



**EU-ReDiSkills**

## **Module 2**

# **European Integration and Digital Skills**

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# Let's know each other

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## Who are we?

- On the sticky note you received, write your **name**, the **EU country** you would like to spend a great summer holiday and a **personal item** you would like to bring with you in a trip to this country.
  - Come in front of the classroom and stick your note on the blackboard according to your chosen country.
    - Present the **2 persons** that spoke before you (with name, chosen country and personal item) and then present yourself and the information you wrote on the sticky note.



# To Know about us and EU

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**Who are you? Why did you choose to be here today?**

**What do you know about EU?**

**You are or are not interested in the EU.**

**Why do you think this is?**

- The EU is important for me and my family.
- The EU is not something that I know well.
- I don't know anything about EU.
- The politics is not important for me.
- I am very interested how the decisions are taken in the EU.
- It is important to know where I will live and work and how to do it better in the EU.
- Etc.



# European Union: definition, history, purpose and principles

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## ☑ Birth and growth of the Community/Union

- Jean Monnet believed that his plan could indeed be successful if European leaders were willing to give it a chance. He shared his vision with his friend Robert Schuman, who served as a minister in the French government. Robert Schuman, recognizing the brilliance of the idea, presented it in a significant speech on **May 9, 1950**.
- This speech not only won over the leaders of France and Germany but also garnered the support of the leaders of Belgium, Italy, Luxembourg, and the Netherlands. They collectively decided to merge their coal and steel industries, establishing a cooperative organization known as the European Coal and Steel Community (ECSC).
- Its primary purpose was to work towards peaceful objectives and aid in the reconstruction of Europe in the aftermath of the war. The ECSC was officially established in 1951.



# European Union: definition, history, purpose and principles

## ☑ The definition and growth of the European Union

**1951: The European Coal and Steel Community is set up by the six founding members:**

- On **9 May 1950**, the [Schuman Declaration](#) proposed the establishment of a European Coal and Steel Community (ECSC), which became reality with the **Treaty of Paris of 18 April 1951**, and came into being in **1952**.
- The establishment of the **European Coal and Steel Community (ECSC)** created a unified market for coal and steel among the six founding countries, namely **Belgium, the Federal Republic of Germany, France, Italy, Luxembourg, and the Netherlands**. The primary objective, following the aftermath of the Second World War, was to promote peace between Europe's victorious and vanquished nations, fostering a sense of equality and cooperation through shared institutions.

## European Union: definition, history, purpose and principles

### ✓ The definition and growth of the European Union

- 1951: The European Coal and Steel Community is set up by the six founding members:
  - The underlying principle of the **European Coal and Steel Community** (ECSC) was straightforward: every member country had a voice in the affairs of all the others and was willing to acknowledge that its own decisions could be influenced by them. This mutual commitment meant that none of the member nations could clandestinely build up military capabilities against another, but they could collectively engage in the reconstruction of Europe. Simultaneously, this collaborative effort diminished their mutual apprehensions, fostering a climate of peace in Europe.
  - The inaugural President of the ECSC's High Commission was the Frenchman Jean Monnet (1888–1979),
  - a prominent advocate for European integration.

*Jean Monnet (r.), President of the High Commission of the ECSC, presents the first block of 'European' steel, so inaugurating the common market for steel in April 1953.*

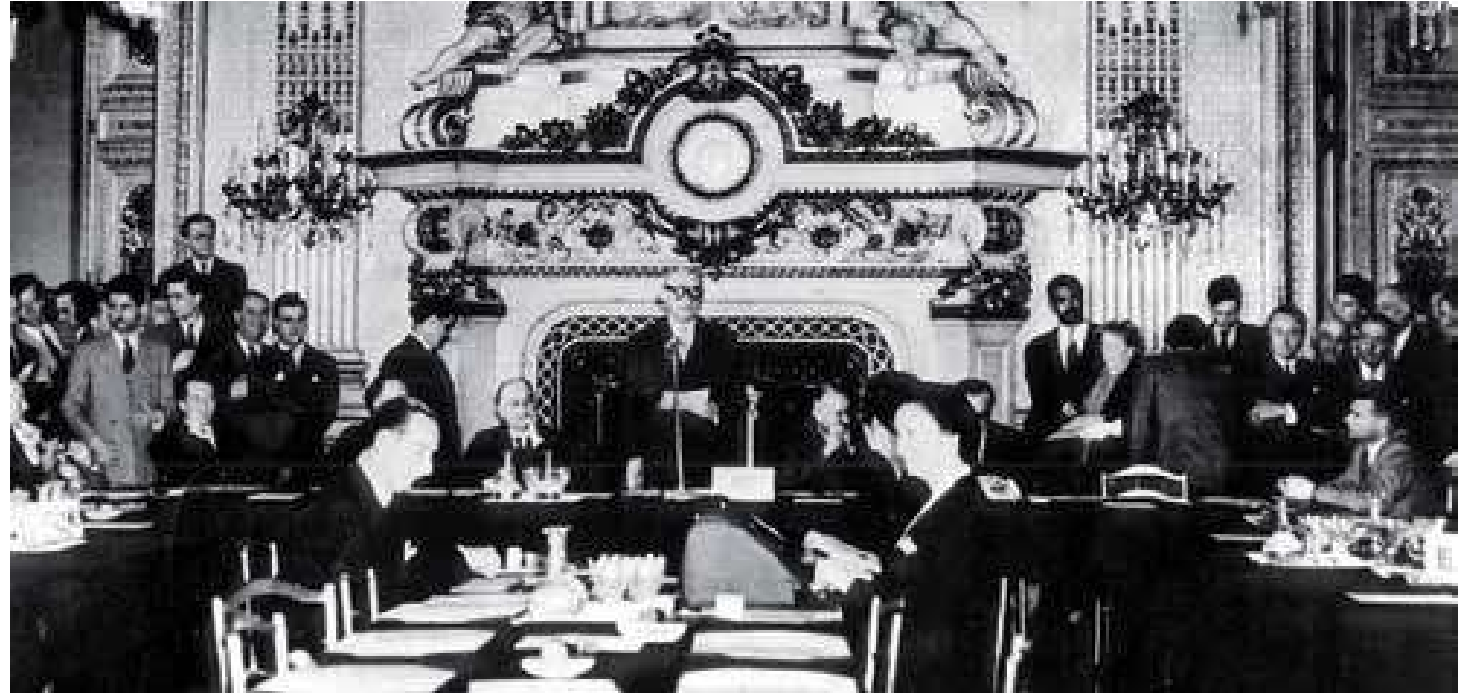


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European Union: definition,  
history, purpose and principles

☑ The definition and growth of  
the European Union

1951: The European Coal and  
Steel Community is set up by the  
six founding members:



*On 9 May 1950, French Foreign Minister Robert Schuman first publicly proposed the ideas that led to the European Union. So 9 May is celebrated as the EU's birthday.*

<http://euconomcs.uaic.ro>

# European Union: definition, history, purpose and principles

## ☑ The definition and growth of the European Union

**1957: The same six countries sign the Treaties of Rome, setting up the European Economic Community (EEC) and the European Atomic Energy Community (Euratom)**

- A few years later, this principle was extended to the whole economy, through the **European Economic Community (EEC)**. This was established in **1957** by the **Treaty of Rome** and came into effect in **1958**.
- The 'Six' then decided, with the **Treaties of Rome** on 25 March **1957**, to set up a European Atomic Energy Community (**Euratom**) and a European Economic Community (**EEC**).
- The latter would involve building a wider common market covering a whole range of goods and services. Customs duties between the six countries were abolished on 1 July 1968 and common policies, notably on trade and agriculture, were also put in place during the 1960s.

*In Rome, representatives of the 6 founding countries sign the Treaties of Rome establishing the EEC and Euratom.*

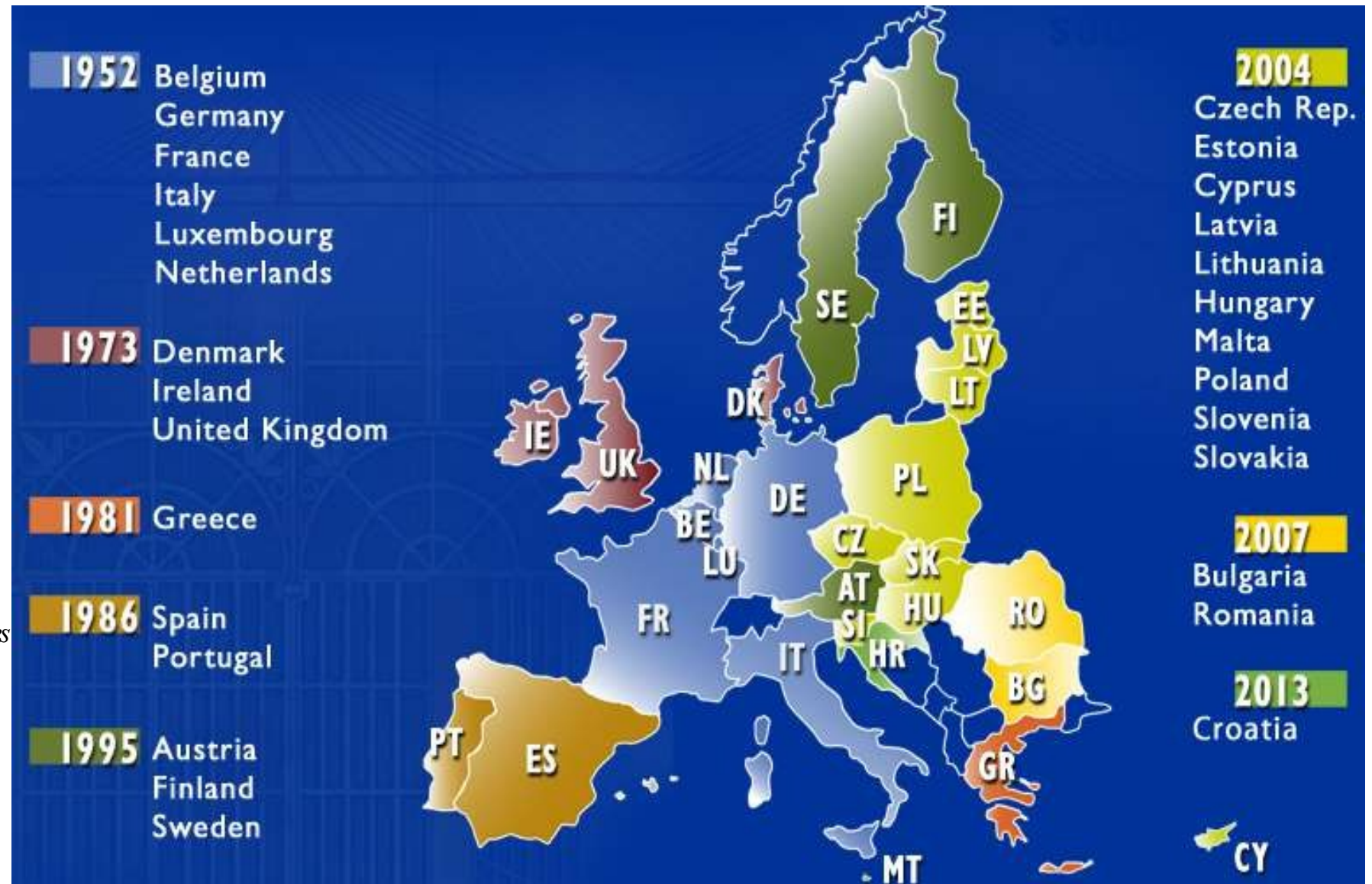


Founding member states,  
**1957** (Treaty of Rome):

Belgium  
Germany  
France  
Italy  
Luxembourg  
Netherlands



*EU member states  
(1952-2014)*





- |             |   |
|-------------|---|
| <b>1952</b> | <b>The European Coal and Steel Community</b>  |
| <b>1958</b> | <b>The treaties of Rome:</b> <ul style="list-style-type: none"><li>• <b>The European Economic Community</b></li><li>• <b>The European Atomic Energy Community (EURATOM)</b></li></ul> |
| <b>1987</b> | <b>The European Single Act: the Single Market</b>   |
| <b>1993</b> | <b>Treaty on European Union - Maastricht</b>  |
| <b>1999</b> | <b>Treaty of Amsterdam</b>  |
| <b>2003</b> | <b>Treaty of Nice</b>   |
| <b>2009</b> | <b>Treaty of Lisbon</b>   |

# I. Employment and human capital

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Human capital:

"... productive resources concentrated in labor resources, skills and knowledge" (OECD)

"human skills and abilities generated by investments in education and health" (WHO)

Image source:

Deloitte, <https://www2.deloitte.com/ro/en/pages/human-capital/articles/2019-deloitte-global-human-capital-trends.html>, accessed on 22.06.2021



The components of human capital	Types of investment in human capital
Health capital and standard of living	Health Investments
Knowledge capital	Education Investments
The capital of training specialists	Training Investments
Scientific capital	Research Investments
Cultural capital	Culture Investments
Informational and technological capital	Informational and Technological Investments

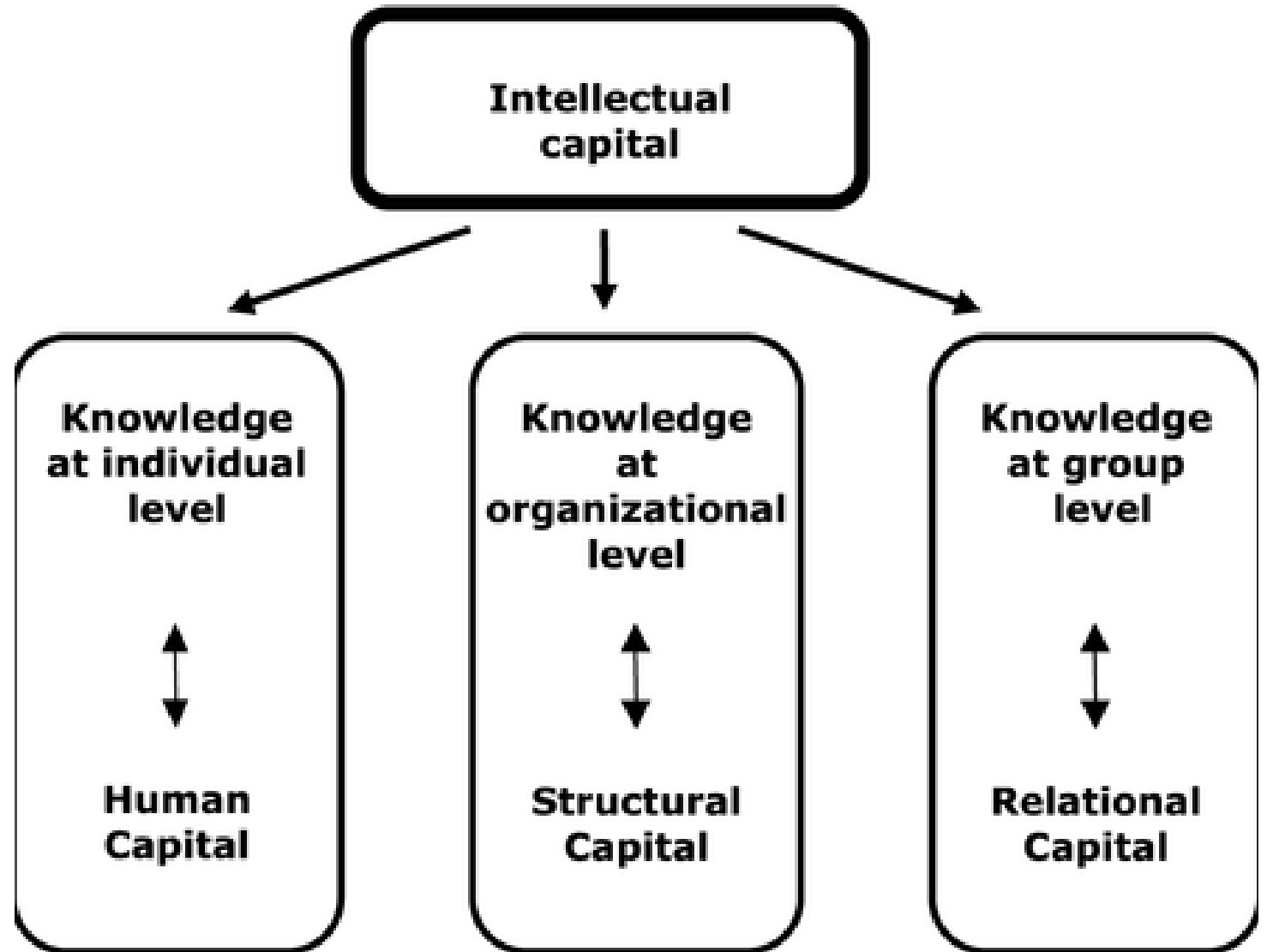


# Human capital – a component of intellectual capital

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Source: Emerald, [Journal of Intellectual Capital](#), [link](#)

Accessed on 22.06.2021



# Work and Labor Relations

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Dependent work – the form of work performed by natural persons who work for or under the authority of another, in exchange for a salary.

Self-employed – self-employed natural persons, entrepreneurs, natural persons owners of individual businesses, members of families that constitute family businesses (expert accountant, notary public, lawyer, veterinarian, financial auditor, tax consultant, trader and investment consultant, practitioner in insolvency etc.



# Characteristics of subordinate work

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The employee becomes a member of a collective of employees within the employer;

The employee obeys the disciplinary rules imposed by the beneficiary of the work and carries out the activity under his supervision, within a work schedule;

The work must be performed personally;

The risk of the activity is borne by the employer, not the employee;

For the work performed (on a successive basis), the employee periodically receives a salary.

# Institutional and legal landmarks

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## **International Labor Organization**

- The Philadelphia Declaration (1944) adopted by the International Labor Conference completes the ILO Constitution;

## **Council of Europe**

- The Fundamental Book of Fundamental Rights and Freedoms (1960);
- European social charter (1961);
- European Social Security Code (1964);
- The European Convention regarding the legal status of the migrant worker (1977).

## **UN**

The Universal Declaration of Human Rights.





# Universal Declaration of Human Rights (adopted by the UN General Assembly, 1948)

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- ✓ Freedom of assembly and association (art. 20);
- ✓ The right to social security (art. 22);
- ✓ The right to work (art. 23);
- ✓ The right to rest (art. 24);
- ✓ The right to a standard of living that will ensure the health and well-being of the person and his family (art. 25).



## International Covenant on Economic, Social and Cultural Rights (adopted by the UN on December 16, 1966)

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- The right to work (art. 6);
- The right to guidance and technical and professional training (art. 6);
- Fair and favorable working conditions (art. 7);
- The right to association (art. 8);
- The right to protection and assistance (art. 10).

# International Labor Organisation

# The history of ILO

- The ILO was created in 1919 by the Treaty of Versailles;
- The fundamental idea inscribed in its Constitution according to which a universal and lasting peace can only be established on the basis of social justice.



# Social Justice

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graph TD; A[Social Justice] --> B[Human Rights]; A --> C[A level of decent life]; A --> D[Terms for work humanity]; A --> E[Perspectives positives for EMPLOYMENT the force of the work]; A --> F[Economic Security];
```

Human Rights

A level of  
decent life

Terms  
for work  
humanity

Perspectives  
positives  
for  
**EMPLOYMENT**  
the force of  
the work

Economic  
Security

# The aims and principles of the ILO

## (The Philadelphia Declaration of 1944)

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- 1) Labor is not a commodity;
- 2) Freedom of expression and association is an indispensable condition for sustained progress;
- 3) Poverty, wherever it exists, is a danger to everyone's prosperity;
- 4) All human beings, without distinction of race, creed or sex, have the right to pursue their material progress and their spiritual development in freedom and dignity, in economic security and with equal opportunities.

# II. EU policies and measures in the field of youth employment

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The EU Youth Strategy (2010) agreed by the ministers of the Member States, establishes a framework for cooperation in accordance with Articles 6 and 165 TFEU, covering the period 2010-2018. Two main objectives:

- creating a greater number of equal opportunities for all young people in education and on the labor market;
- encouraging young people to actively participate in the life of society.

"Your first EURES job" - "specific mobility system".

- pursues the filling of vacancies in a specific sector, for a specific specialty, in a country or group of countries, or supports certain groups of workers with a greater availability for mobility, such as young people.
- addresses young people (up to 35 years old), but also employers from the EU-27 countries, Norway and Iceland, and aims to find young people a job, an internship or an apprenticeship in another member state .

# EU policies and measures in the field of youth employment (1)

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Youth Guarantee (April 2013): a commitment by all Member States to ensure that all young people under the age of 25 benefit from either:

- a good quality job offer;
- an offer of further education; • an apprenticeship offer or
- an internship offer

The Youth Employment Initiative (2013) (also known as the YEI or the Youth Jobs Initiative) provides financial support for the implementation of the Youth Employment Package and, in particular, the Youth Guarantee.

# EU policies and measures in the field of youth employment (2)

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Developments (2013-2017)

European Commission - communication describing the measures to be taken without delay to help young people get back into the workforce:

- to return to studies or follow training courses.

These measures are aimed at speeding up the implementation of the Youth Guarantee, boosting investment in young people through the ESF, speeding up the implementation of the Youth Employment Initiative, supporting labor mobility within the EU through EURES and developing of EU-wide tools to help EU Member States and businesses recruit young people.



# EU policies and measures in the field of youth employment (3)

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"Investing in Europe's Youth", European Commission, 2016

Three lines of action:

- o better possibilities of access to employment;
- o better opportunities through education and training;
- o better possibilities for showing solidarity, mobility for educational purposes and participation.

# Access of young people to the labor market (1)

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According to EUROSTAT:

- 3.4 million young people (under 25) were unemployed in the EU-28 in November 2018
- the number of youth unemployed fell by 189,000 in the EU28 compared to November 2017
- in November 2018, the youth unemployment rate was 15.2% in the EU-28, compared to 16.1% in November 2017
- the differences between youth unemployment rates in EU countries remain high: from 4.9% in the Czech Republic in November 2018 to 36.6% in Greece in September 2018

# Access of young people to the labor market (2)

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<https://ec.europa.eu/eurostat/databrowser/view/tespm080/default/table?lang=en>

<https://ec.europa.eu/eurostat/documents/7870049/12843519/KS-FT-21-003-EN-N.pdf/0de7faf6-43e0-4bfd-99f0-f92777b86a28>





# Labor mobility within the EU

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- 17 million EU citizens live and work abroad in another EU country
- 1.4 million EU citizens commute to another Member State every day to go to work
- there are 2.3 million posting operations for the provision of services in another Member State

# Measures

European Labor Authority to improve cross-border cooperation  
(a new European body)

The main functions of this new body are:

- ❖ facilitating access to information on rights and obligations in cases of cross-border mobility for workers, employers and national administrations
- ❖ supporting coordination between Member States in ensuring cross-border compliance with relevant EU legislation
- ❖ acting as a mediator between member states to resolve cross-border disputes between them
- ❖ facilitating the finding of solutions in the event of labor market disruptions



# Essentials of young people on EU market

"Empowering young people to take control of their future is crucial for personal growth and success. Youth work and skills development play an essential role in preparing the next generation for the challenges of tomorrow."

youth are the future of society, and it is essential that they have the skills and knowledge necessary to take charge of their own futures.

In today's world, young people face a range of challenges, including high levels of unemployment, social exclusion, and limited opportunities for personal and professional development.

However, with the right support and guidance, youth can overcome these challenges and become active, engaged members of their communities, equipped with the skills they need to succeed in life.

In this presentation, we will explore the role of youth work in helping young people develop the skills they need to take the future into their own hands, and the ways in which youth work can empower young people to become agents of change in their own lives and in their communities.



# Importance of Youth Work

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"Youth work is essential for the social, cultural, and economic development of individuals and communities. It provides young people with a safe and supportive environment to develop skills, build confidence, and make positive contributions to society."

Youth work is a crucial aspect of empowering young people to take control of their future. It provides a safe and supportive environment where they can learn new skills, develop confidence, and form connections with peers and mentors.

Research has shown that youth work can have a positive impact on a range of outcomes for young people, including improved mental health, increased employability, and greater civic engagement.

Moreover, youth work can help to address social inequalities and promote social inclusion by reaching out to marginalized or disadvantaged young people who may not have access to other support networks or opportunities.

In short, youth work is essential for ensuring that all young people have the tools and resources they need to thrive and become active members of their communities.





## Skills Development - Empowering Youth for the Future

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"Skills development is a key component of youth work. It helps young people acquire the knowledge, skills, and competencies needed to succeed in today's rapidly changing job market. By investing in skills development, we can empower young people to take control of their future."

- Skills development is a key component of youth work.
- It helps young people acquire the knowledge, skills, and competencies needed to succeed in today's rapidly changing job market.
- By investing in skills development, we can empower young people to take control of their future.
- Youth work provides a safe and supportive environment for young people to develop their skills.
- It allows them to explore their interests and passions while also learning new things.

# Skills Development - Empowering Youth for the Future

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- Skills development in youth work can range from formal education and training to informal learning through activities such as volunteering or participating in projects.
- The goal is to provide young people with the tools and resources they need to be successful in their personal and professional lives.
- By investing in skills development, we can help young people build their confidence, increase their employability, and contribute to their communities.
- Skills development is not just important for the individual, but also for the overall economic and social development of our society.
- Let's take the future in our own hands and invest in skills development for the youth.





# Youth Work and Entrepreneurship



- supporting entrepreneurship - the entrepreneurial mindset and skills needed to start and run a successful business.
- promoting entrepreneurship, we can create jobs and drive economic growth.



- a powerful tool to support entrepreneurship among young people.



Entrepreneurship education and training programs :

- to acquire the knowledge, skills, and competencies
- to identify business opportunities, develop innovative ideas, create a business plan, and launch a start-up.

These programs can also provide access to resources such as mentors, funding, and networks of entrepreneurs.



- Creation of jobs, drive economic growth, and promote social innovation.
- Empowering young people to take the future in their own hands and become agents of change in their communities.





# Exercise - Reflection on Personal Skills and Entrepreneurial Mindset

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## **Objective:**

To help participants reflect on their own skills and entrepreneurial mindset and identify areas for further development.

## **Reflect on the following questions:**

- What are some skills you possess that you believe are important for success in the job market?
- What skills would you like to further develop in order to succeed in the job market?
- What do you think are some of the key characteristics of an entrepreneurial mindset?

# Examples of Youth Work Initiatives

Mentorship programs, youth-led community projects, and job training programs.

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1. Youth Empowerment Project in New Orleans, USA - This initiative provides job training, academic support, and mentoring to young people from underserved communities, helping them to gain skills and experience needed to succeed in the workforce.
2. Youth for Road Safety in India - This initiative focuses on raising awareness about road safety among young people and empowering them to become agents of change in their communities. Through workshops and campaigns, young people are trained to educate others on the importance of road safety.
3. Youth Co:Lab in Asia and the Pacific - This initiative brings together young entrepreneurs, mentors, and investors to collaborate on developing innovative solutions to social and environmental challenges. Through training, funding, and networking opportunities, young people are supported in launching and scaling their businesses.



YouthBuild International in Guatemala - This initiative provides vocational training, leadership development, and community service opportunities to disadvantaged youth, helping them to develop skills and confidence needed to succeed in the workforce and become active citizens in their communities.

Germany: The German Federal Youth Council (DBJR) offers a range of programs to support youth work, including training courses, networking events, and funding opportunities. They also provide resources and support for youth organizations and initiatives.

Sweden: The Swedish National Agency for Youth and Civil Society (MUCF) funds and supports a wide range of youth initiatives, including programs to promote social inclusion, democracy, and entrepreneurship among young people.

Ireland: The Irish Youth Foundation funds projects and initiatives that support young people's personal, social, and educational development. They also offer training and support for youth workers and volunteers.

France: The French Ministry of National Education, Youth and Sports provides funding and support for youth work initiatives across the country. This includes programs to promote civic engagement, social inclusion, and cultural exchange among young people.

Poland: The Polish Youth Association (Polski Związek Działkowców) promotes youth involvement in environmental and social projects through their youth sections. They also organize workshops and training sessions for young people on topics such as sustainability and community development.

These initiatives demonstrate the power of youth work in supporting young people to develop skills, gain experience, and make positive contributions to their communities.

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## Romania:

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The Romanian Youth Council (CTR) - an organization that represents the interests of young people and provides support for youth organizations.

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The Youth Bank - a program that provides grants for youth-led projects that address social issues and promote active citizenship.

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“Tineret în Acțiune” (Youth in Action) - a program that offers young people the opportunity to participate in international youth exchanges, volunteer projects, and training courses.

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## Czech Republic:

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Mladiinfo Czech Republic - an organization that provides information and support for young people in areas such as education, employment, and volunteering.

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Youth in Business - a program that offers training and support for young people who want to start their own businesses.

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“Mládež v Akci” (Youth in Action) - a program that provides funding and support for youth-led projects that promote social inclusion, active citizenship, and intercultural dialogue.

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"Youth work and skills development offer numerous benefits for individuals and communities, including increased employability, better health and well-being, and stronger social connections."

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Promotes personal development

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Fosters social inclusion

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Enhances employability

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Contributes to economic growth

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Promotes active citizenship

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A hand is shown placing a white puzzle piece with a blue silhouette of a person in a suit into a larger puzzle. The puzzle is composed of white and light blue pieces, some of which already feature the same person silhouette. The background is white.

# Challenges and Solutions

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Youth work and skills development are not without their challenges. Some of the common challenges faced by organizations and individuals working in this field include:

1. Limited funding and resources
2. Lack of access to quality education and training opportunities
3. Limited awareness and understanding of the value of youth work and skills development
4. Inadequate policies and frameworks to support youth work and skills development

# Challenges and Solutions

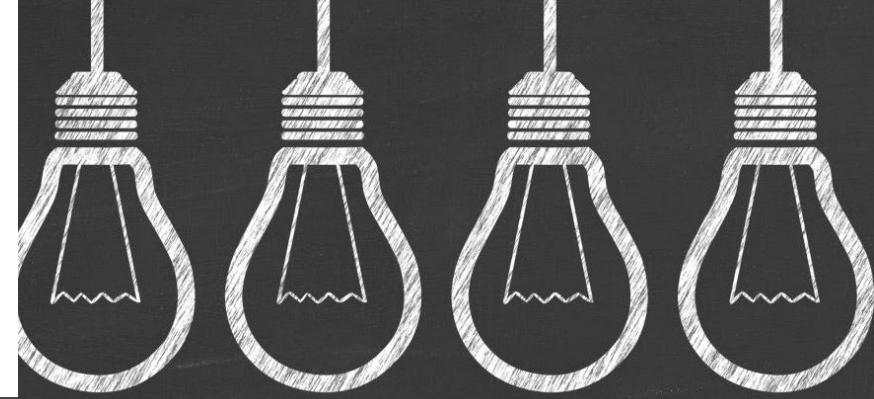
## (2)

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To overcome these challenges, it is important to:

1. Advocate for increased funding and resources to support youth work and skills development initiatives.
2. Work towards expanding access to quality education and training opportunities for young people.
3. Raise awareness about the value of youth work and skills development through outreach and communication efforts.
4. Collaborate with policy makers to develop and implement effective policies and frameworks that support youth work and skills development.

By addressing these challenges and implementing effective solutions, we can ensure that youth work and skills development continue to play a vital role in empowering young people to take control of their future.





# Call to Action

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"We must all take action to support youth work and skills development initiatives. By investing in the next generation, we can create a brighter future for all."

## Background:

A call to action can encourage individuals, organizations, and governments to invest in youth and create opportunities for them to develop their skills.

# What Can You Do?





# Conclusion

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"Taking the future in your own hands starts with youth work and skills development. Let's work together to empower young people to reach their full potential and create a better world for all."

- Youth work and skills development are crucial components in empowering young people to take control of their future and become active contributors to society.
- Through youth work initiatives and skills development programs, young people can gain the necessary competencies and confidence to navigate a rapidly changing job market.
- Entrepreneurship education and training can also provide young people with the skills and mindset needed to start their own businesses, drive economic growth, and create new job opportunities.

# Conclusion (2)

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- However, youth work initiatives face challenges such as limited funding and a lack of recognition, which require innovative solutions and collaboration among stakeholders.
- To ensure the success and sustainability of youth work and skills development, we must prioritize their support and promote their benefits to society.
- By investing in the future of young people, we invest in the future of our communities, countries, and the European Union as a whole.
- Let us work together to empower young people and create a better future for all.



## III. Digital Skills

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- Digital skills are essential in today's world, as technology continues to advance and transform the way we live and work.
- Some key digital skills include computer literacy, internet proficiency, social media management, and data analysis.
- It is important to continually develop and update your digital skills, as technology is constantly evolving.
- Digital skills can improve your employability and career prospects, as more and more jobs require proficiency in digital tools and platforms.
- There are many resources available to help you develop your digital skills, such as online courses, tutorials, and certifications.

# Key Digital Skills

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Coding and Programming: Ability to write code and create software, web pages, mobile apps, and other digital products.

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Digital Marketing: Skills in using online platforms to promote products and services, such as SEO, SEM, PPC, and social media marketing.

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Data Analysis: Ability to collect, organize, and analyze large sets of data using tools like Excel, SQL, or Tableau.

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Cybersecurity: Knowledge of protecting digital assets and data from theft, damage, or unauthorized access.

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Cloud Computing: Ability to use cloud-based platforms such as AWS, Azure, or Google Cloud to manage and store data, applications, and services.

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UX Design: Understanding of user experience design principles, including research, wireframing, prototyping, and testing.

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Online courses: Platforms like Coursera, edX, and Udemy offer a variety of digital skills courses taught by experts from top universities and companies.

MOOCs: Massive open online courses (MOOCs) are free online courses offered by universities and organizations around the world. Some popular platforms include Coursera, edX, and FutureLearn.

Tutorials and Guides: Websites like YouTube, Lynda.com, and Skillshare offer a variety of video tutorials, guides, and courses for different digital skills.

Online communities and forums: Join online communities like Reddit or Stack Overflow to connect with experts and learn from peers.

Hackathons and Meetups: Participate in hackathons or attend local meetups to learn new skills and connect with others in the industry.

Certifications: Get certified in different digital skills from recognized organizations like Google, Microsoft, or Hubspot.





# Digital Skills in EU Countries

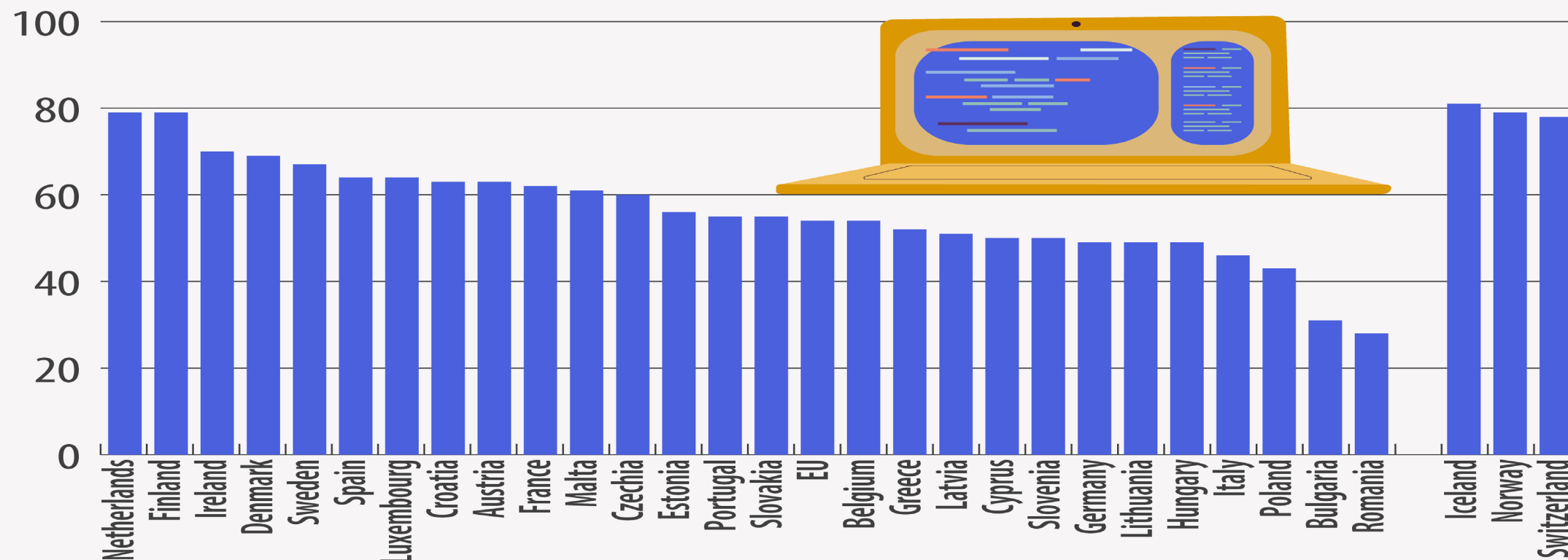
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- According to a recent report by the European Commission, 37% of the EU labor force lacks basic digital skills, and only 17% have advanced digital skills.
- In Germany, only 16% of adults have no digital skills, compared to the EU average of 24%. However, only 3% of Germans have advanced digital skills, which is lower than the EU average of 7%.
- In Spain, 44% of adults lack basic digital skills, which is higher than the EU average of 37%.
- In the Netherlands, 23% of adults lack basic digital skills, and 9% have advanced digital skills.

# Basic digital skills in EU - statistics

## People with at least basic overall digital skills in 2021

(% of people aged 16-74)



Overall digital skills refer to five areas: information and data literacy skills, communication and collaboration skills, digital content creation skills, safety skills and problem solving skills. To have at least basic overall digital skills, people must know how to do at least one activity related to each area. For more information on the types of activities related to each skill, consult the metadata file.

# Some data about digital skills in EU

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<https://ec.europa.eu/statistical-atlas/viewer/?mids=BKGCNT,C09M01,CNTOVL&o=1,1,0.7&ch=C01,ITS,C09&center=50.00754,19.98211,3&lcis=C09M01&>

<https://ec.europa.eu/eurostat/cache/infographs/ict/bloc-1.html>

<https://europa.eu/europass/en/europass-tools/test-your-digital-skills>

<https://europa.eu/europass/digitalskills/screen/home?referrer=epass&route=%2Fen>

# The Digital Economy and Society Index (DESI)



CONNECTIVITY



HUMAN CAPITAL



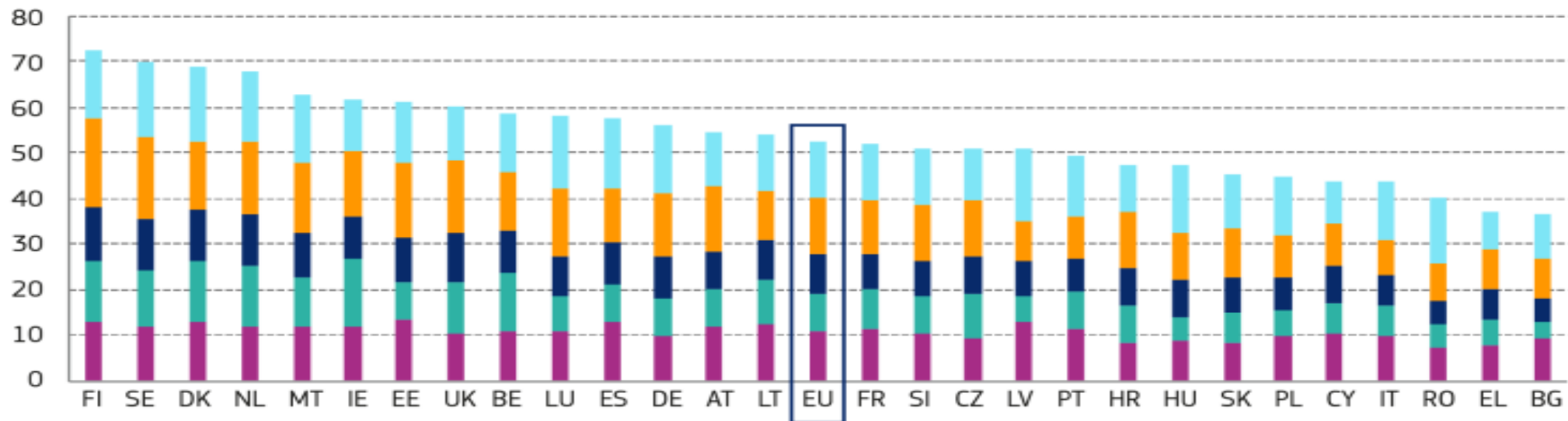
USE OF INTERNET  
SERVICES



INTEGRATION OF  
DIGITAL TECHNOLOGY



DIGITAL PUBLIC  
SERVICES



# What Is Experiential Learning?

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Definition:

- A learner-centered approach where knowledge is gained through direct experience, reflection, and application.

Model (Kolb's Learning Cycle):

1. Concrete Experience
2. Reflective Observation
3. Abstract Conceptualization
4. Active Experimentation

Why It Matters for EU Policy:

- Develops real-world skills in policy analysis, negotiation, and implementation.



# How It Applies to EU Policy

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Experiential learning in EU policy education includes:

- Simulations & Role Plays – e.g., Model EU, Council negotiations
- Traineeships/Internships – e.g., Blue Book, Parliament, EU agencies
- Policy Labs & Living Labs – co-design real policy solutions
- Digital Tools – EU gamified platforms, virtual simulations
- Jean Monnet Activities – experiential components in EU teaching

# Key Learning Outcomes

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What learners gain:

- Policy literacy – Understand EU institutions, laws, decision-making
- Negotiation & Diplomacy – Practice coalition building, compromise
- Critical & Strategic Thinking – Tackle challenges like Green Deal, AI
- Intercultural Competence – Navigate multi-level governance
- Practical Readiness – Build experience for EU-related careers

# Why It Matters – For Whom and How (1)

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For students:

- Enhances employability
- Makes EU policy tangible and engaging

For educators:

- Promotes active learning
- Bridges theory-practice gap

# Why It Matters – For Whom and How (2)

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For public administration professionals:

- Supports policy implementation learning
- Builds competence in EU frameworks

## Takeaway:

- Experiential learning empowers effective leadership in EU policy.

# Experiential Learning in EU Studies

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Experiential learning helps students and professionals understand the EU through hands-on activities.

This presentation offers examples of effective, real-world learning methods in EU contexts.



# 1. Model European Union (MEU) Simulations

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- Role-play as MEPs, Ministers, or Commissioners
- Debate and negotiate EU legislation
- Understand EU decision-making procedures

 Example: MEU Strasbourg, MEU Romania

## 2. Internships in EU Institutions

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- Work placements in the European Commission, Parliament, or agencies
- Gain first-hand experience in EU policy and administration
- Build professional networks and institutional insight



Example: Blue Book Traineeship

[https://traineeships.ec.europa.eu/index\\_en](https://traineeships.ec.europa.eu/index_en)

# 3. EU Policy Labs & Co-creation Workshops

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- Collaborate on real EU challenges with policymakers
- Use design thinking and policy innovation tools
- Learn through action and multi-stakeholder input

 Example: European Commission's EU Policy Lab

[https://policy-lab.ec.europa.eu/index\\_en](https://policy-lab.ec.europa.eu/index_en)

# 4. Jean Monnet Modules with Practice

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- Teaching initiatives funded by the EU
- Include study visits, student projects, simulations
- Encourage interdisciplinary learning and reflection

 Example: Courses on EU integration, governance, climate policy

# 5. Simulations of Participatory Democracy

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- Simulate citizen panels or public consultations
- Learn about civic engagement in EU policy
- Practice inclusion, deliberation, and consensus-building

 Example: Conference on the Future of Europe simulations

<https://www.consilium.europa.eu/en/policies/conference-on-the-future-of-europe/>

# 6. Gamified & Digital Tools

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- Use apps and online platforms to explore EU policy
- Interactive missions, quizzes, and virtual experiences
- Develop digital and civic literacy

 Example: EU Academy, Europa Go!, Your Europe

[https://ec.europa.eu/programmes/erasmus-plus/project-result-content/bf7becf3-e203-4b43-8d35-3d678f6f495a/GamifyEU\\_publication\\_-\\_gamification\\_in\\_non-formal\\_education\\_and\\_youth\\_work.pdf](https://ec.europa.eu/programmes/erasmus-plus/project-result-content/bf7becf3-e203-4b43-8d35-3d678f6f495a/GamifyEU_publication_-_gamification_in_non-formal_education_and_youth_work.pdf)



# Conclusions

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- Digital skills are essential for individuals and businesses to thrive in the digital age, as technology continues to transform the way we live and work.
- The European Commission reports that a significant portion of the EU labor force lacks basic digital skills, with only a small percentage possessing advanced digital skills.
- While some EU countries may have higher levels of basic digital skills than others, there is still a need for continued education and upskilling in advanced digital skills to support innovation and growth across the region.
- Developing digital skills is not only essential for individual career growth, but also for the economic prosperity of the EU as a whole.