



Cooperation-Network for logistics and nautical education focusing on  
Inland Waterway Transport in the Danube corridor  
supported by innovative solutions

# Supporting EU and National Policies

## Draft Danube Transnational Action Plan for Education and Training Issues in the Field of Inland Waterway Transport

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## 1. List of abbreviations

CCNR	Central Commission for the Navigation of the Rhine
DC	Danube Commission
EBU	European Barge Union
EC	European Commission
ESF	European Social Fund
ESO	European Skippers Organisation
ETF	European Transport Workers' Federation
EDINNA	Education in Inland Navigation - European network of inland navigation schools
E & T	Education and Training
EU	European Union
IMO	International maritime organisation
ITC	Information and Training Centre
IWT	Inland Waterway Transport
MS	Member state (of the European Union)
NAIADES	Navigation and Inland Waterway Action and Development in Europe / EU action programme on the promotion of inland waterway transport
NAP(s)	National Action Plan(s)
NELI	Cooperation-Network for logistics and nautical education focusing on Inland Waterway Transport in the Danube corridor supported by innovative solutions
PLATINA	Platform for the implementation of NAIADES – EU project 2008-2012
RIS	River information services
SEE	South Eastern Europe
STCIN	Standards for Training and Certification in Inland Navigation
STCW	Standards for Training and Certification and Watchkeeping for Seafarers
SWOT	Analysis of strengths, weaknesses, opportunities and threats
TAP	Transnational Action Plan
UNECE	United Nations Economic Commission for Europe

## 2. Executive summary

As laid down in the Strategy for the Danube Region “The safety and efficiency of Danube navigation depends to a large extent on the availability of qualified personnel. Danube navigation is currently experiencing a shortage of nautical personnel, which is also caused by limited training and education opportunities in the Danube countries.” Furthermore, for a stronger integration of inland waterway transport into multimodal transport chains, education initiatives in waterborne logistics need to produce experts.

Within the NELI project every participating country<sup>1</sup> elaborated a “Draft national action plan for education and training issues in the field of inland waterway transport”. The main objective of these action plans is to identify and advance specific measures so as **enough qualified personnel in the field of inland navigation – on board, in ports and in logistics** – is provided. Each action plan consists of an analysis of existing relevant policies, an analysis of strengths, weaknesses, opportunities and threats (SWOT), proposed measures in order to improve nautical as well as logistics education and training and ways towards implementation (validation of political and business stakeholders, search of funding possibilities).

The Danube transnational action plan incorporates the 8 draft national action plans and shows possible fields of cooperation and joint actions. The draft Danube transnational action plan serves policy makers in the Danube Region as basis for further decisions and policy implementation in particular concerning the Strategy for the Danube Region and the upcoming NAIADES II EU programme to support inland waterway transport.

Following Danube transnational cooperation actions and measures have been identified:

NAUTICAL CREW	IWT PORT and LOGISTICS EXPERTS
<ul style="list-style-type: none"> <li>• Joint recruitment actions</li> <li>• Joint Danube training ship</li> <li>• Cooperation of IWT information and training centres</li> <li>• Harmonisation of training and certification</li> <li>• Develop and share modern navigation simulators</li> <li>• Teacher and student exchanges</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate IWT Knowledge into port &amp; logistics education</li> <li>• Develop and exchange modern teaching materials</li> <li>• Setup of IWT &amp; ports logistics study programme(s)</li> </ul>

<sup>1</sup> Austria, Slovak Republic, Hungary, Croatia, Serbia, Romania, Bulgaria and the Ukraine  
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### 3. European and Danube Region policy background

Analysing European and Danube Region policy background serves to ascertain the framework the Danube transnational action plan has to fit in and secondly, it presents some ways for the implementation of the proposed actions.

At European level two specific policies meet in this case: education and transport. When it comes to transport the European Union has committed itself to pursue the goal of shifting transport to less energy-intensive, cleaner and safer transport modes – intermodal and inland waterway transport are two of them<sup>2</sup>. In the field of education the EU stresses out the importance of lifelong learning and mobility and improving the quality and efficiency of E&T<sup>3</sup>.

Within this framework the European Commission defined its policies concerning Inland waterway transport and logistics in two communications: NAIADES and the Freight Transport Logistics Action Plan, described below. Both contain the topic education and training based on the lifelong learning policy.

The European Strategy for the Danube Region was published in December 2010 and considers the above mentioned policies. It defines the priority areas of the following years also for existing European funds like the cohesion, social or regional development funds for the Danube Region.

#### 3.1. NAIADES - Integrated European Action Programme for Inland Waterway Transport

The European Commission adopted an action programme on the promotion of inland waterway transport called NAIADES (Navigation and Inland Waterway Action and Development in Europe) in January 2006<sup>4</sup>. It is based on a thorough assessment and an extensive consultation with the Member States and the sector.

The programme includes recommendations for actions to be taken between 2006 and 2013 by the European Community, its Member States and other parties concerned. NAIADES focuses on five strategic interdependent areas for a comprehensive Inland Waterway Transport (IWT) policy: Market, Fleet, Jobs and skills, Image, Infrastructure.

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<sup>2</sup> More about European Transport Policy: <http://ec.europa.eu/transport/>

<sup>3</sup> More about European Education and Training Policy: <http://ec.europa.eu/education/>

<sup>4</sup> More information on NAIADES and its implementation: [www.naiades.info](http://www.naiades.info)

In the area Jobs and Skills two main goals are defined: Attract Workforce and Invest in Human Capital. The table below shows proposed actions, instruments and actors to tackle the lack of qualified nautical and logistics personnel in the field of IWT.

**Table 1: Programme for Jobs and Skills from SEC(2006) 34/3 – Annex to NAIADES**

<b>3. PROMOTE JOBS AND SKILLS</b>	
<b>Proposed actions and measures</b>	
<p><b>Attract workforce</b></p> <ul style="list-style-type: none"> <li>▪ Improve working and social conditions</li> <li>▪ Stimulate labour mobility</li> <li>▪ Create awareness and improve career opportunities</li> <li>▪ Enhance cooperation regarding mutual recognition of qualifications</li> </ul> <p><b>Invest in human capital</b></p> <ul style="list-style-type: none"> <li>▪ Preserve education and training institutes</li> <li>▪ Stimulate life-long learning</li> <li>▪ Enhance entrepreneurial skills</li> </ul>	
<b>Instruments</b>	<b>Actors</b>
<ul style="list-style-type: none"> <li>▪ Social dialogue within sector (working conditions, working time arrangements, definition of EU-wide professional qualification requirements etc.)</li> <li>▪ Recruitment campaigns</li> <li>▪ Funding Handbook for IWT</li> <li>▪ EU support for projects in the area of education and training (e.g. the Community Education and Training Programmes or EU RTD programmes - FP 7)</li> <li>▪ European Social Fund (ESF)</li> <li>▪ European IWT Reserve Fund</li> <li>▪ Specific training programmes for IWT needs</li> <li>▪ Common framework for education and training standards</li> <li>▪ Harmonisation of manning requirements and boatmasters' certificates</li> </ul>	<p>Social partners (Sectoral Dialogue Committee)</p> <p>MS/Industry</p> <p>EC</p> <p>EU/ Industry / education &amp; training institutes</p> <p>EU/MS</p> <p>EU/MS/Industry</p> <p>EU/education &amp; training institutes, Industry</p> <p>EU/MS</p> <p>EU</p>

**The defined NAIADES actions and measures build the European frame work for the design of national and transnational measures within the NELI draft action plans.**

**Some Danube countries have national NAIADES implementation plans (e.g. Austria, Slovakia and Croatia)**

PLATINA - Platform for the implementation of NAIADES supports the European Commission, Member States and third countries in the implementation of the NAIADES action programme<sup>5</sup>. PLATINA brings together relevant actors of the inland waterway sector in a multi-disciplinary knowledge network. The NAIADES objectives are achieved by providing technical, organisational and financial support for targeted policy actions and building on strong interrelations with existing expert groups, projects and initiatives.

Along with NAIADES one part of PLATINA is dealing with “Jobs & Skills”. The main activities in this field are the establishment of a European nautical IWT Education Network, the elaboration of a lifelong learning initiative and the setup of a European IWT recruitment campaign<sup>6</sup>. The foundation of EDINNA<sup>7</sup> - the educational network of inland waterway (navigation) schools and training institutes – was supported by PLATINA.

As mentioned above, the NAIADES programme is covering the period between 2006 and 2013. European ministers of transport have recognized the need for the **continuation of a comprehensive European IWT policy** and called for a NAIADES II programme. The elaboration of **NAIADES II** started within the Hungarian EU presidency in the first half of 2011.

### 3.2. European Strategy for the Danube Region

On 8 December 2010, the European Commission adopted the EU Strategy for the Danube Region following a request from Member States. This is a comprehensive Strategy, covering several Community policies and targeting a 'macro-region'. The Strategy takes the form of a Communication and an Action Plan which will be reviewed regularly. Implementation of the Strategy will start following endorsement by Member States during the Hungarian Presidency of the EU in April 2011.

Four pillars address the major issues of the Strategy. The first pillar „*Connecting the Danube Region*“ includes the so called priority area 1 “*to improve mobility and multimodality on Inland Waterways*”. Romania and Austria will jointly coordinate this priority area. Additionally, the priority area 9 “*to invest in people and skills*” is of high interest concerning NELI goals.

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<sup>5</sup> Information on FP7 project PLATINA: [www.naiades.info/platina](http://www.naiades.info/platina)

<sup>6</sup> PLATINA working group on „Jobs & Skills”: [www.naiades.info/platina/page.php?id=9&path=12](http://www.naiades.info/platina/page.php?id=9&path=12)

<sup>7</sup> More information about EDINNA: [www.edinna.eu](http://www.edinna.eu)

The accompanying Action Plan for the Strategy includes the action **“To invest in education and jobs in the Danube navigation sector”**<sup>8</sup>. It foresees common education and training profiles, attraction of young people for IWT jobs and fostering the cooperation between education and the IWT sector. Moreover, NELI is mentioned as example of a good practice project.

All relevant information is available here:

[http://ec.europa.eu/regional\\_policy/cooperation/danube/index\\_en.htm](http://ec.europa.eu/regional_policy/cooperation/danube/index_en.htm)

Although the Strategy will not come with extra EU finance, a considerable amount of funding is already available to the region through a host of EU programmes. The aim is to use this available support to greater effect. The present NELI Danube transnational Action Plan builds a basis for the implementation of the Strategy concerning education & training in the field of inland navigation.

### 3.3. Freight Transport Logistics Action Plan

The Freight Transport Logistics Action Plan covers 6 actions: eFreight and Intelligent Transport Systems, Sustainable quality and efficiency (incl. personnel and training), Simplification of transport chains, Vehicle dimensions and loading standards, “Green” transport corridors for freight and Urban freight transport logistics<sup>9</sup>.

One sub-action directly deals with freight transport logistics personnel and training. The European Commission points out that „efforts are required to focus and enhance the qualifications of logistics personnel. A voluntary European certificate for freight transport logisticians would contribute positively to the consistency and quality of training in Europe“. Therefore the EC works together with the European social partners and other relevant stakeholders to draw up a **list of minimum qualifications and training requirements** at different levels of specialisation to be incorporated into a framework that can ensure the mutual recognition of training certificates.

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<sup>8</sup> Action plan (SEC(2010) 1489 final), 8.12.2010; Pillar „Connecting the Danube region“ p. 14, [http://ec.europa.eu/regional\\_policy/sources/docoffic/official/communic/danube/action\\_plan\\_danube.pdf](http://ec.europa.eu/regional_policy/sources/docoffic/official/communic/danube/action_plan_danube.pdf)

<sup>9</sup> Freight Transport Logistics Action Plan: [http://ec.europa.eu/transport/strategies/2007\\_logistics\\_en.htm](http://ec.europa.eu/transport/strategies/2007_logistics_en.htm)



### 3.4. Lifelong learning Policy

While national governments are responsible for education and training some challenges are common to all Member States: Ageing societies, skills deficits of the workforce and global competition need joint responses and countries learning from each other.

EU member states and the European Commission have therefore strengthened their political cooperation. This has been done through the Education and Training 2010 work programme launched in 2001 and its follow-up, the strategic framework for European cooperation in education and training adopted by the Council in May 2009, identifying strategic objectives:

1. **Making lifelong learning and mobility a reality;**
2. **Improving the quality and efficiency of education and training;**
3. Promoting equity, social cohesion and active citizenship;
4. **Enhancing creativity and innovation, including entrepreneurship,** at all levels of education and training.

NELI activities and action plans for education and training issues in the field of inland waterway transport contribute to the objectives marked bold. To achieve their goals the European Commission designed a lifelong learning programme addressing all levels of education and training with specific funding programmes<sup>10</sup>, which may enable the implementation of the proposed actions.

### 3.5. Harmonisation of IWT Training and Certification in Europe

The European Union, UNECE as well as the River Commissions have recognized the problems coming along with different training and certification systems in inland navigation and have already undertaken efforts concerning harmonisation in this field. The main objective of these common activities is to improve the safety of navigation and the protection of human life. Therefore it appears essential to establish harmonized minimum requirements for boatmasters' certificates. Without going too much into details, the following ongoing initiatives are to be mentioned:

- Within PLATINA the European network of nautical schools and training institutes (EDINNA) is elaborating STCIN **Standards for Training and Certification in Inland Navigation (STCIN)**. Similar to the existing system of Standards for Training and

<sup>10</sup> Lifelong Learning Programme: [http://ec.europa.eu/education/lifelong-learning-programme/doc78\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm)

Certification and Watchkeeping for Seafarers (STCW) by the international maritime organisation (IMO) STCIN could be the future of a harmonised IWT training and certification in Europe. As a first step, a joint working group of EDINNA, the European Social Partners (EBU, ESO, ETF), River Commissions (CCNR, DC) and PLATINA finalized a paper on professional competences in IWT in November 2010

- Resolution No.31 revised of UNECE **“Recommendations on Minimum Requirements for the Issuance of Boatmaster’s Certificates in Inland Navigation with a view to their Reciprocal Recognition for International Traffic”**<sup>11</sup>. The purpose of this paper is to provide recommendations on minimum requirements for the issuance of boatmaster's certificates with a view to increasing the safety of navigation and protection of human life; <http://www.unece.org/trans/main/sc3/sc3res.html>
- Council Directive 96/50/EC of 23 July 1996 on the **harmonization of the conditions for obtaining national boatmasters' certificates** for the carriage of goods and passengers by inland waterway in the Community <http://eur-lex.europa.eu/LexUriServ/>
- **Licensing Regulations for Navigation on the Rhine 2009**  
These Rules govern patent requirement for navigation on the Rhine for the different types and sizes of ships and sectors has traveled and conditions relating to obtaining them. <http://www.ccr-zkr.org/>
- In 2010 the Danube Commission has published **“Recommendations on the organisation of the education of inland navigation personnel (deckhands)”** (Dok. DK/TAG 75/21) [www.danubecommission.org/index.php/de\\_DE/publication](http://www.danubecommission.org/index.php/de_DE/publication) (German version). The document recommends a three years dual vocational training, very similar to existing training systems applied for example in Germany or Austria. Member States of the Danube Commission decided to implement the recommendations as of 1st June 2011.

#### **4. Synopsis of national SWOT analyses of education and training situation in the field of inland waterway transport**

Analyses of strengths, weaknesses, opportunities and threats (SWOT) are part of each “Draft national action plan for education and training issues in the field of inland waterway transport”

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<sup>11</sup> **ECONOMIC COMMISSION FOR EUROPE** INLAND TRANSPORT COMMITTEE Working Party on Inland Water Transport -ECE/TRANS/SC.3/184  
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elaborated within NELI<sup>12</sup>. A SWOT analysis helps to identify internal (in this case: within the sector or region) Strengths and Weaknesses that can be addressed by adequate actions. The external Opportunities and Threats which have important impact on the situation and the future development can not be changed with the help of the Danube transnational action plan for education and training issues in the field of inland waterway transport, but they have to be kept in mind when elaborating and implementing actions.

The following synopsis presents issues of international relevance out of the national SWOTs and thus gives an overview of the situation within the whole Danube Region.

**Table 2: SWOT analysis concerning nautical (onboard) and logistics (e.g. forwarding, ports) IWT personnel and training**

Strengths	Weaknesses
<ol style="list-style-type: none"> <li>1. Long tradition of the IWT sector, know-how</li> <li>2. Nautical jobs with perspectives – attractive profession</li> <li>3. Cooperation and exchange between nautical schools within EDINNA</li> <li>4. Launching of information and training centres within NELI (multimodal, RIS, jobs)</li> <li>5. Launching of information and training tools (e.g. INeS Danube)</li> <li>6. International project and initiatives (NAIADES, PLATINA, NELI)</li> </ol>	<ol style="list-style-type: none"> <li>1. Lack of practical (school ship) training possibilities</li> <li>2. Lack of theoretical training possibilities – closure of schools in the 90ies</li> <li>3. Lack of simulators for nautical education, training and assessment</li> <li>4. Education system is not adapted to market requirements and future competences of IWT personnel (links between market and E&amp;T)</li> <li>5. Little interest /knowledge of young people in IWT jobs, no recruitment campaigns</li> <li>6. Lack of qualified IWT teaching staff</li> <li>7. Lack of professional lifelong education and training possibilities for nautical personnel</li> <li>8. IWT knowledge is underrepresented in general and transport logistics education &amp; training</li> </ol>
Opportunities	Threats
<ol style="list-style-type: none"> <li>1. Development of the IWT sector as priority of EU Strategy for the Danube region</li> <li>2. Most countries part of the EU</li> <li>3. Improvement of mutual recognition of certifications</li> <li>4. Start of harmonisation processes</li> <li>5. Economic crises as a chance in attracting career changers</li> <li>6. Co-modality as a European transport policy priority</li> </ol>	<ol style="list-style-type: none"> <li>1. Increasing lack of qualified personnel onboard</li> <li>2. Qualified personnel (e.g. captains) is ageing</li> <li>3. Small sector, little lobbying/promotion</li> <li>4. No specialised education for the administration of multimodal ports</li> <li>5. Restructuring of the IWT sector after privatisation not finished yet</li> <li>6. No harmonised working and social regulation in Europe / Danube Region</li> <li>7. Different IWT education and training systems</li> </ol>

<sup>12</sup> The national action plans can be downloaded on [www.neliproject.eu](http://www.neliproject.eu)

## 5. Proposed Danube transnational cooperation actions

The proposed actions refer directly to the conclusions out of the SWOT analysis. Within the draft national action plans national actions/measures were defined. In case of similar national measures (e.g. recruitment campaigns, modern teaching material) a transnational cooperation actions are to be initiated in order to **use synergies** and therefore make better use of short national budgets. For other measures (e.g. school ship, simulator) the investments are too high in relation to the quantity of the potential user group to be carried by a single institution / country. In this case **cooperation enables the implementation of extensive measures**. Per action the most interesting questions are raised (Why? What & How? Who?) and input or possible synergies with existing initiatives is pointed out.

### 5.1. Cooperation actions addressing nautical personnel

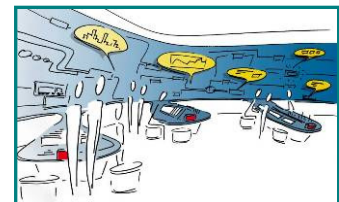
**JOBS!**

JOINT RECRUITMENT ACTIONS	
<b>WHY</b>	<ul style="list-style-type: none"> <li>• Lack of newcomers in nautical jobs</li> <li>• Lack of knowledge about job profiles onboard among young people and career changers</li> <li>• Threatening personnel shortage</li> </ul>
<b>WHAT &amp; HOW</b>	<ul style="list-style-type: none"> <li>• Carry out a joint recruitment campaign with national recruitment actions</li> <li>• Clear information on job profile, education and perspectives</li> </ul>
<b>WHO</b>	<ul style="list-style-type: none"> <li>• Inland navigation companies and ports</li> <li>• Nautical schools</li> <li>• Training institutes</li> <li>• National employment services</li> </ul>
<b>INPUT &amp; SYNERGIES</b>	<ul style="list-style-type: none"> <li>• PLATINA outputs: European recruitment strategy and tool box for campaigns (2011)</li> </ul>
<b>Priority</b>	high



JOINT DANUBE TRAINING SHIP	
<b>WHY</b>	<ul style="list-style-type: none"> <li>• Additional practical training possibilities required</li> <li>• Onboard training with modern equipment and professional teaching staff</li> <li>• Common ship because of high costs and few students</li> <li>• Fostering exchange in education and training</li> </ul>
<b>WHAT &amp; HOW</b>	<ul style="list-style-type: none"> <li>• Build a modern ship or modernize an existing ship for training purpose</li> <li>• Common use of the training ship by schools within the Danube Region</li> <li>• Conceptual project (operator model, equipment, capacity, investment and operating costs, participating countries, financing, training concept...)</li> <li>• Creation of the ship (co-financing by EU)</li> <li>• Operation along the Danube</li> </ul>
<b>WHO</b>	<ul style="list-style-type: none"> <li>• To be defined in the conceptual phase</li> <li>• Possible actors: nautical schools, training institutes, IWT companies, ministries of transport, economy, and education, cities,...</li> </ul>
<b>INPUT &amp; SYNERGIES</b>	<ul style="list-style-type: none"> <li>• North-Western European Benchmarks: School ships in Belgium, France and the Netherlands</li> </ul>
<b>Priority</b>	medium to high

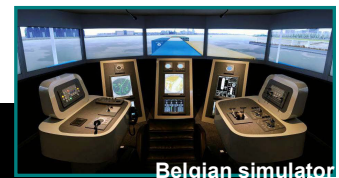
COOPERATION OF IWT INFORMATION AND TRAINING CENTRES	
<b>WHY</b>	<ul style="list-style-type: none"> <li>• Build-up of IWT info centres within NELI</li> <li>• Different focuses (Enns: Intermodality, Sisak: RIS, Galati: recruitment)</li> <li>• IWT Knowledge centre with relevance for port and logistics education</li> </ul>
<b>WHAT &amp; HOW</b>	<ul style="list-style-type: none"> <li>• Correlation and cooperation actions</li> <li>• Common presentation / marketing where appropriate (e.g. Folder, web, events)</li> <li>• Exchange information, tools,...</li> </ul>
<b>WHO</b>	<ul style="list-style-type: none"> <li>• Existing information and training centres in the Danube region and beyond</li> </ul>
<b>INPUT &amp; SYNERGIES</b>	<ul style="list-style-type: none"> <li>• NELI pilot ITCs and concepts and user visitors study</li> </ul>



<b>Priority</b>	Medium
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## STCIN

<b>HARMONISATION OF TRAINING AND CERTIFICATION</b>	
<b>WHY</b>	<ul style="list-style-type: none"> <li>• Different training and certification systems versus international IWT (labour) market</li> <li>• Ensure qualified personnel safety and security</li> <li>• Facilitate mutual acceptance of training certificates/ licenses</li> </ul>
<b>WHAT &amp; HOW</b>	<ul style="list-style-type: none"> <li>• EDINNA is elaborating a system of Standards for Training and Certification in Inland Navigation (STCIN)</li> <li>• Bring in Danube Region specific know-how</li> <li>• Implementation of STCIN in all Danube countries</li> </ul>
<b>WHO</b>	<ul style="list-style-type: none"> <li>• Education and training institutes, authorities and administrations in charge from the Danube countries</li> </ul>
<b>INPUT &amp; SYNERGIES</b>	<ul style="list-style-type: none"> <li>• PLATINA output as a starting point</li> <li>• Synergies with other European legislation in this field</li> <li>• Integration of best practices from other European countries</li> </ul>
<b>Priority</b>	medium to high




<b>Priority</b>	<b>SHARE MODERN NAVIGATION SIMULATORS</b>
<b>WHY</b>	<ul style="list-style-type: none"> <li>• Modernize nautical education and training in the Danube Region</li> <li>• Addition and compensation for training onboard</li> </ul>
<b>WHAT &amp; HOW</b>	<ul style="list-style-type: none"> <li>• Joint development and use of a Danube inland navigation simulator</li> <li>• Define requirements, technical specifications and operator model</li> <li>• Bring in Danube Region specific know-how</li> <li>• Implementation of STCIN minimum requirements for using simulators in all Danube countries</li> </ul>
<b>WHO</b>	<ul style="list-style-type: none"> <li>• Education and training institutes, authorities and administrations in charge from the Danube countries</li> </ul>
<b>INPUT &amp; SYNERGIES</b>	<ul style="list-style-type: none"> <li>• EDINNA working group and report on “Inland Waterway Simulators”</li> </ul>



<b>TEACHER &amp; STUDENT EXCHANGES</b>	
<b>WHY</b>	<ul style="list-style-type: none"> <li>• Danube navigation offers international jobs for “international” people on board and on shore (port &amp; logistics)</li> <li>• Exchange of knowledge and teaching materials/ methods</li> <li>• Common use of equipment</li> </ul>
<b>WHAT &amp; HOW</b>	<ul style="list-style-type: none"> <li>• Setup of regular exchange programmes according to specific know-how and/or equipment</li> <li>• On teacher and student level</li> </ul>
<b>WHO</b>	<ul style="list-style-type: none"> <li>• Education and training institutes in IWT</li> </ul>
<b>INPUT &amp; SYNERGIES</b>	<ul style="list-style-type: none"> <li>• PLATINA manual “Set-up of an exchange programme” for nautical education and training</li> </ul>
<b>Priority</b>	medium to high

## 5.2. Cooperation actions addressing IWT & ports logistics personnel

INTEGRATE IWT-KNOWLEDGE INTO PORT & LOGISTICS EDUCATION	
<b>WHY</b>	<ul style="list-style-type: none"> <li>IWT knowledge is underrepresented in port and logistics education</li> <li>(Young) people and future transport chain decision makers do not know much about IWT as a mode of transport</li> <li>Create awareness and spread knowledge</li> </ul>
<b>WHAT &amp; HOW</b>	<ul style="list-style-type: none"> <li>Various actions thinkable: guest lectures, field trips, business meets school, school projects, IWT theses, train the trainer</li> <li>International activities and exchange on national activities</li> </ul> 
<b>WHO</b>	<ul style="list-style-type: none"> <li>Depends on the activity</li> </ul>
<b>INPUT &amp; SYNERGIES</b>	<ul style="list-style-type: none"> <li>PLATINA “Strategy for the integration of IWT knowledge in general logistics education” shows up various best practices from all over Europe</li> </ul>
<b>Priority</b>	High



DEVELOP AND EXCHANGE MODERN TEACHING MATERIAL	
<b>WHY</b>	<ul style="list-style-type: none"> <li>Outdated teaching material</li> <li>Know-how on inland navigation is rarely represented in existing teaching material used in transport logistics education</li> <li>Bundle knowledge</li> </ul>
<b>WHAT &amp; HOW</b>	<ul style="list-style-type: none"> <li>Further develop and advertise existing modern teaching material among potential users like transport logistics education, forwarding companies or ports</li> </ul>
<b>WHO</b>	varies
<b>INPUT &amp; SYNERGIES</b>	<ul style="list-style-type: none"> <li>Existing material: e.g <a href="http://www.ines-danube.info">www.ines-danube.info</a>, Manual on Danube Navigation, NELI courses, ...</li> <li>Web-database for the exchange of teaching material: <a href="http://www.edinna.eu">www.edinna.eu</a></li> </ul>
<b>Priority</b>	Medium



study

<b>SETUP OF IWT &amp; PORTS LOGISTICS STUDY PROGRAMME(S)</b>	
<b>WHY</b>	<ul style="list-style-type: none"> <li>Specialists in integration of IWT in logistics chains are needed</li> <li>Building up IWT Know-how centres</li> <li>Qualified personnel for management and operation of ports as multimodal transport hubs and service centres</li> </ul>
<b>WHAT &amp; HOW</b>	<ul style="list-style-type: none"> <li>Develop a curricula for future experts in IWT logistics</li> <li>Develop a curricula for future experts in port management</li> <li>Different forms possible (bachelor, master, summer school, distance study, further vocational training, international,...)</li> <li>“IWT Know-how centres” also offer knowledge for general transport logistics education and training</li> <li>Exchanger of teacher and students</li> </ul>
<b>WHO</b>	<ul style="list-style-type: none"> <li>Some existing education and training institutions build up IWT “Know-how centres” offering (inter)national courses</li> <li>IWT sector (inland navigation companies, ports, forwarders)</li> </ul>
<b>INPUT &amp; SYNERGIES</b>	<ul style="list-style-type: none"> <li>Similar programmes in Western and Northern Europe (see PLATINA inventory)</li> </ul>
<b>Priority</b>	Medium

## 6. Validation of the Danube transnational Action Plan

### **NELI Partners (incl. national expert networks)**

The NELI consortium consists of partners from all Danube riparian countries except Germany and Moldavia. The mixture of partners from the **IWT education and training** sector, relevant **authorities** and the **industry** assures a comprehensive expertise concerning the future requirements for people working in IWT. In each NELI country a “Draft national action plan for education and training issues in the field of inland waterway transport”<sup>13</sup> was elaborated. Within workshops and interviews NELI partners involved their national authorities, IWT industry like ports and shipping companies and relevant E&T institutions. The findings of this pool of experts build the basis for the “Draft Danube Transnational Action Plan for Education and Training Issues in the Field of Inland Waterway Transport” in hand.

Furthermore NELI partners discussed the TAP and its proposed actions at several project partner meetings in the years 2010 and 2011 and gave their valuable inputs and feedback.

### **EDINNA**

As some of the NELI partners are nautical education / training institutions they are also member of the European network of inland navigation schools (EDINNA). The EDINNA board was continuously informed on the progress of the TAP and the NELI project in general. The board of EDINNA quoted to be encouraged that the Danube countries follow the idea of **harmonising education and certification** within Europe (STCIN). EDINNA also sees that the TAP includes various approaches for a future **cooperation between EDINNA and NELI partners** and better involvement of Danube countries into European policies. Most of the proposed actions of the TAP are of high interest for EDINNA.

### **Danube Commission**

The Danube Commission is official observer of the NELI project. Representatives attended NELI partner meeting where the TAP was discussed, also NELI was invited to give presentations at Danube Commission meetings in Budapest. The DC emphasises the importance of **adequate practical training** and therefore welcomes the idea of a common school ship. Also the

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<sup>13</sup> All NAPs are available on the NELI homepage: [www.neliproject.eu](http://www.neliproject.eu)

**harmonisation of training and certification** is a core issue for the DC. The DC assured their assistance and further support and dissemination for the NELI follow up activities based on the TAP.

### **International Sava River Basin Commission**

Also the Sava Commission as official observer of the NELI project gave feedback on the TAP.

As the inland waterway transport is facing a serious lack of educated and professional staff not only in logistics but also on board the vessels the Sava Commission expresses its high interest in IWT education and training issues - **unification of standards for both on board and shore personnel** is the imperative of today.

The Sava Commission will continue the efforts to modernize the rules for issuing the boatmaster certificate and will also concentrate on **attracting young people to the profession** and upgrading the whole industry, and as such NELI efforts in this direction (like the proposed job promotion activities) are highly appreciated.

Sava Commission will gladly contribute to the process of implementing the TAP and invites the NELI consortium to ask for any support they may require in both implementation of current NELI activities and the future project(s).