



**agenda 21**

**Asociatia de Asistenta  
si Programe pentru  
Dezvoltare Durabila**

# **ANNUAL REPORT 2015**

# who we are

APSD-Agenda 21 is a non-governmental organization, of national interest, not for profit, unaffiliated politically or religiously, founded in

The fundamental aim –  
To support the policies of the Romanian State for promoting and implementing in Romania the objectives of **Sustainable Development**

## Mission

Concept



Sustainable development

# February 2003

Strengthening the role of children and young people in the implementation of sustainable development

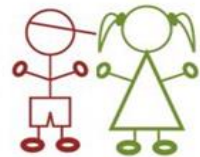
Developing partnerships with the local authorities for valorizing the local initiatives and for making the local government more efficient

According assistance and support for the marginalized groups

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CHILDREN



The **education** opportunities given to children and young people are the guarantee of a sustainable society.

**Volunteer work** in the benefit of the community is one of the fundamental values of the association.

**Young people** are part of the process and are involved in all projects of the organization.

We support and encourage the **ideas** and **initiatives** of young people and children that we work with.

TINERII



## EDUCATIONAL PROJECTS PORTFOLIO



"Assistance and Programs for Sustainable Development – Agenda 21" is a Romanian non-governmental association of national interest, not-for-profit and unaffiliated politically or religiously. The association was established in May 2003.

**The fundamental goal** of APSD – Agenda 21 is to support Romanian policies and efforts to promote and implement in Romania the objectives of Sustainable Development.

### **Our mission:**

- To develop partnerships with local authorities in order to value local initiatives and to increase efficiency of local governance;
- To strengthen the role of social actors with high potential in enforcement of sustainable development: children and young people, local communities, private sector and business community, scientific community, media;
- To provide assistance and support for marginalized groups or groups at risk of social exclusion.

**The key-concept** of APSD – Agenda 21 is **Sustainable Development**. A safe and prosperous future cannot be thought outside the concept of sustainable development.

Privileged target-groups are **children and young people**. Opportunities for education and development that are offered to children and young people are the guaranty of a healthy society.



“Service to *others* is the rent *you pay* for your room here on *Earth*.” - Mohammed Ali.

*An anonymous said once that volunteers represent astir love. It’s love of what you do, love for community, love for peers. Actually, volunteering is a school of life.*

*Through volunteering activites you offer a part of your life. Namely, how much do you offer to those you love?*

*The volunteering activities in APSD – Agenda 21 taught the teenagers, the young people to discover themselves, to know themselves better, to free of fears and worries, to accept the people around them with their strenghts and weaknesses , to understand and help them.*

*Every time a volunteer thinks about any success, an analaogy with a burning desire are created in his mind: a dream. Each volunteer dreams to overcome his current condition. But how does the dream become reality? How does the impossibility become possibility? Easy: take action!*

*Thinking about the summing-ups of various projects realized by APSD-Agenda 21’s volunteers, I remember many assertions such as „working in this project changed my life”.*

*Volunteering truly changes you because all those who work in various activities are deeply involved in what they do. Concurrently, I remarked that volunteers love what they do, they don’t feel bound, all the activities are entertaining, they meet new people, make friends, get experience, help other people, learn to be responsible.*

*At the end of their work, the volunteers hope to be gratified with a simple “Thank you”. Sometimes they change souls only by giving their aid to helpless people.*

*And something else: when you become a volunteer, you vote everyday for the community you live in. (PhD Alexandru Taşnadi –Economics Faculty at the Academy of Economic Studies, Bucharest, President of Association”)*

Assistance and Programs for Sustainable Development – Agenda 21 **aims**:

- **To implement projects** that respond to the real development needs on local level. Assistance programs to prepare the local communities for handling the new tasks related to their economic and social development, and especially for strengthening the institutional capacity and for developing citizens' participative skills. Implementation programs to efficiently valorize the local resources and **to identify and obtain internal and external financing sources**.
- **To bring together experts** trained in project management and elaboration that work professional and honest and are a credible and trustworthy proof for those financing us concerning the use of the funds exclusively for fulfilling the objectives proposed by the project.
- **To pay a special attention to educating and training citizens** in order for them to understand the importance of their involvement, so they could be themselves the main actors of their town, village or community development process.

Speaking about the association, **Andreea Tătaru**, coordinator of young volunteers' projects within the organization, stated:

*“Behind the association's accomplishments is not only the invested time or the hard work, but also the spiritual commitment of all those involved. Without loyalty and trust in the aims of our projects, perhaps, success would have been long in coming. But, when you are certain that you don't work in vain, when you aspire to improve the reality you're part in through your activity, you have already covered half of the path to success. If you are surrounded by people who share your vision and positive attitude and offer voluntarily their support, you can be sure that the beautiful results will not be long in coming.”*

## 2015 – Accomplishments

- ✓ In February 2015 we celebrated 12 years of existence;
- ✓ The association continued the collaboration with the **Federation of Nongovernmental Organizations for Development from Romania – FNOD**. The association is involved in the work group “Development Education”.
- ✓ In 2015, APSD – Agenda 21 became a full member of **MIJARC Europe**. **MIJARC Europe** is an international non-profit organization for youth from rural areas, supported by young people from rural areas, which promotes agricultural, rural and international sustainable development, European citizenship, youth politics, gender equality, environmental protection, inter-cultural rights and human rights. Young volunteers of the association attended 3 events organized by MIJARC Europe.
- ✓ In 2015 there were celebrated 3 years from the beginning of piloting **the national curriculum of development education** in 22 high-schools in Bucharest and Ilfov county. This was proposed in order to be introduced in the national curriculum of Ministry of National Education, as an optional subjects for high-schools students.
- ✓ The relation with the European Organization ORA Network continued. Its mission is to educate citizens, to inspire and support the organizations, local communities and public institutions which promote Human Rights and a sustainable lifestyle.
- ✓ In 2015 we continued to implement (as partner) 3 multi-annual projects in the field of development education/global education, funded by the European Commission within the EuropeAid Programme – “Non-state actors and local authorities in Development. Raising public awareness of development issues and promoting development education in the European Union”.

## Development Education/Global Education Projects

### 1. FACILITATING GLOBAL LEARNING – KEY COMPETENCES OF MEMBERS FROM EUROPEAN CSOs



#### **Overall objective:**

The project contributes to an improved quality of Global Learning (GL) within non-formal education through building skills, knowledge and understanding about theory and practice of GL. It promotes the **key competences of GL**, taking into account intercultural skills, respect and tolerance in multi-ethnic societies. Global Learning offers individuals the chance to take on a different perspective. It stimulates learners with thought-provoking impulses to reflect upon their value system while at the same time avoids forcing them to adopt the value system inherent

in the project itself.

The action prepares the participants for the overarching aim of acting as educators in GL. As a contribution to an increase of the numbers of multipliers for GL in Europe it will thus contribute to the active engagement of European citizens as advocates towards a more just and sustainable globalised society. GL educators will be able to prepare the ground to change the behavior of the future target groups who will eventually benefit from the trainees' educational events. But it will ultimately remain within the personal decision and values of the future target groups whether this change in behavior towards more global fairness will take

#### **Specific objective**

The action focuses on the training of members of CSO in DE, PT and RO who are involved in GL projects or interested in promoting projects on GL, in response to the noticeable demand for trainings in the three target countries. As an overarching strategy to reach all these important actors in the field of GL is long overdue, the action will bridge this gap by developing a curriculum for a training course "*Facilitating Global Learning - key competences of CSOs in Germany, Portugal and Romania*". By the end of this project, an innovative, state-of-the-art training course geared towards civil society representatives from Germany, Romania and Portugal and encompassing GL approaches as well as actions challenging the social dimension of globalization will have been developed, put into practice, assessed and successfully disseminated throughout Europe. Exchange of country-based experiences on GL as well as knowledge transfer between old and new EU member states is a crucial element in the development of GL training courses that correspond to the requirements of each country.

**Duration:** 36 months (April 2013 – March 2016)

#### **Location:**

Germany, Romania, Portugal

## **Target group**

Members of CSOs in Germany, Portugal and Romania who are involved in GL projects or interested in promoting Global Learning projects

## **The main activities:**

- ❖ Conduct a study on GL training courses and adult learning (AL) for volunteers for each participating country
- ❖ Organize a workshop on theories and practice of GL and AL
- ❖ Set up and amend a training curriculum
- ❖ Implementation of five introductory courses
- ❖ Implementation of test courses in each country
- ❖ Development and production of training course manual
- ❖ Organize a congress “WeltWeitWissen” (literally translated: worldwide knowledge)
- ❖ Dissemination of the concept material among 400 NGOs from the EU
- ❖ Round tables and meetings with members of parliament, members of the government policy makers and representatives of the civil society in each country
- ❖ Fair within the House of Parliament
- ❖ “Regional conference on development issues”
- ❖ Organize political dialogue with key actors in ministries and the parliament

## **Expected results**

The core activity of the project – the training course - will contribute to continuously increase the number of multipliers who work in the area of GL, apart from improving the quality of the multipliers’ work. It will motivate and qualify people to engage in actions against poverty fostering fair relationships between the so called developed and developing countries and encourage them to change their attitudes and lifestyles. In accordance to the principles of DE the training course will be based on participatory, individual, cooperative learning methods. At the end of the project participants will have acquired essential competences necessary to facilitate educational events in the field of global education. They will be able to adapt their knowledge and skills according to their future target groups and learning environments.

- The training course and its accompanying material are jointly developed, implemented, evaluated and improved.

### **Outputs:**

- ✓ 5 introductory courses (3 in Germany, 1 in Portugal and Romania each) for 16 volunteers each
- ✓ Test courses in each country: 4 modules à 2 days for 16 volunteers
- ✓ The most important output is a manual for the GL training course which is elaborated with the collaboration of all partners. It is worked out on the results of the test courses realized in each country and it will be adapted to the realities in each country.

- GL and the concept of the course are disseminated in the partner countries and throughout Europe.

**Outputs:**

- ✓ Congress WeltWeitWissen (literally translated: *worldwide knowledge*), a nationwide congress that is embedded in the Global Education Week and part of the UN Decade of Education for Sustainable Development.
  - ✓ The GL training course manual will be presented during meetings and conferences and sent to ca. 400 NGOs/CSOs in all partner countries.
- The political framework conditions for GL are improved in the participating countries.

**Outputs**

At least 50 members of parliament have assisted in Round Tables and talks about GL in Germany

- ✓ At least 10 meetings with the participation of representatives of the government were realized in Germany, Romania and Portugal
  - ✓ One fair within the House of Parliaments in Baden-Württemberg (BW), Germany
  - ✓ 3 regional conferences in Baden-Württemberg (BW) for 40 persons, Germany
  - ✓ 6-8 Round Tables organized in Romania
  - ✓ 2 Round Tables organized in Portugal
- An efficient and operational system for public relations, administration, monitoring, evaluation and financial control is implemented.

**Results in 2015:**

**Round tables:**

- The third Romanian round table took place on **20<sup>th</sup> March 2015**, in Sinaia, and it was organized in the framework of the project "EAThink 2015", implemented by APSD – Agenda 21. There were 28 teachers and school inspectors present at the event, and 11 of them took part to the round table. The launch of the "EAThink 2015" project provided the perfect opportunity of organizing a round table in order to talk about global learning with one of the most interested target groups: teachers and schools inspectors. The key speaker at the round table was Nina Cugler, who gave the participants a short overview of the European context and the steps after the year 2015. The main ideas were reinforced during the session that focused on global education and sustainable agriculture systems.

The round table started with a short session of getting to know each other, asking the participants to reflect on their global citizenship, thinking about migration in their past, but also about how their habits and the products they use are global. Next, Nina Cugler introduced the participants to the concepts of Millennium Development Goals and the new Sustainable Development Goals, explaining the process behind their creation and why they were necessary. Mrs. Cugler also explained the current situation at world level and the engagement states around the world are preparing to make towards the new SDGs. In addition to this, Mrs. Cugler talked about the

European Year for Development and the specific messages it focuses on. She presented some activities planned at European level but also the plan of the Ministry of Foreign Affairs at national level.

During the last session, Mrs. Cugler talked about global education, referring to the current outcomes of the project "Facilitating global learning - key competences of members of European CSOs". She also presented the GL multipliers training developed within the project *Facilitating Global Learning* in view of future collaboration between NGOs undertaking the training and schools as beneficiaries of NGOs activities in Global Learning. Mrs. Radulescu introduce the participants to the concept of sustainable food systems.



- The fourth round table in Romania took place on 30<sup>th</sup> of March, 2015 and it was attended by 10 persons: representatives of four public institutions and local authorities from Mehedinți County (Drobeta Turnu Severin Town Hall, Mehedinti County, Mehedinti County Council, Mehedinti Prefecture, Mehedinti County Agency for Employment) and APSD – Agenda 21. The main theme of the Round Table was how, in the context of Post 2015 Agenda and events and activities that could raise awareness on the topic of Sustainable Development Goals 2015, NGOs and public administration could develop together activities targeting civil servants in public institutions and local authorities, but also citizens. Another topic was the series of communication activities / campaigns / conferences that will be organized at national level, coordinated by United Nations Development Programme in Romania (the main partner in development cooperation of the Romanian Ministry of Foreign Affairs), and how can local institutions promote the (new) Sustainable Development Goals in Mehedinti County and the international bodies that work in this domain.

- On July 7th, Apsd-Agenda 21 organized **the 5<sup>th</sup> round table of the project**. The meeting was attended by representatives of local authorities, public institutions and NGOs from Buzau, Calarasi, Dolj, Mures counties. The aim of the meeting was to introduce Global Learning issues on the institutions' agenda and to discuss about NGO – public institutions partnership. The main topic of the meeting was Climate change in the context of Global learning. The discussions focused on how local authorities together with civil society could develop a coherent framework for climate change education among citizens. It was discussed that this issue could be a main focus in future trainings on GL, based on the model that will be provided through the project, as many decision makers in the field of education and environment policy still have little information / understanding of what climate change and education for climate change means. It is very important that policymakers better understand the effects of climate change so that to be able to elaborate good and sustainable responses at local level for this issue. It is equally important that people working on CSOs to gain the same knowledge and understanding so that they can cooperate with authorities for a coherent response.

The main conclusions of the round table showed that:

- There is need for training in what concerns climate change education for both authorities and CSOs representatives in order to gain new skills and information that can help develop strategies and projects for tackling climate change issues
- This includes formal and non-formal education, awareness activities, activities oriented toward behavior changes



## **2 expert meetings**

**At the first meeting held on 13.07.2015**, the main subjects were the following: contents, activities and methods modules test course and activities of the participants. The meeting was structured on brainstorming and plenary sessions. Each participant was asked to consider what he/she learned during the test course and what did he/she shared with their target groups in the multiplier activities they implemented, having in mind the 5 competences: to know, to learn, to do, to be, to

cooperate. From these the group established which were the most important to be mentioned in the manual.

Another subject discussed at the meeting was the international Moodle platform developed in the project – how to access the information, how to use the forum, information of interest for the participants.



**At the second meeting, held on 14.09.2015**, the main subject was the topic of good practices from the test course. The participants were divided in working groups in order to identify from their point of view which were the best good practices examples from the test course in reference with each of the five competences: learning to know, learning to learn, learning to do, learning to be, learning to cooperate. The groups were after reunited and discussed the conclusions. In the second part of the meeting, participants were asked to identify the good practices they applied in the activities/trainings they did as GL multipliers with their target groups in between the modules of the test course and after the test course. The conclusions were compared with the results from the first session.

**The main applicant:** Dachverband Entwicklungspolitik Baden-Württemberg (DEAB) - Germany

**Partners:**

- Forum for international development + planning (FINEP) - Germany
- Entwicklungspädagogisches Informationszentrum EPiZ im Arbeitskreis Eine Welt Reutlingen e.V.
- Instituto Marquês de Valle Flôr – Portugal
- **AIDGLOBAL** - Acção e Integração para o **D**esenvolvimento **G**lobal – Portugal
- Assistance and Programs for Sustainable Development – Agenda 21 - Romania

**Co-financed by:** The European Commission through the Program *Non-state actors and local authorities in Development. Raising public awareness of development issues and promoting development education in the European Union*

## 2. DO YOU SPEAK GLOBAL?

### **Educating for development education, migration and global citizenship.**

#### **Description**

In a global world it is absolutely necessary that we speak a global language, a language of development and global citizenship. *"Do you speak global? Educating for development education, migration and global citizenship"* is the question asked to more than 12 000 teachers and 35 000 students from Europe and Africa, who are the key actors of this educational project which brings forth the topics of global citizenship, with the co-financing of the European Commission and implemented by a consortium of international NGOs.

The project will give teachers and students the chance to find out more about the reality in Sub-Saharan Africa, to share their experience, to learn from their fellows in other European and African countries, to work together with teachers and students from Europe and to create lessons and models of good practice that can be used by other teachers who are interested in global education. The project aims at introducing in schools the topics of global education, with emphasis on the phenomenon of migration and multiculturalisms, and it also aims at bringing a novel element in the formal system: the use of web 2.0. tools for learning.

**The aim of the project** is to contribute to the increase of public support for the Millennium Development Goals (MDG), with emphasis on Sub-Saharan Africa and to put into practice the methods of development education in the formal learning system in Europe.

**Its specific objective** refers to teachers from the formal learning system in Europe acquiring competences on global development issues as well as their active involvement in initiatives meant to eliminate poverty and to support the expansion of social justice, human rights and a sustainable lifestyle.

The project is developed by non-state actors of the civil society, such as NGOs, foundations, migrants' association and school networks. It aims at raising the awareness of the formal learning system on development issues and at supporting development education in 4 EU members states (Italy, France, Austria and Romania) and in 3 countries from Africa (Senegal, Burkina Faso and Benin).



The project uses a learner-centered, dialogue-oriented methodology, with the aim to develop teachers' and students' social and civic competences on the problems of migration in countries from Sub-Saharan Africa, but also on the potential for co-development of this phenomenon.

**Target groups:** 12.000 teacher from colleges and secondary schools, 35.000 school students, 3000 university students, 500 educational policies officers, 50.000 families of the students involved.

**Final beneficiaries:** 1.100.000 people in the communities where the project is implemented

**Period:**

January 2013 - December 2015

**Activities run in the third year of piloting**

**1.1. Regional seminar**

42 teachers were trained in January 2015, within the regional seminar which took place in Ploiești – Prahova. The participants from the regional seminar organized training courses in their schools with their peers, being helped by the scholar animators.

**1.2.** The teachers from the new schools which joined the project developed and organized at least one activity or one extracurricular lesson in their schools. Most of them chose to visit the centers of refugees and migrants (especially those from Bucharest) or NGOs experts working with migrants were invited with asylum seekers in order to discuss about their challenges.

**1.3.** Testing the lesson plans was a continuing process in 2015. The lessons were tested in 43 new schools, and, also, continued to be organized within the 15 pilot schools. All the teachers were invited to register on the website. They uploaded their lesson plans and the outcomes on the website. Also, within the scholar year 2015 – 2016, the schools continued to use the lessons kit.

**1.5. 4 training course for future teachers**

1. Ploiești, Prahova – 15.05.2015 - a training course was held with 29 young people who are currently pupils within “Jean Monnet” Pedagogical Highschool in order to become teachers. The training course was organized by a trainer, a teacher who was involved in this initiative from the very first beginning;
2. Buzău – 11.06.2015 – the training course was organized by an expert trainer and a facilitator for a group of 28 young people who are currently high schools students within “Spiru Haret” Pedagogical Highschool
3. Constanța, 06.06.2015 – the training course was organized with a group of 29 participants who attend the Pedagogy Subject within “Ovidius” University from Constanța.
4. Bucharest, 09.12.2016 – the fourth training course was held with 31 young people from “Nicolae Titulescu” University from Bucharest. The participants were studying international relation and aimed at becoming teachers. They mentioned that the training course was very useful for their future.

## The National Seminar

The national seminar was held in Bucharest, on the 10th of December 2015 and was attended by 100 teachers, inspectors, principals and other educational actors. It was the ideal occasion in order to present the outcomes of the project, to promote the website and educational kit and to set new partnerships with new schools interested in this initiative. The agenda of the event included the presentation of the outcomes of the project during the 3 years of implementation, contributions of the members from the focal point, presentations of the courses and the achieved outcomes in each region involved in this initiative and a short training session on the future of global education. The training session included the participants in a debate about the new SDGs, the approach of the Ministry of Education and Ministry of Foreign Affairs on global education and future engagement of schools, teachers and their students in such projects.

## Final International Forum

The following people were part of the Romanian delegation:

- Florina Potîrniche – project manager
- Nina Cugler – executive president of APSD – Agenda 21
- Paula Mihai – local coordinator in Buzău county
- Liliana Zăschievici – local coordinator in Bucharest
- Cristinel Iftene – local coordinator in Constanța County

The delegation prepared a presentation and understood the main outcomes of the project in Romania. The final forum was, probably, an excellent opportunity in order to promote the outcomes of the project and make a stronger link between the two continents involved: Europe and Africa.



## Development Education and Raising Awareness Fair – Brussels, 21<sup>st</sup> – 23<sup>rd</sup> of October 2015

The national coordinator of the project, Florina Potîrniche, attended the DEAR Fair, where Romania presented and shared the national kit. The fair showed the dimension of the projects funded by the European Union for projects of global education and the diversity of actors.

## Teaching kit

The teaching kit was published in 1500 copies and was shared during the training courses for the future teachers. Also, it was promoted with the “Romanian Development Camp” organized by FOND Romania – the Federation of NGOs active in development – where APSD – Agenda 21 is member. At the event, APSD- Agenda 21 had a stall with all the materials which were published until that moment on the topic of development education. In addition, the kit was sent to all the 58 schools involved in the project. Also, the kit was sent to all our international partners and networks that we are part of such as MIJARC Europe and ORA Network and it was uploaded on APSD- Agenda 21’s website.

A **radio show** was held on the 14<sup>th</sup> of December 2015 with the support of the Cultural Romanian Radio and Romanian Broadcasting Society. During the radio show, we presented the main outcomes of the project and promoted the website and teaching kit.

## **Assesing the teaching tools**

The assessment in Romania was realized with two experts who measured different learning aspects of teachers and, also, of pupils in the process of using the tools. They proposed a range of tools that teachers used in their own learning process, but also for the assessment of knowledge and attitudes changes of pupils.

In order to measure the changes among attitudes and knowledge of pupils on the topic of migration, Doina Nedelecu, organized focus groups at “Mihai Viteazu” National College from Bucharest and at “Nichita Stănescu” National College from Ploiești. The discussions aimed at measuring the current level of available information for secondary schools pupils involved in this initiative on the topic of evolution and features of current migrations. Also, another aim was to analyze the current knowledge of teacher (which were assessed during the preliminary research). In addition, the focus groups assessed the changes in the level of tolerance of pupils regarding the migrants. The main conclusions of the focus groups were the following:

- 35% of the students (compared with 24.4%) believe that migration is one of the main features of globalization which deserve to be discussed along with human rights, peace, tolerance and intolerance, global warming and environmental protection;
- 97,3% of pupils know the difference between „immigrant” and “emigrant”;
- The percentage of pupils who believe that they’re informed regarding the migrants in Romania has doubled (56% compared to 27.7%).
- 46% of respondents believe that immigrants and discriminated in EU countries. A big part of the respondents continue to believe that the level of discrimination of ethnic groups is higher than the level of discrimination of migrants in EU hosting countries. They think that roma people represent the most discriminated ethnic group.
- Pupils continue to believe that the effects of migration on children let home by parents who leave and work abroad are negative;
- The level of tolerance on living next to an immigrant family remains high. Most of the respondents think that they wouldn’t be annoyed to have an immigrant family as neighbor, no matter of their ethnic roots (except roma people).
- The majority opinion is that the increase of immigrant’ number facilitated the increase of crime rate within the host country.

## **Co-financed by:**

The European Commission through the program *Non State Actors and Local Authorities in Development. Public Awareness and education for development in Europe*

## **Partners:**

Main applicant: CISV – Italy

## Partners:

- Assistance and Programs for Sustainable Development – Agenda 21 – Romania
- ACRA-CCS - Italy
- COOPI - Italy
- COSPE - Italy
- Stretta di Mano - Italy and Senegal

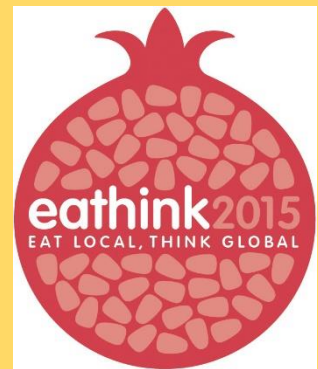
- Sudwind - Austria
- UNMFREO - France

National partners:

- Ministry of Education and Scientific Research
- County School Inspectorate Prahova
- County School Inspectorate Buzău
- School Inspectorate București
- ”Ovidius” University - Constanța

## **EAThink2015. Global Learning for Change in EYD2015 and Beyond: European Youth Engagement from School Gardens to Sustainable Food Systems**

**The project idea** originated from the **pilot action** “*Eathink 2015: Feeding the planet, energy for life. A journey through Italy, Senegal and Uganda*” carried out in 2013 by ACRA-CCS, CISV, Fond. Cariplo, Fond. De Agostini and Compagnia di San Paolo, aimed at promoting food security and education towards EXPO2015. The core of the intervention, based on Global Learning on North–South interdependencies and food security through experiential educational modules proposed by the teachers and shared with web 2.0 tools, has been integrated and scaled-up with expertise and best practices elaborated in other EU countries where the current project proposal will be implemented, focused on sustainable food systems and smallholder farming. Key elements in the action are **youth active participation** and **enhancement of teachers educational planning**, integrated with learner-centered and experiential methods, the use of ICT4D-web 2.0 tools, and a solid dissemination strategy to ensure institutional and financial sustainability after project end.



**The overall objective** of the action is *to contribute to increasing EU youth awareness of, and engagement in, post-2015 public debate and the contribution of EU development cooperation policies to global sustainable development.*

**Duration:** 36 months (starting with 1<sup>st</sup> of January 2015)

**The target groups** of the action are:

- 4.200 Primary and secondary school teachers (42.000 beneficiaries)
- 42.000 Students (390.000 beneficiaries)
- 140 Migrants/young volunteers
- 240 Local Authorities, Civil Society Organizations, Foundations

**Expected results:**

1. Teachers gain competencies and tools for the integration of global development and sustainable agriculture issues in primary and secondary school curricula;
2. The understanding of and active commitment to global interdependency, post-2015 agenda and sustainable agriculture by school students is increased;
3. Primary and secondary school students are mobilized for sustainable food production and consumption, especially in the framework of the international Expo 2015 event;

4. Learner-centered and experiential Global Learning methodologies based on ICT4D are selected and available to be spread in all the involved countries and elsewhere.

## **Activities in 2015:**

### **Selection of schools and introduction to the project**

On the 26<sup>th</sup> of February 2015, a meeting with the 4 county scholar inspectors (Bucharest, Buzau, Ilfov and Prahova) was organized in order to present the project and set up a calendar for the next period (March-June 2015). Following that meeting, the county scholar inspectors together with the Focal Point selected primary and secondary schools. In the last months of the year, 2 new schools from Bucharest joined the project. Now the total school number is 19, from which 6 school units in Bucharest, Buzau County – 6 school units, Ilfov County – 3 school units and Prahova County – 4 school units.

### **Teachers Tutoring in Sinaia with 26 participants - 20<sup>th</sup> -21<sup>st</sup> of March 2015**

Agenda 21 organized the training addressed to teachers from all 17 Romanian schools involved in the project at that time and the 4 county scholar inspectors.

The training was aimed at introducing teachers to global learning concepts, as well as the general framework of the European Year for Development 2015, as being the context in which the project started.

The participants improved their knowledge in the field of global learning and applied the new gained competences for creating and testing new global learning modules for primary and secondary students.

### **Online publishing of global learning modules**

APSD-Agenda 21 adapted and translated all 9 existing modules created by CISV, partner within this project. Next months, 37 additional new modules were produced by the teachers involved in the project with the support of the Education Expert, Ms. Liliana Zaschievici. She defined the methodologies for Global Learning modules, international competitions, app and website. The Education expert also supported teachers through the testing of the modules.

The new modules were reviewed and improved from September to December 2015 by the Educational tutor, Ms. Catalina Neagu, in order to meet the standards set by ACRA, the main applicang. Ms. Cătălina Neagu met many of the teachers involved in the project in order to discuss with them on the refinement of their modules.

From the 37 new modules, 10 were uploaded on the projects website. Both existing and new modules were tested by the teachers among 1.100 students.

### **European school photography competition**

The school photography competition was promoted through a poster designed in-house highlighting the general terms of the contest – theme, deadline, application requests, etc.

The general rules of the contest as well as the participation sheet with the 3 types of waiver were e-mailed to the teachers in the project team. Also, to better help students understand the theme of the contest and give them some advice on photography a document was created and e-mailed to all the teachers in the project.

The competition ran from 23<sup>rd</sup> of March till 29<sup>th</sup> of May and throughout this period, teachers were assisted to solve all the contest matters. We received 34 photo reportages.

The evaluation took place on the 10th of June. Members of the jury were:

**Radu Andreescu** – NPPA member (<https://nppa.org/>) and correspondent in Romania of “Today's

Photographer”

**Nina Cugler** – Executive President of APDD - Agenda 21

**Alexandra Radulescu** - EAThink2015 project manager, APDD - Agenda 21

The essential evaluation criteria was the message/meaning conveyed through the photo reportage as a whole.

5 semifinalists were chosen and among them the winner, a photo reportage on bees made by 11<sup>th</sup> grade students from Buzau County.

Over 800 students in 34 classes and 37 teachers were involved in the competition and each of them received a certificate of attendance / diploma printed in-house

### **Production and display of the Food Cloud interactive exhibition (EYD2015)**

APSD-Agenda 21 contributed in the FCE displayed at EXPO 2015 in Milan with the translation of the winning photo reportages description (Photo Competition), as they were a part of the concept of the exhibition. We promoted the exhibition on local and regional level as well as the videos of our winners. The first adaptation of the exhibition in Romania was organised to run parallel to “Virgil Madgearu” College Celebration Days, in Prahova County between the 2nd of December until the 4th of December. We chose to link it to this important event in the local educational area in order to give full visibility to the exhibition.



The installation included cube-shaped objects with images on and small posters with powerful messages encouraging change in people’s lifestyle such as: “Don’t waste your food!”, “Buy local food!” or “Cut down the amount of energy you use!”.

Alongside the installation, a short presentation of the winners of the European primary and secondary schools photo competition “Food and alternative food systems” was projected.

The educational exhibition revolved around 24 keywords, each word being represented by an image and / or an object bearing a short text that begins to explain, through definitions and data, connections and relationships, all in a simple but attractive manner. The words together were one of the possible indicators of a research on

### **Exchange among schools through the Eathink 2.0 website”**

The content of the Eathink website was translated in Romanian – menus Homepage, About, Aims and Objectives, Outcomes and Partners. Thus both Romanian teachers and students were able to learn more about the project and share their experiences and practices with other teachers and students from all Europe related on global sustainable development.

### **Development of a sustainable farming game application for Android**

Agenda 21 reviewed both game apps - “EATHINK GAME” and “Robin’s pie” and offered crisp observations and recommendations. The “EATHINK GAME” needed more information in order to grow in consistency.

After the completion of texts, APSD-Agenda 21 translated, lectured, adapted and promoted both apps. La

torta di Robin / “Robin’s pie” is on Romanian “Prăjitura lui Robin” and EAThink game has the same name. Also, the text for web platform and store were translated and adapted. Both apps are being promoted on the project social media, informing our target groups about it.

### **International exchange workshop for teachers**

Based on the involvement of teachers in EAThink2015 project, knowledge and level of experience, Agenda 21 together with the 4 county scholar inspectors, selected 5 teachers for the participation at the “International exchange workshop”:

1. Ms. BALAN ELENA - Higher Commercial School "Nicolae Kretzulescu" – Bucharest, *taught subject: Economy*
2. Ms. GHEORGHE MONICA - "Cpt. Av. M. T. Badulescu" School, Buzau County, *taught subject: primary school teacher*
3. Ms. TOMA CATALINA - "G. E. Palade" School, Buzau County, *taught subject: primary school teacher*
4. Ms. IVANOF FLORENTA - “Vintila Bratianu” Technological High School, Ilfov County, *taught subject: Agrotechnics*
5. Ms. FILIPOIU MADALINA - "Virgil Madgearu" Economical College of Ploiesti - Prahova County, *taught subject: History*

*Testimonies:*

#### **Catalina Neagu, teacher at “Ioan Petruș” General High school, Otopeni, Ilfov County**

*«Milano Expo» was, for me, more than a «discovery trip» through the countries which were present; here, we did interesting activities during the project, we met new people, we worked within teams, we were happy seeing our names on the displays showing the photo reportages competition, and here, more than anywhere else, «we felt and thought global».*

#### **Madalina Filipoiu, Teacher at Economic High school „Virgil Madgearu”, Ploiesti, Prahova County**

*"Participating at this event represented for me a novel experience, both due to the location in which it took place and the way it was organized. In my opinion, Expo Milan 2015 successfully managed an interethnic and intercultural approach of a major nowadays problem, food. The facts that during the workshop we were organized in groups with members from different countries, and that we approached mutual interest problems, were overall a very interesting experience. I met people who have the same concerns as I do, think like me, but belong to other cultural spaces. I realized that more things can be done through education, for our future, and this project creates the necessary framework."*

#### **Elena Lucia Balan, teacher at Higher Commercial School "Nicolae Kretzulescu", Bucharest**

*"Participating at EAThink2015 project organized by “APSD - Agenda 21” Association, offered me a unique opportunity to make a correct perspective regarding the difficulties raised by the global long term development and healthy nutrition.*

*At the workshop, there were teams of professors participating from 12 countries over Europe and Africa, teams who have made presentations of the most important activities within this project. There were interesting presentations, which enabled a real exchange of experience, regarding educational systems and*

*the way in which there were integrated in different countries curricula, subject matters which have as main purpose the education for global long term development and healthy nutrition.*

*Undoubtedly, a professional gain was the participation at the debates organized in groups, constituted from teachers from different countries, having different educational experiences. I was part of a French speaking group, with 8 teachers from France, Portugal, Romania and Senegal, group which truly impressed me due to the involvement of participants, based on very different experiences, for a debate regarding "biodiversity".*

*In the end, I appreciated the high academic level of the presentation sustained by the Italian teacher Massimiliano Lepratti (ACRA-CCS) over the aspects related to "Global learning", who brought into discussion the numerous implementation difficulties of creating lessons based on new curricula, in an entire new perspective. "*

**Applicant:** Fondazione ACRA-CCS – Italy

**Co-applicants:**

1. Comunita Impegno Servizio Volontariato (CISV) - Italy
2. Südwind - Agentur für Süd - Nord - Bildungs- und Öffentlichkeitsarbeit - Austria
3. Związek Stowarzyszeń Polska Zielona Sieć (Alianța Rețelei Verde ale Asociațiilor Poloneze) - Poland
4. Asociación de Entidades Locales Vascas Cooperantes - EUSKAL FONDOA - Spain
5. Asistență și programe pentru Dezvoltare Durabilă – Agenda 21 - Romania
6. Kopin (Koperazzjoni Internazzjonali) - Malta
7. Cardet – Cyprus
8. Asociația Žmergo - Croatia
9. Anthropolis Antropológiai Közhasznú Egyesület - Hungary
10. Institut za razvoj trajnostni - Slovenia
11. Fondazione Cassa di Risparmio delle Province Lombarde (FONDAZIONE CARIPLO) - Italy
12. Fundação Calouste Gulbenkian - Portugal
13. Réseau international URGENCI - France

**Co-financed by:** European Commission through the Program Non-State Actors and Local Authorities in Development. Raising public awareness of development issues and promoting development education in the European Union.

## Projects developed in collaboration with public administration

### Transparency and quality in public administration through social media

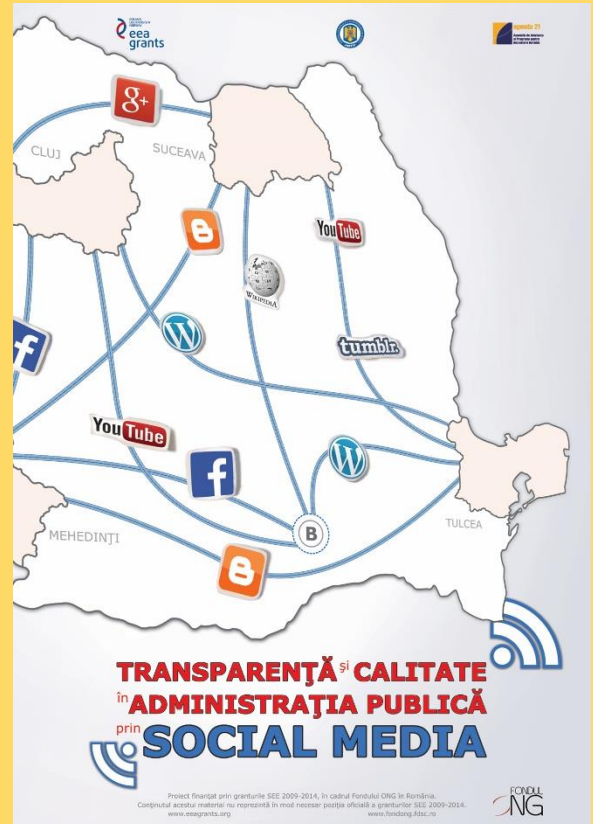
#### Context

Nowadays, we are witnessing a decrease of citizens' participation in the process of decision and policy making. The causes of this phenomenon are the following: the low performance of public institutions, fact that leads to a capital crisis, the leaders' side-slip in the corruption disproof and the respect for the principles of the rule of law, the economic and financial crisis which affected the public institutions (the budget and staff shaving off), as well as the citizens, focused more on their problems than the public matters.

If the citizen's attitude towards the public institutions and civil servants is a negative one, his/her wish to be involved is very low; there is a contradiction between the fact that citizens admit the importance/utility of participants and the low rate of their participation. The Romanian citizen's participative culture is very low, functioning mostly when his/her personal interests are affected.

The project aims to increase the civil society role in the promotion of the principles of effective governance and of the citizens' participation in the process of public policy – making at a local level.

The solution proposed through the project refers to the extension of social media networks in public administration as tools meant to ensure a larger transparency of public institutions, the increase of the information and participation level among citizens in the decision – making process.



**Duration:** 12 months (May 2014 – April 2015)

#### The objectives

1. Promoting the fundamental rights of citizens to attend the public issues through the process of establishing efficient communication and accession among citizens channels within 20 institutions/public authorities from Bucharest, Cluj County, Mehedinți county ; Suceava county and Tulcea county.
2. Raising the level of transparency and satisfactory governance of 20 institutions/public authorities from Bucharest, and Cluj County, Mehedinți County, Suceava County and Tulcea County and their capacity to attract the citizens in the procees of making decisions in local communities using the social media networks.
3. Encouriging volunteering in the benefit of comunity through the trainig of 30 volunteers, representatives of civil society and involving voluntirily the civil servants in the process of implementation
4. Promoting the campaign “No hate speech” in 20 institutions/local public authorities involved in the projects, 5 local NGOs with 30 volunteers.
5. Multiplying and broaden the project in other 10 counties.

## Activities in 2015

### 5 review workshops at local level

This activity consisted in the presentation of the evaluation and monitoring reports of the activities and events of informing and online communication, exchange of good practices between the participant institutions in order to improve the e-government component in the public administration at local level. It was assessed the impact of the social media tools used through this initiative, tools that enhance the involvement of citizens through these channels, the level of transparency of public institutions involved in the project, the effects on the improvement of policy and dialogue with citizens, respectively, the level of satisfaction as a follow up of the improved quality of services provided by the partner public institutions. 5 workshops were held by the 10 non-governmental organizations in partnership with the local authorities, one in each location as following:

- Bucharest – on the 2nd of April
- Cluj-Napoca, Cluj County – on the 3rd of April
- Tulcea, Tulcea County – on the 7th of April
- Drobeta Turnu Severin, Mehedinți County – on the 30th of March
- Suceava, Suceava County – on the 16th of April

The workshops were attended by 168 representatives of partner public institutions, NGOs, civil servants, volunteers, citizens and members of the implementing team, mass-media.

### The Closing Conference

The closing conference was organized on the 22nd of April, at the headquarters of the Bucharest 6<sup>th</sup> District Hall and gathered 67 participants, representatives of public institutions involved in the initiative, guests from other 10 local authorities, volunteers, citizens, mass-media. The conference was preceded by the launch of the Competition on Good Practices of using Social Media Tools in Public Administration. The competition was launched by the National Agency of Civil Servants, the main partners in this project. It aimed at identifying good examples of events realized through social media channels by other public institutions and authorities which were promoted within the conference. Their events were included in the Good Practices Compendium, realized in the project.



Also, the good practices realized within the project (8 initiatives) and other 2 (realized by other promoters) were awarded. Thus, 10 trophies and 10 certificates were created. The festivity of the most efficient and innovative good practices in the social media field was included in the conference. The trophies were

handed by Mrs. Carmen Drăgan, General Secretary within the National Agency of Civil Servants from Romania.

The opening speech of the conference was addressed by Mr. Jozsef Birtalan, President of The National Agency of Civil Servants from Romania. The project manager, Nina Cugler, and the manager of the NACS team, Adriana Cîrciumaru, presented the outcomes giving the opportunity to the participants to exchange ideas and initiatives meant to improve the efficiency and quality of the relation with citizens, but also the quality of the services provided by public institutions. The experience of public authorities within the project was presented by the representatives of the awarded institutions as following:

- ✓ Paula VITRIUC, Bucharest Prefecture
- ✓ Daniela PETROSCI, Tulcea Prefecture
- ✓ Tudor Ioan TURCU, Bucharest 6<sup>th</sup> District Hall
- ✓ Ioan Sorin MUREȘAN, Turda Town Hall, Cluj County
- ✓ Oana PORFIR, General Directorate of Social Assistance and Child Protection District 6 Bucharest

**The project is financed** through the SEE 2009 – 2014 grants, within the NGO Fund in Romania.

**Location:** Bucharest, Cluj county, Mehedinți county, Tulcea county, Suceava county

**Applicant:** Assistance and Programmes for Sustainable Development – Agenda 21

**Main partner:** The National Agency of Civil Servant (NACS)

**Local partners:**

- ✓ Bucharest City Hall
- ✓ Bucharest 6<sup>th</sup> District Hall
- ✓ General Directorate of Social Assistance and Child Protection District 6 Bucharest
- ✓ Bucharest Prefecture
- ✓ Cluj County Council
- ✓ Cluj Prefecture
- ✓ Public Health Directorate, Cluj County
- ✓ Turda Town Hall, Cluj County
- ✓ Drobeta Turnu Severin Town Hall, Mehedinți County
- ✓ Mehedinți County Council
- ✓ Mehedinți Prefecture
- ✓ Mehedinți County Agency for Employment
- ✓ Tulcea Town Hall
- ✓ Tulcea County Council
- ✓ Tulcea Prefecture
- ✓ Tulcea Labor Inspectorate
- ✓ Gura Humorului Town Hall, Suceava County
- ✓ Suceava County Council
- ✓ Suceava Prefecture
- ✓ Suceava County Agency for Employment

**B. Organizations**

- ✓ Dorian Foundation, Cluj County
- ✓ Center for Studies in Political Ideas, Bucharest
- ✓ Urbaniac Association, Bucharest

- ✓ Valori Dobrogene Association, Tulcea County
  - ✓ Drumuri Dobrogene Association, Tulcea County
  - ✓ Act Integration Association, Mehedinți County,
  - ✓ Nike Association for Development and Help, Mehedinți County
  - ✓ Peace Action Training and Research Institute of Romania, Cluj County
  - ✓ Romania UN Youth Association, Bucharest
  - ✓ Scholar Association for Education and Development, Suceava County
- C. Others
- ✓ Romanian Broadcasting Society

## Inclusive Governance

**Duration:** 12 months (May 2015 – April 2016)

**Partners:** APSD-Agenda 21 (applicant), National Agency of Civil Servants (main partner)

**Locations:** the following counties: Buzău, Călărași, Cluj, Dolj, Mureș

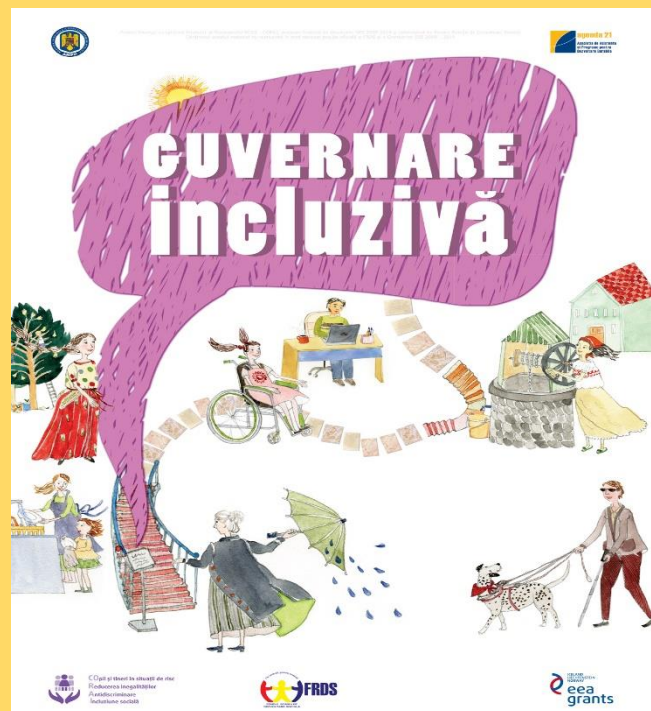
**Context:** The project is representative for the Governing Programme (2013 – 2016) and targets initiatives meant to answer better to issues that disadvantaged groups encounter.

### Aim

The project aims at decreasing the inequalities and preventing discrimination and social as well as economic exclusion in Buzău, Călărași, Cluj, Dolj and Mureș counties through the cooperation between public authorities and civil society.

### Specific objectives

- a. Development of five action plans, methodologies and tools meant to ensure the full participation and involvement of the vulnerable groups in the governance act at local level, in the decision making processes that affect their lives and the non-discriminatory access to public services in the aforementioned counties.
- b. Training of 125 decision makers and experts from 20 institutions and public authorities as well as 5 NGOs in order to act in partnership and realize inclusive governance within the 5 counties included in the project.
- c. The creation of 6 non-formal structures (networks), one at national level and 5 at county level meant to ensure the equal access of citizens, including disadvantaged groups, within the governance act and monitoring process of the public policies.



## Target groups

The project targets vulnerable groups at risk of multiple discrimination: young people, women, ethnical groups, especially roma people, residents in rural area.

- ✓ 5 counties with a high percentage of roma people;
- ✓ 20 local authorities and public institutions:
  - Cluj County Council
  - Buzău County Council
  - Călărași County Council
  - Mureș County Council
  - Dolj County Council
  - Cluj Prefecture
  - Buzău Prefecture
  - Dolj Prefecture
  - Călărași Prefecture
  - Mureș Prefecture
  - Cluj County Agency for Employment
  - Buzău County Agency for Employment
  - Dolj County Agency for Employment
  - Călărași County Agency for Employment
  - Mureș County Agency for Employment
  - Cămărașu Local Council, Cluj County
  - Calvinii Local Council, Buzău County
  - Curcani Local Council, Călărași County
  - Craiova Local Council, Dolj County
  - Beica de Jos Local Council, Mureș County

## 6 Nongovernmental Organizations:

- ✓ Assistance and Programs for Sustainable Development – Agenda 21
- ✓ „Their future depends on you” Association
- ✓ The center for educational resources, development and social inclusion
- ✓ Agency for community development Association, Buzău
- ✓ Volunteering Center Cluj-Napoca
- ✓ Divers Association
  
- ✓ **125 decision makers and experts from public institutions and NGOs** – trained on topics related to social inclusion.
- ✓ **30 volunteers, representative of civil society** – involved in the research process.
- ✓ **150 representatives of vulnerable groups** – consulted regarding the issues that they encounter.
- ✓ **200 participants at the public debates** – involved in testing process of the local action plans in the 5 counties of the project.
- ✓ **1200 civil servants, decision makers, experts and citizens** – as members of the sample in the research process and creation of the Study on the needs of vulnerable groups.

## Main activities in 2015

### 1. Launch of project

During the first months of the project, it was created the implementation strategy of the project that contains the calendar, the responsibilities of local partners. Also, the partnership agreements were signed and NAFP selected the responsible coordinators from each institutions. The official launch took place on the 7<sup>th</sup> of July at the headquarters of the Romanian-American Foundation from Bucharest.

Also, the project was launched at local level in each county selected in the projects. The events were attended by decision makers, representatives of institutions with responsibilities in the domain of social inclusion, respectively representatives of partner NGOs. Within the launch events, there was organized a panel dedicated to consulting the participants in order to receive necessary information in order to create/improve the local action plans of social inclusion.



### 2. The selection and training of volunteers

The training course of volunteers took place at Izvorul Mureșului, between the 1<sup>st</sup> and the 5<sup>th</sup> of September 2015. The training course was attended by 36 people (6 representatives per county): volunteers and local coordinators, trainers and representatives of partners. The volunteers benefited from a training session regarding the principles of inclusive governance, European and National Strategies on inclusive governance, European and National Strategies to combat discrimination and social exclusion for different groups with exclusion risk and social marginalization. The training included a module regarding equality, multiculturalism and nondiscriminatory aspects that represent the foundation of No Hate Speech Campaign. Also, the participants were trained on social research methodologies. There were created 5 options of posters for the No Hate Speech Campaign, the campaign motto and local activities plans



### 3. The Vulnerable Groups Needs Study

The study was realized with the support of volunteers informed within the project. It offers relevant information as well as realistic and efficient proposals in order to reduce the risk of social exclusion of vulnerable groups. It also represents an important strategic foundation in order to create the strategies and action plans that promote inclusive governance at local level, inclusively through the implementation of consultative and decisional mechanisms in the relation administration – citizens – civil servants. 1200

persons participated in the research process, 600 people from the institutional environment and 600 citizens from the local communities included in the project.

According to the data, it seems that disadvantaged citizens tend to have less trust than institutional respondents in the potential of public services/authorities to cope with the issues (high trust – 33,2% - disadvantaged groups, 68,8% - institutions). The study also shows that the interest of the administration regarding the issues of the vulnerable groups is relatively low (only 28% of institutional respondents have a high or very high interest). Moreover, the study revealed the fact that usually two thirds of citizens are not consulted by administration (67,5%) and that the representatives of vulnerable groups have never heard about any way of public consultation (18,2 didn't mention or know at all). In addition, the attendance at the meetings of local council is poorly known and accessed (9,6% mentioned this democratic tool).

#### **4. Workshop to establish the national network of experts in social inclusion**

45 experts in social inclusion attended the meeting designed to put the foundation of a national network between the 18<sup>th</sup> and 20<sup>th</sup> of November. The national network aims at exchanging periodically information and maintaining the practice of positive experiences dissemination. Also, it was created a statute and a national coordinator was elected.

#### **5. The elaboration of a compendium of good practices in the social inclusion domain**

The materials that represented the roots of this compendium were created within the workshop for the establishment of the National Network of Experts in Social Inclusion which was developed between the 18<sup>th</sup> and the 20<sup>th</sup> of November 2015, in Sinaia. Also, the author identified additional good practices from the public system as well as from the nongovernmental sector.

The compendium is a resource for all the actors involved in the complex process of social inclusion of various vulnerable groups or disadvantaged communities within the public sector of public authorities at central and local level, as well as the private sector, of civil society and nongovernmental sector.



#### **6. 5 training sessions for decision makers and experts within the public institutions and NGOs**

- Training course for decision makers and experts in public institutions and NGOs from Buzău County – 15<sup>th</sup> and 17<sup>th</sup> of October 2015.
- Training course for decision makers and experts in public institutions and NGOs from Mureș County – 21<sup>st</sup> and 23<sup>rd</sup> of October 2015.
- Training course for decision makers and experts in public institutions and NGOs from Călărași and Dolj Counties – 22<sup>nd</sup> and 24<sup>nd</sup> of October 2015.

- Training course for decision makers and experts in public institutions and NGOs from Cluj County – 23<sup>rd</sup> and 25<sup>th</sup> of November 2015.



The topics approached within the sessions included the following aspects: the national legislation in the domain of social inclusion, especially the new Governmental Strategy created in May 2015, human rights, strategic planning, the creation of a communication campaign. Moreover, the participants elaborated a draft of the local action plan that will be tested and validated according to the activities plan.

## 7. The No Hate Speech Campaign

The Campaign was organized in the five counties included in the project and aimed at raising awareness among the members of the communities on issues encountered by people in vulnerable situations in order to decrease their level of exclusion and social discrimination. There were organized events where informative materials were disseminated on the topic of discrimination.

In this context, the partner institutions organized events dedicated to the International Day Against Discrimination – 9<sup>th</sup> of November, to the International Day of Tolerance – 16<sup>th</sup> of November, and to International Day of Human Rights – 10<sup>th</sup> of December. The events consisted of round table on the importance of social inclusion, seminars on the same topic, dissemination of video materials with various discriminatory situations and T-shirts with the message of the campaign.



Project financed by RO10-CORAI Program, program financed by SEE Grants 2009 - 2014 and administrated by the Romanian Social Development Fund.

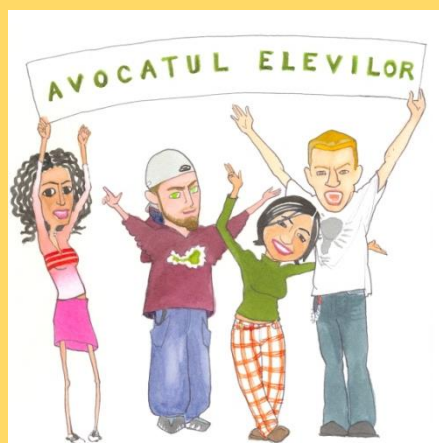
The content of this material doesn't necessarily represent the official position of FRDS and SEE Grants 2009 - 2014;

## Human Rights Education Projects

### STUDENT'S OMBUDSMAN (8<sup>TH</sup> YEAR OF IMPLEMENTATION)

#### Description

The Student's Ombudsman is a programme that aims to create and implement in schools an institution capable of ensuring that human and children rights are known, promoted and observed in schools. Currently the programme is implemented in 300 schools and 25 counties and in each county there is a department "Student Ombudsman", which is part of the County Pupils' Council. Since 2010 the project has been included in the official Calendar of Educational Activities of the Ministry of Education and Scientific Research.



According to the Regulation, the Student's Ombudsman includes 7 people, as it follows:

- 5 pupils – including the School Pupils' Council President
- 1 teacher – usually the educational councillor
- 1 parent – appointed by the Parents' Committee
- the Student's Ombudsman coordinator – a pupil different from the School Pupils' Council President

Responsibilities:

- ✓ Identifying the issues/situations of pupils' rights violations;
- ✓ Facilitating cooperation between pupils/parents and the school board;
- ✓ Suggesting solutions in agreement with the teachers in charge;
- ✓ Mediating conflict situations occurring inside the school, within the boundaries foreseen by the Code of Conduct;
- ✓ Monitoring how the issues/situations were solved.

#### Summer School: Student's Ombudsman as children rights promoter

In 2015 the project continued through the activity of Student's Ombudsman Departments which function at every county level, as part of the County Pupils' Council, but also through a school that has already turned into a tradition, as in 2015 it reached its fifth edition. The school's main objective was to train a group of multipliers, capable to promote children and youth rights in schools and to train, on their own, other young people in order to respect and promote children and youth rights. As it happens every year, the school took place between 1<sup>st</sup> -4<sup>th</sup> September, in Băișoară camp, Cluj county and it gathered a number of 31 students and teachers from all the regions of the country.

The agenda included numerous thematic workshops, but also exchange sessions between the counties represented. The organizing team brought together key people - teachers and students from high schools that had implemented the project ever since it started back in 2005 - but also a team of 4 trainers who

facilitated the thematic workshops. The topics discussed were: children rights, team work, communication and conflict mediation and promotion techniques.

The programme started with a session dedicated to understanding the project, during which the facilitator presented the history of the project, the ideas and values on which the project was based, its evolution from the piloting stage to the current one and some key documents for the emergence and development of such an institution. The school continued with the first thematic workshop on the topic of children rights which brought up some of the fundamental characteristics of human rights through a quiz, the history of human rights and the need to create special rights for children. The innovative part of this thematic workshop was the fact that it was designed on one of APSD-Agenda 21's campaigns – One in five – on sexual violence. The second half of the first day was dedicated to interpersonal communication and the communication techniques of a campaign. This thematic workshop helped the students discover how to communicate better with their peers and how to design local campaigns in their scholar communities. The second day was dedicated to campaign design and visual materials and tools that can be used in such activities. Also, a thematic workshop was dedicated to debating activities and techniques. The thematic workshops were complemented by exchange sessions, which were some of the most appreciated moments of the school. The students had the chance to present their work, to find out new ideas from their mates and to plan together how they could cooperate and put into practice what they had learnt.

The results of the evaluation showed that the school was a real success and that it had achieved its objectives. All the participants saw this as an extremely useful and interesting experience, which they would like to share with their colleagues.

**Co-financed by:**

- the Ministry of Education and Scientific Research

**Partners:**

- the Ministry of Education and Scientific Research
- National Pupils' Council

## Youth participation projects

### LET'S TAKE CARE OF THE PLANET

#### Description

The *Let's Take Care of the Planet* project was born out of the initiative of the Brazilian Ministry of Education, which organized **the first International Conference of Children and Youth**, from 5<sup>th</sup> to 10<sup>th</sup> of June in Brasilia, on the themes of “**responsibility and environment**”. It brought together 350 youth delegates aged from 12 to 15, from 47 countries. National processes enabled thousands of young people to do research on sustainable development, to debate and to contribute to the creation of a **Charter of Responsibilities**, which is a true medium for action. In November 2010, this Charter was presented to the President of the European Council and to the Secretary General of the Committee of the Regions in Brussels.



The Young Europeans *Let's Take Care of the Planet* project **aims to encourage dialogue between young Europeans on sustainable development issues** and to **enhance their capacity for action and commitment in order to move towards sustainable societies**. This project is in line with the objectives of education for sustainable development and for international citizenship. By giving young people the means to take into consideration the entirety of a situation, it prepares them to debate socially important issues in such a way that they can take a stance in an enlightened way and implement considered actions.

#### General objectives

- In Europe, to reinforce the socially responsible impetus and commitment of the young citizens on the issues related to a sustainable development
- To give concrete continuity to the international process initiated by the Brazilian Ministry of Education, by contributing to diffuse, open debate and implement the international Youth Charter - Let's Take Care of the Planet - that was jointly written by youth from 47 countries, in Brasilia in 2010
- To allow the European young people to express their ideas to political and economic local actors, and to international authorities

#### Activities in 2015: The European Youth Conference “Let's take care of the planet” – Second edition

The second edition of The European Youth Conference was held from 19 to 23 May 2015 in Brussels at the Committee of the Regions headquarters, **it was attended by more than 150 participants, including 69 delegates 13 to 16 years old from 14 European countries and 15 facilitators 18 to 30 years old of 11 different nationalities**.

This 2<sup>nd</sup> European Conference was focused on climate change in view of the major global event, COP21, at which international climate negotiations will be held and will be hosted in Paris in December 2015. The

delegations consisted of 2 to 12 students at the most, aged 13 to 16, accompanied by 1 to 4 adult chaperones and 1 facilitator, aged 18 to 30. 6 young Romanians attended the event: Robert Nica and Octavian Spiroiu from Technical College Buzău, Daniel Nejat and Sara Neagu from the “George Coșbuc” Bilingual College, Bucharest, Simona Covache and Bianca Crocotă from “Matei Basarab” National College, Bucharest. They were accompanied by Mrs. Adina Ionescu, teacher at Technical College Buzău and Florentina Cristea, teacher at “Matei Basarab” National College, Buzău.

The 11 methodological facilitators, of 11 different nationalities, were selected upstream by the national coordination committees according to various criteria and **all of them took a two-day training course, on 18 and 19 May, in Brussels, upstream of the European Conference. The Romanian facilitator was Andreea Tătaru, projects’ coordinator in APDD – Agenda 21.** The facilitator training programme was entrusted for its design and implementation to two partners of the LTCP network: **Cristina Gonzalez Torrents (Oficina de Serveis Ambientals de Sant Feliu de Llobregat - Spain) and Florina Potirniche (APDD-Agenda 21 – Romania)**, both of them facilitators at the 1st European Youth Conference. Following a first meeting between Delphine Astier and Cécile Massé of Monde Pluriel, Cristina Gonzalez Torrents and Florina Potirniche organized in Barcelona from 10 to 13 February 2015, regular Internet-based exchanges were set up.



The training made it possible to train the facilitators in various aspects: content and methodological principles of the Let’s Take Care of the Planet project, Conference programme and participatory and inclusive facilitation techniques. The training was also an opportunity for the facilitators to discover the different workshops they were to facilitate by giving them practical experience. This simulation made it possible for them to understand the framework in which the delegates would find themselves, to reflect

and become aware of their own role.

The delegates were then divided into five thematic groups (**biodiversity and natural resources; solidarity and citizenship; energy and renewable energy; production and consumption; wellbeing and health.**). Taking up the previously identified problems, the delegates discussed their roles, the problems that affected them more, or less, and of those for which they really felt they could act. In each workshop, the discussions led to the definition of 1 to 3 responsibilities, responsibilities that the youngsters felt capable of taking on individually and/or collectively. The goal of these meetings was to allow the young delegates to dialogue with resource persons, experts, elected officials, technicians, etc., who take part in implementing or designing policies, and who make Europe “from the inside”.

More precisely, this part of the process had several purposes:

- get a better understanding of institutional Europe
- Understand how territorial authorities work and how they are linked to the European Union and to environmental issues, as well as public-institution issues in general; as well as understand the role of an elected official, his or her life day-to-day, etc.
- get a better understanding of the stakes involved in climate change and in COP21, and of the role that local authorities can play at the local level
- become aware of the collective dimension of environmental and climate issues

- Strengthen the youngsters' action capacity by allowing them to know of the initiatives of the European institutions (European Economic and Social Committee, Committee of the Regions, European Parliament, etc.), and of public policies in general.

The results of the thematic workshops constituted a basis for the educommunication workshops, which aimed to disseminate and value the commitments made by the young. These workshops gave the delegates the possibility of learning how to communicate on their commitments in different forms of language, to create different communication media to spread and develop the results of the Conference once they were back in their country, and to learn how to handle tools that they would be able to use again later.

The delegates were allowed to choose, previous to the Conference, an educommunication workshop from among the four offered: *Call for co-responsibility* workshop, *Youth Reporter Agency* workshop, *Collective Poster Creation* workshop and *“Mosaic of portraits” Video* workshop.

The Conference was organized by the French organization **Monde Pluriel**, which since 2009 has coordinated the European dynamics of the Let's Take Care of the Planet project. [www.mondepluriel.org](http://www.mondepluriel.org). In Romania, the initiative was coordinated by APDD – Agenda 21.

### Partners

- Charles Léopold Mayer Foundation
- French Regional Education Offices
- UNESCO
- European Economic and Social Committee
- Committee of the Regions
- Hippocrene Foundation
- Rhone-Alpes Region



## MIJARC Europe

### Unveiling rural realities – Unlocking youth potential, Strasbourg, 4<sup>th</sup> – 11<sup>th</sup> of October 2015

Rural Youth Europe and MIJARC Europe organized a Study Session on the topic Youth unemployment from the 4<sup>th</sup> to the 11<sup>th</sup> of October 2015. It was hosted and supported by the Council of Europe at the European Youth Center in Strasbourg, France.

The Study Session entitled “Unveiling rural realities – Unlocking youth potential” is part of an annual work plan developed by MIJARC the aim of which is to improve the employment skills and change the attitude of young people coming from rural areas in order to ease their transition from education to professional life. The work plan is funded by the Council of Europe, through the European Youth Foundation. APSD – Agenda 21 was represented by two young ladies, Alexandra Tutunaru and Alexandra Ion from “Ioan Petruș” Theoretical High School, from Otopeni.



#### What was discussed during the study session?

The participants to the study session came from 14 countries all over Europe: Austria, Bulgaria, Finland, France, Germany, Greece, Ireland, Latvia, Macedonia, Norway, Rumania, Turkey, Ukraine and the United Kingdom.

During the study session the themes of youth (un)employment and entrepreneurship were discussed on different levels. The week started off with more personal level discussions on the subject of youth employment. From there the discussion was taken further to local, organisational, national and European levels.

The main issues discussed were the following:

- Individual strengths, passions and paths to dream jobs
- What is a good/bad job like
- Ecovillage as an example of a community that provides employment
- Good practises on entrepreneurship education
- What are the needs of your community, what would young people need to be able to stay in their community and continue living in the countryside?
  
- How to build business ideas out of your own skills, passions and the needs of your community
- What are the causes of youth employment in your area/country, especially in rural areas?
- What solutions we can find for these problems: individual, educational, organisational and governmental?

- The Job situation in your home country
- What unused resources does your area/country/Europe have to create jobs in rural areas?
- Council of Europe perspective on youth employment
- How does the decision making on a European level affect youth employment? What can be done on a national level and what kind of decision making happens on a European level?

### What were the results?

After three productive days working in identifying their personal skills and strengths, working on their entrepreneurship ideas discussing on the phenomenon of youth unemployment, discovered the different realities that exist in each country, had meetings with experts and a MEP, visiting the parliament, there was time to ACT.

The concrete outcomes of the session were five educational board game prototypes, a video and two workshop concepts. All of these materials have an educational aspect related to youth employment, entrepreneurship and the challenges especially rural youth encounter when transitioning to working life. These are tools to inspire more young people to discuss the transition from education to work, work rights and responsibilities and skills needed in work life. The participants used ideas and solutions discussed over the course of the week to create these materials.



### LET US IN - KEEPING THE FAITH IN YOU(TH) – Seminar and General Assembly of MIJARC Europe, Overijse, Belgium

**MIJARC Europe's Extended General Assembly** took place in Overijse, Belgium from 25<sup>th</sup> to 27<sup>th</sup> July. The delegates approved the Moral Report 2014-2015 and the Financial Report 2014, they discussed and took many important decisions about the MIJARC Europe strategy of enlargement. The Action Plan and the Budget for 2016 were discussed and approved. It is also important to mention about the position paper on asylum seekers and refugees was discussed and approved unanimously by the delegates.

There were also some important changes in the structure of MIJARC Europe:

Member movements: APSD-Agenda 21 from Romania became a full member of MIJARC Europe, while MJRC Catalunya was excluded.

European Team: Jan Vanwijnsberghe has resigned from his position and two new members of the European Team were elected:

**Anastasia Cârjan** from APSD-Agenda 21 Romania

**Alexandru Hanny Alshehari** from APSD-Agenda 21 Romania

## International Seminar

MIJARC Europe organised an international seminar on the topic of youth unemployment, in Overijse - Belgium, between 27th July and 1st August 2015. The seminar was hosted by our member movement KLJ-Belgium and it was organised with the support of the European Commission through the ERAMUS + Programme and the support of the Council of Europe through the European Youth Foundation.



The seminar entitled "LET US IN - Keeping the faith in you(th)" is part of an annual workplan developed by MIJARC the aim of which is to improve the employment skills and change the attitude of young people coming from rural areas in order to ease their transition from education to professional life. The work plan is funded by the Council of Europe, through the European Youth Foundation.

The participants to the seminar were 34 young people from 8 different countries: Belgium, Bulgaria, France, Germany, Malta, Macedonia, Portugal and Romania. Throughout the seminar, they were divided in two working groups, each group focusing on specific questions related to youth unemployment.

### WORKGROUP 1: Empower the youth to give them a voice

The participants in this group focused on institutions and organisations which can help young people overcome youth unemployment, shared their experiences and searched for good practice examples in order to create a critical view on how different stakeholders can influence the phenomenon of youth unemployment. The group created together an image of what the governments, youth councils and civil society's projects can do and they reflected on what they as individuals but also as members of youth organisations can do.

### WORKGROUP 2: EU and local Youth Strategy in integration and policy making

In the second groups the participants analysed the policies related to youth unemployment in the rural areas and discussed the role of the church and the governments in the debate about unemployment.

They discussed different situations in the remote rural areas where there are the biggest problems with youth unemployment, and how dangerous is the massive



migration of young people from villages to cities. By using case studies they discovered re-integration and fallback systems at rural level.

### **Training Course “Let me lead you(th) to success” – Malta, 26th – 31st of October**

The training course was held in Gozo Malta, between 26th and 31st October 2015. The seminar was hosted by our member movement GUG Malta and it was organized with the support of the Council of Europe through the European Youth Foundation.

The international training course entitled "Let me lead you(th) to success" was part of an annual workplan developed by MIJARC Europe, the aim of which is to improve the employment skills and change the attitude of young people coming from rural areas in order to ease their transition from education to professional life. The work plan is funded by the Council of Europe, through the European Youth Foundation.



The participants to the seminar were 21 young people from 10 different countries: Armenia, Austria, Belgium, Bulgaria, France, Germany, Malta, Macedonia, Romania and Turkey. They created a very nice group of brave young people who committed from the beginning to transferring what they were going to learn to 10 other people in their movement. APSD – Agenda 21 was represented by Andreea Tătaru and Georgian Mirea, two members of the organization, at the event.

#### **Aim**

During the activity the youth leaders and youth workers will be given tools and methods to successfully inspire and strengthen young people from rural areas to make a transit from education to professional life easier. In addition there will be workshops about Communication and Presentation Techniques that empower youth leaders to reach and communicate more efficiently with their target groups.

#### **Objectives**

- to develop the methods/tools created during the seminar "*Let me in - keeping the faith in you(th)*" and to train the participants on how to implement them with and for young people from rural areas,
- to develop the guidelines created during the seminar "*Let me in - keeping the faith in you(th)*" on how we as Christian rural youth organisations can ACT for the welfare of rural young people in Europe,
- to build a paper presenting the European best practices for young people entering to professional life to share it with our movements, church and governments,

- to provide concrete methods/tools about cooperation, support and programs to young people, so that they could use the support (of church/ other Institutions/communities),
- to share the best practices from European countries and to learn the way of implementing them in participants' countries.
- to empower youth workers and youth leaders in taking an active role in their local/regional movements in preparing young people from rural areas for better access to labour market,
- to prepare/train youth workers and youth leaders to work with young people from rural areas struggling with obstacles/problems in their transition from education to working life.

### **“Let me lead you(th) to success” in Romania!**

In Romania, the local workshop was very well welcomed by 16 young people from a rural area, very close to Bucharest. Since they were very young, aged between 15 and 17 years old, the workshop was designed according to their needs as future high schools graduates. In order to introduce them in the topic, the first session of the workshop aimed at presenting the best practices in tackling youth unemployment around Europe. The challenging part of this session was that they had to think critically about them and assess if they were suitable for the Romanian situation.



The next sessions of the workshop aimed at promoting volunteering activities as possibilities to gain knowledge and enhance their chances to enter the labor market, but, on the top of all, they aimed at encouraging volunteering attitudes towards people around them, towards their communities. The final part was designed in order to show to the young people the practical aspects of being volunteers. According to the Romanian Law of Volunteering from 2014, the persons who are involved in volunteering activities can have their experience recognized as working experience. Also, since they were very young, they had a first lecture of the Law of Volunteering and got to know their rights, duties and benefits as volunteers.

The whole experience was an opportunity to explore new realities, to get and share knowledge and, last but not least, to learn new things while having a lot of fun!

## Empowering Young People for a Green Future

**Applicant:** Assistance and Programs for Sustainable Development – Agenda 21

**Implementation period:** October 2015 – August 2016.



### Context

The initiative was developed in the context of the European Year for Development (2015) which had, among its priorities, the sustainable development, the sustainable policies for young people and food security. Romania has a huge agricultural potential due to its land. Nevertheless, the agricultural sector has become increasingly unattractive for young people in Romania where the most common type of agriculture is the subsistence agriculture, mainly in rural families. The factors that determine the reluctance of young people to engage in intensive/extensive agriculture are various: the lack of financial resources, the lack of support from the state institutions in stimulating agricultural economic activities and urban attraction in terms of career and development opportunities.

### Objectives

- To raise awareness of young people on sustainable development in the context of the European Year for Development
- To involve young people in local communities in activities that are based on sustainable development priorities.
- To disseminate the initiative as a model of good practice in the online environment and other counties in Romania.

**The project activities** consist in organizing **three training sessions** for 45 students from three counties in Romania on sustainable development, on European Year of Development, sustainable production and sustainable consumption. Also, every training session aims to create an area within the school community designed for activities such as planting, gardening in order to promote practical learning of sustainable agriculture.

Also, **two round tables** which will cover the dissemination of this initiative will take place in two other counties in Romania in order to stimulate similar activities in other school communities on the aforementioned topics

The project is financed through **the program Solidarity Fund**, with the support of the global organization **MIJARC World**.

## ORA Sustainable Communities with youth power switched ON!

In 2009 many European organizations launched a dynamic and continuum learning program called "O.R.A.". Youth centers, natural reserves, environment NGOs, social promotion associations, cooperatives, cultural and ecology organizations gathered together with the purpose of extending opportunities for social, economic and cultural inclusion of young people in the community.

O.R.A. represents a methodology of Non Formal Education to aware and empower young people to be active on the topic of Sustainable Development as a combination and interaction of social, environmental and economic developments. The concept underpinning ORA is to provide young people with the direct opportunity to Observe their context (both at a local and international level), to Rethink their own role (both as individuals and as members of society) and to Act as responsible citizens to strengthen the community.

The whole project consisted of 3 parts (1 training course and 2 youth exchanges) in order to build up a coherent path in which to upgrade the methods and project proposals of ORA Network, to elaborate and develop the different activities planned, to involve young people and local communities on field.

### Training Course – Torino di Sangro

The training course of Torino di Sangro represented the playground to introduce the subject of all the workshops (Gardening/Nutrition Education, Renewable Energy Sources, Environmental Educational Path, Sustainable Construction), to explore different techniques and approaches that would have been applied later on during the youth exchanges, to share competences and knowledge towards both theoretical and practical activities. During the whole process, a crew of "Artistic Interferences" followed and supported the activities of the different workshops in order to guarantee a common visual impact of the outcomes and to realise an innovative reportage of the project.



During the project, the young people involved had the possibility to develop on field 4 workshops (**GARDENING/NUTRITION EDUCATION, RENEWABLE ENERGY SOURCES, ENVIRONMENTAL EDUCATIONAL PATH, SUSTAINABLE CONSTRUCTION**) in order to apply ideas, tools and techniques that were useful both for those directly involved in the meeting (participants, organisers, facilitators, local community) and for the following 2 youth exchanges from Germany and Serbia. For each workshop it were developed different activities (e.g. field visits, meetings with school, practical work on field and in the nature, cooking sections) and realised specific outcomes (e.g. a self-watering container system, restoring of couple of Environmental Educational paths in the Nature Reserve, several sustainable furniture for the facilities of the Nature Reserve, different objects of daily use powered by RES) but all of them were managed with Non Formal Education methodology and based on the full involvement of participants and local community.

APSD – Agenda 21 was represented at the event by three members and partners: Cristian Gogu from “Academics stands against poverty”, Delia Motoc, teacher at “Anghel Saligny” Technical College from Bucharest and Cătălina Luiza Neagu, teacher at “Ioan Petruș” Theoretical High School from Otopeni.

Also, another Romanian delegation attended the Youth Exchange organized in Oybin, Germany between the 16<sup>th</sup> of May and 25<sup>th</sup> of May. The aim of the workshop was to apply the content and tools developed within the training course by the participant youth workers.

Three workshops were held as following:

|  |
|--|
| Gardening / Nutrition Education                                      |
| Sustainable Construction   |
| Sustainable Mobility and/or Energy (for Berlin Carnival of Cultures) |



Also, the participants attended the “Carnival of Cultures” which is a four-day urban festival that reflects Berlin’s many faces. With a free and open programme, Karneval celebrates Diversity.

During KdK, the public space gets transformed into a place for self-(re)presentation and play with cultural identities. Music and dance groups, professional and amateurs, children and adults take part in the parade through Kreuzberg. From anarchic performance over traditional dances to mash-up and remix; from high- to popular-, in KdK culture has many meanings.

APSD – Agenda 21 was represented at the event by Cătălina Luiza Neagu, teacher at “Ioan Petruș” Theoretical High School from Otopeni, Sergiu Sirotencu, volunteer of APSD-Agenda 21, Ana Maria Costea and Vlad Neacșu, pupils at “Ioan Petruș” Theoretical High School from Otopeni.

## The collaboration with Fond Romania

### The Romanian Development Camp – 8<sup>th</sup> Edition

Mrs. Andreea Tataru represented APSD – Agenda 21 at the 2015 edition of the Romanian Development Camp, which took place during July 8<sup>th</sup> – 10<sup>th</sup> in Bucharest under the title “Development cooperation days”. This is an annual event of the Romanian NGDO Platform – FOND, in partnership with the Ministry of Foreign Affairs and the United Nations Development Programme – Regional Center for Europe and Central Asia. This year’s edition was focused on raising awareness on development cooperation in the context of EYD. To provide visibility for development projects and to stimulate people and organizations to get involved in the global efforts for eradicating poverty. Also, the camp provided a space entitled *Projects Fair*” where organizations had the opportunity to promote their activities and projects in the field of development cooperation. In this context, our representative participated in panels and workshops which gave her the opportunity to discuss and debate issues such as *The Agenda Post 2015 – the new SDGs, Young People in International Development* (among speakers Mr. **Mr. László Borbély** - the President of the Commission for External Affairs of the Romanian Chamber of Deputies, Romanian Parliament, Ms. Carmen Burlacu - the State Secretary for Global Affairs from the Romanian Ministry of Foreign Affairs, Mr. Dragoş Preda - Chief of Staff, Romanian Minister of Youth and Sports), the Key Note Speaker’s presentation - Mr. Simon Maxwell, currently Senior Research Associate at the Overseas Development Institute.

Our organization also had a stand at the Projects’ Fair within the event, where we had the opportunity to present and discuss with the participants and guests about our development projects, among which *Facilitating Global Learning*.

The 2015 edition of the camp gathered around 150 participants.

#### Testimonial of Ms. Andreea Tataru:



*“The 2015 edition of the Romanian Development Camp was very innovative since it represented a very good possibility to mark the European Year of Development in a joint event for the civil society. NGOs’ representatives, decision makers and academia gathered to debate and share experiences on the topic of “Romania’s profile as an international development donor”. Moreover, as a NGO representative I had the chance to share in the “Development and Cooperation Fair” all the projects on development education and global learning implemented by APSD-Agenda 21 in Romania. The whole event was truly an opportunity to discuss and share experiences and ideas about the new global trends and challenges regarding the international cooperation.”*



## **The volunteers' network**

Through its projects, APSD – Agenda 21 pursues, among others, to raise the Romanian citizens' level of involvement, offering to all the people, social or professional categories the opportunity to improve the environment they live in.

The category of people which is especially encouraged to involve in the association's projects is represented by young people, contributing in this way to their personal and professional development. They become responsible citizens by facing new situations, by participating actively in the process of changing the society they live in, by raising awareness of their involvement's importance.