



Universität für Bodenkultur Wien
Department für Raum, Landschaft
und Infrastruktur

Academia Danubiana – Further Higher Education for the Danube Region

9th CASEE Conference 2018

University of Agronomic Sciences and
Veterinary Medicine, București, Romania

Dipl.-Ing. Michael Pillei
michael.pillei@boku.ac.at

grand challenges



Wien
chaft



(UN 2018)



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Research based education at life sciences in the Danube Region towards a sustainable future

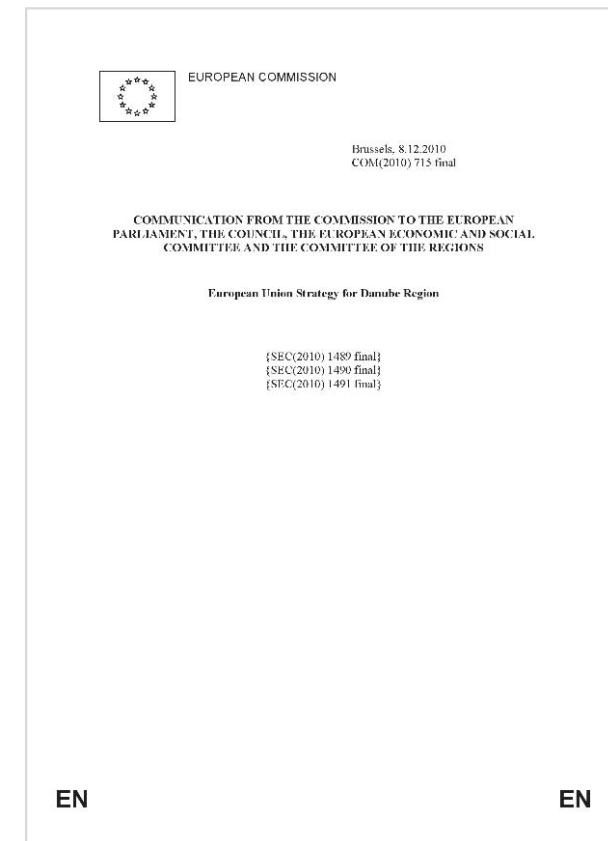


What to do?



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- **Competences** to acquire knowledge and skills to apply in the real life situations. (COM 2008,5)
- **European Union Strategy for Danube Region**
 - challenges: Mobility, Energy, Environment, Risks, Socio Economic, Security serious and organized crime. (COM 2010, 4f.)





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- By 2020, all citizens of the Region should enjoy better prospects of higher education, employment and prosperity in their own home area. The Strategy should make this a truly 21st century region, secure and confident, and one of the most attractive in Europe. (COM 2010,3)

Education as tool



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transformation society & education

- employment (working and unemployed), regional GDP per capita, grow rates, settlement structures, population density per square kilometre, access to technical, social and infrastructure facilities – **indicators for regional disparity** (Arbo and Benneworth 2007)
- focus on regional and national challenges (KROMP-KOLB et al. 2014)
- “[...] providing citizens with adequate opportunities for self-fulfilment, access to education, employment, healthcare and social protection, in a context of solidarity, social cohesion and sustainability.” (COM 2008,3)
- Lifelong learning strategies in most countries (COM 2008,4)
- “Lifelong learning should be the norm” (COM 2008,3)

role of universities change and development



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knowledge-based society

- Classical role → Human capital, social capital (ROESSLER et al. 2015)
- higher education – university of education, university operations, research and external Community (CORTESE 2003)
- Activation and dissemination of knowledge by interacting with society
 - Influencing actors and multipliers
 - Influencing political-administrative system → governance
 - Life-long learning – formal and informal learning (HENKE et al. 2015)
- University as platform in an inter- and transdisciplinary context (NIESTEN et al 2017, ROMME and WITTELOOSTUIJN 1999)
- Active role of universities needed (ARBO and BENNEWORTH 2007)
- Academia Danubiana → **platform for lifelong in learning institutional settings**

Academia Danubiana – goals and scope



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goals

- promoting sustainable development and in the Danube Region
- better exchange between universities and public authorities in science and governance
- support the regional integration within the countries of the Danube Region
- cooperation of academic networks in the Danube Region
- establish customised education programs

Academia Danubiana – goals and scope



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scope

- supplement universities 3rd mission activities
- establish Academia Danubiana as Academy of Further Education for the Danube Region
- cooperation with the CASEE network and other initiatives (e.g. Danube:Future and EU's Danube Region Strategy)
- customised education offers in the BOKU main topics:
 - energy transition,
 - climate protection and
 - changes in bioeconomy
- integration in BOKU's continuing education activities.
- mixture of regular and customized further education offers.

Academia Danubiana – vision ⁽¹⁾



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- Empower actors from social society to:
 - formulate regional problem areas,
 - identify needs in infrastructure
 - a solution orientated approach with regional decisions
 - valorate social capital
 - creativity in terms of bonding and bridging

- contributing SDGs – Sustainable Development Goals
 - 3 – Good Health and Well-Being, 4 – Quality Education, 5 – Gender Equality, 11 – Sustainable Cities and Communities, 15 – Life on Land

Academia Danubiana – vision (2)



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- Developing tailor-made customized education programmes and regular courses in order to enhance informal and formal learning activities for public administrations and civil society
- Regular courses in general topics
- Customized programmes in consideration of local/regional:
 - local/regional needs,
 - structures,
 - legal frameworks and
 - previous knowledge

Academia Danubiana – previous activities ⁽¹⁾



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- building a scientific base for universities 3rd mission with a particular view on continuing education
- compile a project manual for Academia Danubiana (work in progress)
- deploy the idea of Academia Danubiana to find partner institutions along the Danube Region and the CASEE member universities
- deploy the idea of Academia Danubiana with in the Danube Region Strategy – especially Priority Area 10 – Institutional capacities
- identify and network to key players within the BOKU University, on regional and national level and international level

Academia Danubiana – previous activities ⁽²⁾



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- stakeholder analysis completed
- Submission in the Seed Money Facility Call in the Interreg Danube Transnational Programme; project partner:
 - University of Natural Resources and Life Sciences, Vienna
 - Czech University of Life Sciences Prague
 - University of Zagreb Faculty of Agriculture
 - Banat's University of Agricultural Sciences and Veterinary Medicine „King Michael I of Romania“ from Timisoara
- first courses expected in 2019

Academia Danubiana – approach



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- partner institutions for cooperation to establish a network of knowledge
- interesting villages, cities or regions from all over the Danube Region for field trials.
- potential topics:
 - energy transition and climate protection / climate change.
 - social infrastructure (regional education on a community level – well being)
 - bio-economy
 - implementation of EU environmental policies
 - mixture of regular and customized further education offers
 - joint application for financial resources (funds)



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Action expresses priorities – Mahatma Gandhi

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University of Natural Resources and Life Sciences, Vienna

Department of Landscape, Spatial and Infrastructure Sciences

Institute of Spatial Planning, Environmental Planning and
Land Rearrangement

Dipl.-Ing. Michael Pillei

Peter Jordan Str. 82, A-1190 Vienna
phone: +43 1 47654-85526, fax: +43 1 47654-85509
michael.pillei@boku.ac.at , www.boku.ac.at



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- “[...] contributes to preserving and renewing the common cultural background in society and to learning essential learning essential social and civic values such as citizenship, equality, tolerance and respect”. (EC 2006,1)
- Lifelong learning strategies in most countries (COM 2008,4)
- “Lifelong learning should be the norm” (COM 2008,3)