

TRADUZIONE 1

Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2014-2020. Education, training, youth and sport can make a major contribution to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade and to support the implementation of the European policy agenda for growth, jobs, equity and social inclusion.

Fighting high levels of unemployment - particularly among young people - is one of the most urgent tasks for European governments. Too many young people leave school prematurely running a high risk of being unemployed and socially marginalised. The same risk threatens many adults with low skills. Technologies are changing the way in which society operates, and there is a need to ensure the best use is made of them. EU businesses need to become more competitive through talent and innovation.

DOMANDA 1

Do you think that education could help in fighting unemployment?

TRADUZIONE 2

Europe needs more cohesive and inclusive societies which allow citizens to play an active role in democratic life. Education, training, youth work and sport are keys to promote common European values, foster social integration, enhance intercultural understanding and a sense of belonging to a community, and to prevent violent radicalisation. Erasmus+ is an effective instrument to promote the inclusion of people with disadvantaged backgrounds, including newly arrived migrants.

Well-performing education and training systems and youth policies provide people with the skills required by the labour market and the economy, while allowing them to play an active role in society and achieve personal fulfilment. Reforms in education, training and youth can strengthen progress towards these goals, on the basis of a shared vision between policy makers and stakeholders, sound evidence and cooperation across different fields and levels.

DOMANDA 2

In which way young people could play an active role in the society?

TRADUZIONE 3

The Erasmus+ Programme is designed to support Programme Countries' efforts to efficiently use the potential of Europe's talent and social assets in a lifelong learning perspective, linking support to formal, non-formal and informal learning throughout the education, training and youth fields. The Programme also enhances the opportunities for cooperation and mobility with Partner Countries, notably in the fields of higher education and youth.

In accordance with one of the new elements introduced in the Lisbon Treaty, Erasmus+ also supports activities aiming at developing the European dimension in sport, by promoting cooperation between bodies responsible for sport. The Programme promotes the creation and development of European networks, providing opportunities for cooperation among stakeholders and the exchange and transfer of knowledge and know-how in different areas relating to sport and physical activity. This reinforced cooperation will notably have positive effects in developing the potential of Europe's human capital by helping reduce the social and economic costs of physical inactivity.

DOMANDA 3

How do you think the Erasmus Programme could enhance the opportunities for cooperation with Partner countries?

TRADUZIONE 4

A common purpose of these tools is to ensure that skills and qualifications can be more easily recognised and are better understood, within and across national borders, in all sub-systems of education and training as well as in the labour market, no matter whether these were acquired through formal education and training or through other learning experiences (e.g. work experience; volunteering, online learning). The tools also aim to ensure that education, training and youth policies further contribute to achieve the Europe 2020 objectives of smart, sustainable and inclusive growth and its education and employment headline targets through better labour market integration and mobility. In order to fulfil these objectives, the tools available should be able to cater for new phenomena such as internationalisation of education and growing use of digital learning, and support the creation of flexible learning pathways in line with learners' needs and objectives. The tools may also need to evolve in the future, leading to enhanced coherence and simplification that allow learners and workers to move freely for learning or working.

DOMANDA 4

Which do you think are the benefits to easily recognise skills and qualifications within and across national borders?

TRADUZIONE 5

Dissemination and exploitation of results are crucial areas of the Erasmus+ project lifecycle. They give participating organisations the opportunity to communicate and share outcomes and deliverables, thus extending the impact of their projects, improving their sustainability and justifying the European added value of Erasmus+. In order to successfully disseminate and exploit project results, organisations involved in Erasmus+ projects are asked to give the necessary thought to dissemination and exploitation activities when designing and implementing their project. The level and intensity of such activities should be proportional to the objectives, the scope and the targets of the different Actions of Erasmus+. Results achieved in a particular project may be highly relevant and interesting also in fields not covered by the project and it is up to the individual projects to develop strategies and methods ensuring that others can easily access what has been developed and produced. Specific guidelines in this respect can be found in Annex II to this Programme Guide.

DOMANDA 5

What do you think about the utility to easily access to what has been developed within the Erasmus Programme?

TRADUZIONE 6

Erasmus+ promotes the open access of project outputs to support learning, teaching, training, and youth work. In particular, Erasmus+ beneficiaries are committed to make any educational resources and tools which are produced in the context of projects supported by the Programme - documents, media, software or other materials freely available for the public under an open license. The materials should be easily accessible and retrievable without cost or limitations, and the open licence must allow the public to use, reuse, adapt and share the resource. Such materials are known as 'Open Educational Resources' (OER). To achieve this aim, the resources should be uploaded in an editable digital form, on a suitable and openly accessible platform. While Erasmus+ encourages beneficiaries to apply the most open licenses, beneficiaries may choose licenses that impose some limitations, e.g. restrict commercial use by others, or commit others to apply the same license on derivative works, if this is appropriate to the nature of the project and to the type of material, and if it still allows the public to use, reuse, adapt and share the resource. The open access requirement is obligatory and is without prejudice to the intellectual property rights of the grant beneficiaries.

DOMANDA 6

What do you think about the open access policy of the EU? Do you think that the possibility to use, reuse, adapt and share the resources could give some benefits to the society?

TRADUZIONE 7

Multilingualism is one of the cornerstones of the European project and a powerful symbol of the EU's aspiration to be united in diversity. Foreign languages have a prominent role among the skills that will help equip people better for the labour market and make the most of available opportunities. The EU has set the goal that every citizen should have the opportunity to acquire at least two foreign languages, from an early age.

The promotion of language learning and linguistic diversity is one of the specific objectives of the Programme. The lack of language competences is one of the main barriers to participation in European education, training and youth programmes.

The opportunities put in place to offer linguistic support are aimed to make mobility more efficient and effective, to improve learning performance and therefore contribute to the specific objective of the Programme.

DOMANDA 7

Do you think that multilingualism could make mobility more efficient and effective?

TRADUZIONE 8

Protection and safety of participants involved in the Erasmus+ projects are important principles of the Programme. All persons participating in the Erasmus+ Programme should have the opportunity to take full advantage of the possibilities for personal and professional development and learning. This should be assured in a safe environment which respects and protects the rights of all persons. To this end each organisation participating in the Erasmus+ Programme must have in place effective procedures and arrangements to promote and guarantee the safety and protection of the participants in their activity. With this regard, all students, trainees, apprentices, pupils, adult learners, young people, staff and volunteers, involved in a mobility activity under all Key Actions of the Erasmus+ Programme, must be insured against the risks linked to their participation in these activities. Apart from the volunteering activities which foresee a specific insurance policy, the Erasmus+ Programme does not define a unique format of insurance, nor does it recommend specific insurance companies. The Programme leaves it up to project organisers to seek the most suitable insurance policy according to the type of project carried out and to the insurance formats available at national level. Furthermore, it is not necessary to subscribe to a project-specific insurance, if the participants are already covered by existing insurance policies of the project organisers.

DOMANDA 8

Do you agree with the principle of safety and protection of participants involved in the Erasmus+ Projects?

TRADUZIONE 9

Erasmus+ Virtual Exchange allows young people coming from both sides of the Mediterranean to engage in intercultural dialogue and to improve their skills through online learning tools. It expands the reach and scope of Erasmus+, complementing the traditional physical mobility. Erasmus+ Virtual Exchange works closely with universities and youth organisations to reach young people, youth workers, students and academics from the 34 Programme Countries and the 10 Partner Countries of the Southern Mediterranean region (Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria and Tunisia). Virtual exchanges are online dialogues that take place usually as part of formal or non-formal education programmes and are recognised everywhere. All debates are moderated by trained facilitators who follow an agreed code of conduct. Logging into a safe video-conferencing platform, young people meet in small groups to discuss social, global or personal topics. The goal is to engage in self-reflection, active listening, respect and critical thinking. Dialogues also improve employability skills, as they demand effective communication, practice of other languages and collaboration across differences.

DOMANDA 9

Do you think that virtual exchange could really promote self-reflection, active listening, respect and critical thinking?

TRADUZIONE 10

Furthermore, Erasmus+, more than in the past programmes, offers space for developing mobility activities that involve partner organisations with different backgrounds and active in different fields or socio-economic sectors (e.g. traineeships of university students or VET learners in enterprises, NGOs, public bodies; teachers in schools following professional development courses in companies or training centres; business experts giving lectures or training in higher education institutions, etc.). A third important element of innovation and quality of mobility activities is that Erasmus+ participating organisations have the possibility to organise mobility activities within a broader strategic framework and in the medium term. Through a single grant application, covering a period of up to two years, the coordinator of a mobility project will be able to organise several mobility activities, allowing many individuals to go abroad to different countries. As a consequence, under Erasmus+ the applicant organisations will be able to conceive their project in line with the needs of participants, but also according to their internal plans for internationalisation, capacity building and modernisation.

DOMANDA 10

Do you think that the possibility for participating organisations to organise mobility activities within a broader strategic framework could help them to conceive their project according to their internal plans for internationalisation?

TRADUZIONE 11

By signing the Erasmus Charter for Higher Education (ECHE), higher education institutions commit to provide all the necessary support to mobile participants, including linguistic preparation. To support them, online linguistic support is being gradually implemented in the course of the Programme for all long-term mobility activities between Programme Countries lasting two months and longer. It is made available by the European Commission to eligible participants to assess their foreign language competences and to offer, where necessary, the most appropriate language learning before and/or during mobility (for more details, see Annex I of this Guide). Partner Country higher education institutions are not eligible to sign the ECHE, therefore details of the linguistic support offered to mobile participants should be made explicit in the interinstitutional agreement.

DOMANDA 11

Do you think that the availability for mobility students of the online linguistic support system could really help them during their mobility period?

TRADUZIONE 12

The budget available for mobility between Programme and Partner Countries is divided between different regions of the world in 12 budgetary envelopes and the size of each budgetary envelope is different. Further information on the amounts available under each budgetary envelope will be published on the National Agencies' websites.

In general the funds will have to be used in a geographically balanced way. The EU has set a number of targets regarding geographical balance and priorities that have to be attained at European level over the whole duration of the programme (2014-2020). The targets do not have to be attained by individual higher education institutions, but National Agencies will take these targets into account in order to allocate the available budget. In addition, higher education institutions are encouraged to work with partners in the poorest and least developed Partner Countries.

DOMANDA 12

Do you think that the openness of the Erasmus+ Programme to non European Countries could have an added value or not?

TRADUZIONE 13

The award of an Erasmus Charter for Higher Education (ECHE) is a pre-requisite for all higher education institutions established in a Programme Country that wish to participate in a Higher Education mobility project either as a single higher education institution or as a member of a national mobility consortium. Every year, the European Commission - via the Education, Audiovisual and Culture Executive Agency – publishes a specific call for proposals that sets the detailed conditions to be followed and qualitative criteria to be met in order to be awarded with an ECHE. This call is available on the website of the Executive Agency.

For HEIs established in a Partner Country, the HEI must be accredited by the relevant national accreditation organisation. As they are not eligible to receive an ECHE, they must in addition have established an inter-institutional agreement with their Programme Country partner(s) which encapsulates the principles of the ECHE.

DOMANDA 13

Do you think that the accreditation system foreseen by the Erasmus+ Programme could really guarantee the quality of mobility?

TRADUZIONE 14

Higher education institutions in both Programme and Partner Countries commit themselves to comply with all the principles of the Charter to ensure mobility of high quality, including these ones: "ensure that outgoing mobile participants are well prepared for the mobility, including having attained the necessary level of linguistic proficiency" and "provide appropriate linguistic support to incoming mobile participants". Advantages can be taken of existing facilities within the institutions for language training. Those HEIs which would be able to provide student and staff mobility of high quality, including linguistic support, at a lower cost (or because it is funded under other sources than EU funding) would have the possibility to transfer a share of the organisational support grant to fund more mobility activities. The grant agreement specifies the level of flexibility in this regard.

In all cases, beneficiaries will be contractually obliged to deliver such high quality services and their performance will be monitored and checked by National Agencies, taking into account also the feedback provided by students and staff via Mobility Tool+ and directly accessible to the National Agencies and the Commission.

DOMANDA 14

Do you think that a good level of linguistic proficiency could ensure high quality mobility?

TRADUZIONE 15

A person with special needs is a potential participant whose individual physical, mental or health-related condition is such that his/her participation in the project / mobility Action would not be possible without extra financial support. Higher education institutions that have selected students and/or staff with special needs can apply for additional grant support to the National Agency in order to cover the supplementary costs for their participation in the mobility activities. For persons with special needs, the grant support may therefore be higher than the maximum individual grant amounts set out below.

Higher education institutions will describe on their website how students and staff with special needs can request such additional grant support. Extra funding for students and staff with special needs may be provided also from other sources at local, regional and/or national level. As regards the accompanying persons for students and staff with special needs, they are entitled to receive a contribution based on real costs.

DOMANDA 15

Do you think that the extra financial support for students with special needs could really push them to have a mobility experience?

TRADUZIONE 16

In December 2016, the Communication "Investing in Europe's Youth" launched "ErasmusPro", a policy initiative aimed at increasing long-term mobility abroad, for Vocational Education and Training (VET) learners, including apprentices or recent graduates. ErasmusPro responds to calls by the European Parliament, as well as companies, and other VET stakeholders, to increase the quality, the attractiveness, and the employability of VET learners through long-term work-placements abroad.

VET mobility has a clear value in helping young people open up their minds, widen their social, professional and transversal skills, develop a taste for innovation and initiative and a sense of European citizenship. It is a means to improve the overall performance of the organisations (both VET providers and companies) involved in such practices, by developing sustained internationalisation strategies, while also helping business find the right skills they need to increase their competitiveness.

Long-term placements abroad have a higher added value for learners in terms of developing job specific skills and an even better acquaintance with the foreign language, culture and work environment, thus boosting their employability.

DOMANDA 16

Do you think that long-term mobility abroad for VET learners could increase their employability?

TRADUZIONE 17

Youth Exchanges allow groups of young people from at least two different countries to meet and live together for up to 21 days. During a Youth Exchange, participants, supported by group leaders, jointly carry out a work programme (a mix of workshops, exercises, debates, role-plays, simulations, outdoor activities, etc.) designed and prepared by them before the Exchange. Youth Exchanges allow young people to: develop competences; become aware of socially relevant topics/thematic areas; discover new cultures, habits and life-styles, mainly through peer-learning; strengthen values like solidarity, democracy, friendship, etc. The learning process in Youth Exchanges is triggered by methods of non-formal education. The rather short duration makes the involvement of young people with fewer opportunities appropriate; as such a Youth Exchange offers an international mobility experience in the safety of a group with the possibility of having an adequate number of group leaders to take care of the participants. A Youth Exchange can also be a good setting for discussing and learning about inclusion and diversity issues. Youth Exchanges are based on a transnational cooperation between two or more participating organisations from different countries within and outside the European Union.

DOMANDA 17

Do you agree with the asset that youth exchange allows young people to discover new cultures?

TRADUZIONE 18

Mobility of youth workers: this activity supports the professional development of youth workers, through the implementation of activities such as transnational/international seminars, training courses, contact-making events, study visits, etc. and job shadowing/observation periods abroad in an organisation active in the youth field. All these activities can be tailored and combined to address the needs and desired impact identified by participating organisations when arranging the project. The professional development of the participating youth workers should contribute to capacity building for quality youth work of their organisation and should have a clear impact on the participating youth workers' regular work with young people. The learning outcomes, including any materials and innovative methods and tools, should be further disseminated in the youth field to contribute to quality improvements of youth work and/or foster youth policy development and cooperation.

DOMANDA 18

Do you think that the professional development of the participating youth workers should have a clear impact on the participating youth workers' regular work with young people?

TRADUZIONE 19

All Erasmus+ Programme Countries committed within the Bologna Process to common standards and guidelines in quality assurance, as well as a common degree structure and credit system. These aim to ensure mutual trust in higher education systems, facilitate the international mobility of students and graduates, cooperation between universities across borders as well as the mutual recognition of qualifications and study periods abroad. In the Communication "Strengthening European identity through education and culture", the European Commission outlined its vision for a European Education Area by 2025, for "a Europe in which learning, studying and doing research would not be hampered by borders. Quality assurance across borders is a key element to working towards a European Education Area. In particular, the "European Approach for the Quality Assurance of Joint Programmes", adopted by the Bologna Ministerial Conference in Yerevan, in 2015, has been developed to ease external quality assurance of these programmes: it defines standards that are based on the agreed tools of the EHEA, without applying additional national criteria. This is expected to facilitate integrated approaches to quality assurance of joint programmes, which genuinely reflect and mirror their joint character.

DOMANDA 19

Do you think that the definition of common standards and guidelines in quality assurance could facilitate international mobility of students and graduates?

TRADUZIONE 20

An Erasmus Mundus Joint Master Degree (EMJMD) is a high-level integrated international study programme of 60, 90 or 120 ECTS credits, delivered by an international consortium of HEIs from different countries and, where relevant, other educational and/or non-educational partners with specific expertise and interest in the study areas/professional domains covered by the joint programme. Their specificity lies in the high degree of jointness/integration and the excellent academic content and methodology they offer.

There is no limitation in terms of discipline. The list of joint programmes funded under Erasmus+ can be found on the Executive Agency website. All participating HEIs established in a Programme Country must be Master degree-awarding institutions. The successful completion of the joint EMJMD Master programme must lead to the award of either a joint degree (i.e. one single diploma issued on behalf of at least two HEIs from different Programme Countries) or multiple degrees (i.e. at least two diplomas issued by two higher education institutions from different Programme Countries). If national legislation allows, joint degrees are encouraged, as they represent a full integration of the learning and teaching process. Besides the degree-awarding HEIs from Programme Countries, other partner HEIs from Partner Countries can be involved in the award of joint or multiple degrees.

DOMANDA 20

Do you think that a Joint Master Degree could really guarantee excellent academic content and methodology?