



# Corporate Citizen+

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Projects of terre des hommes  
and DACHSER 2022



## **Imprint**

**Published by:**

DACHSER Group SE & Co. KG  
Thomas-Dachser-Straße 2  
87439 Kempten, Germany

**Overall responsibility:**

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## Social responsibility beyond Dachser's corporate boundaries and geographical presence

As part of its sustainability and climate protection strategy, Dachser supports social and community activities beyond the company's direct business interests as part of Corporate Citizen+ (CC+). Our efforts here focus on involvement in developing and emerging countries. So far, this has been most visible in the company's long-standing successful collaboration with the children's aid organization terre des hommes (TDH).

### Projects with terre des hommes

Since 2005, Dachser has been partnering with the international children's aid organization terre des hommes to help people help themselves. Various projects in South Asia, Southern Africa, Latin America, and Ukraine aim to improve the educational opportunities and living conditions of children and young people—particularly those in socially and economically disadvantaged communities. A particular focus is the promotion of youth groups that are committed to children's rights, education, climate action, and environmental protection. The projects directly address rural social structures in order to promote self-determination. In keeping with the credo of "helping people help themselves," the idea is for young people to take the future of their local communities into their own hands and shape it. With this in mind, the long-term projects empower them in a variety of ways, not least by awakening and encouraging their entrepreneurial spirit.

### South Asia

#### India

The development partnership between Dachser and terre des hommes in India began in 2005 with a focus on education and children's rights; their first joint project was located in the state of Uttar Pradesh. Since then, the project work has expanded significantly geographically, thematically, and programmatically: projects in the capital New Delhi and in the northern states of Bihar and Rajasthan have been added, dealing with sustainability and environmental protection, employment, and the protection of women and girls. Today, for example, various initiatives target the sustainable development of women and young people, the conservation of natural resources, the promotion of the use of renewables, and climate action and environmental protection with reference to the Sustainable Development Goals (SDGs).

The current phase of the project focuses on providing a platform for young people to network and identify socioeconomic problems in their region, as well as to increase their knowledge in the areas of health and nutrition, environmental protection, and combating gender-based violence. It also aims to strengthen young people's skills through e-learning courses and other vocational training to enable them to lead self-determined lives.



The “signature” of a company must be recognizable on many levels. Especially also in social commitment.

### Coping with the consequences of Covid-19

In 2022, project activities focused on addressing the consequences of the coronavirus pandemic in the areas of education, livelihoods, health, and nutrition. With the support of tdh and the local partner organizations, the young people expanded their knowledge of how to overcome the challenges. For example, they gained expertise in film production, story writing, and choosing good images. This is because they now use both online and offline platforms to share their knowledge. In all project states, there were small, effective youth-led initiatives in the areas of environmental protection, health, nutrition, and gender-based violence.

### Below are some of the project’s key accomplishments:

- The community groups expanded their membership; there are currently 30 children’s groups (739 members), 16 women’s groups (400 members), and 30 youth groups (973 members) operating in Uttar Pradesh and Rajasthan. At their monthly meetings, they discuss their day-to-day problems and plan and review their activities. Raising awareness about seasonal diseases and their prevention, the importance of nutritious food, and the promotion and maintenance of vegetable gardens are just some of the topics on the agenda at the meetings.
- In Bihar, 20 youth groups (520 members) developed their understanding of gender discrimination through interactions, focus group discussions, gender conversations, and story writing.

- In Delhi, three children's groups (149 members) and two youth groups (250 members) advocated for their environmental rights by raising their concerns with local authorities and stakeholders.

### Nutrition and health:

- Links were established with government programs, with the result that 404 pregnant women, 298 nursing mothers, and 286 children received nutritional packages.
- Monitoring of malnourished and undernourished children continued in 2022. Out of 102 children, seven severely malnourished children were referred to nutrition rehabilitation centers. The remaining 95 moderately malnourished and undernourished children were referred to government centers, and their parents were counseled on improving their nutrition. Project staff provided regular care for these children.
- 1,270 beneficiaries participated in India's MGNREGA labor rights and social security scheme. 124 beneficiaries in Uttar Pradesh received financial assistance, while 1,296 beneficiaries in Uttar Pradesh, Rajasthan, and Bihar were assisted in enrolling in social programs such as old age/widow/disability pension, Pradhan Mantri Awas Yojana (housing), Ayushman Bharat Health Card (health), and E Shram Card (employment).
- In Uttar Pradesh and Rajasthan, around 400 families benefited from home-grown vegetables in 499 vegetable gardens. Ten farmers grew mushrooms in small quantities (10 kg) and twelve are ready to grow them in large quantities (50 kg) next year.
- Child health cooperatives were active in 30 villages in Uttar Pradesh and Rajasthan. The children regularly monitored health data and checked the nature of diseases and their symptoms. Two health camps were organized in Balrampur, Uttar Pradesh, benefiting 595 people.

- Three public health consultations organized as part of the project helped children and young people raise their concerns directly with the relevant authorities. As a result, girls now regularly receive iron tablets. In addition, the construction of an anganwadi building in Balrampur in Uttar Pradesh was completed and put into operation.
- Three food festivals organized by young people sensitized women to low-cost cooking recipes.
- 20 street plays and four puppet shows raised some 1,430 people's awareness about seasonal diseases, their symptoms, and preventive measures.

### Education and employment opportunities:

- In Delhi, 93 children were able to improve the foundations of their schooling through extracurricular activities at the learning centers.
- 135 young people in Delhi completed a computer course; 37 of them were placed in NGOs, retail stores, and private offices, where they earn INR 10,000–17,000. The rest of the young people are continuing their education. The e-learning centers not only teach computer skills, but also offer English courses.
- Three young people have completed training at Dachser, in the company's Gurugram office.

### Raising awareness of gender bias and child trafficking and abuse:

- In Bihar, 25 youth volunteers regularly updated data through door-to-door child vulnerability surveys to raise awareness of welfare programs and re-enroll school dropouts. For example, they identified homes where girls were at risk of forced marriage. In 2022, a total of 2,900 households were surveyed. In 2022, young people intervened in and prevented seven cases of child marriage, and 16 female school dropouts were motivated to return and re-enrolled in school.

- The young people became representatives of the community who bring their problems to the village council meetings.
- 20 gender talks organized in schools have raised awareness among 1,312 children. Two festivals have raised 362 people's awareness of gender equality.
- A statewide gender study was initiated in November 2022 to assess the state of gender rights in the state.

### Youth leaders speak out on child and gender rights, economic and social protection for marginalized groups, and environmental protection.

- Young people are able to learn about and understand key issues in their states from a national and global perspective. The national youth network, established in 2020, actively leads the youth networks in each state. Two physical meetings at the national level helped young people discuss challenges and motivated them to reach the next milestone. The network organized campaigns to create synergy through social media, including publishing posts and organizing live sessions.
- In 2022, the national youth network supported two major campaigns: "Voice for green earth" and "Child labor free India."
- In Uttar Pradesh, the young people continued their "Plastic free village" campaign in seven villages in seven districts of Uttar Pradesh. In the Uttar Pradesh general elections, they approached the candidates and made demands related to their campaign on plastic prevention, quality of education, and increasing production in small-scale industries.
- In Delhi, 15 young people were appointed as Paryavaran Mitra (Friends of the Environment) under a government program to learn about environmental protection issues and advocate for their ecological rights. The Delhi youth network continued its virtual campaign, "Delhi Denies Diwali Dhamaka, No Crackers No Patakha"," to raise people's awareness for more environmentally friendly Diwali celebrations. It also launched a new campaign,

"Yamuna Insaan teri Yamuna Melly," to clean up the river. They contacted recyclers and sent 10 kg of used milk cartons for recycling. In return, they received INR 120 in cash.

## Nepal

Dachser started supporting terre des hommes projects in the Sindhuli district in 2015 and has been active in the Bajura district since 2020. The goal here is to provide quality education and adequate livelihood opportunities for young people and women at the local level. The focus is on equipping schools with teaching and learning materials and making them a child-friendly environment so that children and young people can access education in the first place. In addition, the project provides qualifications and start-up assistance for business start-ups at the local level. This supports young people and women and encourages them to earn their own living locally.

In 2022, the project in Nepal continued to focus on supporting the existing 23 community schools and 15 early childhood development centers (ECDCs) in Gaumul. The existing local community-based organizations (CBOs) of children, young people, and women were regularly strengthened. Collaboration with the local administration continued to be very close to mobilize and provide livelihood opportunities to the local CBOs. The project reached out to children, women, and young people through various orientations and awareness raising activities. Young people and women were supported to create livelihood opportunities at the local level.



## From greengrocer to office assistant



Helping people help themselves creates a future

Neha is 25 years old and lives with her family of nine in a small house in Holambi Kalan, Delhi. Her family includes her father, an older brother, his wife and two children, and three young sisters. Her mother was a vegetable vendor and the only member of the family with an income. Neha and her brother helped their mother buy vegetables at the wholesale vegetable market and resell them in the area.

Neha's mother passed away in December 2020. After her death, it was very difficult for the family to survive. The coronavirus pandemic made the situation worse. Her brother found a job as a worker in a factory but did not earn much. Neha could not contribute much because of her poor health. It was not easy for her to find work. Neha lost hope and wanted to start selling vegetables again. She often thought of her mother, who never wanted her to do this work. Because it was not easy to find the money to buy vegetables.

Neha's friend told her about the e-learning center run by the Dr. A.V. Baliga Trust with support from Dachser. At the center, she not only received computer training and learned English, but also gained confidence in dealing with people. After completing the course in September 2022, the project team helped her get a job as an office assistant and data entry clerk with a salary of INR 10,000 (EUR 125) per month.

Neha is very happy with this. By taking part in the center's activities, she has also become aware of social and environmental issues. She wants to stay in touch with the youth group. That's why she regularly participates in the neighborhood clean-up and planting activities. Neha says, "With the support of my friends in the youth group, I've learned to speak up and speak out. Whatever I learn here, I pass on to all the people I meet. When you share your views and listen to others, you learn more."



The main outcomes of 2022 in the Nepalese project areas were:

### **Improving the quality of education in public schools, including early childhood development centers (ECDCs):**

- 447 young children gained access to learning materials in 15 equipped ECDCs. Visual teaching and play materials promoted young children's learning.
- Twelve community learning centers provided children and young people with access to additional resources to expand their knowledge and skills. In addition, remedial classes were established at six of these centers. 173 students in grades 1 to 5 received help to improve their academic performance. 3,427 students from 23 community schools were supported in a variety of ways in schools. Educational and play materials were provided in 23 community schools, contributing to children's overall development and learning.
- 120 primary school teachers and ECDC staff were trained in child-friendly teaching methods and children's rights.
- 14 sports tournaments provided 162 children and young people with general development at the local level. In addition, 1,500 children and young people participated in the sports tournaments as part of their leisure activities.
- 699 students were given the opportunity to expand their knowledge by accessing a variety of books on different topics and genres through the establishment of libraries in seven schools.
- 633 students from four secondary schools had the opportunity to attend hands-on science lab classes.
- 155 marginalized children were supported with a scholarship program to encourage them to continue their formal education.

### **Empowering children, young people, and women through groups and networks:**

- 346 children, 478 young people, and 517 women are organized into 54 groups. They are continuously strengthened and mobilized for their rights and responsibilities at the local level.
- They were enabled to conduct discussions at the local level on education, corporal punishment, abuse, health, violence against women and girls, menstrual taboos, the caste system, livelihoods, community development, participation, epidemics, and disasters.

### **Economic empowerment through business start-up opportunities at the local level:**

Seasonal migration from the project area to India is widespread. Men and young people in particular leave their families to earn a living in the neighboring country. In some cases, entire families migrate to India, which has a direct impact on the children's education. This is because the children either attend school irregularly or drop out altogether. To counter this situation and create livelihood opportunities at the community level, 120 young farmers were trained in organic farming. They received help to start growing vegetables at the local level and thereby generate income. They were given high-quality vegetable seeds, training, plastic tunnels, and small irrigation systems.

- All supported farmers started growing vegetables.
- 82 farmers were supported with materials for irrigation. They received seed capital to start growing vegetables commercially and thus secure their livelihood. They generate an income of around EUR 35–320 in a season, which motivated the young farmers to stay in their communities.

## Southern Africa

### South Africa

In 2020, terre des hommes initiated a project with the Catholic Institute of Education (CIE) with the support of Dachser. It opens up pathways to economic participation for young men and women in two townships in Johannesburg. Government guidelines on preventing gender-based violence are being implemented in the learning and training centers so that they are safe for all, especially women. In addition, a module on gender-based violence was offered in 2021 and a manual was produced.

The project also develops job creation strategies based on community and market demand, as well as gender-specific interests. For example, over a period of 15 months, young people receive technical or vocational training tailored to their skills: in 2022, 120 young people were pleased to have successfully graduated, 58% percent of whom were women.

Since 2021, Dachser has been supporting a project with the local tdh partner Outreach Foundation (OF) to look after refugees and migrants, especially children and young people, in Hillbrow and downtown Johannesburg. The focus here is on psychological care, providing basic necessities, arranging school places for undocumented children, and workshops to raise awareness of human rights.

In 2022, OF offered significant support to the livelihoods of migrants through skills development and the provision of business starter kits. These kits enable recipients to start their own small income generating activities. A total of 123 beneficiaries were trained in various skills to generate income. Of them, 26 beneficiaries—22 women and four men—were placed in formal and informal employment depending on their documentation status in the country. Another 16 (15 women and one man) were supported with business starter kits.

### A great opportunity at Dachser

Dachser South Africa accepted eight young people from the project with the Catholic Institute for Education (CIE) into its “Learnership Program in October 2022. Another 20 young people had the opportunity to get to know Dachser during a taster day.

As part of the Learnership Program, which has been in place since 2012, up to 15 apprentices are offered a training position at Dachser South Africa each year. Within twelve months, they pass through various departments according to their stated preference. For example, they get to know the areas of road, sea, and air transport or customs and work there for some time. Afterwards, they have an opportunity for permanent employment at Dachser—depending on their performance as well as the economic situation and company growth. Since the start of the program, 80% of the apprentices have subsequently been taken on.

The Learnership Program is well received on all sides: two young women emphasize how well they feel accepted and supported. The support provided by Dachser is good, they say, and the transport to and from the workplace also works. The young people’s motivation and willingness to learn are high, which makes the program a good way for Dachser to counteract the shortage of skilled workers by providing its own training.

### Standing on their own two feet

Naledi lives in a township outside Johannesburg. While coronavirus restrictions were in place, it was difficult for her to find employment or further training. So the 21-year-old enrolled in the Outreach Foundation’s skills development center and completed courses in nail design and makeup. She also attended commercial training and learned how to develop a marketing strategy, among other things. This gave her all the basics she needed to set up her own small cosmetics business.

The young South African now offers nail and makeup services. She markets her own business via social media, and new customers also come to her through referrals. Naledi says, “When I



Pointing the way to a value-driven, empowered life

see someone feel good about themselves because of my work, I feel like an artist. This course made me feel like I can do anything I set my mind to.” Now she can pay toward household expenses, electricity, and food. Naledi hopes her business will grow and that she will be able to help other young women.

### Wide range of courses as a first step to earning an income

Naledi is one of 24 young women who successfully completed a cosmetics course at the Outreach Foundation between September 2021 and November 2022. The foundation supports young people in and around Johannesburg with a variety of offers so that they can build a professional future.

A project that Dachser has been sponsoring since 2021 finances mainly psychosocial measures and educational opportunities. For each young person, social workers draw up an individual development plan that takes into account their respective strengths and sets them goals. This forms the basis for recommendations of

various training and education courses, e.g., in IT, cosmetics, or catering. Good performance and a high level of commitment are rewarded with a place at the business incubator, which is focused on helping people set up their own small business. In addition, there are psychological support services and workshops to raise awareness of human rights. It serves as a place to go, especially for young migrants as well as children and young people, some of whom have been forcibly displaced—in fact, they make up 90 percent of the clientele. This group is particularly affected by high unemployment and exploitation on the labor market.

### Namibia

In Namibia, Dachser and terre des hommes are committed to helping the children of the San, the oldest surviving culture in the country. The San people are severely disadvantaged; they are affected by poverty and usually have few educational opportunities. Ultimately, the project is intended to help improve the education of San children and young people in Namibia and make it more sustainable.



For 2021, local tdh project partner WIMSA had planned to implement a phase-out project targeting the San communities in the Kunene and Oshikoto regions. Unfortunately, this could not be implemented due to the coronavirus pandemic and associated constraints. In addition, the sustainability plan agreed upon with multiple stakeholders in 2020 was severely impacted as public resources were focused on health and livelihoods. As a result, new strategies were proposed in August 2021 and the phase-out was extended to 2022–23. The phase-out project aimed to reinforce the successes achieved over many years of tdh and Dachser support, such as improved teaching quality, high student achievement, and excellent retention rates, while ensuring a smooth exit.

and civil society support for San minority education needs after the phase-out period.

- A database on San children in schools (Kunene and Oshikoto) and their needs was successfully set up. Validation was carried out in October 2022. The government will use the database developed to identify San children to be included in various social programs.
- The government took responsibility for providing meals and stationery at ECD centers. A pilot program was launched in the Omaheke region in September 2022.

### In 2022, the following successes were achieved:

- 569 children in five early childhood development (ECD) centers received at least two meals a day during the reporting period.
- Two centers received a new coat of paint and the exterior of another two was refurbished.
- Five teachers received monthly allowances during the reporting period; the government will assume responsibility for this from April 2023.
- Joshua, who was supported throughout the program, passed his 12th grade exam and enrolled at UNAM for a bachelor's degree in education.
- Evening literacy courses for adults were introduced in five ECD centers. For this purpose, GIZ installed solar systems in all centers.
- 94 primary and secondary school students received stationery, school uniforms, and toiletries. All children in need now receive vouchers from the state that they can use to pay for school supplies under the integrated grant system.
- A strategic plan for advocacy and sustainability was developed and adopted to be used for the phase-out of the program. Three workshops were held with school boards in 2022 to inform them on how to access government



In the Dachser projects,  
young people like Nadeli learn  
to build their own livelihoods

## The silent heroes

Memory Bostander (28) was trained in the Montessori Teacher Training Program, sponsored by a private donor. After graduation, she worked in two of the project's ECDs. Here, she shares her experiences working with San children, the project's silent heroes:

"As a teacher, sometimes you're overwhelmed by frustration and negativity. It's easy to get bogged down in the day-to-day responsibilities, but sometimes it's the little things that pick you back up. For example, one of my students recently handed me a drawing of the two of us that said, 'You are the best teacher.' Moments like this motivate me to keep going.

Here are three student success stories that have reinforced my love of teaching and always remind me why I do this job.

There is nothing better than when a student makes a leap in learning, when something 'clicks' in his or her mind. I had this experience in my first year as a teacher. Eliot came into my classroom at the beginning of the year not knowing a single letter—he couldn't even sing the alphabet song. I was determined to overcome this challenge. As I continued to follow the literacy curriculum, I was continually frustrated by how little progress Eliot was making. I wondered if the way I was teaching him was meeting his needs, so I decided to take a different approach. I began to incorporate more movement and songs into my reading and writing lessons. Soon I noticed that it was working for Eliot. This taught me the importance of being flexible and open to new approaches. Seeing Eliot go above and beyond like this was one of the most rewarding experiences I have had as an ECD teacher.

Some come into our classrooms with an attitude of helplessness. These are the students who constantly say, 'I can't do this.' I had one such student in my class, and the experience taught me how feedback and positive praise can change one's perspective.

Jordan often refused to do tasks because he thought they were too hard. But I knew he could do it. After all, he was a bright, funny, and friendly student who just lacked confidence. I made it

my mission to change his dismissive attitude over the course of the year. I encouraged Jordan and praised him at every opportunity for his hard work and dedication. But when he left my classroom at the end of the school year, I wondered if I had succeeded in my efforts. While he had made amazing progress, he still lacked confidence. Three years later, Jordan came to my room to visit. He said, 'Mrs. Bostander, you always told me to do my best, and I just want to thank you. Because of you, I want to be a teacher when I grow up.' It's moments like these that show how important it is to have a positive mindset. As an educator, I try to encourage my students to discover themselves and pursue their dreams. Clearly, this has worked for Jordan.

Then there are also the students who easily drive you up the wall. I've had many sleepless nights trying to figure out why a child is behaving that way. I often wonder if I'm doing the right thing or if I need to approach the situation differently. Alexa was that kind of student. She had impulsive tendencies and always did the exact opposite of what I asked. I tried to keep a positive attitude, but I just wasn't used to dealing with that kind of behavior. I did my best to connect with Alexa, reminding her that I was here to help her succeed and that all I could ask was that she do her best. Sometimes I thought I was getting through to her, but she proved me wrong every time. But eventually, I noticed a big change in Alexa. She started following instructions and finishing her work when asked. One day Alexa came to me with a big smile on her face. 'Thank you, Ms. Bostander,' she said. When I asked her why she was thanking me, she said, 'Because you love me.' A chill ran down my spine as she walked back to her seat and sat down to continue her work. At that moment I realized how important it is to never give up on your students, even when they frustrate you.

These success stories are just a few of those that have confirmed my love for teaching. Ultimately, these stories show how much I care about my profession and my students. I cherish these moments and hopefully will have many more in the years to come."





For Memory Bostander (2nd from right),  
her job as a teacher is a calling

## Zambia

### Trash4Cash enters the second project phase

Using trash to earn your own income—that's what Trash4Cash is all about. The aim of the project is to establish a value chain for recyclable waste in the city of Livingstone and thus generate an income for the young entrepreneurs. In 2022, the 24-month second phase of the project started following an evaluation of the first phase of the project by an independent consultant. This concluded that the project should be scaled up by increasing the amount of waste generated each month, expanding to the city of Kazungula, and increasing the young people's incomes.

In Kazungula, an additional network of ten young waste collectors will be set up. In addition, a waste collection bin will be placed in the town's marketplace. The expansion will help increase the quantity of materials collected.

In Livingstone, 25 collectors will be added in the second phase of the project. Then, the installation of the waste recycling center in Livingstone, which had been delayed due to the late allocation of the land by Livingstone City Council, will also be completed. The waste storage sheds still need to be completed and the containers placed on-site.

The 35 new waste collectors will need training in the waste management value chain, including recycling and entrepreneurship. Business management coaching for the eleven young people who participated in the first phase will also continue to improve their financial management and planning skills. The collected materials will be sold to buyers in Lusaka until the proposed waste-to-energy facility, funded by the United Nations Industrial Development Organization (UNIDO), is operational.

Livingstone City Council will be the key stakeholder in the project, providing legal and operational guidance. The project will work with 1,000 children in five new schools in the cities of Livingstone and Kazungula to raise awareness about waste separation and children's right to live in a clean, healthy, and sustainable environment. The project will also continue to work



Young people turn waste into opportunity for many

with Dachser and the city of Kempten to facilitate knowledge sharing and partnership agreements with the city of Livingstone.

#### Achievements:

- New waste collectors from areas close to the urban center, such as Simoonga and Kazungula, joined the project.
- The project generated income for more than 120 poor households in Livingstone. Most of these households are headed by women, who use the money to buy food and pay school fees for their children.
- Three municipal waste collectors used the money to start small businesses focused on making cool drinks and selling vegetables.
- Two of the eleven young people used the income from sales of waste to enroll in a diploma in psychosocial care at REPSSI in Lusaka.
- Livingstone City Council's planning department made a site visit to the property that the City Council had identified for the establishment of the Livingstone Waste Collection Center.
- A team of officials from the Zambia Environment Management Agency (ZEMA) and Livingstone City Council, led by the deputy director of public health, visited the site



and waived the need to conduct an environmental impact assessment for the project. ZEMA approved the construction of the center because it helps achieve the national waste management strategy and will support the UNIDO-funded processing facility in Livingstone. ZEMA offered to provide technical and resource support to the young people working on the project.

- Construction materials were obtained and brought to the site to begin construction of a fence wall. A contractor has been hired, is now on-site, and has cleared the area for the construction of the fence.
- A 40-foot storage container purchased in the first phase was moved to the site and now serves as storage.
- Plans for the project structures were drawn and submitted to the City Council for approval.
- A letter presenting the project to the Kazungula District Council and requesting cooperation was submitted.



Ambitious in waste recycling and circular economy



## South America

### Argentina

The outlying districts of the city of Córdoba are among the poorest parts of Argentina. Children, young people, and women are most at risk of poverty and inequality. In July 2021, a project was launched there to promote the human and environmental rights of children and young people from an inclusive perspective. It is led by tdh project partner APADIM, which has been implementing various programs for the holistic development and social integration of people with disabilities for 50 years. Children and young people with and without impairments who live in the outskirts of the city of Córdoba participate in the project work.

#### In 2022, the project achieved the following successes:

- 164 APADIM students and 90 from three local partner schools learned to identify and recognize the characteristics and criteria of a healthy environment.

In 2022, these activities included integrating environmental rights and concepts into the classroom, as well as numerous supplementary activities. These included:

- Workshops on designing “living courtyards” with native trees and plants.
- “Thermofusion” workshops, where they learned how to transform recycled materials into other items (bags, purses, etc.).
- There were also a ceramics workshop, units on recycling, a visit to a nature reserve, and many other activities.
- APADIM students participated in various activities where they engaged with the school community (families, etc.) and the broader public, thus sharing their environmental education learning experiences, raising awareness of the importance of a healthy environment in their neighborhoods, and contributing to environmental advocacy more broadly.

- Externally, the young people of APADIM participated in the following activities:

- A booth at two editions of the weekly agroecological fair UNC, where five young people sold plant cuttings, booklets made from recycled materials, compost, etc., and strengthened their social and communication skills by preparing, supervising, and evaluating the booth, as well as through short radio interviews.
- They took part in the annual environmental fair in the city of Río Ceballos, where they sold products and interacted with fair visitors.
- Twelve young adults participated in a radio interview about environmental rights.
- Teacher training and building teacher capacity are also central to the project. During the year, 36 teachers participated in various training courses.
- 50 students helped produce seedlings, sow, harvest, and propagate seeds, and take care of farm animals. Another 51 students, 50 young people from the vocational orientation center, and twelve adults from the day center grew agroecological vegetables and propagated native seedlings, fruit trees, and aromatic plants.
- 35 young people from the Vocational Guidance Center (ages 18–27) and 15 adults from the Day Center learned to make sustainable items such as bags, notebooks, T-shirts, and flowerpots from repurposed materials, applying their own designs inspired by nature.
- There were visits from partner schools and workshops with the families on how to cultivate the vegetable gardens.
- In five local kindergartens and primary and secondary schools, about 250 students participated in various activities and workshops that included sharing experiences related to environmental rights, planting organic vegetable gardens, aromatic plants, making compost, planting fruit trees, separating waste for recycling, and healthy eating.



Children's rights are the focus of Dachser projects in South America

## Brazil

### CEDECA

The project “CEDECA Education Program—Citizenship Training” in Limeira entered its third and final phase in March 2021. The aim is to strengthen peaceful coexistence and the rights of children and young people.

These were some of the activities in 2022:

- Weekly workshops in the three neighborhoods with the aim of teaching children and young people about the principles of human rights and developing their skills to demand these rights. During the year, an estimated 432 children and young people participated in the workshops.
- Throughout the year, children and young people participated in street soccer in the Geada district. The great demand for participation exceeded capacity. For 2023, the plan is to expand capacity and promote exchanges with the street soccer network.
- In 2022, CEDECA resumed relations and partnership with long-time state partner schools Leontina Silva Busch (Geada) and Dom Tarcísio Ariovaldo Amaral (Ernesto Kuhl and Odécio Degan) to conduct activities with the school communities. Educators used the return to classroom teaching as a strategy to reconnect with student groups and the schools’ educational coordinators. Weekly activities were conducted in these schools, with an estimated total of 80 young people aged 12 to 13 participating.





Agroecological education for young people in rural areas

- Participation in the municipal conference for the rights of children and young people in November.

- In 2022, CEDECA Limeira organized an online introductory course on human rights in June for 36 employees of the System of Guarantee of Rights (Sistema de Garantia de Direitos), among them social workers, psychologists, civil servants, and social educators. CEDECA Limeira also offered an introductory course on human rights to community representatives from the three districts, with a total of 19 representatives attending.

- In collaboration with the Municipal Secretariat of Culture, CEDECA Limeira also organized an in-person training course in August on human rights entitled Human Rights and Sexuality Education: Strategies to Guarantee the Rights of Children and Adolescents,

which was attended by 28 people, including educational professionals, social workers, psychologists, and community members.

- In the second year of the project, significant results were achieved in the acquisition of communication skills by children and young people. In their daily lives, they can use these skills to express themselves, for non-violent communication, and to enhance their learning processes, thus counterbalancing the (often negative) perception of their communities by the public and the media.

### Instituto Cultivar

The new project launched in July 2021 with Instituto Cultivar (an institutional branch of the Landless Workers Movement — MST) promotes agroecological education in rural schools in



areas of land reform. Over a three-year period, various actions are planned to strengthen and demand environmental rights and the right to land and to education. But first, eleven schools from eleven states were selected for the project. Since March 2022, around 2,305 students have been taught about agroecology there.

### Project successes:

- 72 teachers (43 women and 29 men) from the eleven schools strengthened their skills in integrating agroecology into learning processes through training workshops, learning spaces, and meetings. For example, a multi-week online course on seeds and nurseries, four regional training workshops on education and agroecology, and others.
  - Through the integration of agroecology in the classroom and specific activities with this focus, 2,305 children and young people gained access to theoretical and practical knowledge related to agroecology and environmental rights. They use this knowledge to share experiences and learn agroecological techniques, contribute to the planning and development of their schools' agroecological experiences, identify native species and understand their importance to the ecosystem in which they live, and share their knowledge with their families.
- In 2022, the following agroecological activities were among those that took place:**
- A nationwide online meeting entitled Plant Trees, Produce Healthy Food was held in June, attended by about 500 children from the eleven project schools, along with 2,500 other children and young people from rural schools across the country.
  - New practical agroecological activities were selected to be developed in the schools, based on an inventory conducted and the interests of children, young people, and the school community. In 2022, eight schools identified their focus areas (e.g., seed gardening, vegetable garden, chicken coop, native seed planting, and agroforestry) to begin in March 2023, and three schools will complete their decision-making process in February 2023.
  - Theoretical and practical units to learn about Brazilian ecosystems. Students studied the ecosystem in which they live and also participated in hands-on activities such as identifying trees and the flora/fauna of the ecosystem, planting native trees, and making seedlings.
  - Participation in the Jornada Sem Terrinha (activities for landless children) in October, in which learning and recreational activities were carried out in the eleven schools, such as: tree planting, seed collection and production, donation of seedlings, restoration of natural water sources, discussions and hands-on experiences about agroecology, and healthy eating.
  - All children and young people enrolled in the schools participated in hands-on agroecological activities adapted for each age group, such as reactivating vegetable gardens and tree planting activities.











## Peru

This new project with local tdh partner ABA started on June 15, 2022. Peru is currently experiencing a period of great political instability and conflict between the government in Lima and rural indigenous communities. In addition, there are pronounced periods of drought with forest fires, which are related to climate change.

The project supported by Dachser is aimed at indigenous young people between the ages of 16 and 24 whose mother tongue is Quechua. The project is active in 20 communities in the Ayacucho region of Peru and aims to help young adults develop self-determined life perspectives and strengthen their position as cultural mediators. The goal is to facilitate actions to restore community practices and defend their rights and territories.

The following measures will therefore be implemented as part of the project:

- In training courses and seminars, young people are readied to act as cultural mediators, so that they can also assert their claims and interests vis-à-vis politicians.

In 2022, 33 young women and men were trained as cultural mediators and participated in intercultural dialogue groups. In addition, another 45 young people received practical training from the Yachaq (wise men and women) to learn the wisdom of the ancestors and the Quechua worldview of the “Good Life.”

At the political level, a decision was reached by the National Water Authority (ANA) in favor of the community of Chupas Alta for the joint use of nine irrigation ponds. In addition, a youth conference center with two halls was established.

- The project provides for the development of training courses for young people as community advisors. These should be able to pass on rainwater harvesting techniques to their peers in other districts and provinces not directly involved in the project, thus helping to solve the problem of water scarcity.

2022, 48 young people were appropriately trained and educated in two courses. Two active youth networks have already been established to address the water shortage.

- In the course of knowledge transfer, the young people are empowered to become entrepreneurs and to build their own businesses closely linked to the indigenous culture and way of life.

Five business plans developed as part of the project were approved for implementation in 2022, and another 15 are currently being developed. The business ideas deal, for example, with the production and sale of indigenous ceramics and traditional skirts. But they also include collectively run businesses, such as tourist circuits or the sale of rock salt.

In 2023, all selected business ideas are to be implemented. In addition, a national meeting of young people in the field of water management and a fair to promote indigenous businesses will be held. New courses will be offered at the training center, e.g., on the production of medicines, culinary products, or homemade soaps. As part of the regional program for rainwater harvesting, the construction of 54 rainwater ponds has been completed and additional measures to stabilize the ponds implemented.

## Aid for Ukraine

On February 24, 2022, Russian troops invaded Ukraine. As a family-owned company, Dachser feels obligated to help the people in Ukraine and those who have to flee their homes due to the fighting.

Many branches throughout Europe quickly organized free transport and storage services, offering unbureaucratic help to recognized aid organizations. The cooperation with the children's aid organization terre des hommes and an aid program that was quickly set up played a special role in this.

### Rapid help with a long-term focus

Very quickly after the war began, Dachser and terre des hommes initiated short-term relief measures. Dachser took over relief goods transports in the early weeks and months of the war. For example, the Schönefeld branch delivered medicines to a partner organization of the children's aid organization in Poland. The medicines were used to care for children and their families suffering from conditions such as frostbite, pneumonia, and fever as a result of their flight. Dachser also collects aid supplies from wholesalers on behalf of terre des hommes to take them to Poland and Slovakia. From there, partner organizations take over the onward transport and distribution of the goods to Ukraine.

In addition to short-term aid, which primarily involves the distribution of medicine and relief supplies, Dachser's main aim is to provide long-term, sustainable help to the refugees. The people fleeing the fighting are experiencing terrible things—they are traumatized by the events on the ground and as they flee. Children and young people, who are completely torn from their familiar surroundings and traumatized by the events of war, are particularly affected. Although aid organizations provide them with the most basic necessities, clothing, and food, psychological care can usually not be provided.

This is precisely where Dachser and terre des hommes come in: A project was initiated with the local project partner, Vostok SOS, to help refugee children and young people overcome trauma. This funding builds on some EUR



Dachser supports Ukrainian children and families in difficult times

60,000 donated by participants at the DACHSER Global Leadership Conference. This sum will be increased to EUR 100,000 by Dachser.

The services provided by the project for children and young people themselves include trauma-informed play sessions as well as needs-based therapy services and rehabilitation stays. Parents and other caregivers learn in therapy sessions, individual and group counseling, and courses how to deal with their own experiences and how to best support their children in reducing stress through play or other forms of interaction. In addition, rehabilitation stays for families and parent-child workshops help improve communication within families and reduce stress. The goal is to provide regular support to children, young people, parents, and caregivers over a longer period of time, thus enabling stability and empowerment.

## Online courses for parents and others who deal with children

This seminar had to be postponed several times because of the Russian army's increased attacks on civilian infrastructure in the fall of 2022. The result was that there was no longer regular access to electricity and the internet in Ukraine. Now that at least the predictability of power supply has been restored to some extent, the first online course will be led by an external trainer who is not in Ukraine and has a stable internet connection. The course is in English with consecutive interpreting into Ukrainian. There are already over 50 registrations. The target group is parents and people professionally involved in the care and supervision of children, including many midwives.

## Trauma-informed one-on-one sessions for counseling and support of parents

Individual, trauma-informed counseling sessions with parents took place online and offline to a very limited extent. During the reporting period, 220 such sessions took place.

## Play sessions with children particularly affected by the war

During the reporting period, six trauma-informed play sessions were conducted with children particularly affected by the war. These included children in frontline areas, children in formerly occupied areas, and children who are internally displaced. The play sessions help the children relax and can relieve stress.

In addition, those responsible for the project have established contacts and examined various local organizations with which cooperation is to be intensified. Geographically, the project work is concentrated on the cities of Kharkiv, Uzhhorod, Dnipro, and Cherkasy.

## Giving joy in war

Kateryna is there to divert and give the children some fun and joy through play. She wants them to forget the war for a while and in the long term help them come to terms with their traumatic

experiences. Kateryna is a child psychologist and trauma therapist. The photos show her work with children evacuated from the east and south of the country from Luhansk, Donetsk, Zaporizhzhia, and Kherson.

Play and collective movement are central to the group sessions. She uses musical instruments, whistles, and drums, as well as balloons, plasticine, balance exercises, and jumps—all with the goal of emotional stabilization.

The therapies are sometimes carried out at great risk, because fighting often rages in close proximity at the same time. This was also the case in Kateryna's location—the town of Kryvyi Rih, where there were attacks on infrastructure, energy supplies, civilian facilities, and even schools.

She is part of a team consisting of 20 therapists from Ukraine, Belarus, Germany, and the Netherlands that provides psychosocial support services to treat acute trauma and stress reactions triggered by war and violence. Over the past five months, the team has provided more than 650 hours of individual therapy, 150 hours of group therapy, and 30 online and offline training sessions.

The therapists attach great importance to the transfer of knowledge locally to ensure the sustainability of the measures. The demand is high in many places, so that the locations are often changed. At the same time, the situation in Ukraine is unstable, and people's needs also change. terre des hommes continuously adapts the activities of the project in consultation with the local project partner, Vostok SOS, so that the people can be helped in the best possible way.



## Overview: Ongoing Dachser and terre des hommes projects in 2022

| Local partner organization                       | Duration                       | Brief description   |
|--|--------------------------------|---|
| Ukraine  |                                |   |
| Vostok Sos/Libereco.Partnership for Human Rights | September 2022 – February 2024 | <b>Feniks – Psychosocial support for families in Ukraine</b><br><br>The project provides psychosocial and trauma therapy for children, young people, and their caregivers. The goal is to help them individually and collectively build stress resistance and cope with traumatic events. |

| Local partner organization                                   | Duration                      | Brief description   |
|--|-------------------------------|---|
| South Asia   |                               |   |
| Participatory Action for Community Empowerment (PACE), India | October 2020 – September 2025 | <b>Life, food, and health for children and livelihood basics for young people in India</b><br><br>The projects focus on providing young people with a platform to identify socioeconomic problems in their neighborhoods and strengthen their skills in the areas of health and nutrition, environmental protection, and understanding gender-based violence. They also aim to improve young people's personal skills and opportunities in the labor market through e-learning courses and other vocational training.                       |
| Samudaik Kalyan Evam Vikas Sansthan (SKVS), India            |                               |   |
| Dr. A.V Baliga Memorial Trust, India                         |                               |   |
| Matsya Mewat Shiksha Evam Vikas Sansthan (MMSVS), India      |                               |   |
| Disha Vihar, India   |                               |   |
| Bhoomika Vihar, India  |                               |   |
| Human Resources Center (HRC), Nepal                          | October 2020 – September 2025 | <b>Improved education and livelihood opportunities in the rural community of Gaumul in Bajura district, Nepal</b><br><br>The project aims to ensure quality education and adequate livelihood opportunities. The project focuses on equipping schools with teaching and learning materials and creating a child-friendly environment. Children and young people should thus have access to quality education. The project also deals covers qualifications and start-up assistance for various livelihood opportunities at the local level. |

## Overview: Ongoing Dachser and terre des hommes projects in 2022

| Local partner organization  | Duration                | Brief description   |
|---|-------------------------|---|
| Latin America   |                         |   |
| CEDECA Limeira, Brazil  | April 2021 – March 2024 | <p><b>Education and Citizen Training in Limeira, Brazil</b></p> <p>The Covid-19 pandemic highlights the increase in inequalities and violence, of which Brazilian children and young people are the main victims. For this reason, the project, in its third and final phase, continues to rely on three proven pillars: socio-cultural workshops, training in the field of human rights, and communication with children and young people from three neighborhoods on the outskirts of the city of Limeira. In addition, professionals such as social workers and even public security personnel are involved.</p> |
| APADIM – Asociación de Padres y Amigos del Discapacitado Mental, Argentina  | July 2021 – June 2024   | <p><b>Promoting the right to a clean and healthy environment— with an inclusive perspective</b></p> <p>This project aims to empower children, young people, and young adults with and without disabilities to promote the right to a clean and healthy environment and environmentally responsible behaviors at the local level. The children and young people participating in the project live in neighborhoods on the outskirts of the city of Córdoba, characterized by environmental pollution and urban socioeconomic problems.</p>   |
| Instituto Nacional para o Desenvolvimento Social e Cultural do Campo—INSTITUTO CULTIVAR (in association with O Movimento dos Trabalhadores Sem Terra—MST), Brazil | July 2021 – June 2024   | <p><b>Education and environmentally friendly agrarian culture in rural schools in Brazil</b></p> <p>This project focuses on training in environmentally friendly agriculture and mobilizes children, young people, and young adults for the right to a clean and healthy environment, the right to land, and the right to education. The project will be implemented in the five ecologically diverse regions of the country. The project will reach approximately 1,000 students and 100 teachers, who will share the best practices developed through the project.</p>  |
| Aba Asociación Bartolome Aripaylla, Peru  | June 2022 – June 2025   | <p><b>Quechua youth from 20 communities in Ayacucho, Peru, are empowered to defend their territories and environmental rights and build their own life prospects</b></p> <p>The project aims primarily to strengthen the individual and collective skills of young indigenous women in the areas of water harvesting, agricultural techniques, and entrepreneurship. The projects, in conjunction with local advocacy work, are intended to benefit both participants themselves and their communities.</p>   |

| Local partner organization  | Duration                     | Brief description  |
|---|------------------------------|--|
| Southern Africa   |                              |  |
| Environment Africa, Livingstone, Zambia                           | September 2022 – August 2024 | <p><b>Trash4cash—Upgrading the youth-led recycling and entrepreneurship project in Livingstone, Zambia, EAT4Cash II</b></p> <p>The main objective of the project is to promote entrepreneurship among young people through waste collection and recycling. The project focuses on capacity building in Livingstone to strengthen the waste management income generation project. Phase II of the project further focuses on the sustainability aspects of the project and seeks to expand to Livingstone and two other towns,imba and Kazungula.</p> |
| Outreach Foundation, South Africa                                 | October 2021 – December 2022 | <p><b>Education and training for young migrants in the Hillbrow district of Johannesburg</b></p> <p>Many of the refugees in Johannesburg have no official status and no access to education and training. The project offers educational opportunities, professional prospects, and psychosocial assistance. Special attention is paid to young mothers and their children.</p>  |
| Catholic Institute of Education (CIE), Johannesburg, South Africa | April 2022 – December 2024   | <p><b>Vocational preparation for young people in townships</b></p> <p>The project helps reduce unemployment among unskilled and unemployed young people in Reiger Park (East Rand) and Evaton (Emfuleni) in Gauteng, South Africa. Particular emphasis is placed on improving opportunities for young women to access market skills training and participate economically in markets, whether formal or informal.</p>  |
| WIMSA, Namibia  | February 2022 – April 2023   | <p><b>Improved education and job prospects for San children and young people</b></p> <p>The project provides adequate and sustainable access to quality education for the children of the San in Namibia. The goal of this particular phase of the project is to build stronger pillars for the delivery and long-term sustainability of the early childhood development centers (ECDCs). In addition, new models and opportunities are being explored to create jobs for San youth and communities in the ecotourism sector.</p>                    |



