

## Annex 1

# Weiterführende Informationen zur Role Model- Initiative der Europäischen Kommission

### Role models

A role model can be any member of the society that is willing to share his/her story, experience or skills with the target group and should participate in the initiative on a voluntary basis.

While the selection for role models is done at national/local level, there is a need for a **common set of characteristics for the role models** across participating countries. These are:

- adherence to the **values** enshrined in Article 2 of the Treaty on European Union and values promoted by the Paris Declaration: "[...] respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities".
- person should have a **personal story** or an occupation/activity they **are passionate** about to share,
- person should be a good communicator and able to facilitate a **dialogue** in an audience,
- preferably coming from disadvantaged backgrounds to whom the target group can relate to.

The implementing partner should define and put in place training for the role models in order to ensure an understanding of the initiative and a common approach on the message and the objective of each intervention.

### Type of activities

Activities should be chosen depending on the target group and the main objective of each intervention. They could include but are not be limited to:

- one-off interventions (like lessons, performances, trainings, seminars and meetings by/with the role models);
- longer-term activities (like series of events, mentoring or activities through a more extended period of time allowing to build-up the trust, knowledge and experience of the participants)

To the extent possible, the activities should approach target groups of different sectors (e.g. education, training, **youth** and sports) and should be **interactive and participatory**. [...]

Generally, these activities – in whatever format – would aim at positively influencing behaviours of the target groups (i.e. embarking them in positive patterns of personal, socio-educational and professional development).

The sustainability of the activities should be encouraged beyond the financial support provided by Erasmus+. This can be done, for example, by preparatory work leading to the interventions by the role models, embedding the activities of role models into projects with wider scopes and benefitting the local community, following-up the activities with further events, activities monitoring the long-term impact of the role models' interventions on the participants/target groups, parallel work with families or alumni networks, etc.

### Places for intervention

Depending on the target group selected, the interventions of the role models can take place in different sectors and settings. These may include, *inter alia*, schools, vocational schools, youth organisations, sport clubs and even prisons, etc.

### Implementation modalities

The initiative will be implemented in different ways:

- The **NA (National Agency) enters into a partnership** with an institution or platform running an existing national scheme, with a view to bringing an EU added value to it. It should be noted that under such a scenario, Erasmus+ co-financing should not replace or simply top-up the existing national funding, but should bring a European dimension and value added to the project.

The NAs have to ensure:

- Compliance with the common principles of the initiative (its objectives and the principles the role models should comply with, see section II.2.);
- Sharing of information with the European Commission and between countries, so that cross-European dimension and networking is ensured. These could include not only sharing the best practices but, in the medium to long run, also the role models themselves;
- Set up a method to monitor the qualitative implementation of the initiative from the start;
- Put safeguards in place to ensure the initiative respects the rights of and offers adequate level for protection of vulnerable persons, including minors;
- If initiative takes place also in more delicate settings/audiences (e.g., prisons) or more challenging circumstances, security concerns may need to be addressed.

The expected outputs at national level - such as the number of role models trained, number of meetings held and number of individuals that benefited from the initiative etc. - would depend on the way the national role models network is set up and should thus be defined on a national basis after the implementation partners and modalities have become known.

[...]

### **Added value for Erasmus+**

Erasmus+ is a tool that primarily supports and has its origins in the field of education and youth. Implementing the role models initiative via Erasmus+ will contribute to the achievement of the general objectives of the programme, notably its contribution to the ET2020 objectives (promoting equity, social cohesion and active citizenship). Furthermore, the Paris declaration has identified Erasmus+ as one of the tools for achieving its aims at European level. To ensure the synergies between the role models initiative and the Erasmus+ programme, the following avenues can be considered:

- involving Erasmus+ participants and experts as role models (e.g. Erasmus+ participants being abroad and playing a role of ambassador abroad);
- involving organisations active in Erasmus+ (schools, youth NGOs, adult organisations etc.) in the initiative (both as providers and recipients);
- integrating the promotion of European values as referred to in Art. 4 paragraph f) of the Erasmus+ Regulation as a mandatory element for the activities of the initiative;
- integrating the results of Erasmus+ projects into the initiative (e.g. results of the cooperation projects supporting the implementation of the Paris Declaration or a forthcoming call on social inclusion)
- assuring a transnational dimension (exchange of experience/good practices/role models).