

All n. 5 Verbole 3

Elenco domande n. 1

- 1) Le scuole di Ateneo: definizione e competenze
- 2) Che cosa significa autonomia universitaria e come si esplica
- 3) Le amministrazioni pubbliche definiscono la loro organizzazione ispirandosi ai criteri definiti nell'art. 2 del Dlgs 165/2001
- 4) One of the most obvious reasons to return to school is the impact it can make on your career. By 2020, the Georgetown Public Policy Institute estimates that around 65 percent of all American jobs will require postsecondary education and training. With a percentage this large, it is impossible not to recognize the significant impact that earning a college degree can have on your life. It means that most employers will almost certainly be asking for this credential. Without a college degree, you'll be less likely to find a well-paying job or, in some cases, any job at all. In 1973, the number of positions that required a college degree was only 28 percent. While previous generations may have been able to earn middle-class salaries without higher education, times have clearly changed.

mm lw ke RB

## Elenco domande n. 2

1. Le funzioni del Rettore
2. Come si esprime la promozione della Cultura delle Università quale espressione del dettato Costituzionale
3. Quali sono le cause di cessazione del rapporto di lavoro nella P.A.
4. The BLS reports another significant finding: The unemployment rate doubles for those with only a high school diploma. Those with just a high school education are unemployed at a national rate of 5.4 percent, versus 2.8 percent for those who have obtained their bachelor's. When comparing this to the increased number of employers who are requiring a college degree from candidates, we can see that this correlation is no accident. Without at least a bachelor's degree, it is disproportionately more difficult to get a job or get ahead in your career.

μ m k: Rca RB

### Elenco domande n. 3

1. Composizione e funzionamento della Consulta del territorio
2. Come si esprime l'autonomia normativa delle Università
3. Ai sensi del Dlgs 165/2001, quali sono le materie escluse dalla contrattazione collettiva?
4. The old adage is true: "It's not always what you know, it's who you know." Networking was and continues to be the No. 1 way to find a job. According to a report presented by Forbes, the number of people who found jobs due to networking was consistently found to be the highest (in the 40 percent range) out of all possible methods. (Networking was also found to be at least 16 percent more useful than internet job posts — the next most common method). College — no matter if it's online or on-ground — is the perfect place to meet the people who will help you throughout your career. Both formats offer ample opportunities to discuss, connect and learn in a warm and welcoming community. You can get a recommendation from a professor, for example, or hear about a job opening from a fellow classmate.

per la sua RB

Elenco domande n. 4

1. In quale Titolo dello Statuto si parla esplicitamente delle attività studentesche? Se ne descriva brevemente il contenuto
2. Come si esprime l'autonomia finanziaria delle Università
3. I diritti dei pubblici dipendenti
4. Before online education, raising a family was a significantly larger barrier to getting your education. But did you know that there are around 4.8 million parents currently enrolled in college degree programs? The Institute for Women's Policy Research explains that on-campus child care options are declining. Therefore, online degrees are a convenient way for parents to balance both their home lives and careers. When parents enroll in an online college, they choose a far thriftier and more convenient option. They eliminate many of the expenses associated with going to a traditional university, including housing, meal plans, extra commuting and fees associated with campus life. And even if you don't have children, attending an online college can still provide the same economic benefits.

mm hi see B

Elenco domande n. 5

1. Il Nucleo di valutazione: funzioni e composizione
2. Come si esprime l'autonomia didattica delle Università
3. Il Codice di comportamento dei dipendenti pubblici: finalità
4. Many individuals who would otherwise enroll in college may fear that they've "aged out," having grown too old to become a student again. However, this fear is unjustified. Nontraditional students are going back to school in record numbers. According to the U.S. Department of Education, "nontraditional" students are defined as those who:

- Are considered "independent" (for financial aid purposes)
- Have one or more dependents
- Are a single caregiver
- Do not have a traditional high school diploma
- Have delayed postsecondary enrollment
- Attend school part-time
- Are employed full time

74 percent of undergraduate students have at least one nontraditional characteristic. This means that there is no "normal" when it comes to age or life situation for college students. Any age is the right age to enter the classroom.

*pm li ke lb*

Elenco domande n. 6

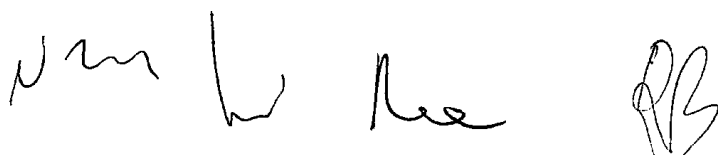
1. Il sistema bibliotecario di Ateneo
2. Come si esprime l'autonomia organizzativa delle Università
3. Cosa si intende per incompatibilità, cumulo di impieghi e incarichi dei pubblici dipendenti
4. There's a myth that says you can't simultaneously hold a full-time job and go to school. Consider that myth busted. Georgetown's McCourt School of Public Policy reports that 70 percent of college students currently work while enrolled. Out of these, about 40 percent of undergraduates and 76 percent of graduate students work full time. Plus, one-third of working learners are age 30 or older. Because of their flexibility, online degrees allow students to go to class anytime that fits their schedule. It's even true that many employers sponsor their employees' education to help them gain relevant skills and competencies. (Examples of these companies include UPS, Starbucks and Fidelity Investments.) The evidence is clear: Earning a college degree might just be one of the best choices you can make for your future.

mm L. see RB

Elenco domande n. 7

1. Regolamento generale di Ateneo
2. Che cosa si intende per didattica universitaria e quali sono i titoli universitari rilasciati
3. L'ARAN - Agenzia per la rappresentanza negoziale delle pubbliche amministrazioni
4. Anyone with a career in education knows that a teacher's job is comprised of much more than grading assignments and planning lessons. General misconceptions often overlook the many responsibilities teachers face when not working directly with students. Below are seven common assumptions people make that teachers can't help but roll their eyes at. "At least teachers get to take summers off."

Just because school is out for the summer doesn't mean teachers don't have work to do. Many teachers spend their summer days teaching summer school classes and tutoring students who need extra help. In addition to preparing students for the coming school year, the first day back from summer vacation takes precise planning and preparation to go off smoothly. Throughout the summer, teachers must arrange their lesson plans for the forthcoming year, organize their classrooms and attend faculty meetings.

Handwritten signatures in black ink, consisting of four distinct marks: a wavy line, a vertical line with a hook, a cursive 'A', and a stylized 'AB'.

Elenco domande n. 8

1. Quali sono le strutture didattiche di Ateneo?
2. Che cosa si intende per didattica universitaria in generale ed in particolare per quanto attiene i crediti formativi
3. Cosa si intende per "whistleblower"
4. "Lesson planning and teaching is all there is to it." If you ask students what a teacher's job consists of, you're likely to receive simplified answers like, "planning lessons" or "delivering lectures." However, if you ask teachers that same question, you're likely to receive much different answers. Yes, teachers must plan lessons and give lectures, but they must also tailor their style to fit the individual needs of each student. Additionally, teachers must track each student's progress to ensure the teaching methods are successful. Progress tracking often requires multiple teachers to work together to find the methods that work best and how they can be utilized most effectively.

per l'he AB



Elenco domande n. 9

1. Commissione paritetica docenti-studenti: composizione e funzioni
2. Quali sono i fini istituzionali delle Università
3. Qual è lo spirito del sistema "whistleblowing" con particolare riferimento alla tutela dei soggetti?
4. Because teachers are busy giving instructions and administering classwork throughout the day, there's little to no time for adapting lesson plans, grading assignments or preparing tests. These behind-the-scenes tasks require teachers to arrive at school early, stay at school long after students are dismissed and work weekends. Teachers have many different students spread across several different classes. Each lesson requires hours of effort, meaning teachers must work during their personal time without receiving any additional compensation. "Why do crowded classrooms bother you? I thought you liked your students." There are many different methods of teaching and learning, and utilizing the wrong method can lead to low grades and long-term educational issues. And crowded classrooms make customized education almost impossible. With fewer pupils in each classroom, teachers can spend more time focusing on the personal learning needs of each student, providing each one with a quality learning experience.

*pm* *h* *see* *RB*

Elenco domande n. 10

1. La Scuola Galileiana
2. Le modalità di elezione del Rettore
3. L'Ufficio Relazioni con il Pubblico
4. Babysitting consists of keeping children away from potential dangers. While an elementary school teacher's role does involve ensuring all children are safe and accounted for, there is much more to the job. Elementary school teachers are responsible for molding minds at their most impressionable stages. In addition to creating educational foundations and developing crucial skill sets, elementary teachers provide their students with moral direction and an introduction to responsibility. "You went to school a long time. Shouldn't you be a millionaire?" It takes several years of education and more than 40-hour workweeks to be a teacher. With all the hard work and responsibilities that accompany the profession, it may be hard to believe teachers aren't paid millions of dollars a year. However, unlike other professionals, those who become teachers do so for reasons other than money. Teachers enter the classroom because they care about the world's future. Teachers want the responsibility of helping the generation evolve into intelligent adults and powerful leaders.

*pm*   *li*   *Rea*   *RB*

Elenco domande n. 11

1. Cosa si intende per diritto allo studio?
2. Che cosa si intende per didattica universitaria?
3. Le funzioni dei dirigenti
4. Those who can't do, teach. If this statement were true, structured education would cease to exist. Teaching is not an easy profession to pursue. Successful teaching requires consummate skills, dedication, time and ceaseless effort. Without skilled and talented teachers, learning would be difficult for students, and the opportunity for them to grow into successful adults and future leaders would be rare. Those who teach can — and do — change the world. University of Findlay offers an online Master of Arts in Education program, along with an online Doctor in Education program. Both are offered entirely online, allowing you to complete coursework on your own schedule and earn your next degree at your own pace. Check out Findlay today to find out how to upgrade your career and educate future generations.

pm h. sea AB

Elenco domande n. 12

1. I titoli di studio
2. Cosa si intende per equipollenza dei titoli di studio?
3. Le procedure di reclutamento del personale tecnico amministrativo
4. The eligibility criteria mainly relate to the type of project and activities (including, where relevant, duration, participating organisations, etc.), the target group (e.g. status and number of participants involved) and the conditions for submitting a grant request for such a project (e.g. deadlines for submission, completeness of the application form, etc.). To be eligible, the project must meet all the eligibility criteria relating to the Action under which the proposal is submitted. If the project does not meet these criteria at application stage, it will be rejected without being further evaluated. As an exception, in case of mobility activities and EMJMD Scholarships supported under Key Action 1 or Key Action 2, some eligibility criteria (e.g. duration, profile of participants, etc.) may only be verified during the stage of project implementation or at final report stage (not at application stage). At application stage, the applicants will be asked to declare that these criteria will be met by the project.

*Handwritten signature*

Elenco domande n. 13

1. Definizione di credito formativo universitario secondo il Decreto 22 ottobre 2004, n.270
2. Che cos'è l'ANVUR e quali sono le sue principali funzioni?
3. Il Comitato unico di garanzia: competenze
4. The European Commission also bears the overall responsibility for the supervision and coordination of the structures in charge of implementing the Programme at national level. At European level, the European Commission's Education, Audiovisual and Culture Executive Agency (Executive Agency) is responsible for the implementation of the centralised Actions of the Erasmus+ Programme. The Executive Agency is in charge of the complete life-cycle management of these projects, from the promotion of the Programme, the analysis of the grant requests, the monitoring of projects on the spot, up to the dissemination of the project and Programme results. It is also responsible for launching specific calls for proposals relating to some Actions of the Programme which are not covered through this Guide. While Erasmus+ encourages beneficiaries to apply the most open licenses, 4 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....



Elenco domande n. 14

1. Come funziona l'iscrizione a singoli insegnamenti erogati dall'Università degli Studi di Padova?
2. La CRUI
3. I principi generali dell'attività amministrativa
4. Before the capacity of the online tools can be developed to cover all languages, funding will be provided to beneficiaries of mobility projects with a view to provide linguistic support in the languages not available through the online service offered by the Commission. Under Key Action 2, Strategic Partnerships in the area of language teaching and learning will be encouraged. Innovation and good practices aiming to promote language skills can include for example teaching and assessment methods, development of pedagogical material, research, computer assisted language learning and entrepreneurial ventures using foreign languages. Furthermore, funding for linguistic support can be provided when necessary to beneficiaries of Strategic Partnerships who organise long-term training and teaching activities for staff, youth workers and learners. As regards the European Language Label (ELL) awards, National Agencies are encouraged to organise - on a voluntary basis - regular (annual or biennial) national competitions in the Programme Countries

mm hi n AB

## Elenco domande n. 15

1. Le scuole di specializzazione
2. Che cosa si intende per Laurea Magistrale?
3. Le fasi del procedimento amministrativo
4. 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+.

mm hi Re Rb

## Elenco domande n. 16

1. Il dottorato di ricerca: principali caratteristiche e funzionamento
2. L'autonomia contabile e la potestà regolamentare dell'Università
3. Il Responsabile del procedimento amministrativo: compiti
4. Participants in Erasmus+ projects may need to obtain a visa for staying abroad in the Programme or Partner Country hosting the activity. It is a responsibility of all the participating organisations to ensure that the authorisations required (short or long-term stay visas or residence permits) are in order before the planned activity takes place. It is strongly recommended that the authorisations are requested from the competent authorities well in advance, since the process may take several weeks. National Agencies and the Executive Agency may give further advice and support concerning visas, residence permits, social security, etc. The EU Immigration Portal contains general information on visa and residence permits, for both short-term and longterm stays.

mm li Ae RB



Elenco domande n. 17

1. La contribuzione studentesca
2. La disciplina di reclutamento dei professori universitari
3. Il diritto di accesso ai documenti amministrativi
4. Individuals - students, trainees, apprentices, pupils, adult learners, young people, volunteers, professors, teachers, trainers, youth workers, professionals of organisations active in the fields of education, training and youth constitute the main target population of the Programme. However, the Programme reaches these individuals through organisations, institutions, bodies or groups that organise such activities. The conditions of access to the Programme therefore relate to these two actors: the "participants" (individuals participating in the Programme) and the "participating organisations" (including groups of at least four young people active in youth work but not necessarily in the context of youth organisations, also referred to as informal groups of young people). For both participants and participating organisations, the conditions for participation depend on the country in which they are based.

nm li ha RB

Elenco domande n. 18

1. Cosa determinano nello specifico i regolamenti didattici dei corsi di studio?
2. La disciplina di reclutamento dei ricercatori universitari
3. Come si esercita il diritto di accesso ai documenti amministrativi?
4. However, if it appears at implementation or final report stage that these criteria have not been fulfilled, the participants or the activity may be considered ineligible with a consequent reduction/recovery of the EU grant initially awarded to the project. 257 Part C – What to do in order to submit an Erasmus+ application For UK applicants: Please be aware that following the entry into force of the EU-UK Withdrawal Agreement<sup>237</sup> on 1 February 2020 and in particular Articles 127(6), 137 and 138, the references to natural or legal persons residing or established in a Member State of the European Union are to be understood as including natural or legal persons residing or established in the United Kingdom. UK residents and entities are therefore eligible to participate in all actions under this programme until the closure of the programme. The specific eligibility criteria applying to each of the Actions implemented through the Erasmus+ Programme Guide are described in Part B of the Guide.

*mm li ne RB*

Elenco domande n. 19

1. Il Consiglio di amministrazione: composizione e funzioni
2. Equipollenza tra titoli accademici
3. In riferimento alla Legge 241 del 1990 quali sono i fini à cui è ispirata l'attività amministrativa?
4. Linguistic support will mainly be offered via the Erasmus+ Online Linguistic Support, as e-learning offers advantages for language learning in terms of access and flexibility. The Erasmus+ Online Linguistic Support (<http://erasmusplusols.eu>) includes a mandatory assessment of language competences and voluntary language courses. Language assessment is a crucial aspect of the initiative in order to provide the right preparation for each participant and collect evidence on language skills of EU mobility participants. Therefore, a language assessment will be undertaken by participants before mobility and another assessment will be carried out at the end of the mobility period to monitor progress in language competences. The results of the language assessment test carried out by participants before their departure will not preclude them from taking part in the mobility activity, whatever the result is. The online language assessment shall thus not be used to select Erasmus+ mobility participants, but to provide them with an opportunity to boost their level where needed.

pm li Re HB

## Elenco domande n. 20

1. Le attività di orientamento promosse dall'Università degli Studi di Padova
2. Che cosa si intende per classi di laurea?
3. In quali casi la Legge 241 del 1990 prevede la nullità del provvedimento?
4. The ELL award should function as a stimulus to exploit and disseminate the results of excellence in multilingualism, and promote public interest in language learning. Under Key Action 3, and to support Member States' efforts to integrate refugees in Europe's education and training systems, the Erasmus+ Online Linguistic Support (OLS) provided to Erasmus+ participants is extended to the benefit of around 100.000 refugees under the 2016, 2017, 2018 and 2019 Calls and until the available budget has been spent, free of charge for them. The participation of Erasmus+ National Agencies and beneficiary institutions/organisations is fully voluntary. Under this Call, the beneficiaries of the Erasmus+ programme that wish to take part receive a number of additional OLS licences to be allocated specifically to refugees who intend to learn one of the languages available in the OLS. The beneficiary institutions/organisations will be responsible for allocating the licences to the refugees and for reporting on the use of these licences.

mm li ne RB

Elenco domande n. 21

1. Le attività di tutorato promosse dall'Università degli Studi di Padova
2. L'offerta formativa
3. Che significato assume il "silenzio" nell'attività della Pubblica Amministrazione?
4. 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. The European Commission is ultimately responsible for the running of the Erasmus+ Programme. It manages the budget and sets priorities, targets and criteria for the Programme on an on-going basis. Furthermore, it guides and monitors the general implementation, follow-up and evaluation of the Programme at European level.

pm l. ne. RR

## Elenco domande n. 22

1. Cosa sono i regolamenti didattici dei corsi di studio?
2. La pianificazione strategica delle università
3. Quali sono le principali differenze fra gli atti nulli e gli atti annullabili?
4. The importance of reading comprehension cannot be overstated. Understanding what we read is a crucial skill, applicable to nearly every area of life. However, it doesn't always come easily. Every day, teachers face the challenge of how to engage reluctant readers and improve their students' understanding of the written word. Below are a number of proven reading comprehension strategies for the classroom. Teachers seek to motivate their students. Therefore, assigning texts that speak to students' individual interests can help tremendously. Teachers should look for any way they can to personalize their curricula. This might mean offering students particularly interesting reading materials, allowing students to choose their own texts or providing opportunities to help students understand how reading can authentically help them in daily life. Using reading to help students solve problems, write to pen pals or address issues in their communities can all be ways of doing this.

mun li ma LB

## Elenco domande n. 23

1. Crediti formativi universitari: cosa sono e quando si conseguono
2. Principali novità introdotte dalla L. 240/210 (Legge Gelmini)
3. Chi sono i principali soggetti dell'anticorruzione e della trasparenza?
4. Building a fun and relaxing physical environment dedicated to the act of reading can contribute to both comprehension and student engagement. Literacy author Karen Tankersley recommends creating "poetry coffee shops," a project in which the classroom is turned into space where children can read their favorite poems to an audience. Tankersley encourages teachers to create the full "coffee shop" experience, complete with snacks, mood lighting and invitations for parents to serve as audience members. As an alternative, teachers can set up a dedicated "reading nook" area in their classrooms. This area may be as simple as a corner with a table and chairs, or it may be a creatively decorated space with pillows, mats, canopies and more. Teachers should aim for creating a place that is both enjoyable to occupy and comfortable enough for their students to read in for a length of time.

my hi Re RB

Elenco domande n. 24

1. Requisiti di ammissione ai corsi di Laurea
2. Il Ministero dell'Università e della Ricerca e le sue funzioni
3. Che cos'è Il Piano Triennale per la Prevenzione della Corruzione e della Trasparenza (PTPCT)?
4. Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2021-2027. Education, training, youth and sport are key areas that support citizens in their personal and professional development. High quality, inclusive education and training, as well as informal and non-formal learning, ultimately equip young people and participants of all ages with the qualifications and skills needed for their meaningful participation in democratic society, intercultural understanding and successful transition in the labour market. Building on the success of the programme in the period 2014-2020, Erasmus+ strengthens its efforts to increase the opportunities offered to more participants and to a wider range of organisations, focusing on its qualitative impact and contributing to more inclusive and cohesive, greener and digitally fit societies.

mm l. n. RB



Elenco domande n. 25

1. Requisiti di ammissione ai corsi di Laurea magistrale
2. Principali attività svolte dal personale docente delle Università
3. L'obbligo di pubblicità e trasparenza comporta per l'Ateneo la pubblicazione sul sito web di quali tipologie di informazioni?
4. European citizens need to be better equipped with the knowledge, skills and competences needed in a dynamically changing society that is increasingly mobile, multicultural and digital. Spending time in another country to study, to learn and to work should become the standard, while speaking two other languages in addition to ones' mother tongue should be the norm. The Programme is a key component supporting the objectives of the European Education Area, the Digital Education Action Plan 2021-2027, the European Youth Strategy and the European Union Workplan for Sport. As the COVID-19 pandemic has shown, access to education is proving, more than ever, to be essential to ensuring a swift recovery, while promoting equal opportunities for all. As part of this recovery process, the Erasmus+ programme takes its inclusive dimension to a new horizon by supporting opportunities for personal, socio-educational and professional development of people in Europe and beyond, with the aim of leaving no-one behind.

*mm* *L. Aea* *LB*

## Elenco domande n. 26

1. Il Senato accademico: composizione e funzioni
2. Principali novità introdotte dalla L. 240/2010 (Legge Gelmini) per quanto riguarda l'articolazione interna delle Università
3. La Rotazione degli incarichi presso una Pubblica Amministrazione a che requisiti risponde?
4. To increase the qualitative impact of its actions and ensure equal opportunities, the Programme will reach out more and better to people of different ages and from diverse cultural, social and economic backgrounds. It is at the heart of the Programme to come closer to those with fewer opportunities, including people with disabilities and migrants, as well as European Union citizens living in remote areas or facing socio-economic difficulties. In doing so, the Programme will also encourage its participants, in particular young people to engage and learn to participate in civic society, raising awareness about European Union common values. Furthermore, developing digital skills and competences and skills in forward-looking fields, such as combating climate change, clean energy, artificial intelligence, robotics, big data analysis, etc. is essential for Europe's future sustainable growth and cohesion. The Programme can make a meaningful contribution by stimulating innovation and bridging Europe's knowledge, skills and competences gap.

*mm li see RB*

Elenco domande n. 27

1. Le funzioni del direttore generale
2. Principali novità introdotte dalla L. 240/2010 (Legge Gelmini) per quanto riguarda il sistema contabile delle Università
3. Quali sono le azioni che l'Ateneo può attivare per la prevenzione della corruzione?
4. EU businesses need to become more competitive through talent and innovation. This investment in knowledge, skills and competences will benefit individuals, institutions, organisations and society as a whole by contributing to sustainable growth and ensuring equity, prosperity and social inclusion in Europe and beyond. Another challenge relates to the Europe-wide trends of limited participation in democratic life and low levels of knowledge and awareness about European matters and their impact on the lives of all European citizens. Many people are reluctant, or face difficulties, in actively engaging and participating in their communities or in the European Union's political and social life. Strengthening European identity and the participation of young people in democratic processes is of paramount importance for the European Union's future. This issue can also be targeted through non-formal learning activities, which aim at enhancing the skills and competences of young people as well as their active citizenship.

mm li see RB

## Elenco domande n. 28

1. Quali sono gli organi del dipartimento?
2. Gli assegni di ricerca
3. Quali sono le azioni che l'Ateneo può attivare per la promuovere il principio della trasparenza?
4. In line with the European Union's priorities in making sustainable its economy, projects should be designed in an eco-friendly manner and should incorporate green practices in all facets.

Organisations and participants involved should have an environmental-friendly approach when designing their projects, which will encourage them to discuss and learn about environmental issues, make them think about what can be done at their level and help them come up with alternative greener ways of implementing their activities. Supporting and facilitating the transnational and international cooperation between organisations in the fields of education, training, youth and sport is essential to empowering people with more key competences, reducing early school leaving and recognising competences acquired through formal, informal and non-formal learning. It facilitates the circulation of ideas and the transmission of best practices and expertise and the development of digital capabilities thus contributing to a high quality education while strengthening social cohesion. The Erasmus+ Programme is one of the European Union's most visible success stories. It builds on the achievements of more than 30 years of European programmes in the fields of education, training, youth and sport, covering both an intra-European as well as an international partnerships dimension.

um li me RB

Elenco domande n. 29

1. Gli spin off universitari
2. I servizi di segreteria e l'immatricolazione
3. In quale modo la formazione del personale dipendente può collegarsi al piano di prevenzione della corruzione?
4. The Programme seeks to promote equal opportunities and access, inclusion, diversity and fairness across all its actions. Organisations and the participants with fewer opportunities themselves are at the heart of these objectives and with these in mind, the programme puts mechanisms and resources at their disposal. When designing their projects and activities, organisations should have an inclusive approach, making them accessible to a diverse range of participants. To achieve this, National Agencies are also vital to support projects with a view for these to being as inclusive and diverse as possible. Based on the overall principles and mechanisms at European level, National Agencies will draw up inclusion and diversity plans to best address the needs of participants with fewer opportunities and to support the organisations working with these target groups in their national context.

u m h h e e B

Elenco domande n. 30

1. Cosa si intende per Centro di Ateneo?
2. Le prove di accesso all'Università
3. In che cosa consiste l'accesso civico semplice?
4. At the same time, the SALTO Resource Centres supporting the implementation of the programme are also key players in promoting and rolling out inclusion and diversity measures, in particular as regards to gather knowledge and to conceive and run capacity-building activities for National Agency staff and programme beneficiaries. Likewise, the European Education and Culture Executive Agency (EACEA) plays an equally important role for the programme strands that are managed centrally. In Partner Countries, EU Delegations and – where they exist - the National Erasmus+ Offices (NEOs) are also key in bringing the programme closer to the target groups addressed by this Strategy.

my L' An LB

Elenco domande n. 31

1. Il collegio dei revisori dei conti: funzioni e composizione
2. I corsi ad accesso programmato e i corsi ad accesso libero
3. L'accesso civico generalizzato
4. In order to implement these principles, an Inclusion and Diversity Strategy covering all programme fields is devised to support an easier access to funding for a wider range of organisations, and to better reach out to more participants with fewer opportunities. It also sets up a framework for those projects, supported through the programme, which intend to work on inclusion and diversity related issues. This Strategy aims to help addressing the barriers different target groups may face in accessing such opportunities within Europe and beyond. The list of such potential barriers, spelt out below, is not exhaustive and is meant to provide a reference in taking action with a view to increasing accessibility and outreach to people with fewer opportunities.

mu li ne lg

Elenco domande n. 32

1. Quali sono le principali funzioni della Commissione Didattica di Ateneo?
2. Il personale docente e la figura del ricercatore a tempo determinato
3. In che cosa consistono gli obblighi di pubblicità e trasparenza nella P.A.?
4. The COVID-19 crisis shed light on the importance of digital education for the digital transformation that Europe needs. In particular, it emphasised the increased need to harness the potential of digital technologies for teaching and learning and to develop digital skills for all. In line with the strategic priorities of the Digital Education Action Plan (2021-2027)<sup>2</sup>, the Programme aims to support this endeavour to engage learners, educators, youth workers, young people and organisations in the path to digital transformation. The programme will support the first strategic priority of the Action Plan, the development of a high-performing digital education ecosystem, by building capacity and critical understanding in all type of education and training institutions on how to exploit the opportunities offered by digital technologies for teaching and learning at all levels and for all sectors and to develop digital transformation plans.

my hi me &



Elenco domande n. 33

1. Che cos'è e che funzioni ha il Consiglio degli studenti?
2. I compiti didattici dei docenti
3. Che cosa è l'Ufficio Relazioni con il Pubblico? A cosa serve?
4. The programme will also support the second strategic priority of the Action Plan, by supporting actions aiming at enhancing digital skills and competence development at all levels of society and for everyone (including young people with fewer opportunities, students, job seekers and workers). The focus will be on fostering both basic and advanced digital skills as well as digital literacy, which has become essential for everyday life and for enabling people to navigate a world full of algorithms and participate fully in civil society and democracy. In line with these two strategic priorities of the Action Plan, a European Digital Education Hub will be established to improve coordination on digital education at the EU level and to contribute to research exchange of good practice and research experimentation.

*Handwritten signatures:*  
m m h.      ke RB

Elenco domande n. 34

1. Il difensore civico
2. Come si esplica l'attività di terza missione?
3. Quali sono le principali funzioni del Responsabile della prevenzione della corruzione?
4. The aim of the Hub will be to support Member States through closer cross-sectoral cooperation; a network of national advisory services on digital education to exchange experience and good practice on the enabling factors of digital education; linking national and regional digital education initiatives and strategies; and connecting national authorities, the private sector, experts, education and training providers and civil society through a more agile development of policy and practice in digital education. Moreover, the Hub will help monitor the implementation of the Digital Education Action Plan. The Programme should reach out to a larger target group both within and beyond the Union by a greater use of information, communication and technology tools, combined use of physical mobility and virtual learning and virtual cooperation.

um li Re B