

Bios of researchers in panel sessions

Panel 1: Making children and student's voices heard

Anders Bakken, Oslo Metropolitan University, EWC Board member, Norway.

Bakken is senior researcher at the Section for Youth Research at Norwegian Social Research (NOVA), OsloMet - Oslo Metropolitan University. He has been carrying out research regarding social inequality in school achievement among youth and different research projects about living conditions among young people in Norway. During the last 15 years, he has been in charge of several research-based evaluations of educational reforms in Norway. Currently, he is project manager for Ungdata, local youth surveys carried out in more than 350 municipalities all over Norway. From 2010-14 he was research director for the Youth research section at NOVA.

Panel 2: Managing controversial issues

Jennie Sivenbring, Segerstedt Institute, University of Gothenburg, Campaign Steering Group member, Sweden.

Sivenbring is a former special education teacher who holds a Ph.D in child and youth studies and works as a researcher at the Segerstedt institute, Gothenburg University. She is also a member of the Core Steering Group for CoE and the "Free to speak safe to learn" project. Her main research interests revolve around youth, education policy and actions for preventing violent extremism by involving civil society and school. She is currently working on developing a material on Teaching controversial issues for the Swedish National Board of Education.

Panel 3: Preventing bullying and violence

Pascale Mompoin-Gaillard, President and Co-founder of Learn to Change, Change to Learn, France

Mompoin-Gaillard has worked in the field of intercultural training innovation in education, and democratic governance training for the past 25 years. Her professional activities in Europe and the USA have been geared towards leadership training and capacity building mostly in education and community building projects. For the past 12 years, she has been active as educational consultant, organising professional development in international teacher education programmes, designing educational approaches related to living together in mutual understanding and promoting education for democracy, and moderating professional learning communities. She founded the NGO Learn to Change in 2015, to further this work. Previously, Director of Studies for the Pestalozzi Programme of the Council of Europe, today she consults for UNESCO, OSCE, European Commission, The European Wergeland Centre and other international organisations and national institutions as well. She lectures in universities, for ministries as well as in training institutions for teachers, youth and social workers.

Now a PhD candidate, her research interests include professional learning communities for teacher learning and development, specifically knowledge building in digital environments.

Panel 4: Dealing with propaganda, misinformation and fake news

Francesco Ragazzi, Assistant Professor, University of Leiden and Campaign Steering Group member, the Netherlands

Dr. Ragazzi is lecturer in International Relations at Leiden University (Netherlands) and associated scholar at the Centre d'Etude sur les Conflits, Liberté et Sécurité (CCLS). He holds a Ph.D. in Political Science from Sciences Po Paris (France) and Northwestern University (US). His research interests include diaspora, radicalisation, terrorism, migration and citizenship. His current research explores the effects of security practices on contemporary meanings of community. His work has been published in peer-reviewed journals such as International Political Sociology, Security Dialogue, Political Geography, Journal of International Relations and Development, Journal of Ethnic and Migration Studies and Cultures & Conflicts and has featured in various edited volumes. He serves on the editorial board of the journals International Political Sociology, Citizenship Studies and Cultures & Conflicts. He has been consulted as an expert on issues of security by the European Parliament, the Council of Europe and the French Senate.

Panel 5: Tackling discrimination

Michalis Kakos, Reader in Education, Leeds Beckett University, United Kingdom

Dr. Kakos is a Reader in Education in Leeds Beckett University, UK and conducts his research at the University's Centre for Research and Innovation in Childhood, Education and Society. Before his current position, Michalis led the Initial Teacher Training course in Citizenship education in University of Leicester and he held research fellowships at the Centre for Citizenship and Human Rights Education (CCHRE), University of Leeds and at the Centre for Research in Inclusion and Diversity (CREID) University of Edinburgh.

Michalis' research interests are in citizenship and inclusive education, professionalism and institutionalisation in education and educational ethnography. Michalis is an expert member of The European Wergeland Centre and he holds a Visiting Professorship at the Freiburg University of Education, Germany (Pädagogische Hochschule Freiburg). He is a member of the Advisory Board of the Networking Citizenship Education in Europe (NECE - www.bpb.de/veranstaltungen/netzwerke/nece) and a member of the Executive Board of SIRIUS – Policy Network on Migrant Education (<http://sirius-edu.org>).

Panel 6: Promoting well-being at school

Professor David Kerr, Head of ITT: Partnership and Engagement, University of Reading (UK) and Consultant Director of Education, Young Citizens, UK

David Kerr is currently the Consultant Director of Education at the UK based Citizenship Foundation (CF) and Head of Initial Teacher Training at the University of Reading. Prior to that he worked as a senior research officer and then Research Director at the National Foundation for Educational Research (NFER). He was seconded as Professional Officer to the Citizenship Advisory Group (the 'Crick Group') and then as citizenship consultant to the DfES (now Department for Education (DfE)).

David Kerr was Research Director of the groundbreaking Citizenship Education Longitudinal Study (CELS) and is Co-Director of the IEA's International Civic and Citizenship Education Study (ICCS), which involves 38 countries worldwide.