

ANNUAL REPORT 2023

THE EUROPEAN
WERGELAND
CENTRE



CONTENTS

- 2 Letter from the Director
- 4 The European Wergeland Centre Project Map
- 6 Youth Participation
- 12 Democratic and Inclusive Learning Environments
- 22 Capacity Building of Educators
- 28 Policy Work
- 32 Research and Development
- 38 Networks and Partnerships
- 40 Finances
- 41 Governing Board
- 42 EWC Team

15 YEARS BUILDING DEMOCRACY

In last year's annual report, I reflected that the shadows cast by the events of 2022 would extend into the following year. As we bid farewell to 2023, it is evident that this foresight holds even more weight. Wars and conflicts and the worrisome trend of democratic erosion in various regions have impacted what we do, but also emphasized the significance of our work.

In a diverse Europe, education becomes the cornerstone upon which the pillars of democracy are built. It is through education we empower individuals to grasp the principles that underpin our societies. By fostering a deep understanding of democratic values, we educate active, informed, and engaged citizens who are equipped to safeguard and promote the essence of our collective identity.

While the Wergeland Centre celebrated its 15th year anniversary, we saw an increase in political awareness regarding the role education plays in defending democracy and upholding democratic values. This was reflected in the Council of Europe's Reykjavik Declaration. The recognition of this importance by policymakers is both significant and welcome. However, we must translate this awareness into tangible action and invest in education in the times ahead.



Ana Perona-Fjeldstad
Executive Director

The escalating polarization in public discourse affects also young people's discussions and everyday lives at school. Hate speech, bullying and cyberbullying is an increasing problem in European classrooms. These, like many other issues, underscore the importance of having educators equipped to address the challenges. Purposefully, we engaged in several projects in Norway, Poland, Lithuania, and Greece to build the capacity of educators to provide the next generation with the knowledge and skills necessary to bolster democratic resilience. Many of the challenges are connected to the digital sphere. Last year we joined forces with the Council of Europe to integrate media literacy and the promotion of digital citizenship in several open online courses; we developed learning materials for teachers; and we engaged with Croatian schools on media literacy initiatives towards young students.

Schools are essential to build a strong sense of community, safe and inclusive spaces where democracy is practiced every day. In line with that, in 2023 we continued with our projects on Roma inclusion in Romania, Bulgaria, the Czech Republic and Slovakia; we supported teachers welcoming refugee students in Greek schools; and we assisted Ukrainian kindergarten and schoolteachers in supporting students affected by war.

Civil society organizations face increasing constraints in several countries. The Wergeland Centre is actively supporting civil society organizations working with education.

Beyond our grassroots efforts with educators, young people, and civil society, we have advocated for evidence-based policies. Engaging with policymakers at local, national, and international levels, EWC provided policy advice to authorities, drawing on the expertise of our staff and the experiences of educators. We firmly believe in leveraging these perspectives to shape more resilient and impactful educational policies based on practice.

While the future remains uncertain, our focus for 2024 is crystal clear: to equip students and educators with tools to navigate the challenges ahead and collaboratively build a more democratic future.

22 900

teachers, teacher students, teacher trainers and CSO representatives trained

49

high quality materials and learning resources developed

32

higher education and pedagogical institutions supported

306

schools benefited from EWC projects

THE EUROPEAN WERGELAND CENTRE

Established by the Council of Europe and Norway in 2008, the European Wergeland Centre works across countries, cultures and political systems, upholding education as a pivotal tool for fostering democratic citizenship and human rights.

Our goal is to strengthen the capacity of youth, educators, educational institutions and educational systems to build and sustain a culture of democracy. We serve as a resource center and a meeting place for people working in education, training and research.

We lift insights from practice, encompassing both formal and non-formal settings, and convey them into the authorities' policymaking. At the same time, we facilitate the implementation of policy in practice. Via this two-way street, we support human rights and democracy through education in Norway and throughout Europe.

We are also active in research, employing the same two-way approach to contribute our experience to research efforts and convey results back into practice. Fostering networks of engaged professionals, we continually develop quality learning materials that are relevant and freely accessible.

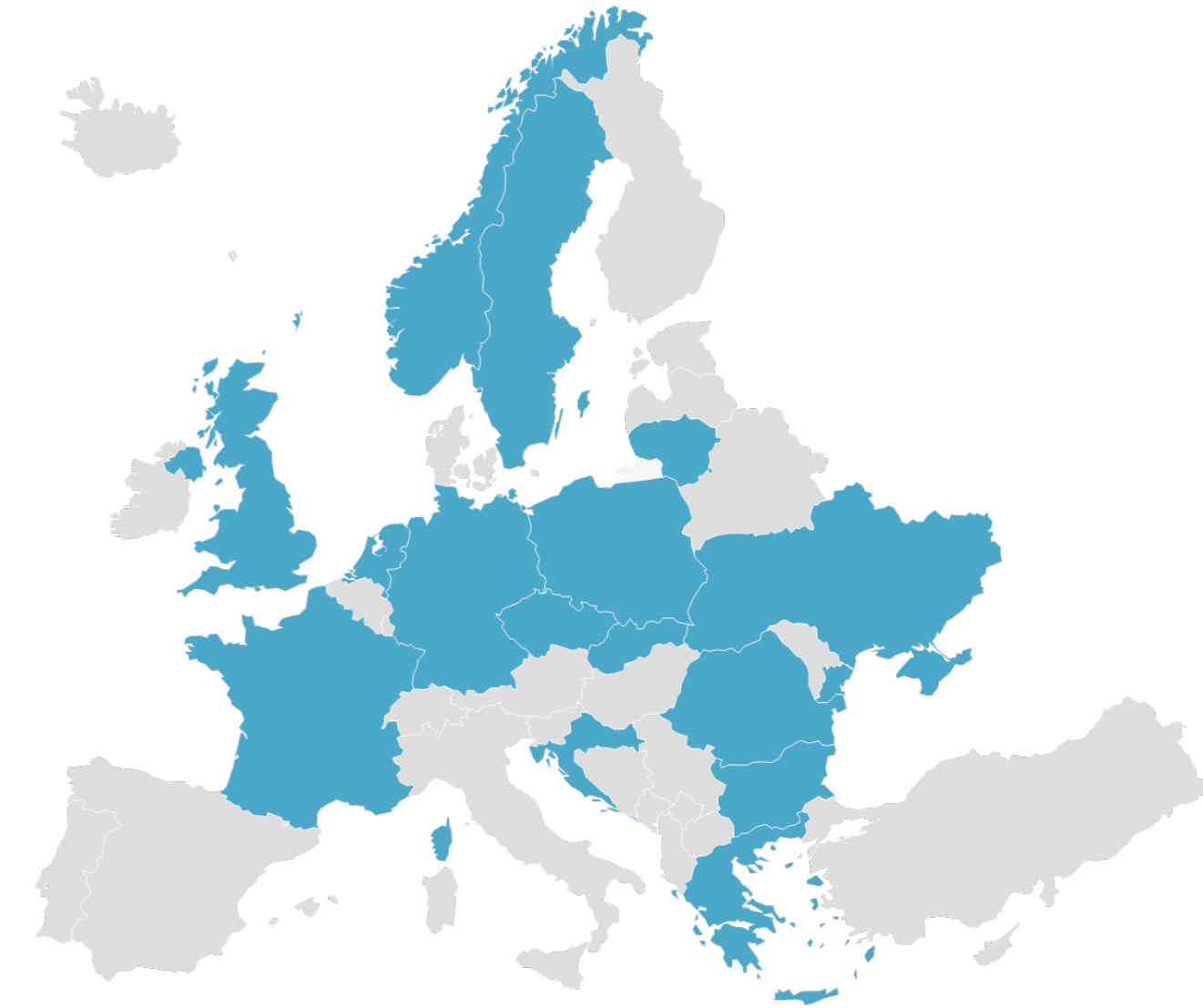
This report showcases examples of our activities and achievements over the past year. It does not constitute a full and comprehensive coverage of our efforts.

EWC has identified four strategic priorities for 2021 – 2024:

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

24 projects in 15 countries in 2023

Bulgaria: Building Capacity for Educational and Social Inclusion
Croatia: AI in STEM Education
France, Germany, Netherlands, Norway, Sweden, United Kingdom: Strengthening Democratic Resilience Through Education (DEMRED)
Greece: Schools for All
Greece: CAB - Classrooms Against Bullying
Greece: MA Programme "Identity, Education and Competences for Democratic Culture"
Lithuania: Developing a Virtual School of Citizenship
Lithuania: Education in the Spotlight of NGOs
Norway: 22 July and Democratic Citizenship
Norway: DEMOCIT
Norway: 22 July Online Resources
Norway: Youth Who Change the World
Norway: Together Against Hate Speech Towards the Sami
Norway, Poland: Fighting Antisemitism, Xenophobia and Racism Now!
Norway, Poland: Youth for the City, City for Youth
Poland: School of Inclusion: Gender Equality Standard
Romania: Promoting Inclusion Through Art and Culture
Romania: All for School and School for All
Romania: Enhancing Teacher Capacity to Manage Diversity and Apply Inclusive Methods, with a Focus on Roma Inclusion
Romania: Building Democratic School Cultures
Slovakia: Promoting Inclusive Schools
The Czech Republic: Establishing the Centre of Roma and Sinti in Prague
Ukraine: Schools for Democracy
International: Practicing Citizenship Programme



YOUTH PARTICIPATION

Unlocking the potential of young leadership is rooted in fostering youth participation and political efficacy. Empowering youth to actively engage in civic affairs not only strengthens democratic foundations, but also shapes responsible citizens.

Political efficacy, the belief in one's ability to influence political processes, is the catalyst for meaningful participation. We know that political efficacy is strengthened through real life experiences with democratic processes. This includes participating in educational activities addressing elements of democratic life, such as practicing discussing controversial issues or standing up to hate speech online.

In 2023, young people from Norway, Poland and Ukraine have participated in our projects. They have been invited to practice democratic competences, as well as planning and carrying out their own activities with peers in schools and local communities. In addition, we have given youth leaders and educators from a variety of countries training opportunities and access to free learning and teaching materials on how democracy learning can be more practical. Thus, we have contributed to sowing seeds for a vibrant and inclusive democracy.

Youth Initiatives for Rebuilding Ukraine

“We want to change the perception about a village as something obsolete. Now we have a modern gym for boys and girls to train in. This is at least a way our community can get healthier”, explains Valeria who led the school team called “Shkvarky” from the Myrcha village in Kyiv region. They were one of the winners of the second cycle of the UActive programme run by our partner savED, as a part of EWC Schools for Democracy Programme.

In line with the whole-school approach, Valeria and her fellow students designed and implemented a project that is equally important for their school and entire community. A gym giving the possibilities for rehabilitation is a great place for local teenagers to spend their leisure time.



Myrcha village was under Russian occupation at the beginning of the full-scale invasion. When finally liberated, there was not much left of that school. Its windows and roof were damaged, doors broken, and most of the equipment stolen. However, the war could not take away the spirit of optimism, innovative thinking, and a great wish to build back better from the new generation of Ukrainian leaders that Valeria and her friends represent.



After completing the civic education programme, and with the support of the Schools for Democracy, the team started turning an old House of Culture into a modern gym. It turned into a common social project for the entire community where kids, parents, teachers, and school principal took hand in hand together to create a space that could eventually be used by many more in their local communities.

Valeria's dream has now come true. Myrcha village is also recovering from war and occupation in many ways thanks to the UActive, a specially tailored civic education programme that in 2023 gave a chance to 202 high school students divided into 20 teams and representing 10 Ukrainian schools to bring life back to their local communities in Kyiv and Chernihiv regions.



“Schools for Democracy in Ukraine” is funded by The Norwegian Ministry of Foreign Affairs
EWC role: Project leader
Partners: The Ministry of Education and Science of Ukraine, Ukrainian Institute of Education Development, Ukrainian Step by Step Foundation, Center of Education Initiatives, savED.

Let's Discuss What Divides Us

Students at Vågsbygd High School now invite their peers to “We Discuss” every other week. “We discuss” is by and for students and it is an opportunity to discuss current issues in society.

The first event was organized in November. The topic was “Israel and Palestine”, something that has engaged many young people in Norway since the outbreak of the war between Israel and Hamas in October.

“Around 40-50 students showed up and participated in an information meeting where there was discussion about what is happening in Israel and Palestine, and there was room for questions. The meeting went well with many questions. Knowledge and interest increased. Moving forward, we are considering discussions about abortion and religion,” says Aron, one of the students who organized the event.

Students from Vågsbygd High School met with other young people from Norway and Poland for an international seminar on preventing racism and antisemitism at Utøya. During their stay, teachers and students from Norway and Poland discussed and exchanged ideas on how to combat hate speech, racism, and xenophobia while at the same time promoting respect and inclusion.

“At Utøya, we learned that we must fight for democracy and not take it for granted. With our project, we are trying to influence others in our age group to fight for democracy.”

*- Aron Fosseli Mørkestøl,
student at Vågsbygd High School*

The teachers also had independent workshops where they learned about how they could teach controversial issues through cooperative learning.



Participants in the project «Fighting antisemitism, xenophobia, and racism now» during their seminar at Utøya in September 2023.

After the seminar, the participants travelled home with an assignment to implement local projects. Following up on this assignment, the students representing Vågsbygd High School came up with their local project “We Discuss”.

“Fighting Antisemitism, Xenophobia, and Racism Now” is funded by EEA and Norway Grants
EWC Role: Project partner
Partner: POLIN Museum of the History of Polish Jews

“I was surprised that I could argue for my opinions, and that I was good at it!”



Gabriel (in the white t-shirt) participated at the Democracy Workshop at Utøya and this inspired him to become more engaged.

The year 2023 has been a year of engagement for Gabriel (18) from Sarpsborg, Norway.

“I’ve always been a youth with a laid-back attitude. I didn’t participate in conversations about societal issues and never really expressed my opinion either. Maybe I thought I didn’t have any opinions. We didn’t talk about political things in my group of friends.”

It was the positive rumours Gabriel had heard about the Democracy Workshop at Utøya from others who had been there that aroused Gabriel’s curiosity to participate himself. When the opportunity appeared, he took it. He was interested in learning about democracy.

“I learned a lot about myself and understanding how others in society might feel. Through the various activities we had at Utøya, I got to know my own and others’ opinions. Also, I was surprised that I could debate and argue for my opinions, and that I was good at it!”

Throughout the year he was a member of the youth council in Sarpsborg and also served on the board of “Ung Motkraft”, a project where the youth council, the police, the municipality, and voluntary organizations collaborate to counteract hatred, radicalization, and racism in the municipality.

“Today I go into the news and read. I have turned 18 and will use my voice in the next election. I probably wouldn’t have thought about voting in elections or getting involved if I hadn’t experienced being at Utøya and gotten to know my own engagement.”

- Gabriel

For Gabriel, this is just the beginning. The reform of drug policies and focusing on help instead of punishment has become an important issue for him. He wants to continue to engage and eventually join a youth party.

“The dream is to be a member of Parliament, of course!”

“Youth Who Change the World” is funded by The Norwegian Saving Bank Foundation
EWC role: Project leader
Partners: Utøya, Youth Work Norway

Youth Leaders Fight Hate Speech Against Sámi

Youth leaders from the Youth County Councils in Troms, Finnmark and Nordland join forces through the project "No hate against Sámi people".

In Norway, alarming statistics show that 3 out of 4 young Sámi individuals have faced discrimination. This prompted 22 youth and 5 adults to take action. They spent a weekend in Karasjok, where they learned about Sámi communities, indigenous rights, and effective strategies for discussing controversial issues and preventing hateful expressions.

The youth also planned how to use their newfound knowledge to make local impact. They intend to raise awareness during County Council meetings, share information through the social media channels of the Youth County Councils, advocate



for local action plans against Sami discrimination, and promote increased awareness among young people on the issue.

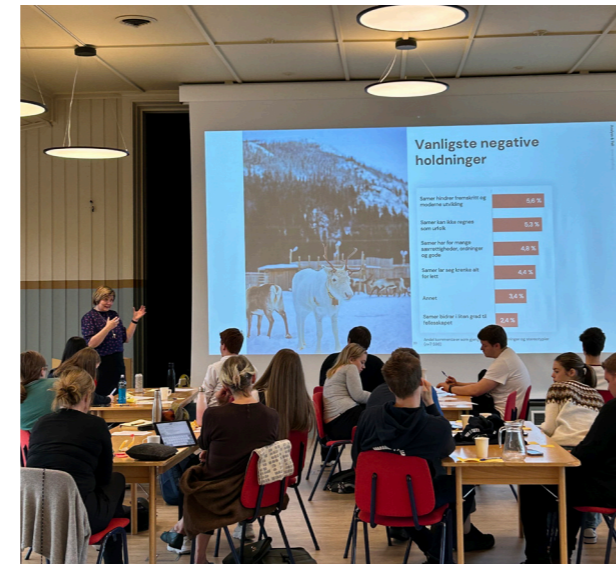
Sigurd Hjelle and Eline Sandvik, participants in the project, emphasize the importance of local action plans against Sami hate speech at both county and municipal levels. Preliminary results of the project include increased engagement and competence among the youth in preventing hate speech, racism, and discrimination against the Sámi.

"Through this project, we aim to strengthen the youth councils' ability to engage in dialogue on controversial topics and be role models in the fight against racism, discrimination, and hateful speech."

- Ingrid Aspelund,
Head of the Youth Section

The Youth County Councils have either made decisions or expressed a desire to continue their work against Sámi discrimination in 2024. The prevention of Sámi discrimination has been added to the agenda for the The Norwegian Association of Local and Regional Authorities (KS) Summit for Children and Youth in February 2024.

The project and its objectives have gained attention on Ođđasat – the daily Sámi News program broadcasting in three countries, featured on NRK Sápmi, and in the newspaper Ávvir.



"No Hate against Sámi People" is funded by The Norwegian Directorate for Children, Youth and Family Affairs
EWC role: Project leader
Partners: Youth County Councils in Nordland and Troms and Finnmark

Youth in Exile, a Driving Force for Civil Society?

In summer 2023, the European Wergeland Centre in partnership with the Sapere Aude project and in cooperation with the Council of Europe Youth Department, organised at the European Youth Centre in Budapest, a training for young people from the Russian Federation, currently residing outside their home country, to reflect on and deepen their understanding of democracy and human rights.

The training brought together young people with vast experience in activism and democratic processes many of whom have faced repressions due to their active stance. Despite these challenges, they remain optimistic about the potential of youth to drive democratic reform, emphasizing the importance of solidarity and education in fostering change. They continue to see themselves as agents of progress, committed to promoting democracy and human rights both within and outside Russia, with aspirations ranging from creating educational institutes to fostering a culture of political engagement among youth.

"I am convinced that the values of democracy, human rights and the rule of law are universal: it is necessary to know and remember them. I have concluded that the future of Russia lies in the hands of civic associations, communities, networks of solidarity and mutual aid. Young people from

Council of Europe member states who speak Russian and are familiar with Russian society and culture can be a valuable resource" a participant said.

"I want the common perception in my country that politics is the work of "grown-ups in suits" to disappear. We are the future and the driving force of the country, and we must be active in order to live in a comfortable world."

- Russian youth

The training course also spurred discussions on actions that could bolster democracy across Europe. While some participants planned awareness-raising initiatives through blogs and social media, others opted for educational endeavors. For instance, a participant based in Southern Europe took on the role of a trainer, leading a session for Russian-speaking high school students on human rights, using the CoE Compass manual.

Above all, the course provided a platform for young voices to be heard, affirming that their contributions to local societies are indeed meaningful and that each of them possesses leadership potential. As one participant noted,

"I never believed I have leadership qualities... you changed my view completely!"

"Practicing Citizenship – the role of diaspora in civil society" is funded by The Norwegian Ministry of Foreign Affairs
EWC role: Project leader

DEMOCRATIC AND INCLUSIVE LEARNING ENVIRONMENTS

Inclusive and democratic learning environments in educational institutions is crucial for shaping engaged, responsible citizens who uphold human rights and embrace diversity.

In order to safeguard the democracies we live in, educational institutions must serve as places to learn and practice inclusion and participation. Every classroom at school, playground in a kindergarten and every other learning space in formal and non-formal settings should foster a culture where every voice is heard and respected. This is why inclusion and diversity in the education system across Europe are important focal points for EWCs' work for inclusive democracies, with a particular focus on marginalized groups like refugees and Roma.

EWC also worked with teacher education institutions including higher education and in-service institutions and supported them to integrate diversity, democracy and active citizenship into their courses and programs. We also worked with museums to become non formal learning spaces to enhance civic engagement and inclusion among the wider public.

Greece: The Journey Towards an Inclusive School

By transforming itself into a school that embraces inclusion and diversity, the 6th Experimental Intercultural Primary School of Eleftherio-Kordelio sets a remarkable example.

The school's journey began in October 2023 when it joined the EWC Schools for All project in Greece. With a significant number of students having refugee and migration experiences, the school committed itself to creating a democratic and inclusive environment for all learners. The project's training workshop served as a catalyst, empowering teachers with the skills and insights needed to design an action plan that aligned with the school's educational requirements. With the support of an EWC regional trainer, they aimed to foster a culture of inclusion in every aspect of school life.

Recognizing the importance of linguistic accessibility, the school addressed the issue head-on. Teachers, students, and parents joined forces, collaboratively translating signs, regulations, and materials into various languages.

Starting with collecting information about classmates' countries of origin and spoken mother tongues, students took on the task of translating essential elements like numbers, alphabets, phrases, and guidelines. This exercise not only celebrated the richness of linguistic diversity but also encouraged reflection on the similarities and differences among cultures.

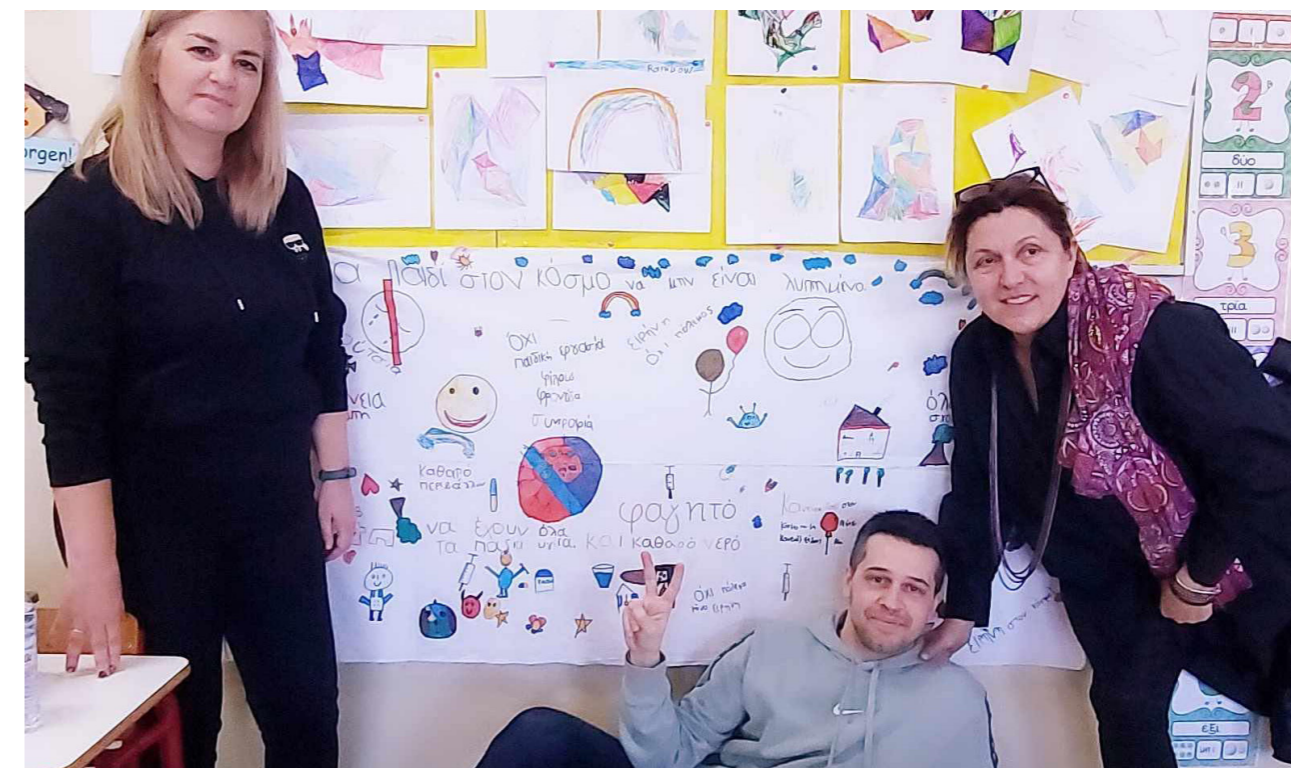
The translation initiative acted as a bridge connecting parents and the school community. Parents actively engaged in information gathering and supported their children during translation activities. The discussions sparked in the classroom extended to the homes, creating a foundation for meaningful school-parent cooperation.

Teachers, with the backing of regional trainers, developed a curriculum that broadened students' perspectives and nurtured cultural appreciation. Dialogue readings of relevant books exposed students to the lives of children worldwide, fostering empathy and understanding.

The school's positive attitude and openness to different languages had a profound impact on students with refugee backgrounds. Children themselves spoke about the positive feelings they had, when they saw or heard their mother tongues in school. By valuing linguistic diversity, the school empowered these students and created an environment where their voices mattered.

"The 6th Experimental Intercultural Primary School of Eleftherio - Kordelio is the school we dream of. A school with open doors for all students"

- Xanthi Albanaki,
Schools for All regional trainer



"Schools for All – Integration of Refugee Children in Greek Schools" is funded by the EEA and Norway Grants
EWC role: Project promoter
Partners: The Hellenic Ministry of Education and Religious Affairs, the National Institute for Educational Policy, Leeds Beckett University (UK)



263

school workshops held

600

teachers trained

Ukraine: Mentorship Programme for Kindergartens

“Mentorship provides enormous possibilities for all teachers who want to learn new things and are ready to change something in their practice”.

- Inna Horbenko

That is the conviction of Inna Horbenko, a psychologist and trainer at the All-Ukrainian Step by Step Foundation, an implementing partner at the Schools for Democracy Programme.

While mentorship is a widespread pedagogical practice in Ukrainian schools, it remains quite an unknown territory at the preschool level. Our mentorship project deals with understanding democratic values and competences for democratic culture and incorporating them into the everyday life of kindergartens. All mentors get a specially tailored training that makes them well prepared for sharing their knowledge with colleagues and learning together.



Learning important competences from the earliest age possible

20

kindergartens participated

Liudmyla Nekrash is an experienced trainer and mentor. This is what she tells us about her collaboration with a kindergarten in Kyiv region:

“We had a special meeting about conflict and disagreement learning to show respect to others, and it was a very positive experience. Children were really surprised that everyone may face disagreements. We read a story about sisters and learnt that children can themselves come up with many solutions for resolving conflicts if adults do not impose their way.

Every opinion has the right to be heard. Disagreements are just a part of our lives, and it is important to learn how to hear and respect each other and eventually find a compromise”.

The mentorship initiative that in 2023 included 20 kindergartens and 29 mentors from 7 regions in Ukraine builds up on such values as equality, freedom, participation, respect for diversity, partnership, regard for children’s interests and needs, respect for and protection of rights, and is meant to teach children to make own choices, understand and identify own emotions and emotions of other people, resolve conflicts, protect natural resources, take care of plants and animals, and many other important competences. ”

We sometimes tend to underestimate the importance of preschool education. Giving children their first experience of social life, kindergarten is a place where kids learn to interact with peers and develop the skills needed for living in a democratic society. Our mentors visit their colleagues in other kindergartens, give them advice, and help planning activities for children. Mentorship is always a cooperation based on reflections, says Nataliya Yeremeyeva, EWC advisor.

“Values are not only about what we teach, but also about how we do it”

- Inna Horbenko

“Schools for Democracy in Ukraine” is funded by The Norwegian Ministry of Foreign Affairs
EWC role: Project leader
Partners: The Ministry of Education and Science of Ukraine, Ukrainian Institute of Education Development, Ukrainian Step by Step Foundation, Center of Education Initiatives, savED



Learning Democratic Competences can be fun in Kindergartens.

Enhancing Roma Inclusion

Five schools with a high percentage of Roma children joined forces with the European Wergeland Centre to create a more inclusive school environment for Roma students in the country side outside Satu Mare in Romania.

“This project was a small miracle. It brought international trainers to the Romanian country side and gave teachers new tools to make changes in the classroom and school community”, says Anca Potra, School Director at Scoala Gimnaziala Doba.

60 teachers and school directors were trained by the EWC team of trainers. They learned about the whole-school approach, which involves all members of the school, including management, staff, students, parents, and the broader community. Employing the whole-school approach, educators can incorporate democratic values and human rights principles into teaching, learning, and school governance.

A highlight was a joint meeting for Roma parents and children. Ramiza Sakip, EWC trainer of Roma background, engaged the audience with a discussion of the importance of education, encouraged active parental involvement in the educational journey of the children, and emphasized the transformative impact of education on the lives of Roma individuals and their communities.

EWC's trainer Ramiza Sakip meeting with roma parents and children.



“In order to increase parents’ involvement, we organized a project bringing the parents of Roma and non-Roma students together. When the parents see that the schools have teachers who care about their children, their commitment to sending their children to school increase”, says Potra.

The project was called “School for All, All for School” and it was the first time that schools joined forces to learn together in that part of Romania. Codruta Lucia Hiripan was the project manager.

“Today the teachers organize inclusive activities for the children every day. This makes great changes for the children”, she says.

“Our schools have made great progress in moving towards a more inclusive education, but society and parents are lagging behind. The whole school approach helps to get everyone onboard”, says Hiripan.

At EWC, we work on strengthening the capacity of educators to create inclusive classrooms, teaching culture and history in a way that incorporates democratic competences.

In 2023, our numerous projects engaged teachers and teacher trainers, as well as educational agencies, museums, municipalities and schools

from Bulgaria, Czech Republic, Slovakia, Romania and Norway. The project were financed through the EEA and Norway Grants.

Particular focus was on Europe’s Roma communities. The Roma people constitute the largest ethnic minority in Europe, with eight out of ten living below the national poverty line and facing obstacles such as segregation, gender disparity, and academic underachievement, among others.

EWC’s work on Roma inclusion in Bulgaria, Czech Republic, Slovakia and Romania is funded by the EEA and Norway Grants.

EWC’s role: Project partner

Partners: Satu Mare School Consortium, Romanian Social Development Fund, The Museum of Romani Culture; Center for Educational Integration of Children and Students from Ethnic Minorities (CEICSEM), under the Ministry of Education in Bulgaria. The National Institute for Education under the Ministry of Education of Slovakia

101
schools benefited

333
teachers, teacher trainers and
school leaders trained

10
in-service teacher education
institutions benefitted

Romani Language Training to Promote Inclusion in Slovakia

All children should be educated in their mother tongue. In Slovakia, however, Roma pupils do not have this option. Only a handful of educators teach Romani as a language in schools.

The last training for teachers in Romani language took place 20 years ago so the need is dire in the country with an estimated Roma minority of half a million people.

Together with our partner the National Institute for Education and Youth, EWC organized a workshop for Romani language teachers on creating an inclusive and democratic learning environment in Slovakia in October.

“The legislation is in place, but there is a lack of qualified teachers of the Romani language and various educational resources for children and also for teachers”, explains Josef Facuna from the National Institute for Education and Youth.

“We know that if a child develops his mother tongue, his other abilities also develop: learning the national language, learning foreign languages and better understanding the content of science and humanities subjects, especially in basic education”.

“The schools are not sufficiently equipped for inclusion. Neither are the teachers prepared and trained for it. There are no support teams in schools. In terms of language education in the context of Roma, we do not have national minority education for the Roma minority.”

*- Jarmila Vaňová
former member of parliament and teacher*



During the training, the participants developed a list of recommendations for actions needed to undertake on local, national and European levels to foster Romani language teaching in schools.

“We have been talking about a language barrier for a long time and we are looking for different approaches, methods, ways to help, but at the same time we neglect the mother tongue of these children so much that competent authorities do not consider it to be important to deal with it. From my point of view, it is rather an attempt to avoid responsibility”, Jarmila Vaňová says.

The training was a small step in the right direction of raising the issue and facilitating exchange of experiences. The participants also explored the nature of controversial issues, discussed the challenges in teaching them, and learned about approaches and various techniques to teach sensitive issues in the classroom. The need to develop competencies in democratic culture was also a central part of the training.

“Building Inclusive Schools – Innovative Trainings for Teachers” is funded by EEA and Norway Grants
EWC Role: Project partner
Partner: The National Institute for Education under the Ministry of Education of Slovakia



Countries where EWC works on Roma inclusion.

Museums as Sites of Citizenship & Inclusion

Educational programs at museum are challenged to find ways to facilitate critical yet sensitive reflection on society, history, cultural heritage, national memory and identity.

Inclusive and participatory museum spaces are critical for youth to learn how to deal with controversial issues in the present and the past, foster inclusive dialogue in the society and transform painful experience into constructive actions in the local community. EWC supports museums in this mission in the Czech Republic, Poland, Ukraine and Norway.

“Museums which concentrate on the histories of minorities, have an additional role in strengthening the understanding of democracy as a system where the majority makes the law, but always respects the rights of the minorities.”

- Hanna Kłoszewska
project manager, POLIN Museum

The cooperation is multifaceted ranging from youth exchanges to joint discussions on how to integrate citizenship education at museums in different countries across Europe.

For example, EWC continued to support the establishment of the new Roma and Sinti Centre in Prague to be a place for cultural encounters, raising tolerance and mutual understanding. The Center aims to address the low public awareness about Roma culture and history among the Czech Society and be an open space for events and meetings.

EWC supported the Center in integrating citizenship education elements into its educational concept and programme. With EWC's support a group of museums educators was trained, who in turn reached 439 young people and 40 teachers.

The network:

- Museum of the Revolution of Dignity in Kyiv and Coalition of Memory in Ukraine
- POLIN – Museum of the History of Polish Jews, Warsaw, Poland
- 22nd of July Center in Oslo, Norway
- Roma and Sinti Centre in Prague, Czech Republic

The establishing of the new Centre is an important part of the Czech national strategy for Roma integration.

“Exploring the past through the perspective of minorities very often shows another perspective of the well-known historical events, it helps to discover the challenges faced by the representatives of the minority groups, and demonstrates what the society gains thanks to the minorities”.

- Katarzyna Niewczas
trainer, POLIN Museum

“Establishing the Centre of Roma and Sinti in Prague” is funded by EEA and Norway Grants.
EWC role: Project partner
Partner: The Museum of Romani Culture



CAPACITY BUILDING OF EDUCATORS

Education is under pressure to provide adequate responses in times of multiple crises. We are facing a renewed sense of urgency for democratic societies to defend and safeguard our values, as well as to provide quality education for all children to strengthen their democratic competences, their trust in shared values and democratic institutions, and their capacity to make a difference in shaping a better future – a future they should be able to choose freely.

Teachers stand at the core of this mission. They need encouragement and support if they shall succeed. They need training in the latest methods and practices within education for democracy and human rights. Teacher education and in-service training of teachers is therefore a focus area of EWC activities.

In 2023 we trained and empowered 22900 educators across Europe to strengthen inclusive and democratic practices in schools and other institutions.

Ukraine: Digital Courses Reaching Thousands of Teachers

EWC's Schools for Democracy in Ukraine offers both Massive Open Online Courses and blended learning courses combining online and face-to-face. Trough them the programme has reached around 130.000 teachers, a third of Ukraines teachers.

“Teaching is one of those professions that motivates to continuously grow and change in accordance with the new demands of the society. Each new generation brings new values, traditions, and communication norms. That’s why teachers cannot remain with the same level of knowledge received at university.”

- Rimma Maksymova, teacher from Nizhyn

Ukrainian teachers regularly apply for our courses despite the war, are motivated to work on their professional development and feel internal satisfaction from the results they show and the way they personally progress.

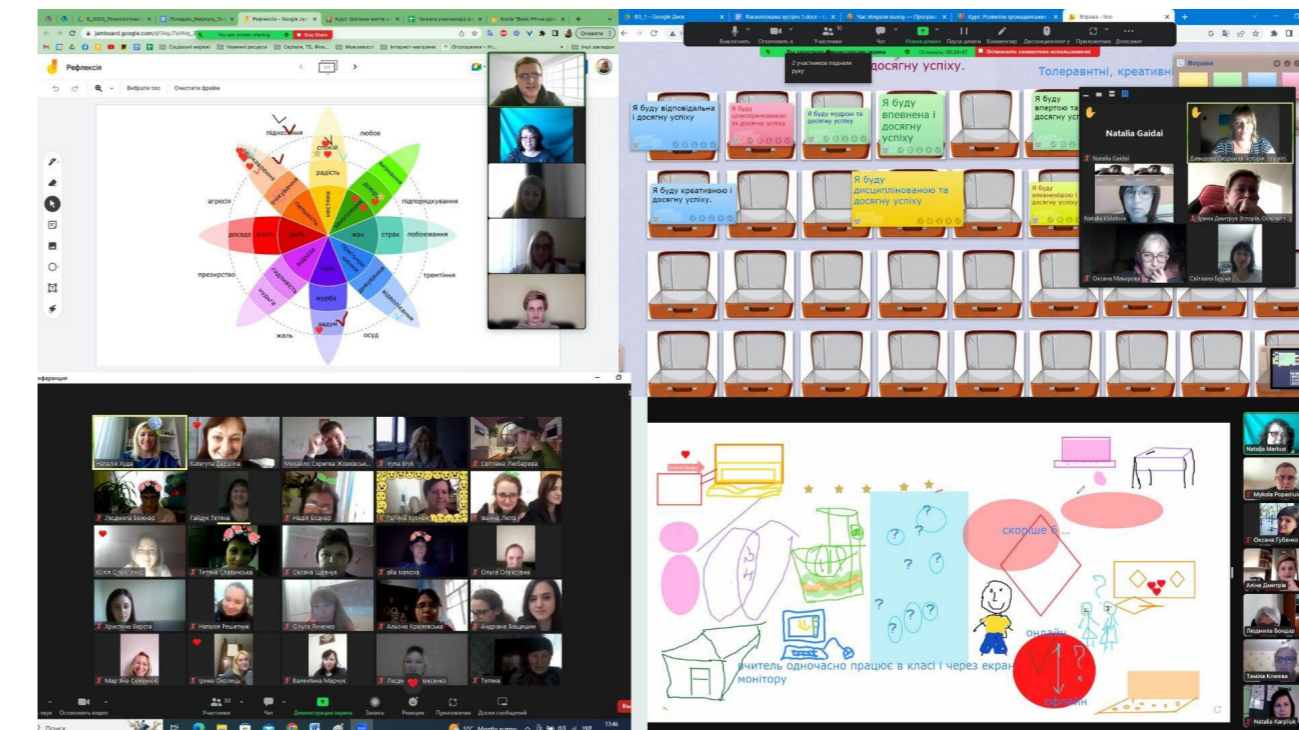
Schools for Democracy offers 5 MOOCs on the «Prometheus» online learning platform on topics like “School life online” or “Secrets of successful school directors” (see box). In 2023, 15354 educators received certificates after completing courses on the platform. All our MOOCs are officially acknowledged by the authorities and completed courses are awarded ECTS credits.

In addition, a variety of free five-week online blended courses are also offered for school and preschool educators. Each of them is specially tailored and combines online learning at the EWC platform and live online sessions with the programme’s trainers. In other words, these courses comprise both the elements of participants’ independent work of mastering educational material and testing it in a classroom and direct facilitation by trainers during regular online meetings that gives participants a chance to jointly discuss the results.

3528 school and preschool teachers and 1165 representatives of the school administration have been enrolled in our online blended courses in Ukraine in 2023. Since the beginning of the programme, the team has developed in total 10 different blended courses for different target groups.

The importance of this work was recognized in the Norwegian White Paper on the Nansen program for Ukraine presented by the government to Parliament in February 2024, which mentioned that the Wergeland Centre has “...developed digital learning resources and courses for Ukrainian teachers. With a high number of Ukrainian children displaced both within Ukraine and across Europe, this expertise is in demand...”

“Schools for Democracy in Ukraine” is funded by The Norwegian Ministry of Foreign Affairs
EWC role: Project leader
Partners: The Ministry of Education and Science of Ukraine, Ukrainian Institute of Education Development, Ukrainian Step by Step Foundation, Center of Education Initiatives, savED.



EWC Schools for Democracy programme offers 5 MOOCs in Ukrainian on the «Prometheus» online learning platform. The total number of educators enrolled is 128.708 (since 2021)

Courses (by February 2024):

- 1- “Successful teaching - simple recipes for every day” (30 hours,1 ECTC)
Total number users: 41521
Completed: 16845 (40.6%)
- 2- “Starting to a successful school” (30 hours,1 ECTC)
Total number users : 36001
Completed: 13025 (36.2%)
- 3- “School life online” (30 hours,1 ECTC)
Total number users: 29151
Completed: 13171 (45.2%)
- 4- “School and community for a child” (18 hours, 0,6 ECTC)
Total number users: 7897
Completed: 2747 (34.8%)
- 5- “Secrets of successful school directors” (24 hours, 0,8 ECTC)
Total number of the users is: 5487
Completed: 2110 (38.5%)

New Challenges Require New Teaching Tools

Our project “22 July and Democratic Citizenship” is not only for students from upper secondary schools in Norway who go to the island for three day workshops. It is also for their teachers and teacher students who seek to keep updated and get inspiration from the latest methods in education for democracy and human rights.

Teachers who participate with students at democracy workshops are offered separate sessions on teaching methods while at the island. In 2023 we also offered separate trainings for a total of 65 teachers and teacher students.

“I have been inspired and got tips on how to teach about difficult topics. Not only have I learned more about teaching about 22 July but also from a broader perspective on hate speech and democratic citizenship.”

- Teacher student

The trainings focus on how to handle the terrorist attacks and related topics in the classroom or other educational settings. Based on the principles and approaches of education for democratic citizenship and human rights,

the trainings also provide tools and strategies for teaching and managing controversial issues at school.

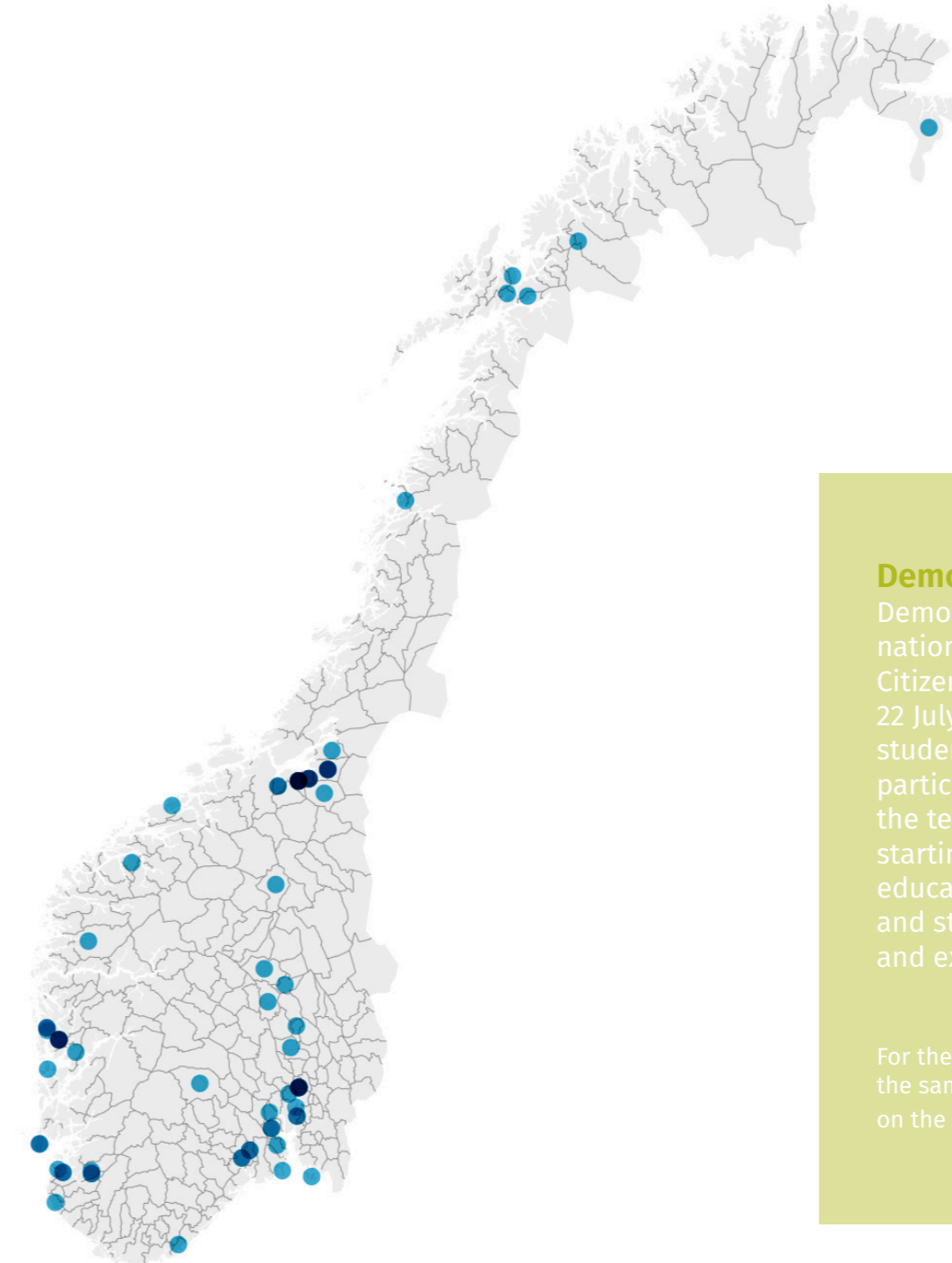
Everyday life of a teachers is busy so not everyone can go to Utøya for trainings. Realizing this we therefore launched new web resources to help teachers in Norway strengthen their student’s democratic competences. These resources are freely available at our Norwegian home page wergelandsenteret.no.

Our joint efforts with Utøya received the Norwegian Non-Violence Prize in 2023. The Prize Committee underlined that democracy learning enables youth and adults to learn about and actively engage in safeguarding democracy while combating hatred and discrimination in society. The committee stressed that building democracy among youth, with a clear focus on fostering trust in others, is crucial in a society where trust is faltering in many areas.

22 July and Democratic Citizenship is funded by the Norwegian Ministry of Education and Research

EWC role: Project leader

Partners: Utøya AS, 22 July Centre



78

schools participated at democracy workshops

Democracy workshops at Utøya

Democracy workshops at Utøya are part of EWC’s national learning program “22 July and Democratic Citizenship”, organized in co-operation with Utøya, 22 July Centre and several others. Every year, students from secondary schools all over Norway participate in 3-day trainings on the island. Using the terror attacks in Norway on 22 July 2011 as a starting point, young people, teachers and other educators learn to create a democratic culture and stand up against discrimination, hate speech and extremism.

For the municipalities where several schools participated or the same school participated with different groups, the dots on the map is darker.

AI in STEM Education

There is a shortage of trained teachers and comprehensive programs integrating science, technology, engineering and math in education (STEM education) in Croatian primary schools. The project AI in STEM Education aims to address this, linking it to democratic participation and media literacy.

Recognizing the crucial role of robotics and artificial intelligence (AI) in shaping the future, the project aimed to enhance teachers' capacities and empower them to impart knowledge about

AI effectively, including its impact on society. The project encompassed the development of a curriculum, training sessions, and mentoring for 300 primary school teachers. These educators were equipped with the knowledge and tools necessary to teach students about AI.

Additionally, the project aimed to foster collaboration among schools by involving 60 institutions in knowledge exchange, sharing best practices, and encouraging cooperative endeavours.



The curriculum that was developed included key components such as an introduction to AI, practical application of knowledge and skills in working with UI cameras, exploring AI's societal impacts, addressing the needs of gifted students in the context of AI, and the creation of educational materials tailored for AI cameras.

The project's final conference was held in Croatia in September, where approximately 60 teachers from the most engaged schools gathered to share their experiences and insights. The conference served as a platform for celebrating achievements, discussing challenges, and exploring future avenues for continued growth in STEM education through AI education.

The success of the "AI in STEM Education"-project lays a foundation for sustained efforts to bridge the gap in STEM education, ensuring that Croatian primary schools remain at the forefront of global advancements.

"Artificial intelligence, STEM Education and Citizenship" is funded by EEA and Norway Grants
EWC role: Project partner
Partner: IRIM – Institute for Youth Development and Innovativity

Supporting Gender Equality in Poland

The Center for Citizenship Education in Poland and the European Wergeland Centre have developed a comprehensive educational program for ensuring gender equality and equal treatment in primary schools.

"Discussing equality and diversity in Poland is difficult at times, as the subject has become politicized and is leveraged to polarize society. However, the everyday educational life of male, female and non-binary students is often determined by the gender stated in their metric, and this we cannot just wish away."

- Małgorzata Jonczy-Adamska, expert in gender equality and anti-discrimination education.

The project has resulted in an online publication "School of Inclusion – I care about gender equality" outlining the current state of research on gender equality and equality policy implementation in Polish schools.



It is a compendium of knowledge for adults working with children and youth – teachers, psychologists, accompanying educators, and school management.

The second publication is a set of lesson materials with annotations, i.e. lesson scenarios, games, and worksheets, to be used directly in the classroom.

The publication has been translated into Ukrainian in response to the current needs of schools in Poland, where the outbreak of the war in Ukraine has led to a growing number of Ukrainian learners. The project has resulted in several outreach activities initiated by the project participants. These included training for teachers and educators, as well as campaigns with mentoring support for students.

"School of Inclusion. Supporting Gender Equality" is funded by the EEA and Norway Grants
EWC role: Project partner
Partner: Center for Citizenship Education

POLICY WORK

Built on the shared values of the Council of Europe and Norway, we bring policy recommendations to practitioners while conveying evidence and lessons learned in practice back to policymakers.

2023 saw a considerable increase in demand for our input on educational policy from international organizations, as well as from national and local education authorities. We have shared our expertise through publications, in working groups, during seminars, and at parliamentary hearings. We partnered with national and local authorities on several projects and initiatives in 10 countries. Our collaborations involved the Hellenic Ministry of Education, the Ministry of Education and Science of Ukraine, the City of Lublin, and the National Education Institute in Slovakia, among others.

With war raging in Europe and democracy in decline in many countries, we continue our efforts to promote education as one of the main tools for defending and sustaining our democracies. We have done this through public events, political outreach, and media work.

Education for Sustainable Development

Contemporary societies within Europe face many challenges. One that needs to be urgently addressed is the triple planetary crisis of pollution, climate change, and loss of biodiversity, as underlined at the 4th Summit of the Council of Europe in May 2023. Education is also a pathway to promote sustainable development now and for the future.

Against this background, in 2023 the Council of Europe established a Working Group on the Reference Framework of Competences for Democratic Culture and Education for Sustainable Development. The aim is to develop guidance documents on how both are interrelated in European Curricula. EWC's Khrystyna Chushak and Valentina Papeikiene had been asked to represent Ukraine and Norway respectively in the group.

"Education for Sustainable Development is emerging as one of the main topics for the Centre. Supporting young people in developing their democratic competences to act on their concern for the environment as active democratic citizens is key. It is therefore of immeasurable value that two of our experts are in the Council of Europe working group and it is also a recognition of the Centre's expertise", Executive Director Ana Perona-Fjeldstad said.

The Working Group is composed of education experts from 19 member States and observer organisations to the Steering Committee for Education: Cyprus, Iceland, Latvia, Malta, Netherlands, North Macedonia, Norway, Romania, San Marino, Slovenia, Spain, Turkey, Ukraine, the European Students' Union, the Federation for European Education, the Lifelong Learning Platform, and the European School Student Union.



107

oral and written contributions to policy makers

10

countries where EWC partners with national and local authorities

9

expert groups on policy development joined

Policy Work in and for Ukraine

Since the start of the full-scale war launched by the Russian Federation on Ukraine, EWC has actively promoted the need to support Ukraine with a particular focus on education and local civil society initiatives.

This work has established EWC as a focal point of a network of Norwegian organizations working with bilateral projects in Ukraine. This Norwegian-Ukrainian network has carried out several public events, published articles in Norwegian newspapers, and participated in meetings and conferences. In addition, it has developed and

contributed suggestions and comments on the Nansen Programme, advising Norway's Parliament and Ministry of Foreign Affairs on Norwegian priorities in Ukraine.

Supporting education in Ukraine is and remains a main priority for EWC. Despite the war the implementation of the New Ukrainian School reform at the secondary school level remains one of the main priorities of the Ministry of Education and Science of Ukraine.

In 2023, EWC contributed to four policy working groups in Ukraine:

1. Working group on the new National Strategy of Education and Science of Ukraine 2030
2. Working group on Early Childhood Care and Development
3. Working group on drafting the professional standards of youth workers
4. Working group on National Curriculum & Assessment in High School, MoES

Policy Input for the Norwegian Commission on Extremism

In June 2022, the Norwegian government established a Commission on Extremism with the mission to deepen our understanding of extremism and bolster efforts to prevent radicalization and extremism. Notably, the commission emphasized the pivotal role of schools in countering hate and extremism.

Responding to this imperative, the European Wergeland Centre organized a conference dedicated to exploring schools' potential in preventive work. Held at Utøya on March 27, in partnership with the Commission on Extremism and Utøya itself, the

conference attracted 60 engaged participants. The Minister of Education, Tonje Brenna, gave the opening speech addressing the vital role of schools in the general prevention of extremism. The vibrant discussions at the conference resulted in a set of clear recommendations for the commission.

Earlier in March, the European Wergeland Centre welcomed members of the commission to its offices to offer insights into their mission. During this exchange, the Centre identified three primary challenges within the Norwegian education system:

- The curriculum lacks clarity on practical strategies for preventing extremism.
- Teachers shoulder an excessive burden of responsibility in this regard.
- Education for democratic citizenship often feels disconnected from students' everyday realities, remaining overly theoretical.

To confront these challenges head-on, the European Wergeland Centre proposed the following actions:

- Support regional meeting arenas to facilitate the exchange of knowledge and experiences and consider the role of the Peace and Human Rights Centers.
- Increase research initiatives focused on democracy education and the prevention of extremism, such as through the Center for Research on Extremism at the University of Oslo.

By implementing these recommendations and initiatives, Norway can further fortify its educational efforts for democratic resilience, fostering inclusivity, resilience, and democratic values among its youth.

Tonje Brenna, the then Minister of Education in Norway, gave the opening speech at the conference.

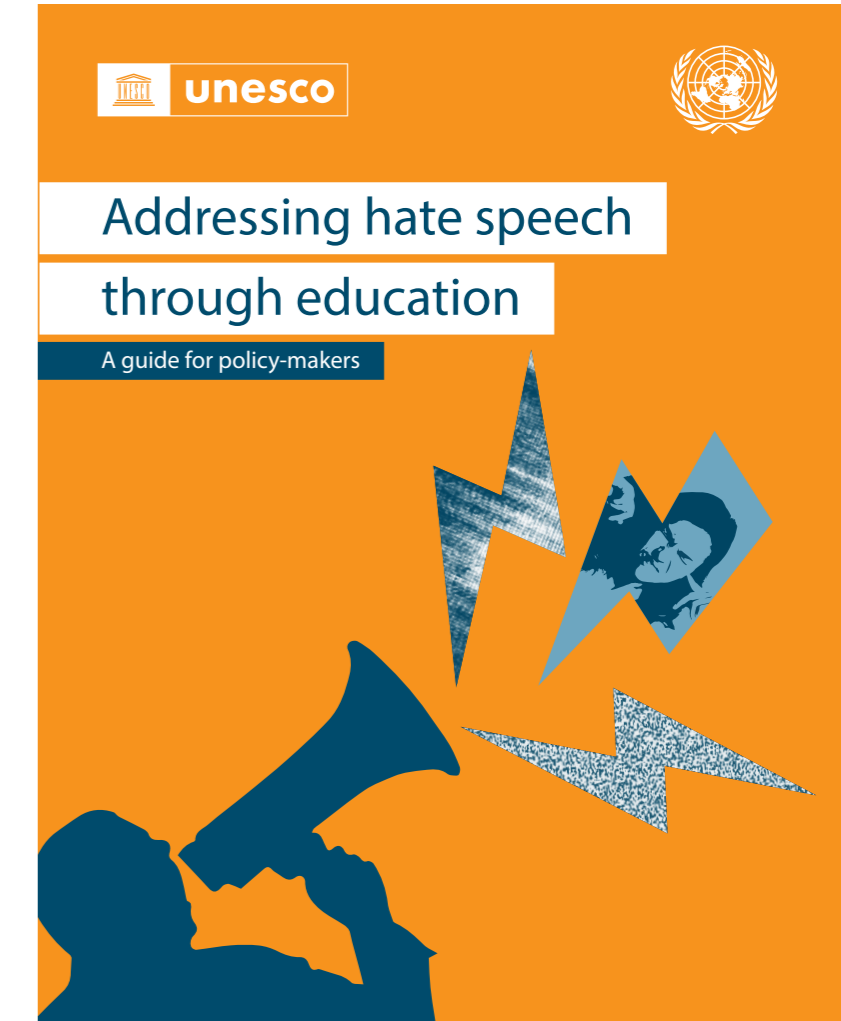


EWC Contributes to UN Guide for Policy Makers Addressing Hate Speech

Countering hate speech, discriminatory and violent narratives in the form of xenophobia, racism, antisemitism, anti-Muslim hatred and other types of intolerance whether manifested online or offline, demands concerted efforts across educational levels, in both formal and non-formal settings.

How can countries worldwide tap into the power of education to counter hate speech online and offline? UNESCO and the United Nations Office on Genocide Prevention and the Responsibility to Protect (UNOSAPG) have jointly developed the first guide for policy-makers and teachers to explore educational responses to this phenomenon and give practical recommendations to policy-makers on how to strengthen education systems to counter hate speech.

This policy guide is a direct contribution to the United Nations Strategy and Plan of Action on Hate Speech. Following a two years collaboration process, the guide was drafted by Cynthia Miller-Idriss (American University). EWC Executive Director Ana Perona Fjeldstad was one of the contributors together, with Shakuntala Banaji (the London School of Economics), Carmel Cefai (University of Malta), and Jennie King (Institute for Strategic Dialogue), under the supervision of UNESCO's Section for Global Citizenship and Peace Education.



RESEARCH AND DEVELOPMENT

A growing interest in education for citizenship and human rights has led to more research being conducted and provided to practitioners. We use such research to inform our activities and keep up with the latest developments, ensuring that all EWC programming is evidence based. We also contribute to research projects by bringing expertise from practice.

EWC develops high-quality learning resources for educators and policymakers who work to promote democracy and inclusion through education. To ensure relevance, we produce these resources in close collaboration with experts and users. We disseminate our resources freely online, as well as through capacity-building activities and research projects.

We conduct systematic monitoring and evaluation across our projects to deliver up-to-date knowledge about what works in education. At the same time, we analyze and present relevant research findings from across Europe to inform policies and practice.

Democratic Values and Skills Promoted Through New MA Programme

In 2023 the largest university in Greece, National and Kapodistrian University of Athens, in cooperation with the Wergeland Centre, launched a 1-year MA programme.

“This is a real milestone for EWC! The new MA Programme “Identity, Education and Competences for Democratic Culture” is the first Master Program specifically focused on Education for Democratic Citizenship and the Council of Europe Reference Framework of Competences for Democratic Culture.”

*- Ana Perona-Fjeldstad
Executive director, EWC*

The MA will be online and bilingual and is a result of EWCs long-term partnership with the National and Kapodistrian University of Athens University focusing on the integration of democracy, human rights and inclusion into initial teacher education.

The MA will be open for Greek and international students and offer three specializations:

1. Religion, Education and Competences for Democratic Culture
2. Language, History and Literature in Education and Competences for Democratic Culture
3. Education for Democratic Citizenship, Human Rights Education and Competences for Democratic Culture

The MA Program’s fundamental aim is to:

- Provide future teachers across subjects and levels of education with expertise in Democratic Culture and its versatile uses in Education.
- Contribute to the dissemination of democracy in every educational aspect and level, the curriculum, the teaching methodology, educational activities that happen in the classrooms and the school, to affect students’ everyday lives by empowering them to become active citizens.

The MA will be welcoming its first students in September 2024.

Strengthening Youth Projects Through Research and Collaboration

“In order to strengthen our youth projects in Norway we decided to join the research project DEMOCIT. By doing this we ensure that our work is based on the latest research on youth participation and political efficacy. At the same time, we can share experiences from practice and be a sounding board for the researchers”, says Ingrid Aspelund, Head of the EWC Youth Section.

Democracy, Equality, Learning and Mobilisation for Future Citizens DEMOCIT (2022-2023) aimed to develop teacher education utilizing new research on how youths conceptualize democracy and political participation.



The project is a collaboration between teacher education and NOVA research institute at Oslo Metropolitan University, Norway. EWC was a civil society partner together with Save The Children Norway.

DEMOCIT’s focus on researching Norwegian students prompted EWC to link it with the national education program 22 July and Democratic Citizenship. Through DEMOCIT workshops, the concept of “political efficacy” gained prominence. This term emphasizes the crucial role of students’ belief in their ability to participate in democracy. It resonated with the project’s approach, and DEMOCIT’s research helped refine specific goals for educational programs.

“The division of political efficacy into internal and external components aids in setting specific goals for our educational programs. Our aim is to empower and motivate teachers to impart democracy and citizenship education. The concept of political efficacy guides us in supporting teachers practically”

*- Ingrid Aspelund
Head of Youth Section, EWC*

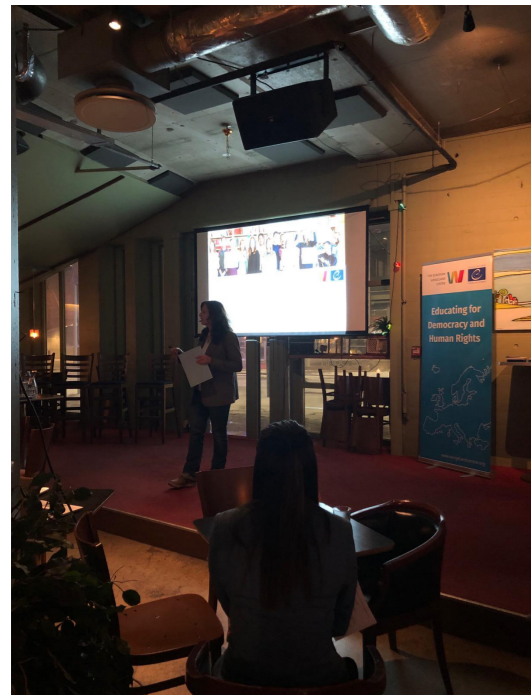
“Collaboration with DEMOCIT researchers also allows us to enhance teacher training, emphasizing the teacher’s role in conceptual learning, classroom management, and explicitly linking student activities to democratic processes. Teachers are given the opportunity to reflect on their understanding of democracy, the school’s emphasis on democracy, and the implications for teaching content”, concludes Ingrid Aspelund.

Funded by The Research Council of Norway.

Education in the Service of Ideology and Political Gain

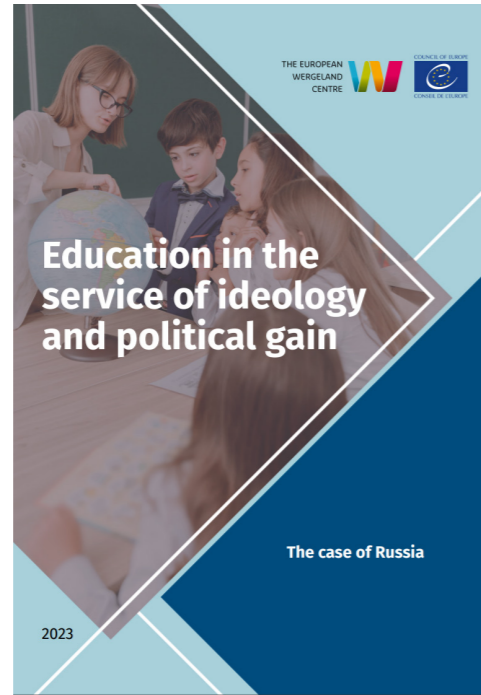
The EWC report “Education in the service of ideology and political gain” examines reforms in the field of school and higher education in the Russian Federation in the past two decades.

It analyses how the political and social system influences the education domain and examines the values inherent to each sphere. The report has examined tools and mechanisms employed by the existing political regime to influence the education system in Russia and their use for the



promotion of the state’s ideology, socialising the younger generation into norms and values of society, and instilling loyalty to the existing political system among them.

The report is based on publicly available sources, including studies and publications in the sphere of education, expert assessments, and contains an analysis of curriculum and textbooks used in schools of the Russian Federation.



The report is a result of a joint work of EWC and the expert community and is available in English and Russian.



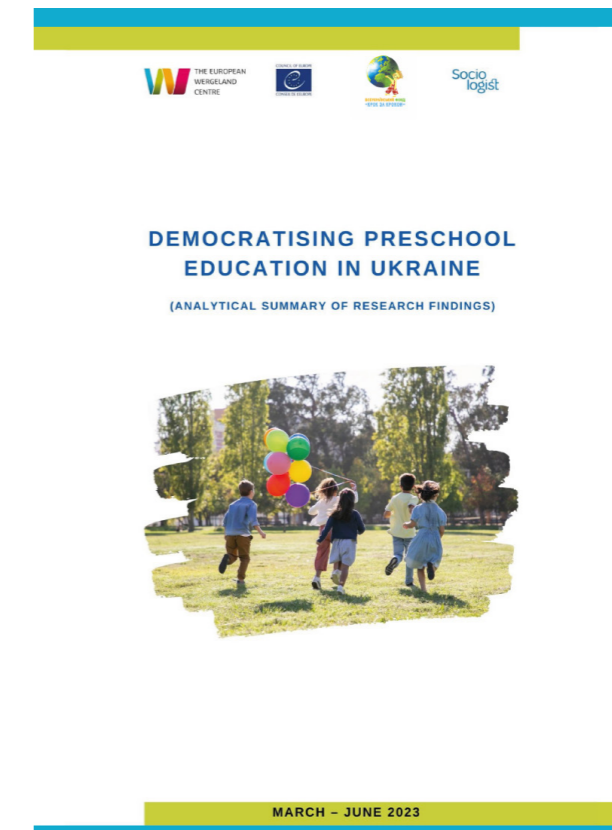
Research Project: Democratising Preschool Education in Ukraine

This research project was conducted by the European Wergeland Centre, All-Ukrainian Step by Step Foundation, and the Research Bureau Sociologist NGO as part of the Schools for Democracy: Supporting Education Reforms in Ukraine Programme in March – June 2023.

Aiming at exploring how democratic values are implemented in Ukrainian kindergartens through studying the practices that help teachers develop competences for democratic culture among young children, as well as finding out the educators’ needs in professional development regarding the development of these competences, this complex study has been based on 30 in-depth interviews, 6 focus group discussion with a total of 67 informants, and a quantitative online survey among 9133 respondents.

It has demonstrated a significant discrepancy between the high scores assigned to the democratisation levels of respondents’ own preschools and the way they perceive the situation at other educational institutions, as well as in the education system in Ukraine as a whole. In addition, it revealed a high demand among the preschool teacher community for deepening the understanding of democratisation processes, democratic principles and values.

The research report is a valuable resource for those interested in understanding the current state and the ongoing efforts in the democratisation of preschool education in Ukraine.



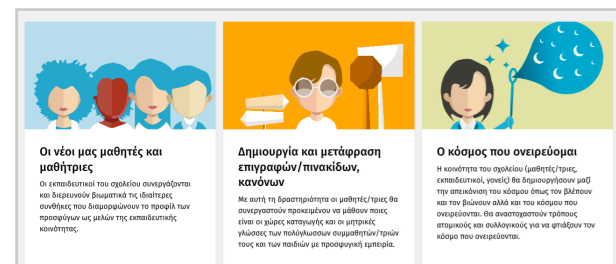
It underscores the importance of further support, training, and resources required to continue advancing towards a truly democratic preschool education system in the country.



RESOURCES

Digitalization of 31 Basic Activities

The handbook 31 Basic Activities is a resource for all who work in the field of inclusion. It addresses the challenges of receiving students with refugee background in schools, and is developed for educators and professionals in the field. In 2023, the Greek version of the handbook was digitalized. The English version will be digitalized in 2024.



New Web Resources for Norwegian Teachers

How can schools contribute to strengthening students' belief that they have what it takes to participate in democracy? In 2023 we launched new Norwegian web resources to help teachers in this work.



Learn, Experience and Create!

Together with our partner Lithuanian partner Center for Civil Education we launched new open access, interactive, user-friendly, virtual teaching and learning resource for the development of citizenship competences for young people.



Little Big Handbook of Democracy

EWC's Little Big Handbook of Democracy aims to give young people a tool with concrete advice and tips that would facilitate effective education for democratic culture and human rights.

The activities in the handbook have been developed by the EWC. They are based on and inspired by the activities from the Council of Europe's manuals for

democracy and human rights learning, in addition to our own experiences and expertise.

The handbook was developed within the project Youth for the City, City for Youth, funded by EEA and Norway Grants.

49

high quality materials and learning resources developed

14

educational videos produced

5

blended online coursed developed

18

working groups led by EWC to develop learning materials

Online Digital Citizenship Education with the Council of Europe

EWC and the Council of Europe have developed six open online courses on different aspects of Digital Citizenship Education.

In 2023, we launched the course “Digital Citizenship Education and Hate Speech Online”. The course gives an overview of legal, personal, and public perspectives on hate speech, and presents it as part of a bigger phenomenon driven by stereotypes and prejudice. More importantly, it shows the power of education to root out hate speech and change communities for the better – online and offline.

The introductory course “What is Digital Citizenship Education?” was launched in 2022. A further four courses were developed in 2023, and will be launched in 2024. The courses cover topics like Controversial Issues Online, Digital Access and Inclusion, Disinformation and Digital Citizenship Education and Cyber Bullying.

NETWORK AND PARTNERSHIPS

Networks and partnerships are key to our work. EWC serves all CoE member states, striving to be relevant, flexible and needs-driven.

To meet the needs and demands successfully, we actively establish and strengthen partnerships throughout Europe. Our aim is to serve as a trustworthy partner based on experience, reliability, and professional integrity.

We collaborate with key actors in education, such as ministries, educational institutions from kindergarten to universities, local authorities, museums and NGOs. Continually learning from each other, we ensure that our work is relevant, up-to-date, and informed by the top available expertise.

For many educators, peer-to-peer learning is the preferred form of learning. By supporting networks across its projects, EWC facilitates a prolific exchange of knowledge among those who face similar challenges. This opportunity enables educators to exchange experiences, disseminate resources, and cooperate in creating and implementing solutions.

Stronger for Human Rights Together

Every August, EWC teams up with the other six Norwegian Peace and Human Rights Centers during the largest political festival of the country in Arendal. This summer was no exception.

The “Human Rights Tent” in the middle of the city was full of activity throughout the week always with a focus on what unites us: defending and safeguarding human rights, highlighting in particular our common work on youth. By uniting our resources, we are able to set the agenda and host interesting discussions on emerging topics besides raising awareness of the work done by the Centres.

The seven Peace and Human Rights Centers in Norway are financed by the Ministry of Education through the state budget. Though we vary in mandate and location, we also have much in common. We promote democratic values and human rights, contributing with research and experience-based teaching and learning.

The network consists of EWC, the Rafto Foundation, the Narvik War and Peace Center, the Nansen Center for Peace and Dialogue, the Falstad Centre, the Center for Studies of Holocaust and Religious Minorities, and Arkivet Peace and Human Rights Centre.



The Directors of the Peace and Human Rights Centres.

Our collaboration goes back to 2016 when Norway adopted a strategy that recognizes the pivotal role of our seven centers and highlights our importance in strengthening democratic values and attitudes among young people in Norway. Furthermore, enhanced support to the centers is addressed in the current government’s political platform when it comes to building resilience and readiness to tackle radicalization and extremism.

PARTNERSHIPS

1. [Council of Europe](#)
2. [ANPCDEFP](#) (Romania)
3. [Arkivet Peace and Human Rights Centre](#) (Norway)
4. [Center for Citizenship Education](#) (Poland)
5. [Center for Educational Integration of Children and Students from Ethnic Minorities](#) (Bulgaria)
6. [Centre for Civic Initiatives](#) (Lithuania)
7. [Centre for Civil Education under the Office of the President of the Republic of Lithuania](#) (Lithuania)
8. [Centre for Education Initiatives](#) (Ukraine)
9. [Euroclio](#) (The Netherlands)
10. [Falstad Centre](#) (Norway)
11. [Human Rights 360/Sol Crowe](#) (Greece)
12. [Institute of Educational Policy](#) (Greece)
13. [IRIM - Institute for Youth Development and Innovation/Croatian Makers](#) (Croatia)
14. [Kyiv Borys Grinchenko Metropolitan University](#) (Ukraine)
15. [Leeds Beckett University](#) (United Kingdom)
16. [Lublin Municipality](#) (Poland)
17. [Ministry of Education and Religious Affairs of Greece](#) (Greece)
18. [Ministry of Education and Science of Ukraine](#) (Ukraine)
19. [Museum of Romani Culture](#) (The Czech Republic)
20. [Nansen Peace Centre](#) (Norway)
21. [Narvik Centre](#) (Norway)
22. [National and Kapodistrian University of Athens](#) (Greece)
23. [National Centre For Scientific Research Demokritos](#) (Greece)
24. [National Institute for Education and Youth](#) (Slovakia)
25. [National Museum of the Revolution of Dignity - Maidan Museum](#) (Ukraine)
26. [Norwegian University of Science and Technology](#) (Norway)
27. [Oslo Metropolitan University](#) (Norway)
28. [POLIN - Museum of the History of Polish Jews](#) (Poland)
29. [Prometheus](#) (Ukraine)
30. [Rafto Foundation](#) (Norway)
31. [Rigas Lithuanian primary and secondary school](#) (Latvia)
32. [Romanian Social Development Fund](#) (Romania)
33. [SavED](#) (Ukraine)
34. [School Consortium of Satu Mare](#) (Romania)
35. [School of Civic Education](#) (UK)
36. [Sempre al Frente](#) (Poland)
37. [Smart Osvita](#) (Ukraine)
38. [SolidarityNow!](#) (Greece)
39. [The 22 July Centre](#) (Norway)
40. [The Ministry of Youth and Sport of Ukraine](#) (Ukraine)
41. [The Norwegian Center for Holocaust and Minority Studies](#) (Norway)
42. [Ukrainian Institute for Education Development](#) (Ukraine)
43. [Ukrainian Step by Step Foundation](#) (Ukraine)
44. [University of Oslo](#) (Norway)
45. [University of Rijeka](#) (Croatia)
46. [University of Thessaly](#) (Greece)
47. [Utøya AS](#) (Norway)
48. [Youth Councils in Troms and Finnmark and Nordland county](#) (Norway)
49. [Youth Work Norway](#) (Norway)
50. [Zan Art - NGO](#) (Romania)

FINANCES

The total income for 2023 amounts to 39 870 175 NOK (3 408 726 EUR), an increase of close to 15 % from 2022.

The core funding from the Ministry of Education and Research constitutes 12 260 000 NOK (31 %) of the total income and covers parts of the EWC staff as well as operational costs.

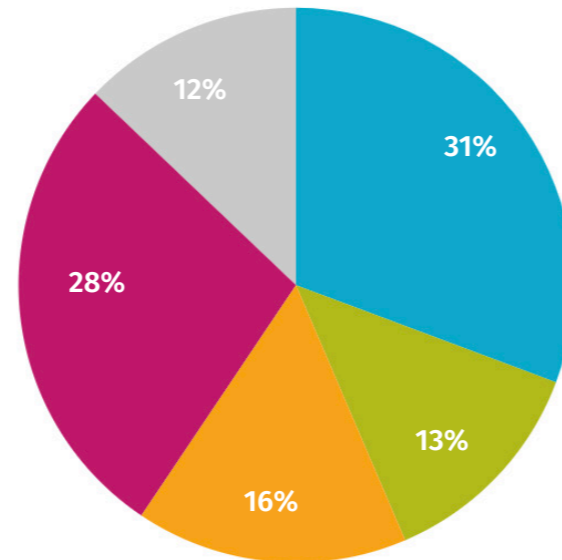
In addition to the core funding, EWC income comes from projects funded by Norwegian and international donors/sources, covering both project activities and staff. Since 2018, this additional funding has exceeded the core funding,

with main donors being the Ministry of Education and Research, the Ministry of Foreign Affairs, and the EEA and Norway Grants.

We recognize the importance and value of stable and predictable funding over time. It provides the necessary resources to plan effectively, execute projects efficiently, adapt to changing circumstances. And like before, we value the collaboration with our partners and donors.

Income in numbers

	NOK	EUR	% of total
Ministry of Education and Research core funding	12 260 000	1 048 176	31%
Ministry of Education and Research project funding	5 000 000	427 478	13%
EEA and Norway Grants	6 225 395	532 244	16%
Ministry of Foreign Affairs	11 342 371	969 723	28%
Other	5 042 409	431 104	12%
Total	39 870 175	3 408 725	100%



GOVERNING BOARD

EWC is governed by a board appointed by the Ministry of Education and Research of Norway.

The board is comprised of members nominated by the Ministry of Education and Research of Norway and the Secretary General of the Council of Europe.



Board members

Inga Bostad - Chair	Norway
Matjaz Gruden - Deputy Chair	(Slovenia)
Mette Villand	Norway
Rose Anne Cuschieri	Malta
Knut Christian Clausen	Norway
Claus Neukirch	Germany
Sofie Høgestøl	Norway

Deputy Board members

Nanna Paaske	Norway
Øystein Skotheim	Norway
Snježana Prijić Samaržija	Croatia
Luisa de Bivar Black	Portugal

EWC TEAM



Ana Perona-Fjeldstad
Executive Director



Luvisa Hansen
Head of Finance



Øystein Sassebo Bryhni
Head of Communications



Hege Knudsen
Advisor, HR



Petra Brinch
Advisor, Communications



Tanya Breslin Zaharchenko
Advisor



Mali Kristine Lunde
Project Officer, Finance

Youth Section



Ingrid Aspelund
Head of Youth Section



Kristin Flacké
Advisor, Youth Section



Ole Mathias Rustad
Project Officer, Youth Section



Mahira Karim
Advisor, Youth Section



Ida Berge
Advisor, Youth Section

Early Childhood and School Section



Iryna Sabor
Head of Early Childhood and School Section



Marta Melnykevich-Chorna
Advisor, Early Childhood and School Section



Nataliya Yeremeyeva
Advisor, Early Childhood and School Section



Tetiana Zaichko
Advisor, Early Childhood and School Section



Angelos Vallianatos
Head Programme Coordinator (Greece)



Dimitra Skempi
Communications Officer (Greece)



Dora Katsamori
Project Coordinator (Greece)

Teacher Education and Civil Society Section



Caroline Gebara
Head of Teacher Education and Civil Society Section



Larisa Leganger Bronder
Senior Advisor, Teacher Education and Civil Society Section



Valentina Papeikiene
Senior Advisor, Teacher Education and Civil Society Section



Bojana Dujkovic Blagojevic
Education Specialist, Teacher Education and Civil Society Section



Andriy Donets
Programme Coordinator (Ukraine)



Olena Shynarovska
Programme Coordinator (Ukraine)



Khrystyna Chushak
Head Programme Coordinator (Ukraine)



Marianthi Antoniou
Project Officer, Early Childhood and School Section

THE EUROPEAN
WERGELAND
CENTRE



The European Wergeland Centre
Karl Johans gate 2
0154 Oslo

post@theewc.org

[**theewc.org**](http://theewc.org)