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DARE to take the Human Rights Challenge!

Niamh O'Reilly and Niamh Farren of AONTAS recently attended a conference in Vienna hosted by DARE. DARE is the Democracy in Human Rights in Education Network, which was established in 2003. The network currently brings together 37 members from 26 different countries in Europe, with the aim of promoting Education for Democratic Citizenship (EDC) and Human Rights Education. The conference was attended by 163 participants from 37 countries. In this article, Niamh Farren writes about the conference, and some of the ideas and challenges emerging.

How do you promote a discussion on citizenship and human rights education amongst almost forty nationalities through the medium of thirty languages? This isn't a riddle, but the challenge for a three day conference in Vienna, hosted by the appropriately named European Network 'DARE'. The conference explored the theme of Intercultural Dialogue in human rights and citizenship education through a series of workshops and discussion groups all conducted through the medium of Euro English.

Workshops covered anything from how to teach complex issues like globalisation in adult learning, tools and strategies for combating gender discrimination in adult learning, addressing issues of discrimination against people with disabilities through adult education, and using Information and Communications Technologies such as Web 2.0. Daniela Kolorova, Chair of the Network, explained what she hoped participants would achieve by attending. 'I expect that it will create new opportunities for cooperation between the members of the network. The participants will have the opportunity to meet, exchange business cards and points of views and help each other

out to clarify unanswered questions. There will be some really interesting and innovative workshops that will challenge the participants to discuss and reflect on important issues. And we will present new teaching methods for EDC/HRE which we hope will be helpful to the participants when they return to their organisations.'

The conference was opened by Olöf Oláfsdóttir (Head of Division for Citizenship and Human Rights Education, Council of Europe) who emphasized, that in her opinion it is not acceptable that social and cultural groups in Europe live separated from each other, sharing just mutual ignorance, but not sharing values.

The conference ended with a presentation by Bashy Quraishy (European Network Against Racism), who explained the difference between

Marketing is fundamentally about the selling of ideas, and that just as a product can be sold, so can social concerns and human rights education issues.



lip service and intercultural reality in Europe. He favours the model of an intercultural society where majority and minority groups coexist at an equal level in their separate private spheres and share a common public space (employment, housing, culture etc.) – versus a model of multiculturalism, where minority cultures are merely tolerated on the periphery, but not accepted.

Social Marketing

One of the sessions I attended was on the concept of Social Marketing. Michael Raphael is the former Co-ordinator of the 'All Different, All Equal' Campaign which aimed to promote the idea of diversity and human rights across Europe. The campaign applied some of the principles of social marketing, which as Raphael explains, use the techniques of classic consumer marketing and applies them to human

rights and equality issues. Raphael believes that marketing is fundamentally about the selling of ideas, and that just as a product can be sold, so can social concerns and human rights education issues.

Social marketing represents a different approach to how human rights and diversity are traditionally promoted. The first step involves listening to the needs of the target audience, and shifting from the top- bottom approach. The 'All Different, All Equal' Campaign campaign targeted 18-30 year olds in 49 different countries. The main difference in the campaign was a shift from a campaign against racism to promote diversity and human rights participation in a more positive light. The campaign employed a number of successful tactics – from using imagery that was exciting, to a graffiti campaign and themed weeks, as well as a very distinctive logo.

Although it is difficult to measure the outcomes of this campaign, Raphael believes that it was a success. He outlined the main challenges as different cultural understanding of issues such as human rights and diversity, also that quite often the complexity of concepts was difficult to communicate. If you would like to read more about the campaign visit www.alldifferent-allequal.info.

About DARE

The network faces many challenges in terms of promoting human rights and citizenship at a European level. The network operates on the ethos of intercultural dialogue, by bringing



Vasliki Tsekouris from the NILE Partnership

people together. This provides for the exchange of ideas and the building of new partnerships. According to Daniela Kolorova, one of the major challenges is how you provide communication and co-operation. 'Often these problems are related to a lack of funds, but for us international meetings are essential. We believe that direct contact and face to face meetings are crucial for our work. Other ways of communication are important, but phone calls can't replace human contact. International meetings like this conference increase the dialogue and help us become much more informed and tolerant about other cultures.'

The network has very strong connections with both the Council of

We believe that direct contact and face to face meetings are crucial for our work.

Europe and the European Commission. Daniela says that she would like to see Citizenship and Human Rights Education become a solid part of the educational system in all European countries. 'This would be a huge step in the right direction. Some issues related to EDC/HRE are already being dealt with in some schools across Europe, but that's not enough. We are trying our best. We are training teachers, consulting politicians, providing tools and holding meetings, but there is still a lot of work to do.'

A Call to Action

The network has organised a Synchronised Action Days initiative in order to raise the profile of citizenship and human rights education. This initiative is about making the connection from the grassroots level to policy makers. The idea is to showcase the initiatives at local, regional, national and European level. The Synchronised Action Days are primarily about lobbying, and take place up until the 10th of

December. Around two hundred different activities are taking place up until the 10th of December. Details of the activities will be collected and included on the DARE website, but will also be put together as a brochure and forwarded to them to relevant stakeholders at National and European level.

Future Plans

The network has a number of plans in the pipeline. Daniela explains, 'One is organizing a spring academy for young people, multipliers of Human Rights/Citizenship Education, in Sonnenberg in Germany. We are also thinking about a campaign of dissemination of audio visual materials related to Human Rights and Citizenship Education through television and the Internet. Those methods are not being used enough yet, but they are powerful tools and we think that they will be helpful for Human Rights and Citizenship Education.'

Developing your Intercultural Work

One of the presentations during the conference focused on how NGOs can integrate interculturalism and intercultural dialogue within their work. From 2005 a working group established in the framework of the Network on Intercultural Learning in Europe, NILE, developed a set of questions to enable public organisations working in different fields, but specially in the field of adult education to take a first step in a process of intercultural opening in their own working environment.

We are training teachers, consulting politicians, providing tools and holding meetings, but there is still a lot of work to do.

The group has developed a number of questions which help organisations working in adult education to reflect on how intercultural their own work is. This tool is called a Scan – a series of nine questions which your organisation can work through.

Those involved in developing the scan emphasise that it is merely a preparatory step to developing a strategy on intercultural issues.

The questions are as follows:

1. What is your organisations vision or mission statement on intercultural issues?
2. Has your organisation developed a policy based on the vision or mission statement?
3. (A) In terms of personnel composition, how representative is your organisation of the diversity in society? (Percentage of ethnic minority/migrant population).

(B) What specific intercultural policies on recruitment and selection of staff does your organisation have? (e.g. positive discrimination, development of new networks and advertisements).
4. On the basis of your organisations main activities, which concrete action plans for an intercultural opening have you developed?

5. How is your public relations policy influenced by intercultural issues?
6. What kind of educational opportunities, courses and coaching about intercultural issues are available to staff members in the organisation?
7. Does your organisation have platforms or forums that allow staff members active involvement in the decision making process regarding intercultural issues?
8. How are individual staff members involved in getting information, promoting and implementing intercultural opening?
9. Does the institution gather information that can be used to identify the cultural and educational needs of the specific target groups? Does the organisation offer a way for the clients to voice their needs and how does the institution adapt its services and programmes to the cultural needs of the clients?

For more information about the Scan and how to implement it, visit www.intercultural-learning.net.

Becoming a Member of DARE

If you would like to read more information about DARE, visit their website www.dare-network.eu. For a fee of €100 you can become a member of the network. You must be an organisation which works in the field of EDC and HRE. This must be backed up by evidence of educational practice undertaken in the field. A full list of members is available on the website.

Ask Jenny...

Jenny Gunning from AONTAS Information Referral Service answers your adult education queries.

Dear Jenny,

I am currently living in Ireland and was granted refugee status 3 and half years ago. I am really interested in returning to learning with a view to doing some form of further education training or pursuing a third level qualification. However I am not too sure of my entitlements in this area. Can you please advise?

Many thanks,

Sam.

Hi Sam,

Many thanks for your query. Well I have good news for you! People who have been granted refugee status have the right to education and training just in the same way as Irish citizens do. Refugees are entitled to free access to approved Post Leaving Certificate (PLC) courses. You can also participate in Vocational Opportunities Scheme (VTOS) provided you meet the normal eligibility criteria attached to VTOS schemes. With regards to pursuing a third level qualification you are entitled to free third level (university or college) education if you have been living in Ireland for 3 years or more. You may also be entitled to third level maintenance grants. More detailed information regarding funding entitlements for people who hold refugee status is available on the Department of Education Website www.education.ie or if you wish to find out more about the above mentioned schemes you can visit www.aontas.com and download a copy of the AONTAS Information Booklet.

Best of luck,

Jenny.

Dear Jenny,

My name is Jozef and I am from Poland. I moved to Ireland 7 months ago and plan to stay here for at least another year with a view to improving my English. I have looked at several websites but I'm not sure which courses are recognised? Can you suggest the best way for me to go about finding/enrolling in an approved course?

Many thanks,

Jozef.

Hi Jozef,

As you have not stated what part of Ireland I would recommend you take a look the website; www.acels.ie. ACELS is the Advisory Council for English Language Schools in Ireland. This detailed website provides a full listing (including contact details) of all the recognised English language schools in Ireland. Alternatively you can contact your local Vocational Education Committee (VEC) to see if they are running any courses in your area. If they aren't providing courses you can contact the Information Officer in the local Guidance Service to see if there is any other ones being delivered that they are aware of. There are also a number of private colleges that run English language courses but the courses advertised on this particular website are recognised by the Department of Education and Science. Costs may vary; however it might be worth your while phoning ACELS as they can advise you on what course would best suit your needs.

Good luck!

Jenny.

Need Answers?

Contact AONTAS on 01 406 8220, or visit our website www.aontas.com. AONTAS recently produced an Information Booklet for adults returning to education – give us a call and we'll send you a copy free of charge.



Orangelog on "Intercultural Dialogue: Challenge for Education for Democratic Citizenship and Human Rights" Conference (Vienna 14-16 November 2008)

Full report online at <http://www.orangelog.eu/en/topics/dare-conference/>

Articles

Vox pops from Vienna

What does intercultural dialogue mean to you?

Nadedja Caprar (Moldova – NORLAM)

It means that even though people are diverse - with different backgrounds, traditions and lifestyles - they can still talk, cooperate and live together. In my opinion, cultural diversity makes society richer and more productive. It is one of the most important assets of the European Union.

Nazaket Ali (UK – Bradford Youth Service)

People from different cultures communicating and discussing issues that can affect the communities involved. This type of dialogue is necessary to raise awareness of the cultural differences and diversity of our society.

Inken Heldt (Germany – University of Marburg)

It is an enriching experience which should be a bigger part of the school curriculum, since it is becoming ever more important in our globalizing world.

Ninoslav Mladenović (FYR Macedonia – Boltzmann Institute of Human Rights)

Bringing people from different backgrounds and diverse origins to the same table to address their needs and priorities, and discuss the issues that fracture and weaken them in order to find a solution for these concerns.

Barbara Helm (Austria – Intercultural Centre)

Ideally, it is a dialogue between equals, based on curiosity and openness, that leads to the creation of new common realities.

Wim Taelman (Belgium – Vormen)

It is a dialogue between people that are aware of and able to cope with cultural differences. Interculturalism is a very broad concept to me. It is not just limited to interaction between people from different ethnic backgrounds, it also applies to different subcultures or worldviews.

By: Yannick Brusselmans

A new state of mind

Web 2.0: we have all heard the term in recent years being preached by internet gurus, media specialists and pundits of the like. But what does this new digital revolution actually encompass, and more importantly, how can we benefit from its advantages? Thirteen enthusiastic participants, laptop at the ready, ventured out on a digital quest taking them from social bookmarking to online desktops and back.

"This is my office that I established this year". Professor Wolfgang Schumann of the University of Tübingen proudly shows his working area to the participants of his workshop. No mahogany desk, comfortable chair or bulging bookshelves in Professor Schumann's office though. Instead we see the predominantly white interface of Igoogle. "The web is my desktop, I only use web-based applications", explains Schumann.

The benefits of working with online applications are numerous: "There is of course the huge financial advantage with regards to license fees that you normally have to pay for office software", says Schumann. Especially for cash-strapped NGO's this can mean a big difference, enabling them to direct the funds that are saved to more pressing needs.

Secondly there are the extraordinary possibilities for collaboration, regardless of the location of the people or organizations involved: "Web 2.0 has created unprecedented possibilities for worldwide cooperation and exchange of information." For the workshop participants, all active in the field of human rights and civic education - often on an international level - this makes life a lot easier. "Collaboration between individuals and organizations that are working on the same topics is therefore much more efficient than before", adds Schumann.

A third advantage of Web 2.0 applications is that there is no local storage of information involved. "Whereas in the past I would have my files scattered across different computers, now I can just access all of my documents from every computer with internet access. But, more importantly, this also means that I can grant other users access to the same files, enabling us to work on the same projects and documents at the same time", says Schumann.

And that is just what the workshop participants set out to do. With the support of Professor Schumann, all of them signed up to the free online office suite zoho.com. "This is part of what we call a blended-learning event", says Schumann. "The workshop doesn't end here, all of the participants will continue online. We have established an online platform where everyone can ask questions and exchange experiences." It's an initiative that fits the new internet's philosophy, or as Professor Schumann puts it: "Web 2.0 is not about technology, it's about a new state of mind, one of collaborating and sharing with others."

By: Yannick Brusselmans

"Even a mathematics teacher can teach about Human Rights"

Orangelog.eu interviewed Olöf Oláfsdottir, Head of the Education for Democratic Citizenship and Human Rights (EDC/HRE) Division of the Council of Europe.

Can you briefly describe the goals and tasks of the EDC/HRE Division of the Council of Europe?

Our main task is to implement programs on EDC/HRE and we encourage all member countries of the Council of Europe to incorporate Human Rights education into their school systems and curricula. We also help them by providing tools and information on how to participate in education programs on democracy.

Why are you participating in this conference and what are your expectations?

Essentially I am here to meet with the network of EDC coordinators. There is one person present from each member state, who is responsible for the implementation of our program in their country. I had a meeting with them to discuss our projects and to see how we can advance. The second reason for my presence is to meet the people of the DARE network. They are working in the fields of HRE and I want to talk with them about their experiences.

What are the most important issues concerning EDC/HRE that are currently being discussed in the Council of Europe?

A very important issue that we are now discussing is the draft of a Human Rights charter for Europe that can be adopted on common basis by all member states. At the moment the situation differs from country to country. We would like to have such a text because it could be a good reference for everyone active in the field of Human Rights.

Is there an opposition in the different European countries against this idea?

No, I would not put it that way, because we have been working on this issue together for a long time. But of course people need to talk about it. Dialogue is essential, but it takes time. There are big differences between some countries so we can't get anywhere without dialogue.

What is the role of the NGO's and of the non-formal education sector in this process? Are they important?

They are extremely important, because the school system is completely overloaded with all kind of subjects, which makes it difficult to immediately introduce an EDC/HRE program into the curricula. It is not easy, so partnerships are needed. Outside of school you can teach some topics in an easy way through events, meetings and conferences held by people that work in the field of Human Rights and of course these people mostly come from NGO's. So their input is very useful.

Is the current global economical and financial crisis affecting EDC/HRE issues in Europe?

In a way I think this situation may even help to make people reflect more about those issues, because usually when everything goes alright people just don't see the need to discuss EDC and HRE. Now they might need to show solidarity and support for other people.

Does the EU need more competencies in the field of EDC/HRE?

It is up to them to decide. They already have the Charter of Fundamental Rights. With time the EU is going to get more competencies but now certain issues are our speciality.

If you had one wish for EDC/HRE in Europe, what would it be?

My wish is that all member countries would integrate EDC/HRE into the school system. It is possible, I am sure! Education on Human Rights and Democratic Citizenship can be even integrated into other subjects. Even a mathematics teacher can teach about Human Rights.

By: Edval Zoto

Learning by doing: a taste of the Theatre of the Oppressed

"To humanize humanity", that is the main goal of the Theatre of the Oppressed, an alternative theatre movement developed in 1971 by Brazilian theatre director Augusto Boal. It follows a system that enables people to act in the fiction of theatre to become protagonists of their own lives. During a one-day workshop at the DARE conference in Vienna, fifteen people from a dozen different nationalities got a taste of this unique method.

The goal was simple: to exchange, learn, and express experiences through a series of role-playing. The participants, all active in NGO's or associations that deal with human rights and the promotion of democracy, quickly started to express themselves in a relaxed atmosphere. They played improvised scenes like "rich and poor", "men and women", "parents and children" to bring up issues related to their topics.

Most of the participants were beginners, just a few had already some experience with the Theatre of the Oppressed's methods, but the non-formal aspect of it attracted all of them. Alberto Emiletti, an Italian staff member from Amnesty International says: "We had the possibility to learn new things by doing, not just listening. All these techniques will be useful". An idea shared by German participant Tim Scholz: "It was not about lecturing, it was about learning by doing."

French activist and trainer Laura de Witte facilitated the interactive workshop. De Witte, a former Spanish teacher in a "difficult Parisian neighborhood", emigrated twelve years ago to Portugal where she is currently working on local issues and community social work. It is just five years ago that she

discovered the Theatre of the Oppressed, but it has already become a really important issue to her. In her opinion, teaching these kind of alternative methods to adults is much harder than to children, "who are excited about coming up to a stage".

De Witte doesn't consider herself a teacher, but rather a facilitator or "a joker" who must help establish a cohesion between the group members without "leading" too much. And it works well. "Because you are laughing a lot and having fun with other people, imitating any kind of situation, it provides you with a dynamic to make cohesion within the group", says Alexandra Jastrzebska, a French participant working in Catalonia.

Over all, the workshop had a pretty good impact on the participants. Nadejda Caprar, a consultant for the Norwegian Mission of Rule of Law Advisers to Moldova, was satisfied. "I found it a really interesting experience. It was a real inspiration to me, so I am thinking of contacting the workshop facilitator". Rola Badran, a Palestinian working in the Lebanese Euromed HR network, agrees with Caprar: "It gave me a lot of ideas that I can use in my education work with youth and children. Despite the fact that we come from different backgrounds, our cultural concern are the same".

By: Pierre-Anthony Canovas

"Face to face meetings are crucial for our work"

DARE, short for Democracy and Human Rights Education in Europe, organized the EDC/HRE meeting in Vienna. Orangelog.eu asked Daniela Kolarova, Chair of the DARE network, about the goals, challenges and ambitions of her organization.

How did you get involved in the EDC/HRE programme?

I have been the EDC coordinator for Bulgaria in the Council of Europe since 2001. Some of us decided that the non-formal EDC/HRE sector really needed a lot more attention. We already had connections with NGO's from different countries that are active in the fields of EDC and HRE, so we decided to establish the DARE network. Now we are cooperating with other agencies and NGO's in order to introduce new methodologies and to try and bring proposals on EDC/HRE to policymakers.

What is the goal of the DARE network?

Our main goal is to increase the quality of education in the non-formal sector of adult learning. This can happen through the exchange of ideas between partner organizations, the development of existing methods and the introduction of new methods or the creation of new, innovative projects. We collaborate with a variety of people from different countries, backgrounds and ages because intercultural dialogue is fundamental to our network.

What are the most pressing challenges for your organization?

There are many challenges. One of them is providing means for communication and cooperation. Often these problems are related to a lack of funds, but for us international meeting are essential. We believe that direct contact and face to face meetings are crucial for our work. Other ways of communication are important, but phone calls can't replace human contact. International meetings like this conference increase the dialogue and help us become much more informed and tolerant about other cultures.

How are your relations with the Council of Europe and the EU institutions? Do you cooperate differently with them?

Their work is complementary. Our projects are for example funded by the European Commission but we consult with the Council of Europe about our results. We have a strong relationship with both and they both strongly support NGO's.

What do you expect from this conference?

I expect that it will create new opportunities for cooperation between the members of the network. The participants will have the opportunity to meet, exchange business cards and points of views and help each other out to clarify unanswered questions. There will be some really interesting and innovative workshops that will challenge the participants to discuss and reflect on important issues. And we will

present new teaching methods for EDC/HRE which we hope will be helpful to the participants when they return to their organizations.

Are there any future projects in the pipeline?

We have a few ideas. One is organizing a spring academy for young people, multipliers of HRE/EDC, in Sonnenberg in Germany. We are also thinking about a campaign of dissemination of audio visual materials related to EDC/HRE through television and the Internet. Those methods are not being used enough yet, but they are powerful tools and we think that they will be helpful for EDC/HRE.

If you had one wish for EDC/HRE in Europe, what would it be?

I would like EDC/HRE to become a solid part of the educational system in all European countries. This would be a huge step into the right direction. Some issues related to EDC/HRE are already being dealt with in some schools across Europe, but that's not enough. We are trying our best. We are training teachers, consulting politicians, providing tools and holding meetings, but there is still a lot of work to do.

By: Edval Zoto

The story of a Turkish gay from Berlin

Koray Yilmaz-Günay (34) looks very serene, a little tired maybe today as he drove all night from his hometown Berlin to facilitate a workshop in Vienna. "Working against homo- and transphobia without giving in to racist stereotypes", that is the topic he will deal with today. He is a representative of the German association for Gays and Lesbians from Turkey (GLADT). As a man with Turkish roots - in spite of the clear colour of his skin - he knows the problem of mistrust toward immigrants in Germany, as a homosexual he knows another one.

"What about discrimination in other European countries?" That is the first question Yilmaz-Günay has in store for the participants of his workshop. In the UK the immigrants are Indian, in Poland they are Chechen refugees, racism could concern Roma in FYR Macedonia, whereas Polish racists would focus on Jews. Gay people are totally invisible in the public scene in Lithuania, whereas a gay could be a potential star in the Netherlands... In France the banalization of sexism is nothing special, whereas there is a consensus to fight racism. All participants shared their experiences about racism, sexism, homophobia and transphobia to identify the issues that Europe faces today.

The next day, Yilmaz-Günay leads a second workshop, where we find the same interested participants as yesterday and some new faces too. This time the topic is arguing against xenophobia. The participants use the method of forum theatre, simulating situations where they are confronted with xenophobic behaviour, to develop strategies on how to deal with this type of incidents. What do you do when a black child is aggressed in the subway? And why doesn't anyone intervene? The question could be: what do we do? Draw the attention to interrupt violence, change the atmosphere or address people directly? By experiencing these simulated incidents, the participants became aware of the difficulties that come with these situations.

After the workshop I meet Yilmaz-Günay in the hotel lounge, smoking a cigarette, and he addresses me with some nice French words. Discrimination is a paradoxical topic in Germany, he says. According to him, it is almost easier to find a job as a Turkish homosexual than just as a gay or just as a Turk: "People consider a Turkish homosexual as a victim, which is stupid."

Whereas a Turkish man would be excluded because he is supposed to be a thief, and a gay because of his supposed manners, the Turkish homosexual has a place in society, as a victim he has a sympathetic role. "What a pity he is gay and an immigrant, we have to give him the job, people think", says Yilmaz-Günay. Another paradox he points out is that German gay people tend to accept other forms of discrimination and banalize sexism and racism. The German gay scene turns right. "The main thing is gay's emancipation", he deplores. It is perhaps the price they pay, exclude to be included.

If he thinks there is a ground to stigmatize Turkish immigrants as homophobic and sexist? "Of course not. The problem isn't cultural but social. My parents for example had a good way of life. When I told

my mother: Mum I'm gay, she just asked me: are you happy? I answered yes, and she didn't need to know anything else." What concerns sexism, Yilmaz-Günay tells me about his Germanic studies: "The students were almost only girls, but all the teachers were men. In Turkey you find women on all levels of public life. In German that isn't the case, even if a woman is leading the country."

By: Claire Gandanger

"Together we can make Europe more inclusive"

Orangelog.eu interviewed Bashy Quraishy, chairman of the European Network Against Racism.

What are the aims of your organization?

We are a network of some 600 NGO's that work on issues like racism prevention, discrimination, minority rights and gender equality. The network was established in 1996 and now we are further developing our organization by including more NGO's that might work alone or that might need assistance and cooperation. Basically we advise and inform different institutions like the Council of Europe, the European Commission, the European Parliament and others on issues of ethnic equality and discrimination based on religion, gender or background. We are specialized in issues regarding minorities that come from cultures outside of the EU.

How is your network organized?

We have offices in various countries and our headquarters are in Brussels, but we also cooperate with different NGO's that operate in other countries, who provide us with fresh information. Right now we are trying to extend our network to the Balkan countries and we have already been in contact with NGO's from Croatia, FYR Macedonia and Kosovo.

How do you realize your objectives?

Apart from organizing meetings, workshops, publications, cooperations and investigations, we are in strong contact with different European institutions. We lobby them for minority rights. We send them annual reports on human rights matters in all the countries our network members operate in and we take part in meetings organized by them. It is important to know that even though we are often funded by these institutions, we are an independent organisation.

What is the most important current aim of the network?

We are monitoring human rights in countries that want to enter the EU in the future. Apart from this, we are also fighting against ethnophobia, islamophobia and romaphobia in some other European countries.

What did you get from this conference?

I had the opportunity to speak EDC/HRE coordinators of different countries and EDC/HRE educators that are here as members of several NGO's of the DARE network. All the people that I have met, were interested in knowing something about our network and they expressed a strong will to cooperate with us. Together we can work to make Europe more inclusive.

By: Edval Zoto

Video

Video report online at <http://www.orangelog.eu/en/topics/dare-conference/video-event-title0/> or http://www.dailymotion.com/video/x7jr81_vienna-dare-conference-november-14t_creation

Photographs























