

Learning Center

C. A. Rosetti

- GROWING IDEAS IN THE COMMUNITY

Draft on an idea to improve rural life in the
Romanian Danube Delta



TU Wien
260.353 Projekt EU am Ende
Betreuer: Meinhard Breiling

The following text is the final product of the course 260.353 Projekt EU am Ende which included a field trip to the Romanian Danube Delta, research on the region and additional lectures on the subject. It is supposed to be considered a draft of a project proposal that describes a general idea on how to help a community in a remote rural area.

Author: Karin Danner 0846438

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ABSTRACT

People are the most significant factor in strengthening the empowerment of a community. An empowered community is independent, capable of analyzing its own problems and finding the solution for their problems without being dependent on outsiders. A community is always a social space with a lot of resources (knowledge, traditions,...). It is crucial that communities have the possibility and ability to identify their own value and assets, as well as to recognize and define their own problems but also to autonomously make use of those ‘possessions’.

The best method to acquire new abilities is through learning. People should be offered conditions to learn skills and gain knowledge that would maybe even motivate them to take efforts in improving their lives. Building on the concept of bottom-up approached development, the learning center targets mainly at the individual education of locals but also at enabling and encouraging locals to active participation and cooperation.

Facilitating such possibilities requires an institution that offers education. Implementing a Learning Center step by step in C.A. Rosetti can have such a positive effect. Particular attention should be paid to an ethical approach and the value of the importance of culture, traditions and art of the region and its inhabitants by encouraging the locals/giving them an opportunity to pass on these traditions. With this focus it also contributes to the survival and promotion of local community culture.



THE COMMUNITY C.A ROSETTI + CURRENT SITUATION IN THE AREA

C.A. Rosetti is a municipality located in the outermost part of the Romanian Danube Delta at the Ukrainian border and the Black Sea. It consists of the five villages C.A. Rosetti in the center of the area, Periprava, situated further north at the Chilia Channel of the Danube, Letea located west of C.A. Rosetti, Sfistofca east of C.A. Rosetti and Cardon, a village further south with only a few inhabitants. Currently the commune's population is 839 with a tendency to fall. Therefore the current situation in the municipality is a difficult one. All of its five villages are experiencing severe decline in population, for which many different reasons can be listed: very harsh living conditions in winter, lack of basic infrastructure, only few possibilities of employment, bad accessibility of the area,

As a result of this emigration tendency certain groups of people are being left behind in the area: at this juncture a large proportion of the population is over 40 (mainly men), only a few inhabitants are children or young adults.

A special characteristic of the area is its ethnic diversity. Despite its low population density, the Danube Delta in general and also the commune C.A. Rosetti is populated by a variety of ethnic groups. Native Romanians inhabit only two out of the five villages of C.A. Rosetti (C.A. Rosetti, Cardon). Lipovans, descendants of Russian immigrants mainly live in Periprava and Sfistofca and Ukrainians are a big part of Letea's population. Besides the Romanian language these ethnic groups still speak their native languages and also practice their traditions, which poses a unique resource of the area.

Nevertheless, the progressive population decline is being used as an excuse by the government to not invest in the development of the area, which leaves the community in a downward spiral of shrinking, further unemployment and the (for some people) resulting effects such as hopelessness, depression and/or alcoholism. Therefore, people have to fend for themselves to change something.



A COMMUNITY LEARNING CENTER – ORIGIN OF THE IDEA

The idea ‘Community Learning Center’ C.A. Rosetti further originates in several observations in the area and also some insight in the course of the research to the area:

A big share of the community still is between the age of 30 and 50. These are people, that are often willing (sometimes also forced) to stay in the area and also still very motivated to change something in their lives. (Besides the financial aspect) to do so unfortunately they sometimes lack proper knowledge to put these ideas into practice. Yet, the possibility to acquire this knowledge is not available for a lot of the people there, since the remote location of the municipality does not easily allow attending training courses on a regular basis. This often leaves the community’s members ‘paralyzed’, which even more leads the commune’s development to stagnate and thus contributes to the downhill trend of the municipality’s development.

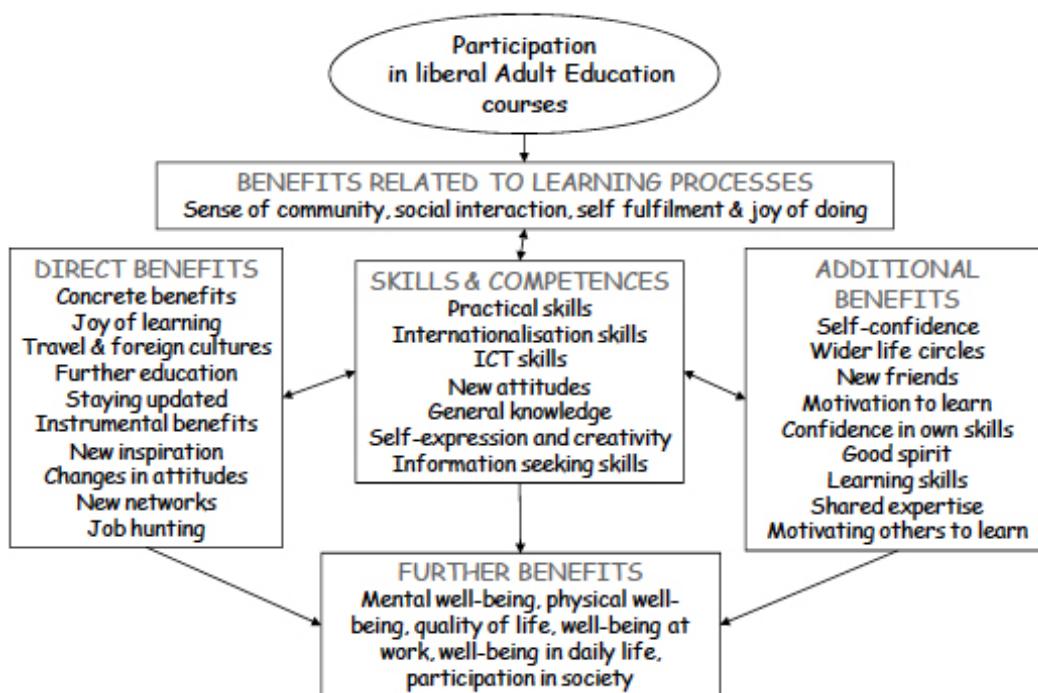
Proceeding on these assumptions and observations, the idea of empowering people by offering informal education for grown ups was created.

WHAT ARE THE BENEFITS OF ADULT EDUCATION?

A study on the benefits of lifelong learning (BeLL), carried out by different organizations in the EU and funded by the European Commission showed that adult learners experience numerous benefits from, as it is called there, ‘liberal’ adult education.

Data gathered from 10 different countries showed that people detect several positive outcomes of informal education. Establishing these positive outcomes of adult learning based on the learners’ perception of their benefits the results showed that people feel healthier and seem to lead healthier lifestyles.

People also build new social networks and experience improved wellbeing. Moreover, adults who participate in liberal adult education see this as a way to improve their lives. The study also shows that participants in informal adult education courses perceive multiple benefits, which go beyond the individual level, showing benefits also on a communal and societal level. The BeLL research further demonstrates that people benefit from adult learning despite their social background. However, one of the most relevant results of the research is that lower educated people benefit more from their participation in adult learning. (DIE, 2014) As shown above, adult education is not just a means of improving people’s vocational possibilities, it is incredibly important for people’s physical and mental wellbeing, confidence and spirit. Education is important on so many levels, which is why it is so important to give people the possibility to learn, but also to pass on personal knowledge to others.





WHAT BENEFITS WOULD THE COMMUNITY LEARNING CENTER PROVIDE?

The Community Learning Center should be a place that provides informal learning on a local level. It should ensure diverse provision of education that is closely linked to the life of the community and organized based on the community's needs. It should offer new experiences, skills and knowledge and ought to bring people in the same situation together.

Taking the current situation of C.A. Rosetti into consideration the Community Learning Center should therefore serve as:

- A facility that offers access to technology and information
- A teaching and learning center that enables people to improve their skills
- A discussion forum for sharing ideas and solving problems
- A facility that enables cooperation and creativity
- A cultural center that focuses on interethnic exchange, nature and people's knowledge as unique resources



SPACE FOR INDIVIDUALITY

The Learning Center is supposed to provide a safe environment for all the members of the community. A main focus of the center is on the provision of components that give people the opportunity to enrich their individual lives. Although community learning also aims at strengthening the sense of the community, the people's individual needs and wishes must have a place at the center. Using the Learning Center's infrastructure for individual purposes, choosing a variety of courses to improve their own personal skills and knowledge or simply finding an inspired space there that boosts their creativity. All of these things should be a part of the community center to have the output and benefits adult learning can offer.

SPACE FOR COMMUNITY

Since the Learning center is supposed to be a very social space community life should have a place to unfold there. Celebrating the achievements of the educational offers and offering a space for community should implement the center as a community area, where community life gets visible. The space can be used for community meetings or other kinds of social events. Exchanging knowledge about traditions, spending time together, meeting people of other ethnicities and age groups should strengthen the sense of community.

SPACE FOR COOPERATION

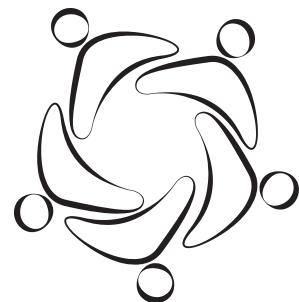
By furthermore providing an environment that encourages cooperation, people should find a place that is a 'fertile ground' for innovation and helpful setting for meeting and joining with people who have similar motivation and ideas. The basic idea behind that is, that a strong sense of community can be used by the people to realize ideas in groups because different people bring in different perspectives, knowledge, skills or experience which can make a project more innovative, stable and thus more successful. Moreover, collaborative work usually means a different scale of how big a project can be realized right from the beginning and if several people are pulling in the same direction the chance of making it a success is much more likely.

WHAT PRINCIPLES SHOULD THE LEARNING CENTER FOLLOW?



PEOPLE EMPOWER THEMSELVES

By attending courses, forming groups and exchanging knowledge the locals empower themselves to change perspectives in their lives.



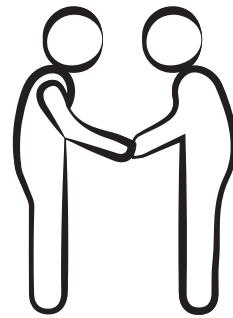
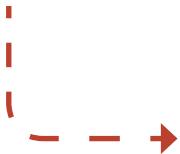
NURTURING A STRONG SENSE OF COMMUNITY

Facilitating a space that everybody can use, inviting everyone to work together and be a part of it, the Learning Center's offers should strengthen the community life, make it more visible and thus bring people closer together.



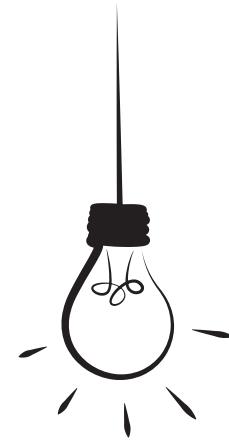
RECOGNISING COMMON RESOURCES AS A 'TREASURE CHEST' OF POSSIBILITIES

A focus within the Learning Center should be on reminding people how valuable the resources that surround them are. Wildlife, people's knowledge and their lifestyle are a unique combination that offers big potential that is worth focusing on.



LEARNING FROM EACH OTHER

The right teacher contributes to a comfortable environment that makes learning relaxed, which is why if possible, locals should be teaching the residents. Apart from the usual teaching a main focus is set here also in passing on traditional knowledge to other, under the paradigm of preserving this knowledge but also making it available for other to use.



GROWING IDEAS IN THE COMMUNITY

Being creative is always easier in a group rather than alone. A creative sphere should be the fertile ground for people's ideas.



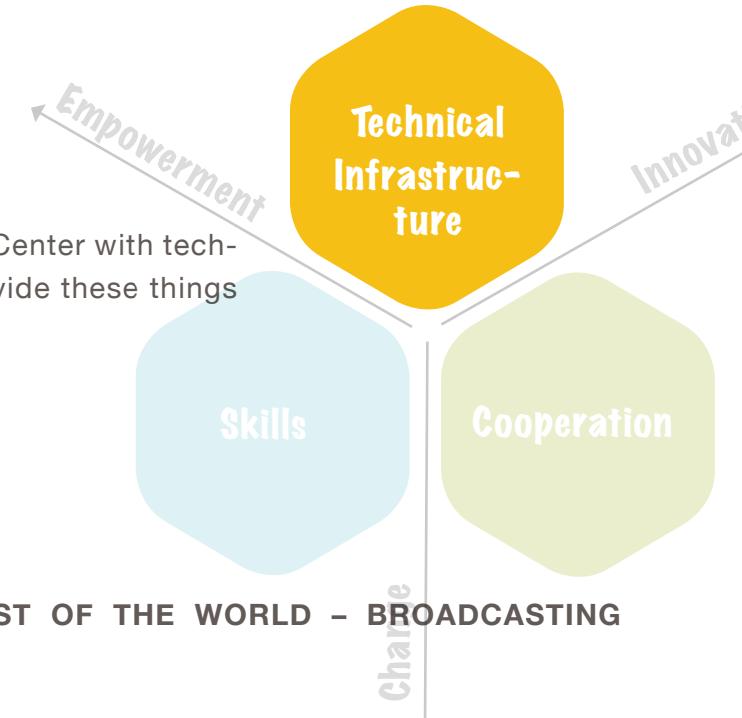
ACTING COLLABORATIVELY TO SET SOMETHING IN MOTION

Often, one person alone could not realize the best ideas. Encouraging people to act cooperatively, bundling a variety of skills and assets could make it easier to put ideas into action and eventually starting change.

3 CORNERSTONES

To make the gain of the above-mentioned benefits of adult learning possible and ensure advantages for a big part of the community, the Learning Center's concept sets three different priorities. These priorities form the cornerstones of the Learning Center and offer the following contents:





OFFERING TECHNICAL INFRASTRUCTURE

As a basic offer and a first step to offering information is to facilitate the Community Learning Center with technical infrastructure such as computers and Internet connection. Why it is so important to provide these things show the following facts.

ACCESS TO INFORMATION

By providing this infrastructure people can independently reach a big amount of information, which can be helpful in all parts of their lives.

CONNECTING PEOPLE

Since the precarious employment situation in the area worsened in the course of the years after '89 several people had to leave the area to search for a job somewhere else. Since the general prospects of getting a job in Romania haven't been good over the last two decades many of these people even ended up taking a job abroad. This often meant leaving family members behind. Those distances between the people make it difficult and moreover very expensive for many families in the villages to stay in contact with their family members abroad. Especially for children it means a hard time to not be able to talk to one of their parents for a long period of time. Providing Internet connection would offer families a cheap method that gives them the possibility to (re)connect with their family members abroad.

REACHING THE REST OF THE WORLD – BROADCASTING IDEAS

Even if people have creative ideas and motivation to realize them, a problem seems to pose the fact that there is often no way for them to make those ideas visible to other people. Nowadays a lot of business is carried out via Internet. Most of the people do not own a computer or have Internet connection at home (or even somewhere close). Creating access to the Internet in the Learning Center would mean for individuals but also for groups (collaborations) to reach the rest of the world very easily and use this opportunity to advertise them and their ideas. Simple examples for this could be advertising guesthouses, selling locally produced products, offering tours through the area, etc .

In general everyone should be encouraged to use the possibility of the offered technology, even if not wanting to be involved in the courses or workshops.

SKILLS/ OFFERING A VARIETY OF COURSES:

A big part of the concept will be dedicated to the skills-improving offers of the Learning Center. People will hopefully perceive this possibility of educating themselves as a way to enrich their lives. As initially mentioned, it is important to focus on the actual needs of the community. Hence, an assessment of what the community's (knowledge-) needs are is necessary in the beginning phase of the Learning Center's creation.

Since the acquisition of different kinds of knowledge require different amounts of time, within this part of the concept diverse forms of knowledge-transmission will be offered.

Additionally, emphasis will not just be put on receiving knowledge but also on passing on knowledge from locals to other locals.

Vocational Skills

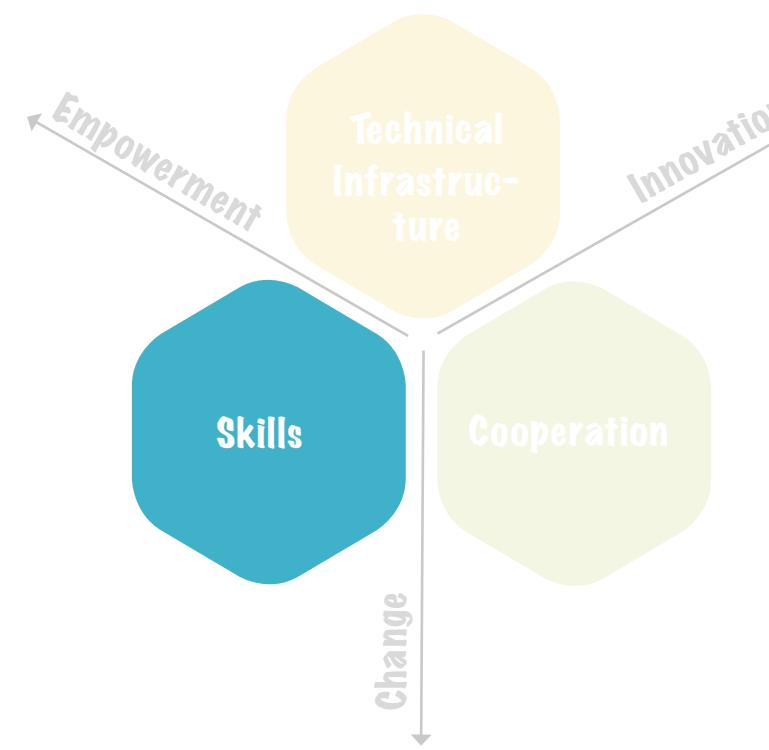
By attending language courses, courses on how to use the technical infrastructure, etc. people's vocational prospects can be improved.

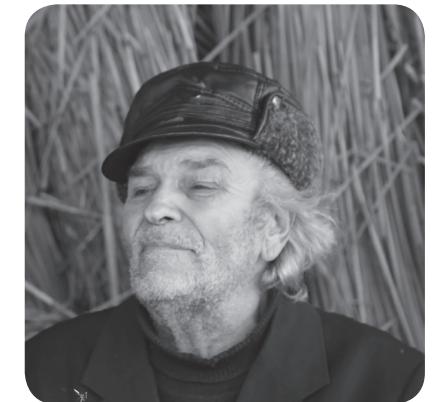
Personal Skills/ Life Skills

Additionally obtaining skills by attending courses/lectures and workshops in different fields such as culture, sports, health, etc. can be a gain in people's personal life.

PSYCHOSOCIAL HEALTH SUPPORT

Since there are some serious social/health problems arising in the area (alcoholism, depression, difficult family situations) offering psychosocial health support could be an addition to the educational offers of the Community Learning Center. Troubled people/families tend to exclude themselves from the community but nevertheless should have the opportunity to find support in dealing with their situations.





RECEIVING KNOWLEDGE

By educating themselves people expand their general knowledge, get more confident, get inspired and can improve their abilities. People should have the possibility to receive education from different fields that affect different parts of their lives. Not only should vocational training be a part of this set of courses but also training on personal and life skills.

In general these offers should be a way of expanding different skillsets of the individuals but also the community.

If possible, the people who teach should be local residents. For some topics, this might not always be possible, which is why non-residential teachers will be teaching, giving lectures and holding workshops too. If possible this teaching staff should come from towns or villages close-by (eg. Sulina). Another way to provide teaching staff would be by means of organizing volunteer programs (see ‘financing’).



PASSING ON KNOWLEDGE

Furthermore, within this part of the Learning Center it is important to include locals not just as learners but, and that it also very important, as teachers. There is big knowledge potential in the area about traditional culture, handicrafts or architecture. Thus a central portion of the educational part of the Learning Center focuses on the preservation and usage of traditional local knowledge. Besides giving lectures, classes and workshops on classic topics that could improve people’s vocational opportunities, locals should especially be teaching their unique knowledge in courses but also practice it in workshops.

METHODS OF TRANSMITTING KNOWLEDGE

(WEEKLY) COURSES



Based on the established needs of the community several courses will be offered weekly over a longer period of time that aim at building up persistent knowledge.

This kind of knowledge transmission mainly addresses the improvement of vocational skills (language courses, computer courses), since acquiring those skills usually requires some time. Another big issue that could be tackled somehow is the lack of health-infrastructure in the municipality. With no doctor present at all times, in cases of emergencies it often takes a very long time to get people to a medical facility. Offering first-aid-classes could empower the community members to improve sick people's chances in case of minor emergencies.

Possible Courses could be on:

Nature --> tourist guides

Didactics --> for people who want to give seminars
(eg. for tourists)

INFORMATION MEETINGS



Other information might not require a similar amount of time to transmit. For this purpose also one-time held meetings about singular topics will also take place in the community center. Funding for projects, microfinance, etc. could be topics to address within such information meetings.

Further possible information meetings could be on:

Farming (subsidence farming, alternative products...)

WORKSHOPS

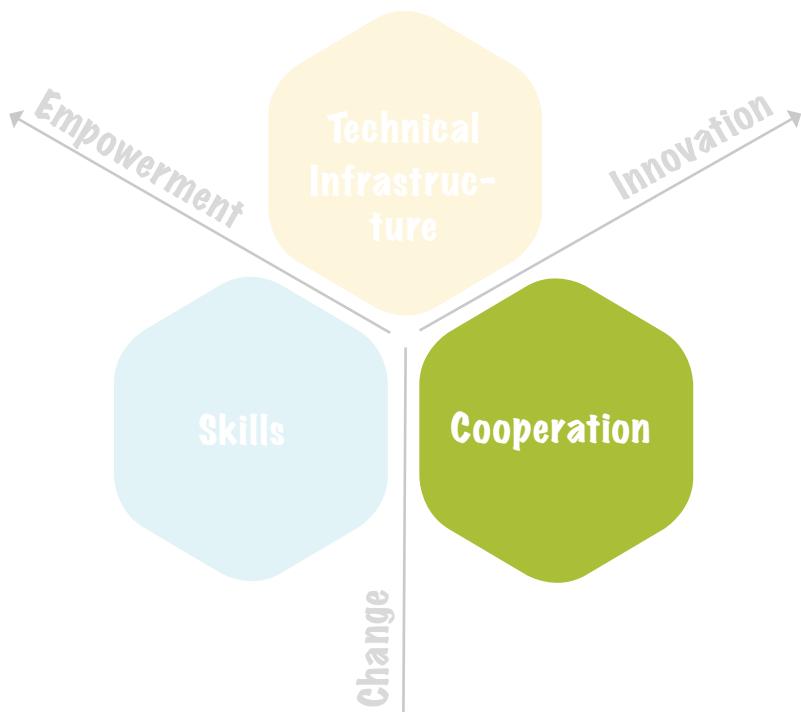


Especially for practicing or acquiring new skills in (traditional) handicrafts, music, arts, etc. a 'hands-on approach' often shows to be the best method. Particularly regional-specific knowledge can be transmitted effectively this way. Very unique knowledge such as riding horses without a saddle, meshing fishing nets the 'Danube Delta'-way, etc. can be offered by the locals. A connection to the Sfistofca Art Association should be established here too, on the one hand to transmit knowledge outwards from the locals to the Art Association, but also to gain new knowledge, provided by the Art Association.

ENCOURAGING AND ENABLING COOPERATION (AND CREATIVITY!)

Mobilizing community strength for action means to encourage cooperation and mutual help amongst people who are willing to use their combined abilities to set ideas in motion. Therefore, besides enabling C.A. Rosetti's population to work on their personal education, importance will be placed on the encouragement of setting up cooperative work between inhabitants. Working in a cooperative environment and manner is much more efficient and successful than everybody doing their own thing. Therefore, (physical) space for people who are willing to join with others in realizing business ideas but also people who are motivated to work on community events (eg.) should be offered. Also the Learning Center should provide an environment that supports and encourages creativity and working collaboratively. People can use the creative space to act collaboratively for change.

Besides offering the physical space that makes meetings possible also different methods such as workshops, Think Tanks, etc. should be offered. Firstly to establish people's ideas, bring people with similar goals together and also trigger people's creativity. In the course of time, depending on resources, willingness of people and necessity, cooperation can be translated into action on different levels.



People

LOCAL COOPERATION



Combining their knowledge with their newly acquired skills and the usage of the provided technological Infrastructure could result in innovative ideas and would be an ideal outcome within this section on the local level.

Art Association

University of Bucharest

NATIONAL COOPERATION



There are a lot of ties that link the C.A Rosetti villages with other villages in the Danube Delta Area. Similar traditions, lifestyles, habits but also challenges within their communes. For several reasons (cultural, etc.) knowledge exchange on a continual basis or a step to collaborative work with other villages in the area (eg. enlarging production volume of farming products) might be an option. However, this is an optional development that has to develop itself over time and be addressed by the locals.

Neusiedlersee Schilf

On another national level there should also be established networks and cooperation with education facilities such as the University of Bucharest. Already existing ties to the area and the Art Association should be strengthened and taken care of by both parties to gain benefits on both sides.

INTERNATIONAL COOPERATION



An even further and also more difficult step would be cooperating with associations abroad. Yet, there would be plenty of reasons to establish these ties. The area's wildlife (nature, animals) and people's knowledge about it, general knowledge about traditional crafts (reed roof □ Neusiedlersee Schilf, clay architecture) but also social and cultural ties (parts of families in Ukraine, religion, etc.) could be reasons for (re)establishing connections to other countries that might be a useful development for the community but also individuals (bringing families together).

AFFECTED AREA / TARGET GROUPS OF THE LEARNING CENTER

Since the commune is situated in a rather secluded area, C.A. Rosetti with all its villages will be the main region to be affected by the learning facility. Mainly grown ups (+ young adults) are the target group of the educational offers, nevertheless the facility's infrastructure (computers, space) will be accessible for every member of the community. Also working with children will be a part of the knowledge exchange. In general everyone should be included in the Learning Center.

LOCATION

The location of the center poses a critical point in the planning process. Since everyone should have access to the Center, people's mobility, however, is not high, there must be considered different options.

In general the main Learning Center with full equipment should be in the commune C.A. Rosetti. Since it also is the geographical center of the area, people from all the surrounding villages will be able to get there in around the same time.

Additionally a bus service bringing people there and back should be set up or privately organized carriage/carpools established (as soon as attendees for courses are fixed).

If people realize they need some technical infrastructure in their village too, branches of the Learning Center with extra computers can be set up in the villages around C.A. Rosetti too. Courses however should mainly be held in the main Center, to make it a fixed point of community in the minds of the people.

PROCESS OF IMPLEMENTATION

A crucial part in the creation of such a center is always the contribution of community members. By starting such a facility together, putting effort in it the awareness of the center will be heightened. Therefore the community itself should make a major contribution in setting up the Learning Center (perhaps with the help of experienced organizations) . Everyone should be able to use the facility no matter if they simply want to make use of the equipment, want to educate themselves or also want to get involve in cooperative ideas. (Maybe by an initial input from 'outside') Starting with several basic courses, the project should be fully taken over and continued by locals over the years.

STEP1: LEARNING CENTER REPRESENTATIVE(S)

Also posing a crucial factor in setting up and successfully running a Learning Center, is the person in charge of managing the institution. He/She/They should fully support the idea and be willing to put some time and effort into the project. The person(s) should learn how to manage a Learning Center, either on their own or by attending a training program. Their task also is to try to make community members recognize the importance of having a Learning Center and encourage them to participate in courses as well as arranging courses and employing/organising teaching staff.

ALTERNATIVE:

BUILDING A LEARNING CENTER FROM SCRATCH

An alternative to finding a place that could be used for the facility would be building the Learning Center from scratch. This would raise the awareness of the project even more. Furthermore, the building could be constructed the traditional way houses are built there. Building a house together for community purposes would make people grow together strongly and might establish first ties for cooperation.

STEP 2: INSTALLING THE LEARNING CENTER

As a next step the Learning Center Representative(s) find(s) a location for the Center within the community. For that existing buildings such as the community's town hall or school can be used. As for the municipality C.A. Rosetti its geographical center is the village C.A. Rosetti. Making sure most of the commune's inhabitants have equal distances to reach the place this poses as the best place to install the facility. Rooms in the new mayor's building would be a possibility.

STEP 3: PROVIDING BASIC EQUIPMENT

The facility's representative furthermore provides the Center with basic items such as tables, chairs, cabinets, book-shelves, black-board,... etc. The learning climate is important in facilities like this. This has several consequences regarding the requirements of an environment that will be conducive to adult learning. The physical environment should make the adults feel at ease. Furnishings and equipment should be adult-sized and comfortable; meeting rooms should be arranged informally and should be decorated according to adult tastes.

STEP 4: PROVIDING THE CENTER WITH TECHNICAL EQUIPMENT

As a major factor for the access to a whole lot of information, the provision of the Learning Center with technical equipment such as computers, as well as an Internet connection is essential.

STEP 5: ESTABLISHING THE NEEDS OF THE COMMUNITY'S MEMBERS

With regard to the aged, adult education, activities should be designed to help acquire and extend vocational but also personal skills. Since people there know best, what they could need and to slowly make them be aware of the possibilities the Learning Center could offer, the communes inhabitants should agree on one or two courses and one workshop that will be held in the community center as a start. Courses like English , First-Aid or workshops doing handicraft would be a good start for the beginning.

STEP 6: LEARNING CENTER FESTIVAL

To raise the awareness and visibility of the center, there should be a festival organized to show and make people get in contact with the facility. Interested people should have the opportunity to give their propositions for courses or workshops and sign in to courses as well.

CONSTANT ASSESSMENT OF NEEDS

STEP 7: EMPLOYING TEACHING STAFF

Depending on the needs and wishes of the community for certain educational offers, it has to be established, if there are people in the community that could provide teaching lessons. If there is no person available to provide knowledge teaching staff from close-by should be employed.

STEP 8: ORGANISING BUS SERVICE /CARRIAGE-, CARPOOLS

To give everyone an opportunity to participate in classes and workshops people should have the possibility to be picked up by drivers from their villages.

STEP 9: INSTALLING FIRST WEEKLY COURSES AND WORKSHOPS

As already mentioned, based on the needs of the community individual courses should be started as soon as enough people

STEP 10: OFFERING A BROADER VARIETY OF COURSES

The courses offered in the community center should promote the possibilities that could be obtained and used by people for their working but also leisure life. Thus people should continually be encouraged to think about the skills they want to obtain and make suggestions for courses to be offered.

STEP 11: ENCOURAGING PEOPLE TO OFFER COURSES & WORKSHOPS THEMSELVES

At this point of time several people of the community might be teaching already. To give other people also the possibility to teach (maybe also under the paradigm of intergenerational learning and passing on traditional knowledge) people should be made aware constantly, of how valuable their (traditional) knowledge is in courses, etc. .

STEP 12: FURTHER POSSIBLE DEVELOPMENTS OF THE CENTER

As a possible outcome of this encouragement in cooperation, workshops for motivated community members and knowledge exchange on different levels ideas for developing the area, business cooperation, ideas for locally produced items,... can be established.

Further steps would therefore be to connect those developments (if needed and desired by the people of course) with national or even international organizations for the purpose of knowledge exchange, business relations or also (re)establishing family/social/cultural ties.

SIMPLE EXAMPLE OF AN OUTCOME

Tourist concepts

Jointly developed idea by different people who each take care of different parts of the concept + sharing the benefits of the outcome.

- Building a camp
- Offering rides on vans / carriages
- Selling products (handicraft, honey, vegetable,)
- Offering knowledge to people (tourist concept)
 - Seminars on building houses the 'natural way'
 - Seminars on how to fish the traditional way (making nets, ...)
 - Tours through the danube delta (thematic; flora, fauna, ...)
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POSSIBILITIES OF FUNDING

Starting as a very small project the facility will not require large scale investments (equipment or highly trained teachers) because already existing buildings and materials can be used. However, there are several options for funding adult learning, improving vocational skills or even social cohesion, which are all part of the Learning Center.

POSSIBLE SOURCES FOR OBTAINING FUNDS:

ESF – European Social Fund

The ESF invests in people, with a focus on improving employment and education opportunities across the European Union. It also aims to improve the situation of the most vulnerable people at risk of poverty. For the 2014-2020 period, the ESF will focus on four of the cohesion policy's thematic objectives:

- promoting employment and supporting labor mobility
- promoting social inclusion and combating poverty
- investing in education, skills and lifelong learning
- enhancing institutional capacity and an efficient public administration

Via different programs such as Erasmus + and its Key Action 2 Strategy that addresses the following activities:

- Projects addressing the acquisition of basic skills and the provision of learning in later life
- Improving the accessibility of learning opportunities for adults
- Developing strategic cooperation between AE providers and local authorities

there can be applied for those funds. (EU, 2014)

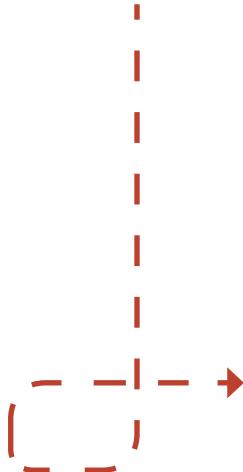


ITI - Integrated Territorial Investment

A special opportunity for the Danube Delta in general is a new instrument of the European Union that allows EU Member States to combine investments from several priority axes of one or more Operational Programmes for the purposes of multi-dimensional and cross-sectoral intervention. Romania has set its priority of this instrument on the Danube Delta, which (Essential Report, 2014)

HUMAN RESSOURCES

If not covered by the general funds of the learning Center implementing a volunteer program could be a possibility to bring new life and knowledge to the community. Volunteer work is highly promoted all over the world and provides the unique opportunity show young people the Danube Delta life but also learn from them. Especially the European Voluntary Service Program funded by the EU or the Peacecorps program already are very active in working voluntarily in Romania. These services provide people to go abroad and engage in social, cultural or environmental work for up to two years.



CONCLUSION

A Learning Center would definitely be an enrichment to the community life of C.A. Rosetti. The multiple effects of learning could trigger significant change in people's life or simply enrich it. By learning, people empower themselves and are therefore more in control of what life 'throws at them'. By spending time together maybe even working on joint ideas and including all the members of the community, the villages grow together and make community life more visible again which contributes to a pleasant atmosphere in the life of the commune. Through the concepts of partnership and trust (cooperation of citizens), sharing responsibilities, even by people becoming connected to services and activities (teaching) but also the individual development, the center should become an institution of creativity and inspiration for the locals.

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Photographs: Gerold Ludwig, Karin Danner

Illustrations: Karin Danner