



CATALYSTS FOR CHANGE IN SCIENCE WITH AND FOR SOCIETY

The socio-political dimensions of engagement programmes for children and young people.
A Declaration Framework.

eucunet

Sis CATALYST

7
SEVENTH FRAMEWORK
PROGRAMME


CATALYSTS FOR CHANGE IN SCIENCE WITH AND FOR SOCIETY

The socio-political dimensions of engagement programmes
for children and young people.
A Declaration Framework.

**“ONLY HAPPINESS
CAN MAKE EDUCATION
STRONGER.”**

*Alexander Tavadze (14), Tbilisi, Georgia,
delegate to the “We Are the Future”-Event
alongside the EHEA Ministerial Conference
2012, Bucharest, Romania*





During a four year programme – the FP7 funded SiS Catalyst project (“SiS Catalyst: Children as Change Agents for the Future of Science in Society”) – experts from various fields of science communication, education, university management, civil society and more, considered the role which children and young people have in the development of Science in Society – and how science organizations can better engage with young people, both on a practical and a strategic level.

SiS Catalyst was the first „mobilisation and mutual learning action plan” in the area of education supported by the European Commission under FP7. Its aim was to encourage the engagement of

universities and other science organisations of various kinds with children and young people, to recognize them as a relevant dialogue group – irrespective of their social origin or educational achievements – and to build capacity around this important concern. The aim was to increasingly embed these efforts and the thinking behind in their overall mission and strategy. The European Children’s Universities Network [EUCU.NET] as a platform of members from universities, HE institutions and various other organizers of science with and for society programmes from over 40 countries represents several hundred projects each year and was an important partner in the development and dissemination of the results of the SiS Catalyst project.

THE SOCIETAL REALITY

We are living in a time of transformation and this change is occurring within ourselves, our institutions, societies and globally. At the heart of these changes is the need for us to think differently. The current priorities of economic growth, competitiveness and productivity are increasingly being questioned – also within the academia – and we have to start taking global responsibility by accepting that our actions of today have an impact on the future. The responsibility for addressing these challenges needs to be shared by all of us, including children and young people – as it is their future we are currently creating.



THE ROLE OF TECHNOLOGY AND HIGHER EDUCATION



Technology is developing exponentially and we are now able to operate in virtual as well as physical worlds, and our challenge is to find ways of collectively prospering in both. Where and how knowledge is created is also changing and universities and other institutions of research and learning are facing a process of rapid evolution. Profound and fundamental approaches to the management of change are required and as the focal point for learning, teaching, research and public engagement, universities are best placed to be catalysts for sustainable change in society.



As still being the undisputed knowledge institutions in the 21st century, universities bear a particular responsibility in this regard – not only as education and research are concerned, but also how they are reflecting the society around them, and how they interact with that.

THE EVOLUTION OF CHILDREN'S UNIVERSITIES



Children's Universities and similar programmes are a way for the higher education sector to engage directly with children and young people through the development of innovative ways of working and learning together. They establish a two-way dialogue which empowers the children through the process and enables the university to reflect on its policies and practices as a consequence. As a bridge between the world of academics and their professional interest on one side and the natural curiosity of children on the other, they also offer new ways of co-creating knowledge.





**“AS WE ARE THE FUTURE,
WE WANT CHANGE IN
EDUCATION IN ORDER
TO CHANGE OUR LIFE.”**

Marina Fernandes Gonçalves (14), São Paulo, Brasil, delegate to the “We Are the Future”-Event alongside the EHEA Ministerial Conference 2012, Bucharest, Romania



Starting to be developed and increasingly recognised by the media from the early 2000s, Children's University type activities of informal science communication for children and young people have been established all over Europe and beyond – soon reaching a critical mass. During the last decade, the term „Children's University“ became a widespread synonym for public engagement and outreach programmes at universities and other science organisations with a strong link to the academia – typically targeted towards children aged 7 to 14 years of age.

Looking back over the last thirty or so years, some university outreach programmes can be identified – but the

highly innovative aspect of Children's Universities is rooted in the fact that within a relatively short period, and encouraged by some successful lighthouse initiatives, a large number of universities and other science institutions implemented programmes of informal learning for children for the very first time.

In recognition of first promising experiences and the potential of the Children's University, the European Commission supported the formation of a transnational network of experts and practitioners of Children's Universities under the EU's Seventh Framework Programme for Research (FP7) from 2008-2010 – The European Children's

Universities Network (EUCU.NET). In 2008, the European Commission stated that “Children's Universities represent the most radical approach to open Universities towards the general public”.

After this successful pilot phase, EUCU.NET was converted into a non-profit membership association with more than 40 institutional founding members in 2010. From the very beginning, the networks secretariat was provided and coordinated by Vienna University Children's Office (Austria).

THE CAPACITY OF A VISION

The latest EUCU.NET survey, conducted in 2013, counted over 370 projects of Children's University-type activities in 40 countries all over the world and the numbers are still on the rise. The results of this survey also led to the approximation that every year over 500.000 children and young people get in touch with science and research within these programmes which engage up to 15.000 academics as scientists, lecturers and researchers.

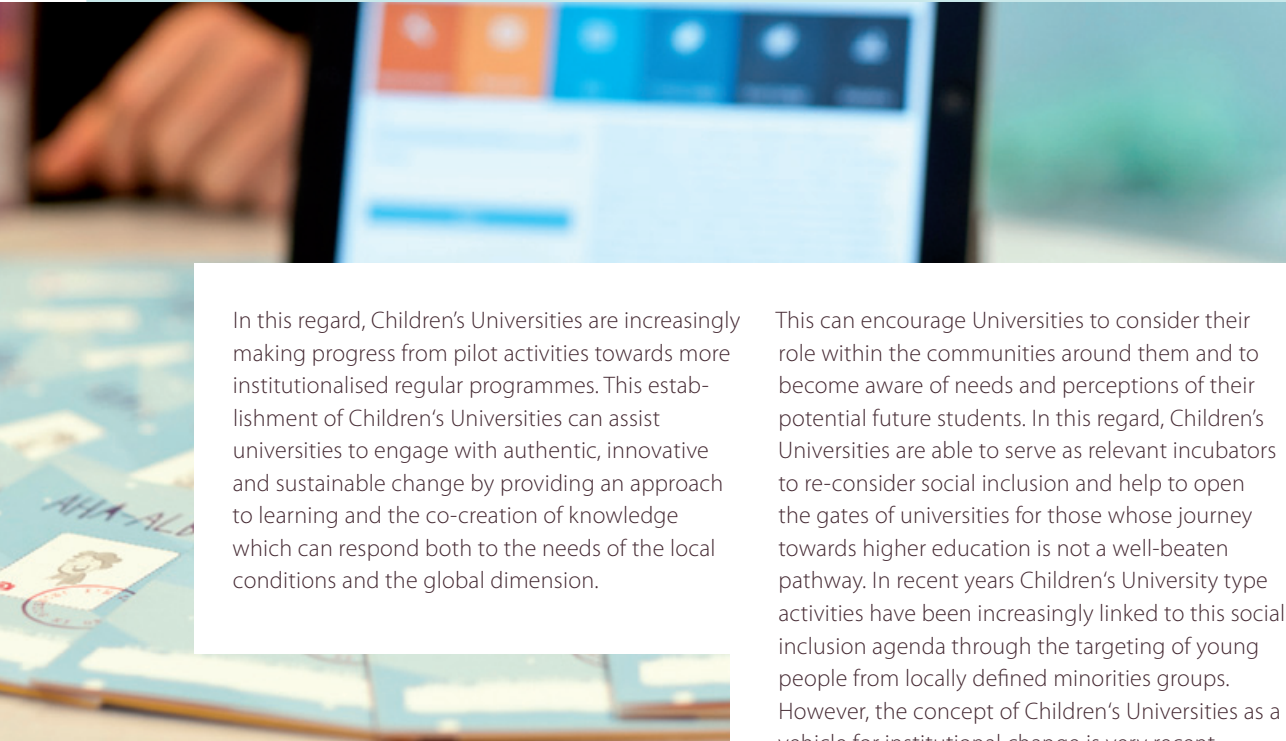
These programmes are capable of covering all relevant areas of the academia – from science and technology and medical science to humanities, cultural science and arts. At the same time, they serve as an experimental site and playfield for didactical innovation at universities – and can thereby enhance organisational learning and development and initiate a cultural shift at universities.





**„EDUCATION IS A POWERFUL INSTRUMENT
FOR REDUCING POVERTY, INEQUALITIES,
AND FOR MAKING INFORMED DECISIONS.“**

Bhawna Sharma (15), New Delhi, India, during the “We Are the Future“-Event for young people alongside the EHEA Ministerial Conference and third edition of the Bologna Policy Forum 2012, Bucharest, Romania



In this regard, Children's Universities are increasingly making progress from pilot activities towards more institutionalised regular programmes. This establishment of Children's Universities can assist universities to engage with authentic, innovative and sustainable change by providing an approach to learning and the co-creation of knowledge which can respond both to the needs of the local conditions and the global dimension.

This can encourage Universities to consider their role within the communities around them and to become aware of needs and perceptions of their potential future students. In this regard, Children's Universities are able to serve as relevant incubators to re-consider social inclusion and help to open the gates of universities for those whose journey towards higher education is not a well-beaten pathway. In recent years Children's University type activities have been increasingly linked to this social inclusion agenda through the targeting of young people from locally defined minorities groups. However, the concept of Children's Universities as a vehicle for institutional change is very recent.

CHILDREN'S UNIVERSITIES AS CATALYSTS FOR INSTITUTIONAL CHANGE

The implications of this learning are in line with the growing recognition that higher education is going through a process of evolution which will require new definitions of institutional success based on concepts of sustainability and well-being, both individual and globally. Increasingly, universities are transforming into learning institutions that are value-based in their mission, teaching, research, operations and public empowerment and that prepare students for a socially just and sustainable future – and Children's Universities can be an innovative approach which

contributes to initiating and managing this change.

Change is fundamental to evolution. Universities are constantly transforming themselves and this now requires new ways of perceiving knowledge development as well as the transmission of that knowledge. Children's Universities provide an opportunity to learn from children, particularly those from communities that are currently under-represented within higher education. Children's Universities have the potential to be important vehicles for

institutional change. They are exciting, innovative and can enable the voices and opinions of children to be systematically included not just in policy and practice but also in the co-creation of knowledge. This is the knowledge that we – as representatives of responsible universities – need for the future for our children now and for their future.

THE DECLARATIONS

In order to support this, EUCU.NET has arranged four major conferences between 2011 and 2014 in with the SiS Catalyst framework. As a result of these four conferences with more than 500 international participants policy strategies were developed. Four synthesizing declarations have been formulated during these annual conferences as a socio-political statement and a tool for the implementation of this thinking:

- **The Ankara Declaration 2011** on responsiveness to children in a modern learning culture
- **The Porto Declaration 2012** on the technological challenges in research and education
- **The Lodz Declaration 2013** on responsible science communication with children and young people
- **The Vienna Declaration 2014** on social mobility through Science in Society



This synopsis of the four declarations will serve as a guiding framework for the enhancement of the Children's University approach. It still takes into account the manifold and widespread characteristics, objectives and histories of Children's Universities and similar programmes, but promotes a common understanding of their mission and capabilities.

It is aimed towards initiators and practitioners of Children's universities, as well as university managers, decision makers, public administration or funding authorities likewise – and all individuals and institutions who feel committed to the development of universities and the future of education.



By the EUCU.NET Presidency

Karoline Iber

Tricia Jenkins

Michael Seifert

Without any doubt, getting in touch with the fascinating world of science can be an extremely enriching experience for the personal development of young people. Therefore, we cannot be happy about the fact, that so many children will never have the chance to do so. And even where according opportunities basically exist, we often expect children to adapt to what we offer them as support in this context, instead of adapting our support to children's needs and their evolving capacities. In consequence, as the children's ability to adapt to such expectations correlates rather with their social, cultural and/or economical background – but not necessarily with their intellectual abilities – we observe unacceptable forms of social exclusion from academic education in many countries.

It is a great achievement that the Ankara Declaration addresses these issues on an international level. And it will be an even greater achievement, if the declaration will contribute to raising scientists' and politicians' according awareness too.

Bernhard Babic

Paris-Lodron-University Salzburg, Austria

ANKARA

DECLARATION

ANKARA DECLARATION

Children and young people are living in today's world and will live in the world of tomorrow. We are the custodians of our children's future.

From the earliest age possible, ALL children should have the chance to be in touch with academic thinking, to engage with scientists, artists, practitioners, researchers, students and research institutions.

It is our shared responsibility to make children and young people, whatever their background, aware of their educational opportunities and to support them to realise their potential. They should be inspired and empowered to recognise their strengths, their value and power for society as researchers, students, practitioners, artists, scientists and thinkers for the future.

Our learning culture changes through communication and dialogue and all players in our educational and research systems (policy makers, universities, schools, informal learning environments etc) have to reflect on their capacity to listen to, to understand and be responsive to children.

Children and young people are particularly open-minded and creative and are the best witnesses of their hopes, as well as their difficulties. They are the catalysts for change; it is time for all of us to learn from them, and with them.



Sis Catalyst & EUCU.NET
Conference, University of
Ankara, November 2011

In the Porto conference, I presented the results of the EU Kids Online survey in 25 European countries, focused on the online experience lived by European children (9-16). They showed that children's digital literacy and mediation from parents, teachers and peers affected their online practices which occurred mainly in informal and individualized environments. Two years later, the crescent use of mobile media and the pressure to be 'always on' makes the research on the ways children construct their ability to deal with risky and unexpected situations and challenges even more relevant. Today, Universities from 33 countries are involved in updating this research and disseminating the results among different stakeholders. They are fully in line with the Porto Declaration on Technology, Education and Young People.

*Cristina Ponte
FCSH, Universidade Nova de Lisboa, Portugal*

The Web isn't just a technical platform where we store bits and bytes. It is a manifestation of human knowledge or even the human experience, the good AND the bad. If you believe in the remarkable ability of the human brain to invent and shape ideas, then the web is a place to share and collaborate on ideas to solve the types of global problems we face now and in the future. We have to show people how to contribute, how to work together, how to MAKE, BUILD, CREATE, PLAY and FAIL in our knowledge network. We have an opportunity to teach young people that the Web is not just a platform for consumption of knowledge, but rather a place where each individual can have a voice – and we need to make sure that our learners understand why their voices are important, no matter what the topic. By giving learners the agency to own their voices, we can help them learn applicable digital skills that will influence how they participate in the world. The Porto Declaration touches on the complexity of the work we have to do as well as the spirit of openness and play with which we must do this work. If we are to ensure the development and education of global citizens, than we have to begin embedding new technologies into everything we do.

*Laura Hilliger
Training and Educational Lead at Mozilla Foundation, UK*

PORTO

DECLARATION

TECHNOLOGY, EDUCATION AND YOUNG PEOPLE

Science in Society activities are central building blocks of lifelong learning. In an open and informal way they promote curiosity, inquiry, creativity and critical thinking.

Today's children and young people are growing up in an information-rich society that is very different from the past. The opportunities they have to access and use information and communications technologies (ICTs) enable them to become active global citizens. They are able to participate in education and research almost anywhere in the world, at any time and often for little cost.

Access to knowledge that is not dependent on time or place, together with the development of technology-based learning environments, will fundamentally change educa-

tion and research systems. Science in Society activities must also change.

ICTs have the potential to make knowledge about science much more accessible. However, we must consider the ethical issues they raise, the implications they have for the rights of the child, how children and young people can use ICTs safely and digital literacies. We must also consider equality of access, for while digital access will foster opportunities, digital gaps will contribute to disadvantage.

The universities and research organisations that will become the incubators of new ideas for the future will be those that integrate new technologies effectively into their research, teaching and engagement with society.



SIS Catalyst & EUCU.NET Conference
Universidade do Porto – Reitoria
28th November – 1st December 2012

This declaration captures perfectly the various aspects discussed at the conference that we all would like to see reflected in a lasting document. From the point of view of my own research and contribution to the conference I would highlight the importance to go beyond the “science is fun” approach, showing that science is much more than that: interesting, exciting, fascinating, useful, relevant, important...

*Erik Stengler
Science Communication Unit
University of the West of England, UK*

From the perspective of developmental psychology, it is of utmost importance to teach children not only contents, but also how to learn. Teaching science and learning about science involves both. Furthermore, teaching science in a way that appreciates the children's level of knowledge and that addresses the fun of resolving problems and finding scientific solutions will help both to improve children's thinking and to increase their scientific curiosity.

*Moritz Daum
Department of Psychology
University of Zurich, Switzerland*

The “fun” of science has little or nothing to do with amusement, entertainment and the common idea of what can be “funny”. It is the pleasure of discovering new things: a child and a young person can share this feeling, which is the same feeling that a Nobel Laureate felt him/herself, when building knowledge for the present and the future generations. In everyday life, science is hard work, which eventually will improve the world, and ourselves. Science means “method”: it is a way of thinking that everyone, including the youngest, can apply to every activity, relationship, context. And science must be free, so free scientists deserve respect.

*Gabriella Dodero, Paolo Somigli
Free University of Bozen-Bolzano, Italy*

ŁÓDŹ

DECLARATION

RESPONSIBLE SCIENCE COMMUNICATION WITH CHILDREN AND YOUNG PEOPLE

Children and young people have many reasons for engaging with Science and science-based activities, such as enjoying an exciting moment, solving a mystery, learning about possible careers, or creating ideas for the future.

Science communication and awareness programs for them can be build around “science is fun” activities but should also engage them in discussions about difficult and challenging ideas. Children and young people deserve the opportunity to understand the differences between the reality of science and idealized images, such as often portrayed in the media, and to learn and talk about uncomfortable or controversial issues in a safe, respectful and supportive environment.

Through responsible and reflective communication programs children and young people will be able to develop a

deeper understanding of ways in which science can benefit society, but can also sometimes be used for harm. They will learn how science can be influenced by social bias and ignorance and that intense competition between scientists can potentially lead to poor practice and skewed outcomes. They can come to understand that scientific processes and practices are shaped by humans and thus subject to human weaknesses and flaws so that, for instance, institutions such as schools and children’s universities tend to perpetuate rather than challenge existing power structures and even ideas.

They can also come to understand the importance of co-operation and persistence: That scientific progress owes more to collective work rather than lonely genius and to long, hard slog rather than sudden brilliant ideas.



SIS Catalyst & EUCU.NET
Joint Conference Łódź
22nd-26th October 2013

To achieve a responsible and reflective approach, those who organize and deliver science in society programs for children and young people require specific skills in discussing controversial and difficult topics effectively. They need targeted training to ensure they are able to empower young participants to engage with challenging ideas, to listen to the views of others and share their own in a safe, respectful and supportive environment.

They also need to be aware of the importance of presenting a diversity of backgrounds and views in discussions, for it is imperative that children and young people do not come to see science as the sole preserve of a single or elite group.

Ultimately, by developing a fuller understanding of Science and science-based activities in a responsible, reflective, safe and supportive environment, children and young people will be rewarded by greater enjoyment and will become even more engaged.

The Vienna Declaration is of is major importance for the further debate on the future of academic research and higher education. The declaration clearly points out the fact of continued inequity in access to higher education as a problem of vital importance. At the same time the declaration outlines a comprehensive approach to a solution: Without any doubt, the key role of Children's Universities and similar approaches is to enable encounters with higher education studies and research particularly for children from families with low educational backgrounds through links with their lived histories and everyday experiences.

*Michael Hartmann
Institute of Sociology
Technical University Darmstadt, Germany*



VIENNA DECLARATION

THE VIENNA DECLARATION ON SOCIAL MOBILITY THROUGH 'SCIENCE IN SOCIETY'

SiS Catalyst & EUCU.NET
Joint Conference Vienna
10th-12th September 2014

Education is a fundamental right of all people and should therefore be equally and unrestrictedly accessible for all. Higher education is a key driver of social, economic and cultural development in modern societies and is critical in shaping individual life paths. Continued participation in education determines social mobility through employment and career opportunities. It also encourages active citizenship by enabling individuals to engage in civil, social, economic, political and cultural processes. However, a global rise in participation in higher education in recent decades has not equally benefit-

ted all groups in society. Gaps continue in rates of participation and success. Education returns vary greatly between people with – for example – different racial, national, religious, gender and socio-economic backgrounds.

These gaps are reproduced in higher education, and in society at large, through implicit biases and more direct forms of discrimination. Exclusion mechanisms at play in society influence educational practices that still privilege some while marginalizing and shutting out others. In a time of unprecedented population diversity in

industrialised countries the failure of higher education to reflect this diversity represents a huge loss of human potential, critical thinking and innovation – especially in the case of knowledge and economic development, social cohesion and social justice. Industrialising parts of the world also depend on developing the untapped potential of all their people. Making “excellence inclusive” is thus a global issue.

Higher education institutions worldwide have a responsibility to contribute to greater equality, social mobility and

well-being in their societies. We urge them to recognise and foster the dreams and aspirations of children for higher education as early as possible. This especially applies to children from groups currently under-represented among their students and staff, i.e. “locally defined minorities” (LDM).

LDMs can feel alienated from university often because of a lack of belonging. Outreach activities, such as Children’s Universities, spark children’s curiosity about the possibilities of education, research and science. They provide a holistic opportunity to tackle exclusion mechanisms and to engage all individuals. Experience shows that early outreach programs have the potential to increase both enrolment and attainment in higher education among

under-represented groups in the long-term. They need to be carefully designed by devoting attention to young peoples’ voices – otherwise exclusion mechanisms can still be reinforced unintentionally.

To be effective, science engagement activities must be tailored to connect with the lived histories and experiences of the children. For example, mentoring by older peers with similar backgrounds can both inspire and boost self-esteem. Creating inclusive spaces where children CAN develop their potential unhindered by stereotypes and discrimination is critical. Encouraging children to develop their own views on scientific knowledge can promote ownership of knowledge and thus have an empowering effect.


The core principle of “inclusive excellence” is to connect the concepts of diversity and potential for excellence, nullifying any links between ideas of diversity and deficiency.

All human beings are potentially able to excel in environments that allow them to prosper. Creating these environments requires innovation in academic teaching and learning and in public engagement. Higher education institutions that commit this change will also reap internal benefits through organizational learning. Opportunities for systemic change leading to more inclusive higher education will be unleashed through Children’s Universities and other new approaches.



WHAT IS A

- ❖ A Children's University is a mix of various actions based on three objectives: urge for knowledge, perspectives and participation. Children's Universities are science communication at its best – putting the messages of science, arts and humanities across in a child oriented way and wrapping rocket science into bursting bubbles for those aged from 7 to 17.

A background image showing the faces of several children, including a girl with dark hair and a girl with blonde hair, smiling and looking towards the camera. The image is partially obscured by several overlapping colored rectangular boxes in shades of gold, purple, teal, red, and green.

❖ Children's University projects are always linked to organizations of higher education and/or research. Our programs match the curiosity of children with the inquiring mind of scientists. A Children's University wants to get a hearing for children and scientists in equal shares and we are commending the diversity of science, arts and humanities to the forthcoming generations.

❖ Children's University programs support scientists and students to enter the dialog with children and work together in an environment of critical and global citizenship.

❖ At the same time Children's Universities advocate the needs of children and equality of opportunities in education.

..... **CHILDREN'S UNIVERSITY?**

❖ Children's Universities act not only as intermediates between children and scientists but also for the institutions. We are introducing at one go into the academic world and demonstrating educational choices.

THE EUCU.NET CHARTER

A CHILDREN'S UNIVERSITY MEANS:

- * Encouraging children to be curious and to think critically – the mainsprings of research and science
- * Communicating to them the idea of universities and providing insights into academic culture as well as their role in the society at large
- * Working with young people in such a way as to help universities to be more responsive and open
- * Making encounters between children and “the university” (as a community of academic staff and students) possible
- * Enthralling them with diverse scientific fields (from humanities, to social sciences and natural sciences) and with diverse scientific methods unbiased by commercial interest
- * Giving young people an understanding of their future educational choice and options



**A CHILDREN'S
UNIVERSITY IS
BASED ON THE
AIMS OF:**

- * Providing access for all children without boundaries and on a voluntary basis
- * Providing an atmosphere of respect without pressure to perform
- * Involving and providing benefit for children from disadvantaged groups (including barriers caused by social or economic, impairment, language or gender)
- * contributing to the enhancement of universities as concerning organizational, didactical and research development

“IF I MEET A MINISTER OF EDUCATION OR RESEARCH I WILL ADVISE HIM OR HER TO BE MORE OPEN IN THE DISCUSSION WITH CHILDREN BECAUSE AFTER ALL, THEY ARE THE BEST EXPERTS IN ‘THINKING FREELY’.”

*Vlad Iavita (13), Bucharest, Romania, delegate to the “We Are the Future”-
Event alongside the EHEA Ministerial Conference 2012, Bucharest, Romania*

EUCU.NET INCUBATORS

EUCU.NET is a constantly growing membership organization of institutions and individual persons with network partners all over the world. Our strategic objective is to support existing programs with strategies for funding and sustainability and to enhance the further growth of Children's Universities.

Within EUCU.NET the interaction among member parties are immensely strengthened. The previous years of EUCU.NET demonstrated clearly that our active members are delivering some of the most innovative programs of science communication in the higher education and research context.

WHAT IS EUCU.NET

Our network serves as incubator-platform for new ideas and the sustainable development of Children's Universities and similar projects targeted at young persons.

Current working groups are focusing on research and impact analysis, internationalization and networking, the interface of science and art and especially targeting and social inclusion.

EUCU.NET is a membership association with the advantage of drawing upon the experiences and contacts gained from a broad variety of projects from its community of members. It aims to keep the spirit created by the initial EU-funded project and to carry the idea of Children's Universities even further. This shall foster general acknowledgement and support to individual organizers of such initiatives.

The importance of networking with like-minded people and organisations is fundamentally important for the development of good practice. Membership of EUCU.NET will bring you directly into contact with people, projects and opportunities.

If you are interested in the current and future development of Children's Universities and want to learn more about how to stay in contact with the EUCU.NET network or how to become a member, please visit www.eucu.net.

Children's Universities were identified in the following countries:

AUSTRIA BELGIUM BOSNIA & HERZEGOVINA BRAZIL
CANADA CHILE COLUMBIA CROATIA CZECH REPUBLIC
DENMARK ESTONIA FINLAND FRANCE GEORGIA
GERMANY GREECE ICELAND INDIA IRELAND ITALY
JAPAN LIECHTENSTEIN LITHUANIA LUXEMBURG
MACEDONIA MEXICO NETHERLANDS NORWAY
POLAND PORTUGAL ROMANIA RUSSIA SLOVAKIA
SLOVENIA SPAIN SWEDEN SWITZERLAND TURKEY
UNITED KINGDOM UNITED STATES OF AMERICA

If you have information about any Children's University in a country which is not on the list yet, please let us know: info@eucu.net



FACTS AND FIGURES

10 years ago a quickly rising number of universities has started to offer science engagement and outreach programmes under the heading “Children’s University” (or similar). Nowadays, Children’s Universities and its characteristics and objectives can no longer be deemed as mere isolated innovation activities, but rather as a concerted and broad movement. It has exceedingly reached a critical mass in the meanwhile.

The EUCU.NET Update Survey 2013/14* has revealed impressive facts and figures about Children's Universities:

- * 356 Children's Universities were identified in 40 countries worldwide.
- * Implementation of new Children's Universities still shows a continuous uptrend: 34% of all CUs in the sample were initiated after 2010.
- * Strong commitment to Children's Universities as an academic approach: More than 75% of CUs in the sample are coordinated by universities or in close cooperation with universities
- * Cooperation is essential: almost 50% of all CUs in the sample are cooperating with partner organisations for developing, administrating or delivering their programs
- * Overriding aims of for the implementation of Children's Universities are: (1) science communication, (2) widening participation, awareness raising and (3) public engagement of universities.
- * 7 to 14 years is the predominant age of the target population – this is true for more than 70% of the Children's Universities.
- * CUs as a learning and training ground for university students: more than 75% of the CUs do involve them in the in administration or delivery of CUs, eg. as explainers or in other roles
- * An average CU has approx. 1.500 children as participants per year and approx. 30 academics who contribute to the programme.
- * All in all, CUs on our list do serve an estimated total of over 500.000 children per year and work with up to 15.000 researchers who contribute to the programmes

** survey description: online questionnaire, survey period July 2013-Jan 2014, response rate 46%*

CONTACT

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twitter: www.twitter.com/eucunet



BENEFITS FOR MEMBERS

Become a EUCU.NET member to be part of a growing lobbying organisation for projects at the point of intersection of children, science and higher education. As a member you have full access to all network contacts and benefit from joint initiatives. You are entitled to use the EUCU.NET member logo which identifies you as being committed to the concerns of children and their learning. Please refer to our website for member fees and the application procedure.

Chris Gary, General Secretary

Cyril Dworsky, International Liaison Coordinator

EUCU.NET MEMBERS 2014

AUSTRIA

- IFAU – KinderUniSteyr – Steyr
- Junge Uni der FH Krems – IMC Fachhochschule Krems
- Junge Uni, Universität Innsbruck – Innsbruck
- Kinderbüro Universität Wien – Vienna
- World University Service Austria (WUS) – Graz
- ZOOM Kindermuseum – Vienna

BELGIUM

- University of Groningen – Groningen
- K.U. Leuven – Leuven

BRASIL

- Federal University of Minas Gerais – Belo Horizonte

CANADA

- Université Laval – Québec

COLOMBIA

- Fundación Universitaria Konrad Lorenz – Bogotá
- Universidad EAFIT – Medellín

CZECH REPUBLIC

- Dětská Univerzita, Palacký University – Olomouc

DENMARK

- University of Copenhagen, Faculty of Science – Frederiksberg

ESTONIA

- Estonian University of Life Sciences – Tartu
- Tallinn University of Technology – Tallinn

FRANCE

- Jardin des Sciences de l'Université de Strasbourg – Strasbourg
- Association Paris-Montagne – Paris

GEORGIA

- Ivane Javakhishvili Tbilisi State University – Tbilisi

GERMANY

- Anstöße Geben e.V. – Kitzingen
- FAKT-Förderverein Für Archäologie, Kultur und Tourismus e.V. – Erkenbrechtsweiler
- Freie Universität Berlin, Environmental Policy Research Centre – Berlin
- Universität zu Köln – Köln
- Kultur & Spielraum e.V. – München
- Rheinische Friedrich-Wilhelms-Universität Bonn – Bonn
- Eberhard Karls Universität Tübingen – Tübingen

GREECE

- Neaniko Kai Paidiko Panepistimio – Athens

ICELAND

- University of Iceland – Reykjavik

ITALY

- Associazione Fun Science – Renazzo
- Free University of Bozen-Bolzano – Bolzano
- SISSA Medialab – Trieste

IRELAND

- Irish Centre for Talented Youth – Dublin

LITHUANIA

- Vilnius University – Vilnius

LUXEMBOURG

- University of Luxembourg – Luxembourg

POLAND

- Experyment Science Centre – Gdynia
- Foundation of Małopolski University for Children – Trzebinia
- The University of Interesting History for Children Foundation (Fundacja Dziecięcy Uniwersytet Ciekawej Historii) – Złotokłós
- Children's University Foundation – Kraków
- Łódź Children's University, Łódź University of Technology – Łódź
- Silesian Children's University, University of Silesia – Katowice
- UNIKIDS – Bielsko-Biała

PORTUGAL

- University of Lisbon – Lisbon
- University of Porto – Porto

ROMANIA

- Asociația Universitatea Copiilor – Bucharest

RUSSIA

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