

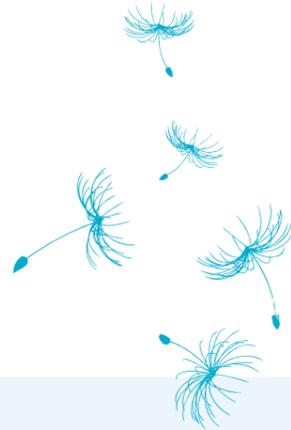
# THE EUROPEAN WERGELAND CENTRE

Educating for Democracy  
and Human Rights

2021  
ANNUAL  
REPORT



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**ANA PERONA-FJELDSTAD**  
Executive Director

## FROM EMERGENCY RESPONSE TO LONG-TERM SOLUTIONS

### ADDRESSING THE TIMES

**In the course of 2021, we faced and explored what the “new normal” had become – and would stay, for the foreseeable future. No longer merely adapting to the emergency, we are now busy providing the long-term answers to it.**

Several adverse trends became more pronounced in 2021. They range from growing inequality to intensifying nationalist sentiments that prevail over global solidarity; from polarization of political discourse to massive waves of conspiracy theories and misinformation targeting our common values and democratic institutions. These issues informed our programmes and activities throughout the year, with three key themes steering our priorities: scaling-up online learning solutions, strengthening and supporting learning communities, as well as exploring new partnerships and novel ideas to address the times.

At the same time, the emerging needs we have prioritized are linked by a common thread: attending to young people’s concerns about their voice (or lack thereof) in tackling problems like divided societies, conflicts, climate change, hate speech, cyberbullying, or isolation. We have focused extensively on strengthening the younger generations’ faltering trust in democratic processes, which is paramount if they are to overcome uncertainty and make the difference they aspire to.

**Scaling-up online learning solutions.** We have constructed virtual solutions designed to outlast the pandemic and prove useful for years to come. For example, we developed extensive online courses with innovative pedagogies to support educators in their everyday practice. We also launched robust and accessible learning resources, while delving deeper into youth training. Reaching out to educators and young people in a tumultuous global environ-

ment, our projects are dedicated to boosting their confidence in – and understanding of – their own potential for democratic participation and transformation.

**Strengthening learning communities.** We have worked on creating safe and inclusive settings for knowledge exchange, enabling teachers, trainers, and other educators to come together and learn from each other. Most of our projects this year have facilitated the practice of sharing experience and expertise among the members of numerous learning communities. As a result of these efforts, several new initiatives have sprung forth, anchored in the needs and possibilities identified by these grassroots groups.

**Exploring new partnerships and novel ideas.** In 2021, EWC focused on building strong new partnerships. Global and local challenges alike, from COVID-19 to climate change, are entwined with political decisions, solidarity, and active civic engagement. Education has a pivotal role in forging a sustainable future by shaping the younger generation’s knowledge, skills, behaviors, and lifestyles. Concerted action by innovative multi-stakeholder partnerships can combine and mobilize expertise and resources for this common goal. We trust that many of the ideas we are now developing together will bear fruit in the time to come.

All in all, 2021 tested us yet again, as individuals as well as a team. And in response, we carried out a great deal of work, walking hand in hand with others – with educational institutions, with civil societies, with trainers and partners, as well as with our supporters. The new normal is here to stay, and we are now focused on creating long-term roadmaps for navigating it.

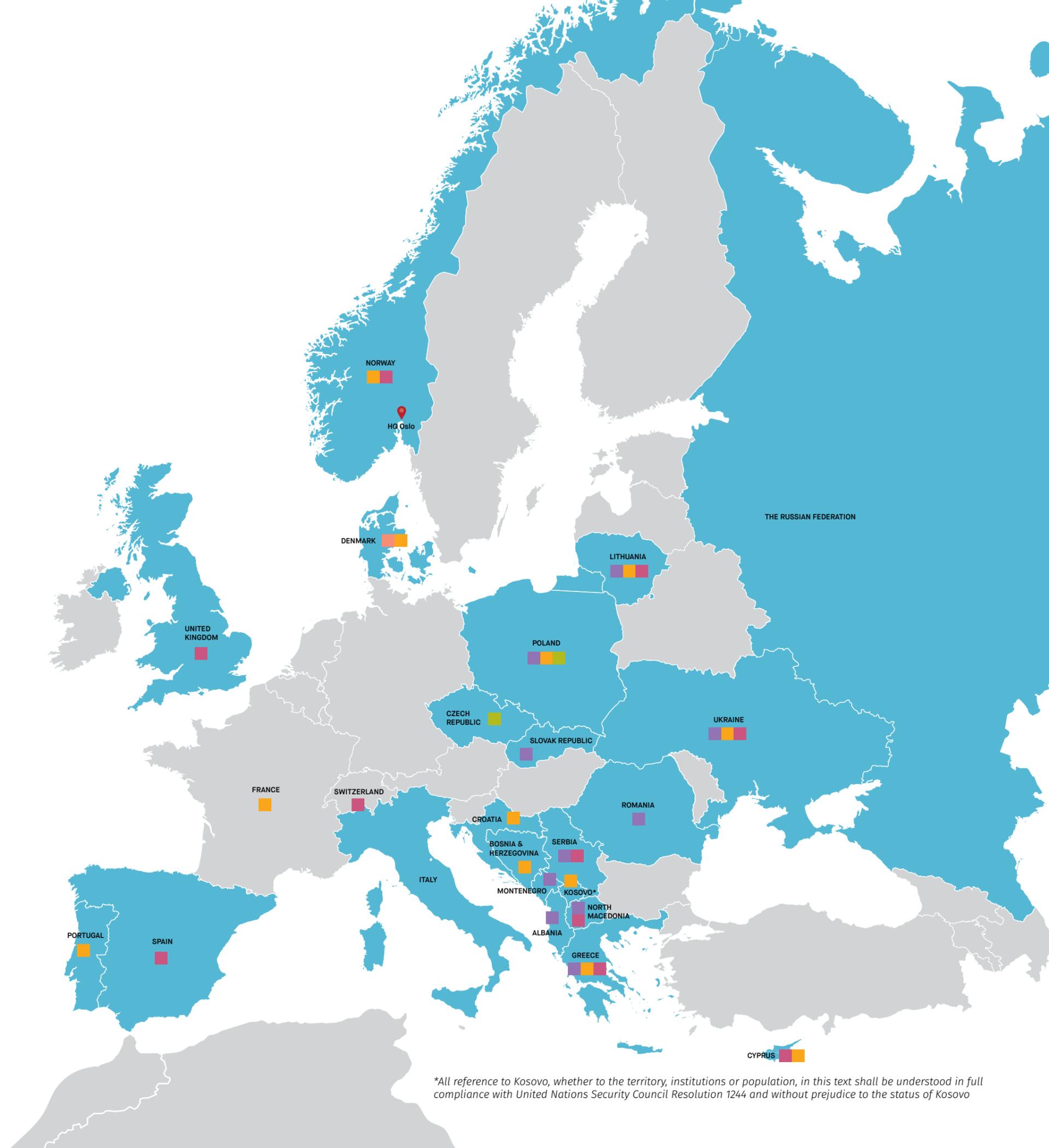
**EWC Projects**

**Partners**

- Education Authorities
- Higher Education Institutions
- Civil Society Organizations
- Museums
- Intergovernmental Organizations
- Other

## EWC PROJECTS IN 22 COUNTRIES

- Albania, Bosnia and Herzegovina, Kosovo\*, Montenegro, North Macedonia, Serbia:** Preparing Future Teachers in the Western Balkans
- Belgium, Denmark, France, Germany, Netherlands, Norway, Sweden, United Kingdom:** Strengthening Democratic Resilience Through Education
- Croatia, Norway:** Citizens Science Measuring and Observing Seas
- Cyprus, Greece, United Kingdom:** Step up – Students’ Teachers Practice for Democratic Culture
- Greece, Italy, Spain, Portugal:** Culture of Encounter
- Greece:** Schools For All
- Lithuania:** Developing a Virtual School of Citizenship
- Lithuania:** Education in the Spotlight of NGOs
- North Macedonia:** Quality Teaching Through Classroom Mentoring for Future Teachers
- Norway, Poland:** Fighting Antisemitism, Xenophobia and Racism Now!
- Norway, Poland:** Youth for the City, City for Youth
- Norway:** 22 July and Democratic Citizenship
- Norway:** DEMOCIT
- Norway:** Democracy Workshops at Utøya
- Poland:** School of Inclusion: Gender Equality Standard
- Portugal:** Education for Global Citizenship
- Romania:** Qualifying Education Professionals and Institutions: Building Democratic and Inclusive School Cultures
- Slovakia:** Building Inclusive Schools Slovakia
- The Czech Republic:** Establishing the Centre of Roma and Sinti in Prague
- The Russian Federation:** Practicing Citizenship
- Ukraine:** Schools for Democracy



*\*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 European Wergeland Centre (EWC) was established in 2008 in cooperation between Norway and The Council of Europe. It is a resource centre on education for intercultural understanding, human rights and democratic citizenship.

# STRATEGY

## EWC'S STRATEGY 2021-2024

Our mission is to support educational systems and strengthen the capacity of individuals and educational institutions to build and sustain a culture of democracy and human rights.

### UP TO 2024 WE WILL:

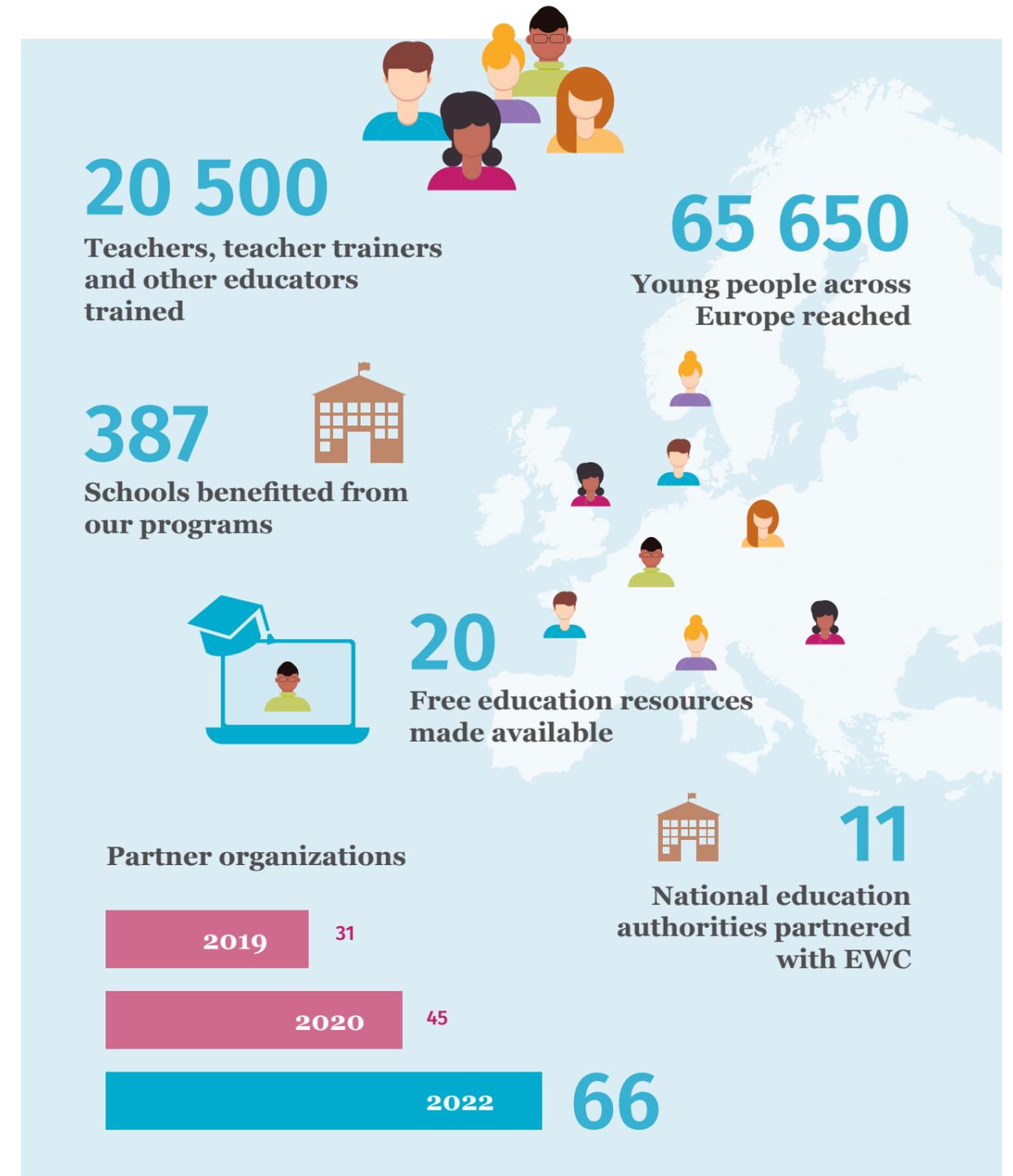
- Implement Council of Europe policies in practice throughout Europe and beyond
- Supports Norwegian priorities for multilateral cooperation
- Contribute to the UN 2030 Agenda for Sustainable Development Goals (SDGs).  
In particular, we focus on:



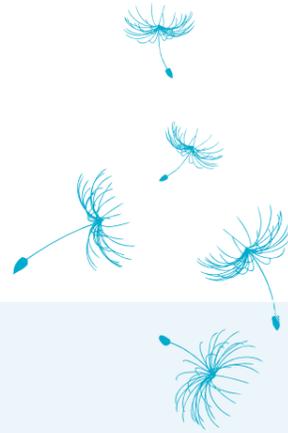
### WE WILL ALSO:

- Strengthen young people's confidence and trust in shared values and democratic institutions
- Build safe, democratic and inclusive learning environments in formal and non-formal education
- Provide free and easy access to practical educational resources and relevant research findings
- Be an innovative, trusted and competent partner responsive to emerging issues

# PROGRESS MADE IN 2021

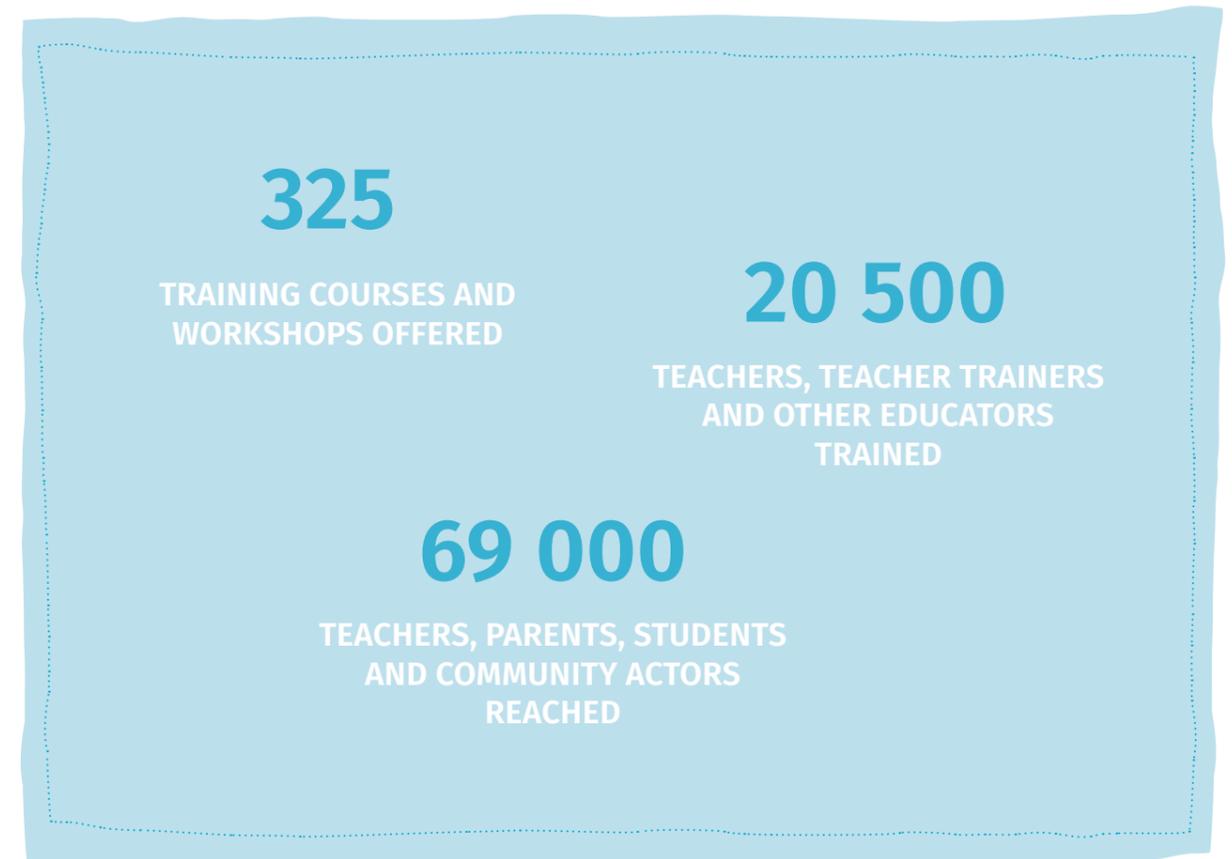


## PARTNERS



- Council of Europe** (France)
- Aga Khan Foundation** (Portugal)
- Agora Social Production ApS** (Denmark)
- ANPCDEFP** (Romania)
- Arigatou International** (Switzerland)
- Arkivet** (Norway)
- Bureau for Development of Education** (North Macedonia)
- Bureau for Education** (Montenegro)
- Calouste Gulbenkian Foundation** (Portugal)
- Catholic University of Valencia** (Spain)
- Center for Citizenship Education** (Poland)
- Center of Educational Initiatives** (Lithuania)
- Centre for Civic Initiatives** (Lithuania)
- Centre for Civil Education** (Lithuania)
- Croatian Mountain Rescue Service** (Croatia)
- Danish Institute of Human Rights** (Denmark)
- Educational Excellence Corporation Limited** (Cyprus)
- Falstad Centre** (Norway)
- Foundation Education in Action** (Bosnia and Herzegovina)
- Global Citizens' Academy** (Lithuania)
- The Norwegian Center for Holocaust and Minority Studies** (Norway)
- House of Europe** (Lithuania)
- Human Rights 360/Sol Crowe** (Greece)
- Institute for Development of Education in Republic of Serbia** (Serbia)
- Institute for the Development of Education** (Albania)
- Institute of Educational Policy** (Greece)
- IRIM - Institute for Youth Development and Innovation/Croatian Makers** (Croatia)
- Kosovo Education Centre** (Kosovo\*)
- Leeds Beckett University** (United Kingdom)
- Lublin Municipality** (Poland)
- Ministry of Education and Religious Affairs of Greece** (Greece)
- Ministry of Education and Science of Ukraine** (Ukraine)
- Museum of Romani Culture** (The Czech Republic)
- Nansen Peace Centre** (Norway)
- Narvik Centre** (Norway)
- National Agency for Education** (Lithuania)
- National and Kapodistrian University of Athens** (Greece)
- National Institute for Education** (Slovakia)
- National Network of Educational NGOs** (Lithuania)
- Nature school of Kardokai** (Lithuania)
- Office of the President of Lithuania** (Lithuania)
- Open Society Foundation** (Slovakia)
- Oslo Metropolitan University** (Norway)
- POLIN - Museum of the History of Polish Jews** (Poland)
- Prometheus** (Ukraine)
- Rafto Foundation** (Norway)
- Rigas Lithuanian primary and secondary school** (Lithuania)
- Romanian Social Development Fund** (Romania)
- Scholas Occurrentes** (Italy)
- School of Civic Education** (UK)
- Smart Osvita** (Ukraine)
- Spillpedagogene** (Norway)
- Symbiosis** (Greece)
- The 22 July Center** (Norway)
- Turing School** (Lithuania)
- Ukrainian Institute for Education Development** (Ukraine)
- Ukrainian Step by Step Foundation** (Ukraine)
- University of Belgrade** (Serbia)
- University of Niš** (Serbia)
- University of Oslo** (Norway)
- University of Skopje - St. Kliment Ohridski** (North Macedonia)
- University of Thessaly** (Greece)
- Utøya AS** (Norway)
- WWW Adria** (Croatia)
- Youth Work Norway** (Norway)
- Zürich University of Teacher Education** (Switzerland)

**Young people need to develop the confidence and competence to act and participate through democratic means and principles.** EWC facilitates this development in several ways. We train education professionals, teacher trainers and educators to act as multipliers in formal and non-formal education settings. We also encourage peer-to-peer learning among young people and promote human rights-based values and principles through a wide set of capacity building activities.



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## FOSTERING STUDENTS' DEMOCRATIC COMPETENCES IN UKRAINE

**In Ukraine, most of our work since 2013 has focused on helping teachers raise active and responsible citizens, who respect human rights and the rule of law.**

To achieve this, EWC has shaped and built up a wide network of 78 trainers, representing various fields – schools, universities, teacher trainings institutes, educational NGOs, and others. The trainer network has conducted a series of trainings and courses since 2015, and its members are constantly developing their professional expertise. In the past year, the EWC has provided trainers with workshops on digital citizenship, online facilitation, and non-violent communication. “A good school leader needs to organize a safe environment for the professional growth of teachers and make room for improved relations with parents and local authorities. I was able to do this only because of my newly obtained trainer skills,” says Yaryna Sukhetska, one of the participants.

To ensure systemic and sustainable results, EWC works with the Ministry of Education and Science, the Ministry of Youth and Sports, the Ukrainian Institute for Education Development, the Reform Support Team, the Institute for Modernization of Content in Education, the State Service of Education Quality, the Lviv Regional In-Service Teacher Training Institute, the Prometheus platform, and the Centre for Society Research (CEDOS).

Network of trainers



Over the past year, 50 000 teachers and school heads have been trained via various training programmes, using mostly blended learning and online courses due to the ongoing pandemic. The officially accredited online courses provided opportunities for deeper learning over a longer period of time, with a possibility of combining learning with hands-on practice at school.

EWC online courses for teachers and school heads encompassed topics like school governance, active student participation, development of civic competences in different subjects, democratic approaches to assessment, as well as democratic and inclusive learning environment. A separate course for kindergarten teachers, with a selection of video advice from practitioners around Europe, was developed and tested at the end of the year.

When Oleksandr Radchenko, a teacher of mathematics at the Khorol specialized school №1 in Poltava oblast, applied to participate, he did not see the link between mathematics and civic education: “It seemed to be purely a subject of the humanities. But participating in the programme helped to change that perception.” Following the training, the school took on the challenge of gradually introducing the development of civic competences into all subjects. Teachers worked together to plan and incorporate new approaches, which enabled peer learning among them and boosted their confidence. Twelve teachers and 145 students were involved in the initiative to integrate lessons based on elements of education for democratic citizenship and human rights.

The project results demonstrate that the improvement of teacher skills in civic competences will enhance student achievements. 98% of teachers confirmed that the participation in the programme allowed them to improve their teaching skills in the development of civic competences.



Developed in close cooperation with the Ministry of Education and Science of Ukraine, the Schools for Democracy programme aims to support democratic reforms in the country's school education by promoting democratic culture and democratic citizenship in policy and practice. During its four years, based on EWC's whole-school approach, the programme reached around 160 000 beneficiaries in over 1400 schools across the country. It ended in 2021.

For the new project period 2021-2024, activities will focus around the two main programme components of policy support and communication of democratic changes, as well as strengthening learning communities of educators. Funded by: The Norwegian Ministry of Foreign Affairs

Students at the Khorol Specialized school №1

## YOUNG PEOPLE INSPIRING OTHER YOUNG PEOPLE TO ENGAGE



In 2021, the EWC and partners hosted 15 trainings for students and teachers from 70 schools from all over Norway in the Learning Democracy at Utøya programme. In total, 323 students and 76 teachers were trained as multipliers, reaching out to 4 000 young people in their schools. In collected change stories, 90% of the students who were directly trained reported changes in confidence, attitudes and skills. In addition, we reached 59 teachers and 33 teacher students in teacher trainings. Funded by: the Norwegian Ministry of Education.

10th grade students take part in peer activities.

When 10th grade students Henos, Mari and Kaia from Knapstad secondary school signed up for the Learning Democracy at Utøya programme, they wanted to experience something other than a normal school day. “I got so much more out of it than I ever expected. Now I have more confidence in raising my voice in front of others, and I am aware of why this is important,” says Henos.

Together with youths from other parts of Norway, they practiced formulating their own opinions, as well as listening to the opinions of others. After discussing inequality, hate speech and exclusion with peers who come from different backgrounds, they grew more open to other cultures and perspectives. They also describe a stronger commitment for democracy.

“Learning about the terror attacks of July 22, in which a right-wing extremist killed 77 people and injured many more, made me aware of the importance of standing up for democracy. I want to use my voice to inspire others to take an active part in society. One day I want to become a politician,” Mari explains.

The active participation of young people is crucial for sustaining and developing a democratic culture. Learning Democracy at Utøya puts young people at the center of action, encouraging them to explore what democracy means to them. Through training

and support, they gain confidence and are empowered to stand up for democratic values and issues that matter in their everyday lives.

Research shows that although Norwegian school students have factual knowledge about democracy, their democratic efficacy – the belief in oneself as an active participant in democracy – is lower than in neighbouring countries. Young people need to experience that their opinion matters, and that they can create change. This is best done through debating, cooperating and creating their own activities and projects connected to democratic issues.

As the participants return home to their local communities and schools, they take on the role of peer educators, multiplying the outreach of the project. Henos, Mari and Kaia involved not only their own class, but also other classes at their school.

“We invited our class to discuss examples of hate speech people have experienced, hoping that it would contribute positively to the school environment. Also, I think that now, when the three of us react more often against hate speech, it impacts others. Perhaps more so than if an adult would have said the same,” concludes Kaia, demonstrating the value of peer-to-peer learning. Through these activities, young people practice citizenship and act as role models.



Students discuss during peer activities



Henos, Mari and Kaia explaining activities to their peers.

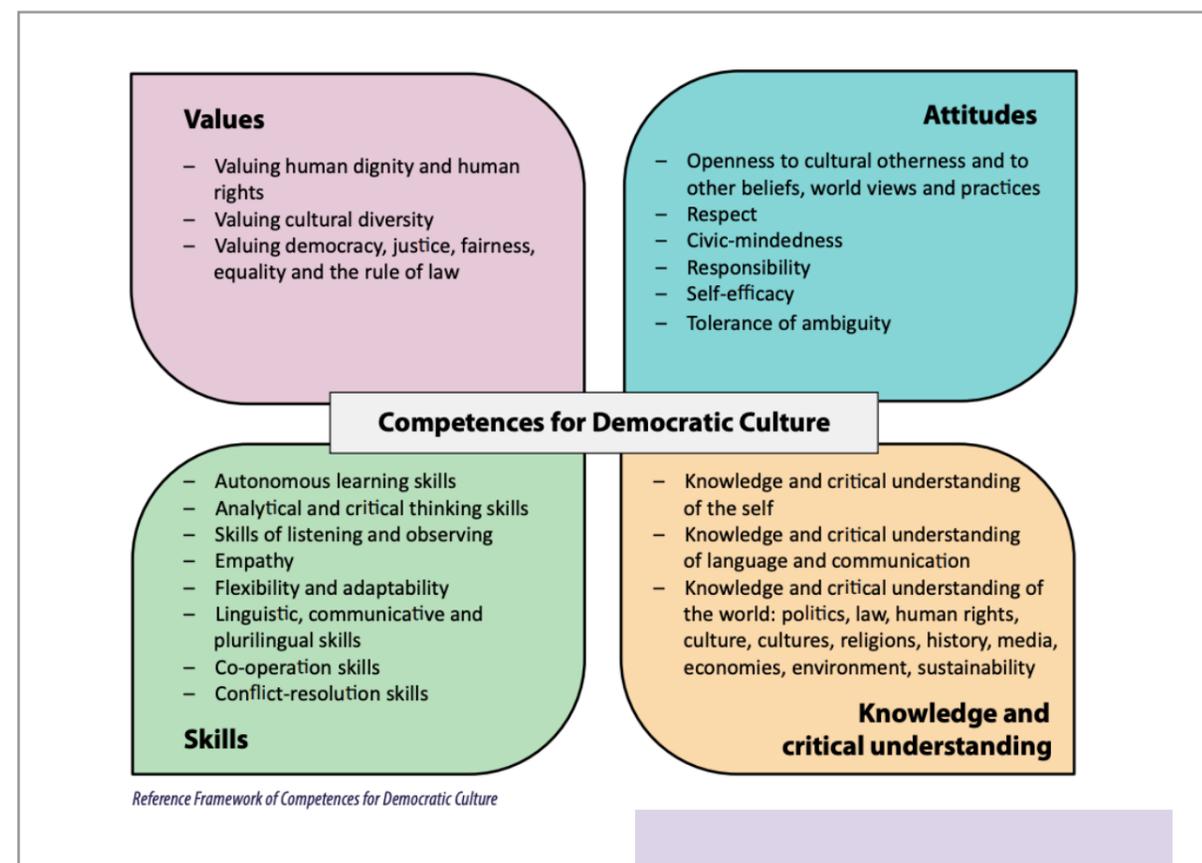
## PRACTICING CITIZENSHIP IN THE RUSSIAN FEDERATION

The EWC has been engaged with our education project in the Russian Federation, Practicing Citizenship, since 2017. The project focuses on the professional development of educators, empowering them to apply their new knowledge to finding innovative solutions at the local level. Our approach is based on the Council of Europe education materials promoting competences for a democratic culture, with a focus on values such as human dignity, inclusiveness, and diversity.

We brought together education professionals from 39 regions of the Russian Federation, as well as from Georgia, Poland, Norway, Greece, Finland, Switzerland and the United Kingdom. Over 180

educators representing schools, civil society organisations and higher education institutions benefitted from the project.

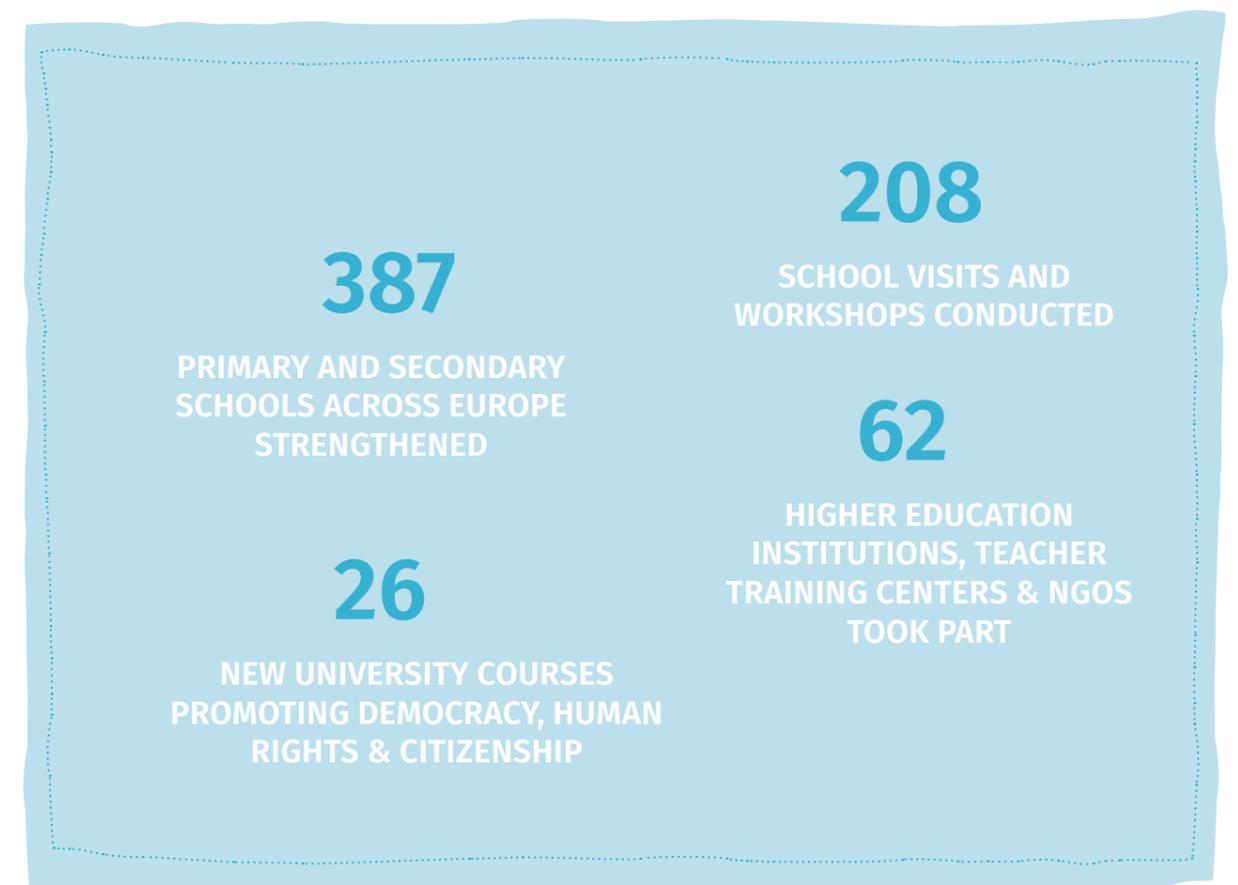
Several participants reflected on the fact that in order to develop citizenship competences in young people – such as critical thinking, valuing diversity, cooperation skills, or empathy – educators need to develop these competences in themselves first. Recognising this need, a team of university staff and non-formal educators went further after participating in the programme. They moved to the local level and trained over a hundred educators in integrating innovative, student-oriented methods into their lessons.



Reference Framework of Competences for Democratic Culture

Funded by: The Norwegian Ministry of Foreign Affairs.

**Strong and democratic educational institutions, along with a free and vibrant civil society, play a key role in strengthening European democracies.** To this end, EWC seeks to strengthen inclusive and democratic practices at schools through a whole-school approach to democratic citizenship and human rights. We support higher education institutions and teacher training centers in developing new programs and methodology for this purpose, while facilitating training and exchanges of practices between civil society organizations and non-formal educators working with young people.



## INTEGRATING YOUNG REFUGEES IN GREEK SCHOOLS



In 2021, the *Schools for All* project provided capacity building to 46 schools and trained 635 teachers, which included support of the implementation of school projects following participation. During the year, 33 trainers prepared through the project was active in the trainer network.

*Schools for All* is conducted in partnership with the Hellenic Ministry of Education and Religious Affairs.

Funded by: EEA/Norway Grants

Members of the school council at 5th Model Gymnasium of Halkida

As one of the main entry ports to Europe, Greece has received a large number of refugees over the past years. Integrating them into society has led to many challenges. Issues such as language barriers, limited access to teaching and learning materials, and lack of trained staff have left many Greek schools struggling to ensure adequate learning opportunities and an inclusive environment for all students.

Our *Schools for All* project builds the capacity of school directors, teachers and parents to create safe and inclusive classrooms, welcoming refugees into a learning environment that provides quality education to all. “The project has improved how our school deals with challenges that arise [...]. Today, I feel more confident and experienced to handle potential issues,” says Aggeliki Simitzi, a teacher at the 5th Model Gymnasium of Chalkida.

Located just north of Athens, the gymnasium started to host reception classes for refugees in 2017, and quickly faced unfamiliar difficulties. At the time of joining *Schools for All*, approximately 10% of the student body was represented by refugees. Their lack of experience with a school setting, non-existent communication with families, language barriers, as well as prejudice and xenophobia from parts of the local community, forced the school to absorb a lot of tension.

In the face of these new challenges, the *Schools for All* project gave Chalkida’s community the tools to address and change the situation. “External professionals providing support and a concrete framework had a great impact on our school,” explains director Ioannis Katsanos.

Teachers highlight the whole-school approach, which targets the community in addition to the school itself, as important for their action plan. New teaching methods are combined with a special

focus on inclusion, facilitating a cultural exchange among students while connecting with families. This has contributed to restoring the public image of the school in the local community.

When the school switched to remote learning during the pandemic, access to education was interrupted for refugees living in the nearby camp. In response, the student council mobilized students and wrote letters of protest to relevant actors, demanding a solution.

Some of the lasting results of participating in the project include an informal mediation group, continued use of differentiated teaching methods, as well as an increased focus on cultural exchange and understanding. Shortly after the project ended, the school was recognized as a model gymnasium – a new name it now carries proudly. Director Katsanos confirms that participation in *Schools for All* activities is one of the main reasons his school was defined as a model. “Inclusion is not charity,” he maintains.



Teachers Simitzi and Iliopoulou with school director Katsanos

## EMPOWERING EDUCATION INSTITUTIONS IN ROMANIA TO PROMOTE INCLUSION



From training in Oslo in October 2021

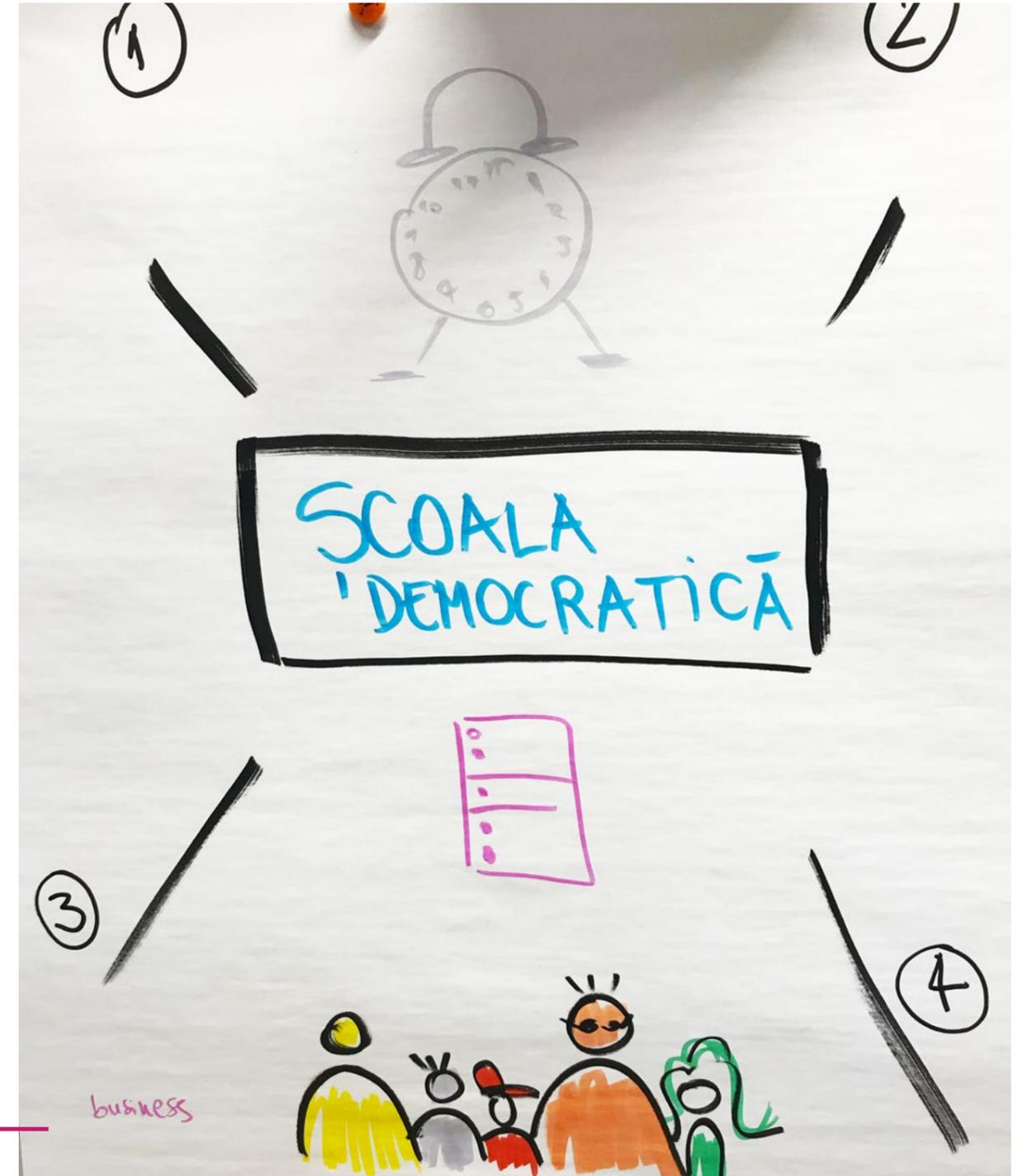
Funded by: EEA/Norway Grants

Romanian President Klaus Iohannis stated in 2020 that “the lack of quality education, which is accessible to all children, is turning into a threat to Romania’s long-term development.” For years, Romanian schools have experienced high dropout rates, particularly in marginalized, poor communities. Many teachers still have limited access to quality training opportunities and resources.

EWC continues to work with Romanian partners, funded by the EEA and Norway Grants, to strengthen the capacity of Romanian Teacher Training Houses, County Centers for Resources and Educational

Assistance, and County School Inspectorates. We train their staff and support them in implementing new trainings for teachers on issues such as inclusive teaching and learning, diversity management, and student participation.

In 2021, due to Covid-19, only a limited number of teacher training institutions joined the programme. They reached hundreds of teachers in Romania through outreach activities such as new courses on social inclusion, participatory democracy, and elimination of bullying, as well as workshops on school democracy and civic responsibility.



Training activities done by participants

## BETTER QUALIFIED TEACHERS TO TEACH ABOUT CITIZENSHIP AND HUMAN RIGHTS IN SERBIA



Professor Dragana Jovanovic from the University of Niš presenting the training course at a conference in 2022.

An important step towards implementing Sustainable Development Goal 4.7 is to mainstream citizenship and human rights education in teacher education, as well as to increase the number of qualified teachers who have the ability to teach those approaches. Working jointly toward this global goal in Serbia, the EWC, the Institute for Improvement of Education of the Republic of Serbia, the University of Niš, and the Teacher Education Faculty in Belgrade developed a new training course for teachers in primary schools.

Democratic Engagement in Society through Communication Skills aims to improve primary school teachers' professional competences for efficient communication in the education process.

It also equips teachers with the latest methodologies for enhancing the democratic engagement of students in schools and society. The course builds on previous work carried out by the two faculties in initial teacher education.

Our training course was selected and accredited by the Ministry of Education, Science and Technological Development of the Republic of Serbia under an open call for best practices. In 2021, it was one of only two courses that were mandatory for each school in the country. A training programme of national interest, it has been rolled out in all 17 school districts in Serbia, reaching 1 200 teachers in primary education and benefitting approximately 30 000 students.

## MUSEUMS AS LEARNING ENVIRONMENTS



Czech partners visiting the Jewish Museum in Oslo

Funded by: EEA/Norway Grants

As partner in establishing the new Roma and Sinti Center in Prague, EWC contributes to the development of the center's new educational activities. This work recognizes the role of museums as non-formal education settings. By expanding the role of the visitor from merely an observer to an involved and active participant, the museum facilitates a safe space for discussing difficult issues in society.

As part of our contribution to this new educational programme, EWC invited a delegation of our partners

from the Czech Republic for a study visit in Oslo in the fall of 2021. The workshop provided extensive expertise on educating for democratic citizenship, human rights, and intercultural understanding. It also offered teaching methodologies adapted to a range of diverse settings. In the end, participants had amassed new ideas and reflections on how the Roma and Sinti Center can serve as an arena for exploring the lack of understanding, dialogue with, and inclusion of the Roma community and other minorities in the country.

**Free access to relevant teaching and learning resources, as well as to applied research findings, is important for policy makers, researchers, and practitioners.** As a European resource centre on education for democratic citizenship, human rights and intercultural understanding, EWC aims to develop and disseminate such resources freely online, as well as through capacity building activities and research projects. We conduct systematic monitoring and evaluation practices across our projects to provide up-to-date knowledge about what works in education. At the same time, we analyze and present relevant research findings from across Europe to help inform policies and practice.

21

PRINT AND DIGITAL  
RESOURCES DEVELOPED

3

ONLINE TOOLBOXES WITH 195  
NEW ACTIVITIES FOR TEACHERS  
INTRODUCED

12

EWC-LED WORKING GROUPS TO  
DEVELOP PRACTICE-ORIENTED  
RESOURCES

## EWC AS ONLINE LEARNING PROVIDER

The EWC crisis response to Covid-19 has caused significant changes in our programming.

Capacity building activities within the majority of our projects follow the blended learning technique, combining live training online and self-learning. This methodology corresponds to the EWC core training approach, which builds on teamwork, learning-by-doing, and close follow-up. In order to achieve institutional and project goals in the future, in 2021 we worked along three main lines: develop as a Center for Blending Learning in EDC/HRE; develop as a digital hub of resources in our field; and create a learning platform for EWC-authored courses.

Learning from the experiences of other institutions, we also developed a guide on blended pedagogy. It focuses on methods of designing a blended course, taking into consideration different project implementation stages and needs.

In order to create a more efficient, sustainable and flexible learning experience, as well as to strengthen our institutional identity, EWC has set up an e-learning platform (Moodle) with broad functionality, open access, multilingual capacity, and a shared library. In 2021, several projects adapted its training to fit the blended courses of the EWC e-learning platform, enabling the combination of online learning and face-to-face elements of social learning.

The first open self-paced course introducing the topic of Digital Citizenship Education was developed in 2021. It will be launched in early 2022 as a joint initiative between EWC and the Council of Europe. The platform is currently open to all participants of our projects. It will be extended to a wider audience soon, providing an increasing number of educators with dedicated learning opportunities.

Welcome to EWC's  
online learning platform

A more flexible and wider access  
to learning opportunities  
for educators across Europe.

EWC's new online learning platform

## LEARNING DEMOCRACY ONLINE



MOOC posters

In 2020, the EWC developed the series of massive open online courses (MOOCs) within the Schools for Democracy Programme in Ukraine. They were launched on the Prometheus platform, the country's leading online course provider. The courses significantly scaled up capacity-building initiatives for educators, while taking into account the restraints brought by the pandemic. Developed by 25 programme experts in different fields, the courses amass our experience of conducting teacher training in education for democratic citizenship and human rights in Ukraine during the last 5 years.

The series of courses entitled "30 Steps towards the New Ukrainian School: Educating a Citizen" consists of 4 MOOCs: "Starting towards a Successful School", "Secrets of the Successful Principal", "Everyday Solutions for Teaching" and "School and Community for Students". They are self-paced. Each MOOC offers a certificate of one standard European academic credit (ECTS) recognized as a part of obligatory professional training.

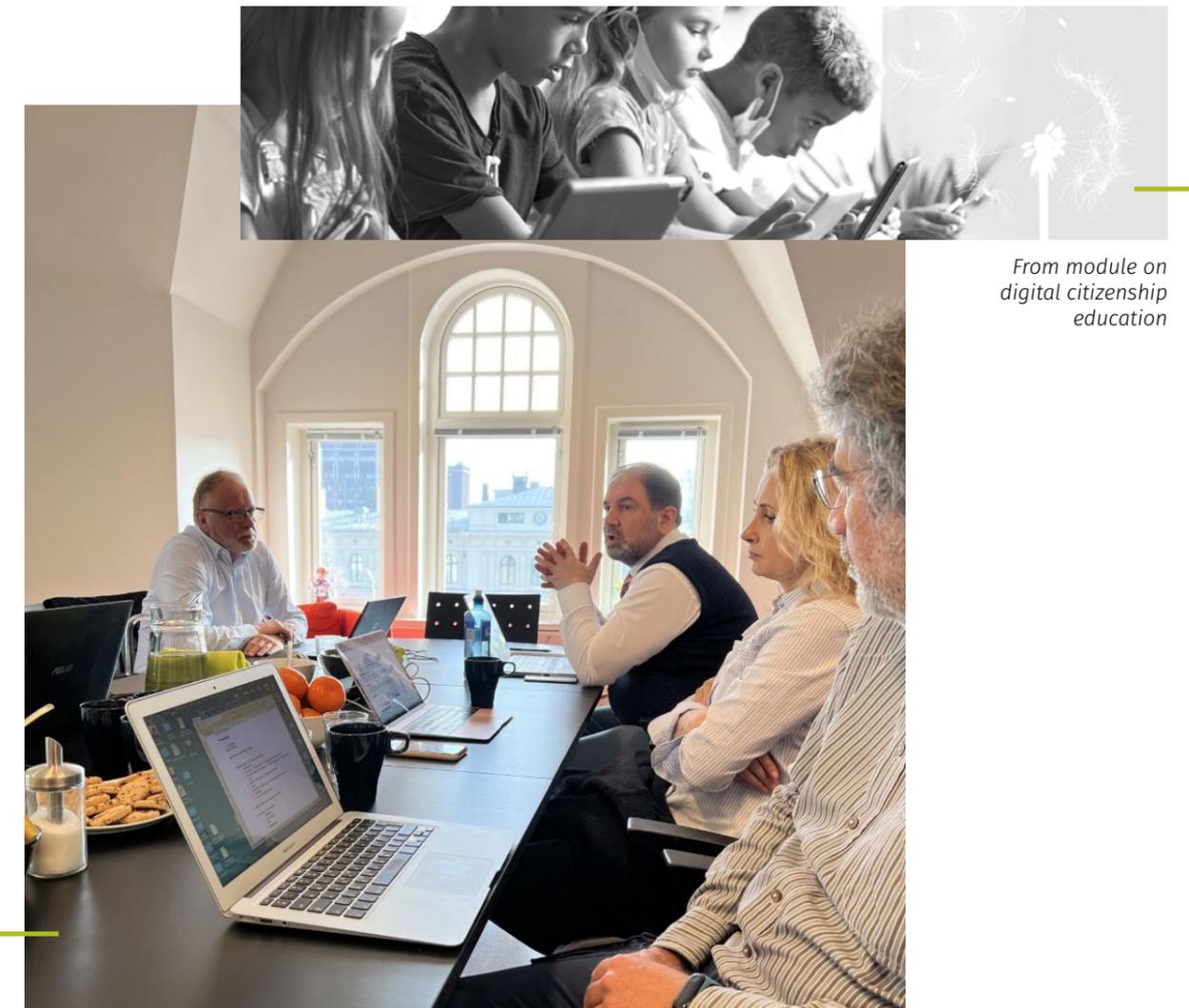
By winter of 2021, more than 50 000 teachers and school heads enrolled in the programme's MOOCs, and more than 15 000 obtained certificates upon completion. According to the external course evaluator, the training was relevant for the professional life of most of the respondents. 73% of the respondents noted that they would recommend these courses to their colleagues. The vast majority of school administration representatives (97%) would recommend MOOCs to their teaching staff.

"All school administration representatives should take this course to push the reform forward. Involving all stakeholders in school life is crucial. The course was useful indeed," a participant noted. "My daughter will start school this year. I find it interesting to understand what contemporary school is offering and how can I contribute to making our school a better place," a MOOC learner said. Another added: "This course provided me with an opportunity to instill real change in my professional development and environment. I have already recommended it to colleagues."

## JOINT EWC-COUNCIL OF EUROPE ONLINE COURSE ON DIGITAL CITIZENSHIP EDUCATION

In 2021, as an important step in addressing the emerging issues related to the intense digitalization of society, experts from the EWC and the Council of Europe jointly developed an online course on digital citizenship education. Hosted on the EWC platform,

it is the first of 20 courses on digital citizenship education to be developed based on the Council of Europe Reference Framework of Competences for Democratic Culture. All courses will be open to teachers and other educators.



CoE-EWC digital citizenship working group

From module on digital citizenship education

## DEVELOPING RESOURCES WITH AND FOR YOUTH



*Some of the youth who contributed to the development of the resources*

The story of what happened during the terrorist attacks of 22 July 2011, is presented on the first floor of the learning centre Hegnhuset on Utøya. Meanwhile, the ground floor is an open space, where young people are invited to reflect on the present and the future, to rebuild and further develop democracy.

In line with our democratic approach of including the people who will use our materials in the development process, the EWC and Utøya invited former participants in our learning programme to help create new learning stations for the ground floor, as part of the ten-year anniversary of the July 2011 attacks.

One of the stations they developed, “the democracy tower”, consists of several blocks with questions or dilemmas written on them, which are eventually assembled into a tower. The players discuss the proposed situation before moving on in the game. Some of the topics include the line between freedom of speech and hate speech, the difference between real and fake news, and whether certain opinions and attitudes should be illegal.

The creative process was led by the young people themselves, with assistance from the EWC and Utøya. It created a sense of ownership among the youth, and we learned more about how young people can be involved in the project – as decision makers, not only as beneficiaries.

## EWC APPROACH AMONG EUROPE’S BEST PRACTICES IN INCLUSIVE EDUCATION

Exemplified by projects in Ukraine, Greece, and the Baltics, the EWC whole-school approach was selected as one of 21 examples of good practices in inclusive education in Europe by the Innov4Div research project. In the summer of 2021, the EWC presented its approach to the European Commission.

The recognized practices were chosen based on rigorous criteria developed by experts, including indicators of effectiveness, innovation, and relevance. Our work was identified as particularly innovative, with emphasis placed on teamwork approach to capacity building, comprehensive

follow-up, consistent support during longer implementation periods, as well as learning materials developed with and for teachers.

Led by the Catholic University of Valencia, the Innov4Div research project addressed the needs of European teachers when it comes to inclusion and diversity in education. The project focused on the identification and analysis of 21 innovative practices relating to the development of intercultural and democratic competences in pre-service and in-service teacher education. It led to a series of policy and research recommendations.

### ADDRESSING EDUCATIONAL NEEDS OF TEACHERS IN THE EU FOR INCLUSIVE EDUCATION IN A CONTEXT OF DIVERSITY

#### INNO4DIV PROJECT





## RAISING THE QUALITY OF TEACHER EDUCATION IN THE WESTERN BALKAN: A LEARNING TRIANGLE

EWC serves all CoE member states, with an ambition to be relevant, flexible and needs driven. To successfully meet the needs and demands, EWC seeks to continuously develop as a learning organization with innovative and dynamic approaches. We establish and strengthen partnerships with local key actors in education, such as ministries, higher education institutions, and NGOs. Our overall aim is to be a trustworthy partner based on experience, reliability, and professional integrity.

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PARTNER INSTITUTIONS  
WORKING WITH EWC



Linking project results with contributions to the SDG's during a workshop in Dürres, Albania.



Funded by: The Norwegian Ministry of Foreign Affairs.

Teacher student presenting his teaching practice portfolio

## A MULTI-STAKEHOLDER DIALOGUE TO CITIZENSHIP EDUCATION IN LITHUANIA

One of the challenges of initial teacher education in the Western Balkans is the lack of opportunities for gaining practical competences for teacher students. The current system focuses largely on theoretical knowledge, leaving students unprepared to deal with real-life challenges that can arise in the classroom, including those related to diversity, ethnicity, and heterogeneity.

In response to this obstacle, in 2019 the EWC began offering Preparing future teachers: Educating for Democracy and Human Rights – a capacity building programme for universities and their teams of teacher trainers in Albania, Bosnia and Herzegovina, Kosovo\*, North Macedonia, Montenegro, and Serbia. The programme resulted in 15 new practice-oriented university courses at BA / MA levels, piloted and rolled out across a variety of subjects, including mathematics, biology, and pedagogy. Through these new courses, themes such as cultural diversity, human rights, peace and non-violence, and gender equality were incorporated in initial teacher education, contributing to the SDG 4.7.

So far, the programme has benefitted over 300 teachers-in training across the Western Balkans. Students enrolled in the courses delivered mock classes, practiced in schools, and worked on appreciating their achievements while exploring opportunities for improvement.

“Theory is nothing without practice. In a real-life classroom we observe students and their reactions, and this prepares us for our future jobs. Our confidence is boosted through practice, and we feel ready for any challenge that awaits us,” says a student at the University of Sarajevo.

Meanwhile, the university staff shared concerns that the region lacks comprehensible guidance on how to work with mentors. The new semester courses placed teacher students in practice schools, where mentors play a key role, allowing the students to observe classes and conduct lessons under supervision. Thus, the need for quality mentoring was also addressed through the programme.

Over 70 mentors have been successfully trained. A survey conducted by the EWC showed that mentors valued the interaction among themselves, the teacher trainers, and the students. Addressing all stakeholders through this “learning triangle” approach is essential for ensuring quality education for future teachers.

“University teachers working closely with school mentors and student teachers encourage the evolution of learning communities, where different forms of knowledge are shared and used as a platform for growth,” said a professor at the University of Sarajevo.

Recognising the cooperation among education institutions as crucial for high-quality teacher education, the EWC and its partners also supported a network of practitioners connecting universities and schools. This learning community allowed for collaborative work on innovative practices with colleagues from the region, while enhancing communication among all parties involved at different levels of teaching education.

\*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.



From webinar series

**Funded by: EEA/Norway Grants**

In 2021, two years after initiating a comprehensive educational reform emphasizing citizenship and democratic competences, Lithuania was ready to start piloting its new national curriculum. To facilitate this process, together with partners from the Education in the Spotlight of NGOs project, the EWC organized a multi-stakeholder dialogue involving actors from different levels of education. The result was a dynamic and robust arena for knowledge exchange and capacity building. Through a series of webinars, this exchange focused on innovative practices in citizenship education, as well as on building successful cooperation initiatives among schools, NGOs, and other actors.

A team of leading international experts was joined by representatives from the Lithuanian Ministry of Education, heads of educational institutions,

teachers, NGOs, and non-formal education providers. The resultant learning community used the webinars to exchange knowledge and expertise on ways of implementing citizenship education in practice.

In line with the EWC’s whole-school approach, we worked together with our partners to prepare teachers and students to “solve today’s problems not on the basis of one subject, but by integrating valuable competences and knowledge in all subjects,” as one webinar participant noted. By the end, EWC had amassed expert resources and gathered trusted allies to support change on local, regional, and national levels.

## INVOLVING YOUNG PEOPLE IN DECISION-MAKING



4 of the members of the youth panel together with EWC's project manager

When the Savings Bank Foundation (Sparebankstiftelsen) wanted to establish a youth panel with the goal of ensuring that young people are involved in the services meant to benefit them, they approached the EWC as an expert on youth participation. As the second largest owner of Norway's largest financial group, DNB, the Foundation supports projects for children and young people nationally and in Norway's local communities, receiving over 5 000 applications annually.

The EWC set up a panel of representatives nominated from different youth organizations and councils,

with the mandate to give advice on inclusion and participation, as well as to manage applications for the Young People's Participation in Democracy funding scheme.

The panel was clear on what democracy means to them: young people must have a say in all matters, from equality to inclusion and diversity. Involving the youth as experts, not just as beneficiaries, is crucial in project planning, implementation, and evaluation. Guidelines have been developed, which the DNB Foundation will use to evaluate future applications.

## LEARNING THROUGH GAMING



Workshop with youth testing our new game Oslo 2084

In an ever-growing digital reality, video games have evolved into an important platform, where young people all over the world spend a lot of their time. According to Europe's video game industry (ISFE), 79% of children aged 11-14 and 72% of young people aged 15-24 play on a regular basis. Video games are frequently followed by a bad reputation and associated with real risks of overuse and misuse. But they also offer opportunities for learning and for developing digital citizenship.

To explore the potential of video games in education for democratic citizenship and human rights, we have joined forces with partners, such as the Gaming Pedagogues (Spillpedagogene) and Youth Work Norway (Ungdom og Fritid). In 2021 the EWC

launched our own video game, Oslo 2084, and reached out to young gamers, teachers and youth workers by creating spaces for playing, learning and reflection. Video game experts and a working group of young people were closely involved in its development. Oslo 2084 addresses issues such as security, artificial intelligence, and equality. Moreover, according to Reach3 Insights, 77% of women have experienced gender discrimination when gaming. Thus, questions of equality and gender were specifically raised in our workshops with young people.

The game and its learning resources are now tested in schools and youth clubs, and will be evaluated and further developed in 2022.

## EDUCATING FOR A SUSTAINABLE FUTURE

Aiming to link education for climate change with citizenship education, EWC is working together with local partners in Croatia on an innovative initiative, empowering children to become agents of change in the fight against climate change. *Citizens Science: Measuring and Observing Seas* is part of our new focus area of sustainability and citizenship.

Through a multi-stakeholder partnership, the project gives schoolchildren from Croatia and Norway the opportunity to explore their coastal environments over time, using robots to observe and record changes. Linking the physical dimensions of their environment with issues of sustainability, they discuss how changes in the sea affect the way people live, and how they can get involved in their communities to drive positive change as responsible democratic citizens.

The project provides a unique approach to sustainability and education by combining several fields of expertise: the Institute for Youth Development and Innovativity (IRIM) know-how on STEM education, the World Wildlife Fund Adria knowledge on environmental issues, and the EWC expertise on youth participation and democratic citizenship.

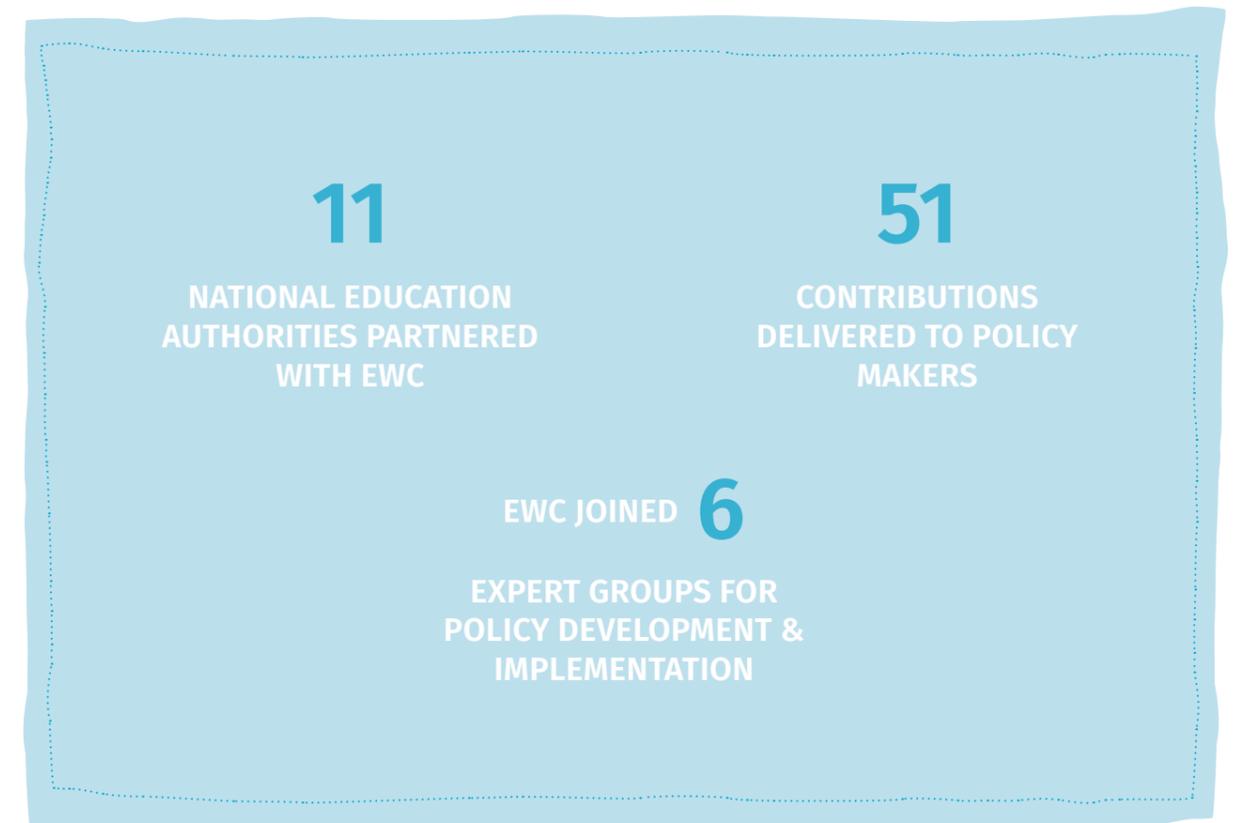
Our role is closely linked with the social and civic dimensions of science and environmental issues. The Center contributes resources that guide classroom discussions, helping students become more aware of their civic responsibility – social, environmental, and ethical.

In 2021, more than 200 schools applied to take part in the project. After the first phase in Croatia is completed, it will expand to schools in Norway.

Bildetekst Children as scientists



**The EWC was built on the values Norway shares with the Council of Europe.** We aim to bridge policy and practice by bringing policy recommendations to practitioners, while bringing evidence and lessons learned, from our programmes back to policymakers. In 2021, the EWC continued to contribute to policy through active participation in expert groups, policy hearings, working groups on curriculum reform, as well as through promotion of good practices and lessons learnt.



## CONTRIBUTING TO NEW RECOMMENDATIONS ON ASSESSMENT IN UKRAINE

The *Schools for Democracy* programme continued to support the recently adopted National Curricula for Primary and Basic Secondary School in Ukraine. The new curricula require a complete reconsideration of the existing school assessment system. EWC was invited by the Ministry of Education and Science of Ukraine to take part in the working group that updated relevant regulations. Meetings have been carried out online and offline, joined by a range of state-level partners.

Democratization of assessment practices is among the main priorities of the programme. In addition to changes to the national documents and regulations, a major shift in teachers' everyday practice needs to occur. To facilitate this, our

trainers have been offering workshops since 2019. An online MOOC on formative assessment for secondary schools, developed by the programme in cooperation with Prometheus, one of Ukraine's major providers of online learning, will be available to all teachers in Ukraine in 2022.

The EWC also contributed to the development of the new national pre-school curriculum that was approved by the Ministry of Education and Science in 2021. Organizing a series of webinars for the group working on the document, we brought together experts from Norway, Sweden and Finland to share the latest approaches to pre-school education.



Meeting with the working group on assessment

## STRENGTHENING COOPERATION WITH THE COUNCIL OF EUROPE

In 2021 the EWC revitalized and strengthened our collaboration as privileged partner with the Council of Europe (CoE). The two main initiatives were the DEMRED project and an extensive cooperation on Digital Citizenship Education.

Strengthening Democratic Resilience through Education (DEMRED) is a joint initiative between EWC and CoE to strengthen Europe's resilience against anti-democratic and extremist forces through education. Launched on the ten-year anniversary of the terrorist attacks in Norway in July 2011, DEMRED addresses schools and the essential

role of education in the prevention of hate and extremism. In 2021, our expert group developed an international training programme to be piloted in the academic year 2022-23.

At the same time, EWC and CoE joined forces to develop a new programme on Digital Citizenship Education. Offered via the new EWC online learning platform, these courses are intended for teachers and other education professionals. The new initiative is central to our common effort to promote and raise awareness of DCE throughout the CoE member states.



EWC Executive Director, Ana Perona-Fjeldstad, and EWC Chair of the Board, Inga Bostad, in Strasbourg with CoE Deputy Secretary General Bjørn Berge and Director of Democratic Participation Matjaž Gruden

## THE EWC SUPPORTS NORWAY'S COMMITMENT TO ACTION AGAINST RACISM

In 2019, through the Ministry of Culture and Equality, the Norwegian government launched an action plan against racism and discrimination. The EWC was invited to offer input and advice as part of the reference group. In the action plan, the government noted that racism and discrimination are obstacles to democratic participation.

After the death of George Floyd in 2020, the Black Lives Matter protests spread to Norway. The European Commission against Racism and Intolerance (ECRI) report from 2020 contains several examples of racism, discrimination and hate speech in Norway, as well as recommendations for the Norwegian government. Racism has been on the political agenda in 2021, with public demands for Norwegian authorities to act. The EWC has offered input on the action plan based on international and European recommendations, such as ECRI, but also from its own national and international experience working with schools, higher education institutions, and civil society.

Action plan against racism and discrimination



## INFORMING EDUCATION POLICY IN NORTH MACEDONIA

Quality Teaching through Classroom Mentoring for Future Teachers, known as QUAMEN, is a project designed to prepare teacher mentors in North Macedonia.

The Republic of Northern Macedonia has been undergoing intensive education reform. The country lacked structured mentor training opportunities that could offer skills and knowledge on how to support teacher students through classroom observation and professional feedback. Now, 24 mentors from ten schools at all levels of education have been trained through QUAMEN in the new, practice-oriented teacher programme, and 72 teacher students are supported in their practical work.

Based on the lessons learned, the project team has prepared an experience-based policy proposal for a

national mentoring system. Recommendations will be presented to the educational authorities and other stakeholders in the spring of 2022, improving practice-oriented teaching in North Macedonia.



From training of mentors in North Macedonia

## EWC CONTRIBUTES TO NEW UNESCO/UN GUIDE ON THE PREVENTION OF HATE SPEECH

As an expert on the role of education in the prevention of hate speech, EWC was invited to be part of the UNESCO/UN advisory board for the development of a new guide for policymakers on addressing hate speech through education.

The board consists of a group of international experts, led by UNESCO and the Office of the special Advisor on the Prevention of Genocide. During 2021, the group met to discuss and develop the contents of the guide, sharing their experiences and giving input. The role of education in strengthening people's resilience and ability to act against hate speech lies at the core of the Education 2030 agenda – specifically target 4.7 of the Sustainable Development Goals, which concerns the social, ethical and humanistic purposes of education. This is an important part of EWC efforts towards achieving the SDGs.

### SDG 4.7

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.

## EMPOWERING YOUNG PEOPLE TO RAISE THEIR VOICES

After participating at the democracy workshop at Utøya, the youth council in Lindesnes (a southern municipality in Norway) developed an ambitious plan to counter hate speech by involving different stakeholders in their local community. So far, cooperation with the local Children's Council has been established, and participants have presented their plans to the city council. The city council promised to include the prevention of hate speech in the region's new childhood plan.

"After the training at Utøya, I spent a lot of time reflecting on the effect of politics on people, and dedicated more of my time to improving my local community. Through local politics I want to contribute to a municipality that actively involves its youth," says Isak, Head of Lindesnes Youth Council. Involving young people in local decision-making is fundamental to strengthening people's trust in democratic institutions and processes. Through its

projects, the EWC supports young people in raising their voices to policy makers.



Workshop with the youth and children's council in Lindesnes

## PARTNERING WITH EDUCATIONAL AUTHORITIES IN SLOVAKIA TO PROMOTE INCLUSION

The EWC has joined forces with the National Institute of Pedagogy under the Ministry of Education in Slovakia to contribute to quality education for all. As part of the country's strategy of supporting schools in implementing inclusive education in practice, our joint project applies the whole-school approach to school development, with a particular focus on improving the educational outcomes and inclusion of Roma children and youth.

In 2021, following the EWC trainers' course, almost 250 education professionals, students, parents and other community actors got involved in a range of activities promoting inclusion and the development of democratic competences across Slovakia. Their experiences, specific challenges and results were presented to the educational authorities and to the EWC during an online evaluation meeting in May.

We also offered consultations and expertise on our whole-school approach for the planning and implementation of the Slovak Academy project, supporting schools throughout the country in developing inclusive and democratic policies. In 2022, Slovak teachers will come to Oslo to learn more about the practices that support the inclusion of all students.



Slovakian partners visiting Oslo in October 2021

## FINANCES

The EWC annual income has, from the beginning, consisted primarily of the core funding provided by the Norwegian Ministry of Education and Research (MoER). Since 2019, MoER has also contributed with annual project funding for *22 July and Democratic Citizenship*.

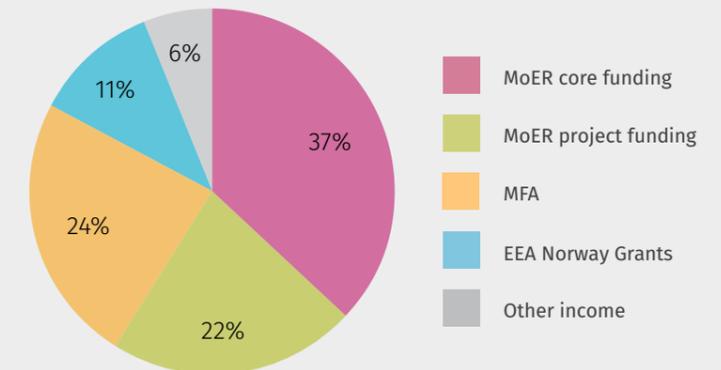
The EWC project funding exceeded core funding for the first time in 2018. In 2021, project funding comprised about 63% of our total income, with the Norwegian Ministry of Foreign Affairs and EEA and Norway Grants as our main donors.

Like many others, in 2021 the EWC had to postpone or cancel certain activities due to the ongoing

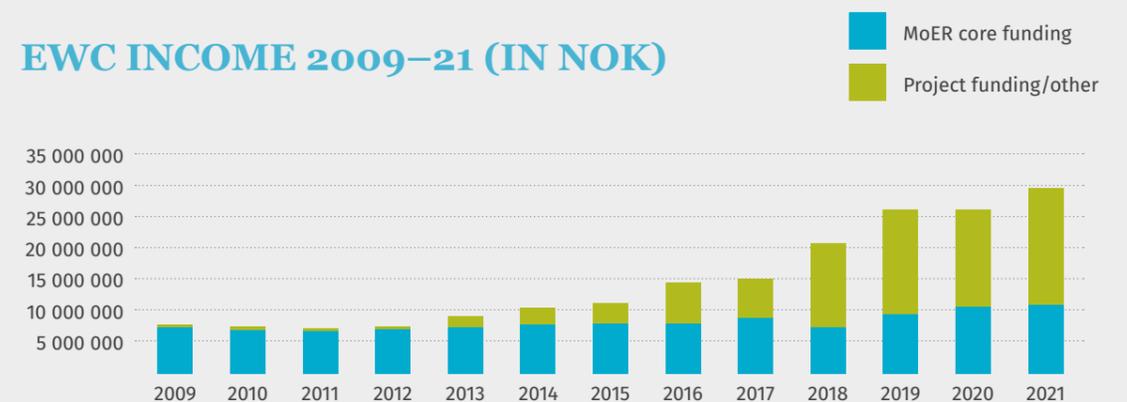
pandemic. Having learned from the 2020 experience, however, we were now better prepared to adjust and adapt in order to continue working and growing with our partners, despite continued challenges. This is also reflected in our 2021 income, where we see an increase of 14% compared to 2020.

At the same time, the enduring obstacles and unpredictable circumstances have again highlighted the importance of flexibility, innovation, good dialogue with partners and donors, and predictable funding sources.

### DISTRIBUTION OF INCOME 2021



### EWC INCOME 2009–21 (IN NOK)



# ABOUT EWC

2021 was a year where we did more than merely adapt to the “new normal”. Instead, the focus shifted to providing timely answers to the needs of the

present, but with long-term perspectives. The EWC was involved with 22 projects in total, of which 11 continue into 2022 and 11 were initiated in 2021.

## Communications

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Ana Perona-Fjeldstad



**HEAD OF COMMUNICATIONS**  
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**PROGRAMME COORDINATOR (Ukraine)**  
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**DEPUTY DIRECTOR**  
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*On staff through Mar 2021*

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*On staff through Jun 2021*



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(Western Balkan)**

Bojana Dujkovic Blagojevic



**PROJECT OFFICER**

Elizaveta Bagrintseva



# GOVERNING BOARD

EWC is governed by a board appointed by the Minister of Education of Norway. It is comprised of members nominated by the Ministry of Education in Norway and the Secretary General of the Council of Europe.



From board meeting in Oslo March 2022

**EWC BOARD 2021:**

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Inga Bostad  
(Norway)

**Vice Chair:**

Matjaž Gruden  
(Council of Europe)

**BOARD MEMBERS:**

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(Norway)

Rose Anne Cuschieri  
(Malta)

Mette Villand  
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Bushra Ishaq  
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Nanna Paaske  
Luisa Black  
Marcus Buck  
Tony M. Gallagher

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