

Perceptions, Perspectives and Challenges of Human Rights Education and Education for Democratic Citizenship

Seminar in Antwerp, Belgium

3 – 7 December 2003

Hosting organisation: VORMEN, Belgium

DARE's Antwerp Declaration

Introduction of the participating institutions
of the EU-Socrates-Grundtvig 4-project

Explaining the loss of trust – The case of Flanders
by Mark Elchardus

DARE-Newsletters No. 1 and No. 2



Education and Culture

Socrates
Grundtvig

DARE Member Organisations

as at September 2004

Albania

Albanian Human Rights Center

Austria

Service Centre for Human Rights
Education

Belgium

VORMEN

Bosnia-Herzegovina

Independent

D@dalos-Association for
Peace Education Work
Sarajevo

Bulgaria

Partners Bulgaria Foundation

The Inter Ethnic Initiative
for Human Rights

Croatia

GONG

Mali Korak – Center
for Culture of Peace and
Non Violence

Research and Training Centre
for Human Rights and Democratic
Citizenship / University of Zagreb

Czech Republic

Human Rights Education Centre /
Charles University

Denmark

IUC-Europe

Estonia

HAKK – Huvialakeskuste
Juhtide Kogu

Jaan Tonisson Institute

Germany

AdB – Association of
German Educational Centers
Sonnenberg-Kreis e.V.

Hungary

Foundation for Human Rights
and Peace Education
Youth for Rural Areas

Italy

Association mondiale pour
l'École instrument de paix – EIP

Lithuania

Centre for Human Rights
Centre of Civic Initiatives

The Netherlands

HREA – Human Rights Education Associates

Norway

Norwegian Board of Education
Norwegian Helsinki Committee

Poland

FPDS

Helsinki Foundation
for Human Rights

Romania

CRED – Romanian Centre
for Education and Human
Development

Russian Federation

Moscow School of Human Rights

Slovakia

Milan Simecka Foundation

Spain

FEUP – Federacion Espanola
de Universidades Populares

Switzerland

MERS – Association for
Human Rights

United Kingdom

Education in Human Rights
Network

Centre for Europe

Centre for Global Education

The Citizenship Foundation

Welsh Centre for International Affairs

DARE-Network

Reports and Documents · Nr. 1

2003 / 2004

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Education and Culture

Socrates

Grundtvig

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Dear DARE members!

Dear partners and allies in the field of Education
for Democratic Citizenship and Human Rights!

This brochure is the first one of a series of documentations to comprehend the developing process of a new network in the enlarged European Union. Here you can find aims and vision of the DARE-network, reports of activities, back round material to relevant issues, newsletters and the list of member organisations.

Why DARE is needed

The importance of human rights education (HRE) and education for democratic citizenship (EDC) is universally recognised. An impressive number of dynamic NGOs are carrying out invaluable work in these fields. DARE has been established to address two perceived shortcomings in the present arrangements for NGOs around Europe specialising in these fields:

- the prevalence in both sectors of NGOs which tend to work without adequate resources and in isolation - and are therefore inhibited in their access to information, to potential European partners (and in consequence to common project and development/training opportunities), and to effective lobbying;
- the tendency to treat separately the distinct but nonetheless closely interrelated fields of HRE and EDC.

As a Europe-wide network focusing on the twin fields of HRE and EDC, DARE intends to create 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 HRE/EDC.

On 28 June DARE was officially launched in Antwerp (Belgium). During a General Assembly the members of the network elected a Board and approved a work plan for the period 2003 - 2004. In August 2003, the European Union awarded DARE a grant to support its activities in the next three years.

DARE's objectives

DARE is seen as a Europe-wide network of NGO's and other organisations devoted to promoting a deeper understanding and commitment to human rights and democracy within the enlarged European Union

and beyond through education. DARE seeks to raise the profile of education for democratic citizenship and human rights and to achieve recognition for this as a core obligation for the formal and informal education system throughout Europe.

DARE supports the European community of values through its educational work and aims at strengthening public awareness for a vibrant democratic and human rights culture.

DARE's methods

These goals are achieved through development of:

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

DARE activities

DARE currently:

- 36 members from 22 countries
- organises ongoing working groups on policy, operational and educational issues;
- organises seminars/conferences twice a year for all members on new developments in human rights, policy and educational issues, and management of the network. These seminars/conferences will bring in expertise from member organisations as well as from outside experts;
- publishes a newsletter every two month to exchange information on the activities of its members, to provide information from outside, and to serve as a platform for partnership, cooperation and development of our focus and strategy as a network.

We invite all of you to take an active part in this process, to contribute to our conferences and other activities. This brochure should remind you on the highlights of our development.

Antwerp Declaration vorderseite



Introduction, composition and contribution of the participating institutions

of the EU-Socrates-Grundtvig 4-project

Socrates Grundtvig

AdB – Arbeitskreis deutscher Bildungsstätten e.V. DE

AdB is a non-governmental and non-profit organisation. Founded in 1959 it now coordinates over 200 institutions of civic and political education for young people and adults in Germany. AdB is a pluralistic, independent association that offers to its members information on political and civic education, concrete assistance and a forum for international exchange on the basis of its non-partisan expertise and wide spectrum of subjects covered.

Member organizations are colleges, academies, educational centres and centres for higher education.

AdB members share efforts to educate for democracy and politics. They encourage participation in social and political life.

AdB aims to preserve and promote political and civic education as an important element of democracy and as a training field for democracy.

As a specialised organisation of political and civic education AdB fosters an exchange of information and experience, training and a joint representation of interests in the area of political and civic education.

Staff member: 10

AdB is the coordinating organisation of the project. AdB will provide the full coordination of the project and is the responsible organisation for one conference and one seminar of the project including publication, participates in working groups and follow-up activities, administers the budget.

VORMEN – Vlaamske Organisatie voor Mensenrechteneducatie BE

VORMEN is an organisation for Human Rights Education, operating in the Flemish Community of Belgium

VORMEN wants to contribute to:

the integration of human rights education into the policy of all relevant administrations and educational organizations

the enhancement of human rights education skills and interests amongst education staff
a greater attention to human rights in occupations in which the issue of human rights is frequently addressed. (e.g. police, military, development of co-operations)
a larger public appeal for human rights awareness
an increase in Flemish expertise concerning human rights education, which can be shared with various Flemish and global administrations and organizations.

Main activities:

producing of educational materials (HRE)
training of teachers and youth leaders (HRE)
website, newsletter (HRE)
HRE workshops with pupils.

Staff member: 6.

VORMEN will provide newsletter and website in cooperation with other participating organisations, organise one seminar including publication and host one meeting of working group 2 under the proposed project, participates in and contributes to working groups 2 and 3 and follow-up activities.

Partners Bulgaria Foundation BG

Partners Bulgaria Foundation (PBF) is part of the Partners for Democratic Change (Partners), an international network of non-profit organizations committed to building and support the development of a strong and sustainable civil society and to foster the culture of peaceful conflict resolution and change management worldwide in nearly 40 countries. PBF is an independently staffed and managed, locally registered NGO. PBF voluntarily participates in the Partners network in order to exchange "lessons learned" and expertise with other Partners' Centers and to contribute to and benefit from periodic capacity building and continuing education services provided by Partners-International and the network of Centers.

PBF's mission is to foster the ongoing democratic transition in Bulgaria by promoting a culture of conflict resolution, developing a strong and sustainable civil society, and promoting communication and cooperation between all sectors of Bulgarian society.

Since its establishment in March 1998, PBF has been committed to:

- promoting the inclusion of various underrepresented organizations, groups and ethnic communities in decision-making processes;
- developing strategies for more efficient management of social and economic processes in the ongoing transition from a post totalitarian society to a democracy and market economy;
- strengthening the development of civil society and dialogue between the civil society, government and business sectors.
- fostering an advanced culture of conflict resolution;

25 full time people work for Partners Bulgaria Foundation. Being well experienced in working with both young people and educational institutions in the field of children rights, human rights, civic education, alternative dispute resolution, conflict resolution, PBF is uniquely qualified to implement a human rights education program in Bulgaria. The Director of Partners Bulgaria Foundation serves also as a National Coordinator of Education for Democratic Citizenship program developed under the Council of Europe.

PBF participates in and contributes to working groups 1 and 2 and follow-up activities;

PBF will host and organize one of the training seminars including responsibility for the publication under the proposed project;

PBF will provide internal evaluation of the project activities.

Lithuanian Centre for Human Rights LT

Type of institution – visuomeninė organizacija (a non-governmental organisation)

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.

The main goals of the Centre are as follows:

- promotion of 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;
- bringing up of human rights problems and suggestion of the ways for their resolution 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 the education and information of the general public, especially teachers and lawyers, on human rights.

The Lithuanian Centre for Human Rights cooperates with various national and international institutions.

Staff members: 5 (3 full time, 2 half-time)

The Lithuanian Centre for Human Rights will host and organise one of the meetings of working group 1, participates in and contributes to working group 1 and follow-up activities, contributes to newsletters and publications.

fpds – Federation of Polish Meeting Centers PL

The federation is the first Polish umbrella organisation which operates in the field of extra-curricular political and civic education for youth and adults.

- It serves the mutual exchange of experience gained by its members and their cooperation.
- It intends to promote mediately and immediately extra-mural education, particularly social and political education as an element of general knowledge.
- It supports the educational institutions in their efforts to approach young people not belonging to any youth organization.

The fpds organises bi-national and international events and has contacts with several European organisations.

The aims are:

- support of people understanding, human rights, democracy and the European citizenship;
- fostering of the international youth exchange;
- exchange of information and experience, training of youth and adults.

The organisation offers training possibilities via conferences and workshops at important themes and participates in bi-national and international specialised programmes.

Main activities are:

- international seminars and conferences (about democratic processes, self-governments, history, culture and economy of local communities);
- experience exchange about human rights in different European countries;
- trainings for the coordinators of the international young people's exchange, workshops about the form of democracy in Europe;
- courses, international youth exchange and special projects.

Staff – 14 members (Dom Sw. Maksimiliana Kolbego as coordinating institution for fpds).

fpds will provide and organize one of the meetings of working group 1, participates in and contributes to working group 1 and follow-up activities, contributes to newsletters and publications.

HAKK – Huvialakeskuste Juhtide Kogu EE

HAKK is a non-profit organization.

Objectives:

- working on strategies and development of extracurricular activities in Estonia.
- Representing these schools and centres in local authorities and ministries;
- Working out common programs and organizing teachers training.

Main activities:

- to bring up the level of studies in these schools and
- increase number of pupils involved in extracurricular activities.

The organisation considers participation of pupils in schools for extracurricular activities as practising democracy in "grassroots" level. Pupils have chance to make choice and they are carrying responsibility how they are progressing. But also deal with student authorities in town. It cooperates with local authorities.

Staff members: 0. Members are directors of schools and centres of extracurricular activities. Work is done by volunteers.

HAKK will provide and organise one of the meetings of working group 2, contribute to newsletters, contribute to publications.

Centre for Europe

UK

CfE is a European education trust, dedicated to building an understanding of Europe and the European opportunity through bringing together, in a creative learning environment, the citizens of the nations of the EU and beyond. In practice, CfE aims to achieve this through the work with various European education networks. CfE, founded in 1985, is strictly non-party political and non-commercial.

Objectives:

1. to encourage and develop extracurricular intra-European education activities, thereby fulfilling a niche which CfE does not consider is otherwise catered for within the UK.

The thematic remit is deliberately wide and includes:

- EU-related issues perse;
- comparisons of national practice within a given sector;
- education for democratic citizenship, the European dimension to vocational training and development (including development of common standards);
- 2. to contribute to the development of stable institutions amongst the Central/East European countries;
- 3. to participate in, contribute to, and as necessary conceive and coordinate Europe-wide networks in pursuit of the above;
- 4. to develop representation/outlets for these activities throughout the UK (and, where appropriate, elsewhere),

Main activities:

- International residential and national seminars on EU issues.
- Network development. We endeavour to take a leading role both in well-established networks such as FIME (of which one CfE director is treasurer); and in the at this stage more informal networks has been instigated or helped to establish – such as Agenda B and Eurocapitales.
- Project development – in conjunction with the various network partners, and in a lead or follow role as appropriate.
- Regional development within the UK – currently focusing on the West Midlands and North-East.
- Mentoring etc for the development of partner institutions amongst the CEEC countries.

Number of staff: Two of the three CfE directors devote the greater part of their working time to the organisation; but are self-employed. The third (not involved in this project) is essentially voluntary. There are no salaried personnel – and never have been.

CfE will participate in working groups preparing seminars and the Conference in Active Citizenship, contribute to follow-up and publications, to newsletters and website.

CRED – Romanian Centre for Education and Human Development **RO**

CRED is a nongovernmental organisation that supports human development through education for a better insertion of the marginalized groups of population into society.

Main target groups are:

- people inside prison and re-education centres, people released from prison and re-education centres, ethnic minority and illiterate people, especially Roma population, trainers, teachers and educators in prison and re-education centres;
- children in risk of school abandon, teachers from the normal school, disadvantaged people who want to be involved in life long learning process.

CRED approaches in a multidisciplinary way the life long learning process for increasing the level and the efficiency of educational methods and the number of the disadvantaged people reinserted in society.

CRED has expertise in project management financed by the European Union – PHARE – ACCESS programme, UNICEF, Socrates Agencies.

Staff: 10 members.

CRED will provide and organize one of the meetings of working group 1, participates in and contributes to working group 1 and follow-up activities, contributes to newsletters and publications.

Laeringscenteret Tøyen **Norwegian Board of Education** **NO**

The Norwegian Board of Education is a national state educational institution under the Ministry of Education and Research with tasks within primary, secondary and adult education. It has contacts with the 18 county educational offices.

The tasks are mainly related to development, evaluation and information of the educational sector.

The partners are throughout Norway and the institution has significant international assignments especially with projects involving amongst others the educational section of the OECD and the Council of Europe.

The Board of Education also manages The Norwegian School Net, an internet portal for schools www.skolenettet.no

The main areas of activity are:

- Developing National Curricula
- Pilot projects and development work
- Developing teaching materials
- Research and documentation
- Statistics
- Final examinations in lower secondary school (level 8-10) and upper secondary school (level 11-13)
- Reporting to the Ministry
- Contributions to international studies and projects for the development of education

The staff consists of 140 full time persons and 2 learners (apprentices in office work).

Expertise:

Democracy and human rights issues are especially focused in the curriculum for Civics and Sociology. The institution works on projects aiming at strengthening equality and democratic attitudes among young people and values. One such project is the teaching of values and ethics for example family values, religious values, work-values etc. The Norwegian Board of education supports national and regional projects aiming at combating xenophobia through teaching materials and the awarding of prizes for best examples. One such prize (The Benjamin-prize, named after a pupil who was a victim of a racist murder) is awarded to schools and institutions which work actively to combat xenophobia.

The specific task to be assigned to this institution within the project:

Economic functions and finding experts to contribute to the seminars and work-shops

Number and profile of personnel or experts expected to be involved in the project:

Two persons. Both involved in Human rights and democracy education and in Values in Education.

The Norwegian Board of education will provide and organise one meeting of working group 2, participates in and contributes to working group 2 and follow-up activities, contributes to newsletters and publications.

Sonnenberg-Kreis e.V

DE

Sonnenberg-Kreis is an international membership organisation, which has more than 2000 German members and 2500 members from 23 other countries.

The Sonnenberg-Kreis is one of the most important independent and non-profit making organisations of international out-of-school education in Europe. Its conference centre, the International House Sonnenberg receives thousands of visitors every year from all over the world at over 250 events for adults, young people and families.

Conferences focus on human rights, peace, solidarity, social responsibility.

With the help of public subsidies – although Sonnenberg is politically and ideologically independent – participants of different national, ethnic-cultural and social origins and of different ideological backgrounds discuss cultural and social issues, the economy and the environment, work and leisure, present-day as well as historical questions.

Sonnenberg work is characterised by a great variety of participant-orientated methods.

Cooperation within the network of the International Sonnenberg Association in 25 countries.

European Projects of the past five years:

- Youth for Europe (European Volunteer Service)
- TOPAS – Training for Protected Area Staff (Leonardo II)
- AQUA – Anti-Racism Qualification (Budget Head B3-4114)
- XENOS - Integration of Education for Democracy and Tolerance in Vocational Training (ESF-European Social Fund)
- Harz-Direkt – Bildungsoffensive Harzer Tourismus (Qualification of staff working in Tourism in the Harz) (ESF).

Total number of personnel: 10 + freelancers

Sonnenberg-Kreis will provide and organise the final evaluation meeting, contributes to newsletters and publications.

HREA

Human Rights Education Associates

NL

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 program office in Cambridge, USA.

Objectives: 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.

Main activities:

- assistance in curriculum and materials development
- training of professional groups
- distance learning program
- web-based education and learning
- networking of advocates and educators
- research and evaluation
- clearinghouse and resource centre.

5 staff members

HREA will organise and provide one conference and a meeting of working group 1 in Amsterdam, participates in and contributes to working group 1 and 2 and follow-up activities, contributes to newsletters, publications and website.

Centre for Global Education

UK

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. It encourages a range of teaching and learning styles.

Objectives:

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

Main activities:

- In-service training
- Resource development
- Consultancies,
- Support of North/South Linking.

Expertise:

- 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.

Staff: 2 paid members plus volunteers.

The Centre for Global Education will provide and organise one meeting of working group 1, participates in and contributes to working group 1 and follow-up activities, contributes to newsletters and publications.

Youth for Rural Areas Association HU

The name of our organization – Youth for Rural Areas Association – tells that the target group is rural inhabitants.

The association for public use is located in a small city, by the River Danube near Budapest, in Göd.

The most of the members of the association work on volunteer basis.

The aim is to make young people and their community know model-kind and successful youth initiatives that become exemplary to be followed for youth organisations, communities or private persons operating at local level but searching for European connections.

In this way we try to enable the execution of rural initiatives.

In 2001 Youth for Rural Areas has started a pilot project: The All Across Europe is a multimedia magazine that introduces initiatives relative to youth or young people of Europe in educational form.

The activities of the association include out of school training of young people, organizing youth courses, short study visits and exchange programs for young people from Europe. We take part in the European Voluntary Service.

The main activity is advising and teaching.

The association organises project management courses for rural youth in different Hungarian regions and plans training sessions or courses the aim of which would be to provide useful information, ideas and which would motivate the participants to organise and carry out new rural initiatives or projects.

In this way the association tries to build out the personal basis of the open society of the rural areas. The main partner organisation is Agora Rural Development Foundation located in Hungary. Main supporters are the Hungarian Agency of Youth Programme, the regional council and different ministries.

Number of staff: 5.

Youth for Rural Areas will provide and organise one seminar and one meeting of working group 2, participates in and contributes to working group 2 and follow-up activities, contributes to newsletters, publications and website.

Perceptions, Perspectives and Challenges of Human Rights Education and Education for Democratic Citizenship

Seminar in Antwerp, Belgium

3 – 7 December 2003

Hosting organisation:
VORMEN, Belgium

Letter of Invitation

Dear friends and colleagues of DARE,

We would like to invite you to attend our next seminar

“Perceptions, Perspectives and challenges of Human Rights Education and Education for Democratic Citizenship”

in Antwerp, which will take place from the 4th – 6th of December 2003.

We announced the event already at our meeting in Antwerp last June and another time in our first Newsletter, we recently published. After the approval of our Grundtvig 4-project by the European Commission we now are able to afford the implementation of our rather ambitious work plan we adopted in the first General Assembly.

This time there shall be time and space to get to know each other, to get mutual insight of aims and objectives of our work, to identify needs and priorities and to come to an agreement on DARE's future policy. We have to be aware of our different backgrounds, but also have to define common ground and to make the network alive.

We send to you a draft programme and a registration format. We expect all participating organisations of the Grundtvig4-project to attend the seminar, but of course are hoping as well, that ALL members use the chance to continue our dialogue and to participate in the building of the network.

Travel expenses will be refunded up to a maximum of 400 Euro, board and lodging are free. Please, send back the registration format till the 23rd of November!

Best wishes and warm regards,



Hannelore Chiout
(chair)

Perceptions, Perspectives and Challenges of Human Rights Education and Education for Democratic Citizenship

International seminar · Antwerp, 4 - 6 December 2003

Programme

3. December 2003

Arrival

4. December 2003

10.30

moderation: Maja Uzelac

Opening: Hannelore Chiout (AdB) and VORMEN

10.45

Who are we? Examples of DARE members

Conditions, aims, objectives and target groups of HRE and EDC: Strengths and weaknesses, challenges, good and bad experiences

UK: Graham Morris, The Citizenship Foundation

11.15 coffee break

11.30

Romania: Corina Leca, CRED

Norway: John Christian Christiansen Norwegian Board of Education, and Enver Djuliman, Norwegian Helsinki Committee (film)

Lithuania: Akvile Andriuliene, Centre for Human Rights

13.00 Lunch

15.00 moderation: Hannelore Chiout

3 working groups: links and differences between HRE and EDC

17.15 coffee break

17.30 – 18.30

plenary: summary of working groups

19.00 Dinner

5. December 2003

9.30 moderation – John Christiansen

Who are we? – Examples of DARE members

Netherlands: Frank Elbers, Human Rights Education Associates

Croatia: Maja Uzelac, Mali Korak

Germany: Hannelore Chiout, AdB / Katrin Wolf, OWEN

11.00 coffee break

11.15 3 working groups

Conditions, aims, objectives and target groups of HRE and EDC: Strengths and weaknesses, challenges, good and bad experiences

12.30 plenary

What did we learn from each other?

What was new/exiting/unexpected?

13.00 Lunch

15.00 moderation: Frank Elbers

What is the lesson we learned in the process of building HRE and EDC-programmes?

Exchange of views on educational activities and strategies

3 working groups

17.15 coffee break

17.30 – 18.30

What are our needs and priorities?

Plenary / summary of the day

6. December 2003

9.30 moderation – Frank Elbers

What do we hope DARE will produce as an »outcome«?

Within and beyond the Grundtvig4 project?

11.15 coffee break

3 working groups

13.00 – 15.00 Lunch

15.00 – 17.00 moderation – Hannelore Chiout
Plenary

Promoting HRE and EDC: Building our common platform for the next year

21.00 – 22.30

Closure of the seminar

7. December 2003

Departure (for seminar participants)

Session I and II of Working Groups 1 and 2

Working Group 1:

Strategies for promoting HRE and EDC

AdB, (DE),
Partners Bulgaria Foundation (BG),
CRED (RO),
fpds (PL),
Lithuanian Centre for Human Rights (LT),
HREA (NL),
Centre for Global Education (UK)

Planned activities:

exchange of methods, concepts and materials,
developing innovative approaches,
research,
internal evaluation,
peer review.

Expected outcomes:

training materials, also ICT education,
comparison of approaches,
common policy plan.

Working Group 2:

Strategies for promoting HRE and EDC

AdB (DE),
Partners Bulgaria Foundation (BG),
VORMEN (BE),
Norwegian Board of Education (NO),
HREA (NL),
Youth for Rural Areas (HU)

Planned activities:

lobbying,
coordinating national NGO policies
on HRE and EDC,
observation of national and European
educational policies and HR policies.

Expected outcomes:

public relation activity plan,
cooperation with sponsors and authorities,
research,
project management advice.

3. December 2003

What does it mean to be a participating organisation in the DARE / Grundtvig4 project?

Partner agreements, work plan, time schedule,
individual obligations, financial conditions and
questions

10.30 – 13.00

Working Group 1 and 2:

Plenary of all participating organisations

15.00

first meeting of Working Group 1 and 2
(separate)

7. December 2003

9.30 – 15.00

second meeting of Working Group 1 and 2

15.00 – 16.00

Exchange of outcomes

Perceptions, Perspectives and Challenges of Human Rights Education and Education for Democratic Citizenship

International seminar · Antwerp, 4 - 6 December 2003

Thursday 4th December 2003

Morning session · Suzanne Long

Opening

Hannelore Chiout welcomed all participants and referred to the short, but successful history of DARE. She explained the relationship between the DARE network with 36 member groups and the DARE/Grundtvig4 project in which 13 participating groups carry out the work. All members of the DARE network have the opportunity to participate in all activities of the project and can use their expertise to influence aims and objectives: The two seminars per year which all DARE members may attend; the electronic newsletter that is published every two months and to which every member is invited to contribute; the website that recently has been established in order to present news and activities of the network and its members. .

Who are we?

Examples of the work of DARE members

Graham Morris

Citizenship Foundation – UK

Citizenship Foundation had its origins in the mid 1980s. Young lawyers observed there was little school education about law, rights, obligations etc. The Law Society funded Don Rowe to produce materials for secondary schools, which were sold commercially. Then CF was constituted as a charity and Jan Newton, its Chief Executive, produced imaginative materials for primary schools. The group was active in lobbying government on the need for Citizenship Education, in which it is now seen as a leading body.

Current work:

- Mock law court trials, with students acting as prosecution, defence, accused etc, helped by real lawyer and real judge.
- Young Citizen's Passport, regularly revised.
- Human Rights education and teacher in-service training, needed because Citizenship became statutory part of curriculum in 2002.
- Youth Action in communities.

- Youth parliaments.
- Work with young offenders.
- Association of Citizenship Teaching is for professionals involved, produces Teaching Citizenship.

There were several questions further exploring Citizenship in the UK.

Corina Leca

CRED - Romania

There is some teaching of Citizenship in the formal education system.

CRED works with young offenders (14 – 25), but is keen to train the educators in the penal institutions to take on the work in Citizenship Education. The challenge for educators is to understand the young people's reality and try to make the activities relevant to their lives after prison.

A research project on how to assess students' competencies in Citizenship, using US and Council of Europe materials.

It was noted in discussion that literacy levels amongst young offenders were low, and that a high proportion of young offenders in Romania were Roma, who needed help to see something outside their own ethnicity.

Akvile Andruliene:

Centre for Human Rights – Lithuania

Akvile Andruliene outlined the formal education system from pre-school to higher education, the focus of which is the achievement of formal qualifications.

The CHR works in the informal sector, with continuing education for judges, police, NGOs etc by means of teaching materials. These were now funded by the government as well as Embassies, the Council of Europe and European Commission. All sorts of people and all levels of knowledge attended short courses, which moved from a general level to how to protect rights in practice.

Girvydas Duoblys

Centre for Civic Initiatives – Lithuania

Girvydas Duoblys runs student parliaments in which half the country's secondary schools take part. The Minister of Education had wanted to make Citizenship Education compulsory but there was resistance

as teachers were not qualified to give it. The teacher training institutions tended to be conservative so teachers joined schools knowing little about it and with no practical experience. The CCI runs short courses.

There was then an exchange of views about the possibility/desirability of certification in human rights and citizenship education. The Council of Europe would like to develop this and it would unify what was happening but it was a politically charged issue. It was suggested that DARE should give some thought to the topic.

Afternoon session

3 working groups: links and differences between HRE and EDC

Working Group 1 · Chrissie Dell

Present: Valentina Cinti, Andrea Stork, Chrissie Dell, Balázs Gerencsér, Daniela Kolarova, Graham Morris, Maja Uzelac, Kozara Kati

HRE

- Responsibilities
- Adults and children
- Values
- Mechanisms to protect rights

EDC

- Values and attitudes to be citizens
- To be active
- active citizenship is it democratic?
- Often discussion about content linked to laws – civil society
- political skills required
- Development of a sense of community required – move from „me me“ thinking
- Globalization requires global thinking
- HR concerns all humans
- Some people do not have citizenship – who makes that decision?
- Concerns raised concerning the media and politicians
- People need to see the relevance of EDC and see that it really works
- You can't think of EDC without HR
- Bring HR to public policy & this should be through EDC
- Focus of the network to include broadening views through sharing ideas & experiences together.

Working Group 2 · John & Hannelore

Present: John Christiansen, Norway / Suzanne Long, UK / Girvydas Duoblys, Lithuania / Corina Leco, Romania / Anthony Di Giovanni, Malta / Carolina Oponowicz, Poland / Hannelore Chiout, Germany

Working group started with an introduction of each member focussing on main issues of work. This group represents by majority HRE, less EDC, and also by majority educational programmes with young people, mainly pupils and teachers training.

Starting with the question what is specific for HRE, what specific for EDC and what could be in between everybody tried to clarify with the specific experience and focus of his/ her projects and national backgrounds links and differences.

It was suggested that one represented the relationship between EDC and HRE in a chart with two circles one for EDC and one for HRE. How much and in what way they overlap determines their relationship. It was agreed that for general purposes HRE could be put a a circle within EDC.

Each country stated what they do/how they regard EDC compared with HRE

HRE:

- Human rights are well defined and concrete. Rule of law is a decisive prerequisite of HR, knowledge of law, politics, international relations a substantial part of HRE
- Human rights are not a matter of negotiations, for instance human dignity

EDC:

- There is an international consensus on Human Rights, not on democracy
- EDC is the broader idea, Human rights have to be part of EDC
- EDC demands more than knowledge. EDC is also based on skills encouraging to take part in the life of the/a community participation. EDC promotes critical thinking, raises awareness, is an ongoing process and part of socialisation process of citizens.
- Citizenship education is a more difficult concept
- Civic-education with HR – different from country to country

On the theoretical level everything is OK, but practice is different. Politicians speak warmly about EDC but do not abide by rules – Lithuania stressed this New democracies easier with HRE than EDC

Critical remarks:

- Human Rights are not respected
- EDC is more than citizenship education, which is

part of every national but not necessarily democratic education

- In both fields a remarkable discrepancy between theory and reality
- Drug users and aids patient do not benefit from human rights
- A tradition of citizenship
- EDC is a Style of life
- In Germany democracy and human rights were being taught to former Nazis after the second world war. Germany was divided into 3 sectors and this re-educating of the former representatives of totalitarianism was especially strong in the American and British sectors.
- Citizenship with HRE is a “sine qua non” – it is not possible to imagine the one without the other.
- There are different models of democracy but not many models of HR
- HRE as nucleus or core of EDC
- International consensus on HR but not in terms of democracy and citizenship

Needed change:

- To approach a closer connection between HRE and EDC: major task of educators is to make people aware of good and bad aspects
- A culture of discussion and critical thinking has to be introduced and developed
- To develop a more including, interactive style of education, mainly in EDC. It cannot be only theoretical.
- A non democratic style of learning in schools is counterproductive to the subject of EDC
- Any educational approach in HRE and EDC has to be connected with individual needs: these are instruments that have to serve the individual citizen. He/she has to know the skills that allow us to defend ourselves, to defend our interests, how to claim our rights and to respect the rights of others
- Voluntary services should be promoted as a possible practical part of sharing development of democracy and make it alive
- Stronger education of values, raising awareness of values, fostering capacity of reflection – these are basic skills in HRE and EDC (although list and level of values is neither well defined nor complete)

EDC and HRE have to be basic parts of any concept of Lifelong Learning

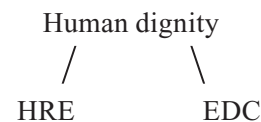
- You can't have EDC with an eastern and a western version
- EDC is a broader idea – HRE is concrete
- not awareness building
- What is HR?

- Protection mechanisms
- Int. and national Organisations dealing with human rights
- Knowledge of Law
- HRE awareness raising

Tolerance

EDC is broader but skills – more awareness raising encouraging young people to take part in communities is a challenge for new democracies

- Democratic values that are internalised work, but therefore in many new democracies this doesn't work, because they are not internalised in the same way as many EU-countries.
- Encourage people to take responsibility for life in communities or country
- Participation is important
- How do we account the fact that in the old democracies there is less and less democracy?



- Individualism
Theory and practice
- Limits to democracy
- Instruments/skills that help to get your rights
- EDC and HRE too theoretical
- Pay attention to school life as a whole as an arena for EDC, not only theoretical lessons.
- Many young people need experiences from their environment.
- Value of voluntary service in democratic society. This can be the practical part.
- Too much voluntary work means a lot of activity but maybe not so much reflection. Some NGO's experience this
- EDC broader
- Question good examples
Concentrate on good examples
- Democracy is not only about negative aspects and problems – then people won't disregard it so easily
- One should celebrate the good examples not only judge and criticize what doesn't work.

Working Group 3 · Agnieszka Paczynska**1. Similarities and differences between HRE and EDC**

Laco: pointed that in Slovakia HRE has been present for 10 years but focused mainly on teachers in primary and secondary schools. There is a need to educate »normal« people;

Frank: said HRE Centre has a rich experience in trainings. There are more similarities than differences – but HRE has a clear moral framework – EDC is more about democratic decision making, participation, action and activities;

Roger: EDC is about rights and responsibilities, HRE is defining an individual human being – but one has to be careful and sensitive to cultural differences;

Laco: HRE passive issue – one has to know how to achieve the level he wants to gain, know the right ways; EDC is more about commitment, engagement and devotion;

We concluded that it is impossible to have democracy without respecting human rights but it is possible to have human rights being respected but not to have democracy at the same time. In this sense HR is a kind of base for democracy and EDC is to teach the ways and instruments in order to achieve the goals. Beside HRE is more international (Treaties, Declarations and other formal documents) but EDC is more dependent on the local (national) conditions. One task of DARE could be to take the initiative for a campaign to attract the so called “normal” people with the issue of HRE and EDC. Therefore we could find partners on the community level as well as on the national level.

2. Dare – what do we want from it?

Laco: Democracy is an ideal goal – “democratic” means on its way to democracy, in this sense Slovakia is a democratic country, but not enough participation, comparing with US where participation is much bigger and much more active, this might be the problem of specific type of mentality – formed by education;

Akvile: One thing is to know your rights, other to use them;

Frank: Amnesty International actions are not so much about education, not only violations are important, HRE – free access to information, not trusting to the system – primary level; secondary level – understand how and why the system (state, society) works and why sometimes it doesn't ;

Roger: Understanding of democracy is analysing the steps of government, accepting them or not, but one has to understand arguments so he could be able .to make his own contribution.

Citizenship is ability to articulate one's own point of view, it is a way of life; an active and public grass root voice is a base for a “real” democracy – people there need a special access to the issue – most are isolated and resigned, especially in Eastern countries Laco: This is important because the violations are much more sophisticated – sometimes governments are violating HR saying at the same time that they are doing in favour of the people – one has to be aware of that;

another aspect

DARE has to be realistic – know the situation at the delivery point when producing a specific product,

Our activities has to be addressed not only for the young people – also adults and seniors – (Agnes, Roger, Laco), starting with women might be a good exercise to start working with people in the community (Katrin); kids learn also from their families (Laco) another reason for spreading EDC,

Roger: Democracy is a journey, only when you die you've arrived! During the journey you have to have a reference point that keeps you on the right way...

We have to work with small communities in order to reach the target groups (“normal” people, marginalized groups) and be precise in identifying their needs

3. What is to be our contribution?

- to start doing something together, exchange ideas, experience etc.
- DARE is a vehicle and we are responsible for the content of it,
- at the beginning we have to identify ourselves, our needs and aims...

Plenary

Chrissie Dell

- HR – values of a sound education
- Also needs to be teased out and examined – how do we achieve democracy?
- Should HR be an obligatory subject?
- Do we target policy makers, politicians
- Right cross national boundaries
- EDC provides transferable skills
- Ensure people are informed
- Knowledge skills & attitudes in the competencies
- Can/do students transfer what they have learnt in class into their lives

An example: a “test” from Maja

Friday 5th December 2003

Morning session:

Who are we? Examples of DARE members

Anthony DeGiovanni

John Christiansen

Norwegian Board of Education

He presented a profile of the organization and its work. He said the Board was responsible for

- examinations
- programs combating bullying and xenophobia which include an internet game for 15-18 year olds and interfaith and culture education.
- the production of learning materials especially for students with disabilities
- support various projects of innovative pedagogical initiatives in demonstration schools
- Benjamin Prize and other prizes
- EDC project of the Council of Europe

Then he gave an overview of the Norwegian System of Education. He highlighted that there is no civic education or EDC with curriculum, but a subject called Social Studies which is a 3rd in terms of time and includes Geography, History of Social Studies, and which starts from the first grade.

Then the core-curriculum was described as a philosophical statement about creating an active and critical citizenship with active participation.

Frank Elbers

Human Rights Education Associates – Netherlands

Frank Elbers said that HREA was established in 1996 and has worked in various fields, including:

- curriculum and learning materials development
- training of professional groups
- distance learning programs
- web-based education and learning
- networking HR advocacy and HRE
- research and evaluation
- Clearinghouse and Resource Centre
- He elaborated on the above and also gave round a handout.

Maja Uzelac

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

- the organization received a lot of help from HREA Netherlands.
- It is a grassroots organization, founded in 1992 in Croatia, in order to promote political and social change

- They work on peace building and conflict transformation.
- They organized teacher seminars in their free-time. This seminars are conducted in parallel workshops, and are hands-on. Towards the end of the seminar the participants are given the chance to practice the acquired trainer skills.
- They also ran a program in Bosnia involving 87 schools which led an import both on students and teachers.

Kozara Kati (Albania) complained that not all organizations were given the opportunity to speak about their activities.

Hannelore Chiout

AdB (Arbeitskreis deutscher Bildungsstätten) – Germany

AdB is an independent umbrella organization of educational centres with a focus on EDC and HRE which includes also membership of the educational centres of the main German political parties.

EDC and HRE – called civic and political education in Germany – have a long tradition and are the result of post-war policies by the American and British administration to re-educate for democracy or re-introduce democracy as a part of daily life.

In the AdB-network about 200 Centres for EDC and HRE all over Germany are organized that run weekly residential courses with the main aim – among many others - to bring people together, promoting intercultural education, gender issues and democracy.

AdB has specific yearly focus: Combating Xenophobia for 2002, Intercultural Education in 2003 and The Challenge of Civil Society for 2004.

AdB organizes further education and special trainings for the educational staff of the members and exchange of professional expertise and experiences

Important international projects of the last years on the federal level were that for EDC for young people in Mongolia and Russia and the initiative for a long term peace project with Israeli, Palestinian and German Women.

Katrin Wolf

East-West-European Women's Network OWEN e.V., a member organisation of the AdB from East-Germany

OWEN e.V. founded after the fall of the Berlin Wall dealt specifically with the impact on society, in particular women, who were more at risk of losing their job and their influence on political issues. This pro-

duced experiences where the perspective was not that of victim to be defended but rather women to work together in a process of self-improvement and development to take part in the young democracy. This was also the approach with women from other countries, namely Poland, Rumania and the Ukraine; did not offer money or competences, but to work together, offering a process of creating together a new structure on the local, regional, national and international level. Work is also being done with Russian speaking migrants in Berlin and other German areas.

Andrea Stork

International House Sonnenberg – Germany

One of the four associated organizations is working on international seminars.

Afternoon session:

Conditions, aims, objectives and target groups of HRE and EDC: strengths and weaknesses, challenges, good and bad practices

Karolina Oponowicz

- DARE priorities
- Training of trainers
- Project management
- Fundraising
- Evaluation (training & projects)
- Capacity building

Working Group 1 · Karolina Oponowicz

Needs & priorities of DARE

- exchange of info
- look for future partners
- present our activity (in various forms: market place, posters etc)
- reflect upon our role (in terms of quality of projects)

Topics to be discussed:

- To improve HRE & EDC
- to discuss, to develop guidelines for particular types of programs (such as sustainability, lobbying etc)
- developing of national policies on HRE, EDC
- the role of community in HRE, EDC
- strategies of cooperation between NGO's and authorities
- strategies in HRE
- evaluation methods (practical views)
- deep analysis of a HRE program, within a broader

context / dimension (its impact, in space and time) WHAT WE MISSED & tips for the future short introduction on us, our NGO's and activities

- elaborate info on our NGO's (in electronic form and perhaps on the DARE-website?)

Working Group 2 · Roger Kerchner

This group had full discussions on the experiences gained in the last two days and approached much of their discussions from the stand point (position) of the lessons learned and strategies that would help DARE in its goal of raising the profile of HRE & EDC inside the European Theatre (Europe).

They recognized that whilst most of the presentations from members given earlier in the day and yesterday illustrated a range of excellent examples on youth at school and beyond, but this group should not be the only consideration for DARE.

In considering other groups they concluded that there are many other 'target' populations and they in this context defined the term 'target' as an identified need. This can clearly cover gender, ethnic groups, problem groups and groups with social needs etc.

Each identified need will require the specific attention of DARE professional members. Supported by the strong and vibrant overarching network organization of DARE. What this means is the recognition that there is a distinct need and difference between the contribution to be made by DARE in the collective sense and the contribution to be made by its members in the individual sense. In this context DARE should pursue the following strategies.

The development of its website to include facilities for:

- members to be able to put their products and services on it
- a range of links which can be of help to members eg EC, EP, CofE. and links also to members websites
- Bill Board where members can advertise their programs of work and activities
- Plus others
- It is recognized that this will take time to develop.
- A list of HR & EDC issues should be produced and updated – to keep the subjects in the mind of the public and the policy makers
- Provide help and support for members in producing advertising materials again to lift our subject in the eyes of Europe. (We thought about a poster campaign)
- Support and provide advice on activities involved in training and educating members in the skills and knowledge needed to improve the delivery of HRE & EDC

- DARE should develop a lobbying expertise for presenting the HRE & EDC case to the European Institutions and to UN and to National Governments.

Working Group 3 · Frank Elbers

Working group on Needs and Priorities of DARE members

Working group members: Akvile, Balász, Enver, Andrea, Graham, Maja, Valentina, Frank (rapporteur)

Each member was given 3 minutes to identify needs and priorities, after which a group discussion ensued. The last 10 minutes were used to recapitulate the discussion to make sure the rapporteur had captured all the important suggestions that came up. Below the introductions and discussions are summarised in bulleted items.

- During seminars best practices should be discussed (instead of presentations)
- Sessions during seminars should be hands-on according to a trainer-trainee concept, where members are sometimes trainers and other times trainees
- The Declaration adopted during the first DARE seminar in June in Antwerp could be a guideline for our work
- Working group members distinguished between the “inside DARE” and the “outside DARE”
- Some of the members considered the Grundtvig project too ambitious
- One of the aims of DARE should be to develop and submit joint project proposals
- “We just need a little more time” (in response to the need to develop a more coherent network)
- Several working group members pointed out that trust is an important basis for developing the network and furthering its goals
- The “good practices” approach is very useful one for the various seminars, yet the format could be in a different format, e.g. a hands-on workshop(s) on conflict resolution.
- On each seminar the materials of each organisation should be exhibited (on-going “market place”)
- Developing the network is a long-term process
- “We have very different needs as DARE members”
- Needs cannot be expressed in one session, should be an ongoing process
- DARE should create a presentation of sample materials based on best practices (for “outside DARE”)
- DARE member Sonnenberg from the beginning was a big network based purely on the idea that organisations can benefit from being in contact with each other.
- Best practices is useful approach. Comparing similar programmes and contrasting them may be part of this approach.
- Various working group members would like to have had a more structured seminar; it should have needed more preparation and should have been built on the existing expertise within the network.
- On the “inside DARE”: members want to learn the best, most advanced skills demonstrated by other members (both pedagogy and materials); on the “outside DARE”: we should create something really new, possibly guidelines on how EDC and HRE are integrated.
- The idea of working towards certification of EDC/HRE trainers was mentioned by various members. DARE should develop a reputation in three or four years so that such a certificate issued by DARE would be valued in every European country.
- Working group members pointed out that DARE means “to give” in Italian and “to risk” in English.
- Antwerp Declaration should be our programme and working plan should follow from it, which should be reviewed every year.
- “I want to grow up with DARE through my contacts”
- The importance of transparency and process during all aspects of DARE’s work was emphasised.
- “I want to learn about what other members find worthwhile”
- Fundraising could be an important issue that DARE can help its members; by sharing our experiences in concrete ways.
- DARE members should ask what role it can play within the work of the Council of Europe.
- Division of tasks within Board should be clearer and perhaps be communicated better (e.g. financial tasks). It was suggested that DARE sets up a secretariat with for example an 0.5 FTE staff member that is main contact point for DARE.
- An e-mail listserv could facilitate communication between members.

Plenary session :
On Needs and Priorities of DARE members
 Frank Elbers (also rapporteur)

Reporting out by the working groups and questions/ reactions/ discussion

The three working groups reported out their main findings to the plenary. (The synthesised needs and priorities were compiled by the rapporteur on Thursday evening and used in the planning session on Friday afternoon.)

Working group 2:

DARE should develop its website (members could put their materials as a showcase; site should include a set of links; site should include a “billboard” on which members can advertise their materials)

DARE should produce a list of EDC/HRE issues that will help keep these issues on the public agenda

DARE should provide advertising avenue in the eyes of the general public

DARE should support and provide advice on education services and delivery

Working group 3:

DARE seminars should be an opportunity to present our activities but keep format lively (interactive, marketplace)

DARE seminar should provide an opportunity to reflect on our work

Presentation of best practices and reflection should lead to improvement of EDC/HRE

Suggested topics for next seminars:

development guidelines for particular programmes as sustainability

development of national policies of EDC/HRE

role of community in EDC/HRE

strategies for cooperation between NGOs and governments

strategies for HRE and its sustainability

evaluation methods (in practical manner), especially project evaluation

focus on one EDC/HRE program and analyse it in a broader context

Working group 1: [see notes Frank]

Debriefing of the day

(The moderator had suggested to have a 10-minute inpromptu “debriefing” – a “good practice” that participants agreed should be part of each seminar and after each working day.)

During the debriefing it became clear that quite a few seminar participants were not pleased with the way the seminar was going. A short round of introductions (to identify ourselves) at the beginning of the seminar would have been useful. Various participants expressed a need for elaborate information on our organisations (can be done at the DARE website, for example). In general the opinion was that the seminar could be more interactive. It was suggested that next seminars should be more focused, more content-specific (activities were too general this time), with facilitators that can guide the discussions.

Suggestions for practical improvements:

- time keeping should be done better
- composition of working groups should be done differently than 1-2-3 counting to ensure different composition
- reporting out by working groups should be done on flip charts/white board

Saturday 6th December 2003

Morning session:

What do we hope DARE will produce as an »outcome«?

Frank Elbers

Plenary session:

on preparation for next seminar in Budapest (ICT and EDC/HRE)

Moderator: Frank Elbers, also rapporteur

This was a change in the programme.

Participants brainstormed about topics and approaches for the upcoming seminar in Budapest. A list of topics is attached (see Annex).

The preparatory group for the ICT seminar consists of the following members: Balasz Gerencser (Youth for Rural Areas-Hungary – host organisation), Agnesz (Poland), Andrea Stork (Sonnenberg-Germany), Enver Djuliman (Norwegian Helsinki Committee-Norway), Frank Elbers (HREA-Netherlands) and Wim Taelman (VORMEN-Belgium).

A few minutes were also spent on clarifying the Grundtvig proposal and the difference between DARE members and “participating organisations” in the Grundtvig project. The morning session was also used to briefly discuss the report/paper that needs to result from the seminar. A small “writing group” has

been commissioned to develop an outline and report back to the Working Groups in March. Members of the writing group are: John Christiansen (Norwegian Board of Education, Graham Morris (Citizenship Foundation-UK) and Frank Elbers (HREA).

»Interview-session«

Facilitators: Chrissie Dell and Frank Elbers

During the coffee break a suggestion was made to have an interactive session. Since there had been no introductions of participants at the beginning of the seminar, an “ice-breaker” session was held during which two participants interview each other briefly and then introduce each other to the whole group. This session received very positive feedback!

Afternoon session:

Promoting HRE and EDC: building our common platform for the next year

Frank Elbers

Plenary session on DARE workplan for 2004

(Facilitators: Frank Elbers and Judith Neisse)

Based on the needs and priorities identified during the afternoon sessions on Friday, a work planning session was organised using a “logical framework” approach.

Debriefing of the day and seminar

Moderator: Frank Elbers

Many participants expressed appreciation for the organisation of the seminar. Participants particularly enjoyed the “ice-breaker” session, which resulted in yet another call for interactive sessions in the upcoming seminars. There was no consensus on the work planning session; some members thought a draft workplan should have been prepared in a small group and should then have been presented in a plenary session; others were in the opinion that the joint work planning session creates more ownership of the plan. Several participants commented on the fact that had been an efficient seminar. Meeting nice people and making new contacts was considered important by various participants. “Despite problems we are growing as a network”, as one participant put it.

Practical points/follow-up:

- the participant list needs to be updated and distributed (a list for corrections was circulating on 5 Dec.)
- an evaluation of the seminar needs to be sent out
- communication around Grundtvig project needs to be clearer
- a listserv needs to be set up as a means to enhance communication between DARE members, seminar organisers and Board

ANNEX:

Ideas for DARE seminar on ICTs and EDC/HRE, Budapest,

22 - 25 April 2004

- ICTs as a research tool
- Costs and benefits of distance learning/ICTs
- How to assess ICTs
- Competency with ICTs as a basic skill
- How to conceive/design a web page/site
- Guaranteeing human rights on the Internet (privacy, child pornography, data)
- Example of ICT application for EDC/HRE: “Say no to hatred” website
- Media education for new technologies
- Set up exhibition (marketplace) with PSAs, posters from campaigns, other exemplary materials of EDC/HRE via ICTs
- Collection of best practices
- E-governance
- E-democracy
- How to address media to bring human rights issues to their attention
- Limits of ICTs/new media
- Health and ICTs, ranging from computer-related physical injuries to health of PCs (viruses, etc.)
- Etiquette and ICTs
- Gender and ICTs
- How does distance learning work?
- Useful shareware
- Demonstrate DARE website
- Internal communication in DARE
- Using ICTs to promote DARE

Result of the project development session

NEEDS

reflect upon our work
fund raising
information about other organisation and their activities
guidelines for particular programmes
strategies for cooperation between different NGOs
support and advice on educational service and delivery
identify and promote partnerships and create new projects with DARE members
compare and contrast of similar programmes
capacity building of DARE

PRIORITIES

develop website
list of HRE and EDC issues for public attention
advertise the members activities
issue certificates for HRE and EDC trainers

guidelines and frameworks for the integration of HRE and EDC
lobbying for EDC-year 2005 and HR decade
create a democratic and transparent network
developing national policies for HRE and EDC
collection of good practices
providing fund for non Socrates countries

OVERALL OBJECTIVES

see declaration item 6 and 7

PROJECT PURPOSE

a more consolidated network
be more visible in European and national levels
improved internal and external communication
developing a strategy for 2005 (Year of EDC)
increased knowledge and equality of HRE and EDC – skills, attitudes and values

ACTIVITIES

working group meetings
ICT seminar

building web

research / compile / publications

working group 1 plan

exchange of know how
research/compile/ assessment
quality control group

members to contribute

board – working group 2 – paper:
together with the member organisations
discussion at the next seminar

writing group

fund raising

lobbying

contact with international organisations

EXPECTED RESULTS

a more effective network of active members (maintaining numbers)
partnership agreements
active working groups
agreements for a wider network

website

list of issues

guidelines

collection of good practice

newsletter

a strategy paper for 2005

reports of seminars ect.

more funds

results of lobbying

DARE presence and input at national and European level

Explaining the loss of trust – The case of Flanders

Prof. Mark Elchardus · Paper presented to the first DARE's seminar in June 2003 in Antwerp

Losing trust

For the period 1960-'64, Sociological Abstracts (URL: <http://www.csa1.co.uk/>, Cambridge Scientific Abstracts) records a total of 2 titles in which the term „trust“ appears, and 7 texts in which it figures as a keyword. For the period 1996-2000, those figures are no less than 250 and 937 respectively. Interest in the subject rose fastest in the early 'seventies, and again during the 'nineties. The attention was focused on both „social trust“, i.e. the trust in people that one does not necessarily know personally, and on trust in the institutions of society or, more specifically, in political institutions like government, parliament, political parties and administrations.

Judging by the content of the most authoritative articles, the exponential growth in interest has two causes. First of all, there is the belief that trust is declining, certainly trust in institutions and politics (Bachman and Jennings, 1975; Blendon and al., 1997; Kawachi, Kennedy et al., 1997; Klingemann and Fuchs, 1995; Kruger, 1993; Ney, Zelikow et al., 1997; Ney, 1997; Tiryakian, 1997). Secondly, that decline causes concern because the social sciences, much more than in the past, are sensitive to the role of socio-cultural factors like values, social cohesion and trust, for achieving important social goals. A fast growing body of literature documents the influence of those factors on the prospects for economic growth and prosperity (Barret, 1997; Evans, 1996; Fedderke, De Kadt et al., 1999; Fukuyama, 1995; Peyrefit, 1995; Rosenberg and Birdzell, 1986), for political and policy effectiveness (Borgos and Douglas, 1997; Lane, 1988; Neustadt, 1997; Orren, 1997; Putnam, 1993; Useem and Useem, 1979) and for the quality of social policy and welfare policy (Colverson, 1995; Comley, 1998; Hill, 1999; Kalofonos and Palinkas, 1999; Reese, Robin et al., 1999; Taylor-Gooby, 1999). Some authors (e.g. Ichiro Kawachi, Kennedy et al., 1997) even observe, admittedly at an aggregate level, with the American states as units of measurement, that there are even strong relationships between social trust and age-specific survival rates. Trust is not only good for economic growth, political effectiveness and welfare policy, but also for health, so it would seem¹.

While most authors refer to a crisis of trust, one occasionally sees doubts about the validity of that diagnosis (e.g. Dekker and de Hart, 1999). As far as Belgium is concerned, the data in the European values study leave no room for doubt (see Table 1). Between 1981 and 1990, as well as between 1990 and 1999, a statistically significant reduction in trust was observed.

Table 1: Change in social trust, 1981, 1990 and 1999, measured using factor scale and additive scale on the pooled data of the three observation points of the European values study for Belgium.

	Additive scale (0 -100) $\bar{x}=46.2783$ $\sigma=16.0375$	Standardised additive scale (-2.89 tot 3.35) $\bar{x}=0; \sigma=1$	Factor scale ($\bar{x}=0; s=1$)
1981	49.3 *** (1)	0.19 *** (1)	0.17 *** (1)
1990	46.1 *** (2)	-0.01 *** (2)	0.00 *** (2)
1999	44.8 ** (3)	-0.10 ** (3)	-0.09 ** (3)

(1): Significant difference between 1981 and 1990;
(2): Significance of the difference between 1981, 1990 and 1999;
(3): Significance of the difference between 1990 and 1999;
** : $p < 0.001$; * : $p < 0.01$; $p < 0.05$

It concerns a noticeable but not really spectacular decline. Trust in certain institutions was already very low at the beginning of the 'eighties. In countries where trust has been measured for some time, such as the United States, the crisis started during the 'sixties (Bachman and Jennings, 1975) and after that, continued virtually undiminished (Ney, 1997; Ney, Zelikow et al., 1997). Belgium is not exceptional in Europe (see Table 2). In 8 of the 9 countries, for which we have data available, trust falls between 1981 and 1990. The exception is Denmark. In four of those eight countries, the fall is statistically significant. Between 1990 and 1999, there is a fall in 4 countries (including one that is significant), and a rise in five countries (where one was also significant). At the European level, we can clearly see a decline in trust between 1980 and 1990 and indications of a stabilisation between 1990 and 1999. Considered over the last twenty years, trust has declined in seven of the nine countries and in three of those countries in a statistically significant manner². So the development in Belgium fits in with a general trend, but has one particularity. Of the nine countries, Belgium is the only country where trust fell

significantly both between 1981 and 1990 and between 1990 and 1999. Of the 9 countries, Belgium was the third most mistrustful country in 1981 (after France and Italy). In 1990, Italy was still more mistrustful. In 1999, Belgium is observed to be the most mistrustful country. The crisis of trust that is affecting most European and Western countries appears to be particularly acute in Belgium. Therefore it is worth examining the case of Belgium in more detail.

	1981	1990	1999	Total	Sign. (1981-90)	Sign. (1990-99)	Sign. (1981-99)
Italy	-0.23	-0.29	-0.16	-0.23		***	
Belgium	-0.02	-0.18	-0.27	-0.19	**	**	***
France	-0.06	-0.10	-0.17	-0.12			
Spain	0.05	-0.07	-0.16	-0.04	**		***
Germany	0.06	-0.02	-0.00	0.01			
Netherlands	0.06	-0.00	0.04	0.03			
Sweden	0.16	0.05	0.14	0.12	*		
Denmark	0.24	0.33	0.40	0.32	**		***
Ireland	0.58	0.43	0.37	0.47	*		**
Total	0.09	-0.04	-0.03	0.00	***		***

Table 2: Change in trust over time, 1981, 1990 and 1999, measured using a factor measurement for the pooled data from the European values study for 9 countries.

For the second half of the ‘nineties, I dispose of 6 surveys for one of the Belgian linguistic communities, Flanders, spread over 5 years, covering a total of more than 9400 respondents³. If we carry out a principal component analysis of trust in the institutions surveyed for the 9400 respondents in the 6 surveys, we see very clearly that a single dimension emerges (see Table 3)⁴. So it does seem appropriate to talk about trust in institutions in general, not just in government or politics. I shall use the term ‘societal trust’ when doing so.

Table 3: Relationship between the various institutions

Trust in:	Factor weighting	α when item is eliminated
Schools	0.43	0.82
Judicial system	0.63	0.80
Trade unions	0.49	0.82
Police	0.54	0.81
Church	0.49	0.82
Press	0.47	0.82
Employers	0.44	0.82
Authorities/ administration	0.69	0.80
Political parties	0.77	0.79
The government	0.80	0.79
Parliament	0.81	0.79
	$\lambda_1 = 4.1$	0.82
	$r_1 = 37.6\%$	
$\lambda_2 = 1.1; R_2 = 10.4\%$		

Societal trust, social trust, and the performance of institutions

Both speculative and empirical approaches of the phenomenon of trust suggest a large number of possible explanations. Two of them should, I think, be ruled out a priori: the influence of the performance of institutions and of social trust.

Many authors think that mistrust of institutions is simply due to their weak performance (Mishler and Rose, 1997; Weatherford, 1989; Levi, 1996; Jagodzinski, 1998). Based on an analysis of trust in doctors and medicine (Mechanic, 1996; Mechanic and Rosenthal, 1999) and of the impact of a specific crisis (Elchardus and Smits, 1998), the link between performance and trust seems very complex and indirect. We do, moreover, not dispose of objective data concerning the performance of institutions. That lack is sometimes compensated by using the subjective evaluation of institutions by their clients, residents or the public at large (see for example Peters, Covello et al., 1997; Sztompka, 1998b; Mishler and Rose, 1997). Such subjective evaluations are however quite likely influenced by the trust placed in them. Their use can therefore easily lead to circular reasoning and tautological explanations.

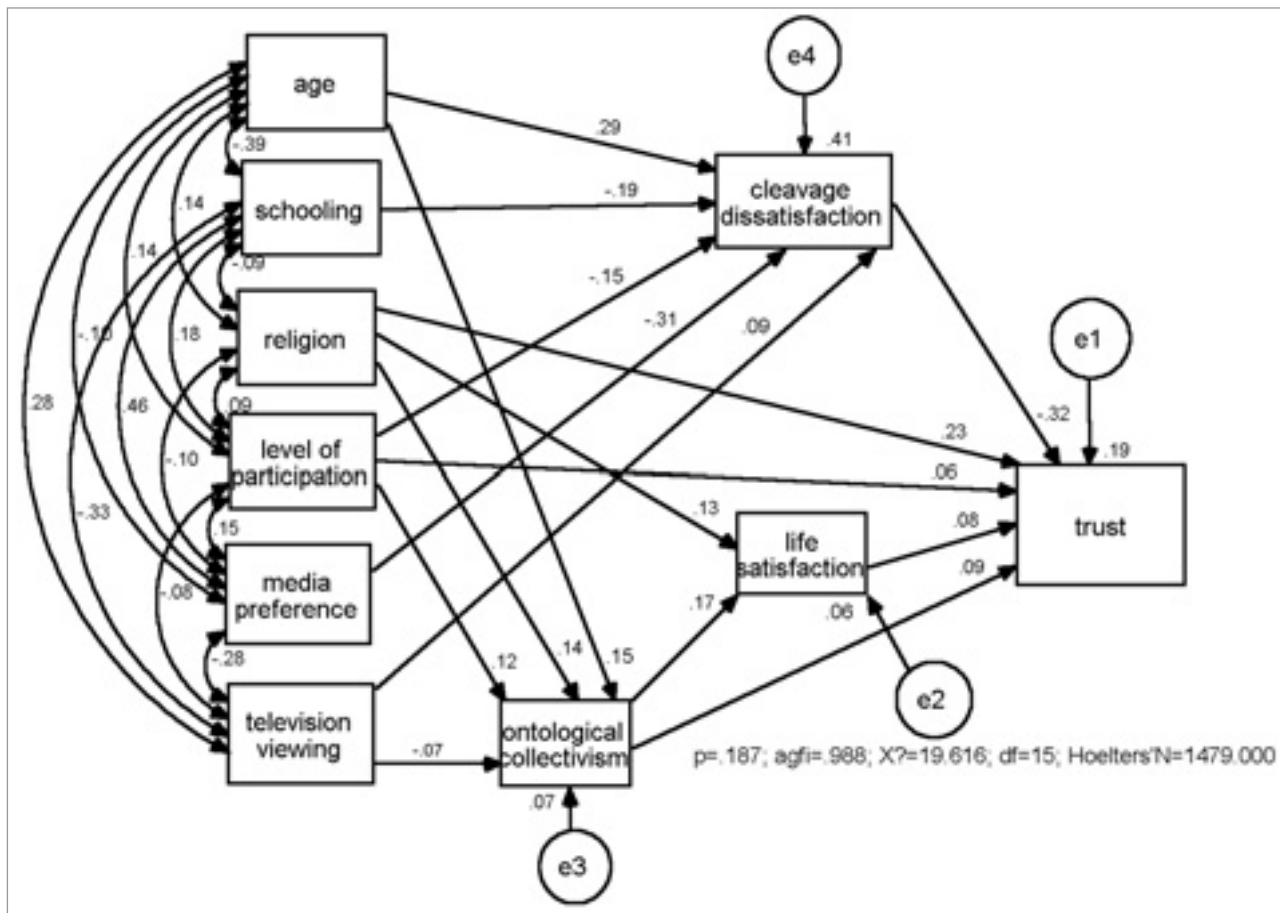
Sometimes, it is argued that there is a relationship between social and societal trust (Blendon and al., 1997; see also Galland, 1999 which came to the conclusion that it is not equally strong everywhere). Lipset and Schneider (1987: 108-109) investigated the connection between social and societal trust in the United States. They do indeed find an empirical relationship, but this is so modest that they conclude

that social and societal trust should be considered as different phenomena. Research in Flanders reached the same conclusion (Elchardus and Smits, 2002). Lipset & Schneider point out that a general lack of trust in fellow human beings can be both a cause and a consequence of a lack of trust in institutions. Therefore, it is not advisable to explain one by the other. Furthermore, explaining societal by social trust, offers no real clarification. It only says that there are mistrustful people, and that they have less trust in institutions. We are more interested in systematic societal causes of societal mistrust.

Explaining the loss of trust

A great number of hypotheses, culled from the extensive literature on trust, have tested using structural modelling. I will not here describe the tedious process of model building, neither discuss the different hypotheses⁵. The final model and the total effects are presented in figure 1 and table 4, and will be interpreted below.

Figure 1: Structural model, explaining trust in institutions. Flanders, people aged 18 – 75, 1998 (n= 1341)



Effect from:	On: Ontological collectivism	On: Life satisfaction	On: Cleavage and dissatisfaction	On: Trust
Television viewing	-0.072	-0.012	0.088	-0.036
Age	0.155	0.027	0.287	-0.076
Media preference	0.000	0.000	-0.305	0.097
Level of participation	0.125	0.021	-0.147	0.120
Schooling	0.000	0.000	-0.186	0.060
Religion	0.136	0.158	0.000	0.257
Ontological collectivism	0.000	0.171	0.000	0.104
Life satisfaction	0.000	0.000	0.000	0.080
Cleavage and dissatisfaction	0.000	0.000	0.000	-0.319
R ₂	7.3%	5.5%	40.6%	18.9%

Table 4: Total effects corresponding to figure 1

The main cause of societal distrust in Flanders are a dim view of the future and feelings of insecurity, that combine into a feeling of ill being or dissatisfaction. They are translated into non- or anti-democratic attitudes (ethnocentrism, authoritarianism, political cynicism, and the conviction that self-interest is the sole motivation of action) that clashes with the values advanced by the var-

ious elites. Put differently, trust is withdrawn from a society that fails to offer positive future perspectives and security, and is perceived as holding views about the nature of man and the good society contrary to one's own. Distrust is a reaction to ill being and a consequence of fundamental value conflict.

A second important cause of distrust is religious or philosophical indifference. Apparently belief and strong philosophical or ideological convictions, offer a training ground for trust.

The third most important effect is due to participation in voluntary associations. People who participate actively in associational life – which is the case for about 50% of the Flemish adult population – put more trust in the institutions of their society. Participation in voluntary associations does indeed, as the Tocquevillian tradition suggests, strengthen democratic culture, of which trust is undoubtedly an element (Putnam, 1993; Fukuyama, 1995; Hooghe and Derks, 1997; Elchardus, Huyse et al., 2001). Many authors stress the importance of social commitment for the building of trust (Borgos and Douglas, 1997; Elshain, 1999; Comley, 1998; Kennedy, Kawachi et al., 1998). When social commitment is measured as interest in social and political issues, as the intensity of involvement in one's neighbourhood, its life and problems, or as the frequency of participation in cultural events (broadly defined as all spectator activities, except sporting events), it does not contribute to the explanation of societal trust. Social commitment thus measured is strongly related to participation in voluntary associations, and this participation, rather than the other expressions of social commitment, influence the level of trust. Social commitment was also measured by way of attitudes, i.e. the view that people have ontological bonds: that people need others to be happy in order to be happy themselves, and that one can only really find happiness by doing things selflessly for others (Elchardus and Derks, 1996). This attitude does in fact express the conviction that the happiness of the individual is fundamentally dependent on the happiness of others, hence the name "ontological collectivism". People holding that conviction put more trust in the institutions of their society. This attitude mediates the effects of both religion and participation in voluntary associations. This is probably due to the fact that a great deal of Flemish voluntary associations were founded by catholic organisations and propagate a set of values (Christian personalism) akin to ontological collectivism.

Extensive television viewing and, even more so, a preference for commercial, privately owned stations, decrease societal trust. The preference for commercial media does so because it increases dissatisfaction and the extent to which people hold ant-democratic

attitudes. The effect of the extent of television viewing is mediated in different ways. It increases ill being and the probability of holding non-democratic values. It lessens life satisfaction and ontological collectivism.

Life satisfaction or satisfaction with one's private life (home, the neighbourhood, income, work, standard of living, leisure activities, health, housemates, family members, friends and acquaintances) increases trust. This effect is consistent with the theories that consider trust as a rational response to the performance of institutions and the personal level of life satisfaction (Jagodzinski, 1998; Mishler and Rose, 1997; Weatherford, 1989; Levi, 1996; Peters, Covello et al., 1997; Sztompka, 1998a). It is however weaker than this literature suggests.

The literature on societal trust says little or nothing about the effects of age. Yet in developing the model and controlling for the effects of age, it turned out that this had quite important, albeit conflicting effects. Older people experience much higher levels of ill being, due to lessened expectations for the future, and even more so by heightened feelings of insecurity. Therefore they tend to place less trust in institutions. At the same time, older people are more likely to agree with the statements that indicate ontological collectivism and, for that reason, are more trustful. The two effects partly cancel each other out, but the balance is negative. The increased feelings of insecurity and the dim view of the future overshadow the senior citizens' more positive and trust-inducing attitudes towards others.

People with a low level of education are more likely to hold a dim view of the future and to feel insecure (Pred, 1997; Verkuyten, 1997; Wimmer, 2000; Oliver and Mendelberg, 2000; Elchardus, 1999; Pelleriaux, 2001). The dissatisfaction of people with a low level of education, leads to lower levels of trust.

I checked the effects of unemployment, both present and past, income and poverty (an income under the poverty line, equivalent to that of the poorest 6% of the population). None of these conditions affect trust. The crisis in legitimacy can certainly not be considered as a "displaced" economic crisis, and distrust can not be considered as an attitude of people in a weak socio-economic position. The effect of low education can consequently not be explained in socio-economic terms. It is, in the light of the findings presented here, more plausibly ascribed to feelings of insecurity and/or humiliation.

The path towards low trust societies, a grounded hypothesis

The findings presented are based on a comparison of the degree to which people, placed in various conditions and with different experiences, trust the institutions of their society. In that way one can identify the conditions and experiences responsible for low levels of societal trust. I shall now use the thus identified conditions to formulate a plausible hypothesis about the developments that led to the loss of trust.

Flemish society became distrustful because many people feel insecure and hold dim views of the future. This feeling of ill being is due mainly to the increase of television viewing, the emergence of commercial television and the ageing of the population. One can also observe that people with a low involvement in associational life are more distrustful. Yet, it is far from certain that this can account for the decline of trust over time. Unlike the diagnosis put forward for the United States by Putnam (1995), we observe in Flanders no signs of a decline in social participation between the beginning of the 80's and the end of the century (Elchardus, Huyse et al., 2001). Of course, it is possible that such a decline occurred in the 'sixties and 'seventies and already led to a decline in societal trust at that time. The feelings of ill-being are also more pronounced among people with low levels of education... This can not, as noted earlier, be ascribed to a weak socio-economic status. It seems much more plausible to explain it in terms of the rise of the knowledge society in which people with few skills and qualifications feels economically threatened and frequently experience humiliation because high levels of skill in the gathering and use of information are required in daily life.

The other important cause of the decline of trust is secularisation, the waning of religious commitment and belief and, more generally, of strong philosophical and ideological convictions. This development has also increased dissatisfaction with personal life and decreased ontological collectivism or the degree to which people believe that personal well being and happiness can not be achieved without furthering the well being and happiness of others.

Put briefly, the rise of television, and especially commercial television, secularisation and the decline of ideology, the rise of a more individualistic conceptions about the relationship between the individual and the others, the rise of the knowledge or information society and the concomitant vulnerability of people with low levels of education and/or few social and marketable skills, as well as the ageing of the population, have created a distrustful society. It is remarkable that most societies experiencing a loss

of trust, try to blame it on the ill functioning of specific institutions, rather than turn their attention towards the long term structural changes producing this condition.

1 They find similar relationships between participation in civil society and indicators of good health.

2 Usually, it is observed that institutional trust is greater in countries with a Protestant than a Catholic tradition (Klingemann and Fuchs, 1995; Rosenberg and Birdzell, 1986; Fukuyama, 1995; and Peyrefit, 1995). Over the twenty-year period, countries with the lowest trust are indeed countries with a dominant Catholic tradition: Italy, Belgium, France and Spain. Countries with the highest trust have predominantly a Protestant tradition. Denmark Sweden, the Netherlands. The exception to this rule is Ireland, which is characterised by the greatest institutional trust of the nine countries.

3 The electoral survey of 1995 XXX, on the TOR98 study into civil society participation XXX and the surveys by the Planning and Statistics Administration (APS) of the years 1996, 1997, 1998 and 1999, described in (Ministry of the Flemish Community 1996-1997-1998-1999).

4 After the first component with an eigenvalue of 4.1, there is a clear kink. The second eigenvalue only amounts to 1.1. If that single dimension is calculated as a total scale that reflects the trust in all institutions, Cronbach's alpha is equal to 0.89. Cronbach's alpha rises as a particular institution is eliminated, which confirms the homogeneity of the dimension under examination.

5 Those interested in that detail are referred to Elchardus & Smits, 2002.

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Wim Taelman

1. Message from the chairperson

Dear friends and colleagues of the DARE-network,

This is the first edition of our newsletter and I'm very happy to be able to start with good news. Our meeting in Antwerp has been encouraging and stimulating. We had a vision. We shared our expectations about the future promotion of Human Rights Education and Education for Democratic Citizenship within the new network hoping that our activities will contribute to a growing awareness of this important field of education. We approved an ambitious work plan knowing that we have to cooperate closely in order to realize all plans. And of course we hoped for the acknowledgement and support of the European Union. Our application for Grundtvig 4 had passed the first hurdle, but we had no security if DARE will be accepted in the final stage.

Now we know: DARE is one of five European networks that will be funded. Officially we started the first of October 2003 and will be supported according to our work plan till the 30th of September 2006. This gives us great chances and space to develop our partnership. We'll have the means to realize our plans with seminars and conferences. We shall publish a regular newsletter. We already established a website: www.dare-network.org. The permanent working groups will be able to concentrate on their tasks, to exchange and bring together experiences, to work on the improvement of educational material and concepts, to develop and publish good practice in our field of HRE and EDC, to plan new projects and last not least to create a broader platform for political and public awareness of HRE and EDC on national and European level.

Our first activity will be the seminar we already announced in Antwerp. We invite you to participate at the meeting „Perceptions, Perspectives and Challenges of HRE and EDC“ which again will take place in Antwerp from 4th - 6th of December 2003. During these three days there shall be sufficient time to deepen our acquaintance, to organize mutual presentation of our educational approaches and the framework we are working in, to identify main issues of cooperation and interest.

We combine the meeting with the first session of the two working groups

Working group 1:

Strategies for promoting HRE and EDC (exchange of methods, concepts, and material, developing innovative approaches)

Working group 2:

Strategies for promoting HRE and EDC (Lobbying, coordinating information on national policies on HRE and EDC, observation of national and European educational policies and HR policies)

which will meet the 3rd and the 7th of December, one day before and one day after the seminar. The board of DARE decided this arrangement because we thought it to be too late for this year to organize three different meetings. Working groups should identify their priorities on the first day and include the results of the seminar when they meet again the day after. Please, note the date and reserve it in your schedule!

I just returned from the first meeting of all new coordinators of Grundtvig 1 and Grundtvig 4 in Brussels. The Commission is ready to give us competent advice, but also expects a lot. One important expectation is that Education for Human Rights and Democracy becomes more visible, an expectation that matches with our own aims. In order to fulfil these aims and to make our vision alive we need your contribution, your commitment, your ideas and experiences. So, let's DARE, let us profit mutually from our knowledge and creativity, let us be a network of democratic culture, insisting on democratic change.

Best wishes and warm regards,

Hannelore Chiout (Chair)

2. Introduction of Katrin Wolf, management-assistant of the Grundtvig 4 project

Dear colleagues, members of the participating and cooperating organisations of the DARE-network!

As Hannelore Chiout wrote in this newsletter above, the DARE-network achieved a lot within a short time. 13 participating organisations, who signed the application and 18 member organisations – all together from 23 countries – met in Antwerp in June 2003, worked together on and adopted a common declaration.

Now we have the financial resources for our cooperation, which is based on our personal and organisational capacities. In Antwerp we got quite an im-

pressing idea of our potential and how we can use it. Now we should bring together our ideas, energy and activities in order to create a new productive network.

On behalf of the board I shall work as the assistant coordinator for DARE and I would like to introduce myself with some details of my personal and professional background:

In my „first life“ I worked as a theatre director until the late 80s. I have two children and spent most of my life in Berlin, in the Eastern part. After the fall of the „Wall“ in 1989 I worked for the first free elected government in the department for the equality of women and men of the state secretary. In 1991 together with other women I founded the „East-West-European WomensNetwork (OWEN e.V.)“: For more than 12 years I developed and managed the organisation. Together with many women especially from Eastern Europe we created and developed this network for the empowerment of and with so called „grass root women“: We run long term courses for example in the Ukraine, in Russia and Poland and motivated them to build up their own and appropriate infrastructure and national and international networks: democratisation in action.

Now I'm a free lancer and work as a trainer in the fields of intercultural education, antiracism, mediation and for the support of self help organisations for Russian speaking migrants in Germany. I'm also involved in the AdB project „Women Engendering Peace and Democracy“ with women from Israel, Palestine and Germany now for five years.

I'll try to do my best for DARE by supporting the:

- Coordination of the contacts between the project partners
- Coordination of the Working Groups meetings
- Coordination of our seminars in cooperation with the participating and hosting organisations
- Reports to the EU
- Coordination of the evaluation activities.

I'll be present at all board meetings and all seminars. Of course I need your active support in our cooperation. Our inspiring meeting in June gave me the courage and also the joy to start this responsible job. My English is not perfect – I shall improve it as well as other skills which are needed for this work.

Our next challenge is very near: our seminar and the first meeting of the working groups from the 3rd to the 7th of December 2003.

We'll meet in Antwerp! Good wishes for your daily work and the development of our DARE-network!

Katrin Wolf

3. Conclusions of a HRE curriculum development seminar

Wim Taelman

Actively being involved in DARE and at the same time having been involved in previous activities of the Human Rights Education programme of the Youth and Sports Directorate of the Council of Europe, I participated at the curriculum development seminar in Budapest (18-20 September 2003). The main issue of the agenda was the development of a concept of advanced training for trainers in human rights education.

Results and conclusions of the seminar:

- The seminar analysed the current offers for training in human rights education across Europe on the basis of a survey carried out by Dariusz Grzemny for the Directorate of Youth and Sport. The survey should be finalised and published within 2003.
- The existing offers in training for human rights education only marginally cover the needs identified through the training courses for trainers in human rights education.
- The training courses for trainers in human rights education are central to the dissemination of Compass and to the dissemination of the Human Rights Education Youth Programme from the European to the local level.
- The existing training offer for trainers in HRE should be continued and developed by an advanced training course for trainers in HRE, the rationale of which and curriculum have been outlined by the group.
- The advanced training course is proposed along the format of a long-term training course to be carried out in 2004 and 2005, with a strong distance learning component.
- The Directorate of Youth and Sport - together with the Directorate of Education - should envisage preparing to work towards a Recommendation by the Committee of Ministers on the promotion of human rights education at European and national level. This could be done for 2005, the twentieth anniversary of Recommendation R (85) and the year of evaluation of the work priorities of the Directorate of Youth and Sport.
- The Council of Europe should consider using free software for the Internet versions of Compass and other sites related to it, thereby increasing accessibility and contributing towards human rights through information technology.

The advanced training of trainers in human rights education, as it is developed during this seminar, is to be open for trainers who themselves have experience and background in training for human rights education. It will be based on the training needs of the individual participants (strongly learner-centered), will preferably consist of two seminars, the period between them aimed at individually applying and practicing what has been learned with the help of a mentor. Participants at this training will also need to carry out preparation tasks.

I am convinced that such an advanced training for trainers in human rights education could be a very good help for DARE members in raising the quality of their work. Let's hope that in fact such a course will be organised and that DARE members will be participating.

4. Towards a second UN decade for HRE?

Text from Kazunari Fujii SGI UL Liaison Office, Geneva, as sent in to the HRE listserv of HREA

„The UN Sub-Commission on the Protection and Promotion of Human Rights adopted a resolution entitled „UN Decade for Human Rights Education“ at its annual session held from 28 July until 15 August in Geneva. Not only it was the first time that the Sub-Commission adopted such a resolution since the Decade began, but also this resolution was unanimously adopted by all the Sub-Commission members who were present in the room. It is very rare to happen at meetings of a UN human rights body. (Adoption by consensus = adopted without vote because no one disagreed. Unanimous adoption = every member present at the session is in favour of the resolution hence adopted. Normally every member co-sign or co-sponsor the (draft) resolution.)

It started by the statement made by a member of the Sub-Commission, Mr. Yokota who proposed a second UN decade for HRE. I would say, probably there was none who anticipated that the Sub-Commission would deal with the UN Decade for HRE issue since there is no agenda item directly linked with HRE and accordingly the Sub-Commission has not done it ever.

The NGOs swiftly reacted communicating each other, although the time was very limited to prepare any action, in order to make a joint NGO statement. In 4 days, the statement was drafted and signed by 7 NGOs present at the Sub-Commission. The statement was made on the basis of the one we made at the Commission.

By constructive dialogue and collaboration between the NGOs in Geneva and the Sub-Commission members, the next step of the drafting the resolution was made. (...)

You can find the text of the resolution at: <http://www.unhchr.ch/html/menu2/2/55sub/advance-doc.htm#L11> and, E/CN.4/Sub.2/2003/L.11. Resolution 2003/05

Given this document, now we really need to do lobbying to the appropriate authorities at the national level by NGOs. Also, we should look ahead to the work of NGOs at the Commission next year.

There is no guarantee that the Commission accepts the draft decision recommended by the Sub-Commission resolution.

Now, it is really up to what could be done from now until the next session of the UN Commission on Human Rights, March - April 2004 that the current UN Decade for Human Rights Education be maintained in an effective form for its remaining areas of implementation.

I suggest that each actor at the national and regional levels;

- (i) promotes the importance of HRE again both in society - i.e. formation of opinion poll, and
- (ii) more importantly does lobbying to the national authority specifically influential to the government delegate to the UN Commission on Human Rights session.

The government delegate who deals with resolutions at the Commission on Human Rights always follow the instruction given by the capital of the country in advance and during the session.“

This issue will be treated by the DARE Working Group 2 (lobbying).

5. A European Year of Citizenship through Education (2005)

A decision on this (Council of Europe) European Year could be taken at the Athens (Greece) meeting of the European ministers of Education, 10-12 November 2003. The Committee of Ministers, in its meeting of 11 June 2003, supported the idea of such a year but decided that the final decision would only be taken once the availability of financial resources had been established. The financial viability needs to be assured by ‘significant voluntary contributions from member states and by their willingness to provide staff resources through secondment’.

The main general aims would be the following:

- i. to raise awareness about how education can contribute to the development of democratic participation of quality, which promotes social cohesion, mutual understanding, intercultural dialogue, solidarity and respect of human rights;
- ii. to provide member states with a framework for reflection on the role of education in developing and promoting citizenship at national level;
- iii. in particular, to help make EDC a priority objective of educational policy-making and reforms at all levels of the education system, as recommended by the Committee of Ministers (Recommendation Rec(2002)12 on Education for Democratic Citizenship, item 3 paragraph 1);
- iv. to encourage and support initiatives, including informal contributions and partnerships, which promote education for democratic citizenship within and among states parties to the Cultural Convention as well as within the global community.

The specific objectives envisaged are:

- i. to consolidate the work on the development of core competencies for democratic citizenship led by the Council of Europe since 1997, taking into account the European dimension;
- ii. to stimulate, when and where appropriate, educational reforms so that legislation and educational provisions (curricular contents and methods) include elements to promote participation in the democratic processes;
- iii. to support initiatives aimed at promoting education for democratic citizenship both in the formal and non-formal sectors;
- iv. to develop reflection and debate on new methods and directions in EDC/HRE policy and practice, and on democratic governance of educational institutions;
- v. to stimulate the contribution of all education sectors to the development of the democratic culture without which democratic institutions and laws cannot function;
- vi. to strengthen the global dimensions of education for democratic citizenship in Europe, and share the experience gained from the „Year“ with other regional actors globally;
- vii. to reinforce intersectorial co-operation within the Council of Europe and with other international institutions and non-governmental organisations on EDC and Human Rights Education.

The main target group of the Year would not be the general public, and as such the Year would not be a campaign, unless individual member states choose to do so as part of their national strategy for the Year.

The Year would aim first at reaching target groups such as educational policy deciders, multipliers, and professionals with a special interest in the subject.

It is expected that a Steering group will be set up to plan the Year in more details. Some ideas at this stage for the kind of activities that could be developed during the year, are the following:

- a) at the level of the Council of Europe
- providing legislative assistance in the field of EDC to member states that so wish through consultations with experts;
 - assisting member states and relevant NGOs with the organisation of teacher/multiplier training seminars;
 - developing instruments that facilitate the acquisition of knowledge, skills, attitudes and values, generally known as „core competences“, that reflect the fundamental values of the Council of Europe, notably human rights and fundamental freedoms, pluralism and the rule of law; in particular:
 - publication of codes of good practice with examples of successful initiatives in EDC;
 - making widely available teaching aids and instruments on EDC that were developed both at national and international levels;
 - development of a database on EDC-related legislation and policy documents for policy makers, advisory groups, NGOs and the scientific community;
 - preparation of educational dossiers on EDC-related themes for various target groups.
- b) at the level of the member states
- organisation of seminars to promote EDC and HRE; preparation of legislative reforms to support formal and non formal EDC/HRE in member states that so decide; organisation of teacher/multiplier training seminars; and, more generally, providing impetus to the implementation of the objectives set out in Recommendation Rec (2002)12 of the Committee of Ministers.
 - In view of all this, it is clear that such a Year could be helpful in fostering the objectives of the DARE network and of its members. Therefore it could be useful should each of us, as DARE member, contact its national minister of Education and ask the country's moral and financial support for the Year.

Once a positive decision is taken, it will be up to all of us to approach our national (or regional) authorities in order to be included in the shaping of the Year at that level. As a network we need to look how we can cooperate with the European authorities and with

other European networks. Of course this also will be discussed in the upcoming working group 2 meetings.

(with thanks to the Council of Europe for providing us with the information)

6. The next DARE seminar: Antwerp (Belgium), 4 - 7 December 03

Invited: the DARE members (the Grundtvig project's budget allows for 27 participants)

Practicalities of the seminar:

- Arrival day: Thursday 4 December 2003. Start of the seminar in the late afternoon.
- Departure day: Sunday 7 seminar 2003.

The activities of Working Group 1 (members as foreseen in the Grundtvig application):

- Arrival day: Wednesday 3 December. First meeting in the late afternoon.
- Further meetings: Thursday 4 December, Sunday 7 December.

* Departure day: Monday 8 December.

The activities of Working Group 2 (members as foreseen in the Grundtvig application):

- Arrival day: Tuesday 2 December. First meeting in the late afternoon.
- Further meetings: Wednesday 3 December, Thursday 4 December.
- Departure day: Sunday 7 December.

For the seminar and the working groups the participants will (again) be lodged in Hotel Tourist, near the Central Station of Antwerp.

The meetings will take place in Scoutel (premises belonging to the Belgian Flemish boy-scouts and -girls), Lange Kievitstraat (entrance near the boyscouts' shop), Antwerp. This is on a five minutes walking distance from the hotel. Also lunches will be taken there. Most dinners will be taken in restaurants in the city centre.

A formal invitation (one person per member organisation) and draft program will be sent out soon.

The participants of the seminar are expected to contribute information on HRE and EDC in their country, which will be used for a DARE publication. More details soon to come.

Travel costs, hotel costs and meals are, with certain restrictions, covered by the Grundtvig project for the DARE members. More details will be sent soon.

e-DARE: Newsletter on Human Rights Education and Education for Democracy

Published by the DARE network for its members and contacts

Year 1, issue 2 · 23 December 2003 · www.dare-network.org/newsletter

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1. Message from the chairperson

Dear friends and colleagues,

I hope all DARE members who attended the seminar in Antwerp returned home with new ideas and confidence in the growing importance and consolidation of our network. Thank you all for your active interest, for your energies and ideas you provided. Hopefully we'll meet again in April when we plan our seminar on ICT in HRE and EDC in Budapest.

All DARE members are invited to use this next training opportunity.

2003 has been an important and decisive year for the establishment and recognition of DARE. It has been a rapid and also somehow surprising development which is connected with a lot of challenges in this initial stage and – I suppose – with some confusion as well. The seminar on „Perceptions, Perspectives and Challenges of HRE and EDC“ in Antwerp made clear, that there is a strong need for redefining the history and structure of DARE. Please, let me try again to explain both.

DARE was initiated in August 2002. 12 countries attended the first meeting. They agreed on the necessity of finding funding possibilities in order to be able to implement common activities. The most appropriate programme was SOCRATES / Grundtvig 4, which supports adult education by networking. It was clear that we had to try to apply for funding within the framework of this programme, which we did. The deadline for the pre-proposal was the first of November 2002. We invited the founding members of DARE to participate. They are the so-called 'participating organisations' representing different nations, with a focus on the enlarged Europe and the twin fields of HRE and EDC.

After the approval of the pre-proposal in February 2003 we applied in March for the full proposal. Parallel to this activity the former steering committee tried to attract NGOs, organisations and institutions of HRE and EDC in many European countries, including the enlarged Europe, to join the new network.

These candidates supplied profiles of their organisations and submitted a declaration of interest, which provided the basis for their approval as members of DARE at the first General Assembly in June 2003 in Antwerp. Thus the total number of member

organisations is greater than the number of „participating organisations“. However, all members present at the General Assembly approved the work plan of the Grundtvig project (October 2003 - September 2006) as binding for future activities.

We know this is quite a complex structure. Following the approval of our application for Grundtvig4 by the European Commission, funding is dependent upon the implementation of the work plan, now legitimised by the DARE General Assembly. Despite this history of development of DARE, it is the 13 original „participating organisations“, who retain responsibility for the fulfilment of the work plan in the context of the Grundtvig project, which is the basis for all the network's activity, including the newsletter and the website.

However, ALL ACTIVITIES AND SERVICES PROVIDED BY THE NETWORK ARE AVAILABLE TO ALL DARE MEMBERS. This includes attendance of seminars and conferences and use of the newsletter and website. There is no question of first or second class membership; nor does this arrangement arising from the particular historical sequence of events prevent us in any way as a network and as individual members from developing additional activities, finding new partners within the network for common project or from introducing new ideas, concepts or practices. The network needs the competencies, experience and exchange of ALL members, not only to remain alive, but also to represent strongly the importance of HRE and EDC as a crucial element of education in Europe.

I wish you all a merry Christmas and a happy and peaceful New Year

Hannelore Chiout (Chair)

2. EDC and HRE in Romania

Corina Leca, CRED, the Romanian Center for Education and Human Development, December 2003

In Romania civics seems to be taken seriously. Both the Ministry of Education and a famous NGO called »Center Education 2000+« have new and hopefully substantive programmes in the area of civic education:

1. The tutor class (one period per week for the 1st to the 12th grade) received a new content: education for democratic citizenship. The Ministry developed a very complex teaching material according to the age of the students, and this is currently field tested in some counties. A similar set of ac-

tivities has been prepared for the former Pioneers Clubs, the so called Children's Clubs where group tasks aim to help students to perform in concrete community contexts.

2. The Service for evaluation and examination prepares a system of evaluation in civics for the eighth graders. We hope this will be a real turning point acknowledging the necessity of authentic assessment for an effective teaching of this subject.
3. Local school inspectorates and the Romanian Institute for Human Rights are in charge of the national competition for HRE, education for democracy and peace education materials. Teaching materials targeting students as well as research and methodological papers are to participate in the final exhibition in summer 2004.
4. »Center Education 2000+« has started a three-year training programme for history teachers who teach civics in the seventh and eighth grades. The current stage consists of training national trainers who will be in charge of training several thousands of teachers all over Romania.

3. Triodos Bank, ethical bank where DARE has its bank account

Triodos Bank is a social bank lending only to organisations and businesses with social and environmental objectives. Triodos Bank is well known for its innovative and transparent approach to banking. Savers at Triodos Bank know where their money is working. Triodos Bank NV was founded in 1980 in the Netherlands and is a fully-licensed independent bank, owned by public shareholders. Triodos Bank belongs to a widespread network of national and international financial institutions active in the social economy.

Triodos Bank has always been, and remains, about transparency and the realisation of social, environmental and cultural objectives in day to day banking. This integrated approach has been fundamental to the Bank since it was established in 1980. Triodos Bank has been a pioneer and still is a leading innovator in sustainable banking.

Triodos Bank only finances enterprises which add social, environmental and cultural value - in fields such as renewable energy, social housing, complementary health care, fair trade, organic food and farming and social business. We also finance fair trade and microcredit organisations in developing countries. We do this with the support of depositors and investors who wish to contribute to social justice

within the context of a more sustainable economy. Today, Triodos Bank has offices in the Netherlands, Belgium and the United Kingdom.

For Zeist (the Netherlands) look at www.triodos.nl
for Brussels (Belgium) look at www.triodos.be
for Bristol (UK) look at www.triodos.co.uk
In 2004 Triodos Bank intends to open an office in Madrid, Spain. For more information please look at www.triodos.es

More information on the 'European' Triodos Bank: www.triodos.com/

VORMEN, Belgian member of DARE, makes use of the banking services of Triodos Bank since 2001, and was happy to get financial support from Triodos Fund, a Fund related to the bank. The DARE network, which has been registered under Belgian law, has also its bank account with this bank.

The DARE IBAN account number:
BE29 5230 8017 9164

The BIC (SWIFT) number of Triodos Bank
Belgium: TRIOBE91

The address of Triodos Bank Belgium:
Hoogstraat 139/1, B-1000 Brussels

4. A European Year of Citizenship through Education (2005)

A decision on this (Council of Europe) European Year has been taken at the Athens (Greece) meeting of the European ministers of Education, 10-12 November 2003. Quoted from the official document:

„We, the European Ministers of Education of the 48 States Parties to the European Cultural Convention, meeting on the occasion of the 21st session of the Standing Conference in Athens, from 10 to 12 November 2003, adopt the following Declaration:

(...)

11. Request the Council of Europe, as an organisation with a wealth of experience in the fields of managing diversity, intercultural education and quality education, to tailor its education programme and working methods in order to implement the following strategies and give fresh impetus to these activities by developing a coherent, feasible and integrated action plan;

In this connection, it should:

(...)

i. develop quality assurance instruments inspired by education for democratic citizenship, taking ac-

count of the intercultural dimension, and develop quality indicators and tools for self-evaluation and self-focused development for educational establishments;

(...)

12. Call on the Council of Europe to organise a European Year of Citizenship through Education (2005), which will make it possible to capitalise on and implement the achievements of the Council of Europe in the field of education for democracy;

(...)“

The full text of the decision can be found at the Council's EDC webpages.

5. The past DARE seminar: Antwerp (Belgium, December 2003)

Frank Elbers

From 4-6 December 2003, 24 DARE members came together in Antwerpen, Belgium, to discuss perspectives and challenges for EDC/HRE. During the seminar it became clear once again that EDC and HRE have more in common than is often assumed and that DARE has a bright future ahead of it. Although various participants expressed a desire for a more interactive seminar, with more room for each member to share their experiences, the overall impression of the seminar was positive. As one participant put it: „Despite initial problems we are growing as a network“.

The sessions during the seminar consisted of a mix of 15-minute presentations from DARE members about their organisation's work, and small group discussions on differences and commonalities of EDC/HRE and needs and priorities for DARE. We learned a lot about EDC/HRE approaches and activities in Croatia, Germany, Lithuania, Netherlands, Norway, Romania and the United Kingdom.

One of the highlights of the seminar was certainly the „interview“ session that was organised on Saturday morning, a classic participatory exercise. Participants were paired with the assignment to interview each other for five minutes, after which they had to present their partner to the whole group, which not surprisingly was a lot of reason for laughter and interesting new perspectives on colleagues we thought we already knew quite well. (Thank you, Chrissie, for spontaneously organising this session!)

The seminar was concluded on Saturday afternoon with a plenary workplanning session. (Thanks to Judith Neisse for assisting us with this session.) Based on the needs and priorities identified earlier during

the seminar and the requirements of the Grundtvig grant, a workplan for 2004 was developed. The detailed workplan for 2004 will be shared with members early in the new year.

One of the specific recommendations made during the seminar was to strengthen communication among DARE members by setting up listserv. (In the meantime members should have received the first messages via the new DARE listserv). The seminar ended on Saturday night with (another) wonderful dinner in a cozy – „gezellig“ in Flemish – restaurant in downtown Antwerpen. During this last supper, several participants already looked ahead to the next seminar on ICTs in Budapest, as they introduced the basics of SMS text messaging to some of us who are technologically challenged ...

Thanks to Wim, Sabine, Hannelore and Katrin for making this seminar possible! (The full report of the seminar, texts of presentations and seminar evaluation results will be made available on the DARE website in the months to come.)

6. Your contribution to e-DARE

DARE members can submit articles for eventual publication in e-DARE. Draft publishing guidelines will be issued and communicated via the members listserv. As it is foreseen that the next issue of e-DARE be sent out at about 19 February, we invite you to send in your text a couple of weeks before this date.

7. The next DARE seminar: Budapest (Hungary), 21-25 April 04

Invited: the DARE members

Practicalities of the seminar:

- Arrival day: Wednesday 21 April 2004.
Start of the seminar in the late afternoon.
- Departure day: Sunday 25 April 2004.

Seminar theme: ICT (information- and communication technologies) in EDC and HRE

The meetings will take place in the European Youth Centre of Budapest (premises belonging to the Council of Europe, directorate Youth and Sports).

A formal invitation (one person per member organisation) and a draft program will be sent out later.

Travel costs, hotel costs and meals for the DARE members are, with certain restrictions, covered by the Grundtvig project. For members from countries who don't belong to the EU Socrates programme, the DARE board hopes to find a solution allowing them to participate at the same conditions. More details about this seminar will be sent as soon as they are available.

8. The DARE timeline

August 2002

DARE founded at Sonnenberg/Germany

Draft constitution

Election of steering committee/
decision to apply for Grundtvig 4

November 2002

Pre-proposal Grundtvig 4 »DARE – Democracy and Human Rights Education in Adult Learning«
with 13 participating organisations

Meeting of steering committee: strategy to attract HRE and EDC organisations/institutions,
list of potential candidates

January 2003

Meeting of steering committee: Review of future members and potential candidates, review of constitution, preparation of full Grundtvig proposal

February 2003

Presentation of Grundtvig proposal in Brussels
Registration of DARE network in Belgium

March 2003

Submitting of Full Proposal for Grundtvig

April 2003

Funding of DARE conference in Antwerp by the Belgian Minister of Foreign Affairs

June 2003

First conference of the DARE network »Perceptions, Perspectives and Challenges of HRE and EDC«
First General Assembly of DARE network and approval of members (30 organisations in 23 European countries)

September 2003

Approval of Grundtvig application by the European Commission (10/ 2003 – 9/ 2006)

October 2003

Start of activities

December 2003

First session of permanent working groups (participating organisations) and first seminar (all DARE members) in the framework of the Grundtvig project

9. Studies, reports, websites

a) EDC Policies in Europe – A Synthesis

Cesar Birzea

Quoted from this study (the quote in itself stems from one of the regional studies of which the mentioned study is a synthesis)

„... there is a considerable gap, in most countries, between the rhetoric of EDC in lifelong learning and the actual practice. The contribution of EDC in this area is not as comprehensive and well-established as that in the formal education setting of schools. Many countries have no clear links between formal education and lifelong learning settings for EDC and no policy for making and strengthening such links. What links exist are stronger between formal education and the youth sector than with the world of work and employment. The most established links are in the period of transition as students move from formal education to other education, vocational training and work-based routes. These are stronger in countries with a recognised tradition in and system of vocational education and training which is, in turn, linked to adult education.“

The full text of the study can be found at the Council of Europe website, which also contains a page with an overview of EDC studies available via the internet.

b) EDC policy and practice: How to bridge the GAP? – Policy development seminar

Report by Graham Morris

For many DARE members the quote hereunder could be of interest:

„4.1 Recommendations to national authorities:

1. that they should ensure that there exists in each country a sufficient basis of institutions or NGOs with the necessary expertise and capacity to support EDC through the provision of policy advice, curriculum guidance, training of trainers, resource development and public promotion;“

The full text of the report can be found at the Council of Europe website, which also contains a page with an overview of reports on EDC available.

c) For the Record

adapted from »HR Eye – your e-News from HRI!!«, electronic newsletter of Human Rights Internet – www.hri.ca

[editor’s note: for DARE members this website could be interesting because it provides quick access to accurate and up-to-date information on actual human rights evolutions, but also because of its country

reports which complement country reports provided by NGO’s such as Amnesty International and Human Rights Watch]

»For the Record« (FTR) is an on-going HRI project. FTR is an annual report that brings together and summarizes all the relevant human rights information generated from within the United Nations (UN) system and the European Human Rights system. An important reference and education tool for those active in national and international social justice movements, the report also aids in simplifying the human rights work of the UN and the Council of Europe for the uninitiated, journalists, students, teachers and the general public. Published in English and French on the Web and on CD-Rom, FTR gathers all UN human rights documents into one resource, thereby saving individuals hours of research time. It includes detailed summaries of UN reports, ECHR cases, UN resolutions, and recommendations that allow users to have a quick and comprehensive review of country situations and developments on specific issues. Hyperlinks included in the summaries also give access to the full-text original UN or Council of Europe documents, making it easy for people to obtain primary sources when needed.

FTR also makes it easy to locate information, especially for those who are less familiar with the UN and the Council of Europe system and their terminology, by classifying documents and summaries by country and by theme.

The 2002 version of FTR includes the following »hot topics«: Economic · Social and Cultural Rights · HIV/ AIDS · Human Rights Defenders · Impunity · Internally Displaced Persons · Migrants and Migrant Workers · Terrorism and Human Rights · Treaty Bodies · Women.

For more information on FTR go to the Web site: www.hri.ca/fortherecord