

Erasmus+ conference



What territorial opportunities?



22 & 23
November
2022

BORDEAUX

Civic Engagement and citizenship: the role of Erasmus+



How can the Erasmus+ programme support civic engagement and citizenship?

Aims:

- overcome the difficulties in actively engaging and participating of citizens in their communities or in the Union's political and social life
- raise awareness and understanding of the EU values, the principles of unity and diversity, social, cultural and historical heritage
- foster a sense of belonging to the EU
- fosters the development of social and intercultural competences, critical thinking and media literacy
- develop a sense of belonging to the European political community and knowledge of democratic instruments and rights



Target group:

Citizens with limited participation in democratic processes and lack of knowledge about the European Union

Action:

Support projects that offer opportunities for people's participation in democratic life, social and civic engagement through formal or non-formal learning activities





A selection of Erasmus+ experiences on civic engagement (1/2)

ITALY

Sebastiano Cattaruzzo, Giancarlo Corò, **University Ca' Foscari, Venice**

“PEACE project – Participation Erasmus Alumni for Civic Engagement”

“INTERNATIONAL STUDENTS' MOBILITY IN THE ERASMUS PROGRAMME: EU SOCIAL COHESION POLICY OR FURTHER BOOST TO REGIONAL POLARIZATION? A policy evaluation of territorial allocation and its characteristics”

Tiziana Lain, Maria Rosaria Roberti **Regional Education Authority in Piedmont region**

«Erasmus goes to school: school meetings in the Turin area. How Erasmus Ambassadors and Alumni shared with pupils their experiences of international mobility»





A selection of Erasmus+ experiences on civic engagement (2/2)

SPAIN

Begoña Hurtado, **Head of the In-Service Teacher Training Centre of Almendralejo, Spain**

“Mujer tenías que ser – It was a woman who did it”

FRANCE

Patricia de Butler, **Director of European and International Relations at Région Académique Pays de la Loire**, Stéphanie Marcos, **Erasmus Project Manager at Région Académique Pays de la Loire**

“Openness and European citizenship, language teaching and cooperation: a success story for all”



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INTERNATIONAL STUDENTS' MOBILITY IN THE ERASMUS PROGRAMMES: EU SOCIAL COHESION POLICY OR FURTHER BOOST TO REGIONAL POLARIZATION?

Sebastiano Cattaruzzo

Università Ca' Foscari Venezia





CONTEXTUALIZING INDIRE STRATEGIC PLANS AND RECENT EVENTS

- Collaboration with Ca' Foscari University, as scientific partner, started at the beginning of 2022
- Organization of several events (TCAs and LTAs) aimed at increasing stakeholders' involvement and confrontation to identify possible amendments to the programme

Among these, the most recent one took place in Turin, under the form of an LTA, and several contributions emerged. Below, we report the main takeaways, which could be analyzed further:

- Treating Erasmus+ as an **inclusive and not elitistic** program
- Increasing the **support** to beneficiaries
- Better **integrating the communications**
- **Improving the connections** among primary, secondary, vocational and tertiary institutions and the job market
- Managing a **dynamic and increasingly big data source** that allows to carry out policy evaluations and programme monitoring.





LTA in Turin – the involved stakeholders

Education

Vocational training

Job market



Ministero dell'Istruzione



Forma Piemonte



Schools

HE

EDA



Ufficio Scolastico Regionale per il Piemonte



UNIVERSITA' DEGLI STUDI DI TORINO



ISTITUTI TECNICI SUPERIORI IT'S MY FUTURE



Role Model



Ambasciatori EPALE



Ambasciatori Scuola



UNIVERSITA' DEL PIEMONTE ORIENTALE



Università Ca' Foscari Venezia



Alumni



Politecnico di Torino

Local institutions

 Regione Piemonte

 CITTÀ DI TORINO

 UNIONCAMERE PIEMONTE

Foundations

 CONSULTA DELLE FONDAZIONI DI ORIGINE BANCARIA DEL PIEMONTE E DELLA LIGURIA

 Fondazione Agnelli

 Fondazione Compagnia di San Paolo

 Fondazione CRT

 FONDAZIONE CRC

Enterprises

 CSI piemonte

 KMK

 AGENCE ERASMUS+ FRANCE - EDUCATION & FORMATION

 KULTUSMINISTER KONFERENZ Pädagogischer Austauschdienst

 INDIRE ISTITUTO NAZIONALE DOCUMENTAZIONE INNOVAZIONE RICERCA EDUCATIVA

 sepiè

 Nouvelle-Aquitaine



PEACE
PARTICIPAZIONE E INCHIESTA
ERASMUS+
E PARTECIPAZIONE
Seminario nazionale
Torino, 7-8 novembre 2022

Logos at the bottom include: Erasmus+, UPO, and other institutional logos.





CONTEXTUALIZING INDIRE STRATEGIC PLANS AND RECENT EVENTS - continued

Thanks to the LTA in Turin, named **PEACE – Participation Erasmus Alumni for Civic Engagement**, not only we identified grounds for action, but we also isolated possible tools to intervene, specifically:

- **Increasing societal involvement** focusing on disadvantaged, non-wealthy, less-performing students and on more rural and peripheric institutions
- **Improving support** through a standardization of the Alumni model, an increase of Erasmus-dedicated accommodations, and a better collaboration with embassies
- **Easing the process** through the simplification of the administrative part and the creation of support activities
- **Strengthening the links** between different educational levels involving primary and secondary school students in dedicated activities
- **Integrating all relevant data-sources** for a thorough programme evaluation, understanding and dissemination



All of the above shall be accompanied by a mixture of specific Erasmus+ funding **AND** synergic collaborations with the **relevant foundations, associations, and local institutions.**

OUR ANALYTICAL FRAMEWORK

The empirical investigation is based upon two approaches:

1. Network Analysis

- Of a bipartite weighted **network** connecting **Italian NUTS-2 regions to Erasmus-participating countries**
- Using **both outgoing and incoming flows**, analyzed in their relations with **academic, trade and touristic flows**

2. Regression(s) estimations

- Adopting a quantile **model** of **European flows** toward Erasmus-participating regions
- And extending the INDIRE dataset with **regional-level, NUTS-2 variables**

And it is carried out on the INDIRE dataset cleaned as previously mentioned (**period 2014-2018, ISCED-6 to -8, and only study mobilities**).

NETWORK ANALYSIS – MAIN RESULTS

- Contrary to expectations, the **AC network** appears to be **the farthest** from the Erasmus one. The **TR** is the closest, by far. This holds for a variety of measurements.
- Exception made for the AC network, **leading regions** in one of the 3 other domains, **tend to be leader** also in the others, and vice versa.
- Larger and well-performing regions show a tendency to **diversify** more than their counterparts

	correlation	p-value
ER-AC	0.147	0.005
ER-TOU	0.224	0.001
ER-TR	0.594	0.000

Correlation matrix of nodes ranking according to their strength

Network	ER	TR	AC	TOU
ER	1			
TR	0.87*	1		
AC	0.14	0.13	1	
TOU	0.76*	0.81*	0.22	1

INTRODUCING REGIONAL-LEVEL VARIABLE TO CHARACTERIZE HETEROGENOUS PERFORMANCES

The target variable: the absolute number of students incoming to a region

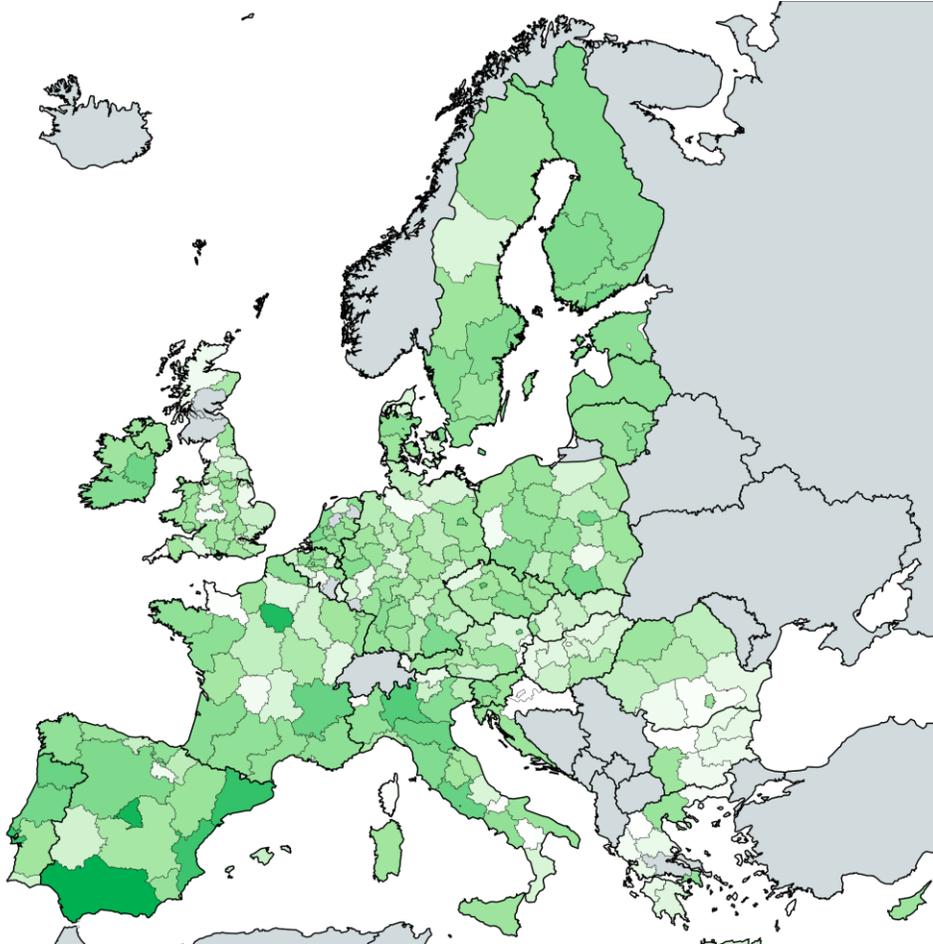
The baseline, explanatory variables are: population, tourism arrivals, ruralness index, number of HEIs, capital city, and **Development Trap (DT) status**.

The extensions include the following:

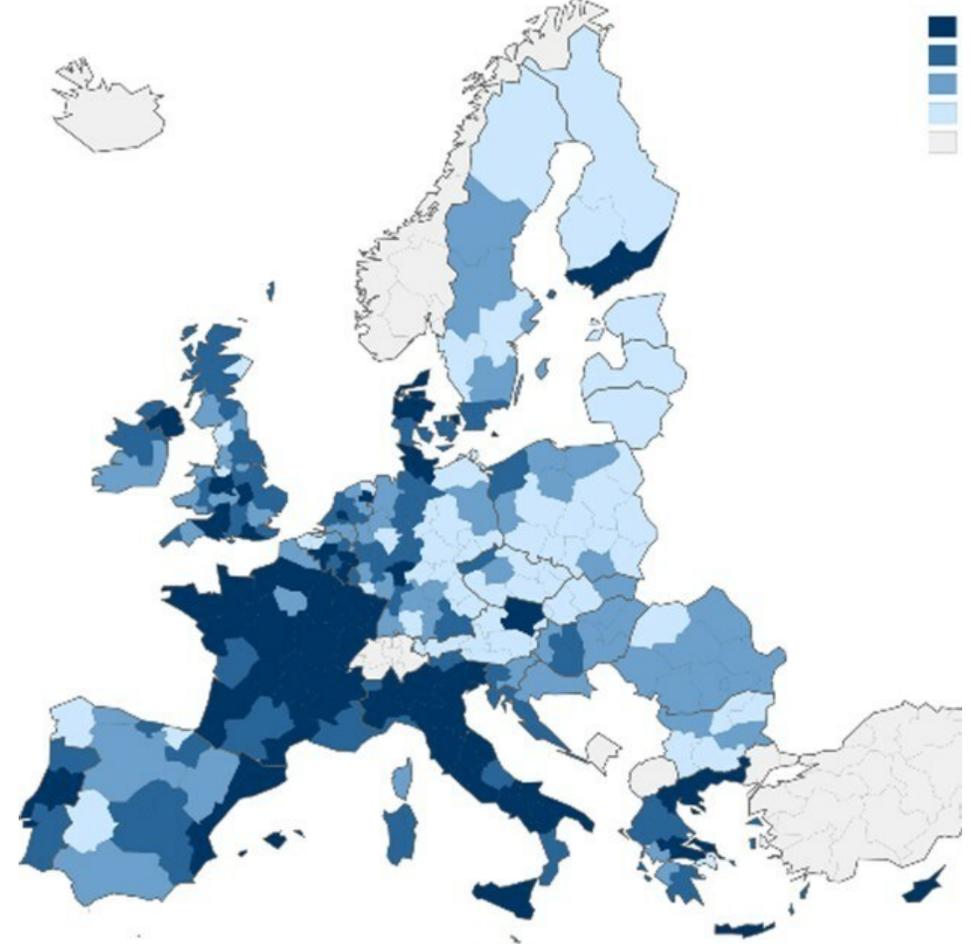
- Regional Competitiveness Index and its sub-components: basic, efficiency, innovation
- The Quality of Governing institutions
- The reception of European funding (ERDF and ESF)

DESCRIPTIVE EVIDENCE

Erasmus contracted mobilities 2014-2018



DT1 probabilities from Diemer et al. (2022)





INTRODUCING REGIONAL-LEVEL VARIABLE TO CHARACTERIZE HETEROGENOUS PERFORMANCES

- The EU regional and national convergence is clearly far to be achieved under many indicators
- A non-negligible group of regions that are either in **Development Trap (DT)** or at risk of entering it is present
- These regions tend to consistently lag behind in several domains, which make them less attractive
- The EC will invest almost 30 bn € in 2021-2027 to promote Erasmus+ as a key **cohesion** tool
- In this view, the strong inter-relation among different social and economic aspects suggest that policies should not only be **place-based**, but also as **multi-faceted** as possible



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**INTERNATIONAL STUDENTS' MOBILITY IN THE ERASMUS PROGRAMMES:
EU SOCIAL COHESION POLICY OR FURTHER BOOST TO REGIONAL POLARIZATION?
A policy assessment of the territorial allocation of Erasmus Students**

Giancarlo Coró, Ca' Foscari University of Venice



Erasmus programme main goals

Education and Training aims

- To foster Higher Education in Europe
- To improve Students' Skills, Competences, and Employability
- To enhance the international experience of the European Students, Teachers, and Institutions
- Promoting Cooperation between European Universities and Higher Schools

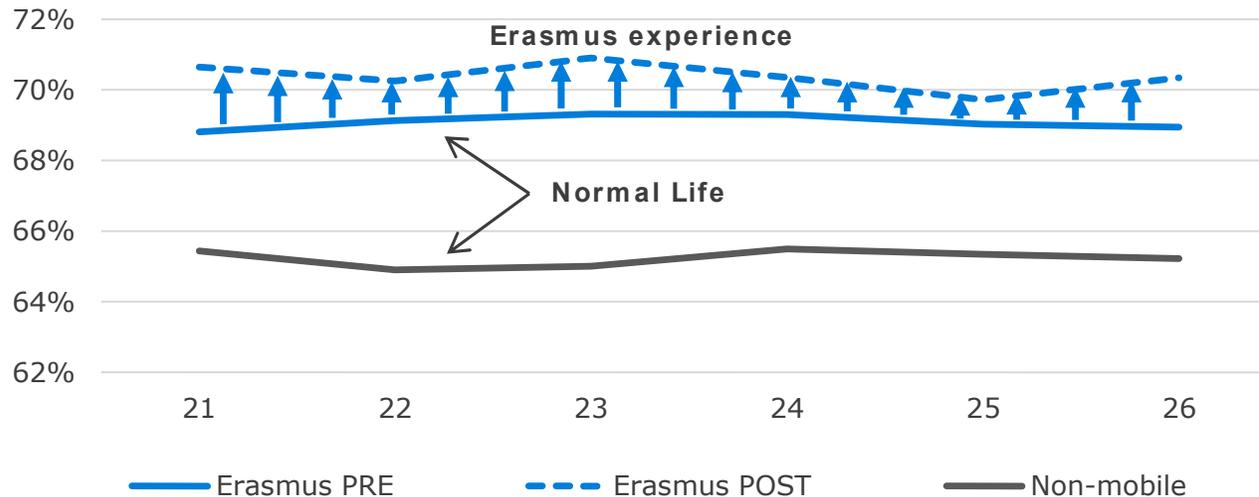
Social and political purposes

- To contribute to the formation of Civil Society and European identity (to build a sense of European belonging)
- Favouring social networking, the exchange of knowledge, and sharing of democratic values between different communities in Europe
- Could this policy even supports the EU Social cohesion policy?



Erasmus students are the most qualified group of young Europeans

The self-selection mechanisms of the applications and the evaluations carried out by the HEIs, bring out the students with more **learning skills**, less **risk aversion**, greater **cultural and international openness**. These individual traits are reinforced by the Erasmus experience



Memo© total values (skills and competences scores) of Erasmus students before and after mobility compared to non-mobile students across age groups, on average across all regions



Literature review on Erasmus Students' mobility

- A-symmetric networks: a great number of regions send their students abroad, but **destinations are polarised** in a smaller number of regions (Maggioni and Uberti 2007)
- The **quality** of the destination HEIs affects positively the size and direction of flows, nevertheless, for master students the lack of educational opportunities in the home country induce larger effects (Thissen and Ederveen 2008; Van Bouwel and Veugelers 2013)
- The **distance**, the **cost of living** and the share of **high-educated people** in the destination country are key factors explaining students' flows (Rodríguez-González et al. 2011)
- Time dynamics and **learning curve** play a role, thanks to positive feedback loops (Rodríguez-González et al. 2011)
- **Females** show stronger mobility motives, and this holds across educational levels. Both destination and motivations are driven by the **study topic** (Lesjak et al. 2015)



Regional allocation of Erasmus students in Europe

Our research results

- The Erasmus networks has wide margins of freedom with respect to academic research links, while it seems to follow more the trade relations
- Innovation hubs, institutions quality, and metropolitan reach are the main drivers of Erasmus students attractiveness
- The EU regional and national convergence is clearly far to be achieved under many indicators
- Several regions tend to lag behind in more domains, which make them less attractive
- Even some European regions that have entered the “development trap” (high-income *and* low-growth) show less attractiveness to Erasmus flows
- Destinations polarisation may, therefore, jeopardise the social and cultural inclusion goal of the Erasmus programme





Last remarks

- The **economic openness** of the territories is accompanied by greater international students mobility, but this is also why peripheral areas may benefit more from Erasmus flows
- It is therefore a question of evaluating **selective incentives** to spread destinations to **involve more peripheral areas** in the choices of the most capable students
- The strong inter-relation among different social and economic aspects suggest that Erasmus policies should consider two approaches: **place-based** (linked to local specificities) and **multi-faceted** (education fields, economic and cultural context, civil engagement)
- The Erasmus programme can therefore bring great opportunities to the region, especially if HEIs develop and involve students in their **bridging activities**



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Erasmus+ experiences on civic engagement





Erasmus goes to school: school meetings in the Turin area. *“How Erasmus Ambassadors and Alumni shared with pupils their experiences of international mobility”*

M. ROSARIA ROBERTI – Dirigente Tecnico
TIZIANA LAIN – Referente Erasmus+

Ministero dell’Istruzione e del Merito
Education Authority in Piedmont Region



KULTUSMINISTER
KONFERENZ
Pädagogischer
Austauschdienst





PEACE

**PARTICIPATION ERASMUS ALUMNI
FOR CIVIC ENGAGEMENT**

Erasmus+ **IND IRE** ISTITUTO NAZIONALE DOCUMENTAZIONE INNOVAZIONE RICERCA EDUCATIVA

Torino, 8 Novembre 2022





7 schools

- 1 Primary School
- 2 Vocational Schools
- 1 Technical School
- 3 High Schools

10 Alumni

**12 Ambassadors /
Role Models**

**Regional Education
Authority
in Piedmont region**

INDIRE





Gruppo 1 - I.C. Tommaseo

Via Dei Mille, 15 - 10100 Torino

Gruppo 2 - ITIS Avogadro e I.I.S. BOSSO MONTI

Corso San Maurizio, 8 - 10100 Torino

Gruppo 3 - Liceo Alfieri

Corso Dante, 80 - 10100 Torino

Gruppo 4 - Liceo Galileo Ferraris

Corso Montevecchio, 67 - 10129 Torino

Gruppo 5 - Liceo Gioberti

Via Sant'Ottavio, 9/11 - 10124 Torino

Gruppo 6 - I.I.S. Giolitti

Via Alassio, 20 - 10100 Torino

Participants

40 classes

846 students

61 teachers





PEACE

**PARTICIPATION ERASMUS ALUMNI
FOR CIVIC ENGAGEMENT**

 Erasmus+  **INDIRE** ISTITUTO NAZIONALE DOCUMENTAZIONE INNOVAZIONE RICERCA EDUCATIVA

The graphic design features a grid of colorful icons representing various themes such as peace, education, and civic engagement. The text "PEACE" is prominently displayed in a blue speech bubble. Below it, the text "PARTICIPATION ERASMUS ALUMNI FOR CIVIC ENGAGEMENT" is written in blue. At the bottom, the logos for Erasmus+ and INDIRE (Istituto Nazionale Documentazione Innovazione Ricerca Educativa) are included.



positive aspects

enthusiastic and
motivating
alumni

real
experiences

clarity of
presentation

ability to involve
the students

Great!





suggestions

greater focus on
the type of
school

shorter

smaller groups

more interaction





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ERASMUS+ PROJECT

MUJER TENÍAS QUE SER

Civic engagement and citizenship

Begoña Hurtado



IN-SERVICE TEACHER TRAINING CENTRE OF ALMENDRALEJO



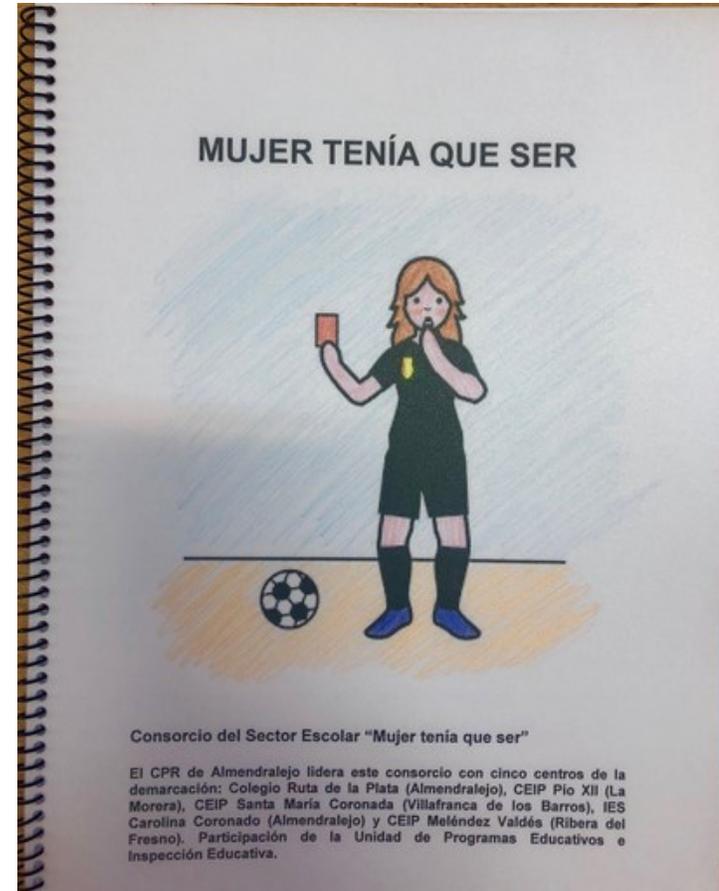
- PUBLIC INSTITUTION: WE OFFER CONTINUOUS TRAINING FOR CURRENT TEACHERS
- PRIORITY LINES: DIGITAL COMPETENCE, LANGUAGES, ACTIVE METHODOLOGIES, EUROPEAN PROGRAMS...



- WE COORDINATE ERASMUS+ CONSORTIA
- CONSORTIUM: INSTITUTIONS FROM THE SAME COUNTRY COME TOGETHER TO WORK UNDER A PROJECT WITH THE SAME OBJECTIVES



ERASMUS+ CONSORTIUM: MUJER TENÍAS QUE SER





PIO XII SCHOOL

THE LAST POTTER ARTISTS

WOMEN WHO PRESERVE OUR ARTISTIC HERITAGE





Salvatierra de los Barros

Keramiektraditie in Extremadura

Als kind wisten ze niet anders dan dat ze het vak van ouders en voorouders zouden voortzetten. Nu zijn ze misschien wel de laatste generatie die het ambacht nog beheerst. Op bezoek bij de inwoners van Salvatierra de los Barros, waar alles om aardewerk draait.





CAROLINA CORONADO HIGH SCHOOL

YOUTH ASSOCIATION



proyecto LIFE

lenguaje igualitario feminista de empoderamiento





El Carolina Coronado ha recibido un premio por su participación en el proyecto “Life” sobre lenguaje igualitario

J.A.FORTE 29/06/2022



RUTA DE LA PLATA SCHOOL

STEM AND GIRLS

Lack of role models.

The gap could be a self-perpetuating problem. Young women see few women going into science, technology, engineering, and math fields, so they have fewer role models and examples to follow. Mentorship and role models are extremely important for anyone in pursuing a degree, looking to gain skills, and get a career; most young people share their experiences finding someone they look up to and admire and pursuing a career path because of them.



Back

María José Sánchez Barrena 's Group

Dept. of Crystallography and Structural Biology - IQFR - CSIC



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- Research
- Funding
- Publications + Patents

Last update: 23 Jul. 2018



The group in 2017

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My profile through Google Scholar
[ResearcherID]: <http://www.researcherid.com/rid/E-6842-2015>



Belen De la Puente Franganillo • 3er

Quality Conformance Manager at Airbus

Sevilla y alrededores, España



IACI-ESCUELA DE NEGOCIOS INTERNACIONALES

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Araceli Venegas Gomez

Contacta con este autor

Estudiante de Doctorado

Recipient of the The Optical Society Milton and Rosalind Chang Pivoting Fellowship to become a 'global ambassador' for quantum technologies.

A knowledgeable and fully dedicated quantum physicist. Former aerospace engineer. Highly experienced



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SANTA MARÍA CORONADA SCHOOL – MELÉNDEZ VALDÉS SCHOOL

MOTHERS' INVOLVEMENT IN SCHOOLS



GRANDMOTHERS TELLING THEIR EMIGRANT STORIES





And we went to Europe to learn...



Erasmus+
Opening minds,
enriching lives.

C.E.I.P. "PIO XII"
LA MORERA

C.E.I.P. "ST" M' CORONADA"
VILLAFRANCA DE LOS BARROS

C.E.I.P. "MELENDEZ VALDES"
RIBERA DEL FRESNO

COLEGIO "RUTA DE LA PLATA"
ALMENDRALEJO

I.E.S. "CAROLINA CORONADO"
ALMENDRALEJO

Centro de Profesores y Recursos
ALMENDRALEJO

Proyecto: 2018 / 2020 - MUJER TENÍA QUE SER

Erasmus+
Cofinanciado por el programa
Erasmus+ de la Unión Europea





- ✓ We learn how to involve fathers and mothers in the school life
- ✓ We learn to preserve our cultural heritage
- ✓ We learn about other youth associations
- ✓ We learn about women leaders
- ✓ We learn how to use non-sexist language
- ✓ We learn how to empower women
- ✓ We learn about European common values
- ✓ **AND MUCH MORE**





Our motto in our Erasmus+ Accreditation:

UNTIL GENDER EQUALITY BECOMES A HABIT



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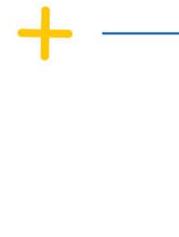
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« Opening up to Europe and European citizenship, language teaching and cooperation: a success story for all »



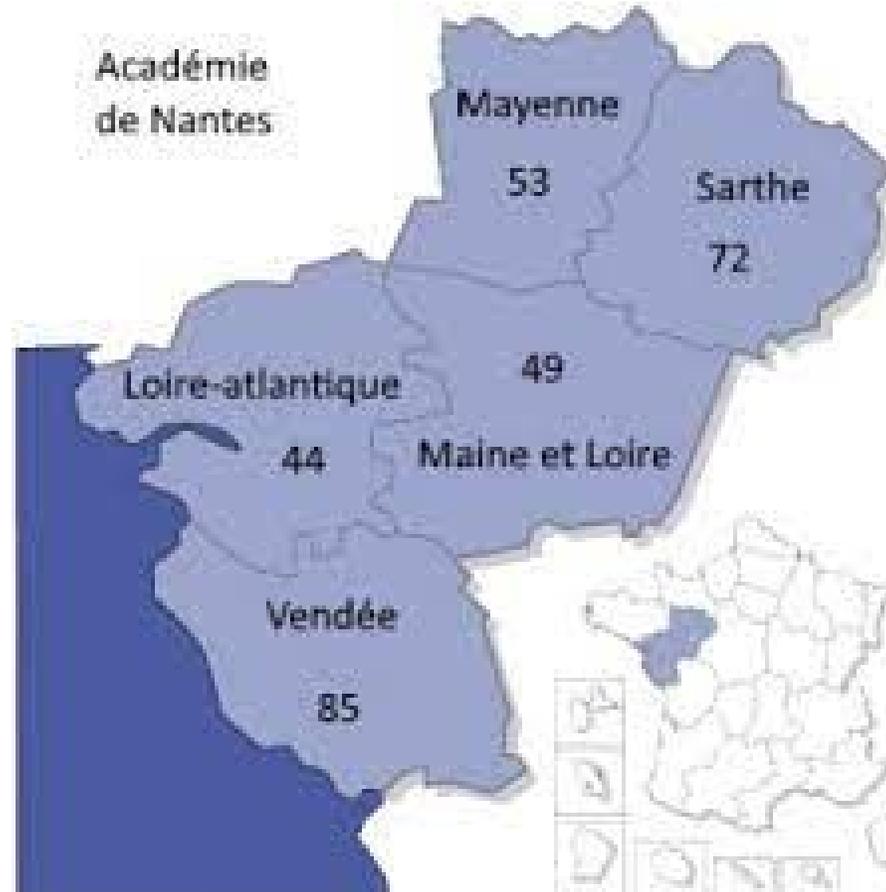
Ouverture et citoyenneté européennes, enseignement des langues et coopération : un parcours de réussite pour tous

« Opening up to Europe and European citizenship, language teaching and cooperation: a success story for all »

Project implemented by the Délégation de Région Académique aux Relations Européennes, Internationales et à la Coopération, Région académique Pays de la Loire and the GIP FCIP EXPERIENCE, Nantes



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Aims of the project

- Encourage every school in the Académie de Nantes (700 000 students, 2780 primary schools, 444 middle schools and 221 high schools) to open up to Europe through intensive language learning,
- Develop a better knowledge and understanding of other European cultures,
- Develop a network of schools (labelled Euroscol) that offer intensive language learning, promote Europe citizenship, implement student and staff mobility and set up projects with European partners,
- Develop a network of skilled European and international project coordinators (ERAEI).





Activities

Courses and training in:

- Foreign languages ;
- Content and language integrated learning ;
- Language teaching ; and
- European project management.

Job shadowing periods to :

- Discover innovative practices in a different school context;
- Develop partnerships; and
- Visit companies and potential partners for student internships.

These activities were intended to enable institutions to set up KA1 and KA2 projects within the framework of the new Erasmus + program.





Impacts

Impacts on the Académie de Nantes

Development of a new dynamic in the Région Académique Pays de la Loire

- New sessions offered in the regional training plan on how to teach students about Europe,
- During French Presidency of the European Union : 6 one-day events on European institutions and citizenship organised for technical and vocational schools (over 300 participants),
- implementation of a European and International project school coordinator network (over 150)
- Implementation of a network of 64 primary and secondary schools labelled Euroscol





Impacts

Impacts on individual schools, staff and students

- Intercultural education and language teaching,
- Implementation of new European partnerships for staff and student exchanges,
- Implementation of projects with European schools on European identity and citizenship,
- Accreditation applications by schools who had never set up European projects (70 accredited schools in the Région Académique Pays de la Loire Region in 2022).





Thank you for your attention!

...now it's time for Q&A

