

EDITORIAL

Dear readers,

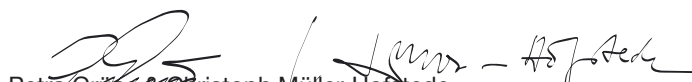
We would like to attract your attention to this year's NECE conference "Cities and Urban Spaces: Chances for Cultural and Citizenship Education", 29 September to 1 October 2010 in Trieste (Italy). The conference can be understood as a laboratory, think tank and project market for different disciplines in order to discuss the most important challenges relating to the development of cities and urban spaces. We are glad to welcome well-known experts at the conference, amongst others Charles Landry, Wolfgang Kaschuba, Paul Scheffer and Phil Wood. Detailed information you can find at www.nece.eu. Registration is still possible at www.lab-concepts.de.

As the EU financial crisis is still being digested by politicians and decision makers at the various levels of the EU and in the member states, we have asked Almut Möller, head of the Alfred von Oppenheim Center for European Policy Studies at the German Council on Foreign Relations (DGAP) in Berlin, to give an assessment of the political fallout of the crisis. How are relations between the European institutions and the citizens affected, she asks. In July, the new Center of Civic Education was founded in Brno, Czech Republic. Ondrej Matejka, one of its founding members, answered our questions about the goals, tasks and the center's development process. We are glad to welcome Ondrej Matejka from the Center of Civic Education as well as Claudia Lenz from the European Wergeland Center (Norway) as new NECE correspondents.

As always, we present a lot of interesting events, publications and links in the "Information" section.

We hope that you will enjoy reading and we are looking forward to your suggestions!

Best regards,


Petra Gröne & Christoph Müller-Hofstede
Federal Agency for Civic Education

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FOCUS

This section highlights current issues on the political agenda of the European Union.

Bulwark against Globalisation? The European Union Put to the Test

by Almut Möller, Head of the Alfred von Oppenheim Center for European Policy Studies at the German Council on Foreign Relations (DGAP) in Berlin, Germany

The European Union has been stretched to the limits of its identity. The financial and economic as well as the Greek sovereign debt crisis with its impact on the Euro zone have made abundantly clear to the Union and its citizens what had been a rather abstract spectre so far: The prospect of the European Union being challenged and even marginalised by global developments that threaten its prosperity, its citizens' lifestyle and its social peace. Ever since the word "globalisation" has become common, member states' governments have put forward that the European Union's modern *raison d'être* was to be a bulwark against an unregulated global race for growth and wealth, with rising powers such as China, India, and Brazil becoming increasingly successful competitors on the global markets. It was indeed the disappointment about the two negative referenda on the then draft constitutional treaty in France and the Netherlands in 2005 that made governments across the European Union eventually realise that they needed strong arguments and good policies to keep their citizens on board for the European project. On the occasion of the 50th anniversary of the Treaties of Rome, celebrated in Berlin in March 2007, the heads of state and government had reinforced the new narrative: That the "European way" of combining open markets with social and environmental responsibility would make the European Union a sustainable and competitive model for the future, no matter how strong its competitors.

Governments fell back on the national interest

It seems that it was only in the spring of 2010 that both governments and citizens came to realise what this rather woolly idea meant in practice. While it was almost impossible to keep up with the events unfolding at unprecedented pace in the Euro zone earlier this year, it became clear even to superficial observers that the situation had never been perceived that dire by the Union's governments. As German Chancellor Angela Merkel put it: With the Euro, suddenly the whole European project was at stake. From the outside, it is difficult to assess how big the threat to the Euro actually was when literally overnight the Union's governments decided to establish a security umbrella to protect the Euro zone, after just having agreed on substantial measures to protect and reform the Greek economy. But it became

clear that governments and markets believed that the threat was real and that therefore a bold reaction was needed. The Union had to demonstrate firm action against an increasing number of critical voices within and outside the European Union that started to seriously cast into doubt the "European model". In Greece, citizens were out in the streets to protest against the most severe cuts that they blamed the European Union for. In EU member states that took on their share of the Greek rescue package, citizens expressed a hitherto unprecedented hostility against the measures to help Greece and other threatened EU members. At this moment of severe crisis, when the Union was supposed to unfold its "bulwark" spirit, governments fell back to protect national interests; citizens, agitated by the tabloid media, were out in the streets; and parliamentarians denied support. What has been a consensus for many decades – that solidarity is a core value of the Union's success and that its "European way" is different, but sustainable – is now increasingly put into question. Trust among the Union's governments is at risk. The rift between the "haves" and the "have-nots" has widened and will become manifest again with the oncoming negotiations for the next budget cycle of the European Union.

The "European way" will not be decided among Europe's political circles

Now that the dust has settled, it is important to analyse and understand the wider impact of the financial and economic crisis on the future of the European Union. First of all, the European Union did not fall. It did not even crumble. Despite all criticism, governments and the Union's institutions have returned to their daily business after the summer break. The Union has turned out to be robust so far. In the months to come there will be adjustments to the Euro zone regime, and the member states have decided to adopt greater budget discipline in the future. Europe's governments have also decided to carry on with the "European way": What has been set on track in 2000 by the so called "Lisbon process" – now called "Europe 2020" – will be renewed and continued. The European Union has not lost direction. However, it needs to pursue its objectives more vigorously. Hopefully, the crisis will serve as a catalyst. But beyond practical questions related to the Europe 2020 programme, the reform of the Euro zone mechanisms or a stronger regulation of the financial markets, it is important to learn lessons in respect of the Union's identity and its relationship with its citizens. Firstly, the European project cannot prevail in the long run without its core values being recognized and put forward. As globalising markets will continue to exert pressure on the European Union and its member states, leaders across the European Union need to again commit to the very foundations of the European project: a Union based on solidarity and each country's right to have a say in the Union's policies, regardless of its size, its economic or its political strength; a Union whose objective remains to generate growth and prosperity for all its citizens; a Union that aims at social and ecologic sustainability. To achieve this, the Union needs to improve its ways of conducting policies, both internally and externally. Secondly, the challenge to guarantee the "European way" a place in the world of tomorrow will not merely be decided among Europe's political circles. The "European way" is more than institutions, procedures and treaty reforms. It is about active European citizenship: What can you do for your Union?

REPORT

NECE Workshop

“City and Diversity: Challenges for Citizenship Education”

24-26 June 2010, Barcelona, Spain

by Sandra Mayer, lab concepts GmbH, Germany

At this NECE workshop, 35 experts and multipliers from the fields of citizenship education and urban development/ city planning had the opportunity to discuss economic, social and cultural developments and changes in the city of the 21st century and their impact on citizenship education.

The workshop was jointly organised by the Federal Agency for Civic Education (Germany), the Fundación Bertelsmann (Spain) and supported by the Institute of Political Participation (the Netherlands), the Ministry of Education, Arts and Culture (Austria), the City Council of Barcelona as well as the Universities of Barcelona and Madrid, CosmoCaixa (Spain) and the ERSTE Stiftung in Vienna.

One of the central questions of the workshop was how citizenship education at the European level can react appropriately to the diverse challenges posed by complex global changes and new expectations towards cities as spaces of living, working and leisure time. The opening address by Phil Wood (Comedia) gave a general and entertaining overview on “Planning for the Intercultural City”. The first session with inputs from Germany (Kai Vöckler) and the Netherlands (Martijn Oosterbaan) focused on the consequences for “identity building” and citizenship in Western and Eastern European cities, thereby identifying similarities as well as differences that have to be considered for citizenship education. The presentation of the trans-European EMILIE project by Angéline Escafré-Dublet and the British perspective on its own migration histories by John Eade lead to a lively discussion on new approaches to multicultural citizenship. These were also reflected by the presentation of local politics in Spain (Concepción Maiztegui Onate) and in the city of Barcelona in particular by Daniel de Torres Barderi, Mayor’s Commissioner for Immigration and Intercultural Dialogue, Barcelona City Council. Another focal point of the workshop referred to new models of participation in general that might be adopted by citizenship education. The presentations of good practice examples from Europe (by Ondrej Daniel, Sonja Lebos, Nuria Paricio) as well as the input exploring the impact of social movements and performing arts on citizenship education by Prof. Gabriele Klein offered new approaches and initiated controversial discussions. Especially the presentation of the *Comunitari* project in the Raval district of Barcelona and of some scenes of the documentary “08001” by Christian Plähn, together with the “Experiencing Diversity in Barcelona” city tour through the Raval, illustrated the concrete challenges and the need for “urban citizenship education” and for collaboration with local authorities and city planning in general.

The participants agreed that there is still great need for further discussions on the role of cultural and citizenship education within urban development processes. Especially migrant organisations and other NGOs should be involved more directly. This and other recommendations were again intensively discussed during the World Café event on the last workshop day and will be deepened at this year’s NECE conference in Trieste, entitled “Cities and Urban Spaces: Chances for cultural and citizenship education” (29 September - 1 October 2010) – thereby reflecting that the workshop also served as a think tank and orientation for this European conference.

The presentations and lectures of the workshop, the list of participants and biographies as well as a summary of the elaborated recommendations for future projects will soon be available at: www.nece.eu



INTRODUCING

In every edition we introduce organisations actively involved in the field of citizenship education.

The Czech Center of Civic Education

A new center for citizenship education called Center of Civic Education (Czech: Centrum občanského vzdělávání; German: Zentrum für Bürgerbildung) was founded in the Czech republic on 1 July 2010. In September the team is expected to move into their new offices in Brno as well as to launch the center's website at www.cov.cz. Ondrej Matejka answered our questions concerning the center's background, aims and structure.

NECE:

How long did the process take, from the idea to the realisation and the official opening of the center? Which were the most challenging moments in the course of founding the center?

Ondrej Matejka:

The process started nearly two years ago. The wishes of some NGOs and of former minister of education, Ondrej Liska, coincided. The need resulted from the frustration by the long time political crisis. From our point of view, citizenship education seems to be the only chance for real change. For all of us the model was Germany and its "politische Bildung", even former minister Ondrej Liska has had personal experience with the German Federal Agency for Civic Education and its activities.

The most important point was to find out from which premises we should start out:

1. No project – the Czech Republic is full of very nice projects run by many highly qualified NGOs, even in the field of citizenship education. But due to project-financing, only a few of them are sustainable. We did not want a big, but at least a stable amount of money being provided by the state, in order to have a secure existence. After all, it is a fundamental interest of the state to have well educated citizens. Additionally, the center would be financed through fundraising.
2. In times of drastic financial cuts, we have to take a path that the ministry already knows – the chosen method was the model of a co-operation with a university. We contacted the rector of Masaryk University in Brno, the second largest university in the Czech Republic. Why in Brno? The university in Brno is actually much more open towards new projects than other universities are, even in Prague. Another crucial point was that the rector, Prof. Petr



Fiala, is a political scientist and knows well the German system of citizenship education. For him personally, the idea represented a challenging task.

3. We wanted to keep the process of establishment as open as possible – we created a working group with people from the Ministry of Education, NGOs, social scientists and partly with the support of German experts.
4. We did not want to create another state supported NGO which once more would not be accepted. The point is to create an institution which is capable of coordinating and supporting all citizenship education activities and, last but not least, of representing the idea of citizenship education in the public space.
5. We want to discuss the concept first and then establish the new center, which means practically: do not rely on improvisation, which is usually the case in the Czech Republic.

INTRODUCING

NECE:

How is the center structured, organised and financed?

Ondrej Matejka:

During the first year, the center was financed by a grant provided by the Ministry of Education. Due to the change of the government, further financing through the ministry is not sure for the moment, and it has not been possible to sign a cooperation-treaty between the ministry and the university yet. The new government has been in office for several weeks now, and we hope to take this process forward in the next few months. Besides, currently the center is running a big project financed by the European Social Fund, which enables us to have a team of seven people and to start working.

NECE:

What will be the central issues and tasks of the Center for Civic Education? Which are the main objectives of the center's work, and which are the target groups you would like to address?

Ondrej Matejka:

The first challenge is to push through with a modern definition of citizenship education, not only in terms of democratic competences but also in terms of present political issues. Due to the experience with the communist totalitarian regime, in the field of education any kind of connection to politics is perceived as extremely dangerous. The main objectives are to identify important topics which are valuable from the perspective of citizenship education;

to coordinate already existing projects and initiatives. We would like to become a partner of the public institutions as far as issues related to citizenship education are concerned. In our concept, we have all possible target groups – beginning with the young people and ending with soldiers. At the moment we focus on schools, but we would like to start working with adults as well.

NECE:

Which pilot projects are you (already) planning for the start of the center's work, and which future European co-operation partners would you like to win over?

Ondrej Matejka:

Our pilot project has already started. It mainly deals with citizenship education at schools. We are evaluating all existing learning materials and are creating some systematic educational programme for the newly introduced part of the curriculum framework, called "education of a democratic citizen". We are also working on the creation of a regional network consisting of NGOs, in order to be actively present in the whole Czech Republic. There are many European partners we would like to cooperate with. At the moment, we hardly can do all we want, but we hope to be gradually involved in the international cooperation processes.

*At the moment you can find information at:
www.obcanskevzdelavani.cz*



GOOD PRACTICE

In this section we introduce projects intended to exemplify and clarify how different target groups could possibly be empowered and qualified by means of citizenship education.

Breaking into the Museum

a project devised and led by Manifesta, UK

In May/June 2010, 14 young people visited the museum for the first time and participated in a pilot initiative focusing on heritage, curating and creative video making. Working at the newly launched Galleries of Modern London, and assisted by the museum staff and by creative filmmakers, each young participant produced a film of one to three minutes, inspired by a particular object of the collection.

While encouraging youth participation, the project promotes innovative intervention in heritage curating as an exciting form of 21st century cultural activism and engagement – using the medium of film/video, grounded in intensive learning and production workshop experience (handling camera and sound; developing narrative ideas; story-boarding; directing; editing). The 14 films produced provide a slate of challenging statements from young people aged 16 to 19 and from diverse cultural backgrounds, about how they experience museum collections, as well as how they are personally engaged with designated heritage objects at their respective metropolitan museums. The themes of their films cover topics such as race and class discrimination; classification and categorisation; migration; Black and other political struggles like the late

20th century Brixton and Poll Tax riots; Asian presence in London; women's rights.

The films will be used to produce educational material including lesson plans for citizenship education, so that other young people might reflect on the heritage of their cities and on how historical events could help shape social inclusion and participation.

David Spence, Director of Programmes of the Museum of London said: 'It is projects like Breaking into the Museum that inject energy and creativity into the organisation which is why I am so pleased that the Museum has worked with Manifesta. Viewing the films made by these young Londoners reminds us that this is the generation that will shape the future of our city, and our galleries should reflect their stories. The films are truly moving, and professionally executed, and I hope to see more of their work in the future'.

Bringing new participating audiences to the museum, "Breaking into the Museum" contributes to the re-modelling of museums as contemporary public spaces: young people have a say on the heritage of their cities, while contributing to enriching the museum's collections, by offering their own take on particular events.

"Breaking into the Museum" is devised and led by Manifesta, UK. The London workshop was produced in association with the Museum of London and delivery partners Octavia Foundation and St. Charles Catholic Sixth Form College. It is funded by the Heritage Lottery Fund and the European Cultural Foundation.

For more information, contact Marion Vargaftig at: marion@manifesta.org.uk or have a look at: www.manifesta.org.uk



PROJECT FUNDING / CALL FOR PROPOSALS

Project Funding / Call for Proposals

Anna Lindh Foundation: 'Cities, Migrants and Diversity'

The Anna Lindh Foundation has launched its Call for Project Proposals for 2010 on the priority theme of 'Cities, Migrants and Diversity'. Proposals should acknowledge the importance of diversity in communities; encourage a support the establishment of local partnerships for change and exchange; promote and support a culture of peace and coexistence. In order to participate in the Call for Project Proposals, non-members must join an Anna Lindh National Civil Society Network before September 20, 2010.

Application deadline is 1 November 2010.

In order to apply and to download the full guidelines of the Call please log on to: www.euromedalex.org/resources/grants-scheme

European Forum - Advanced Training on (Forced) Migration and Human Rights: Challenges and Approaches for European Citizenship Education

This transnational European Forum, taking place in Berlin from 27 to 31 October 2010, is devoted to active learning and the dialogue on (forced) migration and human rights in Europe's past and present as well as on European multicultural and interethnic experiences and relations. Applications from multipliers, trainee teachers, young teachers, activists and advanced students engaged in education and training work are welcome.

Application deadline is 27 September 2010.

More information is available at: www.network-migration.org or directly via e-mail: info@network-migration.org

Call EACEA: Study on Active Citizenship in the EU

This study is intended to deepen understanding of what active citizenship is, the relationship between active citizenship at local, regional, national and European levels and between individual and collective action and how it can best be fostered at the different levels. The study should also enable the Commission to identify the contribution active citizenship makes to achieving the EU's strategic objectives in the economic and social fields (Europe 2020).

Time limit for receipt of tenders or requests to participate is 29 October 2010.

More information is available at: http://eacea.ec.europa.eu/about/call_tenders/2010/call_tenders_02_2010_en.php

Urban Design and Planning - Themed Issue: "Quality of Life in Cities"

This special edition of the magazine Urban Design and Planning, published by the Institution for Civil Engineers, is edited by Derya Oktay Professor, Eastern Mediterranean University, North Cyprus/Turkey. It will focus on the concept of life in cities and contributes to the debate on the concept of quality of life as a key element of responsible urban design and planning. Technical papers are invited, which may be based on theoretical or empirical research on various issues of quality of life in cities.

Deadline for abstracts is 1 February 2011. Deadline for submissions is 1 June 2011.

For further information and full paper guidelines please contact Ben Ramster (Journal Manager) at ben.ramster@ice.org.uk

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POLICY NEWS

This sections provides information about news and political decisions that are relevant for the agenda setting of citizenship education.

„Europe for citizens“ – the next generation of the programme

In Brussels on 22 June 2010, over 130 European citizens from different walks of life participated in a very lively and creative stakeholder consultation. This meeting constituted one of the steps of the process of reflecting on the Europe for Citizens programme for 2014 and beyond. In the resulting „harvest letter“, the main questions discussed and inputs provided by stakeholders are summarised.

More information is available at:

http://ec.europa.eu/citizenship/news/news1071_en.htm

Youth in Action monitoring survey

The European Commission launched a survey aimed at assessing the qualitative outcomes of Youth in Action projects on their participants and promoters. This survey shows that the Youth in Action programme is well on the track in pursuing its general objectives. The survey was carried out among 4.550 young people, youth workers and youth organisations across Europe, and its presentation in early 2010 shows that the EU's funding of youth projects has a positive impact on participants.

More information is available at:

http://ec.europa.eu/youth/news/news1755_en.htm

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INFORMATION

Events

29 September - 1 October 2010, Trieste (Italy)
**NECE conference “Cities and Urban Spaces:
Chances for Cultural and Citizenship Education”**

This year's NECE conference can be understood as a laboratory, think tank and project market for different disciplines, methodologies („expert cultures“) and practitioners, bringing together the variety of ‚urban‘ discourses and practices in cities of Europe in order to ask which opportunities and tasks for cultural and citizenship education do result from new forms and ways of action in cities and urban spaces? May this lead to a reconsideration of previous assumptions and interventions in cultural and citizenship education? Amongst other tools a World Café, six parallel workshops and two central panels considering and discussing the conference topic with a differentiated view will be offered, thereby encouraging the active exchange of discourses, concepts and projects. Also a market of ideas and projects will be launched where participants will present good practices from all over Europe.

More information at: www.nece.eu

Registration at: www.lab-concepts.de



3 - 4 October 2010, The Hague (The Netherlands)
1st International Cities of Migration Conference

Be part of a dynamic two-days conference that will engage international city leaders, migration experts and local practitioners in a practical dialogue on this essential dimension of city prosperity and growth.

More information at:

<http://conference.citiesofmigration.ca/registration/overview/>

7 - 9 October 2010, Tampere (Finland)
Democracy and Human Rights in Education

The workshop will focus on best practices and activities in teaching and learning about democracy, active citizenship and human rights at schools of secondary levels I and II, especially from the following points of view: Implementation of democracy and human rights education into school curricula and school's operational culture, Role of student boards and student associations at school, Participation of children and young people in local community decision-making.

More information at:

www.coe.int/t/dg4/education/pestalozzi/Activities/Workshops/EW2010/24_FI_Oct/EW_FI_EN.asp#TopOfPage

13 - 17 October 2010, Perm (Russian Federation)
International MitOst-Festival “perm-it!”

The colorful cultural and workshop programme is inspired by the openness and attraction of this place that for a long time had been closed to foreigners. Together with the Ministry for Culture, Youth Politics and Mass Communication of the Perm region, MitOst Association invites members and all guests interested in citizenship and cultural education to “perm-it”.

More information at: www.mitost.org/festival.html

25 - 28 November 2010, Lyon and its surroundings (France)
**„Working Class Neighbourhoods, Creative
Neighbourhoods in Europe” -
20th anniversary of the Banlieues d'Europe network**

For the past twenty years, Banlieues de l'Europe has brought together projects committed with artistic demarches and the inhabitants of working class neighbourhoods in Europe. In the framework of this anniversary, a new and original form of meeting and highlighting several special events will be offered.

More information at:

www.banlieues-europe.com/rencontres.php?lang=en

Preview

9 - 13 March 2011, St. Andreasberg (Germany)
**“Becoming part of the mainstream?
Right-wing populism and right wing extremism
in the European Union”**

On the basis of reports and analyses from various countries, the increasing propagation and acceptance of right-wing populist and right-wing extremist positions in politics and society will be examined at this international conference. Which role do these positions play in the EU, and which counter-strategies are possible?

Further information in English coming soon at:

<http://sonnenberg-international.de/BRR/>

INFORMATION

Publications

Exploring Human Rights Dilemmas through Simulations

Simulating conflicts and negotiations provides a playful way of learning and understanding the political dynamics behind them. Participants take the role of the relevant protagonists, have to make a convincing presentation of their position and learn to work towards a compromise which might be acceptable for all. Humanity in Action has developed innovative simulations on human rights dilemmas.

The simulations manuals can be downloaded for free at:
www.humanityinaction.org/germany/

International Civic and Citizenship Education Study (ICSS) - Report on initial findings released

The 2009 IEA study on civic and citizenship education reports on students' knowledge and understanding of civics and citizenship as well as students' attitudes, perceptions and activities related to civics and citizenship. This international study is an important reference document because it allows countries to compare their own civic and citizenship education with that of other countries, amongst them 26 European ones.

The study can be downloaded for free at:
<http://iccs.acer.edu.au/index.php?page=initial-findings>

Political participation of senior citizens

The results of a European educational project are available as two handbooks: one for adult educators with the focus on education towards political and social participation of senior citizens in public life; the second handbook is meant for senior organisations with the focus on socio-economic and cultural conditions and the political framework necessary for successful, active citizenship.

Both manuals are available as CD-ROM via bernhard.eder@kifas.org or can be downloaded at:
www.login-edu.de/sevir/output.html

The Joint History Project (JSP)

of the Center for Democracy and Reconciliation in Southeast Europe (CDRSEE) is a long-term participative project that aims at revising ethnocentric school history teaching by avoiding the reproduction of stereotypes, by identifying attitudes that encourage conflict, by suggesting alternative teaching methods, and by promoting the idea of multiple interpretations of one event. Therefore, four alternative History Education Workbooks were created, which are available in English, Bosnian, Greek, Macedonian, Croatian, Albanian, Turkish and Serbian at:

<http://cdsee.org/jhp/index.html>

Voting Advice Applications in Europe - The State of the Art

Edited by Lorella Cedroni & Diego Garzia,
published July 2010

Voting Advice Applications (VAAs) have literally taken Europe by storm in the past decade. This volume represents the first systematic attempt through a comparative framework. The cases included a range from established applications such as Dutch StemWijzer and German Wahl-O-Mat to 'first attempts' in Southern and Eastern Europe, in order to portray in detail the various stages of the development of the VAA-phenomenon around the continent. The point in time under analysis is, in each case, the European election of June 2009. The second-order nature of this electoral competition seems in fact to be an ideal context to assess the potential of these applications.

More information at: <http://scriptaweb.eu/Catalogo/voting-advice-applications-in-europe>

Youth participation in Finland and in Germany - Status analysis and data based recommendations

by Eva Feldmann-Wojtachnia, Anu Gretschel, Vappu Helmisaari, Tomi Kiilakoski, Aila-Leena Matthies, Sigrid Meinhold-Henschel, Roland Roth & Pia Tasanko,
published 2010

This report is a comparative overview of youth participation in Germany and Finland. The researchers asked to which extent young people are able to engage in the planning of activities and how strong a voice they have in decision-making. The project was launched in November 2007 as a bilateral cooperation initiative by the Finnish Ministry of Education and the German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ).

More information at:
<http://www.cap.lmu.de/download/2010/youth-participation.pdf>

Links

European Wergeland Center (EWC) launched Database

The EWC has launched its Database „Share & Connect“ – an expert database designed to facilitate online networking among people working in the field of education for human rights, democratic citizenship, and intercultural understanding. Researchers, PhD students, teacher trainers, teachers and other education professionals across Europe and beyond can connect through the database to share their experiences and to benefit from each others' expertise.

More information at: www.theewc.org/network