

European Union Strategy for the Danube Region Priority Area 9 – Investing in People & Skills



The Future of Priority Area 9 PEOPLE AND SKILLS

FUTURE OF EUROPEAN EDUCATION COOPERATION



EQUAL ACCESS TO EDUCATION
... INEQUALITY STILL EXISTS ☹️

... MORE KIDS STAY LONGER IN SCHOOL
... KIPPERS!



PEER-COUNSELLING PROVES TO BE SUCCESSFUL

EUROPEAN IDENTITY SHOULD BE AN ANCHOR



FUTURE:

- PERSONALISED LEARNING
- BASIC SKILLS (incl. digital) FOR EVERYBODY
- INCLUSION



GRAPHIC RECORDING
by *Mindfully*
WWW.TOTALLYDARE.COM

IDEAS AND LESSONS LEARNT



ESF PLUS needs to be MORE POLITICALLY ORIENTATED

→ SPEND MONEY ON POVERTY AND SOCIAL INCLUSION

→ MONITOR CHANGES OF LABOUR MARKET

→ FUTURE IS FOR PEOPLE
FOCUS ON LIFE LONG LEARNING



VET needs to be MODERNIZED
FOCUS ON EXCELLENCE



MIGRATION is a big CHALLENGE ... but SUPPORT MOBILITY!

PLEASE SIMPLIFY THE FUNDS



... be aware of digital divide.



LEARNING MOBILITY

... students need BETTER SKILLS for labour market

DON'T FORGET **SOFT SKILLS!**

→ ALLOW FAILURE

→ TRAIN THE TRAINERS & INCLUDE MODERN WAYS OF LEARNING



→ INCLUDE PEOPLE ON LOCAL LEVELS

→ We need:

- MORE CRITICAL THINKING
- YOUTH EMPOWERMENT
- TAILOR MADE EDUCATION
- SOCIAL PROTECTION
- RESPECT WORK WITHOUT SALARY

... don't be afraid of digitalisation.
- think: What can it do for us?

We need:

- EQUAL ACCESS TO THE LABOUR MARKET
- FAIR WORK CONDITIONS
- INCLUSION FOR ALL



EDUCATION + TRAINING = SOURCE OF PROSPERITY



How to:

- QUALITY OF EDUCATION
- STRENGTHEN EUROPEAN VALUES

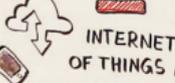
DIGITIZATION OF WORK

MOLDOVA:
→ LEARN & SHARE
→ REFORM EDUCATION SYSTEM



INDUSTRY 4.0

AUTOMATIZATION OF PRODUCTION, MAINTAINANCE, PRODUCT DEVELOPMENT ...



INTERNET OF THINGS

WHAT CAN NOT BE AUTOMIZED?



... JOBS IN THE SERVICE SECTOR ?!

OLDEST AND YOUNGEST ARE AT RISK



EDUCATION IS MOST IMPORTANT

Invest in your children's future

WORLD CAFÉ

- COOPERATION BETWEEN
- AGENCIES OF QUALITY INSURANCE
 - EXPERTS OF CURRICULA
 - EDUCATION & BUSINESS

PEER LEARNING

European Union Strategy for the Danube Region

The EU Strategy for the Danube Region (EUSDR) was adopted by the European Commission in 2010 and was endorsed by the European Council in 2011. It aims to boost the overall development of the region. All citizens should enjoy better prospects of education, employment and prosperity. The Strategy seeks to create synergies and coordination between existing policies and initiatives taking place across the Danube Region while addressing common challenges. The Strategy is both about more efficient funding and closer cooperation in the region.

The EUSDR covers a territory that stretches from the Black Forest (Germany) to the Black Sea (Romania-Ukraine-Moldova) and is home to approx. 115 million people.

The Strategy includes a wide range of issues addressed by 4 pillars and 12 priority areas – Priority Area (PA) 9 „Investing in People and Skills“ contributes to the pillar „Building Prosperity“.

Priority Area 9 Focus

The Region encompasses extremes of the EU in economic and social terms. From its most competitive to its poorest regions, from the most highly skilled to the least educated, and from the highest to the lowest standard of living, the differences are striking.

By investing in people and promoting human capital, the Danube Region can grow in a smart and inclusive way. Making the Danube Region competitive, cohesive, resilient and more prosperous in the future means investing in people, in their education and training, their skills, their creativity, and their capacity to innovate. In this respect, the European Pillar of Social Rights, supporting quality and inclusive education, training and life-long learning, quality employment and social inclusion, plays a key role.

Priority Area 9 „Investing in People and Skills“ is focusing on policies and actions in the fields of education and training, labour market and marginalised communities.

The Priority Area is coordinated by Austria, the Republic of Moldova and Ukraine. Its implementation involves a wide network of key players and stakeholders from the 14 countries of the Danube Region.

Priority Area 9 Objectives

- Contribution to a higher employment rate in the Danube Region, especially through tackling youth and long-term unemployment.
- Contribution to improved educational outcomes and relevant skills and competences in the Danube Region, focusing on learning outcomes for employability, entrepreneurship, innovation, active citizenship and well-being.
- Contribution to increased quality and efficiency of education, training and labour market systems.
- Contribution to ensure inclusive education and training and promote inclusive labour markets, equal opportunities and non-discrimination as well as the promotion of civic competences and lifelong learning opportunities for all.
- Contribution to a closer cooperation between educational, training, labour market and research institutions, in particular on transnational, regional and bilateral levels.

Action 1

Intensify Cooperation in Labour Market Policies

Concrete issues:

- Through intensifying the cooperation between labour market stakeholders relevant reforms will be enhanced.
- Focus will be on
 - active labour market policies
 - common peer learning/peer counselling in the Danube Region
 - skills mismatch
 - labour market information systems
 - vocational re-education and re-training
 - dual education as measure of active labour market policies
 - transition from school to work



Action 2

Digitalization and Innovation in the World of Work

Concrete issues:

- To avoid the digital divide (by age, gender, region, high and low skilled work) on labour markets in the Danube Region the lack of knowledge and skills in IT has to be reduced.
- Common social security standards for platform and crowd work will be discussed and developed as well as
- necessary adaptations of existing labour law in the Danube Region.



Action 3

Integration of Vulnerable Groups into the Labour Market

Concrete issues:

- We define vulnerable groups as persons belonging or perceived to belong to groups that are in a disadvantaged position or marginalised.
- The future actions will focus on tailor made measures and projects developed with the concerned groups, e.g. case management, subsidies to keep up employment or new models of entrepreneurship for unemployed, social entrepreneurship.



Action 4

Fighting Poverty and Promoting Social Inclusion for All

Concrete issues:

- Empower groups at risk of poverty and improve their access to the labour market.
- Actions to reduce the number of people at risk of poverty will complement each other and apply on integrated approaches.
- Therefore long time policies are needed, diversification of social services and measures developed for and with people at risk of poverty.



Education and Training

Action 5

Quality and efficiency of education and training systems

Concrete issues:

- Enhancing the anticipation of skills needs and strengthen the labour market relevance of skills.
- Strengthening vocational education and training (VET), in particular work-based learning in all its forms with special attention to apprenticeships.
- Further developing quality assurance mechanisms and systems as well as increasing evidence-based policy and practice to monitor and design reforms.
- Promotion of teaching at all levels (i.a. recruitment; selection and induction; attractiveness of teaching profession; initial education and professional development at all levels).



Action 6

Relevant and high-quality knowledge, skills and competences

Concrete issues:

- Reducing low achievement in basic skills, covering language, literacy, mathematics, science and digital literacy.
- Strengthening transversal and key competences, in particular entrepreneurship and language competences.
- Addressing the development of digital competences, including media literacy, at all levels of learning.
- Further exploring the potentials of innovative and active pedagogies as well as educational resources.



Action 7

Lifelong learning and learning mobility

Concrete issues:

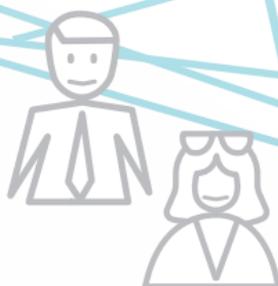
- Supporting mobility of learners and teachers as well as developing partnerships among schools and educational institutions.
- Continuing lifelong learning strategies and addressing the transition phases within education and training and from ET to work, i.a. through high-quality guidance.
- Promoting adult learning (in view of governance, supply and take-up, access, quality) and „second-chance“ opportunities.
- Fostering transparency, validation and thereby recognition of skills and/or qualifications and further implementing the EQF and NQFs.



Action 8

Inclusive education, equity, common values and sustainable development

- Reducing early school leaving.
- Addressing the increasing diversity of learners and enhancing access to quality and inclusive education and training for all learners, including disadvantaged groups.
- Addressing gender gaps in education and training and promoting more gender-balanced educational choices.
- Promoting civic, intercultural and social competences, mutual understanding and ownership of democratic values and fundamental rights at all levels of education and training, while tackling i.a. discrimination, racism and stereotypes.
- Enhancing critical thinking, along with cyber and media literacy.
- Promoting sustainable development through education and training.



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