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# WHY DARE?

**NETWORKING FOR DEMOCRACY  
AND HUMAN RIGHTS EDUCATION  
IN EUROPE**

edited by Agnieszka Paczynska

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DARE NETWORK  
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**EDITOR**

**AGNIESZKA PACZYNSKA**

**GRAPHIC DESIGN**

**DOROTA NOWACKA**

**LANGUAGE EDITOR**

**GILLIAN SYMONS**

**PUBLISHER**

**DARE NETWORK**

**CORRESPONDENCE ADDRESS:**

**DR. HANNELORE CHIOUT**

**ARBEITSKREIS DEUTSCHER BILDUNGSSTÄTTEN**

**MÜHLENDAMM 3**

**10178 BERLIN**

**PHONE: (+49) 30 400 401 17**

**FAX: (+49) 30 400 401 22**

**CHIOUT@ADBILDUNGSSTAETTEN.DE**

**WWW.ADBILDUNGSSTAETTEN.DE**

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# LEARNING DEMOCRACY

2004 and 2005 are important years for the European Union (EU), its citizens and citizenship education. The institutional changes, the referenda, debates and activities in these years underline the importance of education for democracy and should stimulate those who work in this field to initiate activities and keep the topic 'citizenship' on the political agenda.

The accession of **10 new member countries** is a major step for the EU. For us as educators there are three major issues that follow from it:

- a. the consequences for decision-making in the EU (can we handle 25 countries that wish to have their say?);
- b. can we keep citizens interested in the enlargement process – can we attract their interest and involvement? and
- c. can citizens handle multicultural Europe? Are we, in other words, able to integrate 10 new countries and maintain our tolerance, abstain from discrimination and keep away from right wing extremism?

Also in 2004, a month later than the accession, the **elections** for a new and enlarged European Parliament took place. The turn-out results were more remarkable than the results for the political parties. **Most striking was the abstention of voters in the new member states.** In **all** countries the turnout was lower than for their last national elections. Most dramatic was the turnout in Slovakia where only 17% of the voters showed up. The average turnout was 40% (with Malta 82.4 and Cyprus 71.2!). In the old member states 9 countries had a lower and only six a higher turnout. The average was 49.4 (49.8% in 1999).

A memorable fact was the adoption of a draft **Constitution** for the EU. At the end of 2004 there will be an official signing of that document and then in 2005 several countries will hold referenda. As a consequence the discussion about Europe will continue, with opportunities for civic educators to organise activities that stimulate participation in this process. The mission for civic educators can be to translate the common European values into concrete situations in which students and citizens can recognise themselves.

There is reason to worry about the outcome of the referenda since support for Europe among the citizens of the EU is generally speaking, not very high. Eurobarometer research shows that roughly 50% of EU citizens think that membership of the EU is a good thing. If asked whether they trust the EU institutions: 42% do not and 41% do.

During the last three years the results of large-scale research demonstrates encouraging **effects for civic education**. The International Association for the Evaluation of Educational Achievement (IEA) publications about civic education in various countries show not only the differences in knowledge, attitudes and skills of secondary school children in different countries, but **the research is promising for the way political interest and political participation can be increased**. Check the web site [www.iea.nl](http://www.iea.nl) for detailed research results. Important aspects of civic education are, among others, opportunities for students to discuss issues in class, a democratic class and school climate and possibilities for students to participate in school. Most encouragingly these studies are a positive stimulus for democracy teachers and trainers. Their efforts can be very effective under specific circumstances.

The signals that 'citizens are not born as a democrat, but that democracy has to be learned', are picked up by the EU ministers of Education. Under the leadership of the Dutch EU-chair citizenship was declared an important topic. In their July 2004 conference the ministers concluded, "As European societies need the participation of active citizens, many Member States are making efforts to enhance social cohesion by promoting active citizenship in democracies in schools as well as in the field of lifelong learning." (Presidency conclusions 'citizenship education')

An opportunity to stimulate democracy activities and keep citizenship on the international political agenda is the **European Year of Citizenship through Education** in 2005. Networks like **DARE** play an important role here as intermediary between government institutions and citizens. How can this be done?

- by bringing together experience and expert knowledge from all member countries;
- by discussing the necessary knowledge, attitudes and skills that citizens need in a democratic state and how a democratic way of life can be maintained;
- by discussing the social aspects of citizenship: the rules of behaviour between citizens and in society, solidarity, justice and how behavioural norms can be maintained;
- that democracy learning is not the sole task of schools.

**DARE** and other networks are key in developing ways and methods by which democracy can be learned in an effective way.

*Ruud Veldhuis*

*Instituut voor Publiek en Politiek, Dutch Centre for Political Participation*

# DARE – DEMOCRACY AND HUMAN RIGHTS EDUCATION

– was founded as a European network in summer 2002, initiated by the Association of German Educational Centres (AdB).

The network has so far been joined by 37 NGOs, academic, research and other organisations from 23 European countries.

What were the reasons for establishing the network and why do we think DARE is unique?

**Democracy and Human Rights are not to be taken for granted.** They should be defended constantly; they have to react to new and often very complex questions and developments; they ought to be deeply rooted in society and shared as common values. Politics must obviously refer to them for reasons of legitimisation but often, in our countries too, even elementary human rights are called into question. The rules and contexts for democracy are constantly re-evaluated and have to be reinterpreted according to new challenges. Democracy therefore cannot do without education which forms the infrastructure necessary for awareness raising and for the development of democratic culture in order for human rights to be maintained and secured.

The importance of education for democratic citizenship (EDC) and human rights education (HRE) is universally recognized. An impressive number of dynamic NGOs are carrying out invaluable work in these fields. **DARE** has been established to address two main shortcomings perceived in the present arrangements for those NGOs around Europe which specialise in these fields, i.e.

- the lack of adequate resources and isolation of NGOs, which makes it difficult for them to access information, potential European partners (and in consequence common projects or development/training opportunities), and effective lobbying;
- the tendency to treat separately the distinct but nonetheless closely interrelated fields of EDC and HRE.

As a Europe-wide network focusing on the twin-fields of EDC and HRE, DARE has created a new environment in which such organisations can thrive, benefiting from common

services and a pooling of experience and expertise, which – as the network develops – will create a common purpose and focus for EDC/HRE. Funded by the European Grundtvig 4 programme **DARE** started its activities in 2003 for a three-year period which should establish the basis for sustainable development in the long run.

We started the process with much enthusiasm, fascinated by and eager to benefit from the educational traditions and systems in the countries involved and from the experience and expertise of all the member organisations. It turned out that **the network represents a remarkable range of different approaches, concepts and competences**, but also a great variety of organisational structures, organisational cultures, traditions and frameworks. “Western” traditions meet exciting activities of NGOs in the new democracies of Eastern and South Eastern Europe. Umbrella organisations meet small NGOs. Academic research institutions with an expertise in the development of training materials meet grass-root organisations combining theory and practice for a great variety of target groups. National authorities are involved adding a special focus on educational administration and the promotion of EDC and HRE.

This broad variety both in EDC and HRE opens numerous opportunities for mutual learning and mutual support in the network.

The first two conferences in June and December 2003, both organised by the Belgian member VORMEN in Antwerp, have been the starting point for an intense professional exchange among member organisations focussing perceptions and perspectives of EDC and HRE throughout Europe and being an important step forward to clarify institutional and national backgrounds.

**8** The seminar on ICT-learning in EDC and HRE, held last April in Budapest and arranged by our Hungarian member FiVE, offered the first training course for trainers in this field of growing importance in education and provided the instrument of dissemination. Two permanent working groups will now be the core of cooperation and development.

**DARE's** common vision is to promote – within the enlarged Europe for all the citizens – a deeper understanding and commitment to human rights and democracy through education.

**DARE** seeks to raise the profile of education for democratic citizenship and human rights and to achieve recognition for this as the core obligation for formal and informal education

systems throughout Europe. These goals are to be achieved by shared activities, i.e.

- exchange of information, content, methods and staff;
- common programmes for education and training of staff, board members and volunteers in member organisations;
- common databases and systems;
- public relations and lobbying at the European level;
- common educational projects, standards and promotion of good practice;
- a common resource on funding opportunities (thus minimising the need for duplication of research).

Building a network is a challenge for all the members. Expectations are high concerning not only the outcomes of cooperation, but also the profile and public recognition of EDC and HRE. Members are to profit from training opportunities, exchange of knowledge, information and experience, engaging in cooperation to carry out new projects. Simultaneously, through their individual and group activities, they should contribute to the profile of the network and thus strengthen **DARE** as a whole. **The synergy effect of cooperation will make it clear that the network is more than the sum of its members.**

But expectations also differ. It is a long process, not free from contradictions, which goes from sharing a vision to the point of implementing a sustainable future for a large number of heterogeneous organisations. Each organisation must have a voice in it. Interests must be transparent, conflicts frankly discussed, agreements – never a result of dominance. Such a process needs space and continuity to build trust and to develop its own structures. It depends on the motivation of every single member.

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**DARE** has to be credible according to its proper vision and must find balance between expected outcomes and internal democratic culture. Growth of confidence between individual members and among the whole of the network is a sign of quality and an important outcome not specifically mentioned in applications and activities. It is the key for successful and efficient cooperation as

- the working groups of **DARE** deal with policy, operational and educational issues;
- **DARE** organises its seminars and conferences on new developments in human rights and education for democratic citizenship, bringing in expertise from member organisations as well as from outside experts;

- **DARE** serves as a platform for partnership, cooperation and development of our focus;
- **DARE** exchanges information on the activities of its members and provides information from outside by publishing a regular newsletter, which was first produced in October 2003, and a website, which has been launched this summer.

Other organisations are interested in joining. Networks and organisations with a similar focus are interested in cooperation. The European Union Commission recognized the initiative by funding the network and inviting it to be part of a working group on strategies for active citizenship in Europe. **DARE** had a promising start. This encourages us to trust in the substantial contribution of the network to promote EDC and HRE for a vibrant democratic and human rights culture throughout Europe.

*Dr. Hannelore Chiout*

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**CHALLENGES  
AND EXPECTATIONS  
OF DARE MEMBER  
ORGANISATIONS**

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## INTRODUCTION

Being established only in 2002, DARE is a young network. Its member institutions are quite diverse and have very different approach to some issues. This chapter is designed to show the diversity of the network and to present the personal approaches of the leaders of DARE member organizations. Therefore the articles in this chapter are very heterogeneous in style and approach. These short texts emerged from the answers given by all the authors to the following two questions:

- 1. What are the challenges of EDC and HRE you see in your country and how do you cope with them in your organization?**
- 2. What are your personal expectations and reasons why you joined the DARE network?**

It is therefore quite unique material illustrating the variety of problems that DARE member organizations deal with, examples of good practice they worked out, and ideas they have for their future work. At the same time the texts

identify problems that turned out to be common to several countries, be they well established democracies that have enjoyed a peaceful history for the last 60 years or countries that had to start building their democratic institutions nearly from scratch fifteen years ago after the fall of communist regimes. **Thus, a unique and very interesting map of HRE and EDC issues in the whole of Europe emerges.** The possibilities of seeing our own problems in a wider perspective and learning from the experience of others are precisely the reasons and justification for creating the network. We are convinced that such an approach is the best one for proceeding with our work on the field of HRE and EDC in Europe.

*Agnieszka Paczynska*

## ARBEITSKREIS DEUTSCHER BILDUNGSSTÄTTEN, BERLIN

Dr. Hannelore Chiout, Katrin Wolf

### ■ Challenges of EDC and HRE in the German context

The unification of the two German states in October 1990 was the decisive event of the last decade. Two states, in which for 45 years people had lived under totally different conditions and hostile political systems, were to grow together. The world had been divided and a deep split was running through our country.

In the beginning a spirit of optimism and confidence prevailed. The civil movement in the GDR used its increasing influence to fight for a start into a democratic future. In the so-called old German Federal Republic a great willingness existed to support the change. But the dreams and enthusiasm were short lived.

The old Federal Republic was not really interested in respecting different opinions and ideas for building the democratic future of the united Germany. In the so-called new Federal states euphoria was soon followed by disillusionment: the rate of unemployment increased, the old feeling of social security vanished. Western structures have been imposed and were felt in daily life more and more as arrogant dominance.

The unique chance to develop the process of re-unification together with all citizens in a democratic way with mutual respect for different experiences and achievements was not used. New institutions and laws have been introduced, but there was little room for participation and citizens' own initiatives. Active citizens were neither supported nor challenged sufficiently. At the same time the global economic crisis also had an effect on German economy and politics. A change of paradigms caused a different sense of governmental responsibility and the private readiness to take risks. Consequently one can see a weakening of solidarity: an increasing rate of long term unemployment (in the Eastern part 18%, in the West 9%), few prospects to return into the labour market and into former social surroundings accelerate this process.

People older than 45 have little chance of finding employment. Young people rarely find good jobs – no matter how well they are trained and how committed they are. On the other hand the income of a small number of managers is growing often after rationalisation and job cuts. Private wealth and increasing public poverty seem to be mutually dependent. Political culture was affected by this sense of unfairness and unequal opportunities: In 2004 the numerically strongest party in Germany is the party of Non-voters – a warning signal for a democracy! Even 15 years after re-unification behaviour at the polls in the two parts of Germany has not become similar but has further drifted apart. Many people in the New Federal States are constantly feeling disadvantaged and not respect-

ed. In the Old Federal States many people are feeling confronted with excessive demands and unfair challenges.

The birth rate went down rapidly, especially in the first years after unification in the “new” countries. **Nowadays 40% of people with an academic education don't have children.** This demographic development is used as an argument to justify reforms which reduce social rights. A general feeling of resignation is spreading and fewer citizens are ready to participate in political activities or to make constructive suggestions.

In this situation civic education (EDC and HRE) in Germany has to face difficult challenges:

On the one hand to name and to analyse the complexity of a changing society and on the other to enable people to take over responsibility, to encourage them to participate.

In the old German Federal Republic civic education had been recognized as an important public task. For decades it has been part of the school curricula and especially a part of non-formal youth and adult education. A number of educational organisations, among them many NGOs have contributed immensely to the establishment of a democratic culture in our society. After the Nazi terror regime it has been a task for generations to implement democratic values and thinking. A similar challenge arose after the end of the GDR regime. Education for human rights and democracy remains an ongoing task for every new generation.

This task cannot be done without public support. A well-established framework of specific

laws – like the law which assured the right to take educational leave – developed in Germany. As a consequence many NGOs have been founded. They have promoted and implemented civic education with a great variety of concepts and methods, thus contributing substantially during the last decades to democratic culture and social cohesion in our country. But in recent years the government has withdrawn from parts of its responsibility. As a result of financial cuts many educational centres have had to give up or are hardly able to survive. **EDC and HRE increasingly have to compete in the free market** and face economic compulsions.

EDC and HRE represent educational fields which don't match with the world of economics. The complexity of change requires citizens who are able to analyse the structures of society, defend their rights, find ways to participate. Citizens have to face uncertainty and fragile identities. **Managing a life of uncertainty** without thinking it to be a temporary disturbance **has become a necessary key competence in a democratic society.** It helps us to find a sense of direction, individually and collectively: in dealing with foreigners in a multicultural society, for equal rights and opportunities between the sexes, to balance the rules and guidelines of private and social life and job requirements, to develop the capacity to cope with existential changes and to shape them. Education for human rights and democracy creates opportunities for orientation and well-founded judgement, for political and social dialogue. Democratic culture cannot grow without it. But education for human rights and democracy will

also have to look for allies and partners and will have to convince while competing with other fields of education.

## ■ Why in DARE?

The Arbeitskreis deutscher Bildungsstätten is an umbrella organisation representing approximately 180 youth and adult education centres, academies and European centres for non-formal political education.

Founded in 1959 the AdB has for a long time been devoting a lot of energy to promoting non-formal political and civic education for young people and adults in Europe. The core task of this educational field is education for democratic citizenship on the basis of Human Rights. The core issues of civic education are EDC and HRE. The AdB is therefore striving to network with other organisations which share similar goals and the vision to develop and strengthen a culture of democracy on the basis of respecting Human Rights in Europe, through education in action.

In 2002 the AdB took the initiative to establish a European network of education for human rights and democracy and first of all invited Non-Governmental Organisations for a meeting in Germany. This was the birth of DARE and the first and decisive step to give this vision a practical basis.

Within the 3 years of sponsorship by the European Programme Grundtvig 4 we want to strive to gain attention for EDC and HRE in Europe. EDC and HRE should be recognized and visible

as a core task supplementing the formal education system and vocational training.

We are hoping for an intense exchange with all member organisations and the development of common projects to support the growing Europe in finding an identity beyond nationality and cultural differences on the basis of Democracy and Human Rights.

## ROMANIAN CENTRE FOR EDUCATION AND HUMAN DEVELOPMENT (GRED)

Corina Leca

### ■ Challenges of EDC and HRE in Romania

#### 1. The drastic contradiction between the principles and models promoted through the textbooks and real life

Teachers who use the new civic education books or various pilot materials often tell us that their **students complain strongly about the gap between the principles and solutions illustrated in books and real life aspects** (human rights abridged by authorities, corrupt police officers and judges, double standards in Romania and abroad, etc.). Students feel like mocking their classes. Actually they believe that real life situations will not challenge them to apply the values and principles stated by the curriculum. Why observe the law? Why pay taxes? Why vote when there are so many examples of success gained by neglecting or even breaking these principles?

Our students have to be aware that these bad phenomena are present even in older democracies, but they are kept under control by the strength of the state institutions and the agency of their citizens. What our teachers should do is to use very specific examples of change. How should a specific decision, action or value

influence a concrete situation? Even when we talk about values, we have to give as many powerful examples as possible in order to make students determined to stand for positive change. How a single vote decided who won. How a bold newspaper article triggered an anti-discrimination campaign. How a small group of determined people in a real community launched an environmental project which deeply changed environment policy in that country. With concrete names, dates, figures, reasons, arguments, and all the circumstances. Thus, in our opinion, **the real challenge** related to the title of this point **is how to develop the research skills of our teachers to enable them to use real life in support of democracy and human rights principles.**

#### 2. Group work evaluation

This seems to be one of the oldest problems encountered by teachers who have adopted interactive methods. They were content during seminars or other training activities when various NGO trainers ran group work-based sessions, they were able to list the advantages (in terms of learning) of such activities, but once they went back to their schools and applied the group work style with their students, dozens of questions appeared. After they had explored the effectiveness and joy of their students organizing themselves and meeting a large range of tasks, they felt unable to quantify the contribution of each student and score him/her objectively. The most frequently adopted solution was to assess the general product and/or process of/within the group and mark all mem-

bers equally. In many cases even students complained because they did not value each contribution evenly. Another solution was to focus on some members of the group who were assessed against specific criteria. It meant that a part of the activity (in terms of people and objectives or criteria) was not assessed at all. Some teachers were using group work only for teaching without evaluating students' performances. All these examples show both the intrinsic complexity of this methodology and the incapability of teachers educated in an equalising system to deal with so many variables at the same time.

The solution we have been trying to frame for a couple of years takes into consideration the objectives envisaged by using group work. We do not claim that we have found a general answer, but just regard group work activity as a multi-faceted reality: various students develop various capabilities depending on the tasks they complete (such as facilitating the discussion, collecting data, presenting the results, etc.), some of them are purposely evaluated then and others will be evaluated next time (but if they do something wrong according to transparent criteria they will be told), they assess each other and themselves. Based on the very concrete aims of a given group work activity we prioritise the objectives. What are the most important objectives the teacher wants the students to fulfil during that exercise? And even more specifically, what aspect(s) does the teacher plan to watch in the case of a certain student? If a teacher wants a student (or some students) to improve their decision mak-

ing skills, for instance, she will observe how that/those student(s) argue their opinion, listen to each other, and compromise. To split the objective into relevant criteria of achievement seems to be rather a difficult task for civic teachers.

The general idea is to develop very clear criteria (this will improve in time) which illustrate to what extent that objective was achieved and involve students in this process. **If students know not only the objective, but also what indicates that it was reached** (which is not always self-explanatory), **they will be able to control their own learning** and the results will be much better. In time they will be able to assess each other and themselves correctly based on "objective" (as much as possible in a subject which works with concepts and principles defined by human beings) criteria stemming from the shared objectives of their lesson.

## ■ Why in Dare?

In 1998 my NGO started to work in a regional network based on an American experience called Street Law. 16 former communist countries were trying to develop law-related education materials for students. In 2001 I joined a European team of educators in charge of the development of a new Human Rights Education manual within a Council of Europe's programme. It was to become the Compass (a manual of human rights education with young people). In 2002 I wrote an M.A. thesis on civics curricula in Romania and the Republic of Moldova and I analysed the IEA study about civic achie-

vements in 28 countries. Because of this experience we decided to explore the multinational and multicultural dimensions more substantively and to understand correctly the perspectives and priorities of civic education at European level. At the same time, our effort to join the European Community should comprise coherent work on research, teaching, training, and materials development among the newer and older democracies of this continent. We thought that a group of committed professionals was the most efficient learning community for people willing to successfully democratise schools in their country.

## **D@DALOS** **ASSOCIATION FOR PEACE** **EDUCATION WORK** **IN SOUTH EAST EUROPE**

Ingrid Halbritter

### ■ **Challenges of EDC and HRE in BIH**

#### **There are challenges at different levels.**

The challenge at the level of political culture (attitudes and values of a society with respect to the political system and its personnel) is a high degree of frustration among the population. Because of the poor performance of politicians, but also due to traditional distance between the people and “the state” in the former socialist systems, there is resistance to dealing with political issues in Education for Democratic Citizenship.

This frustration is totally understandable, but it means that citizens do not look at political issues with an analytical eye or try to understand the complexity of democratic procedures. These attitudes can also be observed with target groups that work for democratic citizenship in different kinds of projects and organisations.

D@dalos addresses this challenge by offering materials, resources and training courses (i.e. “Teaching Politics in South East Europe”) that are trying to awake interest in politics in general by developing a better understanding of it.

Other challenges are on the level of the education system. If Ministries of Education do not support projects in schools offered by NGOs, work is almost impossible, or has to be done in an “underground” way, dealing directly with schools and principals. Our organisational policy is clearly to try to establish close and long-term relationships with the Ministries of Education, if possible, and to work in partnership.

### **There are a lot of practical challenges to our work.**

The contexts in which we are working in South East Europe are poor economic conditions and poverty, bureaucracy, and difficult geographic conditions including bad public transportation. Teachers with small salaries are often not motivated to attend in-service training or to do additional extra-curricular work. Schools are often poorly equipped.

The geographical distances in South East Europe are huge. There are few direct flights between the main cities in the region, and visa regulations are strict, expensive and require lengthy procedures. This makes regional co-operation in SEE difficult to realise.

Concerning the motivation of teachers, we adapt our expectations to these conditions. There are always a couple of interested teachers and multipliers. These are the people we work with and support.

As we work with ICT, we try to live with the poor technical conditions in schools and the country by adapting our products to them. For instance, the new Fit@school training concept on CD-ROM can be used by projecting it with

a computer and an LCD projector, but it can also be used as print-outs.

We believe in regional co-operation in SEE as there are so many similarities allowing the efficient use of resources. The challenges we face are mainly high travel costs, lengthy procedures for visas, and long trips for participants at regional events. Another challenge is to find a “lingua franca”. Until now, we offer our joint regional training in German, and take advantage of the traditionally close relationship between the Balkans and Germany.

### ■ **Why in DARE?**

D@dalos operates in the whole of South East Europe but has also beneficiaries in Western European countries and overseas (users of the education server [www.dadalos.org](http://www.dadalos.org)). By being a member of the DARE network, **we hope to find a forum through which we can spread our resources, from which we can learn, through which we can get in touch with like-minded people** and organisations and access relevant information.

The information we need is, for example, about funding opportunities, relevant international policies, training events and conferences and what other organisations are doing.

## ASSOCIATION SCHOOL INSTRUMENT OF PEACE (EIP)

Valentina Cinti

### ■ Challenges of EDC and HRE in Italy

EIP contributes throughout the world in making educational circles, governmental authorities and public opinion aware of the need of HRE and EDC in schools and in the community, promoting teacher-training activities, curriculum strategy and content, as well as specific actions to increase the development of attitudes, skills and knowledge about these issues. To face **recent world events** that **have once again called into question the basic principles of civil coexistence and of world peace**, in 2000 EIP followed the 3-year Council of Europe project on the subject of EDC, that developed several activities for the promotion of social cohesion, through fair partnership practices among different social agents, within the framework of formal education and of lifelong learning.

In fact, as one of the most critical tasks assigned to the school in its function as a filter and link among heterogeneous and complex experiences, you undoubtedly consider the education of young people to be a sort of new form of citizenship, defined by the Council of Europe as “multiple citizenship”. It implies the integration of young people in a series of concen-

tric communities in the cultural and the social-legal meaning as citizen of a municipality (the most elementary and important place for their cultural and democratic growth); citizen of a region (which is increasingly becoming the place in which our collective political will is shaped); citizen of a State (whose unity and identity are a precious heritage of a historical process); citizen of Europe (our common home and homeland); citizen of the world (that wants to define itself through common values of peace, HR, development, environment, and to promote harmony between economic growth, democratic development and respect for the Human Being). **These cultural identities and the citizenship dimensions are in fact strongly interwoven**, not only as far as learning at school is concerned, but also in the social environment, in lifelong education, and they require the participation of the school system along with that of all the educational institutions in civil society. Such a complex identity, for which the young people must be prepared from infant school in order to grow up as citizens aware of their rights and duties/responsibilities, asks for a strong commitment to the renewal of values, knowledge and competence, and of educational style. You can say that HRE and EDC are already acquired in a satisfactory and effective way in Italy thanks above all to the importance given by education. The school, seen as a basic community in which not just students are trained, but all social agents are involved, is strongly engaged in fighting social problems (i.e. social exclusion, racism) helping the whole society with educational training activities in

the national social context. In this programme of activities schools offer human resources and structures, and working in cooperation with local authorities, universities, ministries and other partners many goals can be achieved. Lots of ministerial initiatives and governmental programmes that involve social actors and local authorities focus their attention on schools.

The recent reform of the Italian school system provided that the new “autonomous school” be “a site of democratic citizenship and HRE” involving in its educational plan practical activities and experiences of participation based upon the value of pluralism, respect for differences, revival of memory and cultural roots. EIP decided to work in this framework, disseminating this very interesting project in order to create a national school network for DC and HRE in which to set up “school labs”, create tools (books, files, reports), organise meetings, seminars and exhibitions.

Some initiatives focused upon EDC and HRE (2 pilot projects “sites for democratic citizenship and human rights education”, in the framework of the Council of Europe programme) producing very interesting results. They aimed at promoting social cohesion and the culture of school networking, focusing on citizenship and HR through the culture of partnership, linking schools and territory. This allowed students to take responsibilities and participate in school life in a very interactive way, their proposals were listened to, creating areas for their democratic development and the practice of rights and duties, alongside the promotion of debate and negotiation and acceptance of diverging

positions. Our motto was “Jump into Education for DC and HRE”.

The training of trainers at the labs for DC HRE was addressed to teachers and peer-tutors according to the European life skills highlighted by the World Health Organization (to allow and empower methodologies of problem solving, critical and creative thinking, effective communication and conflict management; emotions, feelings and stress management; empathy, personal and group efficacy within the members of the working groups). Peer Education is one of the best methods used in training young people concerning EDC and HRE. It increases the culture of respect, dialogue and social cohesion within the peer-group. It can also be managed to run activities concerning intercultural and inter-religious dialogues among different cultures and ethnicities, in both formal and non formal education contexts. In this scenario, the real problem is about the differences we find throughout Italy: even if EDC and HRE are fundamentally managed in the same way, in the northern and middle regions several initiatives, projects and educational programmes are more methodically structured than in the South, and it is understood that fundraising is sometimes a problem EIP tries to face through cooperative partnerships.

## ■ Why in DARE?

EIP Italia carries out its activities in the field of HRE, EDC, enhancement of fundamental freedoms, and non-violent conflict resolution at an international level. It decided to join DARE in order to bring about partnership among different countries through this well-qualified network. The opportunity to come to a deeper understanding of HRE and EDC, considering different members' points of view, represents the only way to focus on these issues analysing how much they affect our everyday life, up to the European dimension. It is not enough to develop competences and attitudes to stimulate critical thought and analysis of EDC and HRE. Nowadays it is fundamental for NGOs working in this field to share experiences and expertise, information, methods and methodology as well as good practice, to fight against common difficulties related to these issues and to create an effective lobby. I think DARE can offer all these opportunities as its very efficient work strategy will allow members to work on common programmes, integrating DARE activities with our projects and putting into practice modules suitable for national initiatives. Taking steps from this starting point, NGO members and participants (experts, staff, volunteers) will be involved more and more in an international perspective. We will have to work hard, but we'll reach our goals!

## THE EUROPE HOUSE OF DENMARK

Nina Norgaard

### ■ Why we joined the DARE Network

For many years IUC Europe (The Europe House of Denmark) has been working primarily with political education and the human rights perspective in our seminars, conferences and projects. I will not go into detail about all our projects and aims but in particular focus on our Youth projects, which we have carried out from 2002: "Youth 2002", "Youth 2003/The Vision 5 Team" and "Youth 2004".

The focus of these projects ("Youth 2002" was the largest youth project in Europe in 2002 with 1000 people from 33 countries spending 14 days in Denmark writing a youth constitution) has been to draw young people's attention to political European issues (the EU, the enlargement, participatory democracy, etc). The "Youth 2003" project aimed at updating young people (18-30 year olds) about current political issues and supplying them with journalistic skills/methods in order to act as youth ambassadors in their respective countries. "The Vision 5 Team" consisted of 5 young people from former East European countries who travelled to 11 Danish high schools to initiate discussion about the EU, human rights issues and participatory democracy. Our youth network now has a permanent core of students, who have taken

part in all the projects and who make up our youth advisory board. We recently met in Denmark for IUC's annual working seminar with partners and contacts from other fields. The youth advisory board will take part in the planning of "Youth 2004" which, closely linked to the European Parliament election, will continue the work of the former projects and hopefully also establish "The Vision 5 Team project/roadshow" in Denmark and in other European countries.

We believe that the work that DARE is engaged in is closely related to some of the core ideas in our work, and we feel we can contribute valuable ideas for further projects and also benefit from the experiences of partners in the network. Unfortunately we have not been very active yet but we can promise to be more so in the future, and we are very much looking forward to the development of the network.

## HUMAN RIGHTS EDUCATION ASSOCIATES (HREA)

Felisa Tibbitts

### ■ Challenges of EDC and HRE

HREA works in many different countries, primarily those that can be considered transitional democracies or post-conflict societies. The positive news is that countries that find themselves at these historic moments are often undergoing changes in their educational system, both formal and informal, which makes them more receptive to curricular reforms supporting HRE and EDC. Moreover, **societies emerging from conflict and/or authoritarian rule are particularly interested in experiencing democratic and human rights values.**

The challenges to realising these values in practice are too numerous to mention. However, we have recognised that several strategies have allowed us to make inroads in implementing HRE, working in close cooperation with local partners:

■ Working with multiple partners and fostering partnerships between the government and NGO sector strengthens the prospect for sustaining and institutionalising the results of EDC/

HRE. Attention should be paid to both top-down and bottom-up efforts simultaneously.

- Establishing a friendly, supportive and respectful relationship with educators, learners and partners is the basis for all successful work together. This includes the necessity of being open, reflective and even self-critical.

- Clarifying the goals that each of the main actors has for a given project, including specific concepts of EDC/HRE and learner outcomes, is especially important for the EDC/HRE area, as it is so broad.

- Potential culture-based, political, economic and logistical problems should be uncovered and addressed at the outset of project.

- Recognise that EDC/HRE learning and practice requires ongoing support. A good EDC/HRE project is not constituted by the development and dissemination of learning materials. It requires training and attention to the overall environment in which the educator is working.

We have also come to recognize that project work is more or less investment in individuals who – if they truly internalise HRE – will continue to be multipliers for HRE in their ongoing work as educators, NGO staff, activists and administrators. We have observed a situation where a painstaking, three-year process that resulted in a ground-breaking new EDC/human rights textbook was undermined by an election and the appointment of a new Minister of Edu-

cation. In this same country, we have seen that those educators and NGO staff actively involved and dedicated to the work have successfully continued to search out new opportunities to carry out their work. In so far as EDC/HRE is partly about culture change, **we are gratified by the recognition that commitment to these ideals by those who have experienced them as educators and learners remains, long after the project is gone...**

### ■ Why in DARE?

Communication, networking and capacity building are critical for the NGO sector, which remains at the forefront of EDC and HRE. HREA has several programmes that promote these tools for the NGO sector, including the Global HRE listserv and other moderated listservs and distance learning courses aimed at practitioners in civil society. We have found that the ongoing exchange of ideas and experiences combined with opportunities to reflect on these and to plan together, are critical lifelines for our own work and the global human rights movement. HREA sees the DARE network as providing new support and a long-term infrastructure for these efforts in Europe. We recognize that the network will present new opportunities for lobbying at the European level and for partnerships between organisations working in similar fields.

## HUMAN RIGHTS EDUCATION CENTRE, Charles University in Prague

Alena Kroupova

■ **The main activities of the Human Rights Education Centre (HREC)** at Charles University focus particularly on education. Its lines of action are based on:

- creation of a conceptual framework for school curricula on democracy, fundamental freedoms, and basic rights of human beings for various levels and forms of education in participative democracy;
- theoretical knowledge of information from different professional spheres and processing practices, including information on human rights violation;
- equal participation of teachers, students, parents, experts and NGOs in educational activities;
- promotion and dissemination of knowledge on internationally and regionally adopted human rights instruments with special attention to the joint UNESCO – United Nations – Council of Europe programme for promoting international education for a culture of peace, democracy, and human rights with an emphasis on the safeguarding of human rights;
- practical skills for solving conflicts in a peaceful manner and for conflict prevention.

The DARE network is an opportunity to share the experiences and approaches of different countries towards HRE and to look for possibilities in the European area of strengthening cooperation and networking within the academic sphere and with practitioners, particularly in safeguarding human rights and humanitarian conventions.

It is our vision to continue creating such fora in order to keep track of current issues in human rights and democracy education, discuss them, and draw out consequences for our future work. There are many other topics that need to be covered, such as terrorism, forced migration, organized crime (drug trafficking, human trafficking, prostitution, amongst others) and their links with human rights and democracy education. As updated information about the movement in enlarging Europe is vital for our activities, we focus our main educational activities on education for multicultural tolerance (courses and seminars at the universities, integral part of lifelong learning, etc.). As disseminating updated information is necessary, we wish to support a tradition of creating written materials, which expose interesting contributions to the discussion over human rights and humanitarian issues to those involved. We have for example recently disseminated to people involved in Human Rights and EDC the miscellany “The Prague Colloquy on Forced Migration”.

## THE JAAN TÕNISSON INSTITUTE CIVIC EDUCATION CENTRE

Sulev Valdmaa

### ■ Challenges of EDC and HRE in Estonia

EDC and HRE have found their place in the Estonian National Curriculum. We may be satisfied that we have special teaching time for EDC and HRE in grades 4, 8-9 and 12 in Estonia. We have syllabi and textbooks containing those ideas, we also have teaching staff working in that field. But looking at what is actually happening in those lessons, there are reasons to be concerned. The last IEA study demonstrated to us that Estonian schoolchildren were far behind their fellow students from other countries of the world in their knowledge about, and skills for, democracy. Estonian 14 year-olds took 23rd/24th place out of 28 countries. That fact tells us how much work still needs to be done.

One of the main reasons why the achievement of our students in EDC and HRE was not the best, is that the aims and goals of teaching and the methods used for reaching them are not in accord. It is mentioned that the lessons are not as open and democratic as is needed. **There is a contradiction between what is taught and how it is taught – Democracy is taught in not very democratic ways.**

It is also mentioned that the concept of Human Rights is not very popular in our country. Is it because people do not believe that there are any violations of Human Rights in Estonia? We are not used to considering what our Human Rights actually are and we are not used to analysing the current situation in the country. **Everybody thinks that violation of Human Rights takes place daily only in Africa, Asia, in the Arab countries... but not at home.**

I think the narrow-mindedness of people concerning issues of EDC and HRE is a challenge in Estonia. Therefore the activities of the Jaan Tõnisson Institute have always been addressed to helping people (teachers) to explore the reality that surrounds us from other angles. To see the world around you as if through new glasses, you certainly need new glasses. In our case it means that through our activities we offer to teachers new methods for their work that help to bring daily life closer to them and to their students.

Estonia has introduced a National Exam in Civics for those graduating from the Gymnasium school. This “tool”, created with the participation of our organisation, contains elements which offer teachers and students taking the exam new, much more practical qualifications in HRE and EDC. Students have demonstrated a growing interest in the National Exam in Civics. It places more responsibility on teachers for changing Civics teaching in the classroom into a modern, meaningful and active process in which everybody participates equally. Today there is a rather long

way to go to reach the mind of every teacher, to change the old paradigm of teaching EDC and HRE.

### ■ Why in DARE?

The Jaan Tõnisson Institute Civic Education Centre has been active in the field of Civic Education for more than ten years. We have been successful in implementing Civics as a compulsory school subject in the Estonian National Curriculum. This has been achieved by us relying almost entirely on our own strength and capacity and using strong support from various American partners. However, rapid societal changes in the world and in the field of Civic Education have followed during that time. This raises an issue about changing the scope and goals for what we are doing today and tomorrow for Civics.

We assume that especially after Estonia's joining the European Union the time has come to try to work in closer cooperation with other European countries. The concept of European Citizenship is a vital issue today for all countries in Europe to explore. **We consider DARE membership to be an excellent playground for fostering the new aims and goals of democracy in Europe through education.**

## LITHUANIAN CENTRE FOR HUMAN RIGHTS

Inga Abramaviciute

### ■ Challenges of EDC and HRE we experience in Lithuania

It first has to be mentioned that the Lithuanian Centre for Human Rights shares the aims and values of EDC and HRE, as they are universally recognised, and the importance of education within this field. The Lithuanian Centre for Human Rights devoted special attention to the course of legal reform in Lithuania, implementation of the principal provisions of the European Convention on the Protection of Human Rights and Fundamental Freedoms, and other international HR documents. During the course of legal reform in Lithuania, the Centre organized and took part in many conferences and seminars, devoted to discussing the main problems in the field of appropriate protection of human rights. At the moment, we are delighted that many problems since the beginning of 1998 have already been solved (the criminal law, law on criminal process, administrative law, civil law, civil procedure law are in conformity with the European Convention of Human Rights). Most laws have been evaluated in order to be consistent with international human rights instruments. Various activities for the promotion and integration of national minorities into Lithuanian Society have been

developed. The integration processes (NATO and EU) made a big contribution to the whole legal system and situation in Lithuania. With-in almost every sphere we have reached the same standards that are recognised in developed countries.

However, Lithuania at present still has a lot of work to do. Our social guarantees, social security system, salary levels, unemployment, low trust in institutions which are responsible for the implementation of the law, trust in the decisions of the Government, courts, are quite problematic areas, which need to improve in the nearest possible future. Education of the community is the crucial aspect. **Still there is not enough information available to the public about human rights and their protection.** This area requires more attention from our government.

In late October 2003 the High Commissioner of Human Rights, Alvaro Gil-Robles, said during his press conference in Vilnius, that he was positively surprised how Lithuania is solving the problems of various ethnic minorities (Roma people). He also noticed there are still certain problems to be solved of employment, low education level, unsatisfactory home comforts of national minorities. In 2002, the Lithuanian law on equal opportunities for women and men was made consistent with the guidelines of the UN Convention on the elimination of all forms of discrimination against women. It has been noticed that the number of complaints, based on the norms of this law, has increased during recent years. Reform of the education system has passed onto the next level. Although this

is moving forward quite slowly, still the first steps are having practical results.

It might be summarized, that the activities of the Centre are aimed at the most pressing issues of human rights, and attempt to fill the big gaps in educating and informing the general public, especially teachers and lawyers, about human rights. Also the Centre compiles information on human rights, provides consultation and methodological support, and mobilizes scientific, professional and public efforts in the field of human rights. In the future the Lithuanian Center of Human Rights will further pursue the goals established in its statute, carry on with projects already underway, research the human rights situation in Lithuania and contribute to the legal reform of the education system and other systems, strive to promote understanding of and respect for human rights and monitor the compliance of Lithuanian's legislation with the international human rights standards.

### ■ Why in DARE?

I myself participated in the DARE network seminar for the first time, as I have quite recently joined the Lithuanian Centre for Human Rights. Consequently, it is an extremely valuable opportunity for me personally to find out more exactly the essentials of the DARE network. In a modern-day and interactive international community, it is important to seek shared values together. As the DARE network is dedicated to the promotion, through education, of a deeper understanding of and commitment to democracy and human rights throughout the

wider European Community of nations, it would be personally a great opportunity to see this from the closest point of view. The experience gained by other non-governmental organisations participating in the DARE network, could afterwards serve perfectly for further improvements (having in mind Lithuania). I believe that education and awareness in this important field will result in the realisation of DARE objectives.

## “MALI KORAK” – CENTRE FOR CULTURE OF PEACE AND NON-VIOLENCE

Maja Uzelac

### ■ Challenges and expectations for EDC and HRE in Croatia

I live in South-East Europe – or more precisely, in the Balkan region. If you read Maria Todorova “Imagining the Balkans” you’ll understand why she accuses Europe (meaning Western Europe) of producing an image of the Balkans as the subconsciousness of Europe, as Other (“the dark side within”), as barbarous, primitive, evil. Western Europe is a civilised, democratic world. But democracy is a perfectible project and it has its own internal contradictions. Castles\* has identified nine contradictions of modern democracy: inclusion vs. exclusion; market vs. state; growing welfare vs. increasing poverty; network vs. self; universal vs. local; production vs. environment; modernity vs. postmodernity; national citizenship vs. world citizenship; top-down globalisation vs. bottom-up globalisation.

“Such debates are complicated by the fact that democracy is at the same time a value and a method of governing. As a value, democracy is a project under continuous construc-

\* S. Castles, Mondialisation et emigration: quelques contradictions pressantes. *Revue internationale des sciences sociales*, 1998, nr. 156, p. 203-224

tion, an ideal that all nations aspire to. As a social reality, democracy involves a manner of governing characterised by universal suffrage, equal rights, separation of powers, pluralism and democratic representation. Between project and reality there is a constant tension.” writes César Birzúa in the paper on Council of Europe project “Education for Democratic Citizenship”.

The EDC and HRE in the Balkans (and in my country Croatia) have been developing in an extraordinarily complex cultural, political and social context. There are about a dozen independent states, but the region is still an area of conflicts – starting with old and new ethnic, religious, cultural and political tensions. Ironically, it happened right after formal democracies have been established throughout Eastern Europe. And at the same time the common concept of democracy was strongly influenced by/mixed with the transition to a market economy. The common opinion (in public debates) has been the following: liberal market economy in combination with a formal democratic political system stands for sufficient guarantee of individual prosperity and political equality. As a result, **the liberal concept of freedom and liberal capitalist economy was understood as a model of “citizenship” and “democracy”.**

This is the analysis that we started to discuss recently (in October 2003). The round table discussion and conference organised by our NGO, Centre for Culture of Peace and Non-violence was called “Dilemmas About Education for De-

mocracy: Do We Need Schools for Democracy/ Do We Need Democracy in Schools”.

But how have we faced the more visible and specific challenges during last 10 years?

There was the war and post-war period with problems of refugees and returnees, a lot of migration, lot of things destroyed – schools, homes, families, communities, jobs, bodies and souls... There was only hatred and pain in the air. Nobody wanted to hear about peace, everybody wanted revenge. So our small NGO, “A Small Step”, started with peace-building and peace education. Then when people were thrown out of their houses or flats because of their ethnic origin, the organisation got involved with protection of human rights and soon with human rights education. Transition into democracy brought us hope, but it came together with nationalism which had totalitarian attitudes at all political levels and in many governmental institutions. So there came a loss of trust in democratic/political structures and citizenship. Instead of participatory political culture, human solidarity and commitment – we have now citizens full of apathy. **The attitudes of young people in schools showed that they have no sense of community, no willingness to participate in civil initiatives or political structures.** And this was the challenge to begin EDC projects. Our NGO has developed the principle of working on the issue despite the negative situation and negative responses to our mission.

NGO “Mali korak – /A Small Step/ – Centre for Culture of Peace and Non-violence” is a network of professionals and volunteers trained to respond to hate and conflict situations, since 1993 promoting programmes and training in peace building and conflict transformation, education for human rights and democratic citizenship. A series of workshops and seminars have been organized for different groups of participants, members of civil initiatives, women’s groups, youth groups, union and political party members, but first of all for teachers and other professionals working with children and youth. Through a UNICEF-supported 6-year project (1995–2001) we developed an extracurricular programme for schools. This programme addressed diversity issues and conflicts and has been successfully implemented across the most vulnerable war and returnee areas of Croatia (such as Eastern Slavonia, Lika and Banija). More than 500 teachers and nearly 3,000 students have participated in a „Peaceful Problem Solving in Schools Project”.

One of the latest projects “Youth Initiatives Against Racism, Nationalism and Discrimination” focused on suburban areas of Zagreb – which are areas of constant or potential conflicts, places of mixed rural and urban population, populations of different cultural, ethnic and religious backgrounds with migrant and refugee problems.

There have been constant conflicts and misunderstandings between four or five different ethnic or country groups, living separately and almost in closed enclaves: the native born Croats, the Croats from Bosnia, Bosnian people

(Moslems), Albanian people from Kosovo and Macedonia, Roma people and other ethnic minorities.

The suggested programme for youth is within the field of civil society actions for cultural and social transformation, aimed at transforming an environment full of intolerance, exclusion, and traditionally controlled behavioural patterns. One of the objectives is to address the most urgent issues regarding intolerance, hatred, discrimination and violent exclusions of the “Other” stimulated by some pop-music icons, sport icons and political icons for young people in urban/suburban parts of Zagreb. The main focus and trigger will be the singer known as “Thompson”.

## ■ Why in DARE?

Do you know the difference between an umbrella organisation and a network? I didn’t know until we (“Mali korak” means “A Small Step”) stepped into DARE. This happened at exactly the right moment: We passed through all the challenges and tyranny of structurelessness of an NGO and proved after 12 years to have contributed to the development of HRE and EDC in the country. Through UNICEF we were internationally and nationally recognized: we were invited to speak at a General Assembly Special Session for Children in May 2002 in New York and we were one of the first NGOs cooperating with the Ministry of Education. But we have been disappointed with the process of networking in the Region: the first umbrella organisations and networks were only another way of

establishing (a new bureaucratic) control or power over civil initiatives. Grassroots NGOs in Croatia have been feeling isolated and/or manipulated.

What we needed was communication with Europe-wide NGOs of EDC and HRE but in a very democratic way. We needed expertise and pooling of experience, dialogue with different viewpoints on key issues of HRE and EDC, but also recognition for what we have done or learned in the times of post-communist transition and war/post-war situation. We were willing to give and to get. We tried to find those with a similar common vision.

Now I know what a democratic process of network building looks like. Even more, I have experienced the promising start and creative work of developing the DARE-network.

**From the very first moment** (General Assembly meeting from 26 to 28 June 2003 in Antwerp)

**I felt safe, comfortable and trusting, I felt respected and encouraged.** And I am looking forward to our future cooperation and work, because DARE is not only a network, but also a work – a hardworking learning community.

## MENSCHENRECHTE SCHWEIZ MERS

Alex Sutter

### ■ Challenges of EDC and HRE in Switzerland

■ First challenge: HRE is not institutionalised in Switzerland (either in the school system or in professional formation). HRE activities tend to be bungled work and not very durable.

Our main strategy: to strengthen the base for all HRE activities with a strong information platform.

■ Second challenge: the federal system means that educational matters are organised mostly locally. For HRE activities you have to deal with 26 different cantons.

Our future strategy: to get involved in international professional HR training for police and social workers.

■ Third challenge: There is a widespread attitude in Switzerland that “the Swiss” don’t need special HRE activities because the internal human rights situation is estimated to be excellent.

Our main strategy: Sensibility work in the realm of daily politics.

## ■ Personal expectations and reasons why we joined DARE network

- Learning about working methods and conditions of human rights education in different European countries.
- Networking and checking out possibilities of international project cooperation.

## NORWEGIAN BOARD OF EDUCATION

John Christian Christiansen

### ■ Personal view of challenges to EDC and HRE in Norway

I stress that this is a personal view of the past achievements of Norway in EDC/HRE and the challenges facing Norway in this field. Such a vast topic will naturally have many differing viewpoints.

Norway has a long and almost unbroken tradition of democratic governance both in civil society and in government. Whereas many countries in Europe have evolved out of aristocratic and oligarchic rule and often totalitarian regimes, Norwegian society has to a large degree consisted of free standing farmers and fishermen adding to the spirit or ethos of independence characteristic of our country. Also Norway, unlike most European countries, has had peaceful development over the last 200 years with the exception of the Second World War. The richness of the country due mostly to natural resources like oil has had a decisive influence on our way of life.

Norway sees itself as a promoter of human rights and humanitarian aid especially in development areas in Africa, Asia and South America. The first secretary general of the UN was a Norwegian, Trygve Lie. Norwegians are involved in

many «peace» missions around the world, especially if one takes into account the size of the population (4.5 million).

Around 86% of the Norwegian population has minimum upper secondary education (slightly less women than men). Around 30% of the population has minimum tertiary education (slightly more women than men). Norway is in 6th place compared with 31 OECD countries. Within the formal school system, social studies is the 3rd largest element in the primary school curriculum although it comprises 3 subjects: History, Geography and Social Studies. Active citizenship is supported through formal pupil participation and practice of democracy and a pedagogy which supports pupils taking responsibility for their own learning and learning through practice rather than theory (experiential learning). Pupils in the 7th grade are required to take part in relief work. At the 13th grade pupils take part in a nation wide humanitarian aid day to raise money for pupils in developing countries. Civil society and NGOs take an active part in humanitarian work. Each year there are several local and nation wide fundraising campaigns, the largest of which receives national TV coverage on UN-day in October each year.

This positive picture of Norwegian society in relation to EDC and HRE faces several challenges which Norway, like most European countries, has to deal with in order to avoid civil apathy and undemocratic governance.

- The growing distance between the government and its citizens. Parliamentarians are creating good pensions and pay for themselves.

- Connected to this last point is lower participation in elections especially among young people.

- Challenges with regard to social cohesion, racism and xenophobia as a result of Norway becoming an increasingly multicultural society. Whereas in 1960 Norway was 99% Lutheran, the percentage is now 70% and sometimes even lower in many urban areas.

- The increased power of the media, which is more geared to sensationalism than to in-depth coverage of issues or topics.

- The shift of power from government to the marketplace and international organisations.

**The market, and especially the international market, is an increasing power factor in society, which the government does little about.**

- The tendency for government to act as the market – cutting out some social benefits while curtailing others. Here are just a few examples: a) People still benefit from a free card for life-supporting medicines and doctors visits. No one should pay more than 200 Euro per year for this. This social benefit is being jeopardised. b) Social workers visiting people in their homes have time limits on the work they do in these homes so that they can rationalize their work with people as if they were machines.

- c) More and more services that were free now have to be paid for and the use of heavy fines for very minor infractions point to a society that acts like a private company to collect money from its citizens.

What does our institution do to cope with these challenges?

As a government institution the Norwegian Board of Education is not in a position to criticize or be disloyal to government policy, unless it infringes on international rules and conventions, in which case other organisations are better adapted to do this. The Norwegian Board of Education strives to meet these challenges through implementation of national curricula, in school and out of school, that promote active citizenship and combat racism, xenophobia and violence. We develop and take part in programmes designed to improve the learning environment in school and in adult education and promote schools that work towards these goals.

### ■ Why in DARE?

I joined the DARE network partly because I had recently, together with NGOs in Norway, co-ordinated the development of a Human Rights elective curriculum for upper secondary education. This co-operation at national level with NGOs working in the field of EDC/HRE was successful and generated other activities as well.

As national coordinator for Norway for Education for Democratic Citizenship appointed by the Council of Europe, I saw the DARE network as an added opportunity for deepening my experiences and learning more about EDC/HRE as well as making a contribution to the network.

## PARTNERS BULGARIA FOUNDATION (PBF)

Daniela Kolarova, Petya Nedeleva

### ■ Challenges of EDC and HRE we experience in Bulgaria

Despite the enormous and determined efforts of both politicians and citizens during the last 15 years towards democratization of Bulgarian society, the situation here is still complex. We have made some very significant steps on the way to a democratic society, but the hard economic conditions are making it more and more difficult for the vast majority of Bulgarians to praise the success of political reform. In a difficult socio-economic and ethno-demographic context, marked by far fewer children of school age and newborn each year, and many more families finding themselves unable to pay for education, a large number of schools have been closed, mainly in the most underdeveloped regions; and with growing electoral apathy (there is a strong trend for falling activity in each subsequent election), HRE / EDC is not really a top priority either in the agenda of the government, or in the lives of ordinary people.

Yet, with a brand new NATO membership, and a successful series of negotiations for accession to the EU, and especially with the recent worldwide wave of terrorist action, Bulgaria is realizing more and more the crucial importance of making democratic citizenship concepts not

only familiar to larger portions of the population, but incorporating them into a system of values to be taught to the coming generation.

There have been some efforts in this direction, and a great deal of work has been done. The basis has already been laid to build upon:

EDC and HRE have been part of the National Curriculum for several years already; state teaching standards are being designed and adopted. Seminars for teachers and head teachers have been organized, giving practitioners and other stakeholders from the whole country a view of present government policy in the field of EDC and integrated education for multiethnic communities, and presenting them with an opportunity to share experience and expertise. The last such seminar took place in the beginning of September, and was organized by PBF, the Ministry of Education and Science, the National Institute of Science, and Sofia University.

Sofia University introduced a new Masters Programme in European studies, offering an in-depth comprehensive course in what is basically EDC. From interest shown in this programme, there will probably be other universities following their example soon.

A wide range of NGOs is working to promote DC and HR concepts not only among children, but among adults as well.

There is of course a great deal of work to be done yet:

Good Bulgarian textbooks, teacher manuals and training materials, methodology, and innovative approaches to the teaching of civics are needed to bring the whole matter closer to the Bulgarian frame of mind.

These go with training for teachers and with a clear government policy on the licensing procedures and standards for educational centres willing to provide such training.

There is still need for further popularizing EDC and HRE and raising public awareness about its crucial significance for our society, which is on its way to better integration in the democratic world while still keeping alive a genuine Bulgarian cultural identity.

There are parties willing to work for it, and open channels of communication are needed to bring them together, better coordination and cooperation, and a clearer view of the prospects for international and domestic partnerships and fundraising, as well as for opportunities for sharing experience and expertise.

So we are in for it. And being part of DARE is one more way of enhancing our instruments to get work done. And there is work to be done, lots of it.

## ■ Expectations and reasons for joining the DARE Network

As part of the worldwide network of Partners for Democratic Change International we, at Partners Bulgaria, are perfectly aware of the great advantages and enormous potential of networking. **Sharing ideas and expertise through partnerships has proved to be very beneficial for capacity building and the successful long-term strategic development of NGOs sharing similar views.** We have experience of working in close cooperation with local educational institutions, government structures, independent experts, and the third sector, as well as with international partners.

Partners Bulgaria is an organization devoted to the building of a sustainable culture of democratic citizenship and peaceful conflict resolution in Bulgaria. We have been promoting HRE and EDC for years, alongside Alternative Dispute Resolution (ADR promotes ways of settling arguments out of court, such as negotiation, mediation, conciliation, facilitation) and our major work for ethnic minority integration. We participate actively in bringing EDC and HRE to Bulgarian classrooms and teachers. Our Children's Rights Information Centre has published

some of the most successful manuals for Children's Rights. Through the Leadership Institute Initiative under our Ethnic Integration and Conflict Resolution programme, we disseminate the ideas of democratic citizenship to minority groups that still fail to see themselves as equal partners in our society.

Our motives for joining the DARE Network and expectations for future cooperation are directed towards exploring experiences and possibilities for enhancing our approach and instruments for further promoting EDC/HRE in Bulgaria and across Europe.

## RESEARCH AND TRAINING CENTRE FOR HUMAN RIGHTS AND DEMOCRATIC CITIZENSHIP

University of Zagreb

Jasmina Bozic

### ■ Challenges of EDC and HRE we experience in Croatia

In the contemporary world human rights are being increasingly violated due to the advance of science and technology, the rise of global powers and the growth of global markets. They have brought in their wake numerous human rights problems that should be addressed both by specialized experts and by every citizen. This means that HRE programmes should be developed with a view to reducing the formerly elitist approach to learning human rights, and to promoting interdisciplinary approaches that merge legal, political, social, cultural, and scientific dimensions. However, university courses on profession-specific human rights issues for non-law faculties are still either at initial stages or entirely non-existent.

As concerns Croatia, in 1996 the Government established the National Human Rights Education Committee with the aim of developing human rights education programmes from pre-school to university level, including adult and media training in human rights education. So

far the sub-programmes for pre-school, primary and secondary school have been developed, but the university component is still lacking. Neither conceptual framework nor systematic teaching and learning in topics of human rights, democracy and related issues, such as sustainable development, peace, interculturalism, exist at any of the four Croatian universities. These issues are explored on an ad hoc basis, through different courses held at several faculties, mainly devoted to issues linked to particular professions. Thus, for instance, students of social work may have a course on marginal groups, or medical students may have a course on medical ethics. However, **no systematic study has been undertaken** so far in order **to overview the existing programmes, evaluate them and get insight into which components are present and which are missing**. Consequently, no attempt has been made to work out an interdisciplinary curriculum in human rights and democracy that would cover general knowledge as well as profession-specific knowledge in human rights and related issues, and hence could be applied systematically at a university, assessed, evaluated and modified.

Therefore, since last year, the Research and Training Centre for Human Rights and Democratic Citizenship, Faculty of Philosophy, University of Zagreb has concentrated its efforts on developing an interdisciplinary university curriculum for human rights, containing a general introduction to human rights plus discipline-specific parts. Curriculum and teaching/learning materials produced should constitute a solid basis for introducing human rights per-

spectives into established academic disciplines. At present the major work of the Centre involves its two mutually connected projects: the first one, financed by the Croatian Ministry of Science and Education, concerning empirical research on knowledge, awareness, needs and sensibility of students and university professors in human rights, democracy, cultural pluralism, the rule of law and equality, as well as the human rights climate at the university; and the second one, financed by the Ministry of Foreign Affairs of the Republic of Austria, concerned with creating an interdisciplinary human rights curriculum for teacher training faculties in Croatia.

These projects started in November 2003 and January 2004 respectively. An interdisciplinary team of experts has been formed to create research instruments and devise curriculum and an implementation plan (designing teaching resources and teaching units). The first research results are expected by the end of 2004, and the pilot implementation of the curriculum will take place in the second semester of next academic year, 2004/5, as an optional course at the Faculty of Philosophy in Zagreb.

### ■ **Personal expectations and reasons why we joined DARE network**

The Research and Training Centre for Human Rights and Democratic Citizenship at the Faculty of Philosophy University of Zagreb decided to join the DARE network primarily because **DARE is one of those rare initiatives in the**

### **field of education for human rights and democracy that bring together researchers, practitioners and activists from all over Europe.**

The Centre entered the DARE network in 2003, right at the completion of the partnership project SEE HRC Net, that aimed at establishing human rights centres at universities in the countries of South-East Europe. In the same year the Centre finalized the national report on quality assurance in human rights/democratic citizenship education in the project Education for Democratic Citizenship: From Policy to Effective Practice through Quality Assurance (EDC-QA), and prepared to finalize two human rights manuals for pre-school and primary school teachers, at regional (South-East Europe) and national levels respectively. Hence joining the Europe-wide DARE network was a step towards an all-European effort in promoting human rights through education and training. Striving towards making human rights and human values clearly visible through formal and non-formal education of children, young people and adults, as well as through research and information, is a goal that we share with our DARE 'siblings'. This sharing enriches our perspectives and possibilities to contribute to the common goals, raises our confidence about the paths leading to it, and strengthens the stamina of our endeavour.

## SONNENBERG

Andrea Stork

### ■ Why in DARE?

The Sonnenberg has many experiences in networking from the beginning of the organization until today. It is a partner in an association of members from all over the world – the International Sonnenberg Association (ISA). The Sonnenberg has had a lot of support from this association – we exchanged information about conferences in different countries so that people, e.g. from Italy, Denmark and Poland, could meet at the Sonnenberg and work together for better understanding. So we know about the positive results of networking.

But in recent decades politics in Germany have changed. Recognition of the need for (out-of-school) education has lost importance for the politics of today and the budget is even lower. We realized that we need to be more present at the European level through a network. So we joined with AdB with the idea of the DARE network.

In the first meetings of the DARE network we became aware that the problems of our work are at some points very similar in all our countries. By exchanging concepts and programmes we got an idea of possible contents of cross-cultural seminars and special national contents. As human rights constitutes the basis for democratic countries and needs to be present in people's everyday learning (because **you can't learn human rights, you have to learn to understand the idea behind them and live them**) a network is needed to refresh, through discussions and exchanges of concepts, the reality of human rights.

## ST. MAXIMILIAN HOUSE FOR MEETINGS AND RECONCILIATION

Agnieszka Paczynska

### ■ EDC and HRE challenges in Poland (subjective personal perspective)

There are several problems in the field of EDC and HRE that Poland is facing today. The biggest problem seems to be lack of coordination and information on what is going on in this field in the whole country. The second important problem appears to be insufficient evaluation of projects that have already been completed. Consequently, there is scope for improvement in project efficiency. Another important challenge is lack of sustainable funding sources for the NGO sector that makes long term planning (so important in EDC and HRE) hardly possible. (This last point does not apply to the government sector, where there are, however, other difficulties.)

St. Maximilian House for Meetings and Reconciliation is trying to overcome these problems in many ways. First of all we are trying to keep an eye on what is happening in the whole country and provide other NGOs with information when they are looking for a partner. In addition, **we are constantly improving our evaluation tools and stress the importance**

**of evaluation when we cooperate with other organisations.** When it comes to funding we are trying to improve the efficiency with which we spend our limited resources. For instance thanks to established contacts with the business and media sectors in our region we can get either special discounted rates on some goods and services or media coverage helping to strengthen the impact and thus the effectiveness of our actions. Also, this is helpful as a PR mechanism in applying for further funding.

### ■ Expectations and reasons for joining DARE network

- To get in touch with organizations doing a similar job in Europe.
- To gain a wider perspective on our own work.
- To learn about other organisations' and countries' experiences in EDC and HRE.
- To assist planning our own activities as complementary to the projects implemented by other organisations in Europe.
- To get contacts and information helpful in future fundraising. To learn from partners more experienced in using EU funds.

## WELSH CENTRE FOR INTERNATIONAL AFFAIRS

Stephen Thomas

### ■ Challenges in Wales

In terms of work with schools, the fact that the curriculum in Wales is different from that in England, Scotland and Northern Ireland means there is a need for appropriate materials that are fully adapted to that curriculum. This is also an opportunity for our schools' arm, the organisation called CEWC–Cymru – an integral part of the Welsh Centre for International Affairs.

A visit to our schools web-site [www.cewc-cymru.org.uk](http://www.cewc-cymru.org.uk) shows what we have produced to meet this challenge. It also reflects the means we have used to meet the challenge of Wales as a bilingual nation (English and Welsh languages). Democracy in schools has been a big recent theme, since we received funding from the Electoral Commission in the UK to carry out work on school councils and links between schools and elected representatives.

We are also the organisation that represents the United Nations Association in Wales (a voluntary campaigning body, not officially part of the UN itself). This means that we are active on many global human rights issues, currently most prominently in the Middle East and Iraq. **The challenge here is to utilise the heightened awareness of the public about international matters to make more people into active supporters and campaigners on these key human rights themes.**

### ■ Why join DARE?

To find out more about organisations doing similar work in other European countries. To share good practice in this field of education. Find out more about us at [www.wcia.org.uk](http://www.wcia.org.uk)

## VORMEN

Wim Taelman

### ■ Challenges of EDC and HRE in Belgium

#### Challenge 1:

HRE is part of the curriculum in the formal education system since a core curriculum on citizenship was introduced in secondary schools a few years ago. But implementing the curriculum is a big challenge.

As an NGO for HRE we prioritised producing educational materials for HRE as very few materials in the Dutch language existed then, and as this would be the enough to enable quite a few teachers to practice some HRE. We chose first to translate some existing materials in English that were available for translation, as this was a fast way to get a series of workshops/activities at our disposal. Apart from that we have produced some of our own materials: resources on the Universal Declaration of Human Rights, on children's rights, on economic and social rights, and an exhibition pack for creating an active exhibition for use in schools.

We complemented this by setting up training for teachers. During these short training events the main emphasis was on getting to know active methodologies suited to work on aspects of the core curriculum. We also started an electronic newsletter for teachers in order to create a communication channel with interested teachers, and to continuously stimulate them.

To some schools we give extensive guidance in their process of implementation of the cross-curricular core curriculum on citizenship. In the near future we will add to that: working on a democratic and human rights school culture, presenting good practice examples, producing more attractive materials and more materials that are ready-to-use for a series of lessons (as opposite to cookbook-type materials), preparing a more attractive PowerPoint based teacher training offer, etc.

#### Challenge 2:

For pupils in vocational schools, and for their teachers, **human rights are a rather abstract concept, which doesn't provoke much interest.**

The materials we are developing avoid a too intellectual approach. We put strong emphasis on active methodologies, applying where possible the principles of experiential learning. We have already developed quite a few visual materials, and we will do more of that in the future. Areas that we also want to develop are, amongst others, use of forms of dramatic expression and the use of ICT as a learning tool.

#### Challenge 3:

There are no structural funding programme suited for our organisation.

The problem is that our organisation aims to stimulate, support and carry out human rights education within the Flemish community of our country, in all relevant content areas, for all target groups and using all kinds of methods. For large target groups we choose working with

multipliers, such as teachers and youth leaders, for obvious reasons of maximising results with limited resources. This is, in the context of our country, a logical and consistent concept for an organisation for human rights education. But existing funding systems are either target group oriented (adults, youth, minorities...), or oriented to a small part of the thematic scope of human rights education (e.g. development), or oriented towards a limited series of methods (e.g. artistic expression). We have recently gone through the procedure to be recognised as an NGO for development education, but without success as the authorities see human rights education as much too broad to fall within these lines. We will continue to put before our authorities their responsibility to enable the existence, on a sustainable basis, of an NGO for human rights education; for which they have a moral responsibility as a result of international conventions, UN General Assembly resolutions, and more.

### ■ Why in DARE?

As a small NGO for human rights education we found out that in other countries similar organisations or institutions did exist, but with little or no contact between them, resulting in a situation where they work in isolation. I was convinced that more contact between us would be helpful in increasing professionalism and quality, and would enable us to start up joint activities and projects which a single organisation could not do. We had some exchanges of ideas on setting up a network with some

people involved in HRE, and saw some form of networking as a medium term objective to work on at occasions suited for further discussing these ideas.

When we then received an invitation from AdB to attend a seminar in Sonnenberg (Germany) which had a similar, though slightly different, purpose we contacted them and found out that some aspects of it were still open to discussion, and that the Sonnenberg seminar would be the opportunity to do so. For that reason we joined the initiative and have been actively contributing since then.

**D**

**A**

**CHALLENGES**

**FOR EDC AND HRE.**

**CASE STUDIES FROM POLAND,**

**ROMANIA AND UK**

**B**

**E**

## CHALLENGES FOR DEMOCRATIC CITIZENSHIP AND HUMAN RIGHTS EDUCATION – THE CASE OF POLAND

Agnieszka Paczynska

### St. Maximilian House for Meetings and Reconciliation

Human rights and citizenship education in Europe has undergone major changes in the last decade or so. The Polish experience was distinctive due to the fact that these reforms accompanied major social and economic transformation in the country that initiated democratic transformation in a large part of the continent. Most of the teachers and trainers involved in HRE and EDC have personally experienced living in a country where basic rights were far from being standard. A brief look at the now-famous 'Twenty-One Demands', a list of postulates worked out by the Gdansk shipyard workers during their strike in August 1980, makes it evident that the quest for human and civic rights was a driving force of the Solidarity movement's fight with the communist regime<sup>1</sup>.

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<sup>1</sup> Several of the demands made by the Strike Committee were of purely political nature, which was quite a new phenomenon. The strike led to the creation of the Solidarity – the first free trade union in the communist block. The document 'Twenty-One demands' was included in the UNESCO Memory of the World list in 2003.

Among the 21 postulates that were handwritten and attached to the shipyard gates, one sees calls for trade union independence, freedom of speech, freedom to access information, the right to strike, the release of political prisoners, religious freedom and an end to censorship. Since 1989, successive governments have been working on assuring full functionality of these and other basic rights, and in particular on changing educational policies including HRE and EDC.

One important feature of educational reform in the 1990s was a decentralisation of the system, shifting responsibility for running schools to the local authorities. This has stimulated stronger co-operation between schools, local authorities and parents. Although civic education as a separate subject has been present in curricula for over 30 years, the content of this subject was entirely changed in the early 1990s. Old-style lessons with teachers trying to explain the details of the functioning of the socialist state or some basic notions of Marxist social theory were replaced by lessons giving information on the functioning of modern democracies and allowing discussion of things related to participation in the life of the community, tolerance, human rights issues, etc.

In 1997, the Ministry of Education adopted a new core curriculum plan for general education in primary and secondary schools. This plan has made civic education a required subject at all grade levels. The change was possible due to the lobbying actions of various NGOs and the

significant transfer of know-how and financial support from the US and the EU. As a result of collaboration between the Ministry of Education, the National In-service Teacher Training Centre and the Centre for Citizenship Education, a large group of trainers and educators has been formed and teaching materials, lesson scenarios and student handouts have been prepared. This has allowed for a major improvement in the quality of EDC and HRE. In fact the last IEA citizenship education study in 28 countries proved that **Poland<sup>2</sup>, along with the US and the Czech Republic, have the most successful EDC programmes**. In practice, though, the picture might not look that bright. The national core curriculum obliges each school in Poland to fulfil the civic education curriculum guidelines, i.e. 1 lesson a week. From the 1st grade of primary education some EDC elements are to be included. From the 4th grade EDC is to be carried out in an interdisciplinary manner, by the co-ordinated efforts of teachers of other subjects. In the 7th grade EDC, with some elements of HRE, is already an independent subject. While the interdisciplinary approach in the case of 10-12 year old pupils is theoretically very appealing, it is difficult to control if it is really implemented by the teachers. There is some evidence that there are indeed problems with co-ordinated interdis-

plinary work, so that the EDC curriculum is not fully executed. Many teachers tend to concentrate on topics they are directly responsible for.

This problem appears to be neglected by the Ministry of Education, precisely because it cannot be easily confirmed. The Ministry seems satisfied as they finally managed (with some help from NGOs) to include civic education in the national core curriculum. There appears to be insufficient determination to promote more efficient EDC approaches among teachers. On the other hand, a significant contribution to a better EDC situation comes from the NGO sector. One good example is the Centre for Citizenship Education's programme promoting an additional civic education lesson in schools. This action started in the mid-1990s and proved to be a great success. Currently many Polish schools, in addition to the standard civic education lesson, have a lesson where the local community dimension is covered in more detail. The necessary condition for introducing such lessons is that the local government agrees to finance an additional hour. The popularity of this programme confirms that **some local authorities have understood that supporting civic education brings benefits to their communities**. In addition, there are a few other big NGOs working in the field of EDC. Foundation Education for Democracy, Foundation for Local Democracy Development and Stefan Batory Foundation are carrying out various projects aiming at strengthening civil society, local media development and promoting civic competences. On top of that there are hundreds of smaller

<sup>2</sup> Judith Torney-Purta et al., *Citizenship and Education in Twenty-eight Countries: Civic Knowledge and Engagement at Age Fourteen*, International Association for the Evaluation of Educational Achievement (IEA), Amsterdam, 2001.

organizations doing a really good job in this field all over Poland. My own organisation – St. Maximilian House of Reconciliation and Meetings in Gdansk – is one of them.

When it comes to HRE the situation is even more complex. Despite it being envisaged in the Plan of Action adopted by UN General Assembly in 1994 as a part of UN Decade for Human Rights Education (1995–2004), no comprehensive national programme of human rights education has yet been drawn up in Poland, nor has a co-ordinating structure been set up. Still, there was indisputable progress in human rights education with the introduction of special courses at universities, preparation of textbooks and teaching aids for schools and the pursuance of educational activities. In this field the most active NGO is Helsinki Foundation for Human Rights. Their activities include public education, courses for local human rights defenders, training of human rights lecturers and courses for specific professional groups (police, journalists and judges). Slightly different actions are undertaken by Amnesty International. They mainly provide education materials and scenarios for lessons for teachers and students, and co-ordination of the Amnesty International school groups. Several other NGOs are also active in the field of HRE. Their actions are even more important since they are targeted at the smaller communities outside of the big city centres.

An example of specific action in the field taken by NGOs, is dealing with the problem of human trafficking and providing victim services. The importance of this problem is confirmed by its

listing among key issues addressed by the Organization for Security and Co-operation in Europe (OSCE)'s Human Dimension Implementation Meeting, a human rights conference that was held in Warsaw in October 2004. NGOs and educational institutions often work closely with local authorities to identify trafficking victims and develop training programmes for local authorities. La Strada, the only Polish NGO dealing exclusively with trafficking, co-operates with Caritas and other groups. These organizations provide a range of services, including victims' assistance hotlines, safe accommodation, therapy and psychological support, and provide contacts of those who can help victims with legal problems and reintegration into society. During recent years an increasing number of trafficked women have been coming forward for assistance; it is not clear if this is due to an increase in trafficking or because trafficking victims are becoming more aware of, or willing to seek, assistance from NGOs and respective government offices.

La Strada also provided training on prevention and victim support to professionals such as police, border guards, prosecutors, judges, social workers, teachers, and journalists. Together with the Helsinki Foundation they trained social workers to help victims with legal issues so they could be advocates for the victims before the courts, police, and prosecutors. La Strada also conducted various types of informational campaigns on trafficking issues, including awareness training for police and Helsinki Foundation personnel, and seminars for university students. In November 2002, La Strada

worked with the Government to coordinate an inter-ministerial roundtable to develop a national plan to combat trafficking. The Government adopted this plan in September 2003. At first glance it appears as if EDC and HRE were a bit neglected in Poland in 2002–2003, as European education was considered a priority. Substantial effort and money were invested in preparation of the society for EU membership. Some argue that most of the efforts were given not to explain or teach anything but to convince people to say ‘yes’ in the accession referendum (June 2003), which is not really an EDC method. On the other hand, thanks to the European education programmes, over 3,000 European school clubs have been created during the past few years. They were originally established to provide and distribute information on the EU in schools and local communities but over time their activities have shifted in the direction of promoting local activity and various civic initiatives. Most of them are just informal groups of teachers, pupils and local leaders co-operating with local authorities, schools and media but also involving other citizens and responding to local community needs. **Is there any better way of teaching EDC than by involving people in the everyday life of their community?**

Importantly, European school clubs are so far the only available EDC instrument for adults. The lack of programmes targeted at adults constitutes an important problem, so the very encouraging results of the IEA study (referring to 14-year-olds) cannot fully justify self-satisfaction. It is certainly great that teenagers are aware of their rights and obligations as citizens but there are problems in the functioning of Polish society due to the fact that some adults brought up in communist times are currently endangered by social exclusion due to inactivity in the labour market or unemployment. It is a pity they have no opportunity to learn about the functioning of democracy or the market economy. Successful programmes targeted at youth could be used as a basis for building efficient lifelong learning EDC mechanisms.

## HRE AND EDC IN ROMANIA — A PERSONAL VIEW

Corina Leca, CRED

I have to state from the very outset that the current text depicts the perception of a practitioner who has been working in this field since 1990. “This field” means HRE, EDC, law-related education, education for democracy, civics or other types of education that instill a healthy sense of ownership and responsibility and give the learners very practical knowledge and skills for living in a contemporary democratic community. The author grew and developed as a political and civic being to a great extent because of this professional challenge. Therefore this will be an analysis from the inside of the domain because it is really difficult to decide what or who shaped who or what in this authentic learning-by-doing process. I have to add that my concrete expertise comprises education of students and training of teachers, but I think that the observations are perfectly true for other beneficiaries, too.

As an overall remark, I do believe that the similarities between the two domains, as they are conceived in Romania, are much more numerous than the differences. There are some specific accents and priorities, but the general goals as well as the methods used are the same. Actually I regard them as facets of the same enterprise – education of a citizen who wants and is able to change his/her environment accord-

ing to the principles and mechanisms of democracy for his/her own benefit and the benefit of the whole community.

HRE was the first step in social sciences reform. During the early '90s **human rights** was the main topic of teacher training courses. The reason is obvious: they were totally absent in the previous regime so people could not deal with them properly, and at the same time, they **are at the very core of the emerging system, so educators are the first professionals who have to understand and internalize them.**

Although the new subject was called civic education, human rights was the first issue taught. Maybe there was a practical reason besides the value-based ones: in spite of the complexity of the concept and the difficulty of its daily application, it is easier to analyse the text of human rights conventions and treaties and real life situations where they are applicable than to analyse the basic principles of democracy and how they come into life in our transition period. The various categories of human rights are more concrete than accountability towards the constituency, tolerance is more thinkable than the rule of law, a violation of the right to education is closer to the universe of teachers and pupils than the powers of a member of Parliament. In spite of the various successful examples of democratic societies, there is not a consensus concerning a recipe for democratisation, but without ignoring the multiple violations of human rights and the movements aiming to solve these, there is a set of basic rights which is generally acknowledged and referred to in daily life situations.

Besides the novelty of the issues (international standards of human rights, historical and contemporary personalities and movements), the methods used in HRE attracted the attention of both teachers and students. HRE was the first vehicle for student-centred methods such as discussion, debate, role-play, and case study. The same strategies are employed by EDC. **Students became so fond of them that they ask teachers to use participative exercises in all classes.** The project method, which seems to have become the leading EDC activity, is more and more applied to various formal and non-formal learning-teaching situations beyond the civic context. My conviction is that the only grounds for using a specific method is not the type of education we deliver – HRE or EDC, but the very concrete learning goals and features of the group we work with. Nevertheless, referring to methodology, the common trait is the strong link between the learning environment and real life situations: both educational approaches strive to create authentic learning opportunities in order to offer the students the chance to practise the competencies they need in their community. As far as values and attitudes are concerned, both HRE and EDC embed respect for human dignity and tolerance of differences, agency and responsibility, sense of togetherness and uniqueness of the individual. As I have mentioned before, I cannot find prevailing aspects in one type of education as a whole, only the promotion of a specific set of values in a concrete learning activity. Maybe there is a linguistic difference in the sense that human rights

worded values are more often explicitly expressed in EDC than are democracy and citizenship in HRE. I have the same explanation (mentioned before) for this situation: **human rights are more largely acknowledged, seeming less political than democracy.** I think that this is only a relative truth as human rights history shows a large amount of political interest and endeavor in bringing this issue into life.

Although the accent is placed on various rights and responsibilities as well as their universality and interdependence, HRE also refers to the pillars of democracy, the relationship between the state (its institutions) and the citizens, as well as various social roles (like volunteering for an association) and problems (poverty, unemployment, etc.) which are at the centre of EDC. There might be differences in terms of the order these aspects are approached, or the emphasis placed on each of them, but both types of education embrace nearly all political, social and economic problems of living in contemporary society. Civic education curricula for elementary and middle school (one compulsory class per week) have a concentric, relation-based structure with the revelation of self (at the specific age) in the centre and continuing with objects, other people, groups (family, peers, local community), nation, and the international community. The whole content highly praises human dignity and solidarity. The new EDC Programme of the Ministry of Education, having an interdisciplinary vision, is shaped for all grades and actually puts together themes of various types of education: HRE, education for

development, media education, intercultural education, peace education, environmental education etc. as the Romanian response to the Council of Europe's EDC Programme.

Besides chapters in civic education manuals, HRE as such is more and more a separate elective subject developed by the teachers of a specific school (mainly high school) who have participated in various training courses (like CIFEDHOP in Geneva). It seems that teachers need to offer their students more concrete (meaning maybe narrower and deeper) learning contexts for the very pragmatic world, which they will step into. EDC traditional topics are split into HRE (or even more specific – a fifth grade course based on the Convention on the Rights of the Child), media education and others, but the overall effect is more or less the same. HRE is also well represented in out-of-school and extra-curricular activities. There is the week of human rights (or children's rights), the week of tolerance, the week of diversity etc. comprising various competitions, study visits and group projects as well as an annual national competition on tolerance.

I think it is beyond doubt that HRE and EDC are equally necessary in a post communist society or emerging democracy (depending upon what you focus your attention – the past or the future). Referring to European educational discourse after 1990, the accent on HRE was followed by an emphasis on civics, education for democracy and intercultural education. Subsequently, the Romanian approaches shed light on one or another facet. An indicator of this is, for example, the fact that an educational

NGO set up during the "HRE period" has this phrase in its name and explicitly states HR-centered goals, while the name of one created during the "intercultural period" illustrates this prevailing dimension in its name, mission statement and activities, and an NGO that occurred during the "EDC period" resembles the complex content of the Council of Europe EDC Programme. Even so, at a conference all have very similar discourses in terms of basic values promoted through their projects and concrete strategies. I want to say that national policy and discrete enterprises in this field follow the general trend and priorities of the regional and international movement both in terms of concepts and funding offers.

Maybe, to a certain extent, there is a historical sequence of educational approaches in the aftermath of the cold war, in the sense that human rights is a good start for previously oppressed people; interculturalism is the proper approach for a very heterogeneous global community; and democracy is the best (political) choice for a mature society which wants to live successfully. If we put these at the core of a type of education we will get the main three leading approaches: HRE, intercultural education and EDC.

## EDUCATION FOR DEMOCRATIC CITIZENSHIP (EDC) AND HUMAN RIGHTS EDUCATION (HRE): REFLECTIONS FROM THE CENTRE FOR GLOBAL EDUCATION, YORK, ENGLAND

Margot Brown

Centre for Global Education

### Introduction

This short article will reflect on some of the issues inherent in EDC and HRE in England and raise some of the questions which the Centre for Global Education considers of concern to educators. The article will deal with these fields of education only in an English context. As most readers will know, there are four educational jurisdictions in the United Kingdom and the curriculum for Citizenship Education referred to here is only valid in England. It does not operate in Wales, Scotland or Northern Ireland.

Education for Citizenship became a statutory foundation subject in the curriculum of secondary schools in England in the year 2002. It is not statutory in the primary sector, though some excellent work takes place here. The lack of statutory requirements at Primary level is in part due to the immense pressure on teachers to focus on literacy and numeracy. Little atten-

tion is given to how cross-curricular work can be supported within the literacy strategy. The 'little boxes' approach to learning is a feature of the present curriculum.

The present curriculum for Citizenship Education, which is the first required teaching in this field, was developed as a result of the Report of the Advisory Group on Citizenship, chaired by Professor, now Sir, Bernard Crick, 'Education for Citizenship and the Teaching of Democracy in Schools'. The report identified three key strands – political literacy, social and moral responsibility and community involvement. In short, **the concept of a participative democracy involving 'active, informed, critical and responsible citizens' underpinned the curriculum orders.**

The setting up of the Advisory Group, some believed, was part of a government desire to influence voting and youth disaffection. As Lawson and Ferguson point out, *'There is no escaping a political context with public and governmental concern for crime rates, truancy rates, disaffection among young people, exclusion from school and society, drug abuse, teenage pregnancy, voting patterns among young people, and equal opportunities'*. (2001:193). As frequently happens, schools were seen to be contributing to the problem but then were required to solve it. *'In confronting the many challenges that the future holds in store, human kind sees in education an indispensable asset in its attempt to attain the ideals of peace, freedom and social justice'*. (Delors:13)

## Why Citizenship Education and not Human Rights Education?

The curriculum in England includes human rights as a topic or theme within citizenship. In some other countries, the overarching theme is human rights with citizenship within it. This raises an interesting question. Are these two fields of education virtually interchangeable? Do they share so much in common that it is of little consequence which provides the overall framework, with the other subsumed as a topic or theme within it or is there a hidden message in the choice of whichever is deemed the more important, given more curriculum time and consequently more status?

Looking at definitions may help us reflect on this. The definition of citizen in the Shorter English Dictionary tells us 'Citizen' – a member of a state, an enfranchised inhabitant of a country, as opposed to an alien. The message of this definition is clearly divisive. It creates a 'Them' and 'Us' and sees the 'other' as alien. It also uses the nation state as the point of reference, despite the impact of globalisation. Delanty (2000) in reflecting on citizenship in a global age points out that 'citizenship is:

- no longer defined by nationality and the nation state
- de-territorialised and fragmented into separate discourses of rights, participation, responsibility and identity'.

**The questions which are rarely asked in citizenship work in schools is 'Who decides**

**who will be a citizen of this country and who will not?'** Who decides on the criteria of inclusion or exclusion? Is it birth? (This used to be the *Ius Soli* in England. If you were born on English soil, you were English. This changed with the Nationality Act of 1981). Is it ancestry and blood-line as in Japan?

What is the situation for human rights? How does HRE stand on issues of inclusion? What is a current definition?

*'Some educators would say that human rights are basic human needs which are protected by international law. Others see them as internationally agreed values which provide a just basis on which decisions (local, national, and international) can be taken. The values in human rights instruments are agreed by a range of cultures and faiths.'* (Brown, 2004)

Human Rights are universal, inherent and inalienable. These characteristics are very different from those which feature in education for citizenship in England. For those of us working in the field of human rights within the Centre, a human rights framework is more inclusive than that of citizenship. The universality of human rights is seen as providing a more appropriate framework.

## Why HRE and EDC in Schools?

A simple reply to why teach human rights in schools – whether through citizenship or other curriculum areas or as a self-standing subject

– can be found in the words of Eleanor Roosevelt. *‘Where, after all, do universal human rights begin? In small places, close to home ... Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.’ But to uphold these rights, such concerned citizens need first to know them. ‘Progress in the larger world, must start with human rights education in just those ‘small places, close to home.’ Schools are exactly those ‘small places close to home’ and as Osler and Starkey remind us ‘Respect for human rights founded on a concern for individual human dignity, in other words treating others as you would wish to be treated ... can be applied to any human context or community. The school is one such community.’ (1996:2)*

However, the challenge for educators is not only to provide knowledge about human rights, the concepts of human dignity, justice, equality and democracy; to develop human rights skills of consensus building, negotiation, communication and critical thinking; to work for a classroom based on human rights values and rights-respectful relationships but also to extend that to the whole school ethos where young people learn to take action on their rights and the rights of others in a supportive environment. *‘Very few schools talk of rights and responsibilities explicitly in their prospectuses, though many of the values of human rights are there implicitly. However, ‘Human rights are only rights when people know about them and can therefore exercise [and protect] them. (Starkey, 1994). It can be an interesting ex-*

*perience for staff to compare their school prospectus with some key articles of the Convention of the Rights of the Child (CRC). (Brown, 2004)*

One of the most effective ways to change attitudes in schools is to model the kind of behaviour that is expected. **We cannot expect democratic citizenship or human rights to be developed and understood in an authoritarian and rights-denying environment.**

Knowing the process by which the values of EDC and HRE have come about, how they have developed over the centuries – from the Laws of Hammurabi to the Decade of HRE – and how they will continue to develop contributes to young peoples’ sense of being part of a process rather than recipients of others’ knowledge.

*‘Education is not the filling a pail but about the lighting a fire’ (W.B. Yeats).*

## EDC and HRE in Practice

One educational element which EDC and HRE have in common is the commitment to participative and interactive methodologies. While this may not be the case in all schools, there is an understanding that by talking about Article 12 of the CRC rather than putting it into practice in the classroom, students will identify double standards. Young people are rightly cynical about the *‘Don’t do as I do, do as I say!’* approach.

It is also important that, if we genuinely want to encourage active, informed and responsible

citizens, schools must help young people to develop the practical skills and critical thinking which are essential.

Finally, current research and understanding of how people learn requires us to have a range of teaching styles to meet the different learning needs of our pupils. Interactive and participative approaches form part of that range.



Antwerp, July 03

## Conclusion

In England, at the time of writing, the debate in schools is about the effectiveness of citizenship education, particularly following a less than glowing report of the first year of its operation (OFSTED, 2004). The debate about the place of human rights in the curriculum is only of interest to those for whom human rights is a major part of their work. Nevertheless, if we do not wish to diminish the importance of human rights, we will need to revisit our priorities and how we achieve the 'active, informed, critical and responsible citizens' of the Crick report, without whom the future could be a gloomy place. It would be a tragedy if the anonymous words below are still true as another generation begins its schooling.

*'The future has already arrived but it is not evenly distributed yet.'*

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# DARE'S ANTWERP DECLARATION ON DEMOCRACY AND HUMAN RIGHTS EDUCATION IN EUROPE

The Democracy and Human Rights Education Network (DARE), is a Europe-wide network of NGOs, academic, research and other organisations focusing on the twin fields of human rights education and education for democratic citizenship. It is committed to promoting through education a deeper understanding of human rights and democracy within Europe. It seeks to create a new environment in which such organisations can thrive, benefiting from common services and the pooling of experience and expertise.

DARE seeks to raise the profile of education for democratic citizenship and human rights, both generally and as a core component of the formal and informal education systems throughout Europe.

1. At the General Assembly in the process of discussion (in the middle Hannelore Chiout, AdB, Germany, Chair of the board, left Wim Taelmann, VORMEN, Belgium, host and treasurer of the board; right Daniela Kolarova, Partners Foundation Bulgaria)
2. First General Assembly
3. On the trail of Human Rights (DARE members from Malta, Germany, Belgium, Lithuania, Norway, Bulgaria, U.K.)
4. Getting to know each other better – a new community coming from Eastern and Western Europe (Aniko Kaposvari from Hungary with the mic)



Antwerp, July 03



Antwerp, July 03



Antwerp, July 03

## Principles of Democracy and Human Rights Education

**1. Democracy and human rights** education encompasses the right to know, seek, obtain, receive, hold and disseminate information about all human rights and fundamental freedoms, including information as to how human rights and freedoms are given effect in domestic legislative, judicial and administrative systems in democracies.

**2. The core elements** of democracy and human rights education are:

- the universal character of human rights;
- respect for democracy, human rights and fundamental freedoms;
- empowerment of the individual citizen and groups to make full use of their democratic rights;
- combating discrimination, racism, xenophobia and related intolerance;
- gender equality;
- inclusion of people with disabilities;
- active citizenship;

**3. Democracy and human rights education** is a life long process. As such it is an integral element within formal, non-formal and informal education and embraces all citizens, particularly marginalised or disadvantaged groups.

## Objectives and activities of DARE

**4. DARE asserts** the importance of the right of all individuals to the knowledge and understanding and realisation of their human rights as a key element of democratic citizenship, as an integral part of the right to education.

**5. DARE recognises** that states have the main responsibility to facilitate education for citizens about democracy and human rights. Democracy and human rights education is also the responsibility of civil society. The media have an important role in informing citizens, contributing to transparency, reporting human rights violations and ensuring that journalistic standards reflect human rights principles.

**6. DARE aims to:**

- serve as a platform for partnership, cooperation and development of strategy for networking;
- exchange information, exemplary materials, methodology and staff;
- develop common educational projects, standards and good practice.

**7. DARE intends** to achieve its objectives through development of:

- common databases and systems;
- public relations and lobbying at European level;
- ongoing working groups on policy, operational and educational issues;

- annual seminars for all members on new developments in human rights, policy and educational issues, and management of the network;
- a newsletter to exchange information on the activities of its members;
- a common resource on funding opportunities;
- a common standard for project delivery.

**8. DARE will encourage** cooperation with other NGOs and relevant organisations and associations, e.g. academic and research institutions or teacher training institutes.

**9. DARE is ready** to cooperate with the Council of Europe, the European Union, the Office of the UN High Commissioner for Human Rights, the Organization of Security and Cooperation in Europe, UNESCO and other multilateral organisations with regard to relevant education and public information programmes in the field of democratic citizenship and human rights.

**10. In addition DARE is willing to contribute** to current debate with regard to:

- a declaration that outlines the principles of democracy and human rights education and acknowledges the importance of fostering a universal culture of human rights as a recognition of current governmental obligations to promote democracy and human rights education;
- a final report on the overall achievements of the United Nations Decade for Human Rights Education and the necessary resources available to conduct this consultation;

- the creation of a United Nations Voluntary Fund for Human Rights Education in order to assure that sufficient resources will be available for promoting and monitoring the advance of democracy and human rights education;
- broadening the mandate of the Special Rapporteur on the Right to Education to fully include democracy and human rights education;
- the creation of mechanisms to monitor the implementation of commitments on democracy and human rights education;
- active citizenship and lifelong learning;
- the achievements of and follow-up to the United Nations Decade for Human Rights Education;
- the implementation of the European Year of Citizenship through Education in 2005.

*Antwerp, 28 June 2003*



**Antwerp, July 03**



**Antwerp, December 03**



**Berlin, March 04**

## WORKING TOGETHER – HISTORY AND ACTIVITIES OF DARE, 2003–2006

### History

DARE-network organisation, Democracy and Human Rights Education in Europe, is the result of an international conference initiated by the Association of German Educational Organisations (AdB) in 2002, which led to the establishment of a Democracy and Human Rights Education network. Participants from Belgium, Belarus, Bulgaria, Estonia, Germany, Hungary, Lithuania, Malta, Moldova, Norway, Poland and United Kingdom passed a provisional constitution and elected a steering committee to improve the content and structure of education for human rights and democracy across Europe. From 26 to 28 June 2003 38 people, belonging to 27 member organisations or institutions from 20 countries, gathered in Antwerp (Belgium) at the first seminar of DARE since its legal establishment as a non profit organisation under Belgian law. The seminar title was “Perceptions, perspectives and challenges of Human Rights Education and Education for Democratic Citi-

1. Sunflowers for a successful start, final session of the DARE seminar “Perceptions, perspectives and challenges of human rights education and education for democratic citizenship”
2. Frank Elbers, secretary of the board, presenting his organisation HREA (right Graham Morris from Citizenship Foundation, UK and Hannelore Chiout, Germany)
3. Meeting of working group 1 and 2 – Agnieszka Paczynska, coordinator of working group 1, is presenting the results

zenship". The responsible organisation was VORMEN, DARE member and very engaged in Human Right Education. The Antwerp declaration was elaborated.

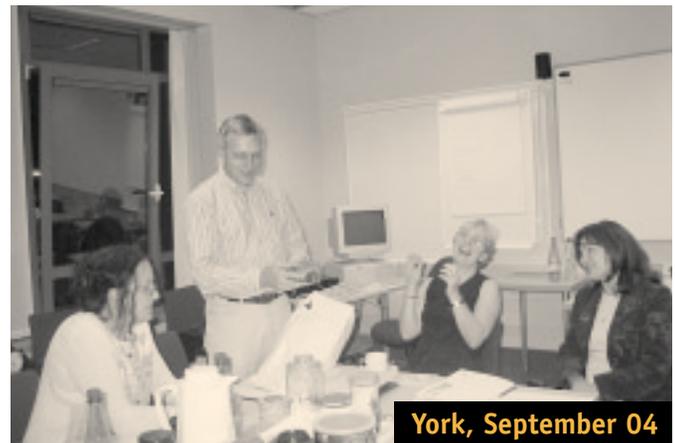
The first General Assembly approved a work plan consisting, among others, of a series of seminars, some thematic working groups and a newsletter for its members.

## Funding

In September 2003, the European Commission awarded DARE a Grundtvig-4 grant under the European Union Socrates Programme. The aim of Grundtvig-4 is to strengthen the links between the various actors involved in adult learning, to enable them to co-operate on a more stable basis and to enhance their awareness of the European dimension of education. This grant allows the network to proceed with activities from October 2003 to September 2006. The coordinating organisation is the Arbeitskreis deutscher Bildungsstätten AdB, Berlin, Germany. The activities of the work plan are based on the Grundtvig-4 project programme which has already been submitted and cannot easily be changed. All members are invited to participate according to their needs, resources and experiences. Additional common projects between the member organisations and also with other interested NGOs are very welcome.

## Activities and structure

From the beginning a young network has been growing very fast. An important prerequisite



1. Session of working group 1 (Akville Andruliene, Lithuania; Corina Leca, Romania; and Agnieszka Paczynska, Poland)

2. Meeting of working group 1. Margot Brown is receiving an appreciation gift from John Christian Christiansen, Norway, member of the board (Margot Brown, Centre of Global Education, U.K., left Maja Uzelac, Croatia, board member; right Daniela Kolarova, Bulgaria)

for the necessary close cooperation between all members and future common projects is knowledge about each other as well as knowledge of different national structures, different and similar educational approaches, different and/or similar target groups, different or similar priorities. Therefore the DARE work plan contains a range of activities.

## Working groups

With respect to the work plan of Grundtvig-4 two regular working groups were established.

**Working group 1:** will exchange methods, concepts and materials for HRE and EDC; develop innovative approaches; keep in touch with research; and develop instruments of internal evaluation. The group will develop and offer training materials and opportunities, also in ICT education; will compare different approaches; contribute to the educational profile of DARE; and be involved in the preparation of DARE seminar and conference activities.

The first important outcome is this first DARE publication called “Why DARE? Networking for Democracy and Human Rights Education”. All members were asked for their contributions to this publication.

DARE network will also produce series of documents to publish the process and results of the seminars and conferences.

This group is also working on criteria for “good practice” in EDC and HRE and is developing a concept for common projects between the

members of DARE and with other interested organisations and institutions.

**Working group 2:** will in general be established as a committee to develop lobbying for HRE and EDC at the European level as well as observing national HRE and EDC policies. The group will promote public relations activities and cooperation with sponsors and authorities and provide project management advice.

Both groups have met and will continue to meet twice a year for 3 days.

In addition to these activities the chair and vice-chair will be active in lobbying for DARE and the Grundtvig project and will cooperate with authorities and sponsors.

## Communication – e-DARE Newsletter and DARE Website

After the launch of the network in June 2003, a temporary website was created at: <http://www.dare-network.org> in order to ensure information about:

- activities of DARE;
- activities of the members;
- important developments and events in HRE and EDC;
- mutual communication.

Subscribers of e-DARE are all DARE members. DARE member VORMEN is responsible for the task of preparing e-DARE every three months. Copies of e-DARE can be found at the website: <http://www.dare-network.org/newsletter>

**D**

**A**

**PROFILES**

**OF THE MEMBER**

**ORGANISATIONS**

**OF THE DARE NETWORK**

**B**

**E**

## Arbeitskreis deutscher Bildungsstätten e.V (AdB)

Full legal name of the institution in the national language and acronym of the institution, if applicable

## Association of German Educational Organisations

Full name of the Institution in English

Type of institution code **ASS.1** Country code **DE** Town/City **Berlin** Region code **DE3**

	Contact person	Last Name <b>Chiout</b>	Phone <b>(+49) 30 400 401 17</b>
		First Name <b>Hannelore</b>	Fax <b>(+49) 30 400 401 22</b>
		Male ( ) Female ( <b>X</b> )	E-mail <b>chiout@adbildungsstaetten.de</b>
		Function <b>Head of Department</b>	Website <b>http://www.adbildungsstaetten.de</b>

Number of staff members **10**

**Description of organisation** Association of approximately 200 education centres throughout Germany with various profiles – youth education centres, adult education centres, academies, Europe centres, educational centres of party-related foundations and international encounter centres. AdB offers to its members information on all relevant issues of EDC (called political and civic education in Germany) on the basis of its non-partisan expertise, training opportunities in EDC/HRE and cooperation in bi- and international projects.

**Objectives** We aim to preserve and promote political and civic education as an important element of democracy. Democracy is not only a form of government, but needs to be experienced and promulgated in the daily lives of citizens. Political and civic education is a training field for democracy. As a specialised organisation of political and civic education we foster an exchange of information and experience, training, and a joint representation of interests in the area of political and civic education. We actively contribute to the profile of political and civic education and raise awareness in Human Rights topics.

**Main activities** We provide:

- a forum for the analysis of fundamental and current questions and problems of youth and adult education;
- participation in commissions and working groups, in which key points of various fields of work are debated, positions are formulated, educational tools are developed and information on training, youth, didactic and education contents is presented;
- further training possibilities via conferences and workshops at which important themes are dealt with and discussed with experts;
- participation in bi-national and international specialised programmes for managers of youth work. At present we are cooperating on the federal level with partner organisations in Israel, Poland and Spain and organise training projects for setting up democratic education in Palestine, the Russian Federation and Mongolia. Member institutions cooperate with partners throughout Europe and overseas;

	<ul style="list-style-type: none"> <li>■ support of youth training staff members through funding from the Children and Youth Plan of the German Federal government to the individual member organisations. An association-wide working group develops innovative models of democratic youth training;</li> <li>■ the promotion of conferences and projects, for which we apply for public funding as a central group;</li> <li>■ regular information on developments in the areas of EDC, youth and adult education, further education and funding opportunities.</li> </ul>
<b>Activities related to HRE and EDC</b>	Seminars, training, workshops in all topics relevant to EDC and HRE.
<b>Main partners and supporters</b>	We are supported by the German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth.
<b>Membership in networks</b>	We are a member of: DARE, the Working Society for Youth Assistance in Germany (AGJ), the German Federal Committee for Political and Civic Education, which we also manage (bap), the German Institute for Adult Education (DIE), the European Association of Adult Education (EAEA), the International Youth Exchange and Visitor's Service (IJAB) and the House of Youth Work in Germany (HdJ).

## Qendra Shqiptare për të Drejtat e Njeriut (QSHDNJ)

Full legal name of the institution in the national language and acronym of the institution, if applicable

## Albanian Centre for Human Rights (ACHR)

Full name of the Institution in English

Type of institution code <b>NGO and non-profit</b>	Country code <b>AL</b>
Contact person	Last Name <b>Kati</b> First Name <b>Kozara</b> Male ( ) Female ( <b>X</b> ) Function <b>Executive Director</b>
	Phone <b>(+355) 42 230 630 / 257 757 / 239 922</b> Fax <b>(+355) 42 239 121</b> E-mail <b>qshdnj@albaniaonline.net kozara@albmail.com</b> Website <b>http://www.achr.org</b>
Number of staff members <b>11 full time staff and 14 part time staff</b>	

<b>Description of organisation</b>	<p><b>ACHR is a non-governmental and non-profit organisation</b>, dedicated to education and promotion of HR in Albania and Balkans region. ACHR was established in March 1992.</p> <p><b>ACHR Mission:</b> Through education and awareness of human rights, ACHR contributes to the building of a culture of human rights in Albania and around the Balkans region.</p> <p><b>ACHR Vision:</b> The ACHR strives for meeting needs by going to the people. At the heart of our vision is the human being: the rights and dignity of all people and each person must be promoted, respected, protected and affirmed.</p>
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<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ ACHR is committed to contributing to building a society based on the principles of social, political and economic justice and peoples' full participation and empowerment.</li> <li>■ ACHR pursues the objectives of sustainable development, democracy and gender equality for the attainment of a more peaceful, just, egalitarian and thus sustainable world, premised on the principles enshrined in the Universal Declaration of HR and the European Convention of HR.</li> </ul>
<b>Main activities</b>	<ul style="list-style-type: none"> <li>■ HRE programme at primary and secondary school level of formal education (ongoing).</li> <li>■ HRE in the pedagogical Universities (ongoing).</li> <li>■ Running and developing the HR Documentation Library (ongoing).</li> <li>■ HR Publications (ongoing).</li> <li>■ Training on Albanian policy.</li> <li>■ Lobbying and advocacy (ongoing).</li> <li>■ HR training and public seminars (ongoing).</li> <li>■ Assisting the establishment of other NGOs (in Albania and Kosova).</li> <li>■ Others.</li> </ul>
<b>Activities related to HRE and EDC</b>	<p>The cornerstone of ACHR's programmes remains HRE and Education for Democratic Citizenship.</p> <ol style="list-style-type: none"> <li>a. HRE involves a combination of looking within and without.</li> <li>b. HRE programme is necessarily focused on the individual and gives knowledge and information, forms skills and values, promotes active participation and lobbying and pertains to integration of HR in schools, in the community, in everyday practices of state institutions.</li> <li>c. HRE programme pertains to Education for Democratic Citizenship.</li> <li>d. HRE programme covers: primary, secondary and high schools, university; community, local government, judiciary system, police system, media.</li> <li>e. 43 pilot schools have been established throughout the country.</li> <li>f. School curricula on HR have been developed and included at primary, secondary and university levels.</li> <li>g. There are three HR Local Units (in Tirana, Korca, Shkodra) serving as resource centres in their regions of the country.</li> </ol>
<b>Main partners and supporters</b>	<p>CORDAID; NOVIB; TROCAIRE; Council of Europe; FRESTA; SOROS; EWPPP, OSCE/ ODHIR; Danish Embassy in Tirana; Dutch Embassy in Tirana; British Embassy in Tirana; German Embassy in Tirana; Center for non profit Law USA; USAID.</p>
<b>Membership in networks</b>	<p>Balkan HR Network/BHRN; HR House Foundation; Anti-Corruption Coalition; Stability Pact; Link Diversity; East-European Region; DARE.</p>

## Centre for Europe (CfE)

Full legal name of the institution in the national language and acronym of the institution, if applicable

Type of institution code **ASS.1** Country code **UK** Town/City **Sevenoaks** Region code **UKJ4**

Contact person	Last Name <b>Wassel</b>	Phone <b>(+ 44) 1732 452684</b>
	First Name <b>Richard</b>	Fax <b>(+ 44) 1732 740446</b>
	Male ( <b>X</b> ) Female ( )	E-mail <b>rcw@netcomuk.co.uk</b>
	Function <b>Director</b>	Website <b>www.centreforeurope.org</b> (site being developed)

Number of staff members **Two CfE directors, although self-employed, devote the greater part of their working time to the organisation.**

<b>Description of organisation</b>	European education trust, operating through various European education networks. CfE, founded in 1985, is strictly non-party political and non-commercial.
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Encourage and develop extracurricular intra-European education activities, e.g. <ul style="list-style-type: none"> <li>■ EU-related issues;</li> <li>■ comparisons of national practice within a given sector;</li> <li>■ education for democratic citizenship;</li> <li>■ the European dimension to vocational training and development;</li> </ul> </li> <li>2. Contribute to the development of stable institutions across Central/Eastern Europe;</li> <li>3. Participate in, contribute to, and as necessary conceive and coordinate Europe-wide networks in pursuit of the above.</li> </ol>
<b>Main activities</b>	<ol style="list-style-type: none"> <li>1. International residential and national seminars on EU and related issues.</li> <li>2. Europe-wide network development.</li> <li>3. Project development – in conjunction with our various network partners.</li> </ol>
<b>Activities related to HRE and EDC</b>	<p>Whilst not specialists in HRE, we associated ourselves with DARE in order to strengthen our credentials in this area. We introduced to DARE a number of member institutions which would not otherwise be known to the network – e.g. in CZ DK as well as GB.</p> <p>EDC is fundamental to our commitment to European education, and is reflected also in various activities we have undertaken which are not directly EU-related.</p>
<b>Main partners and supporters</b>	<p>CfE has developed extensive connections across various Europe-wide networks (cf below). We regard our knowledge of and profile amongst these as a particular strength.</p> <p>We are considering charity status in order to secure more consistent sources of support.</p>
<b>Membership in networks</b>	<p>DARE; Internationalt Uddannelsescentrum (IUC); Eurocapitales; EUNET (European education) (network as yet in development); South/Central Europe Network (for Eur Education) (SCENE) (associate member); European Social Action Network (ESAN) (associated but not members as such. However, we are also partners with ESAN in a Grundtvig 4 project.); AGE (European Older People's Platform) (CfE is unable to be a full member as we are not an organisation exclusively for older people's interests; but nonetheless we contribute through our association with Veterans in Europe (ViE).</p>

## Centre for Global Education (CGE)

Full legal name of the institution in the national language and acronym of the institution, if applicable

Country code **UK**

Town/City **York**

Contact person

Last Name **Brown**

Phone **(+44) (0)1904 716839**

First Name **Margot**

Fax **(+44) (0)1904 612512**

Male ( ) Female ( **X** )

E-mail **Global.ed@btinternet.com m.brown@yorks.ac.uk**

Function **National Coordinator**

Website **http:// www.yorks.ac.uk/research/centres  
www.centreforglobaleducation.org.uk** (in process)

Number of staff members **4 paid (not all f/t) plus volunteers**

### Description of organisation

The Centre for Global Education is an interdisciplinary curriculum development centre. It supports teachers, trainee teachers and teacher education tutors to include global issues in the curriculum. Human rights and global citizenship are included as global issues. The Centre also encourages a range of teaching and learning styles.

### Objectives

To work with educationalists, within formal education, ensuring that the potential for issues of social justice, human rights and global understanding are made explicit in the curriculum. To develop appropriate teaching and learning materials.

### Main activities

- Continuing professional development of teachers.
- Resource development.
- Consultancies.
- Support of North/South linking.

### Activities related to HRE and EDC

- Development of teacher handbooks for both primary and secondary training courses.
- Conference contributions.
- Linking young people in Morocco with primary schools in York (through French) in terms of human rights, interfaith, intercultural and EDC themes.
- Linking young people in North Lincolnshire with young people in Abuja, Nigeria and Egypt (both Cairo and Upper Egypt) through themes of democratic citizenship which they select.
- Linking teachers and pupils from schools in York, UK and in Fanteakwa, Ghana and developing appropriate teaching materials for intercultural understanding and citizenship.
- Coordinating regional work with Local Education Authorities and schools which are interested in developing North South school partnerships to support global citizenship.
- Global film project, working with local NGOs and campaigning groups to raise awareness of sustainable development, peace, cultural and human rights issues. Feature films, special events guest speakers, documentaries, and discussions help 'Widen the Circle' of people interested in global issues.

### Main partners and supporters

We are project and consultancy funded. Each project will therefore have a range of different partners as part of capacity building.

<b>Membership in networks</b>	The Centre plays an active part in the World Studies Trust, the Development Education Association, the Human Rights Education Network, DARE, Early Education – (British Association for Early Childhood Education), the Yorkshire & Humber Global Schools Association. We are also active members of the York-Fanteakwa Community Link.
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## The Citizenship Foundation

Full legal name of the institution in the national language and acronym of the institution, if applicable

Type of institution code	<b>NGO</b>	Country code	<b>UK</b>	Town/City	<b>London</b>
Contact person	Last Name <b>Graham</b> First Name <b>Morris</b> Male ( <input checked="" type="checkbox"/> ) Female ( <input type="checkbox"/> ) Function <b>Director, curriculum resources</b>	Phone	<b>(+44) 20 7367 0500</b>	Fax	<b>(+44) 20 7367 0513</b>
		E-mail	<b>Graham.morris@citizenshipfoundation.org.uk</b>		
		Website	<b>http://www.citizenshipfoundation.org.uk</b>		
Number of staff members	<b>17 staff members</b>				

<b>Description of organisation</b>	Citizenship Foundation is an NGO, founded in 1989, dedicated to raising awareness of the rights and responsibilities of democratic citizenship through education.
<b>Objectives</b>	Citizenship Foundation aims to empower individuals with the knowledge, skills and understanding to engage in the wider community through education about the law, democracy and society. CF specialises in education for democracy, human rights, moral education and political literacy across the whole age range of the school sector as well as the informal youth sector and adult education. CF is particularly concerned to raise the quality of citizenship for those who at present are disadvantaged and marginalised.
<b>Main activities</b>	Curriculum development, active citizenship projects and competitions, teacher training (national and international), research, community projects.
<b>Activities related to HRE and EDC</b>	All the above is relevant.
<b>Main partners and supporters</b>	These include: The Law Society; The Bar Council; Bar Human Rights Committee; Dept. for Education and Skills; Lord Chancellor's Dept.; Youth Justice Board; Esmee Fairbairn Foundation; Norwich Union; Wilkinson; Linklaters (solicitors); Lovells (solicitors); Deutsche Bank; Lloyds TSB Foundation.
<b>Membership in networks</b>	DARE; Education in Human Rights Network; Values Education Council.

## Centrul Roman pentru Educatie si Dezvoltare Umana (CRED)

Full legal name of the institution in the national language and acronym of the institution, if applicable

## Romanian Centre for Education and Human Development

Full name of the Institution in English

Type of institution code **NGO** Country code **RO** Town/City **Bucharest**

Contact person

Last Name **Leca**

Phone **(+40) 21 3365245 (office, Bucharest),**

First Name **Corina**

**0245 615939 (at home, Tirgoviste)**

Male ( ) Female ( **X** )

Fax **(+40) 21 3365245**

Function **Project Coordinator**

E-mail **cred@dnt.ro**



Number of staff members **10**

### Description of organisation

Non-governmental organisation aiming to support education and human development based on recent thinking in humanities.  
The main beneficiaries are disadvantaged people, mainly children and youth, in order to successfully rehabilitate them and reinsert them in their communities.

### Objectives

- To support the process of education and human development through promotion and protection of human rights.
- To develop specific skills (such as critical thinking and effective communication) which are necessary in an open society.
- To prevent delinquency through educational and juridical activities.
- To rehabilitate marginalized people, those deprived of liberty, minors and young offenders, children and young people without families, families with many children.
- To prevent students from abandoning their schools through various educational and cultural activities.
- To support the process of education of adults in order to efficiently face constantly changing social requirements.

### Main activities

- Seminars, round tables, and study visits for officials and teachers in the field of juvenile delinquency.
- Case studies of the individual experiences of teachers in mainstream schools on teaching and assessment related to HRE, education for democracy and civic education.

### Activities related to HRE and EDC

- Training of teachers in various schools in Tirgoviste (how to assess their students' civic competencies).
- Training of educators in re-education centres (how to use interactive strategies to teach topics like human rights and responsibilities).
- Methodological materials for educators in re-education centres.

### Main partners and supporters

General Direction of Penitentiary and all re-education centres (Gaesti, Tichilesti, Tirgu Ocna, Craiova); some mainstream schools in Bucharest (in areas at risk of crimes); The Institute of

	Educational Sciences – Bucharest; Casa Corpului Didactic Tirgoviste (a department in charge of teacher training) and the School Inspectorate in Dimbovita county; Schools in Dimbovita county.
<b>Membership in networks</b>	CRED has partners (NGOs and universities) in France, UK, Spain, Belgium, and Portugal within a Grundtvig 2 Programme, and is a member of DARE network. CRED is supported by UNICEF, the USA Embassy, and the European Union.

### “D@dalos” udruženje za mirovno pedagoški rad (D@dalos)

Full legal name of the institution in the national language and acronym of the institution, if applicable

### “D@dalos” International UNESCO Education Server for civic, peace and human rights education

Full name of the Institution in English

Type of institution code	<b>NGO</b>	Country code	<b>BA</b>	Town/City	<b>Sarajevo</b>
Contact person	Last Name <b>Haris</b>	Phone	<b>(+387) 33715 600</b>		
	First Name <b>Muhić</b>	Fax	<b>(+387) 33715 601</b>		
	Male ( <input checked="" type="checkbox"/> ) Female ( <input type="checkbox"/> )	E-mail	<b>Haris.Muhic@dadalos.org; Ingrid.Halbriter@dadalos.org</b>		
	Function <b>Director</b>	Website	<b>http://www.dadalos.org</b>		

Number of staff members **4**

<b>Description of organisation</b>	<p>D@dalos is a Sarajevo-based Bosnian non-governmental organisation (NGO), with representatives abroad in Albania, Croatia, Kosova/o, Montenegro and Serbia, implementing partners in Bulgaria and Romania. All its activities are coordinated from Sarajevo under a management team of three people, with the expert back-up of 5 country coordinators, 5 translators and readers, 6 trainers and 2 webmasters.</p> <p>D@dalos aims to contribute to the building of a culture of peace, democracy and active citizenship through a multilingual e-learning project “Education for Democratic Citizenship” in BiH and other countries of South Eastern Europe (SEE). Although the UNESCO Education Server Programme – comprising this website and teacher training for 2.200 teachers in SEE to date – is our main project, we also carry through other projects.</p> <p>In the Education Server Programme, D@dalos co-operates closely with UNESCO and the Stuttgart-based German association AGORA, pioneers in the fields of e-learning and civic education via Internet and CD-ROM. AGORA was founded by political scientists and is linked with the University of Tübingen</p>
<b>Objectives</b>	<p><b>Our wider objectives are:</b></p> <ol style="list-style-type: none"> <li>1. We want to contribute in the long term to the development of a democratic political culture through formal and non-formal education of adults and youth in South Eastern Europe.</li> <li>2. We want to assist in the development of civil society in all forms in the less developed regions of Bosnia-Herzegovina and South Eastern Europe.</li> </ol>

	<p><b>Specific objectives of our work are:</b></p> <ol style="list-style-type: none"> <li>1. To significantly improve knowledge and understanding about democracy and human rights.</li> <li>2. To facilitate access to electronic information resources and communication media.</li> <li>3. To support ongoing education reform processes, particularly in the field of Education for Democratic Citizenship.</li> <li>4. To implement projects through local partners that further international strategies and standards and support education policy in individual countries and that are designed according to specific needs of target groups.</li> <li>5. To strengthen regional co-operation if there is obvious added value.</li> <li>6. To provide technical support to facilitate the sustainable organisation and development of community based initiatives in geographically and economically isolated areas, according to their own needs and interests.</li> <li>7. Practical support for individual civic initiatives that support youth and children.</li> </ol>
<p><b>Main activities</b></p>	<p><b>UNESCO Education Server Programme</b></p> <p>Since 1999 D@dalos has been running the Education Server Programme, which provides schoolteachers in 7 countries and regions of South Eastern Europe (Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Kosovo, Montenegro and Serbia) a vast information resource in all the teachers' mother tongues on education for democracy, human rights and citizenship for use in civic education classes and the teaching of social subjects.</p> <p>D@dalos is constantly adding new information to its website and updating and adapting its material to the needs and interests of the region's teachers. A large network of regional coordinators and partner organisations introduce the Education Server to schools and distribute free CD-ROMs containing the entire website contents to teachers, so that they may work offline at no cost themselves or their schools.</p> <p>In order to enable the full use of this exceptional resource and to facilitate the exploitation of new technologies in accessing and exchanging information for teaching in schools, D@dalos holds regular seminar training for teachers in the use of computers, the Internet and e-mail. 2.200 teachers have been trained so far.</p>
<p><b>Activities related to HRE and EDC</b></p>	<p>The UNESCO Education Server Project has three pillars:</p> <ul style="list-style-type: none"> <li>■ the e-learning web-site <a href="http://www.dadalos.org">www.dadalos.org</a>;</li> <li>■ CD-ROMs for offline use of the teaching and learning materials;</li> <li>■ ICT-training for teachers in South East Europe.</li> </ul>
<p><b>Main partners and supporters</b></p>	<p>UNESCO; German Government; Norwegian Government; Swiss Government; Soros Foundation; CIDA Fund; Council of Europe; IIZ/DVV, Office Sofia; Kinderberg e.V; Westminster Foundation for Democracy; Friedrich-Ebert-Foundation; Konrad-Adenauer-Foundation; Friedrich-Naumann-Foundation; Heinrich-Böll-Foundation; Kosovo Foundation for Open Society; Australian Embassy Vienna; Foundation for Children's Welfare Stamps Netherlands.</p>
<p><b>Membership in networks</b></p>	<p>ICVA; DARE.</p>

**Associazione Scuola Strumento di Pace – E.I.P Italia (E.I.P Italia)**

Full legal name of the institution in the national language and acronym of the institution, if applicable

**Association School Instrument of Peace – Italy**

Full name of the Institution in English

Type of institution code	<b>NGO</b>	Country code	<b>IT</b>	Town/City	<b>Rome</b>
Last Name	<b>Tantucci</b>	Last Name	<b>Cinti</b>	Phone	<b>(+39) 06 58332203 – 06 5813273</b>
First Name	<b>Anna Paola</b>	First Name	<b>Valentina</b>	Fax	<b>(+39) 06 5800561</b>
Male ( ) Female ( X )		Male ( ) Female ( X )		E-mail	<b>sirena_eip@fastwebnet.it; valentinacinti@jumpy.it</b>
Function	<b>President</b>	Function	<b>Youth Section Leader</b>	Website	<b>http://web.quipo.it/scuolastrumentodipace</b>

Contact person

Number of staff members: **10 members at national level and a local team in every region of Italy (particularly Naples, Turin, Milan, Perugia, Assisi, Bari, Palermo)**

<b>Description of organisation</b>	The World Association of School as an Instrument of Peace (E.I.P) carries out its activities in the field of Human Rights, peace and citizenship education. Founded in Geneva in 1967, it actively works in 40 countries in the world. The Italian Section, EIP Italy “Associazione Scuola Strumento di Pace” was founded in 1972. It is a consultant for the Ministry of Education and Ministry of Foreign Affairs for the Observation of Human Rights at school and in civil society. E.I.P Italy (NGO) is also a permanent consultant on the steering committee of the Council of Europe on Education for Democratic Citizenship.
<b>Objectives</b>	E.I.P Italy promotes teacher training activities, curriculum strategies, methodologies and content, as well as specific activities contributing to the development of attitudes, skills and knowledge for the enhancement of Human Rights, fundamental freedoms and non-violent conflict resolution.
<b>Main activities</b>	<ul style="list-style-type: none"> <li>■ Tutoring schools networks, formal and informal education, on projects about peace, human rights, democratic citizenship, environmental protection, intercultural and minority groups, against racism, intolerance and violence.</li> <li>■ Training teachers in the same fields, training young people on peer education.</li> <li>■ E.I.P Italy publishes many handbooks and manuals for Human Rights.</li> </ul>
<b>Activities related to HRE and EDC</b>	National, European and local activities on training teachers, students and adults on education for human rights and democratic citizenship. President of E.I.P Italy was for 6 years expert of Ministry of Education and Foreign Affairs in the Council of Europe for two pilot projects “Human Rights, democracy and minority” and “Education on Democratic Citizenship” and is now a member of the Steering Committee for its dissemination in European Countries.

	Valentina Cinti, National E.I.P Delegate as Youth Section Leader, is a human resource for peer education. She has trained on three European courses about human rights education, youth against violence and how to prevent violence at school. In 2003 she was involved as an employee for the Ministry of Education in a national project, involving training students and young people in peer education for Democratic Citizenship.
<b>Main partners and supporters</b>	EIP itself, local – regional – national authorities, universities, ministries, sponsor-partners.
<b>Membership in networks</b>	ENAR (network against racism); Tavola della pace (Table of Peace, ASSISI); LILLIPUT-COSPE-CISS- Gradara Ludens – YAV (Youth Against Violence Network); DARE.

### Education in Human Rights Network (EIHRN – UK)

Full legal name of the institution in the national language and acronym of the institution, if applicable

Country code	<b>UK</b>	Town/City	<b>London</b>
Contact person	Last Name <b>Long</b> First Name <b>Suzanne</b> Male ( ) Female ( <b>X</b> ) Function <b>Chair</b>	Phone <b>(+44) 20 7930 2931</b> Fax <b>(+44) 20 7930 5893</b> E-mail <b>slong@una-uk.org</b> Website <b>http://www.human-rights.net/ehrn</b>	
<b>Description of organisation</b>	A network of organisations and some individuals professionally concerned with human rights education.		
<b>Objectives</b>	Further the development of human rights education in schools and among adults. Ensure its place in the National Curriculum as an essential part of Citizenship education.		
<b>Main activities</b>	2 or 3 meetings annually. Summer school in alternate years. Production of human rights packs.		
<b>Activities related to HRE and EDC</b>	As above.		
<b>Main partners and supporters</b>	Amnesty International; Quaker Peace and Social Work; UNA-UK; Save the Children; UNICEF-UK; Antislavery International; Citizenship Foundation; Charter 88.		
<b>Membership in networks</b>	DARE.		

**Alapítvány az Emberi Jogok és a Beke Oktatásért (EJBO)**

Full legal name of the institution in the national language and acronym of the institution, if applicable

**Foundation for Human Rights and Peace Education**

Full name of the Institution in English

Type of institution code **NGO** Country code **HU** Town/City **Budapest**

	Contact person	Last Name <b>Kaposvari</b>	Phone <b>(+36) 304916869</b>
		First Name <b>Aniko</b>	Fax <b>(+36) 1 2240782</b>
		Male ( ) Female ( <b>X</b> )	E-mail <b>ankohu@yahoo.com</b>
		Function <b>Programme coordinator</b>	

Number of staff members **2 + 4 volunteers**

**Description of organisation** The Foundation for Human Rights and Peace Education has focused on human rights education in the formal school system with in service teacher training programmes, seminars, conferences, publications since 1996. **Our mission:** To make accessible the knowledge and professional techniques for teaching the values of peace and democracy in order to broadly introduce the subject of human rights and to make them a part of everyday practice, especially in pedagogical practice.

**Objectives**

- a.** Assist educators in applying their acquired knowledge in their daily work and, consonant with their outlook and talents, in creating a school atmosphere consistent with the development of citizens familiar with and respectful of human rights.
- b.** Promote the teaching of human rights and democratic values at all levels of education, especially in institutions dedicated to the training of educators and continuing education for teachers and adults.
- c.** Educate professionals involved with various levels and aspects of society, and thus capable of actively influencing the formation of public opinion and outlook, such as journalists, social services workers, family services personnel and politicians.

**Main activities**

In order to further this mission we offer pedagogical and informational activities, such as: **Library** with basic documentation, information on already adopted methodologies, teaching aids and training materials.

**Training**, domestic and international conferences, forums, cultural events, and camps for children and youth., teachers and other professionals. Main areas: human rights, conflict resolution, intercultural education, discussion circles.

**Research** and documentation of successful methods of human rights education, including the accumulating domestic field experience.

**Activities related to HRE and EDC**

Our training offers **methodological information**, by means of structured exercises, based on both our own and international experience.

	<p>Joyful <b>interactive activities</b> that serve to democratise the school environment and promote peaceful co-operation, such as methods from the fields of music, dance, theatre designed to strengthen self knowledge, responsibility for oneself and for others.</p> <p>Main themes:</p> <ul style="list-style-type: none"> <li>■ Human Rights Education;</li> <li>■ Intercultural Education;</li> <li>■ Conflict resolution – mediation;</li> <li>■ Complex instructions;</li> <li>■ Study circle.</li> </ul> <p>We recommend our services especially to schools, teacher training and educational institutions, educators, students, leaders and members of children's and youth organisations, as well as civic and minority organisations and communities.</p>
<b>Main partners and supporters</b>	European Cultural Foundation; European Youth Centre, Budapest; Fridrich Ebert Stiftung; Royal Embassy of the Netherlands; Hungarian Ministry of Education; Hungarian Ministry of Youth and Sports; Embassy of Canada; KulturKontakt–Austria; MTA Institute of Sociology; United Nations High Commissioner for Refugees; USIS.
<b>Membership in networks</b>	EIP; HREA; DARE.

## Federación Española de Universidades Populares (FEUP)

Full legal name of the institution in the national language and acronym of the institution, if applicable

## Spanish Federation of Popular Universities

Full name of the Institution in English

Type of institution code	<b>ASS1</b>	Country code	<b>ES</b>	Town/City	<b>Madrid</b>	Region code	<b>ES3</b>
Contact person (Function	<b>Pedagogical and Management team)</b>			Phone	<b>(+34) 91 521 91 08</b>		
Last Name	<b>García-Longoria Serrano</b>	Last Name	<b>Morales Corraliza</b>	Fax	<b>( + 34) 91 523 10 87</b>		
First Name	<b>Mª Isabel</b>	First Name	<b>Montserrat</b>	E-mail	<b>Feup00@terra.es</b>		
Male ( ) Female ( <b>X</b> )		Male ( ) Female ( <b>X</b> )		Website	<b>http://www.feup.org</b>		

Number of staff members: **3 professional in the technical team of the FEUP**

<b>Description of organisation</b>	<p>The Popular Universities were created in Spain at the beginning of the 20th Century, based on the ideas of the Institution of Freedom Education, to bring knowledge to the underprivileged. The movement disappeared during the dictatorship (1936-1975) but came back to life with Spain's return to democracy, and the Spanish Federation of Popular Universities (FEUP) was set up in 1982. FEUP now involves 230 Popular Universities (UU.PP.), which are supported by their</p>
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	Local Governments to work in innovative projects of education and lifelong learning, in 23 provinces and 11 Autonomous Communities.
<b>Objectives</b>	<p>The FEUP is the Popular Universities means of representation, both nationally and internationally. It is a meeting point for exchanging experiences, systematizing, theoretical production and collective communication among the Popular Universities.</p> <p>Some of the general aims are:</p> <ul style="list-style-type: none"> <li>■ to encourage the creation of new Popular Universities, dissemination and public projection of the project;</li> <li>■ to develop training programmes for those working within the Popular Universities, addressed towards improved quality of provision of activities, and adapted to new demands and training needs;</li> <li>■ to strengthen the development of pedagogical material by prioritizing the making of framework programmes about subjects such as educational programmes with youth, female groups, elderly people;</li> <li>■ to provide the Popular Universities with useful information through publication, dissemination, documentation and materials production.</li> </ul>
<b>Main activities</b>	FEUP combines actions at local, regional and national levels, eg. running seminars for interchange of experiences, systematising good practice, theoretical elaboration and training trainers of UU.PP.
<b>Activities related to HRE and EDC</b>	<p>The concept of the UU.PP, is a global project that aims at the integral development of people. From the perspective and experience of Popular Universities and FEUP, there are cross-cutting issues that make reference to common problems that affect people in the different educative processes, eg.</p> <ol style="list-style-type: none"> <li>1. Development of personal basic skills, eg: self-esteem, autonomy. communication, conflict resolution, etc.</li> <li>2. Issues of a social nature, e.g. <ul style="list-style-type: none"> <li>■ education for development and peace;</li> <li>■ environmental education;</li> <li>■ education to rationalize consumption;</li> <li>■ education for health;</li> <li>■ gender perspective;</li> <li>■ education toward a new culture of labour/leisure;</li> <li>■ knowledge of institutional processes.</li> </ul> </li> </ol>
<b>Main partners and supporters</b>	Spanish Ministry of Education, Culture and Sports – MECD; Spanish Ministry of Labour and Social Affairs – MTAS; Spanish Ministry of Science and Technology; CC.AA; FORCEM; Official Spanish Universities.
<b>Membership in networks</b>	<p>DARE.</p> <p>FEUP is a member of the BOARD of the European Association of Education of Adults (EAEA) and is part of the International Council of Education of Adult People (ICAE).</p>

## Fiatalok a Vidékért Egyesület (FIVE)

Full legal name of the institution in the national language and acronym of the institution, if applicable

## Youth for Rural Areas Association

Full name of the Institution in English

Type of institution code **NGO** Country code **HU** Town/City **Göd**

Contact person	Last Name <b>Mokos</b>	Phone <b>(+36) 30 386 54 54</b>
	First Name <b>Béla</b>	Fax <b>(+36) 27 531 306</b>
	Male ( <b>X</b> ) Female ( )	E-mail <b>mokos@vodafone.hu</b>
	Function <b>member</b>	Website <b>http://www.fve.gau.hu</b>

Number of staff members **5**

**Description of organisation** The name of our organisation – Youth for Rural Areas Association – says that our target group is rural inhabitants. The association is for public use and is located in a small city, by the River Danube near Budapest, in Göd. Most of the members work on a volunteer basis.

**Objectives** Our aim is to inform young people and their communities about models for successful youth initiatives that are exemplary for youth organisations, communities or individuals operating at local level but searching for European connections. In this way we try to enable the execution of rural initiatives.

**Main activities** In 2001 we began a pilot project, 'All Across Europe' – a multimedia magazine that introduces initiatives relevant to young people in Europe in an educational form. Other activities include out of school training for young people, and organizing youth courses, short study visits and exchange programmes for young people from Europe. We take part in the European Voluntary Service. Our main activity is advising and teaching. We organise project management courses for rural youth in different Hungarian regions.

**Activities related to HRE and EDC** We plan training sessions or courses which aim to provide useful information and ideas to motivate the participants to organise and carry out new rural initiatives or projects. In this way we try to build social capacity in rural areas.

**Main partners and supporters** Our main partner organisation is Agora Rural Development Foundation located in Hungary.

**Membership in networks** DARE.

**Udruga gradana – GONG**

Full legal name of the institution in the national language and acronym of the institution, if applicable

**Citizens' Association – GONG**

Full name of the Institution in English

Type of institution code	<b>NGO and non-profit</b>	Country code	<b>HR</b>	Town/City	<b>Zagreb</b>
Contact person	Last Name <b>Jasic</b> First Name <b>Suzana</b> Male ( ) Female ( <b>X</b> ) Function <b>Managing Board President</b>	Phone	<b>(+385) 1 4825 444</b>		
		Fax	<b>(+385) 1 4825 445</b>		
		E-mail	<b>gong@gong.hr suzi@gong.hr</b>		
		Website	<b>www.gong.hr</b>		
Number of staff members <b>18</b>					

<b>Description of organisation</b>	GONG is a Croatian nation-wide non-governmental organization with its Head Office in Zagreb and its four regional offices located in Rijeka, Slavonski Brod, Zadar and Zagreb. It was founded in 1997 to encourage citizens to actively participate in political processes. GONG performs its work through different projects and programmes, with direct help from all interested citizens/volunteers.
<b>Objectives</b>	GONG aims to empower citizens in order to strengthen their influence in society and, within that, to contribute to: the development of civil society and democratic institutions, transparency of state institutions and election process, promotion and protection of citizens' civil rights and liberties (including their voting rights), citizens' participation in election process, volunteering, civic education, interaction between citizens and state government bodies and Croatian admission to European Union.
<b>Main activities</b>	GONG works through three main programmes: Election Programme, Parliament Programme and International Relations Programme. The main activities which GONG performs through these programmes are those related to monitoring the work of legislative and representative government bodies at all levels; monitoring and improving election process; answering citizens' questions and giving legal advice, organizing and conducting educative campaigns, workshops, seminars and other events; advocating for the adoption and implementation of laws and other provisions and undertaking initiatives for transparency of state institutions, citizens' access to information and transparent decision making at all levels.
<b>Activities related to HRE and EDC</b>	In advance of each election, GONG manages civic education campaigns on the electoral process, voting rights and the importance of certain elections. Also, citizens who are going to observe the elections get additional training. Through its "I Vote for the First Time" project, GONG educates senior high school students on voters' rights, political system, citizens' responsibility and public advocacy. Public advocacy workshops are also organized for targeted groups of citizens, particularly in less developed areas. Additionally, high school students are educated

	about parliamentary processes and representative democracy through the “Open Parliament” project, while university students are given a chance to gain practical experience by volunteering to work for Members of Parliament through “Internship Programme”.
<b>Main partners and supporters</b>	<b>Financial supporters</b> in the last three years are: British Embassy, European Commission, Freedom House, Canadian Embassy, MOTT Foundation, National Endowment for Democracy, National Democratic Institute, USAID, Open Society Institute, Olof Palme Institute, OSCE, Balkan Trust for Democracy, Croatian Ministry of Education, State Office for NGOs and the City of Zagreb. <b>In-kind supporters</b> in last three years are: Croatian National Television and numerous local TV and radio stations; a number of large and small domestic and international companies; institutions and citizens.
<b>Membership in networks</b>	DARE; ENEMO (European Network of Election Monitoring Organizations).

### Helsińska Fundacja Praw Człowieka (HFPC)

Full legal name of the institution in the national language and acronym of the institution, if applicable

### Helsinki Foundation for Human Rights (HFHR)

Full name of the Institution in English

Type of institution code	<b>NGO</b>	Country code	<b>PL</b>	Town/City	<b>Warsaw</b>
Contact person	Last Name <b>Przywara</b> First Name <b>Danuta</b> Male ( ) Female ( <b>X</b> ) Function <b>Vice-President</b>	Phone	<b>(+48) 22 826 96 50</b>	Fax	<b>(+48) 22 826 99 57</b>
		E-mail	<b>hfhr@hfhrpol.waw.pl</b>		
		Website	<b>http://www.hfhrpol.waw.pl</b>		
Number of staff members	<b>35</b>				

<b>Description of organisation</b>	The Helsinki Foundation for Human Rights is a non-profit, apolitical organization. The mission of the HFHR is to assist the building of a state ruled by law and respecting human rights and freedoms in Poland, and to propagate human rights culture in Poland and other new democracies. The target areas for our activities for the scheduled period will include Poland and the Community of Independent States, as well as regions new to the HFHR where pilot activities will be undertaken (Latin America, other regions of Asia, and Africa).
<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ Empowerment for civil movements, acting on behalf of the values defined in our mission statement.</li> <li>■ Adjustment of the law and its application to human rights standards.</li> <li>■ Public education.</li> </ul>

<b>Main activities</b>	<ul style="list-style-type: none"> <li>■ Human Rights Education. ■ Human Rights Advocacy.</li> <li>■ Monitoring &amp; Reporting. ■ Legal Aid.</li> </ul>
<b>Activities related to HRE and EDC</b>	<ul style="list-style-type: none"> <li>a. Education of NGO activists in human rights and their effective promotion and protection.</li> <li>b. Education of rights-sensitive professions and public officials in human rights and their observance.</li> <li>c. Public education towards awareness of rights and opportunities for their protection.</li> <li>d. Exchange of experiences and information between people and organizations.</li> <li>e. Assistance/expert counselling for organizations and their projects.</li> <li>f. Assistance to HRS graduates activities for human rights.</li> </ul>
<b>Main partners and supporters</b>	<p>Today, as in the past, we implement joint programmes with the Stefan Batory Foundation, Friedrich Naumann Stiftung Polish Office, IDEE Foundation, International Helsinki Federation for Human Rights, Netherlands Helsinki Committee, Moscow Helsinki Group, Interights London, COLPI Budapest, Public Interest Law Initiative, Ford Foundation, OSCE/ODIHR, Batory Foundation, POLIS Young Journalists Association, Centre of Constitutionalism of the Institute of Public Affairs, among others. Our main sponsors: Open Society Institute, Ford Foundation, MacArthur Foundation, Mott Foundation, Batory Foundation, UN, Council of Europe, OSCE, Programmes PHARE and TACIS and others.</p>
<b>Membership in networks</b>	International Helsinki Federation for Human Rights; CIVICUS; DARE; Human Rights Houses Network.

## Stichting Human Rights Education Associates (HREA)

Full legal name of the institution in the national language and acronym of the institution, if applicable

### Human Rights Education Associates

Full name of the Institution in English

Type of institution code	<b>NGO</b>	Country code	<b>NL</b>	Town/City	<b>Amsterdam</b>
Contact person	Last Name <b>Elbers</b>	Phone	<b>(+31) 20 524 1404</b>		
	First Name <b>Frank</b>	Fax	<b>(+31) 20 524 1498</b>		
	Male ( <input checked="" type="checkbox"/> ) Female ( <input type="checkbox"/> )	E-mail	<b>Felbers@hrea.org</b>		
	Function <b>Deputy Director</b>	Website	<b>http://www.hrea.org</b>		

Number of staff members **5**

<b>Description of organisation</b>	<p>HREA is an international non-governmental organisation that supports human rights learning; the training of activists and professionals; the development of educational materials and programming; and community-building through on-line technologies. HREA was founded in Amsterdam but has a programme office in Cambridge, USA.</p>
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<b>Objectives</b>	To further human rights education and learning within all sectors of society; to enhance the capacity of others to carry out HREA programming; to professionalize the field of human rights education.
<b>Main activities</b>	<ul style="list-style-type: none"> <li>■ Assistance in curriculum and materials development.</li> <li>■ Training of professional groups.</li> <li>■ Distance learning programme.</li> <li>■ Web-based education and learning.</li> <li>■ Networking of advocates and educators.</li> <li>■ Research and evaluation.</li> <li>■ Clearinghouse and resource centre.</li> </ul>
<b>Activities related to HRE and EDC</b>	All of our activities fall within this realm, either through being directly involved in HRE or enhancing the capacity of others to do so.
<b>Main partners and supporters</b>	Dutch Foreign Ministry, Open Society Institute, Office of the High Commissioner for Human Rights, UNESCO, UNICEF, Council of Europe.
<b>Membership in network</b>	DARE.

### Středisko pro výchovu k lidským právům Univerzity Karlovy (SVLP UK)

Full legal name of the institution in the national language and acronym of the institution, if applicable

### Human Rights Education Centre Of Charles University (HREC)

Full name of the Institution in English

Country code	<b>CZ</b>	Town/City	<b>Prague</b>
Contact person	Last Name <b>Kroupová</b> First Name <b>Alena</b> Male ( ) Female ( <b>X</b> ) Function <b>Director</b>	Phone	<b>(+420) 224228534</b>
		Fax	<b>(+420) 224228432</b>
		E-mail	<b>alena.kroupova@eis.cuni.cz</b>
		Website	<b>http://www.eis.cuni.cz</b>

Number of staff members **5**

<b>Description of organisation</b>	HREC is an educational unit which is based on the big campus of Charles University in Prague. Members of staff are employees of Charles University, but its education, information, consultation and organisation activities can be realized only through grants and external support.
<b>Objectives</b>	The main objective of HREC is to help to create an atmosphere of understanding and tolerance (in the Czech Republic and Europe), to help to diminish the remains of the totalitarian past

	(in the way of thinking). The HREC sees as its challenge: Education is sometimes the only means of conflict prevention.
<b>Main activities</b>	Current main activities can be summarized under the title: education for multicultural tolerance in Europe. These activities are carried out through our own programmes, as well as through participation in European projects (PHARE, Grundtvig, Socrates).
<b>Activities related to HRE and EDC</b>	Courses and seminars for undergraduate student teachers, courses for in-service teacher training, seminars on forced migration and starting refugee studies.
<b>Main partners and supporters</b>	UNESCO chairs, NGOs – involved in equality.
<b>Membership in networks</b>	UNESCO chairs; IUC Europe; DARE.

### Independent – Ustanova za zastitu ljudskih prava (Independent – Zenica)

Full legal name of the institution in the national language and acronym of the institution, if applicable

### Independent – Institution for protection of human rights

Full name of the Institution in English

Country code	<b>BA</b>	Town/City	<b>Zenica</b>
Contact person	Last Name <b>Cicak</b> First Name <b>Gordana</b> Male ( ) Female ( <b>X</b> )	Phone	<b>(+387) 32 44 03 90</b> <b>(+387) 32 44 03 91</b> E-mail <b>indep@gmx.net indep@miz.ba</b> Website <b>http://indep.cjb.net</b>
Number of staff members	<b>6</b>		

<b>Description of organisation</b>	Our Mission is the promotion and protection of Human Rights, conflict resolution, the development of democratic society and legal state institutions, the protection of minority rights and permanent education of citizens of Bosnia and Herzegovina aimed at reconciliation, tolerance and common/peaceful life.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ Promotion and protection of human rights.</li> <li>■ Minority rights.</li> <li>■ Democratisation and Monitoring.</li> <li>■ Human rights education.</li> </ul>
<b>Main activities</b>	<ul style="list-style-type: none"> <li>■ Training and workshops.</li> <li>■ Seminars, round tables, etc.</li> </ul>

	<ul style="list-style-type: none"> <li>■ Consultations and relevant legal services (free of charge).</li> <li>■ Public relations.    ■ Research and Publishing.</li> </ul>
<b>Activities related to HRE and EDC</b>	Training and workshops.
<b>Main partners and supporters</b>	European Commission; Council of Europe; USAID; Minority Rights Group International.
<b>Membership in networks</b>	DARE; national: DemNet, Izbori, Oko BiH, hCa Youth NGOs Network, Alternative Citizens' Parliament (GAP), etc.

### Fondatzia "Mezhduetnicheska inziativa za choveshki prava" (Fondatzia MICHP)

Full legal name of the institution in the national language and acronym of the institution, if applicable

### Inter Ethnic Initiative for Human Rights Foundation (IEI Foundation)

Full name of the Institution in English

Type of institution code	<b>NGO and non-profit</b>	Country code	<b>BG</b>
Contact person	Last Name <b>Bozeva</b> First Name <b>Kalina</b> Male ( ) Female ( <b>X</b> )	Phone	<b>(+ 359) (0)2 980 1716</b>
		Fax	<b>(+ 359) (0)2 980 01 08</b>
		E-mail	<b>ieikalina@cblink.net inetin@cblink.net</b>
		Website	<b>www.inter-ethnic.org</b>

Number of staff members **15 full time**

<b>Description of organisation</b>	Non-governmental, non-profit organisation registered in Bulgaria.
<b>Objectives</b>	To promote mutual understanding, equal participation and cooperation between different ethnic, religious and linguistic groups in civil, political, social, economic and cultural development on the basis of internationally recognised human rights standards.
<b>Main activities</b>	<ul style="list-style-type: none"> <li>■ <b>Education:</b> curriculum development; training of teachers and education administrators in intercultural and human rights education; support for Romany school desegregation.</li> <li>■ <b>Media:</b> publishing and broadcasting; campaigning for human/minority rights.</li> <li>■ Local interethnic and human rights NGO development, small grants administration, training and technical support.</li> <li>■ National and international advocacy for human/minority rights.</li> <li>■ Training of public officials in human/minority rights.</li> <li>■ Community facilitation in marginalised minority communities.</li> </ul>

<b>Activities related to HRE and EDC</b>	Developing intercultural and human rights teaching materials and programmes for use in mainstream schools; training of teachers and education administrators in intercultural and human rights education; support for Romany school desegregation.
<b>Main partners and supporters</b>	Charles Stewart Mott Foundation; Dutch Foreign Ministry MATRA programme; Open Society Foundation; King Baudouin Foundation.
<b>Membership in networks</b>	DARE; Improving Ethnic Relations in South-East Europe programme (King Baudouin Foundation, Charles Stewart Mott Foundation, Open Society Foundation, covering Yugoslavia, Albania, Macedonia, Romania and Bulgaria). South East Europe Diversity and Democracy programme (Minority Rights Group International, covering Yugoslavia, Croatia, Macedonia, Albania, Bulgaria, Romania and Greece).

## IUC-Europe

Full legal name of the institution in the national language and acronym of the institution, if applicable

Type of institution code	<b>NGO</b>	Country code		Town/City	<b>Svendborg</b>
Contact person	Last Name <b>Nørgaard</b> First Name <b>Nina</b> Male ( ) Female ( <b>X</b> ) Function <b>Director</b>	Phone <b>(+45) 62 21 68 92</b> Fax <b>(+45) 62 20 28 92</b> E-mail <b>iuc@iuc-europe</b> Website <b>http://www.iuc-europe.dk</b>			
Number of staff members	<b>4–5</b>				

<b>Description of organisation</b>	IUC-Europe is a non-profit, non partisan organisation.
<b>Objectives</b>	IUC-Europe's goal is to further international understanding and communication based upon the current European integration process in order to create networking within the region and in dialogue with the rest of the world.
<b>Main activities</b>	Study tours, long-term projects, conferences and seminars.
<b>Activities related to HRE and EDC</b>	Part of our conferences and seminars partly funded by the Danish Ministry of Education, The Democracy Fund and the European Commission.
<b>Main partners and supporters</b>	The Danish Ministry of Education; the EU Parliament; the EU Commission; New Europe; Brandbjerg Folk High School; The Danish Cultural Institute; Zonning Multimedia and Europe Houses all over Europe.
<b>Membership in networks</b>	DARE; FIME; Baltic Sea Network.

## Jaan Tõnissoni Instituut (JTI)

Full legal name of the institution in the national language and acronym of the institution, if applicable

## Jaan Tonisson Institute

Full name of the Institution in English

Type of institution code **NGO** Country code **EE** Town/City **Tallinn**

Contact person	Last Name <b>Valdmaa</b>	Phone <b>(+372) 6263154</b>
	First Name <b>Sulev</b>	Fax <b>(+372) 6263152</b>
	Male ( <input checked="" type="checkbox"/> ) Female ( <input type="checkbox"/> )	E-mail <b>sulev@jti.ee</b>
	Function <b>Head of Civic Education Centre</b>	Website <b>www.jti.ee/en/civic</b>

Number of staff members **10**

**Description of organisation** JTI is a non-governmental organisation consisting structurally of 4 subdivisions: Civic Education Centre, Centre for Corruption Research, Centre for Human Rights, Training Centre.

**Objectives** To promote and strengthen democracy in Estonia through supporting and developing Democracy Education (Civic Education, Human Rights Education, Law Education, Consumer Education), contributing to the integration processes in the country, participating in the development of compulsory education, advocating against corruption.

**Main activities** In-service training seminars and courses for teachers, local government authorities, journalists; producing textbooks and methodological materials; compiling optional subjects and courses for compulsory education, research, influencing policy making by participating in different bodies and processes, arranging international meetings and conferences.

**Activities related to HRE and EDC** All the activities above.

**Main partners and supporters** Open Estonia Foundation (Soros Foundation); Civic Education Centre (Calabasas, USA); PHARE/TACIS; Ministry of Education of Estonia; IFES (USA); National Endowment for Democracy (USA); Integration Foundation (Estonia).

**Membership in networks** Civitas International; CiCE; Baltic Cooperation in Civics; DARE; Consumer Citizenship Network.

**Lietuvos žmogaus teisių centras**

Full legal name of the institution in the national language and acronym of the institution, if applicable

**Lithuanian Centre for Human Rights**

Full name of the Institution in English

Type of institution code	<b>NGO</b>	Country code	<b>LT</b>	Town/City	<b>Vilnius</b>
Contact person	Last Name <b>Andruliene</b> First Name <b>Ankville</b> Male ( ) Female ( <b>X</b> ) Function <b>Administrative assistance</b>	Phone	<b>(+370) 52 62 8858</b>	Fax	<b>(+370) 52 62 8960</b>
		E-mail	<b>ankville@lchr.lt</b>	Website	<b>http://www.lchr.lt</b>
Number of staff members <b>5</b>					

<b>Description of organisation</b>	The Lithuanian Centre for Human Rights (LCHR) is a non-governmental organisation established in December 1994. The Statute of the Centre was registered on 5th September 1995 in the Ministry of Justice of the Republic of Lithuania. The General Meeting, the Council of the Centre, the Administration (the executive body), and the Supervisory Committee comprise the organisational structure of the LCHR.
<b>Objectives</b>	The main goals of the Centre are as follows: to encourage the general public to be interested in and to respect human rights; implementation of educational programmes; initiation of scientific research in the field of human rights; analysis of the human rights situation in the country; raising human rights problems and suggesting resolutions to the legislator and the Government; development of educational activities related to human rights. The activities of the Centre are aimed at the most pressing issues of human rights, and attempt to fill the big gaps in educating and informing the general public, especially teachers and lawyers, on human rights.
<b>Main activities</b>	The Lithuanian Centre for Human Rights participates in national and international projects, organises lectures, seminars and other events, designs and implements educational programmes. The Centre compiles information on human rights, provides consultation and methodological support, mobilises scientific, professional and public efforts in the field of human rights.
<b>Activities related to HRE and EDC</b>	<ul style="list-style-type: none"> <li>■ Strengthening European Human Rights Norms in Lithuania (seminars, publications, consultations, etc.).</li> <li>■ Human Rights and the police (seminars, manual, etc.).</li> <li>■ Right to Receive Information from the State and Municipal Institutions (drafting the law, seminars, conference, commentary to the law, etc.).</li> <li>■ Juvenile Justice Programme (information campaign, surveys, seminars conferences, etc.).</li> <li>■ Integration of National Minorities into Lithuanian Society (projects on integration 1997-2000 and the Report on Roma Situation in Lithuania in 2001).</li> <li>■ Publishing (books, information materials, newsletter (quarterly) "Human Rights News"), etc.</li> </ul>

<b>Main partners and supporters</b>	UNDP; European Commission Delegation Lithuania; SAFERWORLD; Open Society Fund Lithuania; Baltic – American Partnership Programme; Information Office of the Council of Europe in Vilnius; Transparency International Lithuania; and other national and international institutions.
<b>Membership in networks</b>	DARE.

### Mali korak – Centar za kulturu mira i nenasilja (Mali korak)

Full legal name of the institution in the national language and acronym of the institution, if applicable

### A Small Step – Centre for Culture of Peace and Non-violence

Full name of the Institution in English

Type of institution code	<b>NGO</b>	Country code	<b>HR</b>	Town/City	<b>Zagreb</b>
Contact person	Last Name <b>Uzelac</b> First Name <b>Maja (Marija-Dubravka)</b> Male ( ) Female ( <b>X</b> ) Function <b>Programme Director</b>	Phone <b>(+385) 1 45 78 341</b> Fax <b>(+385) 1 45 78 341</b> E-mail <b>mkorak@zamir.net</b> Website <b>http://www.human-rights.net/mali-korak/ http://www.malikorak.hr</b>			
Number of staff members <b>4</b>					

<b>Description of organisation</b>	A non-profit, non-governmental organisation promoting and developing a culture of peace and human rights by putting together peace building (activism), education and research. "Mali korak" focuses on human rights education and education for democratic citizenship, especially on teacher training in conflict resolution/transformation and peace building training for NGOs in CEE.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To apply different ways of dealing with conflict in a multicultural context.</li> <li>■ Developing understanding of the Other (prejudice reduction).</li> <li>■ Supporting the process of building civil society.</li> <li>■ Multiplying education for human rights, peace and cooperation for children, youth and adults.</li> </ul>
<b>Main activities</b>	<ul style="list-style-type: none"> <li>■ Workshops, seminars and training for trainers on human rights, peaceful conflict resolution, mediation and facilitation.</li> <li>■ Developing projects and models of HRE extracurricular programmes for schools.</li> <li>■ Publishing guidelines and manuals on CR, HRE, EDC.</li> </ul>
<b>Activities related to HRE and EDC</b>	Participating in the Croatian National Board for Human Rights Education; publishing textbooks on non-violent conflict resolution and mediation in schools, collecting INFO-materials and documentaries on youth initiatives/projects in schools; supporting development of local Youth Parliaments; educating and supervising teachers/schools for "Sites of Citizenship"; round-tables about education for democracy.



<b>Main partners and supporters</b>	<p><b>a)</b> NGOs: Croatian Ministry of Education – Institute for Educational Development; primary and secondary schools in Croatia; School of Social Work – University of Zagreb;</p> <p><b>b)</b> NGOs: Centre for Peace Studies Zagreb; VIMIO Vukovar;</p> <p><b>c)</b> UNICEF; Council of Europe – Youth Centre Budapest; Nansen Dialog Centre Sarajevo; Danish Red Cross.</p>
<b>Membership in networks</b>	Hague Appeal for Peace Education Network; HREA; EURED; DARE.

## Verein Menschenrechte Schweiz (MERS)

Full legal name of the institution in the national language and acronym of the institution, if applicable

## Association Human Rights Switzerland

Full name of the Institution in English

Type of institution code	<b>NGO</b>	Country code	<b>CH</b>	Town/City	<b>Bern</b>
Contact person	Last Name <b>Sutter</b> First Name <b>Alex</b> Male ( <input checked="" type="checkbox"/> ) Female ( <input type="checkbox"/> ) Function <b>Member of the board</b>	Phone	<b>(+41) 31 302 01 61</b>	Fax	<b>(+41) 31 302 00 62</b>
		E-mail	<b>info@humanrights.ch</b>		
		Website	<b>http://www.humanrights.ch</b>		

Number of staff members **5-7 people working on the projects, no steady employees**

<b>Description of organisation</b>	Small and lean organization of human rights experts. Association with 250 members and a board of 8 people who are all specialists in the field of human rights. We are working on a number of projects.
<b>Objectives</b>	Furthering the implementation of international human rights in Switzerland through information and sensitization.
<b>Main activities</b>	Information – education – networking.
<b>Activities related to HRE and EDC</b>	<ul style="list-style-type: none"> <li>■ Information platform on website <a href="http://www.humanrights.ch">www.humanrights.ch</a>.</li> <li>■ Quarterly magazine on human rights related to Switzerland (in German).</li> <li>■ Organization/implementation of training courses and seminars.</li> </ul>
<b>Main partners and supporters</b>	<ul style="list-style-type: none"> <li>■ Various departments of the state.</li> <li>■ Various Swiss NGOs.</li> </ul>
<b>Membership in networks</b>	DARE.

## Nadácia Milana Šimečku (NMŠ)

Full legal name of the institution in the national language and acronym of the institution, if applicable

## Milan Šimečka Foundation

Full name of the Institution in English

Type of institution code **NGO**

Country code **SK**

Town/City **Bratislava**

Contact person

Last Name **Oravec**

Phone **(+421) (0)2 54433552**

First Name **Laco**

Fax **(+421) (0)2 54433552**

Male (  ) Female (  )

E-mail **laco@nadaciamsk**

Function **HRE programme manager**

Website **www.nadaciamilanashimecku.sk**



Number of staff members **8**

### Description of organisation

After twelve years of work, the Milan Šimečka Foundation has created a clear focus as a human rights NGO active in all of Slovakia. The Foundation distinguishes itself by:

- its interest in continual protection of disadvantaged groups (at present especially, but not exclusively, the Roma) and highlighting abuses of their human rights, discrimination and marginalization;
- its efforts to act as a conscience and challenge for society with respect to relations between majority and minority and consequences of negative phenomena stemming from their coexistence (xenophobia, racism, segregation, social exclusion);
- the need to interconnect all levels of solutions to the problem (local, regional, national, international and global);
- the effort to offer alternatives to official policies and government strategies using a variety of techniques (critical thinking, think-tank, watchdog, lobbying), latest findings and specific experience from the field;
- its mission based on the spiritual message of the person whose name the Milan Šimečka Foundation carries.

### Objectives

“The Foundation is a non-profit institution. Its objective is to initiate and promote activities leading to the development of democracy, culture, humanity and civil society in the spirit of the philosophical message of Milan Šimečka. The Foundation's work focuses mainly on providing information and education on the subject of democracy to those who show interest in it, mainly to the young generation. It especially supports those educational, publishing, training, and counselling activities that help to disseminate and strengthen democratic values in society and to apply ethical approaches in politics. It supports activities focusing on mutual understanding and co-operation between states, nationalities, and ethnic groups, with special emphasis in the development of Czech and Slovak relations.” (quote from the Statutes of Milan Šimečka Foundation, 1991)

<b>Main activities</b>	<p><b>Main programmes:</b></p> <ul style="list-style-type: none"> <li> <p>■ <b>We Are Going To Live With Roma. The Matter Is How.</b>                      The Milan Šimečka Foundation has always believed that only by giving voice to Roma communities and space for grass-roots activities is it possible to achieve results that are successful, effective and sustainable. That is why our foundation has been supporting local initiatives, building bridges between local and national actors as well as advocating the Roma's rights by a variety of instruments.</p> </li> <li> <p>■ <b>Fates of Those That Survived the Holocaust</b>                      Personal histories of the Jewish and Romani holocaust survivors as a way of reflecting the past, prove to generate fierce debates, to complement "big history", and raise many ethical questions about history and ourselves. That is why Milan Šimečka Foundation has been working with the "oral history" method preparing educational activities, publishing and offering comprehensive information on the history of the Holocaust to specialists, students and general public.</p> </li> <li> <p>■ <b>Human Rights Education Is A Human Right</b>                      Since Slovakia is still a vulnerable democracy Milan Šimečka Foundation has constantly challenged society, convinced that questions of human rights, democratic citizenship and multiculturalism need to be incorporated into all available forms of education and learning. The foundation has since its inception been involved in training teachers and students, development of education methods and teaching materials.</p> </li> </ul>
<b>Activities related to HRE and EDC</b>	<p>Human Rights Education is the programme with the longest tradition in the Foundation. We have been running the programme for 12 years, during which we have built up a team of lecturers, network of collaborators at methodological centers, partner NGOs and schools. The programme focuses on training teachers at primary and secondary schools and university students, offering basic information on documents and mechanisms of human rights protection. The training supports the development of skills, non-violent conflict resolution and education towards tolerance. It serves as a practical methodological guide for introducing human rights into schools, families, workplaces and broader communities.</p> <p>In the field of human rights education activities, we are undergoing a shift. In the present period, we are focusing more on the topic of multicultural education and interethnic relations. Training courses and presentations use, and will continue to use, our expertise gained from several years experience with the implementation of the projects: "The Fates of Those Who Survived the Holocaust", "Oral History" and "We are going to Live with the Roma. The Matter Is How..."</p>
<b>Main partners and supporters</b>	<p>We have a lot of partners in Slovakia. Every year we cooperate with more than 30 different professionals and with many organizations.</p>
<b>Membership in networks</b>	<p>DARE.</p>

## Автономная некоммерческая организация дополнительного образования «Московская школа прав человека» (МШПЧ/MSHR)

Full legal name of the institution in the national language and acronym of the institution, if applicable

### The Moscow School of Human Rights

Full name of the Institution in English

Type of institution code **NGO** Country code **RU** Town/City **Moscow**

Contact person	Last Name <b>Azarov</b>	Phone <b>(+7) 095 5776904</b>
	First Name <b>Anatoly</b>	Fax <b>(+7) 095 5776904</b>
	Male ( <input checked="" type="checkbox"/> ) Female ( <input type="checkbox"/> )	E-mail <b>mshr@mshr.ru</b>
	Function <b>Director</b>	Website <b><a href="http://www.mshr.ru/engl">http://www.mshr.ru/engl</a></b>

Number of staff members **4 (full-time); up to 20 part-time employees**

**Description of organisation** The Moscow School of Human Rights is a non-governmental organization established in 1996 in order to assist human rights education in the region.

**Objectives:**

- Working out a strategy and curricula for civic, human rights, democracy, peace, law, and political education.
- Development of educational and methodological-scientific literature, audio-visual and computer facilities in the field of civics, human rights and democracy.
- Training and retraining secondary and high school teachers, leaders of human rights movement, state employees.
- Improvement of legal and political culture of students.
- Performing functions of an informational centre on the problems of civic education, education in the sphere of child's rights, human rights, peace, democracy.
- Summing-up and distributing foreign and domestic experience in this sphere.

**Main activities**

- Carrying out seminars, training, sessions, summer schools.
- Lobbying.
- Publishing.
- Disseminating international documents on human rights, democracy and culture of peace education in the ex-Soviet Union.
- Internet projects.

**Activities related to HRE and EDC** The same as above.

**Main partners and supporters** UNHCR; UNESCO; UNDP; UNHCR; Council of Europe; European Commission; Open Society Foundation; IREX; ACCELS.

**Den norske Helsingforskomité**

Full legal name of the institution in the national language and acronym of the institution, if applicable

**The Norwegian Helsinki Committee**

Full name of the Institution in English

Country code	<b>NO</b>	Town/City	<b>Oslo</b>
Contact person	Last Name <b>Djuliman</b> First Name <b>Enver</b> Male ( <input checked="" type="checkbox"/> ) Female ( <input type="checkbox"/> ) Function <b>Head of Human Rights Education Programme</b>	Phone <b>(+47) 22479204</b> Fax <b>(+47) 22479201</b> E-mail <b>djuliman@nhc.no</b> Website <b>www.nhc.no</b>	
Number of staff members	<b>2</b>		

<b>Description of organisation</b>	The work of the Norwegian Helsinki Committee is based on the Helsinki Declaration signed at the Conference of Security and Cooperation in Europe (CSCE) in 1975. The Committee was founded in 1977 and is one of 42 national Helsinki committees and associated members of the International Helsinki Federation.
<b>Objectives</b>	The Norwegian Helsinki Committee promotes respect for human rights and works for their transfer into action. The Committee focuses on all the participating states of the Organisation of Security and Cooperation in Europe (OSCE).
<b>Main activities</b>	Monitoring and reporting on the human rights situation in different states, election observation in order to strengthen democratic processes, project support to local actors in order to strengthen civil society, human rights education and information activities, as well as participating in international processes.
<b>Activities related to HRE and EDC</b>	The Norwegian Helsinki Committee's programme of human rights education comprises four main elements: education for trainers, development of teaching resources and methods, and education on the internet. During the last eight years the committee has developed many programmes directed at school children, youth and students in Norway, the Balkans, Russia and other countries. Also teachers, immigrants and refugees and public administration officials are among the main target groups.
<b>Main partners and supporters</b>	The Norwegian Ministry of Foreign Affairs; The Ministry of Local Government and Regional Development; The Norwegian Directorate of Immigration; The Norwegian Agency for Development Cooperation; The Barents Secretariat, the Freedom of Expression Foundation and others
<b>Membership in networks</b>	The Norwegian Helsinki Committee cooperates with other Helsinki Committees through its membership in the International Helsinki Federation for Human Rights. The Committee is also a member of the Board for Human Rights Education of the Norwegian Ministry of Foreign Affairs. The Norwegian Helsinki Committee is a member of DARE network.

## Фондация “Партньори–България”

Full legal name of the institution in the national language and acronym of the institution, if applicable

## Partners Bulgaria Foundation

Full name of the Institution in English

Type of institution code **NGO**

Country code **BG**

Contact person

Last Name: **Kolarova**

Phone **(+359) 2 963 26 77, (+359) 2 963 26 88**



First Name: **Daniela**

Fax **(+359) 2 963 47 99**

Male ( ) Female ( **X** )

E-mail **partners@partnersbg.org**

Function **Director**

Website **www.patnersbg.org**

### Description of organisation

PBF is an independently governed local non-governmental organization (NGO) registered under the laws of Bulgaria. PBF is part of the international network of Partners for Democratic Change (Partners), which promotes the development of civil society and a culture of peaceful conflict resolution within countries in transition.

### Objectives

- Encourage the participation of various organizations, groups and ethnic entities at all levels of the decision-making process.
- Develop strategies for the more effective management of social and economic processes in the transition period between post-totalitarian and democratic society.
- Improve communications between civil society, government and business.
- Promote a culture of democratic conflict resolution.

### Main activities

- Research, analysis, needs assessment and policy recommendations for changes related to the condition of socially marginalized groups (including ethnic minorities, children without parental support, prisoners, youth-at-risk, under-age offenders, etc.)
- Training in such areas as communication skills, children’s rights, civic education, leadership, organizational development, conflict resolution, consensus building, etc., aimed at local government representatives and members of non-governmental organizations, business organizations, social workers, university lecturers, students, teachers, etc.
- Mediation to assist individuals, entities and organizations to resolve conflicts and reach consensus.
- Cooperative planning, facilitation of the decision-making process and support for local initiatives to solve community problems.

### Activities related to HRE and EDC

- **Child rights programme**  
After the adoption of the Act for the Protection of Children, in 2000, an innovative legal basis for policies affecting children in Bulgaria was created. Having the understanding that the role of citizens must also be reformulated to improve their collaboration with institutions in order to achieve better protection for children PBF developed a programme that seeks to identify and employ alternative models for working with children. Due to the complexity of the issues involved, the main goal is to unite the efforts of many people and institutions in order to promote civic responsibility and change.

	<p><b>Projects:</b></p> <ul style="list-style-type: none"> <li>■ <b>Information Centre on Children’s Rights</b> - The main purpose of the Centre is to collect, analyse and disseminate information on children’s rights in Bulgaria and throughout the world; to synchronize the activities of government and civic institutions; and to train teachers, social workers, journalists and young people in how to apply Convention methods in the fields of education, continuing education and training.</li> <li>■ <b>My Rights, my Responsibilities</b> - The goal was to engage teachers and pedagogical advisors to introduce the topic of Children’s Rights in community centres, and to develop skills among their colleagues and pupils for the practical protection of children’s rights.</li> <li>■ <b>Alternative Support for Juveniles without Parental Care</b> - The main aim of the project is to provide educational, social and specialized support for juveniles transitioning to an independent life. A key element of the project was the creation of a Day Centre for Juveniles.</li> <li>■ <b>Project “Prevention programme for Children and Juveniles at Risk”</b> - The programme aims to increase the sensitivity of adults towards the problems facing children. It is designed to support civic organizations, governmental and local institutions and professional communities in developing prevention models for social work with children at risk.</li> </ul>
<b>Main partners and supporters</b>	PBF is supported by foreign and local organizations and government agencies: USAID, Save the Children Fund (Great Britain), the Open Society Foundation, King Baulduin Foundation (Belgium).
<b>Membership in networks</b>	DARE; Partners for Democratic Change – a network of centres in Argentina, Albania, Bulgaria, Croatia, Kosovo, the Czech Republic, Georgia, Hungary, Lithuania, Poland, Romania, Slovakia and the United States that provides research, training and consultation for individuals, groups and organizations in more than 60 countries throughout the world.

## Pilietiniu Iniciatyvu Centra (PIC)

Full legal name of the institution in the national language and acronym of the institution, if applicable

## Centre of Civic Initiatives

Full name of the Institution in English

Type of institution code	<b>ASS. 1</b>	Country code	<b>LT</b>	Town/City	<b>Vilnius</b>
Contact person	Last Name <b>Duoblys</b> First Name <b>Girvydas</b> Male ( <input checked="" type="checkbox"/> ) Female ( <input type="checkbox"/> ) Function <b>Director</b>	Phone	<b>(+370) 52124418</b>	Fax	<b>(+370) 22 61 56 06</b>
		E-mail	<b>pic@pic.lt</b>	Website	<b>www.pic.lt</b>

<b>Description of organisation</b>	The CCI is an independent non governmental organisation that unites individuals who feel great need to strengthen civil society in Lithuania. The main objective of the CCI is to initiate and implement projects that contribute in developing and strengthening civil society in Lithuania.
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	The activity of the Centre is organised by its administration. The CCI's activities are considered and approved by the democratically elected board of seven members. The highest authority of the organisation is the meeting of the members of the CCI.
<b>Objectives</b>	The CCI aims: <ul style="list-style-type: none"> <li>■ to foster public interest in issues of civil society;</li> <li>■ to involve individuals' participation in solving different problems;</li> <li>■ to foster individuals' participation in the governance of the State;</li> <li>■ to develop civil consciousness;</li> <li>■ to develop respect for the law and humans rights;</li> <li>■ to foster trust and co-operation between governmental and non-governmental bodies;</li> <li>■ to foster regional development.</li> </ul>
<b>Main activities</b>	The Centre for Civic Initiatives prepares and implements projects on education of society (human rights education, civic education, development of tolerance, democratisation of organisations' activities, encouragement and development of community initiatives, prevention of negative social phenomena), participates in national and international projects which contribute developing and strengthening of civil society, responds to urgent issues of society and social phenomena, submits proposals regarding amendments to the laws.
<b>Activities related to HRE and EDC</b>	<ul style="list-style-type: none"> <li>■ The School Community in the Perspectives of Human Rights.</li> <li>■ The European Union at Secondary Schools.     ■ Examen Europaeum.</li> <li>■ The Rights of the Child and Civil Society.     ■ The Parliament of Students of Lithuania.</li> <li>■ The School Community as a Centre for Developing Citizenship and Respect for Human Rights.</li> <li>■ Strengthening co-operation between local municipalities and secondary schools.</li> </ul>

### Istrazivacko-obrazovni Centar za Ljudska Prava i Demokratsko Gradanstvo; Filozofski Fakultet; Sveuciliste u Zagrebu

Full legal name of the institution in the national language and acronym of the institution, if applicable

### Research and Training Centre for Human Rights and Democratic Citizenship; Faculty of Philosophy; University of Zagreb

Full name of the Institution in English

Country code <b>HR</b>	Town/City <b>Zagreb</b>
Contact person	Last Name <b>Spajic-Vrkas</b> First Name <b>Vedrana</b> Male ( ) Female ( <b>X</b> ) Function <b>Head of the Centre</b>
	Phone <b>(+385) 1 600 24 37</b> Fax <b>(+385) 1 600 24 37</b> E-mail <b>hre-edc@ffzg.hr</b> Website <b>http://www.ffzg.hr/hre-edc</b>

Number of staff members **4**

<b>Description of organisation</b>	<p>Research and Training Centre for Human Rights and Democratic Citizenship is a self-sustaining unit of the Faculty of Philosophy, University of Zagreb. It aims at promoting interdisciplinary research and training in education for human rights, democratic citizenship, cultural pluralism and peace at all levels of Croatian education. The tasks are carried on in co-operation with similar institutions from Croatia and abroad, including intergovernmental and non-governmental organisations. The Centre was established in 2001 on the basis of a decision of the Faculty Council and approval by the Senate of the University of Zagreb. It became operational in 2002 as a Focal Point of the Project on Human Rights University Centres Network in South Eastern Europe (HRC-NET in SEE) that is being co-ordinated by the European Training and Research Centre for Human Rights and Democracy - Graz through the support of the Ministry of Foreign Affairs of the Republic of Austria and the European Union.</p> <p>The initial idea about the Centre appeared in the Project on Peace and Human Rights for Croatian Primary Schools that was carried on from 1997 to 1999 under the auspices of UNESCO, the Government of the Kingdom of Netherlands, the Government of the Republic of Croatia and the Croatian Commission for UNESCO. Some of the Centre's activities are directly linked to this project.</p>
<b>Main activities</b>	<p>The programme of the Centre encompasses the following:</p> <ul style="list-style-type: none"> <li><b>a.</b> research (promoting fundamental, developmental and applied studies in education for human rights, democratic citizenship, cultural pluralism, peace and global inter-dependence);</li> <li><b>b.</b> education and training (developing an interdisciplinary preparation of students at pre-graduate and post-graduate level and in-service training of teachers and other professionals in education for human rights, democratic citizenship and other related fields);</li> <li><b>c.</b> documentation and information (developing an electronic data base for students, teachers and researchers that contains thematic reference materials and information on research projects, training programmes, international instruments, examples of good practice, meetings, institutions and organisations in education for human rights, democratic citizenship and other relevant fields);</li> <li><b>d.</b> meetings of experts and scientists (the organisation of expert and scientific meetings at national and international levels on education for human rights, democratic citizenship and other relevant fields);</li> <li><b>e.</b> international co-operation and exchange (promoting international co-operation and exchange of students, university teachers and researchers, including international and non-governmental organisations working in education for human rights, democratic citizenship and other relevant fields);</li> <li><b>f.</b> publications (promoting the publication of books, reports, manuals, textbooks and short informative materials, including translations, in education for human rights, democratic citizenship and other relevant fields, through the use of classical and new media - video, CD etc.).</li> </ul>
<b>Activities related to HRE and EDC</b>	<ul style="list-style-type: none"> <li>■ Publications.</li> <li>■ Research.</li> <li>■ Training.</li> </ul>
<b>Main partners and supporters</b>	PRONI; HREA; SEE HRC-NET.
<b>Membership in networks</b>	SEE HRC-NET; DARE.

## Servicestelle Menschenrechtsbildung (SEM)

Full legal name of the institution in the national language and acronym of the institution, if applicable

## Service Centre for Human Rights Education

Full name of the Institution in English

Type of institution code **\*see note below** Country code **AT** Town/City **Vienna**

Contact person	Last Name <b>Turek</b>	Phone <b>(+43) 1 4277 27427</b>
	First Name <b>Elizabeth</b>	Fax <b>(+43) 1 4277 27430</b>
	Male ( ) Female ( <b>X</b> )	E-mail <b>service@humanrights.at</b>
	Function <b>desk officer</b>	Website <b>http://www.humanrights.at</b>

Number of staff members **3 people (30 hours/week) and a secretary (part time)**

**Description of organisation** The Service Centre for Human Rights Education was established in February 1997 by an initiative of the Department of Civic Education of the Austrian Federal Ministry for Education, Science and Culture in co-operation with the Ludwig Boltzmann Institute of Human Rights – Research Association. The international framework is the UN Decade for Human Rights Education.

**Objectives**

- Promotion of HRE (nationally, internationally, structurally).
- Aims with respect to our target groups:
  - a. promotion of knowledge about human rights;
  - b. raise awareness for human rights issues and development of attitudes of respect for human rights;
  - c. strengthen social skills of our target groups towards more commitment to human rights issues and active citizenship.

**Main activities**

**Main activities comprise:**

- counselling and advisory service for teachers, pupils and students as well as organisations engaged in the field of human rights;
- information platform (website [www.humanrights.at](http://www.humanrights.at), electronic newsletter, newsletter “Teaching Human Rights”, networking etc.);
- training (training modules for different school types, teacher training etc.);
- human rights educational material;
- project “Everybody has rights/is right?!” – Workshop modules (conflict resolution/responsibility/respect) in co-operation with our partner organisation WUK-Kinderkultur;
- EPTO/ADL peer training programme for Austrian schools in cooperation with the Service Centre for Civic Education, the Asylkoordination Österreich, Anti-Defamation League and the European Peer Training Organisation. Aim: Train teenagers in taking a stand against racism in every-day school life.

**Activities related to HRE and EDC** See above.

<b>Main partners and supporters</b>	Austrian Federal Ministry for Education, Science and Culture/Department for Civic Education (supporter); WUK-Kinderkultur (partner), Cooperation with various organisations (Kinderbüro Graz, European University Centre for Peace Studies/Stadtschlaining etc.)
<b>Membership in networks</b>	National Coalition (Austrian network for promoting rights of children); DARE.

\* An initiative of the Austrian Federal Ministry for Education, Science and Culture/Department for Civic Education in co-operation with Ludwig Boltzmann Institute of Human Rights – Research Association (BIM-FV)

## Sonnenberg-Kreis Gesellschaft zur Förderung internationaler Zusammenarbeit e. V. (formerly: Internationaler Arbeitskreis Sonnenberg e. V.) (Sonnenberg-Kreis)

Full legal name of the institution in the national language and acronym of the institution, if applicable

### Sonnenberg-Circle Association for Supporting International Cooperation

Full name of the Institution in English

Type of institution code	<b>NGO</b>	Country code	<b>DE</b>	Town/City	<b>St. Andreasberg</b>
Contact person	Last Name <b>Hauck</b> First Name <b>Claudia</b> Male ( ) Female ( <b>X</b> ) Function: <b>Director of youth education</b> also <b>Andrea Stork (Freelancer)</b>	Phone	<b>(+49) 5582 944 116 (C. Hauck)</b>	Phone	<b>(+49) 40 34809580 (A. Stork)</b>
		Fax	<b>(+49) 5582 944 100</b>	E-mail	<b>C.Hauck@sonnenberg-international.de (C. Hauck)</b>
		E-mail	<b>audacia@nexgo.de (A. Stork)</b>	Website	<b>http://www.sonnenberg-international.de</b>

Number of staff members **10 + Freelancers**

<b>Description of organisation</b>	The Sonnenberg-Kreis e. V. is an independent and non-profit making organisation of international out-of-school education in Europe. Sonnenberg is also a worldwide association of members – they help Sonnenberg to realise its work of international understanding by receiving programmes/publications. Affiliated associations in 25 countries form the International Sonnenberg Association (ISA) and support the work by sending participants, speakers and chairpersons to conferences in the Harz and by organising their own conferences.
<b>Objectives</b>	As a non-profit-making organisation Sonnenberg exclusively pursues educational and cultural aims. Its activities serve the promotion of international and intercultural understanding.
<b>Main activities</b>	Its conference centre runs seminars for adults/young people/families. It runs educational-leave seminars, in-service training courses and specialist seminars, e.g. on educational and social themes. Environmental questions are also in the focus because of the location (forest of the Harz National Park). Conferences focus on human rights, peace, solidarity and social

	responsibility. Participants of different national, ethnic-cultural, social origins and ideological background discuss cultural and social issues, the economy and the environment, work and leisure, present-day political as well as historical questions.
<b>Activities related to HRE and EDC</b>	Human rights education in seminars, e.g. "All equal – all different?" Human and civil rights in Europe (good practice example).
<b>Membership in networks</b>	International Sonnenberg Association (ISA), Arbeitskreis deutscher Bildungsstätten (AdB), DARE; Gesellschaft der europäischen Akademien (GEA).

### Dom Pojednania i Spotkań im. Św. Maksymiliana M. Kolbego (Dom Św. Maksymiliana)

Full legal name of the institution in the national language and acronym of the institution, if applicable

### The St. Maximilian M. Kolbe's House For Reconciliation and Meetings

Full name of the Institution in English

Type of institution code	<b>NGO</b>	Country code	<b>PL</b>	Town/City	<b>Gdansk</b>
Contact person	Last Name <b>Paczynska</b> First Name <b>Agnieszka</b> Male ( ) Female ( <b>X</b> ) Function <b>Project Coordinator</b>	Phone	<b>(+48) 58 301 57 21</b>	Fax	<b>(+48) 58 301 57 21</b>
		E-mail	<b>apaczynska@yahoo.com</b>	Website	<b>http://www.dmk.pl</b>
Number of staff members <b>14</b>					

<b>Description of organisation</b>	St. Maximilian House organises over 60 meetings per year, which include conferences, seminars and workshops, for people not only from Europe, but from the whole world. Since all the organised and promoted programmes have an international character, reconciliation is still very important. They are most often directed to young people and hence we try to respond to their needs. Through the educational work the participants of the programmes have a chance to acquire certain skills (during numbers of workshops) and observe the contemporary world in order to gain knowledge in the fields of culture, politics and economy. They learn about social and political changes in the post-communist European countries, but also about the self-government, culture and economy of local communities.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ Preparation for life in society.</li> <li>■ Supporting and activating local communities.</li> <li>■ Awaking responsibility for their own region.</li> <li>■ Acquiring knowledge and new skills.</li> <li>■ Building international collaboration.</li> <li>■ Youth integration.</li> </ul>

<b>Main activities</b>	<ul style="list-style-type: none"> <li>■ International seminars and conferences (about democratic processes, self-government, history, culture and economy of local communities).</li> <li>■ Experience exchange about human rights in different European countries.</li> <li>■ Training for the coordinators of the international young people's exchanges.</li> <li>■ Workshops (for young journalists, photographers etc.).</li> <li>■ Courses (foreign languages, pedagogical courses).</li> <li>■ International youth exchanges.</li> <li>■ Special projects.</li> </ul>
<b>Activities related to HRE and EDC</b>	<ul style="list-style-type: none"> <li>■ Seminars and conference about the situation of human rights in European countries.</li> <li>■ Workshops and seminars about the form of democracy in Europe.</li> <li>■ Seminars and workshops about the kinds of local democracy.</li> </ul>
<b>Main partners and supporters</b>	AdB; DPJW; Akademie Klausenhof (Germany); Batory Foundation (Poland); Multicultural Centre (Yugoslavia); Youth Centre Debat (Ukraine); Youth Information Centre (Belarus); Cultural Association of Samogitia (Lithuania).
<b>Membership in networks</b>	SChDW Cracov; FPDS (Polish Homes of Meetings Federation), Warsaw; DPJW (Polish-German Youth Collaboration), Potsdam; DARE.

## UTDANNINGSDIREKTORATET (UDIR)

Full legal name of the institution in the national language and acronym of the institution, if applicable

### Directorate of Education

Full name of the Institution in English

Department/Unit **curriculum development** Type of institution code **education** Country code **NO** Town/City **Oslo**

Contact person	Last Name <b>Christiansen</b>	Phone <b>(+47) 2330 1346</b>	<b>901 20063</b>
	First Name <b>John Christian</b>	Fax <b>(+47) 2330 1384</b>	
	Male ( <input checked="" type="checkbox"/> ) Female ( <input type="checkbox"/> )	E-mail <b>jcc@ls.no</b>	
	Function <b>Adviser</b>	Website <b>www.l.no</b>	

Number of staff members **140 (with 3 specifically also involved in HRE/EDC)**

<b>Description of organisation</b>	<p>National education organisation directly responsible to the Ministry of Education and Research. Involved in collecting data and conducting surveys on education, developing curricula and national school leaving examinations. Contact with civil society and NGOs on policy issues, curricular development, examinations.</p> <p>Implementing national education policies in schools eg: Anti bullying campaign, campaigns against drug abuse, pupil inspectors in schools, combating xenophobia.</p>
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<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To improve the quality of education among youth and adults.</li> <li>■ To support schools through dissemination of materials and new approaches to education.</li> </ul>
<b>Main activities</b>	Development of curriculum and examinations, writing policy papers for the Ministry. Development of action plans within various areas of education. Providing statistics and information on education.
<b>Activities related to HRE and EDC</b>	Making sure that human rights and responsible citizenship issues are adopted into the curricula. Developing methodological guidelines for Civics. Rewarding schools who place human rights and related issues high on the agenda.
<b>Main partners and supporters</b>	UN-Commission for Human Rights in Norway; Helsinki Foundation of Norway; Amnesty International, Norway.
<b>Membership in networks</b>	Educational programmes within Council of Europe; European Union; CIDREE; DARE.

### Canoflan Gymreig Materion Rhyngwladol (WCIA)

Full legal name of the institution in the national language and acronym of the institution, if applicable

### Welsh Centre for International Affairs

Full name of the Institution in English

Type of institution code	<b>NGO/Charity</b>	Country	<b>Wales</b>	Country Code	<b>UK</b>	Town/City	<b>Cardiff</b>
Contact person	Last Name <b>Thomas</b> First Name <b>Stephen</b> Male ( <input checked="" type="checkbox"/> ) Female ( <input type="checkbox"/> ) Function <b>Director</b>	Phone	<b>(+44) 29 2022 8549</b>				
		Fax	<b>(+44) 29 2064 0333</b>				
		E-mail	<b>centre@wcia.org.uk</b>				
		Website	<b>http://www.wcia.org.uk</b>				
Number of staff members <b>5</b>							

<b>Description of organisation</b>	The Centre exists to foster among the people of Wales an understanding of global issues and to encourage a national sense of belonging to the international community.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To be a national forum for individuals and organisations to exchange ideas on international issues and actively to campaign to promote world peace, human rights and international understanding.</li> <li>■ To be a key point of contact in Wales for European institutions, the United Nations and the Commonwealth and to provide a means of informing the people of Wales about their work.</li> <li>■ To conduct research into international issues through links with academic and other institutions.</li> </ul>
<b>Main activities</b>	(in respect of DARE's agenda): promoting ideas of global citizenship and an understanding of the contemporary world among young people in Wales.

<b>Activities related to HRE and EDC</b>	<ul style="list-style-type: none"> <li>■ Publications – bilingual versions of Universal Declaration of Human Rights and of Convention on the Rights of the Child; school curriculum packs for students aged 5-16 on citizenship issues.</li> <li>■ Seminars/lectures – themes related to the European Convention on Human Rights, minority rights and United Nations conventions.</li> <li>■ School student events – model United Nations and European Parliament meetings, debating competitions, human rights projects.</li> </ul>
<b>Main partners and supporters</b>	Welsh Assembly Government; local authorities in Wales; United Nations Association; Council for Education in World Citizenship-CYMRU; UNA exchange; aid agencies in Wales.
<b>Membership in networks</b>	DARE; Federation Internationale des Maisons de l'Europe (FIME); World Federation of UNAs; BOND (British NGOs in Development); Welsh Overseas Agencies Group; Cynefin y Werin/Common Ground; CYFANFYD – Development Education Association for Wales.

### Vlaamse Organisatie voor Mensenrechteneducatie vzw (VORMEN)

Full legal name of the institution in the national language and acronym of the institution, if applicable

### Flemish Organisation for Human Rights Education

Full name of the Institution in English

Type of institution code	<b>ASS.1</b>	Country code	<b>BE</b>	Town/City	<b>Antwerp</b>	Region code	<b>BE21</b>
Contact person	Last Name <b>Taelman</b>	Phone	<b>(+32) 3 293 82 15</b>				
	First Name <b>Wim</b>	Fax	<b>(+32) 3 611 75 18</b>				
	Male ( <input checked="" type="checkbox"/> ) Female ( <input type="checkbox"/> )	E-mail	<b>wim.taelman@vormen.org</b>				
	Function <b>Director</b>	Website	<b>http://www.vormen.org</b>				

Number of staff members **1.5 (on project basis, situation 07.05.2004)**

<b>Description of organisation</b>	Organisation for Human Rights Education, operating in the Flemish Community of Belgium.
<b>Objectives:</b>	<p>VORMEN wants to contribute to:</p> <ul style="list-style-type: none"> <li>■ the integration of human rights education into the policy of all relevant administrations and educational organizations;</li> <li>■ the enhancement of human rights education skills and interests amongst education staff;</li> <li>■ a greater attention to human rights in occupations in which the issue of human rights is frequently addressed. (e.g. police, military, development co-operation);</li> <li>■ a greater public appeal for human rights awareness;</li> <li>■ an increase in Flemish expertise concerning human rights education, which can be shared with various Flemish and global administrations and organizations.</li> </ul>

<b>Main activities</b>	<ul style="list-style-type: none"> <li>■ Producing educational materials (HRE).</li> <li>■ Training teachers and youth leaders (HRE).</li> <li>■ Website, newsletter (HRE).</li> <li>■ HRE workshops with pupils.</li> </ul>
<b>Activities related to HRE and EDC</b>	<p>See above: human rights education is the mission of our organisation. As for formal education in Flanders (Belgium), human rights education is embedded in a curriculum on citizenship. We are also covering, to a limited extent, some areas of citizenship.</p>
<b>Main partners and supporters</b>	<p>Ad hoc co-operation with other HR NGOs                  Funded (project funds) by the Belgian Federal State Secretary for Development Cooperation and the Minister of Foreign Affairs; funded (project funds) by the Flemish Minister of Education and the Flemish Minister of Development Cooperation; smaller funds from private foundations.</p>
<b>Membership in networks</b>	<p>EDC network (Council of Europe); DARE; Human Rights Education Associates mailing list.</p>