France.

CoE Pestalozzi tandem seminars on TASK: *Tool for Evaluation of Transversal Attitudes, Skills and Knowledge* in Tartu, Estonia and Falstad, Norway.

June	July	August	September	October	November	December
------	------	--------	-----------	---------	----------	----------

secondary beneficiaries through multiplier initiatives.

EVENTS 2009-2012



Participants at the Regional Summer Academy, Warsaw, Poland 2011.



Bojka Djukanovic and Marlena Falkowska, 2011.



Living in Democracy project in Gornja Radgona primary school, Slovenia.



Crown Princess of Norway
then Norwegian Minister



Communication through play at Lijepa Naša primary school in Croatia.



Mette Marit meets Svein Lorentzen, Chair of EWC Board, Ana-Perona Fjeldstad, of Education Bård Vegar Solhjell.



A project promoting citizenship competences at school in Stavropol, the Russian Federation.

CONSOLIDATION (2013-2016)

In 2014, EWC went looking for a strapline. We did not quite know what it was, but following an external evaluation of the centre, we had learned a new word: strapline. And we wanted one.



“Agents for inclusion and conflict resolution” at the Xhemail Mustafa Primary School in Pristina, following participation in the 2015 Kosovo Academy.

The external evaluation of the functioning and performance of EWC was jointly commissioned by the Norwegian Ministry of Education and the Council of Europe. In November 2014, Professor David Kerr from the Citizenship Foundation in the UK presented his findings. In a generally very positive report, he found that “What has been particularly impressive has been the ability of the Centre to transform ‘one-off’ activities into recognised and valued core activities”.

This is characteristic of EWC in this phase of the Centre’s activities. *Consolidation* is often defined in two ways: “becoming better and stronger at what it does” and “bring together and unite”. Both definitions describe well how EWC became more professional, visible and reliable as an institution and partner in the field of education for democratic citizenship, human rights and intercultural understanding.

EWC activities developed from smaller scale projects to large scale programmes. *Practicing Citizenship in the Russian Federation* was launched in

2013 and is still ongoing. *Schools for Democracy* was launched in 2015 and is now part of a larger programme supporting educational reform in Ukraine. *The Regional Summer Academies* expanded to new regions and countries. *Dembra* became our first attempt at a long-term programme in Norway. While different in many ways, these programmes also had much in common. Based on experiences and lessons learnt, EWC established core models and approaches to programme design, implementation and evaluation.

An important part of EWC’s consolidation efforts were to foster strong partnerships with a growing network of partners and experts, in Ministries, national teacher training institutions, universities and civil society. EWC also worked closely with CoE to ensure complementarities and synergies with its education programme. A major achievement was the joint EWC and CoE publication *Signposts – Policy and Practice for teaching about religions and non-religious worldview* published in 2014.

Meanwhile, discouraging signs were everywhere in Europe. Several terrorist attacks prompted the CoE action plans on prevention of violent extremism and radicalisation and on building inclusive societies. Hate speech was on the rise, prompting the CoE No Hate Speech Movement and national campaigns. The significance of formal and non-formal education, the important role of teachers and other educators, the democratic hope in young people – it was in every action plan and policy document.

So there, in this sense of urgency and state of alert, we found it, our strapline:

EWC - Educating for democracy and human rights

2013

2 Educators’ Consultations seminars in Germany and Slovenia.

January

February

March

April

May

4 regional seminars in *Practicing Citizenship* in the Russian

Approx. **3500** persons take part in EWC activities, in turn reaching **11500** beneficiaries.



Liliia Hrynevych,
Minister of Education and Science of Ukraine

The European Wergeland Centre is a reliable friend and partner of the Ministry of Education and Science of Ukraine in everything that concerns the establishing of a democratic school in our country. I remember the meeting with the Executive Director of the Centre, Ms. Ana Perona-Fjeldstad, in early December 2017. We spoke about launching the joint program “Democratic School: Supporting Educational Reforms in Ukraine”, and 2 months later the program started.

In fact, previously we had a very positive collaborative experience on updating programs for grades 5-9 at secondary school. At that time, the changes were aimed to introduce crosscutting content lines that would be naturally integrated into each school subject, in different tasks and topics that should develop students’ financial literacy, civil and environmental competences, and health responsibility. It was no chance to achieve this goal with those old textbooks that we had. The European Wergeland Centre supported us by elaborating a collection of civic competences that included respective assignments for different classes, subjects and age groups of children.

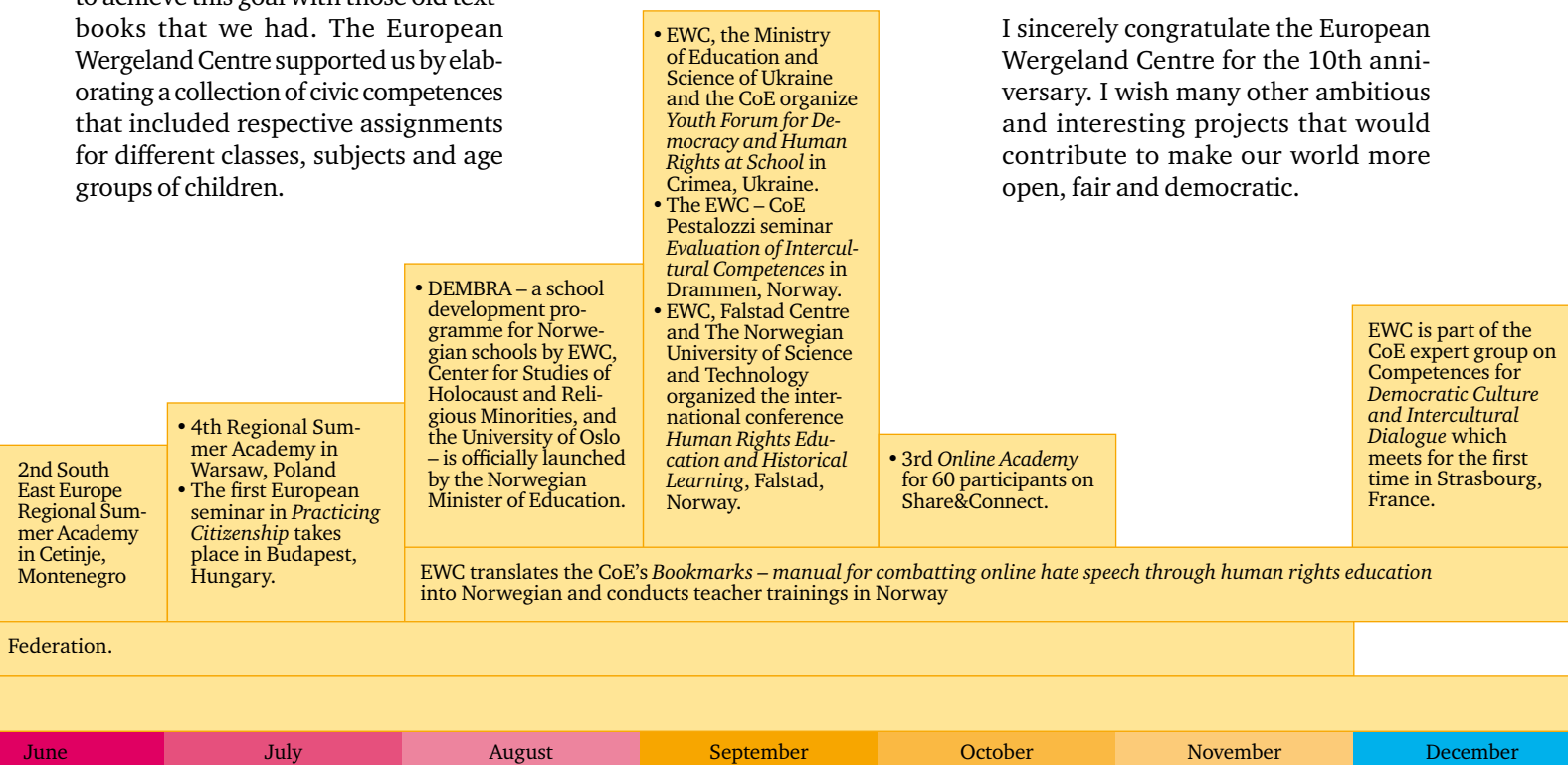
Now Ukraine has set a very ambitious task for itself – to transform radically the system of secondary education. This means to change teaching methods as well as educational environment and use modern educational technologies at school. Although, the biggest challenge we face is to move from “school of knowledge” to the “school of the 21st century competences”, where children will also receive skills and values that the current Ukrainian school does not manage to develop. That is why, we are glad to have such a partner as the European Wergeland Centre. The program “Democratic School: Supporting Educational Reforms in Ukraine” (2018–2021) focuses on those key aspects that are necessary to implement the reform. They include - development of school autonomy and democratization of schools, piloting of new programs for

grades 5-9 worked out according to the new education standard, creation of online resources to develop democratic competences and digitalize school education, supporting educational policy and ensuring the quality of education.

Each of these components is extremely important to make the New Ukrainian School reform successful. 21st century education in a European country is based on a democratic school, modern content of education, and use of innovative educational technologies. A modern school must be qualitative to prepare children for life in the ever-changing digital world.

It would be very difficult to implement the reform on our own, and we are truly grateful to the European Wergeland Centre for its friendly support and a deep interest in the success of the New Ukrainian School.

I sincerely congratulate the European Wergeland Centre for the 10th anniversary. I wish many other ambitious and interesting projects that would contribute to make our world more open, fair and democratic.





The 5 years' anniversary conference of the Regional Summer Academies in Warsaw, Poland in 2014.

EWC and the Whole School Approach



Dr. Felisa Tibbitts
Teachers College of Columbia University, United States

It has been a deep, personal pleasure for me to be associated with the European Wergeland Centre (EWC) since its inception. I remember visiting the new offices when staff was still being hired and feeling both warmly welcomed and thrilled about the mission of the Centre. I still feel that way.

EWC embodies the good practices we know to foster education for democratic citizenship, tolerance and human rights. It designs programs to meet the real needs of teachers in the classroom, by providing them with intensive trainings as well as resources and follow-up support. Teachers who might otherwise feel isolated get to know about others with shared interests. They see that these areas of

education are prioritized by the Council of Europe and by the Centre. All of these elements combined – technical and moral support, networking, fresh new ideas – provide a foundation for motivated teachers to make genuine changes in their classrooms and schools.

I am grateful that EWC many years ago invited me to think with them about how to design their first regional academy. We had already been learning through human rights education efforts that it was essential to have the culture of the classroom reflected in the overall environment of the school. But how to do this?

EWC activities emphasize a whole school approach which encourages the active participation of all to build an inclusive environment in the classroom, in the school, and in the local community where principles of democracy and human rights can be learned and practiced.

EWC co-organizes the first workshop in the EEA/Norway Grants funded project *Faces of Diversity* with POLIN - the Museum of the History of Polish Jews in Warsaw, Poland.

EWC contributes to the CoE Pestalozzi conference *The Image and Ethos of Teachers* in Strasbourg, France.

2 Educators' Consultations seminars in Austria and Romania.

4 regional seminars, 1 European seminar, 1 national conference and 29 local projects in *Practicing Citizenship* in the Russian Federation.

2014

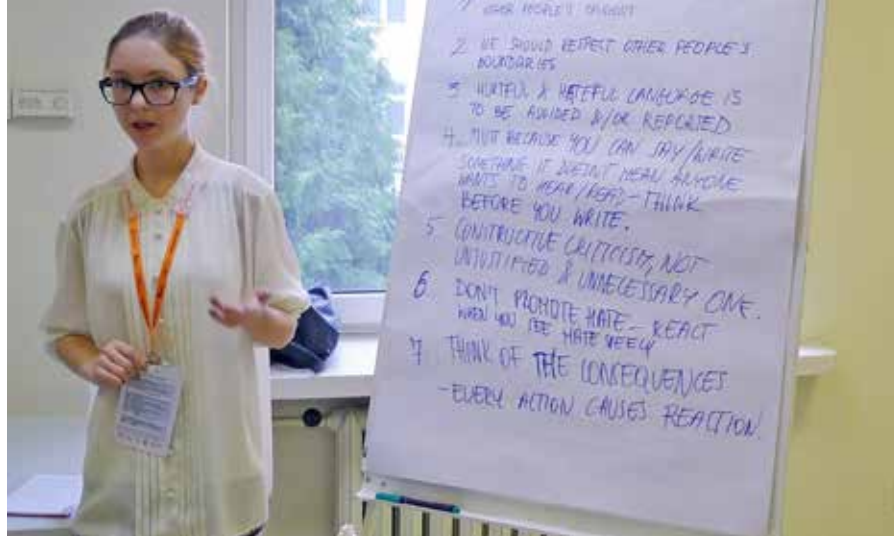
January

February

March

April

May



Prevention of hate speech for Polish and Norwegian students, Warsaw, Poland.

The EDC/HRE framework is carried forward through the profound work of analyzing the school situation and based on these results, identifying priorities and developing an action plan. These plans usually include some aspect of infusing EDC/HRE within classroom teaching but also incorporate other areas of school life, such as nonformal learning, student participation, or a specific need such as combating violence against members of the school community. Through this process, participants recognize and interpret their own vision for EDC/HRE in their environment and identify concrete steps for improvement.

The EWC training program addresses a range of levels, including teacher competencies, classroom methodologies, school ethos and governance and the contribution of community partners. It is an approach that encourages the active participation of all school stakeholders in school life – parents and community members as well as students, teachers and school administrators.

Strategies developed by schools are embedded within an education for democratic citizenship and human rights education (EDC/HRE) values framework, which promotes healthy school environments that protect and promote the human dignity of all. This values framework is what sets apart the EWC's whole school efforts from other approaches, such as whole school development, school improvement and positive school climate.

EWC's teacher network is thriving and growing because of the seeds well planted in the whole school approach used in the Regional Academies and other projects. I look forward to continuing to support these efforts by assisting the EWC in the documentation and study of these good practices.

- EWC, CoE, the International Consortium for Higher Education, Civic Responsibility and Democracy and Queen's University Belfast organize the conference *Higher Education for Democratic Innovation* in Belfast, Northern Ireland.
- 3rd South East Europe Regional Summer Academy in Cetinje, Montenegro.

The 5th Regional Summer Academy in Warsaw, Poland

- 169 participants register on Share&Connect for the *Academies Alumni Network*, with national initiatives taking place in Armenia, Croatia, Georgia, Moldova, Romania and the Russian Federation.
- EWC and the CoE publish *Signposts – Policy and Practice for Teaching about Religions and Non-Religious World Views in Intercultural Education*.

- Five years of the Regional Summer Academy is celebrated with an anniversary conference in Warsaw organized by EWC and The Polish education authorities, and a publication of good practices *Democracy in the Making*.
- EWC co-organizes a training seminar *Democratic Governance of Schools* for school heads and teachers in Kyiv, Ukraine.
- EWC with Bergen University College and the Rafto Foundation organize the CoE Pestalozzi workshop *How all teachers can contribute to prevent Hate Speech online* in Bergen, Norway.

EWC and Center for Citizenship Education in Poland organize a training in Warsaw for Polish and Norwegian teachers and students on countering hate speech as part of the EEA/Norway Grants funded project *Hate, I am Against*.



Participants at the first Greek Summer Academy in Spetses, Greece.



Participants at the first Regional Baltic Summer Academy in Tallinn, Estonia.

The Baltic Summer Academy – a Whole School Learning Lab



Giedrė Tumosaitė
Education Development Centre, Lithuania

In 2018, the fourth Baltic Summer Academy took place in Estonia. Renewed and improved, it started its second rotating life-cycle. You may say: “So what? There are many long-term projects, cross-country and regional programmes lasting for years!” You would be right on one hand, however, on the other hand, there are not many such programmes in the Baltic states and especially not in the field of school education.

In 2015, the Baltic Summer Academy ran for the first time as a pilot of Council of Europe/EWC Regional Summer Academy. In four years, the concept of Baltic Summer Academy has gone through a series of innovations and

qualitative improvements. What we have now is a Whole School Learning Lab dedicated to building a democratic and inclusive culture in schools in Estonia, Latvia and Lithuania, and to strengthening the competences of education professionals and community actors to teach, implement and promote EDC/HRE.

If we had to identify success factors of the Baltic Summer Academy, we would name three: a solid framework of the Regional Summer Academy programme already well established

The CoE Human Rights Commissioner Nils Muiznieks visits EWC.

EWC co-organizes a national conference on guidelines for Norwegian teacher education in Oslo, Norway.

- EWC co-organizes an international conference on *Interculturalism and Historical Education* at the Museum on the History of the Polish Jews (POLIN) in Warsaw, Poland.
- EWC organizes 5-day training for students and teachers from 17 Ukrainian schools in Kyiv in cooperation with the Ministry of Education and Science of Ukraine.
- EWC co-organizes training for Austrian teachers on how to prevent hate speech in school, at the Austrian Parliament in Vienna, Austria.

- EWC organizes a training-of-trainers workshop on prevention of hate speech as part of the EEA/Norway Grants funded project *No Hate Speech* in cooperation with the Greek NGO KEPAD in Athens, Greece
- EWC co-organizes a workshop as part of the EEA/Norway Grants funded project *Promotion of Social Inclusion in Slovakia*, in Bratislava, Slovakia.
- EWC hosts a one-week visit from a delegation from Turkey headed by the President of the Turkish Board of Education, as part of the EU-CoE programme *Generation Democracy*.

Two Educators' Consultations

- 5 regional seminars, 1 national conference, 1 European seminar, 31 local projects in Practicing Citizenship in the Russian Federation
- EWC piloted and presented the CoE Reference Framework for Democratic Competences in 3 EWC programmes and 7 conferences/

2015

January

February

March

April

May



Trainers and organizers at the SEE Regional Summer Academy in Montenegro in 2015: Angelos Vallianatos, Caroline Gebara, Natasa Peric, Olena Styslavska, Ted Huddleston, Filip Car, Vidosava Kascelan, Bojka Djukanovic



In-house EWC staff seminar at Utøya in 2017.

jointly by Council of Europe and EWC; engaged national stakeholders – Ministries of Education in Estonia, Latvia and Lithuania – committed to continue to pilot the rotating Baltic Summer Academy, as highlighted in the Joint Statement of the 21st Baltic Council in 2015 - and, a reliable partner who could walk side-by-side, who would encourage you to learn and would be learning together with you. We are immensely happy to have the EWC as such a partner, whose work on education for democracy and human rights in different regions enables them to bring various practices of different contexts together and to ensure the transfer of learning and sustainability of learning results.

much more than just a regional training programme for education professionals. In Lithuania, for instance, the Academy provides possibilities, such as training and counselling, for schools to improve as part of the education quality assurance system. Being implemented at regional level, Baltic Summer Academy creates opportunities for schools from different countries to share their practices, exchange approaches, explore differences, build new experiences and learn together.

This is also true for its partners. It provides a regional platform to compare systems, learn about the latest developments, discuss common issues and problems, plan common activities and projects. And lastly, Baltic cooperation that has started in the framework of Baltic Summer Academy, is being continued in other areas.

Thanks to guidance, coordination and contribution of the EWC, as well as consistent efforts of colleagues from the Baltic states, in four years, the Baltic Summer Academy has become

The 4 th South East Europe Regional Summer Academy in Cetinje, Montenegro	<ul style="list-style-type: none">• 6th Regional Summer Academy in Warsaw, Poland.• President of the CoE Parliamentary Assembly Anne Brasseur visits EWC.	The 1 st Baltic Regional Summer Academy takes place in Tallinn, Estonia, for participants from Estonia, Latvia and Lithuania.	EWC hosts a high-level study visit of parliamentarians from Ukraine.	Education, Research and Religious Affairs in Spetses, Greece. <ul style="list-style-type: none">• EWC co-organizes the CoE Pestalozzi seminar <i>Sexual Education</i> in Oslo, Norway.• EWC co-organizes the first national Dembra conference in Oslo, Norway.		The 1 st Kosovo Academy for school heads, teachers and parents is organized in Pristina.
seminars in Greece and Germany						
seminars in 6 countries.						
June	July	August	September	October	November	December



Head trainer Marzena Rafalska at a Training of Trainers workshop in Ukraine.



Norwegian pupils at the first pilot training in the Learning (Photo: Werner Anderson).

EWC and Education about Religious Diversity



Professor Dr Robert Jackson

Emeritus Professor in Religions and Education, University of Warwick, Visiting Professor in the Department of Humanities and Social Sciences Education, Stockholm University, EWC Special Adviser

In 2006, I had the privilege of conducting a feasibility study for the Council of Europe which eventually led to the establishment of the European Wergeland Centre (EWC). I also had the pleasure of being involved in the Centre's work on religious diversity and education from the outset. That activity has been important in recognising the intrinsic value of knowledge of religious plurality, its relevance to the personal development of students, and especially its value in promoting understanding – not agreement – among those holding different beliefs and commitments.

One of the more recent tasks followed the publication of the 2008 Recommendation from the Committee of Ministers on *The Dimension of Religions and Nonreligious Convictions within*

Intercultural Education. The Recommendation had been distributed to the 47 member states, but little was known about its use. A joint committee, from the Council of Europe and EWC, was established to promote the use of the Recommendation.

The team designed a questionnaire and sent it to the education ministries of all member states. Respondents were encouraged to identify issues that would be faced in developing policy and good practice through utilizing the Recommendation.

Similar issues were identified across countries in different parts of Europe, notably: ambiguity/lack of clarity in terminology; a need to understand the component elements of 'competence' for understanding religions; how to

make the classroom a 'safe space' for dialogue; how to help students to analyse media representations of religions; how to integrate a study of non-religious world views with the study of religions; how to tackle human rights issues in relation to religion and belief; how to link schools to wider religion/belief communities and organisations in order to increase students' knowledge and understanding.

The joint committee then explored ways in which these could be addressed. I was asked to write a text on behalf of the group, focusing on the above issues and drawing on recent research and examples of good practice from different parts of Europe, with the aim of helping readers in different member states to develop practice and policy.

EWC organizes training-of-trainers for alumni from the Regional Summer Academies in Budapest, Hungary.

3rd Polish-Norwegian seminar in the project *Faces of Diversity* takes place in Oslo, Norway.

EWC signs partnership agreements with the 22 July Centre in Oslo and Utøya to develop a comprehensive programme of educational activities on 22 July and Democratic Citizenship.

EWC organizes 3 workshops at Utøya for Norwegian pupils

– EWC trains 40 national trainers for the Schools for Democracy programme and employs local staff in Ukraine. The national trainers carry
– In Practicing Citizenship, approx. 4500 beneficiaries takes part in project activities initiated and carried out by the 365 participants of 4
– 180 school leaders, teachers, students, parents, NGOs and local community actors initiates 50 local projects strengthening democracy and

2016

January

February

March

April

May

EWC activities involves **4188** multipliers from **26** countries, in turn reaching approx. **40 000**



Democracy at Utøya programme 2016

The book ‘Signposts’: Policy and Practice for Teaching about Religions and Non-Religious Worldviews in Intercultural Education was published in 2014 by the Council of Europe. It has attracted much attention internationally and so far has been translated into twelve European languages and Arabic.

EWC has followed up this work by disseminating free pdf translations, supporting further research, and with the development of a teacher training module based on *Signposts*. The module is now complete and is due for publication shortly. Thus, EWC continues to make a strong cross-European contribution to education about religious diversity, along with its other important work.

- 5th South East Europe Regional Summer Academy in Cetinje, Montenegro.
- 2nd Baltic Regional Summer Academy in Vilnius, Lithuania.
- 7th Regional Summer Academy in Warsaw, Poland.
- EWC organizes a workshop with the Polish NGO CHANCE for Polish and Norwegian pupils from secondary schools during the official opening of Hegnhuset, the commemoration and learning centre at Utøya.

EWC co-organizes the CoE Pestalozzi seminar Education for all: *Building inclusive and supportive school environments in contexts of change* in Drammen, Norway.

“You Deserve to Die Because You’re Gay!”



Mahira Karim
Youth Activist, Norway

“Refugee bastard!” “You paedophile Muslim!” “You deserve to be raped”.

The words that come out of our mouths say a lot about who we are as individuals. They also say a lot about who we are as a society. *How* we say them, *why* we say them, and *where* we say them mirrors our relations to others. Listed above are examples of hate speech. This type of hate speech is often found on social media, but also on the streets of our cities and towns. As words have power, the language we use to address others creates a perception of them, and the world, that might not be entirely true. Words like *jew*, *gay* and *black* are often used as swearwords, creating fear towards those it applies to.

“It’s a free country, I can say whatever I want”.

In Europe, we have created a habit of excusing our language and behaviour by referring to freedom of expression. As right-holders, we claim that we have the right to say whatever we want. However, we are forgetting that freedom of expression is *limited*. Yes, your freedom to express yourself is a human right, but it is not an *absolute right*. This means that racist and discriminatory

statements can lead to severe consequences and you can be held responsible. Let’s not take freedom of expression for granted. Let’s not create an open culture of hate speech in our society, especially not in social media.

The European Wergeland Centre has been playing an important role in training youth leaders and workers, (a) by building their skills on tackling and recognizing hate speech and (b) by providing concrete tools they can bring back to their communities and organizations. Handing the responsibility to youth is important as they have the power to reach other youth, creating and influencing the young minds to fight against hate speech, both online and offline.

Youth are important to invest in because they are the future, but also because they are the present!

- The first Slovak and Czech Regional Academy takes place in Bratislava, Slovakia.
- An external evaluation report on the Regional Summer Academy programme concludes that the programme is in great demand and a successful example of CoE policy implementation in practice.
- EWC’s *Schools for Democracy* in Ukraine is presented as a good practice at CoE’s World Forum for Democracy in Strasbourg, France.
- EWC and CoE establish an international group of experts to develop a training module based on *Signposts*.

2nd Kosovo Academy in Pristina, Kosovo.

and teachers in cooperation with Utøya, the 22 July Centre and Rafto Foundation.

out 192 workshops at 32 schools.
regional seminars, 1 national conference, and 2 conferences in Georgia and Armenia.
human rights in schools and local communities in 26 countries through the Summer Academies programme.

June	July	August	September	October	November	December
------	------	--------	-----------	---------	----------	----------

EVENTS 2013-2016



Trainer Ted Huddleston at a Training of Trainers workshop in Budapest 2016.



Participants at the National Conference for Schools for Democracy in Ukraine.



Students in Stavropol made movies about issues that concerned them as part of Civic Education in the regions of the Russian Federation.



EWC's Zakia Akkouch giving a talk on how teachers can prevent hate speech, Bergen University College, 2016.



EWC Ukrainian team: Iryna Sabor, Marzena Rafalska, Marta Melnykevych-Chorna, Andriy Donets, Khrystyna Chusak, Olena Shynarovska.



Minister of Education of Ukraine, Liliia Hrynevych with Ana Perona-Fjeldstad in Kyiv, Ukraine.

GROWTH & EXPANSION (2017-2018)

There is a secret ingredient in the EWC approach to educating for democracy and human rights. It brings a sense of equilibrium to the office, along with feelings of well-being and timely boosts of energy to EWC staff and guest alike. It is not visible in strategy plans or annual reports, but often prominently available at the kitchen table in the EWC office. We are talking about chocolate.

While chocolate on the kitchen table might not change the world, the values and attitudes transmitted around a kitchen table might. This is recognized in the whole school approach often adapted in EDC/HRE, for instance in the *Council of Europe Reference Framework of Competences for Democratic Culture* to which EWC contributed substantially.

The Council of Europe is always an important avenue of cooperation for EWC. The campaign *FREE to SPEAK, SAFE to LEARN* aims to highlight the commitment to democratic values and principles in the life and culture of schools across Europe. Schools across Europe prove every day that the most important role of education is to build inclusive and democratic societies by

developing the democratic engagement and competences of young people.

The democratic engagement of young people is key to the programme on *22 July and Democratic Citizenship* which EWC develops in partnership with the commemoration - and learning centers at the sites of the terror attacks in Norway in 2011. These are special places for young people to reflect on what democracy means to them, what challenges our democracies face and how young people can promote democratic values and practices.

The national programme in Norway is an example of how we use 10 years of experience to expand into new avenues of cooperation. The EEA/Norway Grants provides such an avenue, with the EWC adapting our methods and models to national priorities in Greece, Slovakia, Romania, Poland, Portugal and the Czech Republic. Key topics are inclusion of national minorities including Roma, refugee education, the fight against corruption and how to teach and deal with controversial issues in the classroom and school environment.

While exploring new avenues, it is important to stay on course. In Ukraine, *Schools for Democracy* is expanding into a larger programme

supporting several aspects of democratic reform of the education system such as curriculum development and online learning. In the Russian Federation, educators and institutions from 26 regions are involved in the *Practicing Citizenship*. In the Nordic and Baltic countries, a network of trainers is set up to support the implementation and dissemination of *Teaching Controversial Issues*.

10 years ago, EWC was set up to build bridges between policy and practice. On the one hand, we do this by contributing to policy priorities such as *The UN Sustainable Development Goals* and the *Council of Europe Charter on education for Democratic Citizenship and Human Rights Education*. On the other hand, we do it by working with young people at Utøya, teachers and school leaders in Greece, teacher trainers in the Russian Federation, school heads in Ukraine and many, many other educators throughout Europe.

Practicing Citizenship carry out 1 training for 33 participants community and local organisations.

4 seminars in *Learning Democracy* at Utøya for Norwegian students and teachers, 3

EWC implements a pilot project *Teaching Controversial Issues in the Nordic Countries* for Nordic school leaders and teachers, including a

Schools for Democracy in Ukraine carry out 2 training-of-trainers, 5 trainings for 74 schools, resulting in 274 school workshops throughout

2017

January

February

March

April

May

EWC trains **6600** educators who in turn reach up to **65.000** pupils, students, teachers, parents,



Participants from 16 countries at pilot training on the CoE manual WE CAN, Utøya, Norway.

- EWC organizes the national conference *Democratic Practice and Human Rights at School* in Kiev, Ukraine.
- EWC co-organizes the CoE conference *Learning to Live Together: A Shared Commitment to Democracy* in Strasbourg, France.
- EWC co-organizes the *Global Forum on Higher Education for Diversity, Social Inclusion and Community: A Democratic Imperative* in Rome, Italy.
- A training-of-trainers seminar for Summer Academy alumni takes place in Cetinje, Montenegro.

- The Slovak Summer Academy takes place in Bratislava, Slovakia.
- 3rd Baltic Regional Academy in Jelgava, Latvia.

CoE Secretary General Thorbjørn Jagland visits EWC.

The CoE Reference Framework for Competences for Democratic Culture is finalized, with EWC as the main author on the supporting document on *CDC and the Whole School Approach*.

EWC and CoE organize an international seminar at Utøya for No Hate Speech – activists from 16 countries on the new CoE manual *We Can – Taking Action against Hate Speech through Counter and Alternative Narratives*. The EEA/Norway Grants produces an online documentary series based on the training.

EWC facilitates the translation of the CoE manuals *Teaching Controversial Issues* and *Managing Controversy* to Danish, Finnish, Icelandic, Norwegian and Swedish.

- *Schools for Democracy: Supporting Educational Reforms in Ukraine 2018-2021* is launched in Kiev, Ukraine.
- 2 learning resources are developed and published through *Schools for Democracy*: both *Tool for Democratic School Development* and *Civic Responsibility: 80 Exercises for Developing Citizenship and Social Competences in 5-9 Grades* are distributed to almost 17 000 schools in Ukraine.

from 14 regions of the Russian Federation resulting in 14 regional initiatives involving over 3100 students, educators, parents, representatives of local

international seminars for school leaders, teachers, students and youth activists from 20 countries.

training seminar at Utøya, as part of the Norwegian Chairmanship programme of the Nordic Council of Ministers.

the year, reaching an estimated 41800 pupils, teachers and parents.

June	July	August	September	October	November	December
------	------	--------	-----------	---------	----------	----------

school heads, community actors and other stakeholders.



The expert group on the CoE Reference Framework of Competences for Democratic Culture.

The Council of Europe and the European Wergeland Centre



*Snežana Samardžić-Marković,
Director General for Democracy, Council of Europe*

The European Wergeland Centre is a “privileged partner” for the Council of Europe. The “privilege” is not a sine-cure but hard work for common goals.

We both understand Europe as what it really is: a continent that combines the many things we have in common – most importantly democracy, human rights and the rule of law – and the diversity of cultural traditions that help make us interesting. We do not speak about a “big Europe”, a “small Europe” or a part of Europe – we speak about Europe, tout court. Having played an active role in the resistance to dictatorship and the democratic transition in Serbia, I can testify to the role of Norway and importance of Europe. EWC is a European centre. It has shown throughout its history that it lives up to what is both a challenge and a promise.

In April 2018 the Council of Europe launched a Reference Framework of Competences for Democratic Culture. For education to prepare for democracy, we need to say what students should know, understand and be able to do as a result of their education. But we also need to say what we are willing to do and sometimes not to do. Democracy cannot survive without ethical reflection and critical thinking. That is why we speak about “democratic culture” and not just “democracy”. Education is essential to developing the attitudes and behaviours that make democracy work in practice. So we defined twenty competences for democratic culture, which fall into four categories: values, attitudes, skills and knowledge and critical understanding.

EWC played an important role in developing the Framework, and it will play an even more important role in imple-

menting it. As we prepare to celebrate the 10th anniversary of the EWC, we also prepare to launch the “Safe to Learn, Free to Speak” campaign. Together, the Council of Europe and EWC will explore how the Framework can be put into practice in schools, how schools can be places where all opinions may be voiced but where they also have to face the test of open debate and counter-arguments. That is a much more efficient way of developing democratic culture than driving extremist views and conspiracy theories underground.

I congratulate the European Wergeland Centre on its first 10 years. You have raised the bar high, and we look forward to the next 10 years – and beyond.



Engaged students in Warsaw, Poland.

The European Wergeland Centre and the UN Sustainable Development Goals



*Haldis Holst,
Chair of the Governing Board of EWC and Deputy General Secretary of Education International*

In September 2012 the United Nations Secretary-General launched the five-year Global Education First Initiative (GEFI) to accelerate progress towards the Education for All goals. A part of the strategic plan was to advocate for a broader and more ambitious vision for education at the core of the post 2015 agenda and one of the three priorities was to foster global citizenship education.

At the United Nations Sustainable Development Summit on 25 September 2015, the new 2030 Agenda for Sustainable Development, including the Sustainable Development Goals (SDGs) was adopted. Through goal 4 the world committed to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. They also signed on to target 4.7 which emphasizes the broader vision for education GEFI advocated for. “By 2030, ensure that all learners acquire the knowledge and

skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

SDG 4 addresses global and national education challenges. It is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability.

The European Wergeland Centre’s (EWC) purpose and work is based on the same vision and will undoubtedly have an important role to play in supporting students, teachers, communities and countries in achieving the

2030 Agenda. The experience and expertise which has been developed during the first 10 years of the EWC’s existence will most certainly be extremely valuable in the years to come.

It is important that children are exposed to international human rights standards and that there is free discussion in the classroom. It is vital to be able to listen to others and to try to see how they see the world. The ability and habit of seeing things through one’s own eyes and experience, but also to see and understand the way others see the same things, is intrinsic to good education.

Children should experience an education which embraces diversity, erases fear of the other and embeds pride in each child of who they are. Education should develop those values that will contribute to understanding, tolerance, and peace. The EWC is a resource centre which promotes such an education.



Participants at Schools for Democracy in Kyiv, Ukraine.

The European Wergeland Centre and European Challenges



Torbjørn Frøysnes
Special Adviser to the EWC and former Ambassador of Norway
to the Council of Europe

With increasing globalization and the widening of the membership in the Council of Europe to the whole of Europe at the end of the last Millennium, new challenges appeared for the rules-based cooperation in Europe. Domestic affairs became a concern for intergovernmental cooperation, as problems related to economic, financial and social uncertainty, and migration, became political issues that strongly influenced politics, and challenged the obligations taken by states in international cooperation. It was widely recognized that education is an important platform for dealing with these challenges. As Norway's Ambassador to the Council of Europe 2003-2008, I participated in the deliberations and negotiations prior to the establishment of the European Wergeland Centre (EWC). 10 years later, the EWC now reaches some 65000 teachers, pupils, students and other stakeholders in more than 30 countries. It is well placed to take on even more difficult and important tasks caused by increasing polarization and political controversies.

Economic and political tensions and uncertainties have been aggravated by populist and nationalistic rhetoric and have put the multilateral cooperation system in Europe to a serious test.

Experience has shown that despite a broad understanding of the need to increase our efforts through education, extraordinary project funding of the activities is more and more important. One such important source of funding is the cooperation system offered through the EEA and Norway Grants by Norway, Iceland and Lichtenstein. As the new program cycle of the Grants (2014-2024) is underway, EWC is already involved in projects in 7 countries.

The EEA/Norway Grants represents an important instrument in providing framework and resources for promoting social inclusion, understanding and preventing discrimination and fear. Since the EEA and Norway Grants is established by the EU and the EFTA-members of the EEA (European Economic Area), it is also an important partner to the Council of Europe in the joint efforts to uphold and strengthen the obligations and commitments of the multilateral cooperative framework in Europe. Since the overriding goal is to protect the human rights, parliamentary democracy and an independent judiciary, the EWC will actively participate in the operational implementation of these fundamental values, upon which our societies, our freedom and our welfare will rest now and in the time to come.

The European Wergeland Centre and the



Dr. Michalis Kakos
Reader in Education,
Leeds Beckett University, UK

I think that the growth in confidence of the EWC has not arrived a moment too soon. A combination of events and conditions, which are not necessarily unrelated to each other, have made the work of EWC all more necessary.

I think that the way that groups and individuals have reacted to the above conditions highlight a fundamental issue which should be of concern for the EWC and for education in general: that we, collectively, as citizens of democratic states are still struggling to recognise (and act upon this recognition) that uncertainly lies close to the essence of humanity and that the ways that we negotiate this uncertainly are indicative of the quality of our civilisation.

We see this in the alarming rise of popularity of simplistic and therefore extreme suggestions, which stem from fear of this crises-fuelled uncertainly; we see this in the strengthening of Nationalist and of populist movements, in the growing tolerance to intolerance and to hate speech, in the regained appeal of borders.

The role of education that the EWC is called to support is often forgotten or overseen when history is not looming upon us: it is the cultivation of the skills among citizens to live and to celebrate uncertainty, to negotiate and assume their share of responsibility in



EWC staff (Norway) 2018: Karoline Slåttum, Elizaveta Bagrintseva, Inga Marie Nymo Riseth, Mariann Brynlund, Ingrid Aspelund, Jennie Holck-Clausen, Valentina Papeikine, Kjersti Klette, Lars Gudmundson, Ana Perona-Fjeldstad, Øystein Sassebo Bryhni, Marina Dyshlovska, Marta Melnykevych-Chorna. Caroline Gebara and Iryna Sabor not present.

Role of Education

navigating humanity through this uncertainty without losing faith in values that make the journey worthwhile: justice, equality, dignity, fairness, inclusion and peaceful resolution.

The training of educators and of schools to serve this role should suggest and follow a method, a content and a set of principles. The content is offered by the social and political reality and should allow the exploration of the ways that societies and humans operate including the role of economy and the function and management of power. The method lies in democracy and should involve the engagement of trainers and trainees, of educators and of students in meaningful deliberations. Human Rights is the set of principles and the backbone, not for the development of a new form of education but for the reinstatement of what education is about.

Nothing from the above is unfamiliar to the EWC. The challenge today is for the EWC to be confident and convincing that it does not play a tokenistic but a fundamentally radical role and that the aims which guide this role are not partisan, anachronistic or time restricted but fundamental, timeless causes which concerns the educational community in general.

Promoting a Democratic Culture



Marzena Rafalska

Head trainer in EWC programs “Schools for Democracy: Supporting Educational Reforms in Ukraine” and “Practicing Citizenship”, Poland

The European Wergeland Centre is celebrating its 10th anniversary. I joined its team 7 years ago as a trainer for the Regional Summer Academy in Poland. When I look back at the history of my collaboration with the EWC, I am thinking about the results and impact of my activities in its different projects.

I am engaged in the EWC programs that promote a democratic culture, such as Schools for Democracy: Supporting Educational Reforms in Ukraine and Practicing Citizenship in the Russian Federation. In current social and political situation in Europe, fostering a democratic culture is an important task and a challenge. As we respond to this challenge, we are trying to answer questions about the way education can shape and support democracy and foster democratic values. We look at the elements that make schools democratic and facilitate the creation of a democratic learning environment.

One important element is to ensure that teaching and learning materials for citizenship and human rights education are freely available to all, including new materials on emerging issues, translations into local languages, and adapted materials tailor-made to specific national education systems. In the EWC program in Ukraine, trainers developed new mate-

rials needed for implementing the new curriculum: a civic responsibility manual for teachers with concrete exercises to develop democratic competences across school subjects. In addition, a school guide outlining concrete steps for development of a democracy in three key areas of school life; teaching and learning; democratic governance and culture and partnership with the community. Through the programme, schools were provided with those materials and training for teachers to use them was conducted. These are important steps towards ensuring access to quality EDC/HRE materials for all.

EWC also highlights and disseminate good practices, which can be multiplied and transferred across countries. We keep asking questions about democracy at school, find answers and accumulate experience. It is very important to describe, generalize and disseminate positive practices initiated by the project. Then, local success stories become an inspiration and an example to follow for others. They show that democratic values are not abstract concepts but an authentic history from the school across the street.

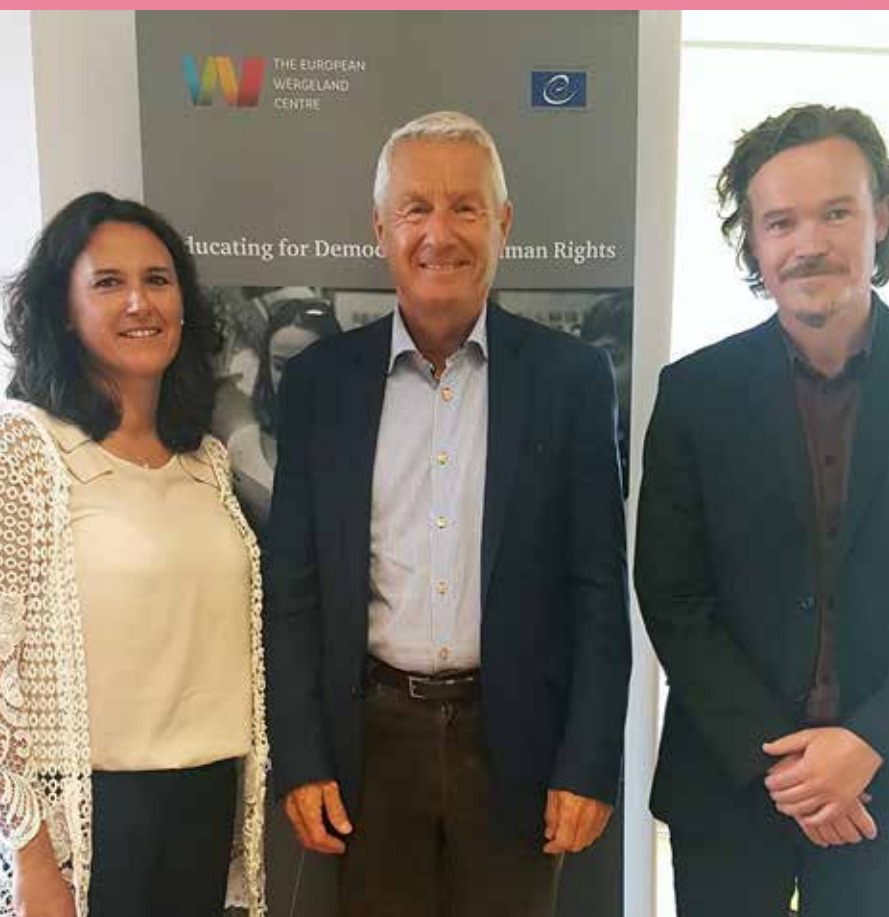
EVENTS 2017-2018



EWC's Ingrid Aspelund and Kjersti Klette in Strasbourg.



EWC experts developing a training module based on the CoE publication Signposts: Vallianatos, Astrit Dautaj.



CoE Secretary General Thorbjørn Jagland visiting EWC in 2017.



Preparing the CoE Campaign FREE to SPEAK – SAFE to LEARN, Strasbourg
Francesco Ragazzi, Ana Perona-Fjeldstad, Katerina Toura, Sjur Bergan,



John Harald Bondevik, Jennie Holck-Clausen, Angelos



A flash mob organized by pupils, parents and teachers at the Ștefan cel Mare school in Chisinau, Moldova.



2018: Rolf Gollob, Villano Qiriazzi.



The EWC Board: Anders Bakken, Michèle Eisenbarth, Snezana Samardžić-Marković, Haldis Holst (Chair), Inga Bostad, Helga Hjetland, Jindřich Fryč

LOOKING TO THE FUTURE

10 years ago EWC was given a mandate to build bridges between policy, research and practice in the field of education for democratic citizenship, human rights and intercultural understanding.

EWC's mandate states that the centre shall:

- Provide in-service training and support
- Support and apply research and development
- Disseminate information and serve as a platform and meeting place

In line with this, EWC's main aim is to strengthen the capacity of individuals, educational institutions and educational systems to build and sustain a culture of democracy and human rights.

As EWC looks forward to the next 10 years, our mandate is as relevant as ever. The United Nations 2030 Agenda, including the Sustainable Development Goals, leads the way. Goal 4 commits everyone to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. In view of this, EWC will continue building on our expertise and experience while also exploring new ways of fulfilling our mandate.

The EWC 10th Anniversary conference and this publication close the first chapter of the EWC. At the same time, it opens a new. We do not know yet all the possibilities, challenges, successes, mistakes, partnerships and projects which this chapter will contain, but we have a few ideas. EWC will implement several projects within the EEA and Norway Grants, considerably broadening our portfolio in countries like the Czech Republic, Greece, Portugal, Poland, Romania, Slovakia and possibly more. We will continue our regional work in the Balkans and explore new partnerships in South Europe.

EWC will continue working closely with partners to fulfill our mandate. As we celebrate 10 years, the Council of Europe launches its new campaign FREE to SPEAK, SAFE to LEARN – Democratic Schools for All. The campaign will highlight the commitment to democratic values and principles of schools in the Council of Europe member states. It will showcase the work done every day by teachers, students, parents and school leaders to develop democratic and inclusive schools.

We cannot think of a better way to celebrate our anniversary than to support the launch of this campaign and help make it a European choir of voices from practice which will resonate loud and clear in the face of threats and challenges to democratic values, principles and practices.



The European Wergeland Centre

Karl Johans gate 2
NO 0154 Oslo, Norway

Phone: +47 21 08 24 10
Mail: post@theewc.org



Sign up for the EWC Newsletter
or visit us at
www.theewc.org

Follow EWC on Facebook
www.facebook.com/theewc.org