

# **Report on the**

## **1st EUSDR Youth Platform**

### **“Learning Pathways to Social Cohesion“**

**15-17 December 2014, Europahaus, Vienna**

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Documentation and outcome of the conference

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- Tuesday, 16<sup>th</sup> of December 2014
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## Documentation and outcome of the conference

**Monday, 15<sup>th</sup> of December 2014**

### **Welcome & Getting to know each other**

Facilitators Peter Hofmann (AT) and Darko Markovic (RS) officially welcomed the participants to the 1<sup>st</sup> EU Strategy on the Danube Region (EUSDR) Youth Platform.

More than 50 experts, coming from different contexts of formal and non-formal education (schools, youth organizations and NGOs), took part in order to share their experiences in supporting young people and discussing and finding learning pathways. The wish to connect these two fields – formal and non-formal education – was one of the main issues raised by the organizers as well as the participants.

In order to get the participants out of their comfort zone and to get to know each other better, two group activities were introduced. The participants had to move around the plenary room while music was playing. After the music stopped, they came together in circles of five people. The first task was to share: **“What is my drive in my role as an educator? What gives me energy?”**

#### **Some impressions:**

*“Young people have to become responsible people.”*

*“The answer is not so easy. Learning for the future, future citizens...”*

*“Difficult question: Young people have something to say: they are not the future, they are the present!”*

*“Energy of the children gives me energy. They are willing to share and ask as well as having a desire to learn.”*

Afterwards, the participants got together in groups with new people in order to discuss the following question: **“What is important for me about the topic of social cohesion?”**

#### **Some impressions:**

*“The most important thing to achieve social cohesion is to be tolerant.”*

*“Gap of urban and rural: People who are farmers and people who are from the city – find a way to bring them nearer to each other. Youth exchanges can close this gap.”*

*“Social cohesion is about equal possibilities in order for young people to develop their full potential.”*

*“It is important to have a balance between formal and non-formal education in order that the professional and personal potential of students can be developed.”*

### **Official Welcome**

The organisers and initiators took over the stage and officially welcomed everybody once again. Three institutions, along with the *Austrian Federal Ministry of Education and Women's Affairs (BMBWF)*, organized the event: *Interkulturelles Zentrum – Austrian National Agency for Erasmus+*, *NIFSP - Erasmus+ Youth National Agency of Hungary* and the *SALTO Resources Centres for Eastern Europe and Caucasus and South East Europe*.

The representative of the *Austrian National Agency for Erasmus+ (Interkulturelles Zentrum)*, **Marco Frimberger**, gave a short insight regarding the establishment of this first youth platform for the Danube region. The idea about the youth platform was concreted during a priority conference in Vienna last year where an assessment with experts has outlined that a space where formal and non-formal educators can meet is urgently needed.

**Sonja Mitter** from the *SALTO Resource Centres* outlined that this pilot project can be seen as a new beginning where people from different educational fields are brought together. She also mentioned that the organizers intention is to listen to needs, concerns and questions regarding this specific region. Furthermore, an ongoing process could be developed in the next few years and something more specific could be created.

She also presented the **excepted outcomes** on two levels:

1. For the personal follow-up: new and innovative ideas, inspirations, partnerships, cooperation and communication (cross-border and cross-sectoral)
2. For the team/organizers: How can we take this process as a whole? Wider target group? Policy level? Where can we take this event? Future? Longer process, potential?

Then Darko took over and spoke about the topic of social cohesion and the question where personal responsibility starts and ends.

Furthermore, he explained the **aims of the Youth Platform**:

- Cross-sectoral cooperation to strengthen social cohesion
- Educational pathways of young people
- Explore the needs of and further steps for cooperation

He also talked about the **intentions for the conference**:

- Creating space for a dialogue and reflection to share experiences and perspectives on learning pathways/share expertise
- General conditions and specific challenges
- Inspiring for collaboration and common action
- Possible funding within ERAMUS + and Danube region

### **Group work: “Why am I REALLY here?”**

The aim of this activity was to share in groups: “Why am I REALLY here?” and: “What is my goal for this conference?”. Afterwards every group was supposed to make one group statement about their goals and to write it down on a flipchart stripe.

Most of the outcomes were connected to networking and making partnerships between the formal and non-formal sectors as well as exchanging experiences. *Find some of the group outcomes below:*

- Learn about opportunities, make connections and create partnerships
- Meet new people and realize common problems as well as trying to generate ideas
- Create partnership opportunities, find partners; learning from others, exchange best practices; connect formal and non-formal education
- Partnerships: exchange between different organizations; schools are not only places for learning but also for giving knowledge back to the community – important for social cohesion
- Discover good methods and practices
- From Tragedy to comedy: visions of Austria from Franz Josef to Conchita Wurst (that is what social cohesion is all about)
- Networking, exchanging experiences
- Who deals with main stream decision making? Opinion makers of the target group



## Key note speech

### Manfred Zentner *“What is the relevance of learning and education for social cohesion?”*

After a short coffee break, Manfred Zentner from the Danube University gave a key note speech about the relevance of learning and education for social cohesion. He pointed out that he knows “both worlds” – the non-formal and formal sector. He worked as a teacher and is currently doing training for this target group. Furthermore, he is a youth policy expert, has a broad history in youth research /youth culture, is a member of the European Pool of Youth

Researcher and works as a lecturer/researcher at the Danube University in Krems in the Department for Migration and Globalisation.

Manfred Zentner started by giving definitions on social cohesion, e.g. from the OECD (Organisation for Economic Co-operation and Development): *“A cohesive society works towards the well-being of all its members, fights exclusion and marginalisation, creates a sense of belonging, promotes trust, and offers its members the opportunity of upward mobility. Its constituent elements include concern about social inclusion, social capital and social mobility.”* He pointed out that this definition underlines that everything always has to increase and stresses out the importance of “upward mobility”.

### **Drivers of societies: globalisation – diversity – networks**

- Changes in society, through e.g. mobility, and drivers behind these social changes (globalisation-diversity-networks – meaning globalisation not only in economical sense) must be analysed when speaking about social cohesion.
- Globalisation as one of the main drivers brings about diversity and goes from an old “monoculture” towards a multicultural (transcultural) society.
- Another important driver is migration. People do not need to integrate completely in the hosting society, they can stay in contact with their home countries, e.g. via social media (facebook, skype). Influences of incoming cultures (multicultural world) and ongoing exchange are realities nowadays. The fact of changing into a transcultural society means also a lot in regards to education and learning.
- Everyday life and acting in networks -> We are living in “interactive” networks which gave us new forms of belongings. A lot of people have more contact to Facebook friends than to their neighbours. Where can we find the feelings of belonging and trust?
- Changing in determinants of migration -> migration 2.0
- Growing migration, growing inter-cultural contact and (in)tolerance

### **Shifting world? – new forms of differences?**

- Growing economy is the target – is it also the solution?
- Economic differences in societies and between countries are not decreasing (even increasing). -> Task of the government is to overcome differences, but in reality there is an increase of economic differences (inside societies and between countries).
- Who is in charge and who is responsible for social inclusion (e.g. minorities, gender, migration, etc)? -> Who has the power to say we have or we haven't social inclusion? Opportunities for e.g. minorities are not the same even with the same educational background, e.g. young people with “migration background” have fewer chances to enter the labour market than “natives”.
- Education as main ticket to social mobility (formal or non-formal) -> Well-educated people have better access to non-formal education -> Pathways between these two worlds of education?
- Social capital derives from networks with shared values that facilitates co-operation. -> Question: Is social capital really the solution? -> There is a need for bridges to other networks as well as opportunities to cross these bridges.

## **Individualisation in consumer society**

- Established forms of community building lose attractiveness. -> Established forms of societies lost their influences as we do not want to be in traditional groups anymore. The current generation has to struggle with “the must” to decide for themselves (“GPS Society” – one voice from above, but you can make your own decisions or you even already know how to “reach the target” -> but you experience the constant feeling that you have to reach more)
- The individual person puts itself to the centre stage (Beck, Giddens)
- Lifestyle as motor of group building: aesthetics of live
- Values are part of lifestyles and means for self-expression.
- Every consumption as investment in the own market value (Sigmund Bauman, sociologist in Britain)

## **Aesthetics and functionality**

- It is not about the functionality of objects but about its surplus, the way it is set on stage. Function follows form instead of form follows function.
- It is about the presentation of the food not about getting fed, it is about the form of speeches not their content, even in sex is about the game not about the satisfaction and not at all about producing children.
- Objects are adjusted with magic strengths, and everything has to serve more purposes than just one.

## **Value of formal and non-formal education**

- What is the functionality of education and what is the added value? What is the personal benefit and how can I show it to others?
- Market of education institutions and organisations: education can happen everywhere; not even certification is the privilege of schools anymore
- Second chance, alternative approach or subsidiary cooperation of formal and non-formal sectors?
- It appears that education is focused on the outcome: employability.
- Dilemma: without good education there are no chances for a good job, but with a good education there is no guarantee anymore.

## **Education and labour markets – future needs?**

- Transitions are not any longer single incidences -> many transitions between the school and the labour market -> young people will change their profession five times in their life -> How can we prepare them to be that flexible and maybe never reach “the target”?
- The future might easily be even more complicated:
  - From school to work to further education
  - then moving to another city/country learning new languages
  - Future needs of the labour market?
- Working online somewhere else – mobility and flexibility in our minds while staying at the same place?
- Mobility is an elite project – flexibility a need for all?

## **Self expression and identity construction in various settings**

- Different messages behind different identity constructions -> how is employability shown?

- Differences between self-identified groups and their way of showing solidarity-> social cohesion?

## **Individual reflection**

After Manfred Zentners key note speech, the participants had some time for individual reflection about his presentation.

## **Fishbowl discussion: “What does this mean for our roles as educators?”**

Next, a fishbowl discussion took place in the plenary room (a group discussion with four people who changed randomly). The four seats were reserved for one expert from the formal education field, one expert from the non-formal education field, one expert with any other background as well as for Manfred Zentner.

The overall question for this discussion was: **“Having in mind what Manfred Zentner said, what does this mean for me as an educator?”**

## **Summary of the most important outcomes/statements:**

### *Formal and informal education:*

- The way of teaching is often “informal”. Students are being prepared for jobs which don’t exist.
- Students have access to a lot of information but teachers sometimes can’t see the potential of adopting their ideas.
- Students don’t learn about social inclusion in formal education. -> Need: impart knowledge to young people about how to accept other groups in the society, how to integrate them in the society and how to integrate them in the labour market.
- There is a need to foster personal skills and talents, everybody has some specific talents.
- The school is a formal system but teachers need to be educators in a lot of “informal” areas, particularly regarding life outside school.
- The main role of a teacher shouldn’t be to give knowledge but fundamental ideas as well as to prepare children for lifelong changes. Everything can change immediately.
- It is important to educate children on how to value and respect other people and accept life. Teaching only common subjects isn’t enough-> it is important to teach how to value, to respect others and accept other positions.

### *Cooperation:*

- Cooperation between institutions from the formal and non-formal sector is often very complex. -> Question: what is important?
- What does social cohesion mean in a consume-orientated society? Working on social cohesion isn’t profit-orientated -> We should think about the personal benefit /the increased market value -> Challenge of the formal system: how can we invest in personal skills and not in a profit-orientated society? -> Answer: through cooperation?

### *Unemployment, poverty & solidarity:*

- It must be taken into account that people come from different backgrounds and therefore haven't the same starting situations and opportunities. How can we contribute to give all students the chance to have the same possibilities and also the chance for mobility?
- Social competences are crucial in order to be able to cope with different situations (showing and finding opportunities). Yet it should not be forgotten, that social skills alone aren't the only guarantee to finding a job. Don't get lost in terms and buzzwords – everybody has a different understanding of what creativity means.
- Employability is a common goal. The flexibility is higher in the non-formal educational sector. Question: Are social cohesion and employability closely linked? And which educational objectives should be relevant to achieve social cohesion?
- What kind of skills should we teach our children? What skills should young people gain? Education is about the development of personality. Some jobs didn't even exist ten years ago. Therefore it is not only important to prepare young people for the labour market but also to educate them about being tolerant, respectful and of course happy.
- In some countries a strong ethnic segregation exist and therefore inequity of access to educational opportunities as well as to the labour market.
- Solidarity: Solidarity in real life is often an empty term. The idea of solidarity is not really valued.

### **Closing of the day**

Finally, Darko explained the tasks for the evening as well as the program of the next day.

### **Danube region networking night**

The evening was reserved for networking and finding new partnerships. Every participant created a poster on which his/her profile, organisation and contact details were described.

## **Tuesday, 16<sup>th</sup> of December 2014**

### **Intro to the day**

The moderators welcomed the participants with a "Good morning" and implemented some warming up exercises (Energizer: Car-Driving, Energizer: House). After that, the participants shared what was important for them yesterday and what is still present in groups.

### **Stories of educational "achievements"**

During the first activity of the second day "stories of educational achievements" were discussed in groups according to the following questions:

- In your group share your stories of educational achievement
- Listen together on how the stories from your group are connected with social cohesion
- Choose one person to report your findings after the coffee break

### ***Some outcomes:***

Common findings: social responsibility to share experiences and knowledge with young people

- It is important to think critically and to be aware of the bigger picture, think globally -> this is one target of education on the way to social cohesion
- Close the gap between rural and urban areas, come together.
- Finding a connection between education and social cohesion is not easy: What is social cohesion in education?
- Open concept, no clear definition
- Conclusion in regards to education:
  - We have to give everyone a chance to be included but not by force
  - Introduce ideas, give time and space
  - Lifelong Learning is important for everyone
  - It is not easy to teach new ideas in rural areas because a lot of people are afraid of other views -> give them the chance to think about it

### **Challenges, needs, aspects of educational work that contributes to social cohesion**

After a short break, the participants came together in new groups and worked along with one facilitator on “challenges, needs and aspects of educational work that contributes to social cohesion”. The findings of the previous activity were also shared with the other group members.

#### ***The discussion focused on two main questions:***

- “What is my role as being an educator, how can I tackle social cohesion?”
- “Potential of co-operation (between formal and non-formal education)”

### **Sharing in plenary and summing up the morning**

Back in the plenary, the five groups shared their outcomes. One person of each group acted as a rapporteur and reported on what has been discussed.

#### ***The most important outcomes are:***

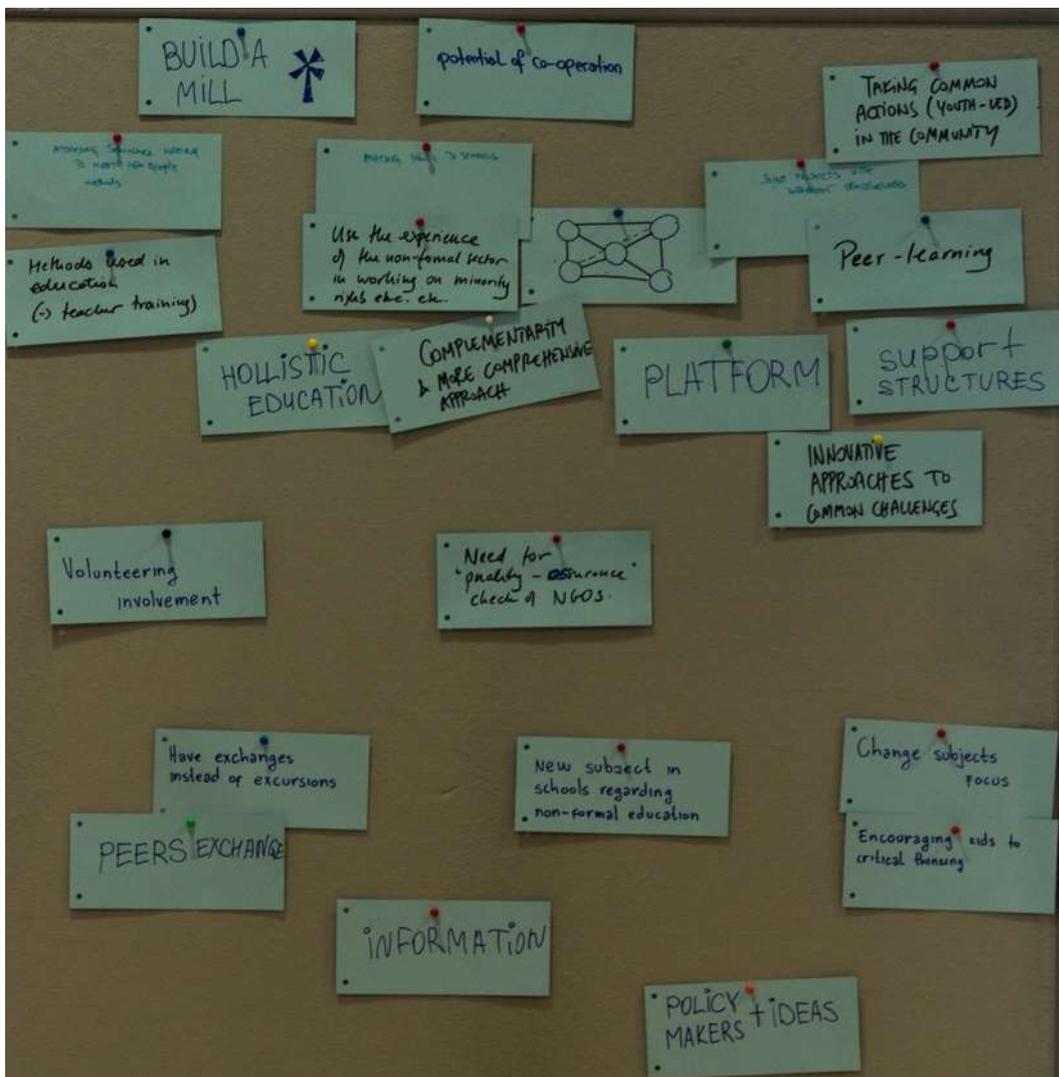
##### **“What is my role as being an educator, how can I tackle social cohesion?”**

- Empowerment of young people:
  - Not only providing information/knowledge is important but also teaching how to develop personal skills as well as responsibility



## “Potential of co-operation (between formal and non-formal education)”

- Potential of cooperation:
  - Learning new methods of how to train young people
  - Cooperation of schools and NGOs: Teachers can't know everything, therefore make use of experiences from non-formal sectors (e.g. inviting youth trainers to schools; work with NGOs that work in the educational sector (seminars, projects etc.))
  - Networking unites strengths –vertical and horizontal cooperation
  - Create a platform for exchange and cooperation
- Education needs a holistic and comprehensive approach -> formal education is often not enough
- Make use of peer learning (student-to-student)
- A focus on specific subjects creates gaps between kids
- Introduce subjects in schools on non-formal education
- Engage young people in more volunteering activities and cross-border exchanges
- Cooperation is a must – transparent information about possibilities
- Support structures: policy makers
- Need to change the “traditional educational system(s)” ->a lot of space for improvement



## ***Open Space Technology***

### **Open agenda: “Building learning pathways to social cohesion for young people”**

The Open Space in the afternoon was used as a platform in order to think about and discuss innovative approaches and ideas regarding the needs of educators and the potential of cooperation.

The participants were invited to propose their own topics in relation to: “What are the ways, actions, strategies and deeper questions I would like to explore for my work as an educator?”. The following 8 topics were discussed in 2 rounds with 4 topics each. Every session lasted approximately one hour.

### ***Outcomes of the open agenda sessions:***

#### **Session 1: Youth unemployment (host: Nikola Johnny Mirković)**

##### *Key points from the discussion:*

- Recognize important skills and knowledge for increasing youth employment
- Propose activities for youths

##### *New insights/conclusion/concrete next steps:*

- Recognize necessary skills for future jobs
- Discussion of methods that can be used for developing these skills and knowledge
- Next step is to do a research in accordance with the book “Skills for the 21<sup>st</sup> Century” and develop youth exchange on the topic of youth employment

#### **Session 2: Validation of non-formal education. Innovative programs between formal & non-formal education (host: Pavlina Vupović)**

##### *Key points from the discussion:*

- Additional trainings for teachers
- Introduce funding opportunities to teachers and students
- Talent monitoring
- Career guidance from an early age
- Filling the “flexible percentage” of the curriculum with new methods of non-formal education
- Encourage also the critical thinking of students

##### *New insights/conclusion/concrete next steps:*

- Cooperation between schools and civil society organizations (in consultation with parents & students) in small pilot projects
- Certified seminars for teachers
- Introduce: fundraising (PR), career guidance, entrepreneurship in schools

### **Session 3: How to organize a successful project on peace building** (host: Diana Ungureanu)

#### *Key points from the discussion:*

- Peace is a broad term – does peace only mean the absence of war or not?
- Methods on peace building can encourage team-building and overcome discrimination
- Good preparation before the activity starts (participants, NGOs, trainers etc.)
- There is a need to encourage young people to think “outside the box” in order to learn accepting other opinions besides their political, religious and national backgrounds/ideas
- How to find the most suitable methods for the project?
- Implement the concept of peace building in ever day life

#### *New insights/conclusion/concrete next steps:*

- The participants should have the possibility to come up with their own definitions of peace and tolerance in the beginning of the project
- Find appropriate trainers for the project
- Find a neutral ground/country
- Collaborate with experienced NGOs
- Find interested and genuine partners
- Use sport activities (in mixed groups) or any other elements that involve competitiveness in order to foster team-building
- Involve different methods/instruments, e.g. about how to fight hate speech or movies which could contribute to overcoming discrimination between people from different areas with a passive/active conflict

### **Session 4: Social inclusion through human rights education** (host: Andrea Aušperger)

#### *Key points from the discussion:*

- Human rights education should be an independent subject in school
- Important to not only talk about human rights but also to put it into practice in order to really change something
- Denial and breaches of human rights happen very often in relation to the LGBTQ community
- Strong influence of the government and church in some countries on shaping public opinion and influencing and controlling the media (also in connection to LGBTQ)

#### *New insights/conclusion/concrete next steps:*

- Bringing human rights education in the formal system requires a lot of time and the process is complicated
- Negation of and ignorance about human rights lead to social exclusion
- Next steps: Erasmus + training course for youth workers in order that they can facilitate human rights education in their local communities

### **Session 5: Cross-sectoral platforms / support structures?** (host: Tine Gamper)

#### *Key points from the discussion:*

- Cross-sectoral cooperation/structures between formal and non-formal sector

### *Needs:*

- Build trust among actors of different sectors if a specific “image” of the other exists
- Clarify conditions and rules for working with each other (e.g. NGOs work with schools – NGO conditions & school conditions) => idea: short term “job shadowing”
- Involve the decision and policy level to support and promote ideas and for funding
- Explain “non-formal education” to target group and society
- No competition but a cooperation
- “Volunteering” is not seen as education in society (recognition, awareness)

### *Would be good to have:*

- “Interfaces”/institutions that offer all kinds of different information from the formal and non-formal sector (opportunities, offers, partner finding, networks, funding etc.)
- An “official” structure/platform to meet, get to know, exchange
- Question of “proof of quality” of offers/NGOs (standards? agreements?)
- Willingness to invest (at the beginning), then it pays off
- School curricula already often include non-formal education, e.g. volunteering, apprenticeship. Schools need to find partners/new needs of schools, e.g. also for afternoon tuition
- PR in order to explain and promote (media cooperation) non-formal education to the public or on a smaller scale
- Include the concept of lifelong learning already at an early age! (cross-sectors)

## **Session 6: Develop training methods for educators** (host: András Hintya)

### *Key points from the discussion:*

- Training for teachers on how to implement methodology
- Training for trainers? Exists already!
- Find out what the exact needs of the educators are
- Is involvement of government (ministry) necessary?
- It is useful for teachers to know different methodologies (more efficiency) -> How can this contribute to increase social cohesion?

### *New insights/conclusion/concrete next steps:*

- Discover the real needs of the target group
- Research on the theory for training in the context of social cohesion
- Clarify what kind of values should be promoted to students
- Formulate goals, methods and concrete ideas

## **Session 7: Rules (laws) for NGOs when working with schools** (host: Michael Krenn)

### *Key points from the discussion:*

The following points would be important and necessary:

- Written and signed agreement between the partners:  
Partners have to make an agreement to make clear who does what and who is responsible.
- Budget for responsible teachers

- Official paper from the state office which states the rules of cooperation: Headmasters of schools often hide themselves behind rules which don't exist because they are not open to non-formal learning projects.
- Accreditation of NGOs in the field of non-formal learning: "Insurance of good quality" when starting a cooperation with a NGO

### **Session 8: Improvisation via integration. Interactive workshop** (host: Vicko Marelic)

#### *Key points from the discussion:*

- Can be used in many situations for bridge-building
- Very positive, practical and useful
- Applicable for educators
- Combination of jokes and art therapy
- Games played included:  
I am, I will take, new choice, expert panel, foreign poet (for further information kindly contact: vickmarelic@yahoo.co.uk)

#### *New insights/conclusion/concrete next steps:*

- More surreal games could be played
- Coming up with partners in Slovenia/Croatia
- Transnational cooperation started

### **Closing of the day**

The second day was closed with brief information on the evening activities, visiting the Christmas market and dinner out in town.

## **Wednesday, 17<sup>th</sup> of December 2014**

### **Intro to the day**

Peter started the third day with a warming up exercise. After that, he presented the programme of the day as well as some practical information (organizational and logistic). Then the participants gathered together in groups of three people.

### **Harvesting from the Open Space Technology**

The groups talked about their impressions and findings from the Open Space on Tuesday. Afterwards the spokesmen of every group were invited to share the outcomes in the plenary. *For further information see detailed session reports above, p. 12-15*

### **Funding opportunities in EUSDR**

In order to get to know more about support schemes and funding opportunities in the Danube region, Agnes ? from the *NIFSP - Erasmus+ Youth National Agency of Hungary* and Anna Maria Schober from *Austrian Conference on Spatial Planning* presented their programs on stage and were later available for direct consultation.

Agnes talked about the opportunities for collaboration in the European Union funded program “Erasmus +” which was originally a mobility program for students in higher education. The new program which was introduced on the 1<sup>st</sup> of January 2014 consists of a big package, including the fields of youth, schools as well as adult education – lifelong learning.

Anna Maria Schober from the *Austrian Conference on Spatial Planning* introduced the Danube transnational program 2015-2020.

After the two presentations, the participants had the chance to ask questions and get more information regarding the mobility of youth workers (Marco Frimberger, *Interkulturelles Zentrum – Austrian National Agency for Erasmus+*), mobility of teachers (Peter Hofmann, trainer), school exchange projects (Agnes..., *NIFSP - Erasmus+ Youth National Agency of Hungary*) and the Danube transnational program (Anna Maria Schober, *Austrian Conference on Spatial Planning*).

### **Harvesting of outcomes on participant level**

This session aimed at the personal opinions from the participants and their impressions regarding the first event/platform of this kind. They talked in groups about the future of the EUSDR Youth Platform, its purpose, values, activities and needed support tools in groups of 4 or 5 people.

## Outcomes in regard to the "purpose":

The image shows a corkboard with a central white card and several surrounding sticky notes. The central card has the word "PURPOSE" written in large purple letters. The sticky notes contain the following text:

- Top-left (yellow):** 1. benefiting different experiences practices from non-formal & formal education.
- Top-middle (yellow):** • NETWORKING  
• BENCHMARKING
- Top-right (light blue):** • share experience  
• connecting people 'Nokia'  
• networking  
• providing opportunities  
• exchange
- Middle-left (yellow):** • PURPOSE  
- COOPERATION (CONCRETE)  
- NEW INITIATIVES  
- REVENUE/MENT
- Middle-left (light blue):** • FOSTER COOPERATION BETWEEN DIFFERENT COUNTRIES
- Middle-right (light blue):** • identify specific common issues  
• Overview of a problem in a DR  
• planning common actions
- Bottom-left (yellow):** • promote values  
create transnational values
- Bottom-middle (yellow):** • Sharing information and practice  
• Fostering mutual understanding
- Bottom-right (light blue):** • Meeting new people from formal and for non-formal education, finding new partners for future collaboration, exchanging the experience and ideas.

## Outcomes in regard to the "values":

**VALUES**  
SOCIAL COHESION BETWEEN  
REGIONS COUNTRIES

1. Awareness raising on intercultural  
Experiences (intercultural)  
- Networking

SOCIAL COHESION  
IN FOCUS  
SOCIAL RESPONSIBILITY

VALUES

VALUES:  
• active participation  
• inclusion  
• accepting differences  
• equity

To learn how to appreciate  
the other people & ideas, even  
if they're completely different,  
not to be afraid to express  
your own ideas

VALUES

COHESION ON THE DANUBE  
REGION

• solidarity, support  
• tolerance  
• respect for other belief  
systems

• Understanding, respect  
• eye-level / equal treatment  
• taking into consideration all  
perspective

Outcomes in regard to the "support tools":

