

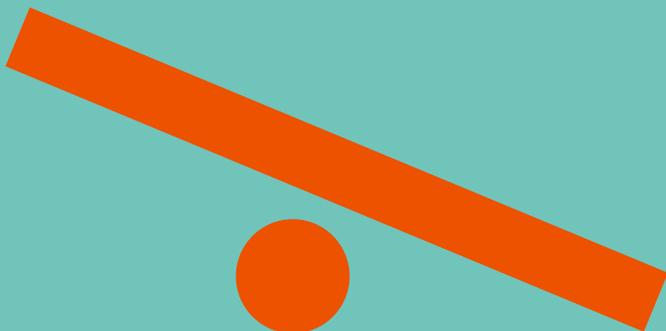
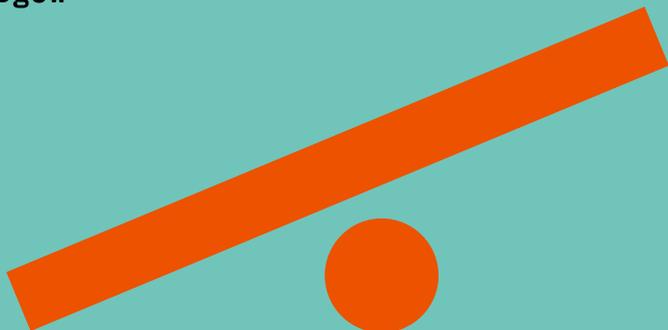
PROGRAMME

NECE Conference 2019

24-27 October 2019

Technology & Innovation Centre

Glasgow

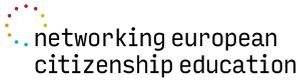


CONFRONTING INEQUALITIES!

THE ROLE OF CITIZENSHIP EDUCATION

 .nece
2019
glasgow

The conference is organised by



NECE Partners



Germany



The Netherlands



Luxemburg



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Austria



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Slovenia

In co-operation with



Scotland, UK



Scotland, UK



Scotland, UK



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Germany/UK

Supporting Networks



Networking Arab Civic Education



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Imprint

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NECE Conference

Grand Plateau



Registration



NECE Conference 2019

CONFRONTING INEQUALITIES!

THE ROLE OF CITIZENSHIP EDUCATION

Welcome to Glasgow!

NECE and its partners are coming to this vibrant Scottish city just a few days before the UK (including Scotland with its clear 'Remain' vote) is supposed to leave the European Union. Benjamin Disraeli's observation in 1845 that Britain 'was dividing in two nations between whom there is no intercourse and no sympathy' seems to be resonating more than ever today. As more than 400 citizenship educators will be coming together in Glasgow, we hope to provide a platform and a space for solidarity with citizens in Britain who are – among other things – about to lose their status as European citizens once the Britain leaves the EU.

Set against the ongoing drama of Brexit (plus many other crises of democracy in the world), NECE 2019 will be looking at the issue of inequalities in the development of young people's citizenship and political identity. What are the consequences of social injustice for the living worlds of young adults and citizens? How can citizenship education and engagement enable citizens to overcome inequalities? How can we reach out to marginalised areas and communities to bring them to the centre of the dialogue? What do we need in terms of knowledge and practice for such an engagement to be successful?

Our programme mirrors the great variety of academic and practical learning NECE with its many partners and initiatives can offer: more than 20 workshops, presentations, discussions, excursions, a project market and two open spaces will discuss the challenges of growing inequalities, its political causes and its implications for citizenship education as a profession.

As in previous years, NECE strives to be an open forum, open for you to participate with your ideas and projects (two open spaces are waiting for you to be explored) but open as well for new ideas including controversies and challenges to concepts that we take for granted.

We are looking forward to your ideas and contributions.

A big thank you to all our partners for preparing this event for more than one year, especially the new ones in Scotland such as IDEAS, WOSDEC, Bridge 47 and others, the Technology and Innovation Centre for helping with visa applications and advice, the NECE team at the Federal Agency for Civic Education and the team from labconcepts, our coordinating agency.

Christoph Müller-Hofstede,

bpb/NECE Coordination/October 7, 2019

FOCUS “INEQUALITY”

Inequalities and Education: A Conceptual Note

By **Michalis Kakos**, Leeds Beckett University,
NECE Advisory Board, UK

Understanding Educational Exclusion

The relationship between education and social inequalities has been debated and explored extensively in educational research and is always present in educational policy and practice developments. Plethora of classic studies conducted in the 1960s and 70s describe the complex nature of this relationship, often describing formal education as sites of class conflict and associating it with the reproduction of inequalities.

The attention to this relationship has been growing again, together with the social inequalities especially the post 2008 financial crisis.

Glasgow is no stranger to inequalities. The term, the ‘Glasgow effect’ has been coined to describe the vast discrepancies in life conditions in the city, resulting in staggering inconsistencies in life expectancy and health among different areas of the city.

We understand inequalities not only in relation to money and income. “Inequality exists in the stresses and strains of the family life which shape the environment in which children grow up. It is the divergence in life expectancy between deprived and affluent areas, and the growing burden of poor mental health among disadvantaged groups. It is the pulling apart of successful cities from coastal and ex-industrial towns, where traditional jobs have been lost and young people have few prospects of upward mobility”¹.

The type of inequality that the conference is mostly interested in concerns the educational experiences among different groups of young people.

Social exclusion in education “covers the physical absence of socially vulnerable young people in education, but also comprises the exclusion from meaning-making processes in education or the lack of a connection with education”². There is little doubt that this form of exclusion is strongly associated with young people’s socio-economic status, and leads to the perpetuation of those structural inequalities that produce it.

1 — Joyce & Xu, 2019: 4 2 — Vandekinderena et. al, 2018: 1



In terms of the (dis)connection of people from specific groups with education, the issue is much broader than the deficit in young people’s aspirations that policy makers and educationalists refer to when seeking to explain educational exclusion.

It is also much more complex, as it concerns not only the individuals and their social backgrounds, but also the interaction between students as individuals and representatives of particular social groups (and social class) with the educational discourse embedded in the educational experience to which they are exposed.

The Possibilities of Citizenship Education: Key Questions

The focus of the conference on the possibilities for citizenship education to tackle social inequalities is based on a broad understanding of the subject, unrestricted from specific curricula or subjects but as encompassing various forms of education³. Such an examination uncovers and reinstates some fundamental and largely intertwined questions, including the traditional debates about the role of education as either a central mechanism in the process of reproduction of social inequalities or as an opportunity for change and the question about the potential of education to compensate for society⁴.

In terms of citizenship education, the question is not only about whether education can compensate for society in general but whether it can “compensate for inequalities in citizenship knowledge, skills and attitudes, [...] [whether it] can broaden horizons for those who have less positive experiences of politics and democracy”⁵.

The association between social inequalities, political attitudes and the role of the school, when examined against the backdrop of the more general discussion about the role of education, **raises questions about appropriate content and methodologies for citizenship education**, as a way to engage the disengaged and the capacity of formal education to accommodate such methodologies. Even before that, it poses ethical and political questions about the right and appropriateness of education to first identify, and then compensate for, ‘democratic’ or ‘citizenship deficits’⁶.

3 — See NECE Mission Statement: <http://www.nece-conference.eu/wp-content/uploads/2019/07/NECE-Mission-Statement.pdf>

4 — Bernstein, 1970 5 — Nieuwelink et al., 2019: 276 6 — Kakos, Mueller-Hofstede & Ross, 2016

Another important dimension of the above, and one with equally significant political, social, educational and ethical implications, concerns the role of education in building strong social connections within societies, despite all the social inequalities, including inequalities in education. This point questions the potential of education to disrupt the bubble of class isolation⁷ and to improve social cohesion. These are important issues for any educational system. For the UK, “an increasingly divided nation”⁸, finding answers to these questions is urgent.

Whether citizenship education can and should do something to address these divisions is a key question. Although it is important to recognise that education may play a role in the process that leads to and sustains inequalities, the key factor associated with these inequalities and divisions applies elsewhere. **However, it could be argued that education can provide the context in which the reasons for these inequalities can be studied, debated and comprehended, and where plans and actions to alleviate inequalities could potentially be conceived of.**

This, in fact, may be an appropriate role for citizenship education, and could lead to another question about whether the implementation of these plans and social activism could also afford contribute significantly to the subject.

The conditions in which the questions above are being posed may offer the opportunity to educators to refresh our thinking and to re-examine the role, the position but also the objectives and content of the subject. Together with imagining this new subject, a key question that we should engage with is whether there is sufficient support from public, policy makers and the educational community to allow educators to assume such roles.

A longer version (PDF) is available on the conference website:
<https://bit.ly/2mTst06>

References:

- Bernstein, B.** (1970) Education cannot compensate for society, *New Society*, 15, 387, 344–347. **Joyce, R. & Xu, X.** (2019) Inequalities in the 21st Century: Introducing the IFS Deaton Review, London: Institute of Fiscal Studies (IFS) and Nuffield Foundation. **Kakos, M., Mueller-Hofstede, C & Ross, A.** (2016) Citizenship education for Hard to Reach Learners in Europe. In: Kakos, M, Mueller-Hofstede, C. & Ross, A. (Eds) *Beyond Us versus Them: Citizenship Education with Hard to Reach Learners in Europe*. Bonn: BpB Publications. (pp. 7–29). **Nieuwelink, H., Dekker, P. & Dam G.,** (2019) Compensating or reproducing? Students from different educational tracks and the role of school in experiencing democratic citizenship, *Cambridge Journal of Education*, 49:3, 275–292 **Sutton Trust & Social Mobility Commission,** (2019) *Elitist Britain 2019*. London: Sutton Trust. Available from: <https://www.suttontrust.com/wp-content/uploads/2019/06/Elitist-Britain-2019.pdf> accessed: 16 Aug 2019. **Thal, A.** (2017) Class Isolation and Affluent Americans' Perception of Social Conditions, *Political Behaviour*, 39: 401–424. **Vandekinderen, C., Roets, G., Van Keer, H. & Roose, R.** (2018) Tackling social inequality and exclusion in education: from human capital to capabilities, *International Journal of Inclusive Education*, 22:1, 1–20.

Glasgow, September 2019



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Country of residence: SERBIA

Fields of activity: Education, Cultural Exchange, Urban development

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Name: Elise Savits

Name of your organization: European perspective for civil education, research, public policy, multi-lingual

Country of residence: Europe

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Keywords: Citizenship, Tolerance

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Fields of activity: Civic Education, Freedom of press, Peace making

Keywords: Citizenship, Tolerance

Hard questions and unique opportunities in Glasgow

By **Nelly Corbel**, Global Civic Consulting, NECE Advisory Board,
Member of the NACE steering committee, Egypt/France

As we prepare to convene in the vibrant city of Glasgow, it is a good time for us to reflect on what we hope to discuss and achieve during our annual open forum.

From increasing disparities on the socio-economic front to disengagement in political participation and access to information, identifying the role of citizenship education in sustaining these trends and the opportunities it offers for addressing them, has become an urgent task.

As we witness the growth of social fractures at both the city and the regional levels with a lack of channels bridging these gaps, information bubbles are sealing communities into echo chambers. This trend is reflected through the ballot, whether through the Brexit referendum or through elections across Europe, including the worrying rates of participation and general disengagement of the general public or on the contrary, the growth of social movements taking it to the streets as a last resort.

From public schools, to private schools, from peripheries to centers, from the public sphere to governments: **what type of channels does civic education offer for sustainable forms of engagement providing an outlet for bridging these inequalities?**

Civic education is a cross-curricular subject which goes beyond the walls of the classroom and beyond school years. From school to retirement, citizens must have an outlet for engaging in a constructive way and what better motivation to stay constructive than to be heard. What outlet is civic education offering to citizens to be heard? How can formal education cooperate with the non-formal and informal civic education sectors? How can we engage all stakeholders across generations? How do we engage both ends of the inequality spectrum? **How do we reach out to the most marginalized areas and communities to bring them to the center of the dialogue?**

From theory to practice, the NECE forum offers a platform to tackle this topic engaging a multitude of stakeholders presenting their different perspectives to provide a full picture of the relationship between inequalities and citizenship education. The civic education sector, though seemingly homogeneous, offers a wide range of expertise, topics and forms of engagement throughout Europe, giving us a chance to challenge our own perceptions and practices.

We also need to ask ourselves the **hard questions**, and allow our own work to be at the center of the debate thinking about our own shortcomings whether from a conceptual perspective or a practical one. **Are we truly promoting an open and inclusive dialogue or are we also sustaining an alienating discourse? How can public-private partnerships participate in reducing the economic gap sustaining these inequalities? How do we constructively discuss the notion of privilege?**

Further, the participation of stakeholders from NECE inspired networks beyond the European borders (**NACE, EENCE and CENESA**), will allow for discussions on global challenges like migration, economic development or violent extremism.

We also look forward to new ideas and resources coming from our Scottish and British partners in **Glasgow: IDEAS; WOSDEC, Bridge 47 and the Institute for Future Cities, University of Strathclyde**.

This is a unique opportunity for all of us, civic education actors, to exchange and engage in peer to peer learning around the impact our work has and can have on confronting inequalities. To put it in a nutshell, this year's topic: "confronting inequalities" invites to a core question: **How can civic education and engagement enable citizens to overcome inequalities and eventually break the social reproductive cycle sustaining them?**

Reader "Inequality & Citizenship Education"

Compiled and edited by Christoph Müller-Hofstede, NECE Coordination/bpb and André Hein, bpb, Department of Print

This reader is a compilation of actual background reading material to the main topics of our conference. It is based on our own – selected – review of the literature and on recommendations from our speakers and panelists.

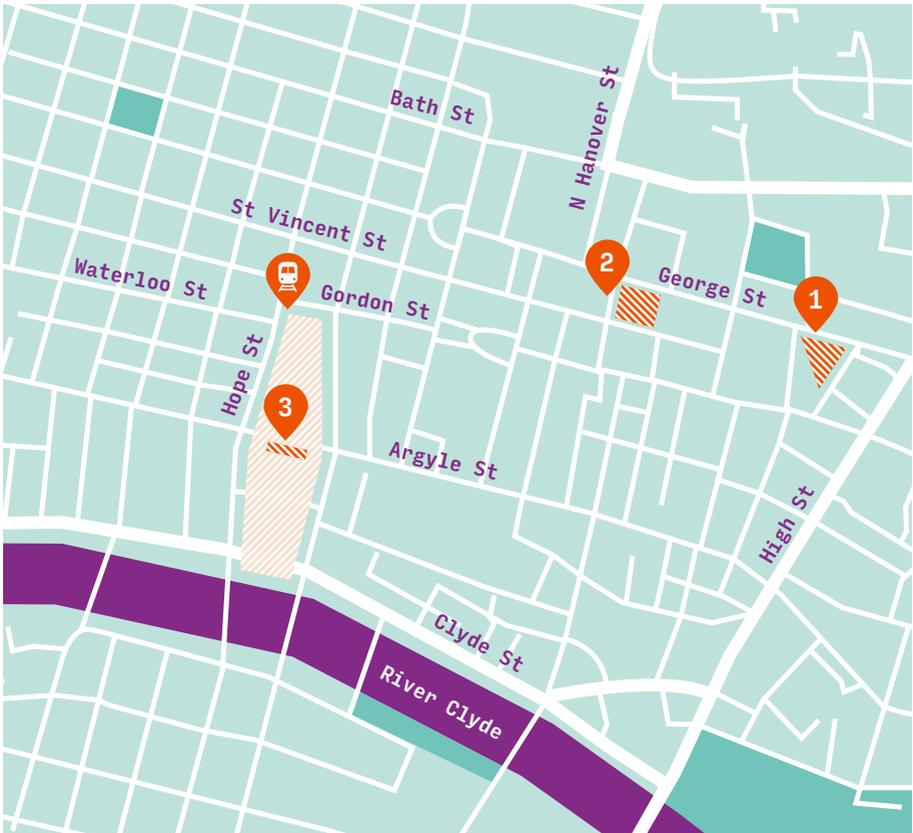
It covers a wide range of issues that will be addressed during the conference. The material includes texts as well as videos and charts and is structured geographically – starting from the issue of inequalities and citizenship education within Glasgow and Scotland up to the global perspective. Please keep in mind that this is our own selection.

Feel free to do your own research and add to our reader.

Please send your feedback/suggestions to:
nece-network@labconcepts.de

You may access this reader on our conference website:
<https://bit.ly/2lqPfng>

MAP OF GLASGOW



- 1 TIC**
99 George St
Glasgow G1 1RD, UK
- 2 City Chambers**
82 George Square
Glasgow G2 1DU, UK
- 3 Argyle St Arches**
253 Argyle Street
Glasgow G2 8D1, UK
-  Glasgow Central Station**
Gordon St
Glasgow G1 3SL, UK

Public Transport in Glasgow

Glasgow offers a good public transportation system that consists of buses, mainly operated by First Glasgow, and the circular line of the Glasgow Underground Railway, running between 6:30 am and 11:40 pm.

Subway tickets are sold in every station, and bus tickets can be purchased on the bus and in the central stations.

For more information visit www.spt.co.uk.

Getting to the Technology & Innovation Centre (99 George Street, Glasgow G1 1RD, UK)

Closest railway stations:

National Services: Queen Street (7 minute walk), Glasgow Central (14 minute walk)

Local Services: High Street (4 minute walk), Queen Street (7 minute walk),
Argyle Street (10 minute walk), Glasgow Central (14 minute walk),
Buchanan Street (Underground, 8 minute walk)

City Skyline Glasgow



PRACTICAL INFORMATION

Wireless Internet TIC

During the event you can access the WiFi connection of the TIC:

Network: TIC Conferences

Password: DearGreenPlace

Social Media

Facebook: www.facebook.com/NECE.network

Twitter: www.twitter.com/NECE_Network

Website: www.nece-conference.eu

Hashtag: #nece2019

Free time // Suggestions for Leisure Time and Attractions

Sightseeing

Many beautiful buildings and museums are to be seen in Glasgow:

Glasgow Cathedral, Riverside Museum, Mackintosh House, Kelvingrove Art Gallery & Museum, Glasgow Science Centre, City Chambers or George Square.

The Tourism Office is located in 156a/158 Buchanan Street.

Walking Tours

Visit www.discoverglasgow.org or www.peoplemakeglasgow.com

for route suggestions and information, or download the *Glasgow Walking App*

Contacts

Organisers & Team

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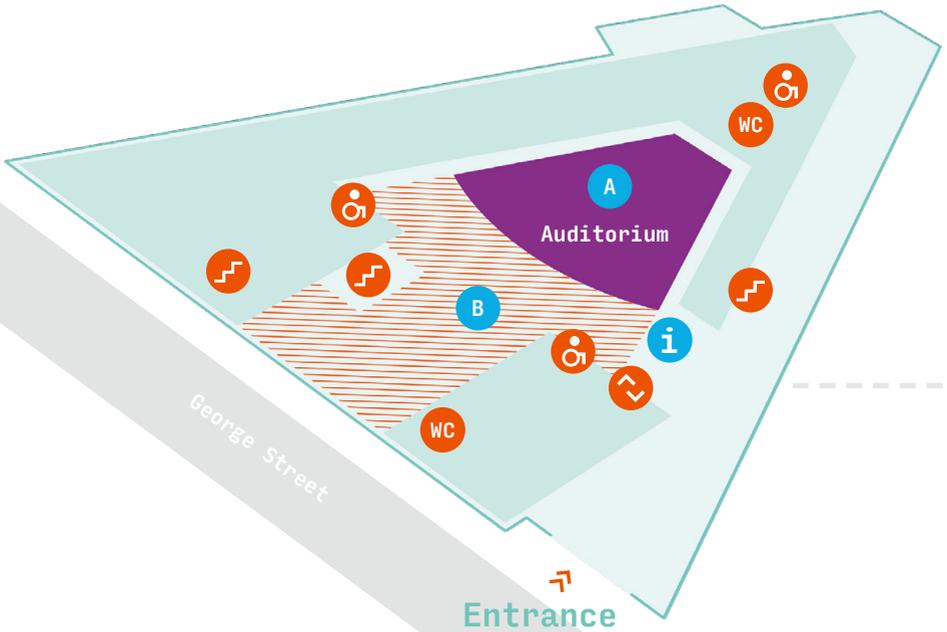
labconcepts GmbH, Berlin/Bonn,

www.labconcepts.de

FLOORPLAN

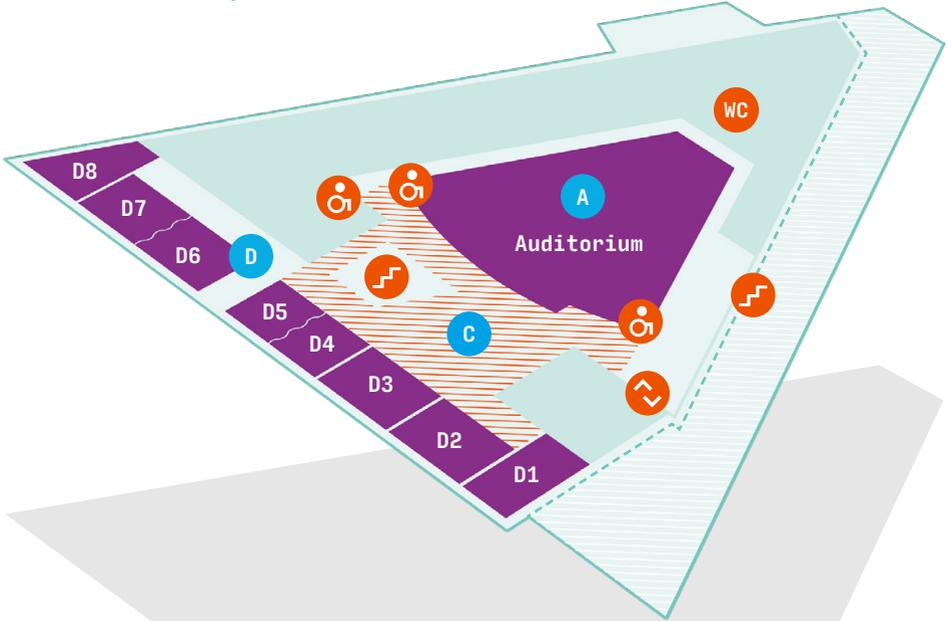
THE TECHNOLOGY & INNOVATION CENTRE

- Ground Floor / Level 2



- A - Plenary (Level 2 & 3)
- B - Project Market & Catering (Level 2)
- C - Open Space (Level 3)
- D - Conference Rooms (Level 3)
- i - Infopoint (Level 2)

^ First Floor / Level 3



∨ Basement / Level 1



PROGRAMME

CONFERENCE FACILITATION

NELLY CORBEL, GLOBAL CIVIC CONSULTING, NECE ADVISORY BOARD, EGYPT/FRANCE

Thursday, 24 October 2019

02:00 – GET TOGETHER & REGISTRATION

04:30 pm Join us in kicking-off the NECE conference 2019!

Registration will be open from 2.00 pm. Settle in with a **Welcome Coffee** and engage in some pre-conference networking at the **Project Market**. More than 10 initiatives and projects are waiting for your visit.

03:45 pm MUSICAL ENERGIZER WITH ARTBEATMUSIC

www.artbeatmusic.org

If it's up to **Jane Bentley from ArtBeatMusic**, there's nothing better than a bang and a beat to get into an alert, energetic and motivated focus – exactly what we'll need during the upcoming days at NECE 2019. The Scottish community music specialist will join us to kick-off the conference, conducting a collective intermezzo to get things started. Get ready to boost your creativity and make some noise!

04:30 – PLENARY SESSION

04:45 pm Welcome: Why are we here?

Christoph Müller-Hofstede, Federal Agency for Civic Education (bpb),
NECE Coordination, Germany

Alicja Pacewicz, Center for Citizenship Education (CEO),
NECE Coordination, Poland

04:45 – Understanding Poverty: Lessons for Citizenship and Education

05:45 pm Darren McGarvey, Author, Rapper and Social Commentator, Glasgow UK
Q&A with **Darren McGarvey**

Moderation: **Michalis Kakos**, NECE Advisory Board,
Leeds Beckett University, UK

05:45 – PANEL

07:00 pm How does Citizenship Education affect Inequalities?

Introduction: **Anja Neundorf**, University of Glasgow, UK

Discussion with:

Rachel Binnie, Glasgow City Council, UK

Anja Neundorf, University of Glasgow, UK

Felisa Tibbitts, Columbia and Utrecht Universities,
USA and The Netherlands

Moderation: **Caroline Hornstein Tomić**, Institute of Social Sciences
Ivo Pilar, NECE Advisory Board, Croatia

If citizenship education supplied knowledge and promotes participation among structurally disadvantaged groups, it could help them raise their voices in a public discussion and defend their interests as citizens. Can and should citizenship educators focus more clearly on working with disadvantaged groups? How can it provide spaces where inequalities can be studied, debated and comprehended? What kind of knowledge, critical reflection and public support are needed for such an engagement to be successful?

08:00 – CIVIC RECEPTION

10:00 pm courtesy of **The Rt Hon The Lord Provost of Glasgow**
Drinks and Dinner at the Glasgow City Chambers
(82 George Square, Glasgow G2 1DU)



Welcome to Glasgow! The City of Glasgow invites all NECE participants to the historic City Chambers located in the heart of Glasgow. Meet the Lord Provost or a Bailie of the City for some drinks and dinner at the official welcome reception in one of Great Britain's most eminent examples of Victorian civic architecture.

Friday, 25 October 2019

from COFFEE AND NETWORKING = PROJECT MARKET

08.15 am More than 10 different institutions and organisations will be presenting themselves and their approaches in citizenship education. Come and meet over a cup of coffee!

Who
is who on
the project
market
page 34

09:15 – PLENARY SESSION

09.30 am Introduction:

Nelly Corbel, Global Civic Consulting, NECE Advisory Board, Egypt/France

Introduction to the Open Space:

Susanne Ulrich, Centre for Applied Policy Research, Germany

09:30 – PROJECT MARKET ELEVATOR PITCH!

09.45 am Get to know the projects from the project market! Each project representative will present their project to the audience in a one-minute pitch.

09:45– **PANEL**

11:00 am **Citizenship Education for a Divided Nation**

Bryony Hoskins, University of Roehampton, UK
David Kerr, University of Reading/Young Citizens, UK
Daniela Sime, University of Strathclyde, UK

Introduction and Moderation: **Michalis Kakos**, Leeds Beckett University, Advisory Board, UK

Education in general and citizenship education in particular have been traditionally associated with societies' efforts to achieve social cohesion and unity. References to British identity in citizenship and the compulsory promotion of 'British values' in the English curriculum are indicative of the efforts to build civic and national unity across a Kingdom which, after two referenda and with social inequalities in constant growth, seems far from 'united'. The panel will explore the potentials but also the appropriateness of such objective for education.

Focus
UK

11:00– **OPEN SPACE (Round 1)**

12:00 am **The Open Space is ...**

- a forum for your topics and ideas that are not worked on in the workshops
- a space for discussions that you want to continue after the formal sessions
- a networking hub for new project partners and experts in your field

Facilitation: **Susanne Ulrich**, Centre for Applied Policy Research, Germany

12:00 am– **Lunch**

01:30 pm

01:30– **PARALLEL SESSIONS (Round 1)**

03:00 pm The parallel sessions offer a variety of workshops, panels and lectures with lots of opportunities to get in touch with experienced practitioners, researchers and activists.

Find the
complete
overview of
sessions
page 24

03:00– **Coffee Break**

03:30 pm

03:30– **PLENARY SESSION**

04:00 pm Getting ready for the 'Field Trips'

No Mean City: Narratives and Realities of Glasgow

Robert Rogerson, academic director of the Institute for Future Cities, University of Strathclyde, will speak about the inequalities in the urban development of Glasgow and ways to addressing them.

04:15– **Exploring Glasgow!**

07:00 pm Sign up for one of the 'field trips' to a local organisation or join in for an alternative city tour. Meet Glaswegian artists, activists, educators and get in touch.

Overview
'Field Trips'
page 40

Saturday, 26 October 2019

from **COFFEE AND NETWORKING = PROJECT MARKET**
09:30 am

10:00– **OPEN SPACE (Round 2)**

12:00 am **The Open Space is ...**

- a forum for your topics and ideas that are not worked on in the workshops
- a space for discussions that you want to continue after the formal sessions
- a networking hub for new project partners and experts in your field

Facilitation: **Susanne Ulrich**, Centre for Applied Policy Research, Germany

12:00– **PLENARY SESSION**

12:30 pm **Take-Aways, Action Points, Next Steps: Wrapping up the Open Space**

Moderation: **Susanne Ulrich**, Centre for Applied Policy Research, Germany

12:30– **Lunch**

02:00 pm

02:00– **PARALLEL SESSIONS (Round 2)**

03:30 pm The parallel sessions offer a variety of workshops, panels and lectures with lots of opportunities to get in touch with experienced practitioners, researchers and activists.

Find the complete overview of sessions page 29

03:45– **PLENARY SESSION**

05:30 pm **Concluding Panel**

European Citizenship beyond Brexit: An Agenda for Times of Trouble

Introduction: **Thomas Krüger**, Director of the Federal Agency for Civic Education (bpb), Germany

Eve Hepburn, PolicyScribe, UK

Maia Mazurkiewicz, Front Europejski, Poland

Adam Ramsey, openDemocracy, UK

Katerina Toura, Council of Europe, France (tbc)

Moderation: **Nelly Corbel**, Global Civic Consulting, NECE Advisory Board, Egypt/France

Our concluding panel is aimed at discussing the future of European citizenship as a transnational citizenship right against the backdrop of the still uncertain Brexit scenarios. We will start from the basic fact that Brexit will have a direct impact on the status of British (and Scottish) citizens as citizens of the European Union. For the first time in modern history an automatic and collective (involuntary) 'lapse of status' is likely to take place. We will discuss the social implications of Brexit with a view both from Scotland and England and implications for EU citizens and migrants in Scotland and possible (Scottish) responses to Brexit and the loss of EU rights.

05:30 – WRAPPING UP

06:00 pm Moderation: **Nelly Corbel**, Global Civic Consulting, NECE Advisory Board, Egypt/France

07:00 – A 'POST CONFERENCE' CÈILIDH AT ARGYLE ST ARCHES

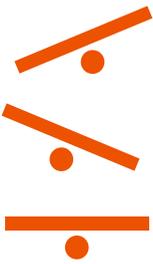
10:00 pm (253 Argyle Street, Glasgow G2 8DL)

Let's call it a day (or a conference)? Well, not just yet! We invite you to a unique event. At the **Argyle Street Arches** space just a stone's throw away from the conference venue: to enjoy some delicious tidbits, drinks, post-conference networking and some of the most toe-tapping music around town with the **It's No' Reel Ceilidh Band!** And, be sure not to miss out one last authentic Scottish experience before hitting the road back home!



Sunday, 27 October 2019

Departure



PARALLEL SESSIONS

Friday, 25 October // 1:30 – 3:00 pm

– DISCUSSION

Democracy in Crisis or Democracy at Work? Two Views on the Direction of European Politics

Main Auditorium 1

David Goodhart, Journalist and Author, UK

Niccolò Milanese, European Alternatives, NECE Advisory Board, Fellow at IWM Vienna, UK/France

Moderation: **Stephen M. Carroll**, France 24, France

Brexit, Trump and populism in Europe suggest that Western democracies have entered a period of protracted crisis. The ongoing transformation of democracies and economies are unsettling millions of citizens creating entry points for polarising emotional politics, in which nationalist resentments and calls for authoritarian solutions are largely echoed.

This view is held by many observers, including Niccolò Milanese, Director of European Alternatives and Member of the NECE Advisory

Board. Contrary to this, the British author and journalist David Goodhart interprets the recent events as indicator of thriving democracy, hence far from being in crisis; checks and balances were working and the 'direction of travel' in European politics is towards a new kind of 'decent populism'.

Niccolò Milanese and David Goodhart will discuss their radically different interpretations of our current problems and the conclusions for active citizenship education.

– WORKSHOP

Journeys that we make: Traveling, Learning and Communicating with Odysseus

Main Auditorium 3

David Cooper, Batley Girls' High School, UK

Catherine Heinemeyer, York St John University, UK

Charlotte King, Batley Girls' High School, UK

Moderation: **Michalis Kakos**, Leeds Beckett University, NECE Advisory Board, UK

"Journeys That We Make" is an educational project which invites students to reflect on their identities with the use of fictional and mythic storytelling. Using as a common canvas the narrations of sections from Homer's *Odyssey* and expressing themselves through various artforms, students are invited to inhabit characters from this ancient poem and/or to become storytellers of their own version of *Odyssey*. By doing so, students have the opportunity to visit, examine and express emotions and opinions, to safely share experiences and to narrate their positionings and identity journeys.

In this workshop, we will be joined by members of staff and students from one of the schools in which we piloted the project and we will draw on the resulting proliferation of poetry, filmmaking and storytelling by students to illustrate how cultural assets, experiences, identities and positions were brought into dialogue through this creative process. We will also discuss the ways it was harnessed by school staff as a focus for ongoing discussion of difficult topics, and our observations as to how shared ownership of the *Odyssey* created a safe common territory for students from different areas of the city to meet as 'already-initiates'.

– ROUNDTABLE

Gender (still) matters! How citizenship education can promote empowerment

Main Auditorium 2

Introduction: **Kathleen Lynch**, University College Dublin, Ireland

Ellie Harrison, artist & activist, UK

Małgorzata Leszko, Center for Citizenship Education (CEO), Poland

Moderation: **Louisa Slavkova**, Sofia Platform, NECE Advisory Board, Bulgaria

While women's rights have advanced over the decades, gender inequalities persist in many forms and variations in European societies – which are generally regarded as progressive in this regard. The Global Gender Gap report (<https://www.weforum.org/reports/the-global-gender-gap-report-2018>) and other data from the UN (<https://sustainabledevelopment.un.org/sdg5>) show that business is unfinished on that front. Women and men are still treated differently in various areas of life and are confronted with different requirements, conditions and opportunities. Most importantly, women continue to be underrepresented at all levels of political leadership and the level of political participation

is low. Income inequality and the infamous gender pay gap continue to be major problems and show the gender dimension of social inequalities. Gender parity and the empowerment of women and girls should therefore become more visible on the agenda of citizenship education and also of NECE.

Kathleen Lynch (Dublin), Ellie Harrison (Glasgow) and Małgorzata Leszko (Warsaw) will discuss why gender inequalities and social inequality are connected with each other and share their ideas of how to address these problems in (citizenship) education with the participants.

– PANEL

Workshop organised by NACE (Networking Arab Civic Education)

Are Inequalities the Root Causes of Violent Extremism?

Conference Room 6

Moez Ali, UTIL, Tunisia

Sébastien Boussois, Université du Québec à Montréal/Université libre de Bruxelles, Belgium

Hilary Pilkington, Manchester University, UK

Moderation: **Nelly Corbel**, Global Civic Consulting, NECE Advisory Board, Egypt/France

How is socio-economic inequality indeed the root cause of the rising violent extremism in European and southern Mediterranean regions? To tackle the complexity of this issue, we draw attention to the diverse and interconnected interrelationships leading to violent extremism. Here we explore the formation of violent extremism, and the avenues which exist to

address the issue. We'll examine the importance of a "multi-stakeholder" approach for weaving sustainable methods into local communities, by creating a sense of collective responsibility and of purpose amongst vulnerable populations.

– WORKSHOP

Overcoming 'Economic Stupidity': Financial and Economic Literacy in Citizenship Education

Conference Room 2

An Lavens, BELvue King Baudouin Foundation, Belgium
Anke Uhlenwinkel, Klagenfurt University, Austria
Chris Waller, Association for Citizenship teaching (ACT), UK
Moderation: **Petr Čáp**, Civic Education Centre (CEC), Czech Republic

It seems to be clear that working on financial or economic citizenship is just as important to empower youngsters, especially from fragile backgrounds, and help them to develop the necessary capabilities to ensure inclusion and equal opportunities.

In this workshop, curated by An Lavens from the BELvue Center in Brussels, examples of practical and conceptual work from the BELvue center and its financial education exhibition, based on experiences of its Democracy Factory will be shown. We invite you to share

your thoughts about the general direction of this new (and still contested) field. As work in progress a hands-on, debate-provoking, interactive exhibition on financial education will be presented and discussed by experts from Austria and the UK. Please join us and help us make this exhibition as effective and interesting as possible!

– WORKSHOP

Educating the Global Citizen in Scotland: Ideals and Realities

Conference Room 8

Diana Ellis, IDEAS/WOSDEC, UK
Neil Scott, Clyde Primary School Glasgow, UK

Education for Global Citizenship is one of the priorities of the Scottish Curriculum for Excellence, through the overarching national framework of Learning for Sustainability (LFS). The workshop will explore the meaning attributed to the concept of Global Citizenship by practitioners, students and schools. We will hear from Neil, a teacher in a Primary school in an area of multiple deprivation which borders an area of extreme wealth in west Glasgow.

He will share with us a video he has made with his students that explores how they feel about their area: where they feel happy, safe, what they do, where they feel that ISN'T their area, and why. Neil will be in a dialogue with WOSDEC, a Scottish educational NGO supporting schools in the delivery of the Citizenship curriculum across the West of Scotland.



– LECTURE WITH Q&A

Voices on Values: How to Promote Open Society Values in Polarised Societies?

Conference Room 1

Filip Pazderski, Institute of Public Affairs, Poland

To what extent young Europeans cherish fundamental values such as freedom of expression, respect for minorities and the rule of law? If they had to choose, would they prioritise them over economic prosperity and political stability? What differences regarding these attitudes can be observed between Central-Eastern and Western Europe as well as inside particular societies? What role are inequalities playing as drivers of polarization and disenfranchisement? We will present new data of two recent research projects, covering a wide range of Western and Eastern European countries. Voices on values: How European publics and policy actors value an open

society by the Open Society European Policy Institute and Youth, Politics, Democracy by the National Democratic Institute (NDI) give new insights on the younger generation's attitudes to democracy and on their participation in public affairs. The presentation will be followed by interactive Q&A to discuss implications of these findings for civil society and citizenship education. To feed the discussion some examples of already implemented activities, e.g. from **Maia Mazurkiewicz** (Front Europejski, Alliance for Europe, Poland) will be also brought to participants' attention

– WORKSHOP

Bridging Social Inequalities in Youth Access to Learning and Employment

Level 1 Auditorium

Nada Bahgat, American University Cairo, Egypt

Andy Cameron, Glasgow Guarantee, UK

Daška Domljan, Foundation Znanje na djelu/Wissen am Werk, Croatia

Dunja Vukelic, Pro Youth, Croatia

Jan Wilker, StartNet/Goethe-Institut Brussels, Belgium

Moderation: **Caroline Hornstein Tomic**, Institute of Social Sciences Ivo Pilar, NECE Advisory Board, Croatia

Youth unemployment is pronounced in regions – in Europe, the South Mediterranean, and beyond – which pass through economic and social transformations or are threatened by structural decline. Development perspectives of such regions are particularly dim: many skilled, talented and affluent young are leaving and a growing number of NEETs (not in education, employment, or training) stays behind. Reasons for high youth unemployment and brain drain are diverse – still, both are linked with social inequality, which translates in non-equal access to comprehensive education, practice (work)

based learning and eventual employment. Inequalities are furthermore perpetuated due to the lack of social capital. This session will provide a deep dive into different initiatives and programs, which all seek to tackle the nexus between inequality and employability specifically (but not only) in regions challenged by structural decline. We will explore how a comprehensive educational offer for youth to become self-sustainable professionals and active citizens in their local communities can be boosted through partnership between civic, educational, public and business sectors.

– WORKSHOP

Workshop organised by **CENESA**
(Civic Education Network for Eastern and Southern Africa):

The Civic Education Challenge – A Civic Education Tool for Schools

Conference Room 7

Mira Dutschke, Democracy Works Foundation, South Africa
Grace Maingi, Uraia Trust, Kenya
Cyrus Nkusi, Governance for Africa, Rwanda

The workshop will generate ideas for a student-centred approach to civic education in the form of different learning challenges. Workshop participants will be divided into different groups focusing on a certain topic or question within civic education, e.g. What are human rights? or Why should you vote? Participants will collect and exchange ideas for interactive learning activities in order to allow students to explore this topic themselves in a fun way. These ideas will later be incorporated into a challenge or game, which can be implemented at schools as part of learning activities in the field of civic education.

The challenge will be created and designed by CENESA with the technical support provided by the Hanns Seidel Foundation. This challenge will then be piloted in different schools in a number of member states of CENESA. A collaboration on this project with NECE would allow to pilot the project in different NECE member states as well. In a follow up meeting (e.g. at NECE 2020) the pilot will be assessed, evaluated and refined in order to be adaptable to different country contexts.

– WORKSHOP

Does Disinformation pose a Threat to our Democracy?

Conference Room 3

Nicholas Bukovec, euro|topics, Ireland
Olivia Kortas, euro|topics, Poland
Moderation: **Judith Fiebelkorn**, euro|topics, Germany

Since the Brexit referendum and Trump's election as US president the issue of disinformation has come under increased public scrutiny. Social media and their algorithms are facilitating the mass distribution of false information, but traditional media may also conceal or emphasise certain aspects of a given topic. The correspondents of the euro|topics press review take a look at Europe's media landscapes:

What disinformation campaigns has our continent experienced in recent years? What impact did they have on societies characterised by (social) inequalities? And what can be done to prevent the spread of false information?



– PANEL

Global Citizenship Education – Why and for whom?

Main Auditorium 1

Grace Maingi, Uraia Trust, Kenya

Megan Mchaney, Bridge 47, UK

Felisa Tibbitts, Columbia and Utrecht Universities, USA and The Netherlands

The panel will reflect critically on the definitions of and vision for global citizenship education (GCE), incorporating perspectives from the Global North and Global South, as well as from relative wealth and deprivation within national contexts. What are the aspirations and implications for global citizenship education taking place within the contours of globalization? What are the hidden values, privilege and

practicalities behind notions of student engagement and transformative learning? We will explore these questions with reference to the formal and non-formal education sectors.

– WORKSHOP

It's up to EU! Meet the Challenges of urban and rural European Regions

Conference Room 2

Mareike Meyer, EUROSOC#DIGITAL, Germany

Zorana Simic, EUROSOC#DIGITAL, Germany

#FutureLabEU is a co-creation workshop asking the key question how we want to live in the EU of tomorrow. A special focus is on the rural-urban dichotomy. After a short thematic input, future scenarios for concrete cities and rural regions are developed in small working groups.

How will our working places look like?

What role will digitisation play?

And how does the demographic change influence our future?

These are some of the questions that we'll be dealing with. In this lab, there are no limits to the imagination of the participants.



– WORKSHOP

Talking Europe – Using Digitization and Artificial Intelligence for Political Dialogue and Citizenship Education

Conference Room 3

Ulrich Berger, Diskutier Mit Mir e.V., Germany

Alban Genty, Vote&Vous, France

Opinion bubbles and national narratives shape social discourse throughout Europe. Before the European elections, **Talking Europe** brought thousands of Europeans together in one-on-one talks to discuss politics in an anonymous and secure environment. It did not matter where one lives or what socio-economic background one has. The language barrier is bridged through the use of artificial intelligence to ensure real-time translation.

In this workshop we bring together unique perspectives on how digitization can be used to promote political dialogue. After a short presentation on the **Talking Europe network** and the eponymous tool, we will discuss the possibilities of using digital approaches in citizenship education. Together with you, we want to find new perspectives, benefit from your experience as practitioners and co-create new ideas for pan-European projects.

– WORKSHOP

Radio as a Way to face Inequalities and empower Children

Conference Room 6

Paulina Dabrowska, Kannerbureau Wooltz, Luxembourg

Nadine Lepage, Jugendbureau Éislek, Luxembourg

Different backgrounds, native languages and experiences: the perfect conditions to connect with children and to set up a radio project. A creative approach to this audio only medium gives children an opportunity to share ideas and perceptions, discuss and listen to each

other. Common grounds are built, skills trained. The workshop invites participants to discover and explore methods for radio-projects with children.



– WORKSHOP

Countering Inequalities, fostering Inclusion: What can the Council of Europe's new 'Competences for Democratic Culture' contribute?

Conference Room 8

Veronika Fehlinger, Land der Menschen Oberösterreich, Austria

Patricia Hladschik, polis – The Austrian Centre for Citizenship Education in Schools, Austria

Claudia Lenz, Norwegian School of Theology, Religion and Society, NECE Advisory Board, Norway

The workshop provides an introduction to the Council of Europe's Reference Framework Competences for Democratic Culture (RFCDC). Members of the NECE focus group "Competences for Democratic Culture" share their experiences with the implementation of the RFCDC in their diverse national and educational contexts. Participants of the workshop get familiar with the elements of the reference framework in an interactive setting that will allow them to apply the tool in their own contexts.

In the second part of the workshop, participants will explore the potential of the reference framework in working with disadvantaged children and adolescents: What can the RFCDC do in concrete terms to counteract inequalities and promote inclusion?

– PANEL

"It's the Economy, stupid! No, It's something else." The Rise of Illiberalism and Populism in Post 89/91 Eastern Europe

Level 1 Auditorium

Introduction: **Stefan Melle**, Transition Dialogue, Germany

Caroline Hornstein Tomić, Institute of Social Sciences Ivo Pilar, NECE Advisory Board, Croatia

Oksana Huss, Institute for Development and Peace, Germany/Ukraine

Jan Sowa, Sociologist, Philosopher, Design critic, Poland

Krassen Stanchev, Institute for Market Economics, Bulgaria

Moderation: **Louisa Slavkova**, Sofia Platform, NECE Advisory Board, Bulgaria

This panel is designed by Transition Dialogue 2019–2021, a network of scholars and citizenship educators from seven Eastern European countries (transition-dialogue.com). Its key objective is to make sense of the experience of transition in post-Cold war Eastern Europe and transfer these insights

and controversies into new contents and formats of civic education. In this workshop, we are looking at the role of economic and social disparities between the 'West' and the 'East' as well as in the transformation countries and ask if (social) inequalities are the only driving force for discontent and populism.

EU Funding Programmes: How to make them work for you

Conference Room 1

Sophie Logothetis, DutchCulture, The Netherlands
Petar Markovic, ECIT Foundation, Belgium
Moderation: **Tatjana Meijvogel-Volk**, ProDemos, The Netherlands

Are you looking for funding for your project, but desperate since you do not find your way through the 'Brussels jungle'? – Then try this consultation panel! – Our experts with long standing experience in EU programmes will present the latest developments in the 'subsidy – arena', give you hints how to write a concise application and be ready to answer your questions. Given the particularity of the moment of turnover in EU institutions, the negotiations of the next Multiannual Financial Framework (MMF) and the anticipation of the next European Commission's report on European Citizenship – this panel will talk about the future funding perspectives in the area of

citizenship education in general, looking at the dynamics of the ongoing negotiations of the MMF and how it will affect Erasmus+ and other relevant programmes. You will receive an overview of the Europe for Citizens programme concerning funding for projects that have to do with citizenship, European history and European civic participation. We will talk about the current programme which will last till the end of 2020 and the changes starting in 2021 with the new policy period. We will touch upon the Creative Europe programme and the chances for funding in the ongoing Horizon 2020 calls.

– LECTURE WITH Q&A

Lecture with Q&A organised by EENCE (Eastern European Network for Citizenship Education)

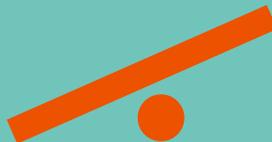
National Citizenship Education and Current Tasks: The Case of Ukraine

Conference Room 7

Introduction: **Tatevik Hakobyan**, Women's Council, Armenia
Igor Folvarochnyi, Association for World Education, Ukraine
Moderation: **Narine Teknejan**, Youth is Power, Armenia

A functioning citizenship education system and the implementation of corresponding conceptual approaches developed at the legislative level are crucial for overcoming the national economic crisis in Ukraine. At the same time, several other issues related to eliminating the inequality of the country's citizens remain no less relevant. The fulfillment of the peoples' expectations regarding the solution of these complex issues will be central to the credibility of the newly elected President and

the parliamentary majority of his ruling party. We will show different examples of how the formal and non-formal education sectors participate in the development of civic education in Ukraine. Special attention will be paid to the role of youth actors. How can we arrive at strategies for developing a sustainable bottom-up structure in citizenship education in Ukraine and other transformation countries?



PROJECT MARKET

Thirteen different institutions and organisations will be presenting their projects in the field of citizenship education from 24 until 26 October in the Level 2 Foyer at the TIC.

The project market opens its doors on **Thursday, 24 October** from **2:00 to 4:30 pm** as well as on **Friday, 25 October and Saturday, 26 October before the morning session and during the lunch break**. Don't miss the project pitch on **25 October, at 9:30 am** in the plenary.

– NECE Partners & bpb book stall

Seven partner organisations from France, The Netherlands, Luxembourg, Austria, Slovenia, Poland and the Czech Republic make up NECE. They are cooperating closely across national borders and consist of a wide variety of different governmental and non-governmental institutions. Interested in getting involved? Pass by the bpb book stall or get in touch with representatives of the NECE partners!

Web: www.nece.eu

Contact persons:

Alicja Pacewicz, email: alicja.pacewicz@ceo.org.pl;

Christoph Müller-Hofstede, email: christoph.mueller-hofstede@bpb.de

– NACE

Networking Arab Civic Education

NACE is a platform that connects and enhances the diverse initiatives of Civic Education in the Arab Region. It contributes to the overall development of Civic Education in the region and other similar networks.

NACE provides spaces for exchanges on knowledge and tools in order to advocate Civic Education in the Arab Region. NACE builds on and promotes values enabling PARTICIPATION of citizens and institutions, RESPONSIBILITY of citizens and institutions to care for individuals and society, INCLUSIVITY that cherishes and build on the benefits and synergies of diversity, and TRANSPARENCY that provides for open and accountable cooperation.

Web: <http://nacecommunity.org>, Facebook & Twitter: @nacecommunity

Contact person: **Lisa Sebold**; email: info@nacecommunity.org

– CENESA

CENESA is a network of civic education actors offering mutual support, knowledge sharing and learning opportunities to Civil Society Organisations and individuals to enhance participatory democracies as well as advocating for States and Regional Bodies to accept citizen's voices in public processes and decisions. The network was born at the 2017 East African Civic Education Forum in 2017 in Entebbe, Uganda.

While many organisations in the region are carrying out extraordinary work to deepen participatory democracy specifically for young people, this work is often done in regional isolation. Many of the challenges civic educators aim to address, however, involve cross border issues (for e.g. migration, gender inequality, climate change, access to resources, etc.) which single nation states cannot address alone. The creation of CENESA is therefore driven by the recognition that regional challenges require regional solutions.

Web: www.cenesa.org

Contact person: **Sheila Nabachwa**, email: cenesa2017@gmail.com

– MitOst e.V

MitOst connects active citizens in an open and diverse network in Europe and its neighbouring regions. We encourage activities and implement programmes which foster cultural exchange, active citizenship, social cohesion and sustainable urban and rural development – beyond cultural, sectoral or linguistic borders. MitOst was founded in 1996 by alumni of Robert Bosch Stiftung and volunteer enthusiasts. It is now an association with around 1,400 members in 45 countries, 10 alumni groups, several cooperation programmes and numerous international projects. The annual International MitOst Festival has become a get-together of our network of change-makers throughout Europe and abroad. MitOst supports young people in participating actively in their societies and in acting according to democratic principles.

Contact persons:

Jonas Teune, email: Jonas.Teune@mitost.org;

Linnéa Mühlenkamp, email: Linnea.Muehlenkamp@mitost.org

– EENCE

EENCE (Eastern European Network for Citizenship Education) is a network of organizations and experts aiming at promoting exchange and development of knowledge, skills and values on citizenship education in the region of Eastern Europe. The EENCE network was established in 2015, in frames of the NECE Network with a vision in mind. The vision is to create a platform for long-term communication and exchange of non-formal and civic education between state and non-governmental professionals from the Eastern Partnership countries as well as to endorse networking with the EU countries. Network members are successfully implementing joint projects, programmes, research, etc. that contribute to the development of civic education in the Eastern Partnership region and Russia.

Web: www.eence.eu

Contact persons: **Nurana Mamedova/Helga Melnik/Naila Ismayilova;**

email: infoeence@gmail.com

– CANDIICE – creative learning for better democracy in a digital age

Creative **A**pproaches to **N**ew **D**emocracy through **I**nnovative **I**nclusive **C**itizenship **E**ducation

Help us make education for democracy far more CREATIVE, IMAGINATIVE, ARTISTIC, ENGAGING, INCLUSIVE and SUCCESSFUL. It's never been more important that all learners value and defend plural, liberal democracy. Can we use more creative, artistic and technological pedagogies to help ALL LEARNERS at ALL AGES actively understand, improve and defend democratic rights? CANDIICE THINKS we can and we must! Sign up to share your existing work and ideas and to try out new work with your learners (all ages). Our UK, Croatia, France, Germany and Portugal Erasmus Plus project runs 2019–2022. We are just starting and really need your help. Educators in all European countries are invited to join our sharing group at NECE Market Place or CANDIICE.COM

Contact persons:

Khalid Mahmood/Adam Newman Turner, email: contact@allinnetwork.eu

– euro|topics – The European Press Roundup

What does Europe think? The euro|topics press review is a project of the bpb (Federal Agency for Civic Education) that keeps you up to date on the debates that are stirring Europe and reflects the diversity of opinions, ideas and moods. euro|topics takes a daily look at Europe's press and cites the most important voices in English, French, German, Russian and Turkish.

Web: www.eurotopics.net

Contact person: **Judith Fiebelkorn**, email: fielkorn@n-ost.org

– Council of the EU

“What does the EU do for me: a look inside”

Discover the European Council and the Council of the EU and learn how member states' governments work together to set the direction for the European Union and to adopt legislation, in order to make our lives better. The project presents how we engage with citizens via simulations, visits to the Council's premises, tailor-made presentations, explanatory videos and interactive activities, to allow them to experience how European decision-making works and why it matters. Our committed speakers and facilitators happily help citizens to: (1) better understand the EU, its policies and their relevance; (2) find out what is happening behind the scenes; (3) engage in an interactive multimedia experience; (4) play a simulation game to see how European ministers work together to find joint solutions to common challenges.

Web: www.consilium.europa.eu

Contact person: **Petar Natsev**, email: Petar.Natsev@consilium.europa.eu



– WOSDEC

The West of Scotland Development Education Centre (WOSDEC) are funded by the Scottish Government to provide support for teachers, schools and local authorities across the West of Scotland to embed Global Citizenship education into their ethos, curriculum and policy. We work with 13 authorities (municipalities), including Glasgow, and closely with our national sister Development Education Centres to ensure there is equity of support across Scotland.

Web: www.wosdec.org.uk

Contact person: **Diana Ellis**; email: diana@wosdec.org.uk

– IDEAS

The International Development Education Association of Scotland (IDEAS) is a network of non-governmental organisations and individuals who are actively involved in Education for Global Citizenship in both the formal and informal sectors in Scotland. Members include large NGOs, small organisations and individuals working in areas such as international development, global poverty, sustainable development, social justice and citizenship. By raising awareness of global concerns and illustrating the potential for change, the IDEAS network aims to influence those in all sectors of formal and informal education and life long learning including teachers, policy makers, youth and adult education workers and a range of voluntary and statutory organisations.

Web: www.ideas-forum.org.uk

Contact persons: **Emma Gardner / Diana Ellis**, email: egardner@christian-aid.org

– Scotdec

Global issues, global subjects (GIGS) is an exciting European-wide Global Citizenship project open to secondary level schools and teachers across Scotland. Led by Polish NGO Centre for Citizenship Education and spanning over 10 European countries, Scotdec is the Scottish partner of the GIGS project.

Schools from across Europe are working together through education to take action for the UN Sustainable Development Goals (SDGs). The GIGS project provides materials, training and support for Global Citizenship Education in the classroom. Teachers will also have the unique opportunity to take part in seminars and conferences across Europe while examining their subject through key global citizenship themes. The GIGS project presents a significant opportunity to improve teachers' confidence and skills in tackling difficult issues in the classroom while empowering young people to take action on issues which are important for their communities.

Web: www.scotdec.org.uk.

Contact person: **Charlotte Dwyer**, email: charlotte@scotdec.org.uk

– Talking Europe / Diskutier mit Mir e.V.

Digital discussions between Europeans who do not share the same language, opinion and domicile? Talking Europe creates a safe digital space for political discussions with live-translated one-on-one chats. We aim to promote European democracy and cohesion, enabling citizens to better reflect and understand political opinions. With our platforms in Europe, Germany, Sweden and Hungary and together with i.a. Vokskabin and Vote&Vous, we engage in digital citizenship education, especially promoting competencies in digital political dialogue for the young generation.

Web: www.talkingeurope.eu

Contact persons: **Ulrich Berger / Alban Genty**, email: ulrich@diskutiermitmir.de

– Bridge 47

Bridge 47 is a cross-country project and Global Network that aims to inspire and facilitate strategic and cohesive action towards achieving SDG 4.7 through the means of Global Citizenship Education. Bridge 47 was created to bring people together to share and learn from each other. The Network facilitates cooperation around achieving target 4.7. and builds bridges between all types of value-based education. We mobilise civil society from all around the world to contribute to a transformation towards global justice.

Web: www.bridge47.org

Contact persons: **Eleanor Dillon/Megan Mchaney** email: megan.mchaney@bridge47.org

– BELvue King Baudouin Foundation

The BELvue is a project on citizenship education in Belgium run by the King Baudouin Foundation, a pluralistic non-profit public benefit foundation with a wide scope of action domains. Since 2003, the BELvue aims to reach schools and teachers, but also youngsters outside of school context, with activities, tools and workshops on political citizenship, the justice system, media, active citizenship, the colonial history of Belgium, discrimination and racism and last but not least on financial education. The focus on stimulating critical thinking, dialogue, interaction and comprehension through role playing and interactive workshops has proven to be a successful approach with formats now used in different countries throughout Europe. Come and discover our offer and see if we can do anything to help you develop yours.

Web: www.belvue.be

Contact persons: **An Lavens/Aurélie Cerf** email: Lavens.a@kbs-frb.be

– NECE conference Evaluation Point

This year's review team will also be present in the project market. Please come by and leave a quote on the questions: How can you tell that the conference was really valuable to you? What was your highlight today and what made it so important for you? What should be different next time? We also ask you to rate the conference according to criteria such as controversy, organisation, venue, opportunities to participate, variety of speakers ... and concerning your personal success criteria: Let us know!

Contact persons: **Julia Pfinder/Jildou Talman** email: jp@juliapfinder.de

OPEN SPACE

The two **Open Space** sessions on **25 October, 11am to 12am**, and **26 October, 10am to 12am**, are the perfect place for an open exchange, networking and spontaneous discussion on upcoming relevant issues. **Discuss your own challenges, needs, tools, topics, and projects in citizenship education.** You can host a discussion with your own topic or take part in discussions hosted by other participants.

If you are interested in hosting or joining a discussion, please visit the **Open Space Board in the Level 2 Foyer** of the venue! **Susanne Ulrich**, the facilitator of the Open Space, will assist you with any question.

As the Open Space is a tried-and-trusted NECE format, some discussion proposals by participants have already reached us. We are looking forward to:

The Sustainable Democracy Game (SDG)

Learn how the SDG opens for Dialogue on and understanding of the UN's 17 Sustainable Development Goals.

Host: IAED – International Academy for Education and Democracy

European Citizenship solidarity beyond Brexit

This workshop looks at the irrevocable nature of EU citizenship. It also investigates how EU citizenship could “create a dignified way forward” for those who may risk losing rights because of Brexit.

Host: European Citizen's Rights, Involvement and Trust – ECIT

Strengthening European Identity through Education and Culture

This motto should encourage the broader cultural and socio-cultural sector to rethink their policies and practices. Ways to assist organisations and institutes, NGOs and informal networks to manage the upcoming changes will be presented, among those an accredited MBA European Culture, Heritage & Citizenship.

Host: **Steve Austen**, NL

Embedding Equality Education: Scotland's successes and weaknesses

Learn and discuss how well does education challenge discrimination across social class, gender stereotyping, sexual orientation, disabilities, ethnic minorities, care experienced young people and what could be done to improve equality education?

Host: Socialist Educational Association Scotland

EU Funding Programmes

The issues of social inequality, inclusion, etc. also affect support programmes to a large extent. We will also discuss the future generation of programmes currently under negotiation.

Host: Europa für Bürgerinnen und Bürger – EfBB

CANDIICE Erasmus+ Project (Creative Approaches to New Democracy through Innovative Inclusive Citizenship Education)

Our key questions include: How can creative learning methods increase participation in future models of democracy? How can citizenship education tackle identity, prejudice and diversity issues through emotional intelligence approaches? What emotions underpin xenophobia – how can teachers engage with them?

Hosts: **Adam Newman Turner**, **Khalid Mahmood**, UK

... and more to come!

Get involved - share your ideas!

FIELD TRIPS: EXPLORING GLASGOW!

The **FIELD TRIPS** offer you a unique opportunity to get to know local organisations, initiatives, projects and activists working on the frontlines of education and civic activity in the region. Depending on the group, participants will meet at the indicated time of departure **in the Level 2 Foyer of TIC**. From there, you will be picked up and start together in small groups to the different spots. If you are interested in joining a FIELD TRIP, please ask at the registration desk and add your name to the registration list (open from 24 October., 2:00 pm until 25 October., 11:00 am).

Hurry up, places are limited!

– Civic House

Join us for a visit to Civic House, a project by Agile City which is currently being developed as a workspace, venue and canteen. Agile City is a community interest company based in Speirs Locks, north Glasgow – an area that has been dramatically affected by loss of industry and the construction of the M8 motorway in the 1960's. Their projects respond to this context by considering sustainable approaches to repurposing industrial buildings and addressing issues of vacant space through activation, testing and learning.

– East End Women's Heritage Walk from the Glasgow Women's Library

Join the Glasgow Women's Library for a historical walk around the city's East End and learn more about the women of a traditional working-class area – the women of the Templeton factory, the suffragettes, the brazen women of Glasgow Green, Battling Betty, the woman who set up the Barras and many, many more!

– Think global, act local

Ideas and action for a more equal, sustainable and connected city. Walk and talk with Ellie Harrison, artist and activist in Glasgow and author of 'The Glasgow Effect: A Tale of Class, Capitalism & Carbon Footprint'.

– Walk through Dalmarnock

For many years, Dalmarnock was among the much deprived and neglected parts of the city. Since 2014, more and more examples of urban regeneration have been emerging. Come and join Robert Rogerson (University of Strathclyde/Institute for Future Cities) and Carolyn Wills (WOSDEC Development Education Centre), for an interactive walking tour through the community.

– West of Scotland Development Education Centre (WOSDEC)

West of Scotland Development Education Centre (WOSDEC) supports thirteen local authorities in Scotland with Global Citizenship Education and helps young people explore issues of inequality and use their voice to make a difference. Get to know the base and facilities of the NGO in the west of the city. Besides, the walk to the premises will lead you past a range of significant landmarks, introducing you to Glasgow's rich architectural and social heritage.

–YES – Young Enterprise Scotland

Young Enterprise Scotland (YES) is a registered charity with the goal to inspire and equip young people from all backgrounds to learn and succeed through enterprise in Scotland for over 25 years. Their vision is for Scotland to be a place where all young people should be given the opportunity to have a rewarding future in work and life – no matter where they start their journey. During this field trip you will get to meet up with some of the staff & get insight into the charity's mission, its approach to inclusion and its suite of different programmes.

–Alternative Walking Tour by Invisible Cities: Crimes & Punishment in the Merchant City

Invisible (Glasgow) is operated by Invisible Cities, a global social enterprise that trains people who have experienced homelessness to become walking tour guides of their own city. As a social enterprise, 100 % of their profit goes into developing their guides with professional or educational opportunities or into events for the wider homeless communities. On this walking tour you will meet up with Daniel – the first Invisible Cities guide in Glasgow. He will highlight stories of Crimes, Punishment and his own experience on the streets, and with the justice system.

–Alternative Walking Tour by Invisible Cities: Social Enterprise in the City

Invisible (Glasgow) is operated by Invisible Cities, a global social enterprise that trains people who have experienced homelessness to become walking tour guides of their own city. As a social enterprise, 100% of their profit goes into developing their guides with professional or educational opportunities or into events for the wider homeless communities. On this walking tour you will meet up with Zakia, the Invisible Cities' founder. Zakia will speak about the work they do, but also highlight other organisations such as Social Bite, The Big Issue, or the Blank Faces.



SPEAKERS, MODERATORS AND ORGANISERS

Moez Ali is a civil society activist on Human rights, countering violent extremism and corruption fighting. He is one of the NACE founders. Moez Ali is a president of a Tunisian CSO “UTIL” created after the Tunisian Arab spring, founder of the Tunisian Association Front, coordinator of Tunisian civil coalition against corruption and Coordinator of the Tunisian civil coalition against terrorism. Moez Ali contributed as expert in developing policies and strategies.

Nada Bahgat studied Political Science to get exposed in depth to her community needs and aspirations. She joined the Gerhart Center in 2018 to be responsible for the Egyptian Chapter of Lazord Fellowship and runs the fellowship program which targets youth fresh graduates from all over Egypt to offer then a one-year placement in a reputable NGO, along with a capacity development program and a mentorship program. The fellowship aspires to create civic responsible leaders to reinforce the civil society.

Ulrich Berger works as a strategic advisor for the German NGO Diskutier Mit Mir e.V. (“Discuss with me”). He holds degrees in Middle Eastern Studies and Political Science and has a background in international, non-formal adult education and organizational development. From the outset of the project in 2018, he has accompanied Talking Europe as project manager.

Rachel Binnie had studied at Salford University and gained a degree in Quantity Surveying. She’s worked in education for 25 years, most recently as a Head Teacher at Wallacewell primary school. In November 2018 she was seconded for two years to work as a Lead Officer for Glasgow City Council to support improvements in allocated schools and to take forward Learning for Sustainability

across Glasgow in all establishments, Early Year to Secondary. She is passionate about education and improving outcomes for the young people in Glasgow (and further afield).

Sébastien Boussois, PhD in Politics, is Associate researcher in Middle East Issues at UQAM in Montreal, ULB in Brussels and in various organisations involved in terrorism and radicalisation issues like CPRMV (Montreal), and S.A.V.E Belgium which deal with djihadist radicalization especially on the European project CICERO (European Commission).

Nicholas Bukovec is the euro|topics correspondent for the UK and Ireland. He studied political science, history and economics in Vienna, Dublin and Limerick. From 1999 to 2011 he worked as a political and international editor for the daily newspaper Kurier in Vienna. Since 2011 he has been based in Dublin, working as a freelance journalist and for an online marketing platform.

Petr Čáp (NECE Partner) works as executive director of The National Network of Local Action Groups in the Czech Republic. Formerly, he was director of the Czech Civic Education Centre where he is now engaged in the development of citizenship education programmes for public libraries in rural areas, postcolonial global citizenship education and popular education programmes with the Homeless Action Group.

Stephen M. Carroll is the Business Editor of international news broadcaster France 24. Based in Paris, he edits and presents coverage of global economic and business stories. He has previously hosted debates at events including the World Economic Forum in Davos. Earlier this year, he spent a term as a Journalist in Residence at the University of Chicago Booth School of Business.

David Cooper is in his third year of headship at Batley Girls' High School, after heading-up the Sixth Form for the previous nine years. He also leads on the Kirklees Careers Hub as well as leading on all partnership work with the school, which demonstrates his focus on the community and a broader approach to education beyond the school walls. His commitment to lifelong learning truly is inspirational as is his passion for building strong alliances to mutually deliver for the school and the community.

Nelly Corbel (NECE Advisory Board member) is the executive director of the Lazord Foundation and an independent consultant in citizenship education working with universities and governments around Europe and the Mediterranean. Prior to this, she served as the associate director of the Gerhart Center for Philanthropy and Civic Engagement at the American University in Cairo until March 2015, where she has been providing leadership to a number of programmes.

Paulina Dabrowska is the head of the Kannerbureau Wooltz since 2012. She successfully completed her teaching degree in Philosophy, Spanish and Education at the University of Cologne. At the Montag Stiftung Köln, she has acquired an additional qualification in the field of aesthetic action competences.

Daška Domljan has started out as a teacher and author of course books for learning English in Croatian schools. After fifteen years she was ready for a career change and made a transition into HR management. For the last five years she is working as a Programme Manager for the foundation Knowledge at Work (Znanjena djelu).

Mira Dutschke has a master's degree in Human Rights law and 12 years of international research, advocacy and teaching experience. The focus of her work is on supporting democratic participation and inclusive decision-making processes. She has also been active as a multi-media producer in Southern Africa and America. Her work has been published in

books, in peer-reviewed journals media outlets like the UK Guardian, The Mail and Guardian, LinkTV and numerous other media outlets. Currently, she is the Programme Manager at the Democracy Works Foundation in Johannesburg.

Diana Ellis, Carolyn Wills and Kim McCauley are Global Education Advisors at WOSDEC (the West of Scotland Development Education Centre), where our overarching goal is to empower teachers to enable young people to act as global citizens, committed to shaping a just and sustainable future for all, locally and globally. Based in Glasgow, we support educators throughout the West of Scotland to develop their skills in Global Citizenship, Learning for Sustainability and Rights-based Learning. We are all qualified teachers, with many years of experience of working in Scottish education.

Veronika Fehlinger is the Executive Director of an Austrian Association of NGOs and NPOs called "Land of Humans – Towards Each Other in Upper Austria". Its aim is social cohesion and working against division of society. In addition, Veronika Fehlinger works as a trainer for gender and diversity and intercultural competence.

Judith Fiebelkorn is senior editor of the European press review euro|topics. She completed a cross-media traineeship at Evangelische Journalistenschule in Berlin and worked for the German media outlets Tagesspiegel, Frankfurter Rundschau, Stuttgarter Zeitung and Bayerischer Rundfunk.

Igor Folvarochnyi is a member of the EENCE network, coordinator for Ukraine (Association for World Education), Dr., Doz. Department of Psychology and Education, National University of Ukraine on Physical Education and Sport. Post doc thesis – Enlightenment activity of European NGOs in the field of adult education (second half of XX – beginning XXI century), 2016.

Alban Genty (NECE Partner) is co-founder and Secretary General of Vote&Vous, a French association active since 2014 in the field of transnational citizenship education with a particular focus on Civic Tech. After four years dealing with European affairs in the Berlin-based think tank Das Progressive Zentrum, Alban Genty currently works as project manager between culture and politics at the Allianz Kulturstiftung.

David Goodhart is a journalist, author and think tanker – currently head of the demography unit at the Policy Exchange think tank. He is the founder and former editor of Prospect magazine and the former director of the centre-left think tank Demos. His book “The British Dream: Successes and Failures of Post-War Immigration” was runner up for the Orwell book prize.

Petra Grüne (organiser & NECE Partner) has been in charge of the German Federal Agency for Civic Education’s Events Department since 2006. She has been working there since 1991 in a number of different fields and positions, including heading a comprehensive evaluation of the “bpb” in 1999 that eventually led to a reshuffling of the organisation. Together with Christoph Müller-Hofstede Petra Grüne is responsible for the NECE initiative promoted by the Federal Agency for Civic Education /bpb. Petra Grüne has been running the Focus Group “Exchange between Europe and North Africa”, since 2016 a sister network of NECE, named NACE – Networking Arab Civic Education.

Tatevik Hakobyan, based in Armenia, is one of the co-founders of the NECE Focus Group for Citizenship Education in Eastern European countries since 2014–2015. The Focus Group has then successfully transformed to Eastern European Network for Citizenship Education, where Tatevik takes the role of EENCE Co-ordination Council member. Her academic background goes back to conducting research in education (formal and non-formal), teaching and training, as well as expertising in citizenship education.

Ellie Harrison is an artist and activist based in Glasgow. She creates playful installations, performance/ events, writing and political campaigns aimed at investigating, exposing and challenging the absurd consequences of our capitalist system: from over-consumption, inequality and alienation, to privatisation and climate change. In 2010, she became the first visual artist to publish an Environmental Policy. In 2016, she slashed her carbon footprint for transport to zero and made headlines with her ‘controversial’ project The Glasgow Effect, for which she refused to leave Glasgow’s city limits, or use any vehicles except her bike, for the whole calendar year. Her book about The Glasgow Effect launched at the Edinburgh International Book Festival this summer and will be on general release from 4 November 2019.

Catherine Heinemeyer is a storyteller, researcher and lecturer at York St John University. She has led multi-artform storytelling projects in numerous classrooms from early years to adult education. Her practice research investigates 21st century manifestations of storytelling which enable dialogue across cultural divides and ‘around corners’, particularly in relation to controversial issues such as migration and ecological crisis.

Eve Hepburn is the Founder and Managing Director of PolicyScribe, an ethical policy research consultancy. She is also an Academic Fellow at the Scottish Parliament, an Honorary Fellow at the Edinburgh Europa Institute, and member of the Advisory Board of the Scottish Centre on European Relations (SCER). Prior to establishing PolicyScribe in 2017, Eve spent 15 years holding various academic positions, most recently as Senior Lecturer in Politics & International Relations at the University of Edinburgh. She has authored nine books and over 50 refereed journal articles on public policy, devolution, European integration, citizenship and immigration.

Patricia Hladschik is director of polis – the Austrian Centre for Citizenship Education in Schools (www.politik-lernen.at/english), based in Vienna. She is an Austrian expert to the Council of Europe's European Policy Advisers Network (EPAN) and concerned with the implementation of the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC) on the national level.

Caroline Hornstein Tomić (NECE Advisory Board member) is a Senior Research Associate at the Institute of Social Sciences Ivo Pilar in Croatia specialising on high-skilled and return migration and related policies, identity politics, post-socialist transformation and state building processes (focus: Southeast Europe). She also is a co-founder and Chair of the Management Board of the Zagreb based foundation Wissen am Werk/Znanje na djelu.

Bryony Hoskins is a Professor of Comparative Social Science at the University of Roehampton, UK. She currently leads two funded research projects, the first, is on Measuring Life skills and Citizenship Education in the Middle East (Funded by UNICEF and the World Bank) and the second on, identifying effective education interventions for teaching and learning European Citizenship for disadvantaged youth (funded by Robert Bosch Foundation).

Oksana Huss is a postdoctoral researcher at the Leiden University, Netherlands, and co-founder of the Interdisciplinary Corruption Research Network (ICRNetwork.org). She defended her PhD on political corruption in Ukraine at the Institute for Development and Peace, University of Duisburg-Essen, Germany. Her main areas of expertise are political corruption in Eastern Europe, as well as interdisciplinary methods and theories of corruption research.

Michalis Kakos (NECE Advisory Board member) is senior lecturer in education at Leeds Beckett University in UK where he leads a postgraduate programme on inclusive education. Previously he was leading the Postgraduate Certificate in Education course in citizenship education at the University of Leicester. Michalis Kakos has also held research fellowships in the Centre for Citizenship and Human Rights Education, University of Leeds and in the Centre for Research in Inclusion and Diversity at the University of Edinburgh.

David Kerr is Consultant Director of Education at the NGO Young Citizens (formerly the Citizenship Foundation) in London and Head of Initial Teacher Training at the University of Reading. He has led major research studies in citizenship education at national, European and international level for DfE, IEA, OECD, EU and Council of Europe including the Citizenship Education Longitudinal Study (CELS). He is currently a Council Member of the Association for Citizenship Teaching (ACT) and joint editor of its journal Teaching Citizenship and EDC/HRE expert for the Council of Europe.

Charlotte King is an English and Media teacher and has been at the Batley Girls' High School for eight years. She is the lead teacher for the Journeys Project as well as co-ordinating the highly successful 'Carry my Story' project for the school, which is a Kirklees collaboration of a number of schools and their communities working together to exchange stories and celebrate the things that make them unique. Bringing people together to share and enhance experiences is high on the agenda for Batley Girls' High School and Charlotte is an excellent ambassador for this.

Olivia Kortas is euro|topics correspondent in Poland. She studied political journalism and psychology in Germany, Denmark and The Netherlands. As a freelance reporter she has worked in several Central and Eastern European countries, most often in Poland. Her pieces have been published in German and international media.

HERE
SATURDAY
Sept 8

OPEN

1.

2.

3.

4.

A
15:00
15:45

OPEN SPACE SEPT 8
TOPIC:
"YOUTH ACTIVISM, ENGAGEMENT
AND THE DEVELOPMENT OF
NEW CIVIC LEARNING SPACES
(8-YEAR, 8 COUNTRIES, 2015-17)"
NAME: MARK EVANS

OPEN SPACE SEPT 8
TOPIC:
"CREATING AN INTERNATIONAL
LABORATORY FOR EDUCATION
FOR PEACE" (SABOTINO - ITALY)
NAME: CLAUDIO DONDI

OPEN SPACE SEPT 8
TOPIC:
Artists in civic education?
Revisiting Froydenberg and
Sawardot in Hungary?
Name: daniel@art

OPEN SPACE SEPT 8
TOPIC:
NAME:

B
16:00
16:45

OPEN SPACE SEPT 8
TOPIC:
NAME:

OPEN SPACE SEPT 8
TOPIC:
NAME:

OPEN SPACE SEPT 8
TOPIC:
NAME:

OPEN SPACE SEPT 8
TOPIC: IT-vo
for citizenship e
Citizenship educ.com
digitalisatio
NAME: Anoshina

C
17:00
17:45

OPEN SPACE SEPT 8
TOPIC:
NAME:

OPEN SPACE SEPT 8
TOPIC:
gender in
civic education?
NAME: Estelle Marzine

OPEN SPACE SEPT 8
TOPIC:
NAME:

OPEN SPACE SEPT 8
TOPIC:
NAME:

SPACE

5.

OPEN SPACE SEPT 18
TOPIC:
Manipulation and its influence on the citizens
NAME: IGOR Falvarechyi

6.

OPEN SPACE SEPT 18
TOPIC:
NAME:

7.

OPEN SPACE SEPT 18
TOPIC:
Failure of citizen's initiatives
- How can we deal with it?
- Share your local experience and how you 'deal' with it
NAME: Claudia Wiese

A 15:00
15:45

OPEN SPACE SEPT 18
TOPIC: creation of an international ~~workshop~~ citizenship workshop which would give future teachers or other students ECTS credits
NAME: Caroline Fischer

OPEN SPACE SEPT 18
TOPIC:
NAME:

OPEN SPACE SEPT 18
TOPIC:
NAME:

B 16:00
16:45

OPEN SPACE SEPT 18
TOPIC:
NAME:

OPEN SPACE SEPT 18
TOPIC:
NAME:

OPEN SPACE SEPT 18
TOPIC:
NAME:

C 17:00
17:45

Thomas Krüger is Director of the German Federal Agency for Civic Education (bpb). After being a founding member of the Social Democratic Party in the former GDR, and becoming the executive Director of the SDP in Berlin (East), Thomas Krüger became deputy chairman of the Social Democratic Party of Germany (SPD) in Berlin (East/West). Subsequently, he was the city's Senator for Youth and Family Affairs (1991–1994) and a member of the German Parliament, the Bundestag (1994–1998).

An Lavens is the director of the BELvue museum in Brussels, a museum on Belgium and its history and a Centre for Democracy. An Lavens studied communication science at the Free University of Brussels and stayed there to work in the SMIT research centre (Studies on Media, Communication and Information Technology). Since 2005 she is employed by the King Baudouin Foundation, first as the communication manager for the BELvue museum and since 2007 as the general manager of the BELvue.

Claudia Lenz (NECE Advisory Board member) is professor of social science and Chair for prevention of racism and antisemitism at the Norwegian school for Theology, Religion and Society. She also holds a position as research professor at the Norwegian Centre for Holocaust and Minority Studies. Lenz has been part of the expert group developing the Council of Europe Reference Framework Competences for Democratic Culture (RFCDC) and is one of the lead experts to the Council of Europe network of policy advisors (EPAN), concerned with the implementation of the Reference Framework.

Nadine Lepage has been working at the Jugendbureau Éislek since March 2019. During her studies “Marketing and Business Administration” at the University of Trier, she worked temporarily as a substitute in the primary school. After her studies she worked on a communication project in the tourism sector.

Małgorzata Leszko is a trainer, coordinator of educational programs addressed to teachers at the Center for Citizenship Education in Poland. She works mainly in the field of diversity, equality and social inclusion at school. She is a graduate of Humanity in Action John Lewis Fellowship 2016 in Atlanta dedicated to human and civil rights movement. She is also an Educator at the POLIN Museum of the History of Polish Jews.

Sophie Logothesis After completing her studies of a BA in History and an MA in Eastern European Studies, Sophie started working as project leader for the European Dreams festival at the National Youth Council, a festival targeted at young people, aiming to make Europe more known to them. Thereafter she worked as the curator for the visitor's programmes at DutchCulture. Since 2017 she has been the Dutch contact point for the Europe for Citizens programme, which focuses on projects about citizenship, identity, remembrance and civic engagement.

Kathleen Lynch is currently a Professor in the UCD School of Education (Full Adjunct). She played a central role in founding the UCD Equality Studies Centre in 1990 and the UCD School of Social Justice in 2004. She is the founding Professor of Equality Studies at UCD and was Professor and Chair of Equality Studies from 2003–2018. She has worked over many years to promote equality and social justice inside the university system, and outside with non-governmental organisations and statutory bodies. Kathleen has written extensively on equality and justice issues.

Petar Markovic is the director of the ECIT Foundation, the only think-tank in Brussels devoted exclusively to the research, advocacy and promotion of European citizenship. He holds a double PhD in political theory and political science from the Free University of Brussels and LUISS in Rome and is a visiting scholar at the University of Oxford. Petar now strives to put his academic work on transnational democratic innovations countering the democratic deficit of the EU into practice by advocating for citizen-led politics beyond the confines of nation states.

Maia Mazurkiewicz is the co-founder and a member of the Management Board responsible for Strategy and Fighting disinformation of Alliance4Europe and the coordinator of the European Front and Keyboard Warriors in Poland. Maia has 15 years of experience in political management, foreign affairs, and communication and is an expert in cybersecurity and fighting disinformation. She cooperated with many foundations and NGOs on various projects concerning democratization and political parties training in Eastern Europe. For four years, she has worked in the Chancellery of the President of the Republic of Poland.

Darren McGarvey is the Orwell Prize winning author of 'Poverty Safari: Understanding the Anger of Britain's Underclass'. Loki The Scottish Rapper is the musical alter-ego of Darren McGarvey with a string of releases from 2003 – 2008. In 2018, Loki staged the 60-minute show Poverty Safari Live at the Edinburgh Fringe, blending elements of rap, music, spoken word and stand-up comedy. Activism and social commentary is how Darren came to wider public note in Scotland, thanks to regular contributions on pro-independence sites like Bella Caledonia and regular appearances on BBC Scotland and Scottish Television. He writes for STV Online and The Scotsman and is a regular contributor to other UK publications, including The Independent, the Guardian as well as television and radio mainstays.

Megan Mchaney is Bridge 47 Advocacy Coordinator, based at International Development Education Association Scotland (IDEAS), leading Bridge 47's advocacy work on Sustainable Development Goal Target 4.7, lifelong learning and non-formal education at global and European policy levels. Megan originally began her work in lifelong learning as a community activist. She has previously worked with National Union of Students (NUS) Scotland influencing Scottish tertiary education policy which included gender action plans, representation for apprentices and more inclusive support for student parents.

Grace Maingi is a human rights lawyer and advocate of the High Court of Kenya, with over eighteen years' experience in governance and democracy work. Grace Maingi has a Master's Degree in Law with a specialization in Human Rights from the University of London, United Kingdom (UK) and a Bachelor's Degree in Law from the University of Leicester, UK. Grace Maingi has worked at the national, regional and international level through key non-governmental organizations in Kenya. Her experience includes societal transformation work through public participation and civic education, human rights, access to justice, public interest litigation, women's rights and transitional justice issues. Grace Maingi currently works at Uraia Trust as the Executive Director where she focuses on work around constitutionalism and civil society strengthening.

Tatjana Meijvogel-Volk (NECE Partner) has been working as project manager at ProDemos–House for Democracy and the Rule of Law in the Netherlands since 2006. She is the contact person for NECE at ProDemos and the project manager for the Europe Direct Center The Hague. Former appointments of Tatjana Meijvogel-Volk were with the German Office of Foreign Affairs, the OSCE and the EU Administration of Mostar (Bosnia-Herzegovina) in fields of humanitarian aid, protocol and democratization.

Stefan Melle is the Executive director of the DRA e.V., an Eastern Europe expert and journalist. Head of bilateral and European projects for strengthening of the civil society, conflict resolution, civic education, sustainable development. Co-initiator of the International NGO Platform CivilMPlus for Overcoming the Donbass Conflict and of the EU-Russia Civil Society Forum (CSF). Supervisor of the project Transition Dialogue for analysis of the discourse on the transition in the 90s and giving recommendations for civic education on methods and new approaches on the topic.

Mareike Meyer studied European Public Administration in Germany, Latvia and The Netherlands. Since 2017, she is working for EUROSOC#DIGITAL. Here, she is responsible for educational offers using a co-creational approach. Moreover, she develops user-centred and innovative methods that make complex political issues more tangible for disadvantaged groups.

Niccolò Milanese (NECE Advisory Board member) is a director of European Alternatives, a civil society organisation promoting democracy, equality and culture beyond the nation state (www.euroalter.com). He is currently a Europe's Futures Fellow at the Institute of Human Sciences in Vienna. Together with his colleague Lorenzo Marsili, in 2018 he published 'Citizens of Nowhere: How Europe can be saved from itself' with Zed books, and the updated German version 'Wir Heimatlosen Weltbürger' appeared from Suhrkamp in 2019. Niccolò has over 13 years of experience in civil society activism across Europe and the Mediterranean, and has been involved in setting numerous cultural, political and intellectual organisations and projects in these regions.

Christoph Müller-Hofstede (organiser & NECE Partner) coordinates the NECE initiative, promoted by the German Federal Agency for Civic Education/bpb. He has been co-editor of the "Country Report China" in the publication series of the bpb. He has studied Sinology and Political Science in Berlin, Beijing, and Hong Kong. He has been a consultant at the bpb since 1988 and has been running projects and initiatives on migration and integration, including a Focus Group on "Hard to Reach learners", today named the "All=In Network."

Anja Neundorff is Professor of Politics at the University of Glasgow. Her research focuses on topics such as political socialisation, generations and politics, civic education, democratisation and authoritarian nostalgia. In one of her current projects, she is studying the long-term impact of autocratic regimes on civil society

that could undermine democratisation processes. She further researches the impact of online civic education on the development of democratic citizenship.

Cyrus Nkusi is the Chief Executive officer (CEO) of Governance for Africa, he holds a master's degree in international Relations and Diplomacy and a Bachelor's Degree in Public Administration. He has previously served as the Secretary General of the Pan African Movement-Rwanda, Director General of Rwanda Youth Network, Board Chairman of the East African Community Youth Network, current Board Member of the Africa Tax and Governance Network, Honorary Board Member of Aspire East Africa LTD. He is the current Rwanda Representative to AU-ECOSOC General Assembly.

Anja Ostermann is managing director and project manager at the agency labconcepts in Bonn/Berlin, Germany. Her fields of expertise include discourses on Europe, culture and media, economics, process support and scientific advice in the area of Europeanisation and network-building of citizenship and cultural education. She has studied Comparative Literature, History, German Language and Literature at the University of Bonn and St. Andrew's University in Scotland.

Rachel Owoko works as a project manager at the agency labconcepts in Berlin, Germany. Her fields of expertise include development co-operation, migration and interreligious discourses. She studied Social Anthropology, French Philology, Media and Communication Studies at Freie Universität Berlin (M.A.) and at Paris West University Nanterre La Défense.

Alicja Pacewicz (NECE Partner) is Co-Founder and Senior Advisor of the Center for Citizenship Education, one of the leading Polish NGOs working in the area of quality education, civic engagement and school reform. Alicja is also an expert and trainer in effective instruction and assessment methods, professional development of teachers and open learning environments. She serves as the Chairperson

of the Supervisory Board of School with Class Foundation, a civil society organization implementing whole school approach to developing key competences for lifelong and lifewide learning among both students and teachers. For her merits in building civil society in post-communist Poland, she was awarded Officer's Cross of the Order of Polonia Restituta.

Filip Pazderski is a lawyer and sociologist. Currently he is finishing his doctoral thesis at the Institute of Philosophy and Sociology of the Polish Academy of Sciences. He works as a Senior Policy Analyst and Project Manager in the Democracy and Civil Society Program of the Institute of Public Affairs (Polish non-partisan think-tank, established in 1995) and is one of the co-founders and since 2009 president of the Association for the Podlasie Land DRUMLA.

Hilary Pilkington is Professor of Sociology at the University of Manchester and Fellow of the Academy of Social Sciences. She was the coordinator of the FP7 MYPLACE project on youth participation and civic engagement and currently coordinates the H2020 DARE (Dialogue about Radicalisation and Equality) project (www.dare-h2020.org/). She is a member of the Expert Group of the Commission for Countering Extremism and has recently served as independent Commissioner on the Greater Manchester Combined Authority Preventing Hateful Extremism and Promoting Cohesion Commission.

Adam Ramsey is an editor at openDemocracy.net, where he has covered Britain's democratic crisis for six years, including investigating the role of money and the influence industry. He lives in Edinburgh and is on the board of Voices for Scotland, the campaign for Scottish independence.

Bianca Ringwald works as a project manager at the agency labconcepts in Berlin, Germany. Holding a degree in Languages and Cultural Management (M.A.) her specialities include (inter)cultural audience development, participa-

tion and communication. She has worked for various cultural institutions, e.g. Berlin International Film Festival, Jewish Museum Berlin, and Goethe Institute Morocco.

Robert Rogerson is academic Director of the Institute for Future Cities at the University of Strathclyde, where he is responsible for developing collaborative and cross-disciplinary projects relating to sustainable, inclusive growth of cities. As a native Glaswegian, he has been involved in many of the city's major recent initiatives helping to make it a global demonstrator city, including the Future City Demonstrator and the 2014 Commonwealth Games. A regular public speaker, Robert also represents the UK Government in making international links across the world as part the smart city programme.

Neil Scott studied for his Post Grad Certificate in Education in Wiltshire and has been a teacher in Glasgow for eighteen years. He has extensive experience teaching across upper and lower primary School in some of the most deprived areas of Glasgow. He has an interest in how we can promote within a classroom, agency, collaboration and strategies to mitigate the impact of income inequality on our children's ability to realise their full potential.

Marie Serwe works as project manager at the agency labconcepts in Berlin, Germany. She studied International Culture and Business Studies and French Philology M.A. at the University of Passau, University Paul-Valéry Montpellier III. and University of Kassel. Her fields of expertise include intercultural communication, politolinguistics and development economics.

Daniela Sime is a Reader in Education and Social Justice in the School of Social Work & Social Policy, University of Strathclyde, Glasgow. Her research interests are in the areas of social justice and inequalities, with a focus on children and young people's education, participation in society and equal opportunities. Currently, she is leading an ESRC-funded project which looks at issues of identity, citizenship and belonging among Eastern

European young people in the UK (see www.migrantyouth.org). She is also a British Academy mid-Career Fellow, working on a project on young people's experiences of poverty and stigma in times of austerity.

Zorana Simic After having studied and worked in Washington, D.C., Berkeley, Buenos Aires, Lyon, and Amsterdam, Zorana returned to Germany to dedicate her time fully to the field of citizenship education. Since 2015, she has been executing simulation games and future workshops for EUROSOC#DIGITAL. When conceptualizing participatory formats, she attaches great interest to the joint and interactive negotiation of conflict points. With participants she discusses political issues including demographic change, asylum policy, Common Agricultural Policy, and EU Emission Trading Scheme.

Louisa Slavkova (NECE Advisory Board member) is co-founder and director of Sofia Platform, a democracy development organisation focusing on the democratic political culture in post-totalitarian societies. She is a board member of the NECE sister network in the Arab world. In 2016 Louisa was Ronald Lauder Visiting Fellow at the Institute for the Study of Human Rights at Columbia University, NYC. From 2013 to 2016, she was programs manager at the European Council on Foreign Relations. Prior to joining ECFR, Louisa served for two years as adviser to Bulgaria's Foreign Minister Nickolay Mladenov (currently UN's envoy for Middle East peace). She is author and editor of several books and publications on foreign policy, democracy development and civic education. In the last two years her organization has been testing the Bulgarian civics curricula in 15 schools across the country.

Jan Sowa is a dialectical-materialist social theorist and researcher. He holds a PhD in sociology and a habilitation in cultural studies, he concentrates on researching modernity. Author and editor of a dozen of books, including "Joy forever – political economy of social creativity" and – in 2019 – "Solidarity 2.0 or Democracy as a Form of Life". Jan Sowa

was the curator of discursive programs and research of Biennale Warszawa and he currently is associate professor at the Department of Culture Theory at the Academy of Fine Arts in Warsaw.

Krassen Stanchev teaches Public Choice, Macroeconomic Analysis and Public Sector economics at Sofia University. He is also a Board Chairman, founder and former (1993–2006) Executive Director of the Institute for Market Economics in Sofia and a former member and committee chairman of the Constitutional Assembly of Bulgaria (1990–1991). He was a principle drafter and leader of reforms from central planning to market economy and is one of the leaders of those reforms in Bulgaria, "new" Europe, the Balkans and former USSR. He is a board member of Bulgarian Chamber of Commerce and Industry, a member of Mont Pelerin Society, and of the Network for Constitutional Economics and Social Philosophy (NOUS).

Narine Teknejan is a cofounder and trainer at Youth is Power NGO. She is a member of coordination council of EENCE (Eastern European network for Citizenship Education). Since 2009 Narine is involved in youth work. She is an expert of non-formal education, conflict management, citizenship education, project management etc.

Sonja Thielen works as a project manager at the agency labconcepts in Bonn, Germany. She studied Social and Cultural Anthropology at the KU Leuven, the LMU Munich, and the Universiteit Leiden. Her fields of expertise include political participation and mobilisation from below, national movements, minorities and multiculturalism in Europe.

Felisa Tibbitts is UNESCO Chair in Human Rights and Higher Education and Chair in Human Rights Education at the Human Rights Centre of Utrecht University (Netherlands). She is also a lecturer in the Comparative and International Education Program at Teachers College of Columbia University and Visiting Professor at Nelson Mandela University (South

Africa). Felisa Tibbitts' scholarship in human rights education is widely read and she has published practical resources on curriculum and program development. She is the co-founder and former director of Human Rights Education Associates

Katerina Toura specialises in Education and Human Rights. Since 2017, she works as a Programme Manager in the Education Policy Division of the Council of Europe. Before that, and since 2006, she had worked in the Greek Ministry of Education and Religious Affairs, in the Department of European and International Affairs in Education. From 1998 to 2008 she was a researcher at the University of Athens (Centre of Intercultural Education) in the programme "Education of Migrant and Repatriated students", with a focus on material development and school interventions.

Anke Uhlenwinkel is professor according to Brandenburg law (§ 48 Abs. 2 S. 3 Alt. 2 BbgHG). She has worked in several universities in Germany (Bremen, Potsdam, Giessen, Berlin) and Austria (Klagenfurt) and is currently visiting professor at the University of Salzburg. She is also member of the Austrian INSERT-project. Her work and research focusses on GeoCapabilities, powerful disciplinary knowledge, socio-economic education in the context of Austrian GW-Education, argumentation, progression and learning styles.

Susanne Ulrich has been working at the Center for Applied Policy Research at the University of Munich in the field of democracy and tolerance education since 1995. In 2003 she has become the head of the Academy Leadership & Competence at the CAP. She trains trainers and instructors in all of the academy's programmes. She also offers management training, process support and evaluations for various institutions and advises educational institutions on the development and implementation of new concepts. She studied political and administrative sciences in Constance.

Dunja Vuković is a cultural project manager, ethnologist and general linguist. Since 2010 she is included in the implementation of projects financed by the EU Lifelong Learning Programme and Erasmus+, supporting experiential learning and practices. Currently, she is a producer at Children Theatre Teatar Poco Loco, Zagreb, Croatia and project manager in Foundation Knowledge at Work, Zagreb, Croatia – leading PRO-YOUTH Erasmus+ project in the field of education and youth employability in cultural tourism.

Chris Waller recently retired as Director of Education at the Association for Citizenship Teaching, the national subject association for Citizenship education in England. He was a secondary school teacher for thirty years. He has also worked extensively in curriculum design and implementation outside of UK, primarily in Ukraine, Kosovo and Lebanon.

Jan Wilker is Project Manager of StartNet Europe at Goethe-Institut in Brussels since September 2017. He coordinates the European advocacy and good practice-dialogue between partnering networks, as well as the thematic exchanges on young people's transition from education to employment. Previously, Jan has worked as Institutional Coordinator at the European Youth Forum, working on youth, education and employment policies with European institutions. Moreover, he has experience in German consultancy, European think-tanks, and has worked in the cabinet of former Commissioner Androulla Vassiliou and for CULT Chair Doris Pack.



NECE – BASIC FACTS

– What is NECE?

The **NECE – Networking European Citizenship Education** platform has been initiated and managed by the Federal Agency for Civic Education (Bundeszentrale für Politische Bildung, 'bbp') together with seven partners from France, The Netherlands, Luxembourg, Austria, Slovenia, Poland and the Czech Republic for more than ten years now.

NECE is an open transnational and diverse (non-institutionalised) community of stakeholders and practitioners (formal, non-formal and informal education) of citizenship education (CE) from Europe and associated countries, providing a forum for debate on equal footing, and knowledge exchange. NECE identifies political, societal trends relevant to CE and develops responses to transfer them into practice. NECE provides a link to advocate CE at the national, European as well as the international level.

– NECE Partners

- Federal Agency for Civic Education/Bundeszentrale für politische Bildung/bpb (Germany),
- Centre for Citizenship Education, CEO (Poland),
- Civic Education Centre (Czech Republic),
- Federal Ministry of Education, Science and Research (Austria),
- ProDemos – House for Democracy and the Rule of Law (the Netherlands),
- University of Ljubljana (Slovenia),
- Vote&Vous (France),
- Zentrum für politische Bildung, ZpB (Luxembourg)

– NECE Advisory Board

The Advisory Board is composed of international experts and scholars who provide NECE partners with intellectual and political input and advice, including on social political discourses and pressing issues for democracy and citizenship education in Europe. Additionally, they provide advice on lobbying and political networking at the European level.

– Advisory Board members

- Nelly Corbel**, Global Civic Consulting (France/Egypt),
- Sarah de Lange**, University of Amsterdam (The Netherlands)
- Caroline Hornstein Tomić**, Institute of Social Sciences Ivo Pilar (Croatia)
- Boris Jokic**, Institute for Social Research in Zagreb (Croatia),
- Michalis Kakos**, Leeds Beckett University (UK),
- Claudia Lenz**, The Norwegian School of Theology (Norway),
- Markus Lux**, Bosch Foundation (Germany),
- Niccolò Milanese**, European Alternatives (France/UK),
- Jan-Werner Müller**, Princeton University (USA),
- Verena Ringler**, European Commons (Austria),
- Louisa Slavkova**, Sofia Platform (Bulgaria),
- Karolina Wigura**, Kultura Liberalna (Poland)

– Conference & workshops

The main tools for exchange and networking are the NECE events, especially the annual NECE conference. In between, workshop focusing on specific topics are being held in different European cities several times per year.

– Focus Groups

Focus Groups are temporary international working groups started by NECE partners or Advisory Board members. They focus on specific transnational topics related to the profession of citizenship education. Currently, three focus groups are working:

- Parliaments and Citizenship Education,
<http://www.nece-conference.eu/session/nece-focus-group-parliaments-citizenship-education/>
Contact persons: **Tatjana Meijvogel-Volk**, email: t.meijvogel-volk@prodemos.nl
or **Eddy Habben Jansen**, email: e.habbenjansen@prodemos.nl

- Competences for Democratic Culture (RFCD),
<http://www.nece-conference.eu/session/nece-focus-group-competences-for-democratic-culture-rfcd/>
Contact person: **Claudia Lenz** email: claudia.lenz@mf.no
or patricia.hladschik@politik-lernen.at

- Civics Innovation Hub,
Contact person: **Louisa Slavkova**, email: Louisa.slavkova@sofiaplatform.org

Information

– Websites

www.nece.eu
www.nece-conference.eu

– Newsletter & Database

Subscribe to the NECE newsletter to stay informed or add yourself or your institution to the NECE database!

– Social media

Follow NECE on Twitter (@NECE_Network),
LinkedIn (NECE Network)
and Facebook (@NECE.network)

You would like to share information with the NECE community or get involved in NECE?

Please contact the conference management at:
nece-network@labconcepts.de

MISSION STATEMENT OF NECE

— Our Challenges

The challenges to today's societies are complex and manifold – from global power shifts to pressure on liberal democracies as a result of real and perceived inequalities, from new uses and misuses of technology to climate change. This particularly holds for Europe and its neighbors South and East, with our diverse historic experiences, political systems and civic cultures. More than ever connectivity and interdependence are shaping our relations within and outside of Europe. For citizenship education, this situation poses high demands, but at the same time it offers a rich reservoir of experiences and a huge potential for exchange and synergy from the local to the transnational level.

— Our Goals

Therefore, partners from seven European countries have initiated NECE – Networking European Citizenship Education – as a knowledge hub and a platform for cooperation and exchange. Independent of political constellations and as nonpartisan institutions, we are identifying political, societal and cultural trends to build common strategies for citizenship education.

— Our Activities

This is put into life through the annual NECE conference which provides an open forum for debate and knowledge exchange for practitioners, scholars and the interested public.

It forms a transnational community of stakeholders of formal, nonformal and informal citizenship education from Europe and other countries. The conference identifies educational practices that address contemporary issues in European societies and beyond. It helps to deliver innovative answers of citizenship education to contemporary challenges. Transnational workshops and focus groups work on specific topics between the conferences.

— Our Understanding of Citizenship Education

We have an encompassing understanding of citizenship education which considers a wide variety of educational practices inside and outside of schools. It is an enduring and critical process of reflection and deliberation on the ideas, structures and practices of contemporary democracy. Citizenship education should strive to politically socialize communities and individuals and encourage critical democratic ideas and practices.

— Our Claim

NECE wants to become a long-term laboratory for transdisciplinary and transnational thinking through participatory culture. It is the place to be for people from diverse segments of societies, serving as a civic barometer and as a reference point for policy makers on the national and the European level.



SPOTTING NECE

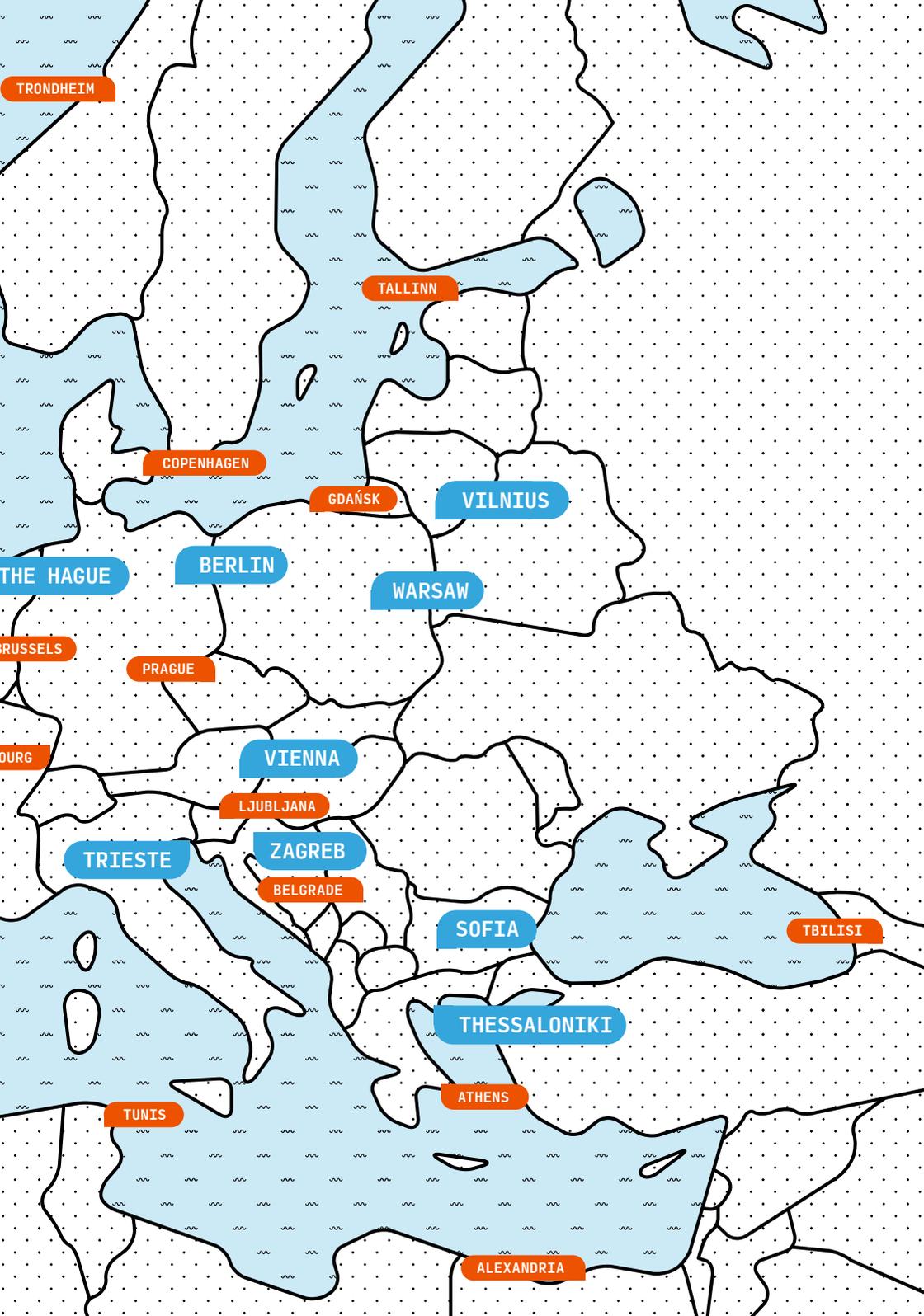


NECE conferences



NECE workshops
& focus group meetings





TRONDHEIM

TALLINN

COPENHAGEN

GDAŃSK

VILNIUS

THE HAGUE

BERLIN

WARSAW

BRUSSELS

PRAGUE

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TRIESTE

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SOFIA

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TUNIS

ALEXANDRIA

SAVE THE DATE!

**NECE
Conference
2020**

5th–8th November 2020
Berlin, Germany

 networking
european
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