

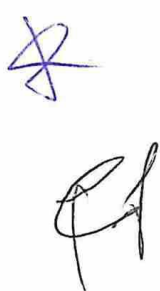
## PROVA 1

1. The candidate is invited to highlight advantages and disadvantages of using agents in international recruitment activities.
2. An Erasmus plus capacity building project financed under the last call (2020) has formally started in January 2021. The target region is Asia. The candidate is invited to suggest approaches and solutions for the organization of a Kick-Off Meeting considering the constraints due to Covid-19.



## PROVA 2

1. The candidate is invited to highlight the different phases of an international recruitment process, analysing possible difficulties that may be encountered and relevant solutions.
2. The University of Padua is coordinating an Erasmus plus National capacity building project with three partner universities from a "Partner country". One of these partners is no longer participating to the activities. The candidate is invited to suggest solutions to the professor in charge of the project.

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### PROVA 3

1. The candidate is invited to analyse strengths and weakness of the Italian Higher Education system, that could have an impact on an international recruitment strategy of an Italian university.
2. The candidate is invited to define a mobility scheme for a second cycle-degree programme “Laurea Magistrale” with US universities. Is there any Erasmus plus action that may support this initiative? Which could be the main difficulties?



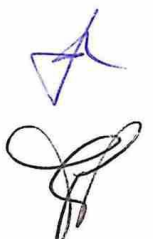
#### PROVA 4

1. The candidate is invited to propose an international recruitment plan, aimed at increasing the number of international degree seeking students, mentioning three countries where it is advisable to invest, explaining the reasons underlying her/his choice.
2. The University of Padua is coordinating an Erasmus plus strategic partnership project with three partner universities from three different EU countries. The project is focused on developing new online learning methodologies for strengthening intercultural competences among university students. The candidate is invited to suggest a dissemination plan to potential stakeholders inside and outside the own institution.

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## PROVA 5

1. The candidate is invited to mention the most important tools and arguments that can be used to influence the decision-making process of candidates that have been admitted and offered a place at the University of Padua.
2. The University of Padua is participating to an Erasmus plus Knowledge Alliance project with ten partners, and it is in charge of quality assurance and monitoring activities. The candidate is invited to suggest a quality plan that evaluates the effectiveness and efficiency of project meetings. Which dimensions should be taken into consideration? Which tools adopted?



## PROVA 6

1. The candidate is invited to mention the most important reasons that could influence an international student to choose the University of Padua as a study destination instead of an Italian university based in a major Italian city, like Rome or Milan.
2. Which could be the main advantages of taking part to a "European University Alliance"? Which could be the main obstacles? The candidate may also refer to existing ongoing alliances.



## PROVA 7

1. The candidate is invited to discuss the role played by tuition fees in a strategy aimed at enhancing the recruitment of international degree-seeking students.
2. The candidate is invited to identify the most relevant novelties of the new Erasmus plus Programme 2021-2027, when compared to the previous one, considering only higher education institutions.



## PROVA 8

1. The candidate is invited to discuss the role played by scholarships in a strategy aimed at enhancing international recruitment, and to reason on possible sponsors for international scholarships.
2. The new Erasmus plus programme promotes a “wider range” of Cooperation models within Key Action 2. The candidate is invited to briefly describe these opportunities with reference to higher education institutions.





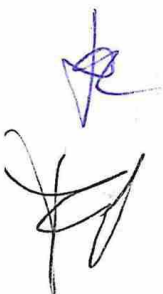
## PROVA 9

1. The candidate is invited to describe the most important aspects to be taken into account, when designing an application process for international degree seeking students.
2. The candidate is invited to briefly described the main "types" of activities that are usually associated to project proposals submitted under Erasmus plus Key Action 2.



## PROVA 10

1. The candidate is invited to list the tools/channels he/she would use to communicate with international prospective students, during the different stages of the recruitment process, explaining the reasons for his/her choices.
2. A group of universities is applying for an Erasmus Mundus Joint Master call. They asked if they can involve also two or three enterprises in the consortium. The candidate is invited to discuss if they are eligible, and in case which role they may play.



PROVA 11

1. The candidate is invited to mention important information needed by a prospective international student after he/she has been admitted to the University of Padua, before arriving on site, and how he/she would structure a communication plan addressed to admitted students.
2. The Director of a PhD programme is wondering to which extent the Erasmus plus programme can support the internationalisation of the PhD programme. The candidate is invited to suggest any relevant Action that may be exploited and to explain the main reasons.



PROVA 12

1. The candidate is invited to illustrate how he/she would organise a presentation of the University of Padua at a fair/seminar abroad and which contents should be included, in order to respond to the needs of prospective degree-seeking students.
2. A group of professors is interested in developing a joint master program with other EU institutions. The candidate is invited to identify which Erasmus plus funding Action would be more appropriate and to explain the reasons for his/her choice.

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PROVA 13

1. The candidate is invited to describe the sections and contents to be foreseen within the institutional web site of a university, in order to respond to the needs of prospective international degree-seeking students.
2. Which of the Actions of the Erasmus plus programme would be more appropriate for a professor interested in enhancing the quality of teaching in his/her own disciplines with other EU colleagues?

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PROVA 14

1. The candidate is invited to illustrate which social media a university should use, in order to enhance the recruitment of international degree-seeking students, highlighting risks and opportunities.
2. Blended learning and mobility are key concepts in the new Erasmus plus programme (2021-2027). The candidate is invited to briefly describe possible scenarios and the main impact on universities.

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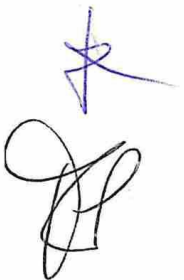
## PROVA 15

1. The candidate is invited to illustrate the role of Alumni in the international recruitment process, providing examples of activities that could be organised with the support of the Alumni network.
2. The new Erasmus plus programme 2021-2027 introduces the concept of "short-term mobility". The candidate is invited to illustrate the meaning of this concept and the possible impact for higher education institutions and study programmes.

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## PROVA 16

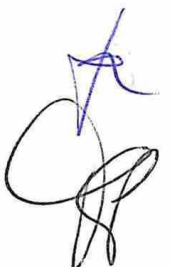
1. The candidate is invited to illustrate which type of events could be organised by a university, aiming at increasing the number of international degree-seeking students.
2. The Governance of a university decides to set up a new Erasmus plus unit at the central level dedicated at supporting professors in submitting successful proposals within the different Key Actions. The candidate is invited to identify the main advantages but also the possible disadvantages of this decision, comparing it to other possible options.





PROVA 17

1. The candidate is invited to illustrate which channels and tools could be used to disseminate the results of a successful international recruitment strategy, both within the own institution and externally.
2. The candidate is invited to illustrate what a “concept note” of a project proposal is and why it may be extremely useful in the “project design” phase of an Erasmus plus Key Action 2 proposal.

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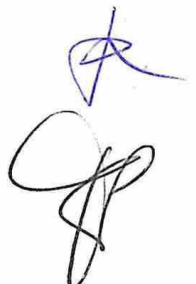
## PROVA 18

1. The candidate is invited to illustrate the advantages of using a Customer Relationship Management system, in order to make an international recruitment strategy more effective.
2. Sound management of Erasmus plus projects is a key aspect for the success of the initiatives. The candidate is invited to identify the main topics/challenges related to the management of EU projects and to suggest recommendations to mitigate risks.




PROVA 19

1. The candidate is invited to illustrate the role of a marketing strategy aimed at enhancing international student recruitment.
2. The new Erasmus plus programme identifies some "Sector specific priorities" in the field of higher education for "Key Action 2 partnership for cooperation" project proposals. The candidate is invited to illustrate one of them, describing how it can fit with the internationalization strategy of the university.

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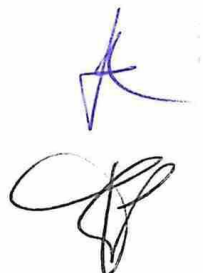
PROVA 20

1. The candidate is invited to illustrate the role of international portals in the international recruitment process, making some examples, and explaining how it is related to the institutional website. The candidate is also invited to mention how he/she would choose on which international portals it is worthwhile investing.
2. The candidate is invited to illustrate the main expected impacts of an Erasmus Mundus Joint Master.




PROVA 21

1. The candidate is invited to illustrate the role and importance of a well-designed application process for the recruitment of international students.
2. The new Erasmus plus programme allows to use “up to 20% of funds awarded to each higher education mobility project to fund outgoing mobility of students and staff from Programme country higher education institutions to any Partner Countries in the world”. The candidate is invited to explain the main differences that may be encountered when sending students and staff in Programme or Partner countries.

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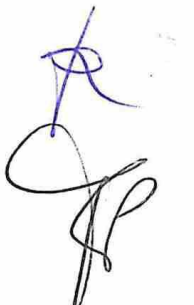
## PROVA 22

1. The candidate is invited to describe the different phases of an application process designed to recruit international degree-seeking students.
2. Some professors at the University of Padua are currently participating to 18 Erasmus plus Strategic Partnership projects for higher education. The candidate is invited to organize an internal dissemination event, identifying goals, methods, and the relevant stakeholders.



PROVA 23

1. The candidate is invited to illustrate which “unique selling points” could be mentioned for the University of Padua in its marketing strategy aimed at increasing international recruitment.
2. The candidate is invited to illustrate the main criteria to be met to apply for Erasmus Mundus Joint Masters. The target is the Coordinator of a “Laurea Magistrale” of the University of Padua who is willing to apply for this action.

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PROVA 24

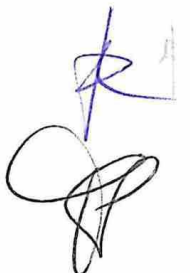
1. Considering the current situation, the candidate is invited to illustrate how he/she would spend the budget allocated for international student recruitment, in order to maximise results.
2. The candidate is invited to describe the Erasmus plus Project Results platform, and why the platform may be useful for professors who are interested in submitting a new Erasmus plus proposal.





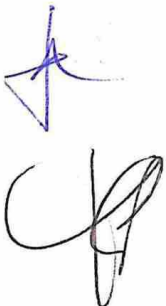
PROVA 25

1. The candidate is invited to illustrate possible ways to calculate the return on investment of the different channels and tools used for recruiting international students.
2. The new Erasmus plus programme (2021-27) includes an action called "Erasmus Mundus Design Measures". The candidate is invited to illustrate to which extent this Action may be relevant for higher education institution.

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PROVA 26

1. The candidate is invited to illustrate advantages and disadvantages of taking part to international fairs for international recruitment purposes.
2. An Erasmus plus Cooperation partnership project proposal should always address one or more of these horizontal priorities whatever the objective of the proposal is: environmental sustainability, inclusion and diversity, and digital dimension. You are invited to suggest some solutions to address these issues to a group of professors that is applying for the next call.



PROVA 27

1. The candidate is invited to highlight the role of testimonials in recruiting international degree-seeking students, and how their contribution could be integrated in international recruitment activities.
2. Covid 19 has forced to modify the dissemination plan of an Erasmus plus project, adopting online or blended solutions. The candidate is invited to provide some examples of dissemination activities and to identify possible strengths and weaknesses.

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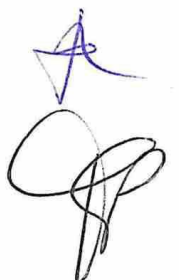
PROVA 28

1. The candidate is invited to illustrate the role of buddies in recruiting international degree seeking students, and how their contribution could be integrated in international recruitment activities.
2. “Erasmus plus Alliances for Innovation are expected to target societal and economic challenges, both in education and employment, and take into account key areas such as innovation challenges, skills provision, climate change, green economy, demography, digitalization and artificial intelligence”. The candidate is invited to explain briefly the opportunities offered by this Action to a group of professors that have been contacted by an enterprise to co-operate.



PROVA 29

1. The candidate is invited to illustrate how he/she would organise a brochure of the University of Padua and which contents should be included, in order to make it attractive and useful for prospective international students.
2. "EU studies should promote active European citizenship and values and deal with the role of the EU in a globalised world, enhancing awareness of the Union and facilitating future engagement as well as people-to-people dialogue". The candidate is invited to identify which Erasmus plus Action fosters the goals expressed in the sentence and to explain how the Action may be relevant for a comprehensive university.

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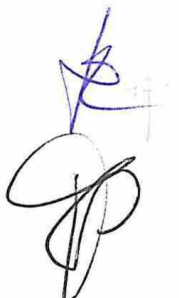
## PROVA 30

1. The candidate is invited to illustrate how he/she would organise the different tasks and activities of an International Marketing and Recruitment Unit in an Italian university, mentioning the offices/structures, with which he/she thinks the Unit will have to collaborate.
  
2. Erasmus plus offers the opportunity to design projects both with institutions from Programme countries and form Partner countries. The candidate is invited to present some cases and explain which the main differences may be in the following two situations:
  - a partnership composed only by Programme country institutions,
  - a partnership composed by a mix of Programme and Partner country institutions.

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PROVA 31

1. The candidate is invited to illustrate how he/she would organise an admission process to support the recruitment of international students, and to highlight how the two processes are linked with each other.
2. Within the Key Action 2 of the Erasmus plus programme, it is possible to submit project proposals either to the European Education and Culture Executive Agency (EACEA) or to National agencies. The candidate is invited to provide some examples and to explain which the main differences may be.

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PROVA 32

1. The candidate is invited to list important information needed by an international student at his/her arrival at the University of Padua, and what type of events he/she would organise to welcome international students.
2. A professor has developed an excellent Erasmus plus project idea in the field of entrepreneurship and employability, but he/she needs assistance to select the most suitable Eu partner universities. The candidate is invited to suggest possible criteria and approaches to identify Eu partner universities that can join the proposal.

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## Spagnolo 1

Hacer realidad un Espacio Europeo de Educación en 2025 y reiniciar la educación y la formación para la era digital

Bruselas, 30 de septiembre de 2020

La Comisión ha adoptado hoy dos iniciativas que potenciarán la contribución de la educación y la formación a la recuperación de la Unión Europea de la crisis del coronavirus y ayudarán a construir una Europa ecológica y digital.

Al ofrecernos un panorama del Espacio Europeo de Educación que debe alcanzarse de aquí a 2025, la Comisión propone nuevas iniciativas, más inversiones y una mayor cooperación de los Estados miembros para ayudar a todos los europeos de cualquier edad a beneficiarse de la rica oferta de educación y formación de la UE.

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## Spagnolo 2

La Comisión también ha adoptado un nuevo Plan de Acción de Educación Digital que refleja las lecciones aprendidas de la crisis del coronavirus, y ha concebido un plan para lograr un ecosistema educativo digital de alto rendimiento con competencias digitales reforzadas para la transformación digital.

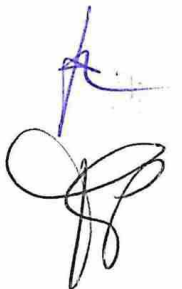
La Comunicación sobre el Espacio Europeo de Educación esboza cómo la cooperación puede enriquecer aún más la calidad, la inclusión y la dimensión digital y ecológica de los sistemas educativos de los Estados miembros.

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### **Spagnolo 3**

La Comunicación pone de manifiesto cómo los Estados miembros, trabajando juntos, pueden conformar un Espacio Europeo de Educación basado en la libertad de los alumnos y profesores para estudiar y trabajar en todo el continente y en la libertad de las instituciones para asociarse libremente entre sí dentro y fuera de Europa.

El Espacio Europeo de Educación se basa en seis dimensiones: calidad, inclusión e igualdad de género, transiciones ecológica y digital, profesorado, educación superior, así como una Europa más fuerte en el mundo.

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#### **Spagnolo 4**

Está previsto que las iniciativas estudien, entre otros aspectos, maneras de mejorar la calidad, especialmente en lo que se refiere a las capacidades básicas y digitales, de hacer que la enseñanza escolar sea más inclusiva y sensible a las cuestiones de género y de aumentar el éxito escolar.

También deben contribuir a reforzar la comprensión del cambio climático y la sostenibilidad, a fomentar la ecologización de las infraestructuras educativas, a apoyar la profesión docente, a seguir desarrollando las universidades europeas y a mejorar la conectividad entre las instituciones de educación y formación.



## **Spagnolo 5**

La Comunicación también establece los medios que hay que poner y las metas intermedias que debemos superar para lograr el Espacio Europeo de Educación de aquí a 2025, con el respaldo del Plan de Recuperación de Europa (NextGenerationEU) y del programa Erasmus+. Además, se propone un marco para la cooperación con los Estados miembros y el compromiso con las partes interesadas en el ámbito educativo, especialmente una estructura de análisis y presentación de informes, con objetivos educativos acordados conjuntamente, para fomentar y hacer un seguimiento de las reformas.

Los esfuerzos por crear el Espacio Europeo de Educación crearán sinergias con la Agenda Europea de Capacidades, la política renovada de educación y formación profesional y el Espacio Europeo de Investigación.

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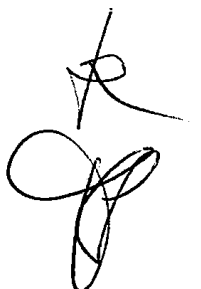
## **Spagnolo 6**

El Plan de Acción de Educación Digital (2021-2027) propone un conjunto de iniciativas con miras a una educación digital en Europa que sea inclusiva y accesible y se caracterice por su alta calidad. Se trata de un llamamiento en favor de una cooperación más estrecha entre los Estados miembros a escala europea, así como con las partes interesadas, a fin de que los sistemas de educación y formación sean realmente aptos para la era digital. La crisis del coronavirus ha situado el aprendizaje a distancia en el corazón de las prácticas educativas. Este hecho ha puesto los focos en la necesidad acuciante de mejorar la educación digital, como objetivo estratégico clave para una enseñanza y un aprendizaje de alta calidad en la era digital. A medida que superamos la fase de emergencia impuesta por el brote de la pandemia, necesitamos un enfoque estratégico y a más largo plazo para la educación y la formación digitales.

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## **Spagnolo 7**

El Plan de Acción tiene dos prioridades estratégicas a largo plazo: i) fomentar el desarrollo de un ecosistema educativo digital de alto rendimiento y ii) mejorar las competencias digitales en aras de la transformación digital. Con el fin de intensificar la cooperación y el intercambio en la educación digital a escala de la UE, la Comisión va a crear un Centro Europeo de Educación Digital que potenciará la colaboración y las sinergias entre ámbitos de actuación vinculados con la educación digital, creará una red de servicios nacionales de asesoramiento y reforzará el diálogo entre las partes interesadas de los sectores público y privado.

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### **Spagnolo 8**

La vicepresidenta ejecutiva para Una Europa Adaptada a la Era Digital, Margrethe Vestager, ha declarado lo siguiente: «La educación y la formación se han enfrentado a enormes perturbaciones debido a la COVID-19 y a una transición muy rápida hacia el aprendizaje a distancia por internet. El uso masivo de la tecnología ha puesto de manifiesto algunas lagunas y puntos débiles. Sin embargo, esta crisis es también una oportunidad para reiniciar la educación y la formación en la era digital. El 95 % de los encuestados en la consulta pública sobre el Plan de Acción de Educación Digital consideran la crisis como un punto de inflexión por la manera en la que se está utilizando la tecnología en la educación y la formación. Se trata de un gran impulso para configurar y modernizar la educación en la era digital».



## **Spagnolo 9**


En palabras del vicepresidente de Promoción de nuestro Modo de Vida Europeo, Margaritis Schinas: «La educación ocupa un lugar central en el modo de vida europeo. Nuestra visión del Espacio Europeo de Educación está profundamente arraigada en los valores de libertad, diversidad, derechos humanos y justicia social. Junto con el Plan de Acción de Educación Digital, estamos proponiendo nuevas iniciativas para aprender y trabajar juntos en todo el continente para nuestros jóvenes, para nuestros ciudadanos y en pos de nuestra prosperidad».

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### **Spagnolo 10**

La comisaria de Innovación, Investigación, Cultura, Educación y Juventud, Mariya Gabriel, ha declarado lo siguiente: «El Espacio Europeo de Educación y el Plan de Acción de Educación Digital son esenciales para la recuperación europea y el crecimiento futuro. Ambos crean una visión común del futuro de la educación vinculada a nuestros compromisos con las transiciones digital y ecológica.


Ahora tenemos que centrarnos en la aplicación y en la creación de sinergias entre ellos».

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## Spagnolo 11

El Espacio Europeo de Educación tiene su origen en décadas de cooperación en la UE en el terreno de la enseñanza. El marco estratégico para la cooperación europea en el ámbito de la educación y la formación (ET 2020) contribuyó a sembrar confianza y a favorecer el entendimiento mutuo para apoyar las primeras iniciativas en torno al Espacio Europeo de Educación.

En 2017, los Jefes de Estado y de Gobierno debatieron sobre educación y formación en la Cumbre Social de Gotemburgo, bajo la batuta de la Comunicación de la Comisión en la que exponía su visión de un Espacio Europeo de Educación con vistas a 2025. De este encuentro surgieron unas Conclusiones del Consejo, de diciembre de 2017, en las que se instaba a los Estados miembros, al Consejo y a la Comisión a hacer avanzar la denominada «agenda de Gotemburgo». Mientras tanto, se han ido desarrollado muchas iniciativas.

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## **Spagnolo 12**

En este contexto, el Plan de Acción de Educación Digital constituye la piedra angular de los esfuerzos de la Comisión por apoyar la transición digital en Europa. Se basa en el primer Plan de Acción de Educación Digital, que se adoptó en enero de 2018 y que se extiende hasta finales de este año. Su alcance es mayor, especialmente por tener un ámbito más amplio que va más allá de la educación formal y por una duración más prolongada, que se extiende hasta 2027.

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## Francese 1

Mettre en place un espace européen de l'éducation d'ici à 2025 et redéfinir l'éducation et la formation pour l'ère du numérique

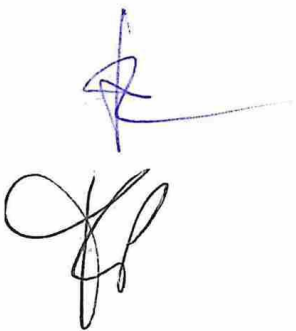
Bruxelles, le 30 septembre 2020

La Commission a adopté aujourd'hui deux initiatives qui renforceront la contribution de l'éducation et de la formation au redressement de l'UE après la crise du coronavirus et contribueront à l'édification d'une Europe verte et numérique.

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## Francese 2

Définissant une vision de l'espace européen de l'éducation à mettre en place d'ici à 2025, la Commission propose de nouvelles initiatives, des investissements accrus et une coopération renforcée des États membres afin d'aider tous les Européens, de tous âges, à bénéficier de l'offre éducative et de formation étendue de l'UE.

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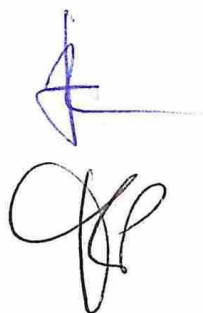
### Francese 3

La Commission a également adopté un nouveau plan d'action en matière d'éducation numérique, qui tient compte des enseignements tirés de la crise du coronavirus et pose les bases d'un écosystème d'éducation numérique performant, permettant de renforcer les compétences numériques pour la transformation numérique.

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#### Francese 4

La communication sur l'espace européen de l'éducation décrit de quelle manière la coopération peut encore enrichir la qualité, le caractère inclusif et la dimension numérique et écologique des systèmes éducatifs des États membres. Elle montre comment, ensemble, les États membres peuvent façonner un espace européen de l'éducation fondé sur la liberté, pour les apprenants et les enseignants, d'apprendre et de travailler sur tout le continent et sur celle, pour les établissements, de s'associer librement en Europe et au-delà.

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## Francese 5

L'espace européen de l'éducation s'articule autour de six dimensions: la qualité, l'inclusion et l'égalité entre les hommes et les femmes, les transitions écologique et numérique, les enseignants, l'enseignement supérieur, une Europe plus forte dans le monde. Les initiatives porteront, entre autres, sur les moyens d'améliorer la qualité, notamment en ce qui concerne les compétences de base et numériques, de rendre l'enseignement scolaire plus inclusif et plus sensible au genre et d'améliorer les performances scolaires.

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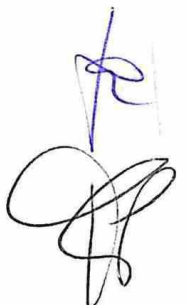
## Francese 6

Elles contribueront à améliorer la compréhension du changement climatique et de la durabilité, à promouvoir l'écologisation des infrastructures éducatives, à soutenir la profession d'enseignant, à poursuivre le déploiement des universités européennes et à améliorer la connectivité entre les établissements d'enseignement et de formation.



## Francese 7

La communication définit les moyens et les étapes à franchir pour mettre en place l'espace européen de l'éducation d'ici à 2025, avec le soutien du plan de relance de l'Europe (NextGenerationEU) et du programme Erasmus+. En outre, elle propose un cadre pour la coopération avec les États membres et l'implication des acteurs de l'éducation, y compris une structure pour l'analyse et l'établissement de rapports, avec des objectifs approuvés en matière d'éducation, afin d'encourager les réformes et de suivre leurs progrès.

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## Francese 8

Les efforts visant à établir l'espace européen de l'éducation seront déployés en synergie avec la stratégie européenne en matière de compétences, la nouvelle politique en matière d'enseignement et de formation professionnels et l'espace européen de la recherche. Le plan d'action en matière d'éducation numérique (2021-2027) propose une série d'initiatives en faveur d'une éducation numérique de qualité élevée, inclusive et accessible en Europe.



## Francese 9

Il s'agit d'un appel à agir en faveur d'une coopération plus étroite entre les États membres au niveau européen, ainsi qu'avec les parties prenantes et entre ces dernières, afin de rendre les systèmes d'éducation et de formation réellement adaptés à l'ère du numérique. La crise du coronavirus a placé l'apprentissage à distance au centre des pratiques éducatives. Le besoin pressant d'améliorer l'éducation numérique a ainsi été mis en lumière, en tant qu'objectif stratégique clé pour un enseignement et un apprentissage de qualité à l'ère du numérique.



## Francese 10

Alors que nous laissons derrière nous la phase d'urgence imposée par la pandémie, nous avons besoin d'une approche stratégique à plus long terme de l'éducation et de la formation numériques. Le plan d'action s'articule autour de deux priorités stratégiques à long terme: i) favoriser le développement d'un écosystème d'éducation numérique hautement performant et ii) renforcer les compétences numériques pour la transformation numérique.



## Francese 11

Afin de renforcer la coopération et les échanges dans le domaine de l'éducation numérique au niveau de l'UE, la Commission créera un pôle européen d'éducation numérique, qui favorisera la collaboration et les synergies entre les politiques en rapport avec l'éducation numérique, créera un réseau de services de conseil nationaux et renforcera le dialogue entre les parties prenantes des secteurs public et privé.



## Francese 12

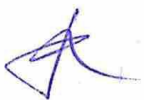

Ces deux initiatives alimenteront également le troisième sommet européen sur l'éducation, que la Commission organisera en ligne le 10 décembre dans le but de réunir les ministres et les principales parties prenantes afin de discuter de la manière de rendre l'éducation et la formation adaptées à l'ère du numérique.





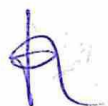
### Francese 13

Les membres du collège se sont également exprimés à cet égard Margrethe Vestager, vice-présidente exécutive pour une Europe adaptée à l'ère du numérique, a déclaré: «L'éducation et la formation ont subi des perturbations considérables en raison de la COVID- 19 et du basculement rapide vers un enseignement à distance et en ligne. Le recours massif à la technologie a révélé des lacunes et mis au jour des faiblesses.»

## Francese 14

“C'est aussi une occasion de redéfinir l'éducation et la formation pour l'ère du numérique. 95 % des répondants à la consultation publique sur le plan d'action en matière d'éducation numérique considèrent que la crise a constitué un tournant en ce qui concerne la manière dont la technologie est utilisée dans l'éducation et la formation. Cette dynamique doit permettre de façonner et de moderniser l'éducation pour l'ère du numérique.»



## Francese 15

Margaritis Schinas, vice-président chargé de la promotion de notre mode de vie européen, a déclaré quant à lui: «L'éducation est l'un des fondements de notre mode de vie européen. Notre vision de l'espace européen de l'éducation est profondément ancrée dans les valeurs de liberté, de diversité, de droits de l'homme et de justice sociale. Parallèlement au plan d'action en matière d'éducation numérique, nous proposons de nouvelles initiatives pour apprendre et travailler ensemble sur l'ensemble du continent. Pour notre jeunesse, pour nos citoyens, pour notre prospérité.»



## Francese 16

Mariya Gabriel, commissaire à l'innovation, à la recherche, à la culture, à l'éducation et à la jeunesse, a ajouté pour sa part: «L'espace européen de l'éducation et le plan d'action en matière d'éducation numérique sont tous deux essentiels à la reprise et à la croissance future dans l'Union européenne. Ils définissent une vision commune de l'avenir de l'éducation liée à nos engagements en faveur des transitions numérique et verte. Nous devons à présent nous concentrer sur la mise en oeuvre et sur la création de synergies entre elles».

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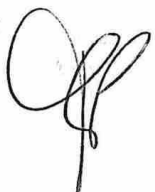
## Francese 17

L'espace européen de l'éducation trouve son origine dans des décennies de coopération en matière d'éducation au niveau de l'UE. Le cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation («Éducation et formation 2020») a contribué à renforcer la confiance et la compréhension mutuelle afin de soutenir les premières initiatives de l'espace européen de l'éducation.

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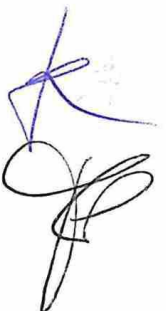
## Francese 18

En 2017, les chefs d'État et de gouvernement ont débattu de l'éducation et de la formation lors du sommet social de Göteborg, sur la base de la communication de la Commission exposant sa vision d'un espace européen de l'éducation à l'horizon 2025. Ces discussions ont abouti aux conclusions du Conseil de décembre 2017 invitant les États membres, le Conseil et la Commission à faire avancer le programme de Göteborg. De nombreuses initiatives ont déjà été mises en place.



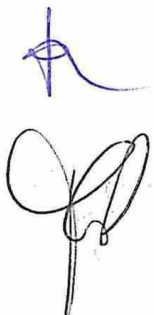
## Francese 19

À cet égard, le plan d'action en matière d'éducation numérique est une pierre angulaire des efforts déployés par la Commission pour soutenir la transition numérique en Europe. Il s'appuie sur le premier plan d'action en matière d'éducation numérique adopté en janvier 2018, qui expire à la fin de cette année.

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## Francese 20

Le livre blanc de la Commission sur l'IA, publié en 2020, définit une vision claire de l'IA en Europe: un écosystème d'excellence et de confiance, qui jette les bases de la proposition présentée aujourd'hui. La consultation publique relative au livre blanc sur l'IA a attiré de nombreuses contributions provenant du monde entier. Le livre blanc était accompagné d'un «rapport sur les conséquences de l'intelligence artificielle, de l'internet des objets et de la robotique sur la sécurité et la responsabilité», qui concluait que la législation actuelle sur la sécurité des produits présente un certain nombre de lacunes qu'il convient de combler, notamment dans la directive «Machines».





## Tedesco 1

Der für die Förderung unserer europäischen Lebensweise zuständige Vizepräsident Margaritis Schinas sagte: „Bildung ist ein Grundpfeiler unserer europäischen Lebensweise. Unsere Vision für den europäischen Bildungsraum ist tief in den Grundwerten Freiheit, Vielfalt, Menschenrechte und soziale Gerechtigkeit verwurzelt. Mit dem Aktionsplan für digitale Bildung schlagen wir neue europaweite Lern- und Kooperationsinitiativen vor – für unsere Jugend, für unsere Bürgerinnen und Bürger, für unseren Wohlstand.“

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## Tedesco 2

Die EU-Kommissarin für Innovation, Forschung, Kultur, Bildung und Jugend, Mariya Gabriel, erklärte: „Der europäische Bildungsraum und der Aktionsplan für digitale Bildung sind für die wirtschaftliche Erholung in Europa und für künftiges Wachstum von entscheidender Bedeutung. Sie geben eine gemeinsame Vision für die Zukunft der Bildung vor, die eng mit unseren Zielen für den digitalen und ökologischen Wandel verknüpft ist. Jetzt müssen wir uns darauf konzentrieren, die Umsetzung voranzutreiben und Synergien zwischen den Initiativen auszuschöpfen.“

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