



2019 ANNUAL REPORT

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LETTER FROM THE EXECUTIVE DIRECTOR

People often ask me what the European Wergeland Centre (EWC) is. When I answer that EWC is an international resource centre on education for democratic citizenship, human rights and intercultural understanding, the most common response is «oh, that is so important!» followed by another question: «... but what do you do exactly?».

We do a lot. This annual report for 2019 shows that EWC reached more than 70 000 education professionals, educators and students through our activities. We run projects in 26 countries, involving a wide range of participants from formal and non-formal education. However, numbers can be deceptive. According to OECD, only 1 in 10 students in OECD countries could distinguish between fact and opinion, while 3 in 10 teachers reported that they cannot cope with the challenges of teaching a multicultural class. According to the Council of Europe, 66% of governments report inconsistencies between policies and their implementation in the field of education for democratic citizenship and human rights. For a relatively small centre as EWC, our quantitative results are very good. Compared to the challenges, they are but a drop in the ocean.

This is why it's so important to look behind the numbers. EWC works systematically to achieve sustainable positive changes. We partner with education authorities in countries like Ukraine and intergovernmental organizations like Council of Europe and UNESCO to develop and pilot curricula and policies. We establish partnerships to develop new arenas for learning, such as the commemoration and learning centre at Utøya in Norway and the new Centre for Roma and Sinti Culture in the Czech Republic. We partner with higher education institutions to develop new teaching and learning resources for teacher training, as in the Western Balkans. This report gives you an overview of EWC activities in 2019 and highlights some of our achievements. Hopefully it gives you a better understanding of «what we do exactly».

We do a lot, and we aim to do a lot more in the coming years.

ANA PERONA-FJELDSTAD
Executive Director

EWC PROJECTS IN 26 COUNTRIES IN 2019

Albania, Bosnia and Herzegovina, Kosovo*, Montenegro, North Macedonia, Serbia

Preparing Future Teachers in the Western Balkans: Educating for Democracy and Human Rights

Cyprus, Denmark, Greece, United Kingdom

Step Up – Student Teachers' Practice for Democratic Culture

Estonia, Latvia, Lithuania

The Regional Baltic Summer Academy

Finland, Latvia, Lithuania, Norway, Sweden

Dealing with Controversy Through Education

Georgia, Moldova, Ukraine

Regional Cooperation – Training (RFCDC) for Education Experts

Greece

Integration of Refugee Children in Greek Schools

Norway

22 July and Democratic Citizenship, Democracy Workshops at Utøya, Teaching Resources on 22 July and Democratic Citizenship

Poland

Fighting Antisemitism, Xenophobia and Racism Now!

Portugal

Education for Global Citizenship

Romania

Qualifying Education Professionals and Institutions

The Czech Republic

Centre for Roma and Sinti in Prague

The Russian Federation

Practicing Citizenship

Ukraine

Schools for Democracy: Supporting Education Reforms

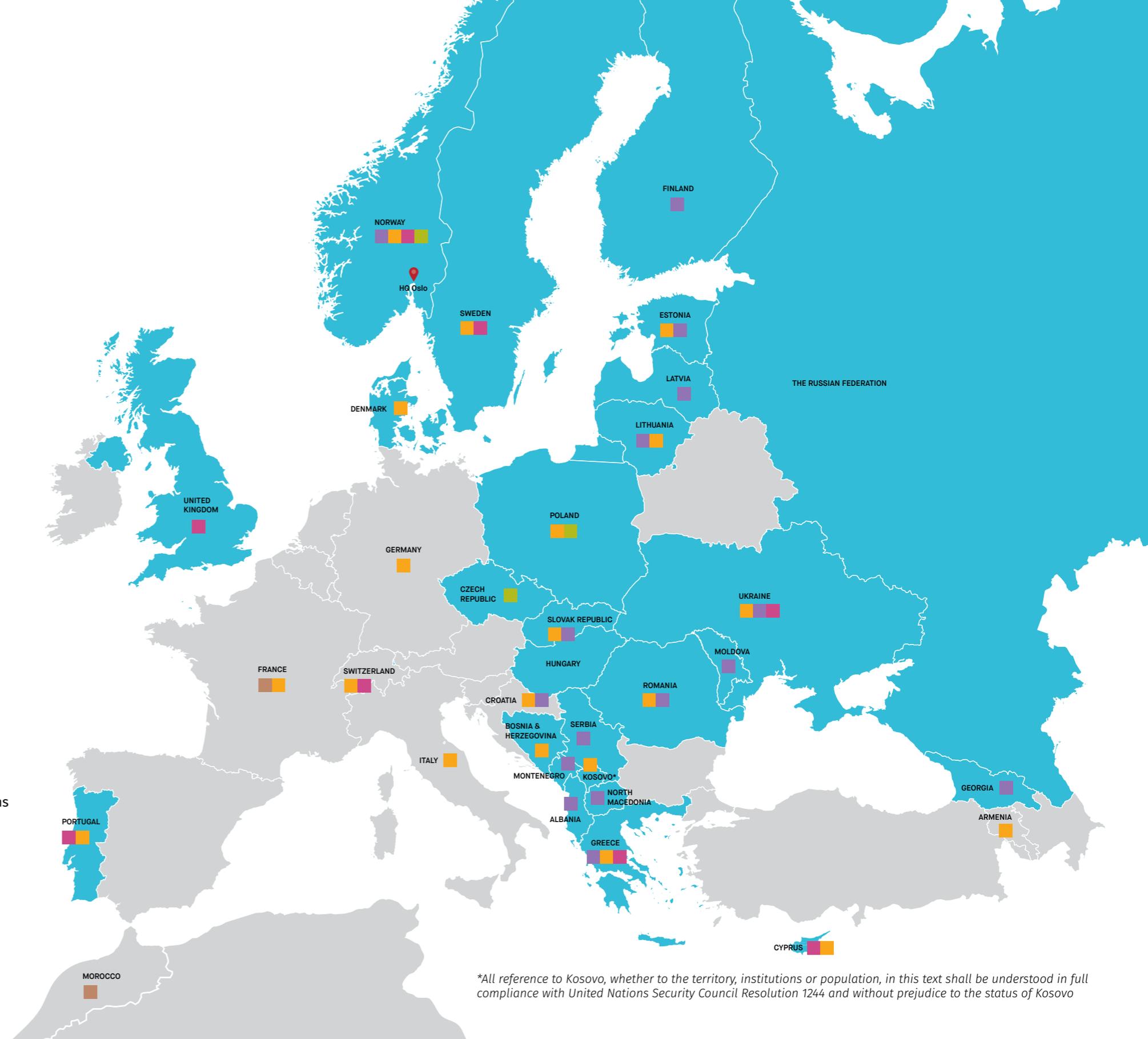
International

Learning Democracy at Utøya



Partners

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



*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

WHO WE ARE

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.

EWC aims to support educational systems and strengthen the capacity of individuals and educational institutions to build and sustain a culture of democracy and human rights.



STRENGTHENING DEMOCRATIC COMPETENCES

OECD outlines in its 2019 policy outlook that citizens' trust in institutions in many countries is at an all-time low. Young people are confronted with complex realities like growing inequalities, polarization, and the faster spread of information and fake news. Yet, only 1 in 10 students in OECD countries have the competences to distinguish between fact and opinion.

Young people need competences such as critical thinking, problem-solving and collaboration skills to become active citizens that participate in democratic societies. Many educational systems still focus predominantly on knowledge-based rather than competence-based education.

OUR EFFORTS IN 2019

EWC worked to strengthen the skills of teachers, teacher trainers and other educators to act as multipliers in their schools, organisations and non-formal settings promoting democracy, human rights and citizenship in education. This includes integration of active and student-centred methods and approaches. We also train and support young people to develop the competences - knowledge, skills and attitudes - to promote and uphold values of democracy and human rights. We encourage them to engage in their communities and wider society.



FEATURED PROJECTS

Learning democracy at Utøya

Since the terror attacks in Norway on 22 July 2011, the right-wing terrorist's extreme and anti-democratic rhetoric has not gone away. On the contrary, it persists online and has even gained ground in public debate and mainstream politics.

The commemoration and learning centres at the government quarter in Oslo and at Utøya were established to commemorate the victims and teach young people to never forget and stand up against anti-democratic and extremist views. In partnership with these centres, EWC offers "Learning Democracy at Utøya", a comprehensive educational programme for Norwegian students and teachers.

Students and teachers from lower secondary schools learn about 22 July 2011 while also discussing how to promote democratic citizenship and act against hate speech, anti-democratic forces and extremism. The trainings offer specific tools and approaches based on education for democratic citizenship and human rights for young people, teachers and other educators to strengthen their democratic competences and confidence to stand up for democratic values. After the training, the students do peer-to-peer training with other students in their schools.

"Learning Democracy at Utøya" received increased support in 2019 which enabled EWC to offer more trainings for more schools. In total, 320 students from 40 schools in Norway took part, and acted as multipliers in their schools and communities, reaching almost 10 000 students, teachers and parents.

Funded by: The Norwegian Ministry of Education and Research



1. Students playing engagement cards
2. Students in activities at Utøya
3. Students teaching their peers

Practicing citizenship in the Russian Federation

Education is instrumental in equipping learners with competences needed to live together, as democratic citizens in diverse societies. This 3-year project on civic education aims to improve the ability of education professionals and other stakeholders from the Russian Federation to apply in practice the policies and approaches of the Council of Europe in citizenship and human rights education.

In 2019, 135 educators from 35 regions took part in project activities. They represented civil society organizations, schools, higher education institutions and other community actors working together to exchange, create and implement new topics and methods of teaching democratic competences.

Acting as multipliers, the educators initiated 58 local and regional projects. Some were large community projects addressing topics such as anti-bullying, gender equality and critical thinking. Others introduced untraditional approaches like board games to understand the work of election committees and meetings with regional policy makers to learn about election processes. In total, more than 5000 beneficiaries were reached through the project in 2019.

Funded by: Norwegian Ministry of Foreign Affairs



1. From training in 2019
2. Introductory seminar in Belgrade July 2019

Youth politicians and activists against hate speech

«We have had the opportunity to exchange experiences and learn from each other how to consolidate democratic values, to cultivate social debate and to defend fundamental human rights. It was strong and very inspirational»

Frantisek Kopriva, youth politician from the Czech Republic.

Together with youth politicians and youth leaders from Slovakia, Hungary, Poland and Norway, Frantisek Kopriva participated in an international workshop at Utøya in Norway in August 2019. Through exchange of experiences, discussions and training provided by EWC, the workshop aimed to strengthen the competences of the participants to act against hate speech, particularly in public debate.

The workshop provided a space for youth leaders to connect across both party and organization affiliation. At the end of the workshop, the participants highlighted the importance of educating members in their own organizations and to open up for more collaboration between political parties and civil society.

The workshop was organized by EWC and the Norwegian embassies in the Czech Republic, Slovakia, Hungary and Poland.

Funded by: EEA/Norway Grants



Participants of the Visegrad seminar

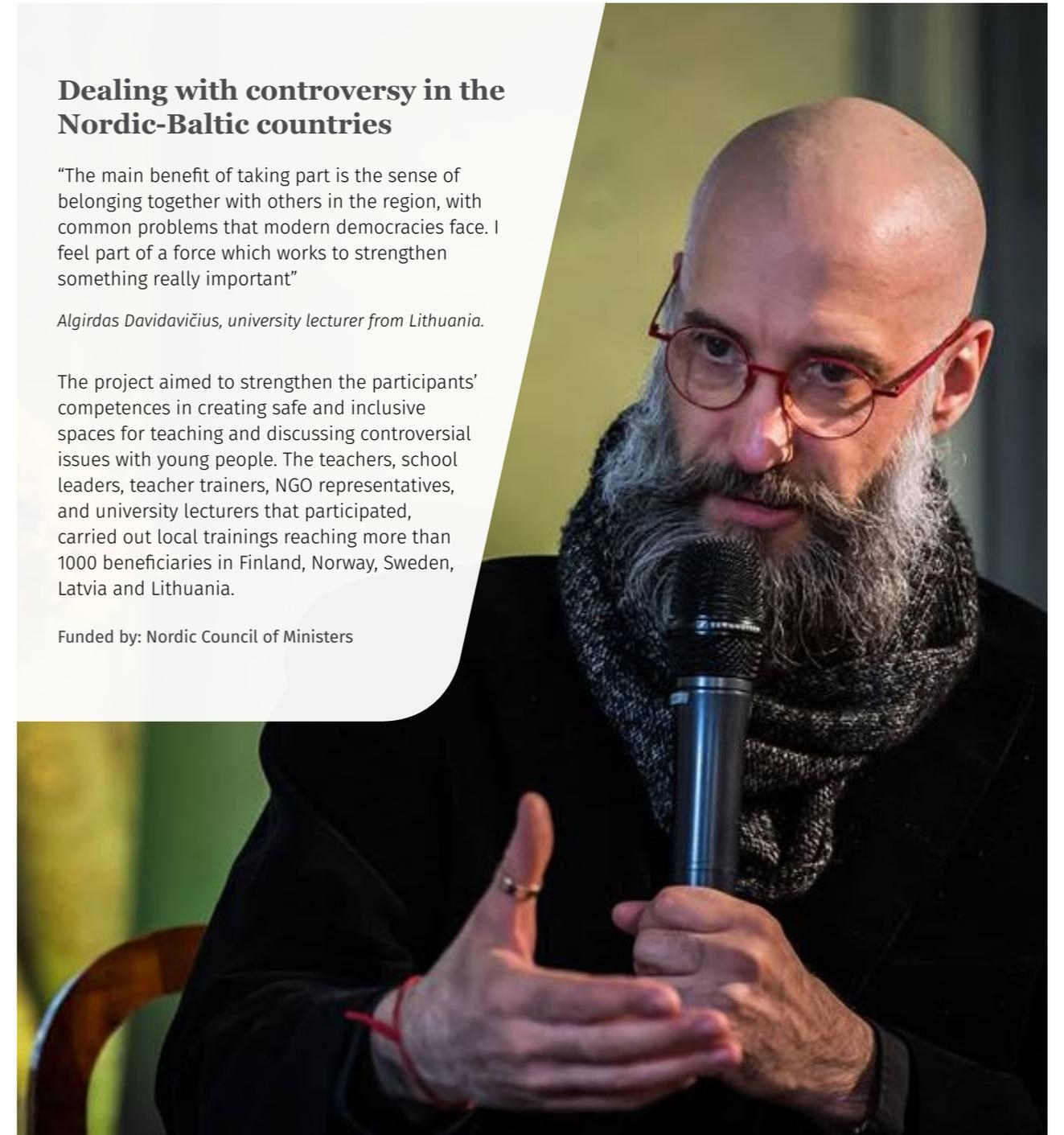
Dealing with controversy in the Nordic-Baltic countries

“The main benefit of taking part is the sense of belonging together with others in the region, with common problems that modern democracies face. I feel part of a force which works to strengthen something really important”

Algirdas Davidavičius, university lecturer from Lithuania.

The project aimed to strengthen the participants' competences in creating safe and inclusive spaces for teaching and discussing controversial issues with young people. The teachers, school leaders, teacher trainers, NGO representatives, and university lecturers that participated, carried out local trainings reaching more than 1000 beneficiaries in Finland, Norway, Sweden, Latvia and Lithuania.

Funded by: Nordic Council of Ministers



Algirdas Davidavičius

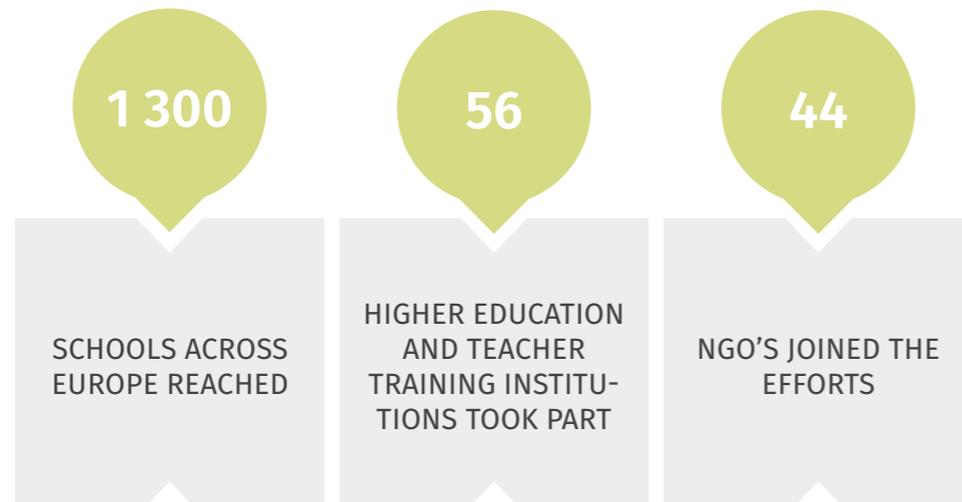


PROMOTING DEMOCRATIC AND INCLUSIVE LEARNING ENVIRONMENTS

For all children and young people schools offer an important arena to learn and practice the principles of democracy and human rights such as inclusiveness, equality and respect. Across Europe, school policies and practices promoting these principles are still not that common. Often schools with socio-economically, ethnically and culturally diverse student bodies including refugee children, minorities and children of other vulnerable groups struggle to handle diversity in all its forms. 3 in 10 teachers in OECD countries find it difficult to cope with the challenges of teaching a multicultural class.

OUR EFFORTS IN 2019

EWC worked to promote the integration of inclusive and democratic practice and policies into three areas of school life: teaching and learning, school culture and co-operation with the local community. We empower the whole school community to plan and carry out actions based on their needs, working on positive relations among staff-students and improving home-school cooperation. We reach teachers, school leaders, parents, students and their communities. We have been working with teacher training institutions, universities and civil society organizations to establish new programmes and methodology for democratic and inclusive teaching and learning in education.



FEATURED PROJECTS

Schools for democracy – supporting educational reforms in Ukraine

EWC has offered "Schools for Democracy" since 2016 aiming to support sustainable and systemic democratic reforms in school education in Ukraine. In 2019, 129 schools worked with us to develop inclusive and democratic learning environments, reaching over 50 000 beneficiaries in all regions of the country.

"The Tool for Democratic School Development" developed through the project, has been of vital importance in this work. It includes 25 standards of the democratic school in three areas of school life: *teaching and learning, school governance and relations with the local community.*

When they join the project, schools carry out a self-assessment. Then they choose what area they want to focus on and repeat the assessment after 18 months to see the progress. During those 18 months school teams participate in intro trainings. Almost 70 trainers are part of the network supporting the schools throughout the school year. School heads are key to changing school environments from the authoritative to a more democratic, where all stakeholders have a say. Therefore, particular focus is on establishing democratic procedures for governance and changing leadership styles.

Funded by: Norwegian Ministry of Foreign Affairs



1. From national conference 2019
2. Thematic training on student government
3. Training of trainers 2019

Integration of refugee children in Greek schools

The influx of refugees in Greece is a challenge for Greek society and the daily life of schools. Even though legal provisions are in place to provide refugee education in line with international conventions, there is not always the necessary support for all the schools where refugee children are enrolled. Once the refugee children are there, it may cause tensions and conflicts in the classroom, in the school environment, with parents and the local community.

The project addresses this situation. School directors and teachers are trained to create safe and inclusive schools and classrooms where refugees are welcomed into a learning environment which aims to provide quality education to all. The training aims to equip school staff with the tools, competence and confidence to manage controversy and deal with issues concerning intolerance, discrimination, racism and hate speech in school and the local community.

In partnership with the Hellenic Ministry of Education and Religious Affairs, Institute for Education Policy and Sol Crowe/Human Rights 360, the 3-year project was launched in October 2019. EWC has set up a national group of 28 trainers which will work with and mentor participating schools. The first trainings took place in late 2019 for the first 18 schools. It is expected that up to 150 schools throughout Greece will be involved in the project by the end of the school year 2021-2022.

Funded by: EEA/Norway Grants



1. Project trainers and experts
2. 1st training of trainers

FEATURED STORIES

Building a training programme for democratic education in Romania

“The most important benefit so far is that teachers start to think about how to involve parents and students into discussions about school life, directors start to change their management style towards a more participative and less authoritarian approach”,

Gabriela Bărbulescu, teacher trainer.

Following their participation in the EWC project “Qualifying education professionals”, the Teacher Training Centre Bucharest (TTCB) developed a comprehensive teacher training programme consisting of 25 training hours, 15 hours face to face and 10 hours online activities. So far, eight schools with 214 participants have taken part, but several others wait in line.

The waiting list for schools applying to attend the training was so long that TTCB decided to apply for national accreditation to start a 3-year programme involving up to 2000 teachers.

“Qualifying education professionals” is a tailor-made training project for Romanian educational professionals representing Teacher Training Houses, County School Inspectorates and County Centres for Resources and Educational Assistance.

Funded by: EEA/Norway Grants



From lecture with the Teacher Training Centre Bucharest



Estonian school promotes active citizenship in local community

Recognizing the school's importance for community development, the Keeni school in Estonia saw a need to get the students and village more involved in cooperation and decision-making. School representatives went to the EWC Baltic Regional Summer Academy where they learnt to apply practical tools and whole school strategies to develop their school more democratically.

The Baltic Regional Summer Academy builds the capacity of schools in Estonia, Latvia and Lithuania to foster an inclusive and democratic culture by training teachers, school leaders, community members and student representatives in citizenship and human rights education.

After completing the training, the participants trained the rest of the school team on how to organize events that included the school, parents, and the wider community. They also worked on the professional development of teachers, strengthening their self confidence in teaching democracy and active citizenship within their subjects.

Funded by: All partners - the Ministry of Education Estonia, the Ministry of Education Latvia, the Ministry of Education Lithuania and EWC

Keeni school



PROVIDING TEACHING AND LEARNING RESOURCES

Easy access to good learning and teaching resources improves the quality of education. They support teachers' capacity to address issues of democracy, human rights and citizenship in classrooms and schools. Even though two thirds of EU countries provide such resources, teachers and trainers still need up-to-date materials that provide them with new and innovative methods, that are relevant to their specific context and that help them deal with real life events in the classroom.

OUR EFFORTS IN 2019

EWC developed practice-oriented resources and made them accessible for a wide range of education professionals. We have set up, and run working groups developing new resources involving teachers, teacher trainers and other experts. New modules and materials are piloted and monitored in schools. EWC translates and adapts existing materials into local languages to make them more accessible. In addition, we disseminate materials via our online library, our newsletter and through online and face-to-face trainings.



FEATURED PROJECTS

Preparing future teachers in the Western Balkans

This 3-year project contributes to the quality of teacher education in the Western Balkans by addressing a key need in the region: raising the level of teaching practice for students as they prepare for their work in schools.

In cooperation with six partner institutions from the region and the Zürich University for Teacher Education, EWC supports a network of 12 higher education institutions and universities from Albania, Bosnia and Herzegovina, Kosovo*, Montenegro, North Macedonia and Serbia to develop new teacher education modules emphasizing practice-oriented teaching promoting citizenship, democracy and human rights.

During 2019, a core working group consisting of international and regional experts and EWC, developed a general teacher education module which served as a starting point for the universities. 36 teacher trainers and university professors from a variety of faculties then prepared 15 draft courses and modules for bachelor and master levels, including topics such as children rights in arts and participation in politics.

In 2020, the resources will be further developed, before they are piloted during the 2020/2021 semester in universities and practice schools, aiming to limit the gap between theory and practice in teacher training.

Funded by: The Norwegian Ministry of Foreign Affairs



From project launch in 2019

Teaching resources on 22 July and democratic citizenship

In connection with the curriculum reform that is underway in Norway, EWC has been commissioned by the Norwegian Directorate for Education and Training to develop new teaching and learning resources about the terror attacks in Norway on 22 July 2011. These resources are developed in cooperation with the Norwegian University of Technology and Science, as well as teachers and other experts. The new national curriculum will be in place by the start of the school year 2020-2021, and for the first time, the topic of 22 July is explicitly addressed.

Launched at the same time as the new curriculum, the learning resources will be available for free via EWC's website. The resources will support teachers' capacity to address the terror attacks, as well as handle issues of democracy, human rights and citizenship in classrooms and schools.

Funded by: The Norwegian Directorate for Education and Training



1. From teacher seminar on development of resources
2. Participants of teacher seminar
3. Teacher seminar on development of resources at Utøya

Venturing into online learning for democracy in Ukraine

EWC's "Schools for Democracy" developed two blended courses for teachers and school heads in 2019. The courses focus on how to build a democratic school and how to develop civic competences. "The teachers are now actively putting their new skills into practice. The participants at the civic competences course have produced 62 learning activities, while 120 schools from the other course are implementing whole-school development projects aimed at introducing democratic practices in teaching and learning, school governance and cooperation with the local community", says Andriy Donets, EWC's coordinator for online learning in Ukraine.

Web-based learning allows for better support for schools already in the project. It also makes the approaches and materials available for any interested Ukrainian schools, thus helping schools and teachers implement the current school reform with its new Education Quality Standards and new curriculum.

Funded by: The Norwegian Ministry of Foreign Affairs



From workshop on development of online resources in Kyiv, June 2019

EWC tools support reflection and guidance to improve school climate in Portugal

EWC has developed a range of "easy to use" tools for monitoring and evaluation. These are designed to be adapted and integrated into varying projects in formal and non-formal settings and are part of a coherent monitoring and evaluation approach that underpins all EWC activities.

Within the project "Citizenship Education in Schools in Portugal" new tools have been made available in Portuguese and distributed to schools.

"Participants were enthusiastic about the School Development Tool as it sets out how the different dimensions of a more inclusive and democratic school life based on a whole school approach can be developed. The tool gives them clear guidance on how to improve their interventions and the overall school climate", EWC expert on civic education Luisa Black said.

Funded by: EEA/Norway Grants



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BUILDING PARTNERSHIPS

Building inclusive and democratic societies requires sustainable and broad partnerships at all levels of education.

OUR EFFORTS IN 2019

EWC has set up partnerships with educational authorities, teacher training institutions, NGOs, higher education institutions and museums in many countries across Europe to promote citizenship and human rights education. The collaboration we build with local partners allows us to have a better understanding of the local context, to develop needs-based projects, and to widen the impact on education practice and policy.

We also build and strengthen new networks through our projects, and take part in existing networks, particularly through the Council of Europe. We do so to support setting an agenda that promotes democracy and human rights, to share experiences, good practices and create synergies among stakeholders.



FEATURED PROJECTS

Regional cooperation in Georgia, Moldova and Ukraine

With the implementation of educational reforms in Georgia, Moldova and Ukraine, this project aims to strengthen the regional cooperation and dissemination of best practices, while also building a professional pool of experts in the region.

Starting with an initial training in February 2019, 23 experienced trainers representing national in-service teacher training institutions, education centers and NGOs responsible for the in-service training of teachers learned how to design and implement modules for democracy and human rights education. Following this, the regional education experts worked with local schools in their respective countries, implementing activities based on Council of Europe tools and approaches. To facilitate exchange and cooperation, the project organized a mid-term evaluation in Tbilisi in October 2019, allowing schools and trainers to meet and share ideas and lessons learned.

The project is implemented in cooperation with the National Center for Professional Development of Teachers in Georgia.

Funded by: Norwegian Ministry of Foreign Affairs



Sharing ideas at event in Tbilisi 2019

Norwegian peace and human rights centres

EWC is part of a network of peace and human rights centres in Norway, working to promote democratic and human rights values and attitudes in formal and non-formal education. Though different in mandate and geographical location, the centres have much in common, and benefits from sharing experiences and creating synergies among them. In 2019, the institutions collaborated on several events at the largest political gathering in Norway, the Arendal Week, in addition to bi-annual director meetings. EWC cooperates with several of the centres, either in specific projects, such as the Rafto Foundation in “Learning Democracy at Utøya”, or through trainings or consultations upon request.

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 the Arkivet Foundation.



Directors of the Norwegian Peace and Human Rights Centres

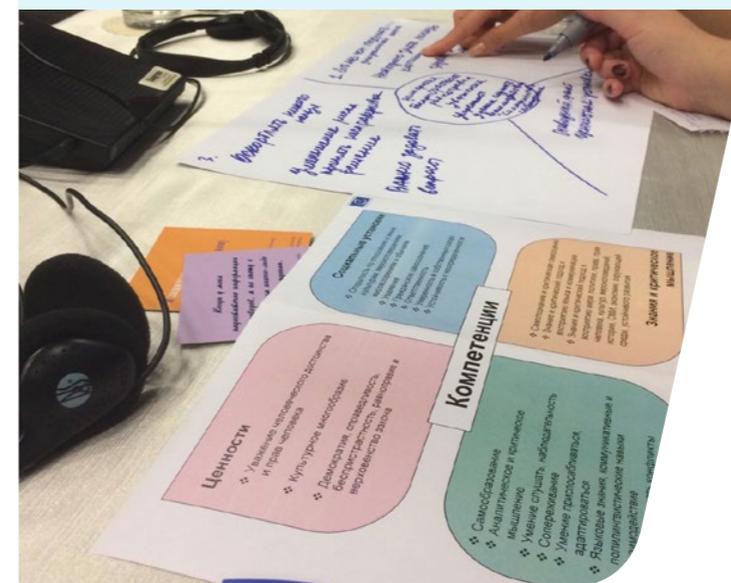
FEATURED STORIES

Local partnerships promoting active citizenship in the Russian Federation

After taking part in the EWC project “Practicing Citizenship”, an NGO and a higher education institution from the Chuvash Republic in the Russian Federation partnered to improve the active citizenship of youth and foster public dialogue. So far, 250 students, teachers and NGO representatives have been reached through the citizenship initiative.

The partners realized that in order to achieve their aim they needed to form networks and partnerships within the local community. By involving libraries, universities, ombudsmen offices and schools, the partnership is developing a platform for dialogue in the region, as well as educational resources for university students based on CoE manuals on education for democratic citizenship and human rights education.

Funded by: The Norwegian Ministry of Foreign Affairs



Planning of activities within the Practicing Citizenship project

Exchange and mutual learning in the Western Balkans

Within the project “Preparing Future Teachers in the Western Balkans”, a network of universities including various faculties such as natural science, mathematics and pedagogy from six Western Balkan countries has been set up by EWC in 2019.

The network is a tool to strengthen regional cooperation for democratic developments in education and to address common challenges in a region which still struggles with ethnic, religious and nationalist tensions.

A teacher trainer from a university in Albania highlights the benefits:

“Participation in this project provides a good opportunity to exchange experiences with university colleagues from different countries in the region and work together to contribute to changing our region for the better. It enables us to make new contacts with experts and to encourage future collaborative initiatives in the field of human rights, citizenship and democracy, development discipline and training programs of teachers.”

Funded by: The Norwegian Ministry of Foreign Affairs



Regional network of universities in the Western Balkans



CONTRIBUTING TO POLICY

The important role of education to build and sustain democratic societies is widely recognized and often embedded in national education laws and policies. However, the Council of Europe outlines in its report on the state of citizenship and human rights education that 66% of governments reported inconsistencies between policies and their implementation.

OUR EFFORTS IN 2019

EWC worked to bridge the gap between education policy and its implementation in practice. We have worked closely with national education authorities when designing and implementing projects, adapting Council of Europe recommendations and standards.

EWC also provided advice and expertise for policy development through expert groups and piloting efforts, both nationally and internationally with intergovernmental organizations such as the Council of Europe, UNESCO and UNDP. We have brought insights from trainers, teachers, students and evidence from our projects to policymakers, and shared good practices and lessons learned at study visits, donor meetings and round table events.

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NATIONAL
EDUCATION
AUTHORITIES
PARTNERED
WITH EWC

14

EXPERT AND
REFERENCE
GROUPS EWC
PARTICIPATED IN

FEATURED PROJECTS

Schools for democracy – contributing to curriculum development in Ukraine

An important component of the project “Schools for Democracy: Supporting Educational Reforms in Ukraine”, is EWC’s contribution to the new curriculum that is expected to be approved by the Ukrainian government for launch in 2021. The aim is to develop a competence-based curriculum promoting democracy and human rights through education.

“This is a comprehensive process where EWC is involved in several aspects of the development of new policies that shape the New Ukrainian School Reform”, said project manager Iryna Sabor. In 2019, EWC contributed to two major policy documents – the new competence-based curriculum for basic secondary education, and new Quality Criteria for School Education. “Participating in working groups, contributing to the understanding of civic competences in line with Council of Europe’s Reference Framework of Competences for Democratic Culture, building capacity of curriculum developers, providing feedback and expertise on materials developed and piloting of these materials in schools, are all ways of ensuring that the reform facilitates a completely new approach to education, enabling schools to prepare citizens for a fulfilled life and active participation in a democratic society”, she explained.

In 2019, EWC also focused on capacity building of national experts through organizing trainings, workshops, and study visits to Oslo, including a visit of Minister of Education Ganna Novosad.

Funded by: Norwegian Ministry of Foreign Affairs



1. Minister Novosad visiting Oslo. Here with the Minister of Education, Jan Tore Sanner, EWC Executive Director, Ana Perona-Fjeldstad and Ambassador Viacheslav Yatsiuk
2. Children in school where piloting of new curriculum is taking place

EEA/Norway grants reference group

Fifteen countries in central and southern Europe are recipients of the EEA and Norway grants, aimed at reducing social and economic disparities in Europe. The grants, funded by Norway, Liechtenstein and Iceland emphasize, among others, capacity building of education professionals, schools and teacher training institutions as well as civil society to promote inclusion, democracy and human rights.

In 2019, as partner in several projects funded by the grants, and to provide feedback from the education sector, EWC took part in a reference group set up by the Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education. “The reference group is important to us. We have been sharing insights from teachers, teacher trainers as well as evidence from our project evaluations. A concrete result is the changes in regulations, making parts of the funding scheme more relevant to needs in education”, EWC senior adviser Caroline Gebara said.

Citizenship and human rights education are a priority for many countries under the grants as a reaction to growing inequalities, the rise of populist discourse as well as a low civic engagement.



EEA/Norway Grants Blue Book

New quality criteria for Ukrainian schools

“The most positive thing about the new quality criteria for schools is that it outlines a comprehensive system for quality assurance, instead of measuring results only. This helps identify positive developments as well as shortcomings to work on. In addition, the new criteria encourage participation of all school stakeholders, and this increases their motivation to contribute, to grow and to become better”,

Oksana Kleputs, head of Koziv school and Lyceum at the Lviv Ivan Franko University.

The new national quality criteria will be used both for internal quality control at schools, and as guidelines for external audits of schools by local branches of the State Service of Education Quality in Ukraine.

“EWC contributed to a shift in approach – school audit instead of inspection, with the aim to help schools improve, not to check and “punish”, Khrystyna Chushak, EWC project coordinator in Ukraine explained. EWC was part of the working group on the new criteria and supported several workshops on its development.

Funded by: The Norwegian Ministry of Foreign Affairs



Representatives from schools that participated in piloting of the new quality criteria

Partnership with UNDP in Morocco

The United Nations Development Fund (UNDP) Rabat is implementing a programme promoting tolerance, citizenship and civic education across schools in Morocco, in cooperation with the Moroccan Ministry of Education and supported by the Norwegian Royal Embassy. The programme is conducted under the framework of the Sustainable Development Goals (SDG), in particular SDG 16 – to promote peaceful and inclusive societies and prevent violent extremism.

EWC contributes to the programme with our expertise from working with teachers and youth leaders for the promotion of citizenship, tolerance and democracy. Representatives from UNDP Rabat, the Ministry and the Norwegian Embassy visited EWC and Utøya in June 2019. The visitors were interested in EWC’s approach to involve and empower the whole school community, and how we work with youth leaders on initiatives to foster co-existence, trust and dialogue among young people.

The outcome was EWC’s partnership with the UNDP and means that EWC will provide advice and expertise on the concept of promoting tolerance, citizenship and youth participation in order to contribute to the programme on civic education in Moroccan schools.

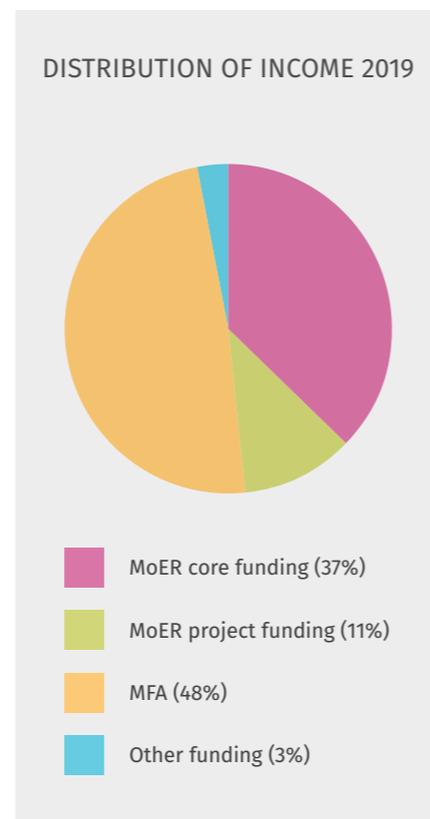
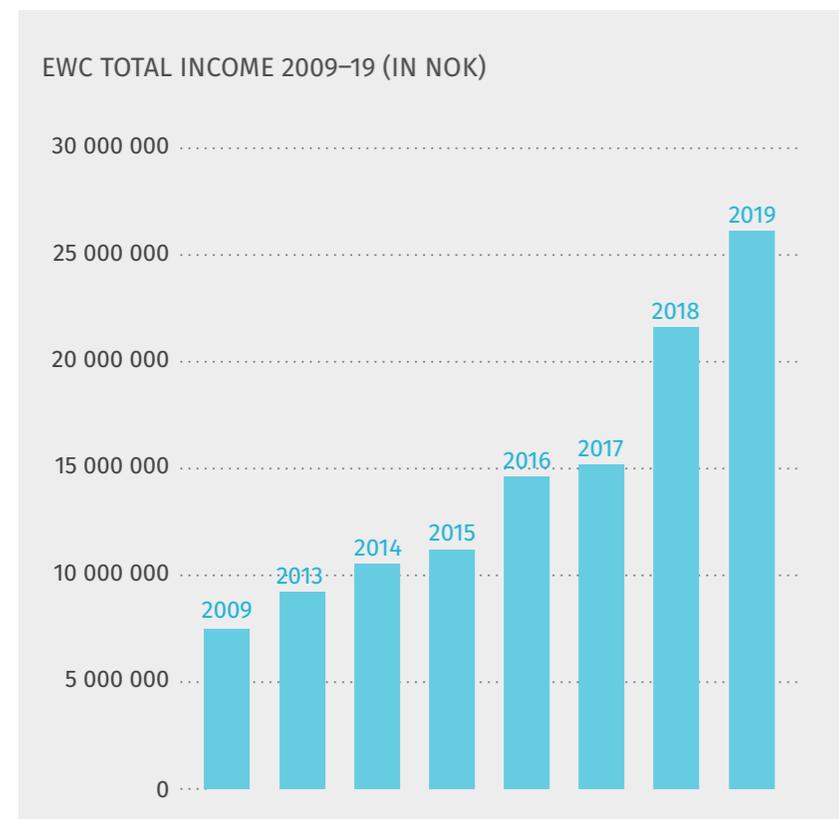


UNDP Rabat on study visit to EWC and Utøya

FINANCES

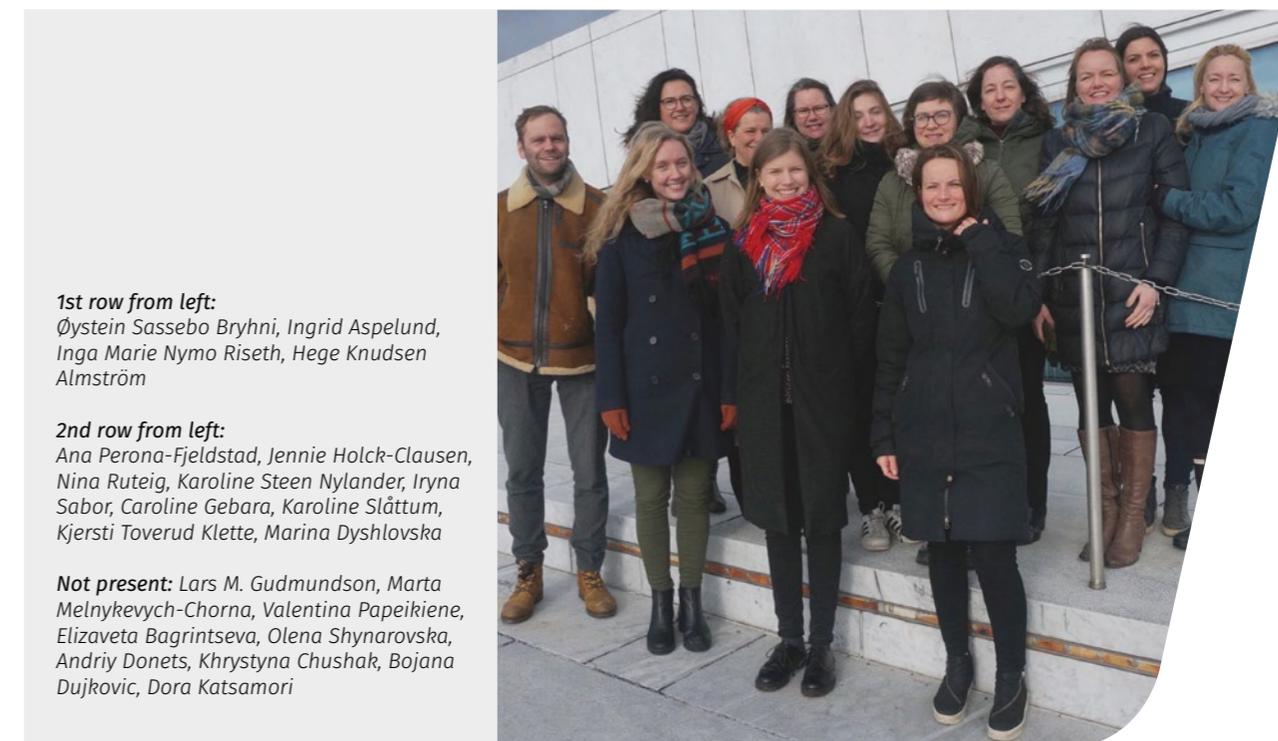
EWC's total funding in 2019 amounted to 26 127 556 NOK, a 21 % growth from 2018. The core funding from the Norwegian Ministry of Education and Research has been consistent since 2009, with a slight increase each year. In 2019, the Ministry also contributed with 3 000 000 NOK in project funding for "22 July and Democratic Citizenship".

The core funding made up 99 % of EWC's funding in 2009. In 2018, project funding exceeded the core funding for the first time. In 2019, project grants made up 64 % of the total funding, with the Norwegian Ministry of Foreign Affairs being the main donor. Other funding sources are e.g. EEA and Norway Grants, the Nordplus Programme of the Nordic Council of Ministers, and the Savings Bank Foundation DNB (Sparebankstiftelsen).



ABOUT THE EWC

2019 was another year of growth for EWC; with several new staff joining the team, including field staff in Bosnia & Herzegovina and Greece, the continuation of various long-term projects, as well as the introduction of new initiatives. In total, EWC was involved in 16 projects, out of which 7 continues into 2020, 2 were concluded in 2019 and 7 were initiated in 2019. 21 staff members from 9 countries makes up the core of the centre, and together we look forward to continuing our work educating for democracy and human rights in 2020.



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.

CHAIR:

Haldis Margrete Holst (Norway)

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From board meeting in Prague April 2019

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