

ANNUAL REPORT 2022

THE EUROPEAN
WERGELAND
CENTRE



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STRENGTHENING DEMOCRATIC RESILIENCE

At the start of 2022, we welcomed ourselves to the “new normal” – only to embark on an unprecedented course of escalating uncertainty. This year, ours was a volatile and ambiguous world. And in this world, EWC persevered in its work: preparing educators and young people to defend democratic values threatened from within and from without.

2022 was a year that will cast long shadows over the coming ones. Europe has changed irrevocably. Principles that we assumed to be embedded in our societies were shaken to the core. In the violent and fundamental clash of values that exploded in Ukraine in February, everyone was affected. While it bears no comparison to the impact of war on Ukrainians themselves, many Europeans faced an energy crisis and a humanitarian crisis combined, with millions of refugees fleeing the danger.

Young people are, inherently, in the middle of it all. By equipping them for this central role and the responsibilities it entails, we strengthen democratic resilience in these times of great uncertainty. Our efforts in this arena are two-pronged: tackling situations where democracy is threatened by an external force, such as war, and situations where it’s undermined from within, such as by polarization, discrimination or growing inequality.



Ana Perona-Fjeldstad
Executive Director

Facing an external threat, we persevered in capacity-building efforts for Ukrainian educators, who now needed our support on a whole new level. We created safe spaces, facilitated inclusion for displaced people, and guided teachers in supporting students (as well as themselves) in these roughest of times. At the same time, we used the lessons learned in our work with refugee students in Greece to build integration bridges around Europe as millions of refugees arrived. We also engaged with democratic diasporas fleeing from authoritarian threats.

Meanwhile, facing internal challenges to democracy, we continued our work on countering hate speech, enhancing inclusion efforts and guarding the shrinking space of civil society in the face of polarization across Europe.

We persisted with Roma inclusion, enabling teachers to create safe educational spaces for minority students. Preparing future teachers to support young people, we involved both schools and universities in the Western Balkans. We also continued to work on strengthening young people's competences to take part in democratic processes in Norway. Throughout it all, EWC provided policy advice to national and local authorities based on the expertise of our staff.

As a result, 2022 was both completely novel and firmly rooted in experience. We tackled new challenges in innovative ways, but we also sustained important ongoing projects and pushed fresh initiatives through the pipeline. One such initiative, in Croatia, is dedicated to digital citizenship and media literacy – one of the many aspects of democratic resilience.

There is no manual for navigating times like these. There are, however, strong compasses that offer guidance. One such essential and versatile tool is democratic resilience – the ability to be comfortable in a changing situation, to engage with others, and to advocate for one's own beliefs.

We have dedicated 2022, one of the most pivotal years we've faced, to strengthening this tool and ensuring that young people and educators across Europe are equipped with it.

8 182

young people benefited directly from our trainings and workshops

1 543

schools benefited from EWC projects in 8 countries

41

high quality materials and learning resources developed

3 835

teachers, teacher students, teacher trainers and CSO representatives trained

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 individuals, 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.

22 projects in 22 countries in 2022

Albania, Bosnia and Herzegovina, Kosovo*, Montenegro, North Macedonia, Serbia: Preparing Future Teachers in the Western Balkans

France, Germany, Netherlands, Norway, Sweden, United Kingdom: Strengthening Democratic Resilience Through Education (DEMRED)

Croatia, Norway: Citizens Science Measuring and Observing Seas

Cyprus, Greece, United Kingdom: Step up – Student Teachers' Practice for Democratic Culture

Greece: Schools for All

Lithuania: Developing a Virtual School of Citizenship

Lithuania: Education in the Spotlight of NGOs

North Macedonia: Quality Teaching through Classroom Mentoring for Future Teachers (QUAMEN)

Norway, Poland: Fighting Antisemitism, Xenophobia and Racism Now!

Norway, Poland: Youth for the City, City for Youth

Norway: 22 July and Democratic Citizenship

Norway: DEMOCIT

Norway: 22 July Online Resources

Norway: Youth who Change the World

Poland: School of Inclusion: Gender Equality Standard

Portugal: Education for Global Citizenship

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

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



YOUTH

EWC aims to strengthen young people's confidence and trust in shared values and democratic institutions. We do so by working directly with young people and their teachers.

In 2022, we worked on **strengthening young people's political efficacy.** Political efficacy means trust both in one's own competences to participate and in the political system's responsiveness to its citizens' demands.

Democracies hinge on participation, and we need **young people to trust both themselves and the possibility of creating change within democratic systems.**

Through all our projects, we **build young people's competences** to enable them to organize learning activities with their peers, supported by teachers. Research shows that organizing activities connected to societal issues, as well as observing those one identifies with carrying out such activities, lead to increased political efficacy.

In 2022, 8 182 young people benefitted directly from our trainings and workshops.

Mobilization of youth through democracy workshops

Students teach their classmates, teachers and local politicians after learning more about democratic participation.

"Democracy is about more than two political parties fighting for a seat in parliament. It is also about how we stand together as a country." Those are the words of Finn from Vikhammer secondary school in Norway. He was one of 324 pupils who took part in our 3-day trainings at Utøya in 2022.

Both Finn and his classmate Anine say that the experience at Utøya was unique. They made new friends and got more engaged in how democratic decisions are made.

"I think it is important to learn about our society because we – the youth growing up now – are going to take over eventually. It is important that we understand what is going on around us and how things are decided. I think more about this now and I dare to voice my own opinion."

- Anine, Vikhammer secondary school



Finn, a student from Vikhammer secondary school, got more engaged in how democratic decisions are made

Teachers also benefit from the trainings

During the workshop, Anine and Finn were accompanied by two of their teachers, Tonje and Kate. Tonje underlines that the young people now truly believe that they can make a change and that their voice matters.

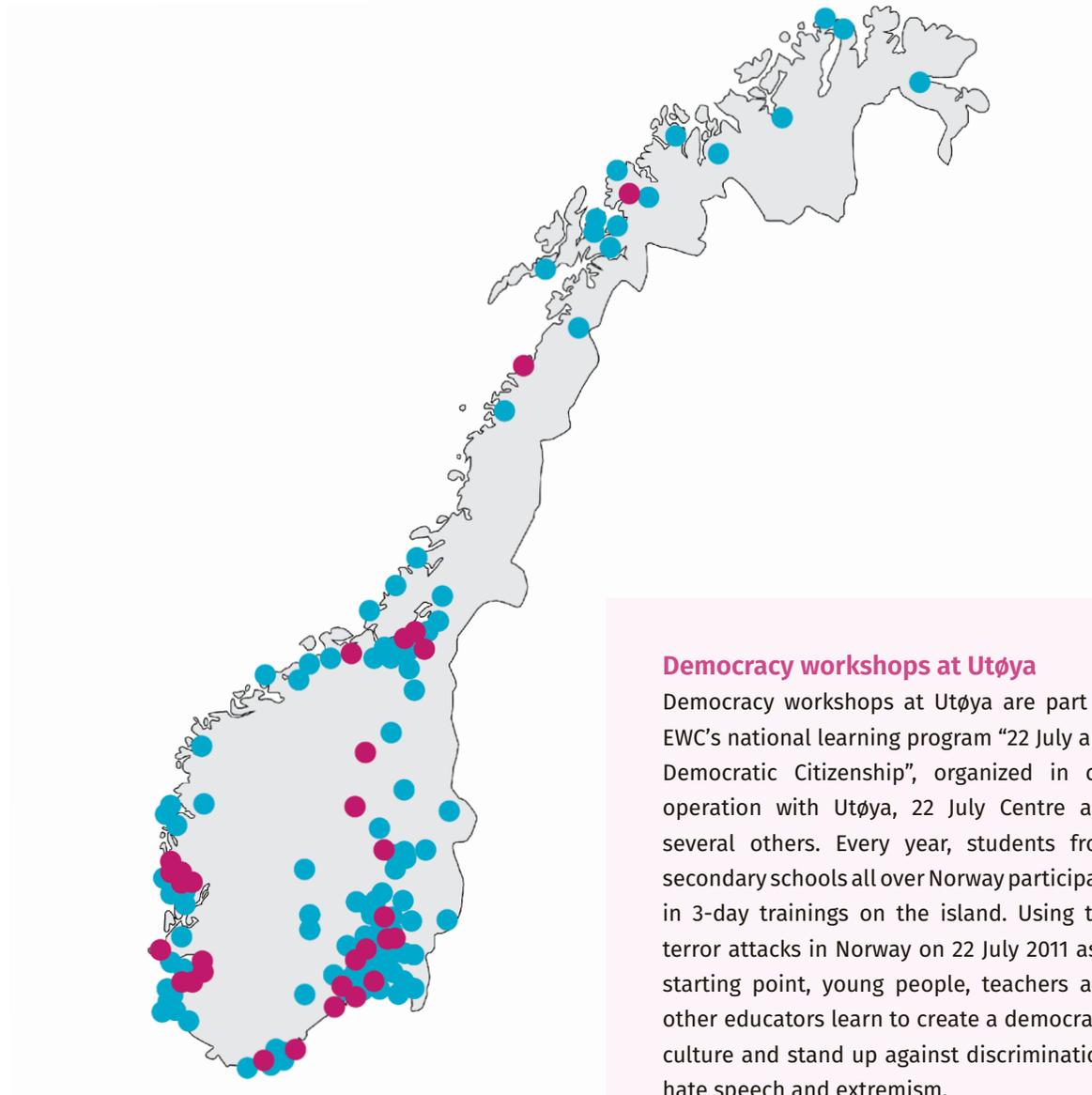


Tonje and Kate, teachers from Vikhammer secondary school, find it easier to talk about July 22 with their students

Teachers coming to Utøya are trained in new learning approaches and methods they can use in the classroom. Kate underlines that the experience is also significant on a personal level for her as a teacher. “It is easier for us to talk about these issues with the students now,” she says.

“Our students got fired up. They carried out learning activities not only with their classmates, but also with the teachers and local politicians. They have truly shared what they have learned.”

- Tonje, Vikhammer secondary school



The dots on the map represent the location of the 183 schools that have participated in our Democracy Workshops since 2018. The pink dots represent the schools that joined a Democracy Workshop for the first time in 2022.

Democracy workshops at Utøya

Democracy workshops at Utøya are part of EWC’s national learning program “22 July and Democratic Citizenship”, organized in cooperation 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.

The project is financed by the Norwegian Ministry of Education and Research.

Strengthen young people's resilience to crisis

“You can change almost anything when you have well-educated and passionate people around you,” believes Mykola.

In December 2022, he was one of 34 engaged youth from Ukraine, Poland and Norway who gathered in central Oslo for a three-day youth exchange. The visit coincided with the Nobel Peace Prize Award Ceremony, offering the unique possibility of dialogue with one of the awardees: Sasha Romantsova, director of the Center for Civil Liberties in Ukraine.

Romantsova emphasized that those who choose a life in civil society activism should be aware that they will often fight for controversial and frustrating topics.

Inspired to use new tools

The participants took part in workshops on topics like human rights dialogue, inclusive learning, and freedom of expression. They left Oslo inspired to work for change in their local communities.

As one person noted in an evaluation form, “I have realized that public advocacy is not that difficult. I became very motivated and got new ideas for projects I can undertake in the near future.”

Many plan to share their new knowledge by organizing courses for their peers. “It is important for us that our work with the participants has ripple effects across the local communities. Now, two months after the first youth exchange, the participants are still in contact, using the new network to enhance their efforts,” says EWC advisor Kristin Flacké.

The exchange was part of the project “Youth for the City, City for Youth”, which aims to strengthen young people's resilience to crisis and reinforce their ability and confidence to participate in public

life. Our partner is the City of Lublin, situated in Poland near the border of Belarus and Ukraine.

“Human rights defenders seldom achieve results this year, or even in five years. Our mantra is that the next generation will see the results of our work.”

- Sasha Romantsova, director of the Center for Civil Liberties in Ukraine



Sasha Romantsova, director of the Center for Civil Liberties in Ukraine, told the youth from Ukraine, Norway and Poland that they can achieve political change

Young volunteers help refugees

More than 3 million refugees from Ukraine crossed its border in the months after the war began. By May, Lublin's population had grown by 20 percent. The city now exceeded 400 000 residents, of which 17 percent were Ukrainians.

At the heart of Lublin's crisis response stand the volunteers, many of them young people without any prior experience of crisis management. They have worked 24/7 to assist with transport, food, accommodation, information, psychological support, and more. These volunteers serve as an example of how young people can take leadership in times of crisis. The project has adapted to support their work.



In the Youth for the City, City for Youth project, we create and support youth spaces for young people in the city



Establishing youth centers

Children and young people need open and inclusive local spaces to feel involved in their community and to strengthen key competences for participating in society. Such youth centers and spaces are particularly important for young people from the lower socio-economic background. Responding to this need, we work to establish and support safe youth spaces in the city of Lublin.

The project is organized by EWC, City of Lublin, and Sempre a Frente Foundation. It is financed through EEA and Norway Grants.



EARLY CHILDHOOD AND SCHOOL

EWC aims to build a culture of democracy in educational institutions. It is vital that students experience democracy in practice.

We support the development of schools and kindergartens through a **whole-school approach**. This includes democratic changes in education policies and everyday practices to promote value-based education, as well as student participation and inclusion in curricula, governance, learning environments, pedagogies and assessment.

Schools and kindergartens are the first social institutions where children learn to live together with others. Recent ICCS studies show that early experience of democracy at school contributes to stronger competences for democratic citizenship.

With Europe opening up after the pandemic, we have been able to work with schools and kindergartens again. **1 543 schools in Europe** benefitted from our projects, up from 387 in 2021. We also worked with **239 kindergarten teachers** to help them strengthen democratic practices in their kindergartens.

The future of Ukraine begins in its schools

Educated children will constitute the backbone of Ukraine as a modern European democracy. Every day, thousands of teachers do their utmost to lift the war generation.

“Teachers and other educators constitute a second front nowadays,” maintains Khrystyna Chushak, our Head Programme Coordinator in Ukraine. “They shelter displaced people, coordinate volunteer work, conduct lessons for students in Ukraine and abroad. At the same time, they feel the need to learn, to communicate with their peers, to improve professionally.”

Undeterred by the war launched on Ukraine by the Russian Federation on February 24, EWC quickly adapted to its realities, building on our existing initiatives and experience. We persisted in capacity building efforts for Ukrainian educators, who now required our support on a whole different level.

“Amidst the shock of warfare and shelling, Ukrainians continue to study successfully, at times straight from bomb shelters. I have never felt this emotional over the dry statistics of the platform!”

- Ivan Prymachenko, co-founder of the Prometheus learning platform

34 265

teachers enrolled an EWC series of Massive Online Learning Courses after the invasion

Widespread interest in online courses

Ukraine’s educators showed tremendous dedication to continuing their professional development in spite of the danger and the difficulties. Over 30 000 people enrolled an EWC series of Massive Online Learning Courses after the invasion.

Our series of courses called “30 Steps towards the New Ukrainian School: Educating a Citizen” reached almost 100 000 participants, with over 30 000 completion certificates issued. A new course, “School Life Online”, was released in May 2022, amassing nearly 15 000 participants by the end of November.

Trainers network persevered

Our blended learning courses, aimed at both school and preschool teachers, omitted the face-to-face element this year for reasons of war. But 30 of our trainers continued to facilitate meetings, some working close to the frontline. Nearly 2 000 people took part, with 812 attaining certifications. Frequent loss of electricity was no obstacle: people continued to find ways to join our meetings.

EWC offered psychological support to teachers

To support the teachers on every possible level, EWC designed a psychosocial support block, with professional psychologists offering advice to help our participants through the hardship.

“It was important for us to equip teachers with techniques to stabilize themselves before meeting their students, who may also need support,” explains EWC advisor Marta Melnykevych-Chorna.

“A teacher holding a lesson restores normalcy to children’s lives.”

- Marta Melnykevych-Chorna,
EWC advisor



Outdoor activity held as part of Mobile Youth Work in Hnizdychiv (Lviv region) in April 2022

Creating a recess from war in kindergartens and schools

As part of our response to the Russian Federation's invasion of Ukraine, the Schools for Democracy trainers organized activities aimed at integrating the internally displaced children and their families into the local population.

These numerous events offered useful techniques, such as team building and stress management.

Creating safe spaces for children

Our youngest participants were only three years old, and the oldest were their grandmothers.

"I realized once again how important it is for children to have an emotionally stable adult around – an adult who can create a psychologically safe space, where every child can be a child."

- Liudmyla Nekrash,
EWC trainer

Our trainers have become such adults for displaced and traumatized children. By involving and encouraging local teachers to participate, we also strengthened their capacity to shape inclusive and safe environment at schools. They learned how to deal with crisis reactions, focusing on the children's well-being and psychological health.

800

gatherings held

11 000

school children and kindergartners participated

Involving schools and kindergartens

By the end of May alone, EWC had held 225 trainings in 17 Ukrainian cities, with over 4 500 participants.

After this, the Mobile Youth Work project shifted focus from school to pre-school, seeking to provide emergency support to kindergartens. Our



EWC trainer Oksana Polivchak organizes a creative task during the Mobile Youth Work activity in Zhydachiv (Lviv region) in April 2022

network of trainers organized kindergarten visits to help younger kids cope with emotions, deal with stress, make new friends, learn and experiment through play. Since June 2022, more than 300 such meetings were conducted, involving over 3 000 participants.

Our trainer Vladyslav Kachur explains:

“When we held our activities out on the street, kids from all over the area hurried to join us. This is when the internally displaced children were truly integrated into the community.”

“Parents join us as well – both to enjoy their children’s playful creativity and to share their struggles. We learn about the needs of all families and try to help.”

- Oksana Bondar,
EWC trainer

Often slightly reluctant at first, parents quickly became involved and active. As for the children themselves, they have shown an overwhelmingly positive response, looking forward to each activity.

Around 8 000 participants

More than 500 meetings have been organized as part of these efforts, reaching nearly 8 000 participants. These events created a new routine for the displaced people, helping them to alleviate the longing for home by focusing on new connections and activities. As they formed new friendships and communicated with the locals, they returned to a certain degree of a sense of normalcy – which is particularly important at wartime.

The project “Schools for Democracy” is financed by the Norwegian Ministry of Foreign Affairs.



Mobile Youth Work meeting focusing on integration of IDPs in the Lviv region

Supporting Greece in its efforts to include refugee students

If we work together, education can include everyone. Kourosh Nourmohammadi Baygi is living proof of that.

Kourosh Nourmohammadi Baygi, a refugee in the Moria camp in Greece, attended the Model Lyceum of Mytilene. He aced his exams and got accepted to the Engineering Department of the National Technical University of Athens.

A supportive school environment is key

His accomplishment was featured widely in the Greek media, and Kourosh was invited to meet the President. Kourosh' story highlights the importance of supportive school environments, where no opportunity or potential is lost.

Our project “Schools for All – Integration of Refugee Children in Greek Schools” works to achieve this goal. It supports schools in strengthening their democratic culture, so that all members of the community, including refugee students, feel welcome in a safe and inclusive learning environment.

Melina Papageorgiou, our regional trainer on Samos, says that the broadening of educational tools and practices equipped the teachers with more flexibility and effectiveness in their work.



Kourosh Nourmohammadi Baygi receiving the Schools for All diploma on behalf of the Model Lyceum of Mytilene at the final conference

867

teachers trained

“The most important gain has been the creation of connections between refugee students and their peers, as well as the teachers getting to know the refugee students.”

*- Melina Papageorgiou,
EWC regional trainer*

100

school workshops held

“When a supportive educational framework is created and schools are supported with appropriate educational programmes, every child and young refugee can realize his or her goals and dreams.”

*- Dionysis Pavlou,
regional trainer at Schools For All*

Photo exhibitions, museum visits, excursions and workshops were just some of the activities. The participating schools set in motion a larger network for cultivating inclusion, often in collaboration with local authorities, NGOs, and other educational institutions. Many of their activities were covered by the local media.

The project “Schools for All” is financed by the EEA and Norway Grants.



Historic walk for the national celebration of 25 March
2nd Gymnasium of Samos



Schools for All activity for the geography and physics class
2nd Gymnasium of Samos

TEACHER EDUCATION AND CIVIL SOCIETY

EWC aims to integrate citizenship education and the teaching of democratic values and competences in initial and in-service teacher education.

In 2022, we worked to build the capacity of 51 teacher training institutions and 58 universities across Europe. In the Western Balkans alone, these efforts resulted in 12 new university courses that prepare future educators to teach the topics and methods of democracy, human rights, and inclusion.

We trained and empowered thousands of teachers across Europe to **strengthen inclusive and democratic practices** in their classrooms and schools.

With Europe facing a shrinking civic space and an ongoing war, **the decisive role of civil society to defend and expand democracy is in the spotlight again.** In 2022, EWC worked jointly with 49 NGOs and museums, enabling them to employ citizenship education as an important instrument to re-affirm democratic values and build resilient communities.

Including Roma students through the whole-school approach

EWC works with partners in Romania, Czech Republic, Bulgaria and Slovakia to ensure the inclusion of Roma students in education.

EWC uses the whole-school approach to Roma inclusion in education. Inclusion means that people with different identities feel valued, respected, and have a sense of belonging to the group.

“Ensuring that all Roma students have access to quality education and feel included is key to addressing the marginalisation of their communities. Most teachers, however, lack the competences to make this happen. Many have never received an intercultural training that would enable them to actively welcome diversity,” says EWC advisor Larisa Leganger Bronder.

A range of trainings on inclusion

To fill this gap, EWC offers a range of trainings in human rights education, democratic citizenship, and the development of Competences for Inclusion and Democratic Culture.

This work is long-term: trainings are followed by ongoing support in implementing local actions. This year, together with the Romanian Social Development Fund, EWC conducted several such trainings for teachers and teacher trainers in Oslo, reaching 72 Romanian educators.

Participants facilitate change at home

After the training, one of our participants, Mariana Moraru, shared her new knowledge with her students at the University of Bucharest. They were “excited to learn new information about the inclusive and intercultural approach in education, and they had questions about challenges in the field,” she says.

At the Bosanci Secondary School in Romania’s Suceava county, another participant, Ieremie Zenaida, arranged non-formal education activities for 63 children at risk of dropping out or with special educational needs.

She and her colleagues also organized summer workshops aimed at developing the literacy skills of Roma students. The teachers offered cooperative learning activities to promote democratic education, respect for differences, tolerance and friendship among children.

Financed by the EEA and Norway Grants.

Supporting Russian diaspora in defending democratic values

What can the Russian democratic diaspora do to defend democratic values through education? EWC explored this issue during 2022.

“In line with the Council of Europe’s position, we believe it is important to strengthen the democratic forces in the Russian diaspora – including educators and civil society organizations. They can play a crucial role in promoting human rights values and act as a counterweight to diaspora groups influenced by the Kremlin authoritarian regime,” says Ana Perona-Fjeldstad, EWC executive director.

Since Russia attacked Ukraine in February, many Russians who oppose the regime and openly speak out against the war have fled abroad. Among them are civil society activists, human rights defenders and independent journalists, but also teachers and other educators.

We employ methods from non-formal education

In late November, EWC organized the seminar “Citizenship Education: Role and Opportunities of the Russian Diaspora”. The event relied on the approaches of non-formal education – discussions, interactive methods for immersion and active participation, inspired by EWC projects in Norway and the Western Balkans.

The seminar culminated in the public event “Education in Putin’s Russia”. Attended by the media and diverse stakeholders, it was streamed live on Facebook and YouTube.

Education can play an important role

Andrey Danilov, a Sami participant, spoke at length about the way the Sami people have built their society and identity across national lines, embodying an example of an inherently democratic community.

“Education plays one of the most important roles in what we have achieved, in the way we solve problems.”

- Andrey Danilov, participant

He emphasized that what the participants discussed and learned from each other is highly relevant to any group seeking democratic changes, be it a smaller group like the Sami people or a larger one like the Russian diaspora abroad.

Financed by the Norwegian Ministry of Foreign Affairs.



EWC invited Norwegian and Russian experts to the seminar “Education in Putin’s Russia”



Mapping of relevant actors during the workshop in Oslo in November 2022

A culture of democracy in teacher education in the Western Balkans

The project “Preparing future teachers in the Western Balkans” has promoted a culture of democracy through new semester courses, practice training in classrooms and capacity building all over the region.

Since 2018, the project has contributed to educational reforms by strengthening the quality of initial teacher education in Albania, Bosnia and Herzegovina, Kosovo*, Montenegro, North Macedonia, and Serbia.

Semester courses as diverse as “Civic education in primary grades” or “Culture of democracy through the didactics of chemistry” have been developed. Several of the courses contextualising human rights issues, such as segregation in education or conflict resolution and minorities, are accredited and will be part of teacher training for years to come.

Our partners from North Macedonia launched a pilot project to test the manual we developed for teacher mentors at schools. After six months of testing, they produced a report and concrete recommendations that were presented to the educational authorities in North Macedonia as part of our evidence-based advocacy.

The 12 university faculties participating in the project have built a network of mutual learning, sharing experiences and knowledge through online and face-to-face meetings and workshops.

“The network of partners has made cross-border collaborations possible. It is a strong platform for agents of change, with members incorporating values of democracy and human rights in their daily teaching and learning.”

- Marianne Haugh,
EWC senior advisor

The final conference in Belgrade in March 2022 gathered deans of faculties, professors, teacher mentors, representatives from education authorities, NGOs and teacher students. The participants discussed the competences that would strengthen the region’s future teachers, and how they can reach the targets of the sustainable development goals (SDGs) by 2030 and beyond.

Financed by the Norwegian Ministry of Foreign Affairs.

In a region where many young and talented people see no future in staying, the recommendations were clear:

- Incorporate innovations into the study programs at the faculties, such as more practice training and a focus on democratic competences;
- Take concrete measures at the faculties to make study programs more attractive for potential students;
- Enhance inclusion of students in decision-making at the faculties, practicing democracy.

16

semester courses developed

12

university faculties involved



The final conference of the project “Preparing Future Teachers in the Western Balkans” showcased accomplishments and revealed strong motivation for continued cooperation in the region

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.**

2022 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 13 countries.** Our collaborations involved the Hellenic Ministry of Education, the Ministry of Education and Science of Ukraine, the City of Lublin, and the Office of the President of Lithuania, among others.

With war raging in Europe and democracy in decline in many countries, we **amplified 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.

Strong partnership with the Council of Europe

The CoE High-Level Reflection Group has reaffirmed the importance of ensuring a culture of democracy, underlining that democracy and democratic citizenship must be taught in schools and universities.

EWC works with education authorities, universities and civil society actors on the implementation of CoE policies and instruments, in particular the Reference Frameworks of Competences for a Democratic Culture (RFCDC) in and through teacher education in several member states, such as Slovakia and Romania.

EWC regularly attends the CoE Standing Committee for Education sessions in Strasbourg. Last year, we presented our common work on Digital Citizenship, as well as our publication dedicated to the effect of education on building democratic resilience in Ukrainian school communities at wartime.

EWC also led a workshop for the German Federal Agency for Civic Education and the Standing Conference of the Ministers of Education and Cultural Affairs in Germany on this subject.

Together, EWC and CoE developed several online courses and resources on Digital Citizenship and Media Literacy, a work which we will continue. In 2022, we also cooperated on a joint education program "Strengthening Democratic Resilience through Education" (DEMRED). Informed by EWC experience in Norway, it brings together education professionals from countries that have recent experiences with terrorist attacks.



EWC Board and Secretariat at the annual autumn meeting at the CoE Headquarters in Strasbourg

80

oral and written contributions
to policy makers

Enhanced cooperation with UNESCO

The United Nations Strategy and Plan of Action on Hate Speech places specific emphasis on the role of education as a tool for addressing and countering hate speech. This is in line with the Education 2030 Agenda, and more specifically with target 4.7 of Sustainable Development Goal 4 (SDG 4), which touches on the social, ethical, and humanistic purposes of education.

In 2022, UNESCO and the United Nations commissioned an expert group to compile a policy guide on addressing hate speech through education. Our executive director served as one of its members, providing input on the training of

13

countries involved in EWC
partnerships with national
and local authorities

trainers. Regional UNESCO field offices have been reaching out to EWC, in particular regarding our experience on addressing hate speech, inclusion in schools, the whole-school approach, and our digital courses and learning materials.

Continued policy work in Ukraine at wartime

In 2022, we contributed as a member of five working groups directly under the Ministry of Education and Science of Ukraine. EWC led the group that worked on developing distance learning strategies during the ongoing Russian invasion.

In addition, we have met an increased demand for our expertise on the Ukrainian education system,

12

expert groups on
policy development joined

due to the influx of refugee children in Europe. EWC has compiled resources on the subject, organized seminars, and contributed to policy papers for education authorities in several other countries. In Norway, we provided advice to education and health sectors and to those responsible for refugee children – at both national and municipal levels – throughout the year.

Contributions to Norwegian Educational Policy

On several occasions, EWC experts met with the Norwegian Government's Commission to Study Extremism. We offered input on how to work with schools to foster a culture of democracy, preventing extremism and radicalization in Norway.

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.

Practical advice on how to include refugee children and create a school for all

Every day, teachers face the challenge of how to include refugees in their classroom. To address this issue, EWC has developed “31 Basic Activities” – a handbook that serves as an educational tool for the inclusion of students with a refugee background in classrooms, schools, and communities.

“31 Basic Activities” is a resource for all who work in the field of inclusion. It addresses the challenges of receiving students with a refugee background, serving as a practical aid for creating an inclusive and welcoming learning environment. The handbook aims to equip school communities across Europe with the necessary tools to ensure a safe and democratic quality education for all students.

This publication is one of the outcomes of the EWC project “Schools for All – Integration of Refugee Children in Greek Schools”, which worked with 64 secondary schools across Greece in the period 2019-22.

The Greek version of the handbook is approved by the Hellenic Ministry of Education and Religious Affairs as scientifically valid and pedagogically appropriate in the field of inclusion. The handbook is available for free in Greek and English on the EWC website.

“The content is organized around the needs of each school, depending on the state of its relationship with students who have refugee experience at the time when the educators start using the handbook.”

*- Angelos Vallianatos,
one of the handbook’s authors*



EWC offers curriculum on artificial intelligence literacy

Artificial intelligence poses many challenges and opportunities to educators. EWC has developed a new curriculum for primary schools on artificial intelligence literacy.

AI is steadily growing in use in many areas of life. We often rely on this technology without even realizing it: recommendations from video streaming services, weather forecasts, navigation tools, predictive typing, virtual assistants, and so on. Our decisions are often influenced – and even dictated – by algorithms. It is important to understand how this technology works, and to make sure we're not misguided by it.

How does AI influence education?

AI can solve challenging problems by replicating the processes happening in the human mind. Machines learn to recognize patterns, distinguish objects, categorize them, and create predictions based on observed trends. However, what is the impact of AI to education process? How can teachers face this challenge and harness it for the learning process?

Guided by these questions, we have developed a curriculum for primary school children, with a focus on AI's impact on society. It offers a selection of approaches and practical activities to attend to these concepts in the classroom.

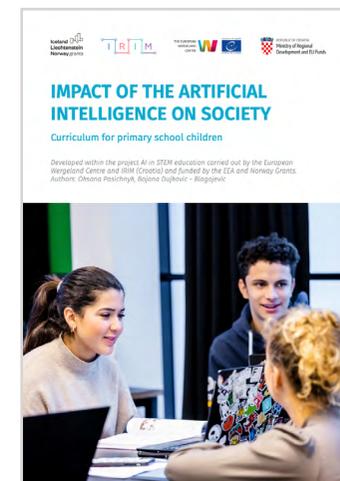


Workshop / training for teachers in Croatia on how to use robots and AI cameras in school, part of the curriculum developed jointly by EWC and IRIM

Supporting teachers in the use of AI

The new curriculum is part of the project “Artificial Intelligence in STEM Education”, implemented by EWC in close partnership with the Institute for Youth Development and Innovativity in Croatia. It aims to increase the capacity of Croatia's primary school teachers in using robotics and AI, thereby increasing the quality and relevance of education and the overall learning environment in primary schools.

In 2022, 430 schools were involved in the project, which is supported by EEA Norway grants Local Development and Poverty Reduction program in Croatia.



RESOURCES

What is Digital Citizenship Education

This online course, developed with the Council of Europe, helps teachers and other educators to understand the concept of digital citizenship and what it means for young learners to be digital citizens in today's society.



The Whole-School Approach

This is an audiovisual presentation on the whole-school approach to the development of competences for democratic culture. It is based on experiences from over 700 schools supported by EWC across Europe over the past decade.



EWC Guide on Blended Learning

This resource was developed by the EWC team to help project managers and trainers blend online and offline tools for learning and networking in the field of education for democratic citizenship and human rights.



School Education in Ukraine

Resources compiled by EWC for Norwegian and international teachers, as well as for anyone wanting to learn more about Ukraine's school education system in order to better integrate Ukrainian refugees.

7

facilitated online courses launched

15

expert groups on learning resources led

15

teaching and learning materials developed

9

CoE resources translated

School Life Online

EWC launched a massive open online course (MOOC) entitled “School Life Online”. The course supports school communities in mastering and using digital technologies, sustaining education in Ukraine during the war. In 2022, 16 516 participants enrolled.

“School Life Online” is part of a series called “30 Steps Towards the New Ukrainian School: Educating a Citizen”. All courses in the series are self-paced. Each MOOC offers a certificate of one standard European academic credit (ECTS), recognized as a part of obligatory professional training.



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**.

Expanding partner network of universities to promote democratic values and competences

Work with higher education institutions and universities lies at the core of the EWC mission. Through this work, we integrate the topics and principles of democracy, human rights and inclusion into the training of future teachers.

In 2022, EWC brought together our existing networks of universities. Through an online webinar “Teachers for Democracy: Role of Higher Education”, we connected over 50 higher education experts, teacher trainers and teacher students from over 20 countries. The participants shared experiences and learned from each other about the challenges of teaching democratic values and competences. They gained knowledge about concrete EWC practices on promoting democracy through initial teacher education across Europe. The end of the year saw new partnerships and proposals emerge.

The training of future teachers is key to the Centre’s efforts. “We seek to enable them to teach democratic values and competences to exercise democracy, such as analytical and critical thinking skills or respect for cultural diversity,” explains Marianne Haugh, our senior advisor. “The outcome we are striving towards is democratic classrooms where teachers are confident enough to attend to the diversity of their pupils and guide them in their development into active citizens.”



EWC strives to facilitate and maintain networks across projects

This work builds on our well-established network of universities and higher education institutions in the Western Balkans, supported in 2022 by the Ministry of Foreign Affairs of Norway, as well as on the “Student Teachers Practice for Democratic Culture” project that connected higher education institutions from Greece, Cyprus, and the UK.

Peace and Human Rights Network: a joint force for democratic values

EWC is part of a network of Peace and Human Rights Centers in Norway, all financed by the Ministry of Education through the state budget. Though they vary in mandate and location, the centers have much in common. They promote democratic values and human rights, contributing with research and experience-based teaching and learning.

In 2022, we reached more than 60 000 Norwegian students, teachers, and other actors. 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.

In 2016, the Norwegian authorities adopted a strategy that recognizes the pivotal role of these seven centers and highlights their prominence in strengthening democratic values and attitudes among Norway's population. 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.

The directors of the centers met with Norway's Minister of Education Tonje Brenna twice in 2022.



Every year, the centers join forces during the Norwegian political festival Arendalsuka, holding several events in the Human Rights Tent

This autumn, the network was invited to organize an internal seminar for the political leadership and administration of the Ministry. The seminar offered an in-depth overview of how we work to tackle the challenges to democracy in schools and society, as well as what concerns young people today.

As part of the event, we shared our experiences from the "22 July and Democratic Citizenship" program. We have learned, for instance, that young people's trust in themselves as democratic citizens increases when they carry out



The directors of the network's centers meet Norway's Minister of Education

activities in schools and local communities. They are inspired when they observe other students, whom they identify with, engaging in local democracy.

Currently, with highly strained capacity, the network is responding to a swelling number of requests from schools, education authorities, higher education and research institutions, and civil society. For the second year in a row, the centers join parliamentary hearings to emphasize the acute need to strengthen their capacity in the future.

PARTNERSHIPS

1. **Council of Europe**
2. **Agora Social Production ApS** (Denmark)
3. **ANPCDEFP** (Romania)
4. **Arkivet - Peace and Human Rights Centre** (Norway)
5. **Bureau for Development of Education** (North Macedonia)
6. **Bureau for Education** (Montenegro)
7. **Calouste Gulbenkian Foundation** (Portugal)
8. **Center for Citizenship Education** (Poland)
9. **Centre for Civic Initiatives** (Lithuania)
10. **Centre for Civil Education under the auspices of the Office of the President of the Republic of Lithuania** (Lithuania)
11. **Croatian Mountain Rescue Service** (Croatia)
12. **Danish Institute of Human Rights** (Denmark)
13. **Educational Excellence Corporation Limited** (Cyprus)
14. **Falstad Centre** (Norway)
15. **Foundation Education in Action** (Bosnia and Herzegovina)
16. **Global Citizens' Academy** (Lithuania)
17. **The Norwegian Center for Holocaust and Minority Studies** (Norway)
18. **House of Europe** (Lithuania)
19. **Human Rights 360/Sol Crowe** (Greece)
20. **Institute for Development of Education in Republic of Serbia** (Serbia)
21. **Institute for the Development of Education** (Albania)
22. **Institute of Educational Policy** (Greece)
23. **IRIM - Institute for Youth Development and Innovation/Croatian Makers** (Croatia)
24. **Kosovo Education Centre** (Kosovo*)
25. **Leeds Beckett University** (United Kingdom)
26. **Lublin Municipality** (Poland)
27. **Ministry of Education and Religious Affairs of Greece** (Greece)
28. **Ministry of Education and Science of Ukraine** (Ukraine)
29. **Museum of Romani Culture** (The Czech Republic)
30. **Nansen Peace Centre** (Norway)
31. **Narvik Centre** (Norway)
32. **National Agency for Education** (Lithuania)
33. **National and Kapodistrian University of Athens** (Greece)
34. **National Institute for Education and Youth** (NIVaM, Slovakia)
35. **National Network of Education NGOs** (Lithuania)
36. **Nature school of Kardokai** (Lithuania)
37. **Norwegian University of Science and Technology** (Norway)
38. **Open Society Foundation** (Slovakia)
39. **Oslo Metropolitan University** (Norway)
40. **POLIN - Museum of the History of Polish Jews** (Poland)
41. **Prometheus** (Ukraine)
42. **Rafto Foundation** (Norway)
43. **Rigas Lithuanian primary and secondary school** (Latvia)
44. **Romanian Social Development Fund** (Romania)
45. **SavED** (Ukraine)
46. **School Consortium of Satu Mare** (Romania)
47. **School of Civic Education** (UK)
48. **Smart Osvita** (Ukraine)
49. **Spillpedagogene** (Norway)
50. **Symbiosis** (Greece)
51. **The 22 July Centre** (Norway)
52. **Turing School** (Lithuania)
53. **Ukrainian Institute for Education Development** (Ukraine)
54. **Ukrainian Step by Step Foundation** (Ukraine)
55. **University of Belgrade** (Serbia)
56. **University of Niš** (Serbia)
57. **University of Oslo** (Norway)
58. **University of Skopje - St. Kliment Ohridski** (North Macedonia)
59. **University of Thessaly** (Greece)
60. **Utøya AS** (Norway)
61. **WWW Adria** (Croatia)
62. **Youth Work Norway** (Norway)
63. **Zürich University of Teacher Education** (Switzerland)
64. **University of Montenegro** (Montenegro)
65. **University of Sarajevo** (BiH)
66. **University of Mostar** (BiH)
67. **University of Banja Luka** (BiH)
68. **University of Durrës** (Albania)
69. **University of Pristina** (Kosovo*)

FINANCES

The total income for 2022 amounts to 34 793 811 NOK (3 223 995 EUR), an increase of nearly 17% from 2021.

The core funding from the Ministry of Education and Research constitutes 11 672 000 NOK (33.5%) of the total income. It covers a portion of EWC staff salaries, as well as operational costs. By the end of the year, 98% of the core funding was spent. The remaining funds were transferred to other equities.

In addition to the core funding, EWC income comes from projects funded by Norwegian and

international donors and sources, covering both project activities and staff salaries. Since 2018, this additional funding exceeds the core funding, with main donors being the Ministry of Education and Research, the Ministry of Foreign Affairs, and the EEA and Norway Grants.

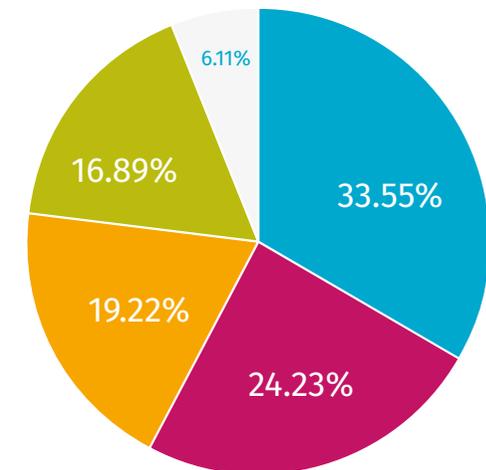
Like in the two previous years, EWC experienced significant challenges on different levels in 2022. The ongoing war in Ukraine and unstable situation in Europe had a great impact on our staff, operations, and activities. And like before, we are dependent on and very thankful for the flexibility

and good dialogue with our partners and donors. We also see how we, as an institution, have grown to adapt and be innovative when the situation does not allow us to proceed as planned.

At the same time, while building our expertise and strengthening the institution as a go-to center, we recognize the importance and value of stable and predictable funding over time. This gives us the possibility to plan ahead and adjust the course when required.

Income in numbers

	NOK	EUR	% of total
Ministry of Education and Research core funding	11 672 000	1 0815 28	33.55%
Ministry of Education and Research project funding	5 877 261	544 587	16.89%
EEA and Norway Grants	6 687 261	619 710	19.22%
Ministry of Foreign Affairs	8 432 257	781 333	24.23%
Other	2 124 294	196 837	6.11%
Total	34 793 811	3 223 995	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	CoE
Mette Villand	Norway
Bushra Ishaq	Norway
Rose Anne Cuschieri	Malta
Knut Christian Clausen	Norway

Deputy Board members

Nanna Paaske	Norway
Marcus Buck	Norway
Anthony Gallagher	UK
Luisa de Bivar Vlack	Portugal

EWC TEAM



Ana Perona-Fjeldstad
Executive Director



Kjersti Toverud Klette
Chief Financial Officer



Øystein Sassebo Bryhni
Head of Communications



Marina Dyshlovska
Advisor, Finance and Administration



Mali Kristine Lunde
Advisor, Finance and Administration



Ingrid Aspelund
Head of Youth Section



Inga Marie Nymo Riseth
Advisor, Youth Section



Kristin Flacké
Advisor, Youth Section



Mahira Karim
Advisor, Youth Section



Hege Knudsen
Advisor, Communications



Paulina Dubkov
Advisor, Communications



Tanya Breslin
Advisor



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



Andriy Donets
Programme Coordinator (Ukraine)



Olena Shynarovska
Programme Coordinator (Ukraine)



Khrystyna Chushak
Head Programme Coordinator (Ukraine)



Dafni Anesti
Communications Officer (Greece)



Caroline Gebara
Head of Teacher Education and Civil Society Section



Larisa Leganger Bronder
Advisor, Teacher Education and Civil Society Section



Elizaveta Bagrintseva
Project Officer, Teacher Education and Civil Society Section



Valentina Papeikiene
Senior Advisor, Teacher Education and Civil Society Section



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Regional Project Coordinator (Western Balkans)



Marianne Haugh
Senior Advisor, Teacher Education and Civil Society Section



Dora Katsamori
Project Coordinator (Greece)

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