Explaining the EU and its opportunities to your students



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- **5 May 1949**: Western European nations create the Council of Europe as a first step towards cooperation between them.
- **9 May 1950**: 5 years after the end of World War II, the then French Foreign Minister Robert Schuman presents a plan for a new form of political cooperation in Europe, which would make war between Europe's nations unthinkable.



This is now known as **EUROPE DAY**

- **18 April 1951**: Six countries — Belgium, Germany, France, Italy, Luxembourg and the Netherlands — sign a treaty to create a European institution that would pool and manage coal and steel production.
- **1 January 1952:** The Court of Justice of the European Union— the EU's highest legal authority — is created.
- **4 September 1955**: Launch of the first European Cup organised by the Union of European Football Associations (UEFA). Real Madrid wins the tournament.
- **24 May 1956**: first Eurovision Song Contest

EU- TIMELINE

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EU- TIMELINE

- **25 March 1957**: The **European Social Fund** is established with the aim of improving job opportunities for workers and raising their **standard of living**.
- **25 March 1957**: Building on the success of the coal and steel treaty, Belgium, Germany, France, Italy, Luxembourg and the sign the **Treaties of Rome**, creating the **European Atomic Energy Community** (Euratom), and the **European Economic Community** or 'common market.
- **3 May 1960**: The **European Free Trade Association** is set up by a number of European countries that are not part of the European Economic Community (Austria, Denmark, Norway, Portugal, Sweden, Switzerland and the United Kingdom) to reduce barriers and increase trade of goods and services with each other. Today, its members are Iceland, Liechtenstein, Norway and Switzerland.



- **16 July 1965**: The Mont Blanc Tunnel, a road tunnel under the Mont Blanc Mountain in the Alps, is inaugurated.
- **1 July 1967**: The Merger Treaty comes into effect, creating a single **Council of Ministers** and a single Commission for the European Communities
- **1 January 1973**: Denmark, Ireland and the United Kingdom join the European Communities, marking the first enlargement.
- **9 December 1974**: The **European Council** is created with the intention of establishing an informal forum for discussion between heads of state or government.
- **7 June 1979**: For the first time, European citizens can vote for who they want to represent them in the European Parliament. Before the introduction of direct elections, MEPs were appointed by the national parliaments of each Member State. The European elections have been held every 5 years since then

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- **1 January 1981**: Greece becomes the 10th country to join the European Communities, now known as the European Union.
- **28 February 1984**: With computers and technology changing the way we live and work, the EU adopts the 'ESPRIT' programme (European Strategic Programme for Research and Development in Information Technology). It is the first of many research and development that aim to help the EU stay at the forefront of innovation

EU- TIMELINE: SHENGEN AGREEMENT

- **14 June 1985**: A small village in Luxembourg gives its name to the Schengen Agreement that gradually allows people to travel without having their passports checked at the borders. It is signed on 14 June 1985 by Belgium, Germany, France, Luxembourg and the Netherlands. 26 countries currently make up the Schengen area

https://audiovisual.ec.europa.eu/en/video/I-119326?&lg=SV

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EU- TIMELINE

- **1 January 1986**: Spain and Portugal join the European Communities, bringing the total number of members to twelve.
- **29 May 1986**: The **European flag** is raised for the first time in front of the Berlaymont building — the headquarters of the European Commission in Brussels — to the music of the **European anthem.**



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EU- TIMELINE

- **15 June 1987**:The **Erasmus programme** is set up to help young Europeans study abroad in other European countries. It has helped more than 9 million people to study, train and volunteer abroad and plans to help many more millions in the years to come.

- **16 September 1987:** In Montreal, Canada, the international community agree to take action to fix a hole in the ozone layer. The agreement was signed by 197 countries, including all EU Member States, and is considered by many to be the most successful **environmental global action ever**.
- **4 June 1992**: The global effort to fight **climate change** begins when countries around the world join the **United Nations Framework Convention on Climate Change**, which aims to halt man-made climate change by reducing emissions of greenhouse gases that are warming the planet.

- **1 January 1993**: Thanks to the **single market**, launched on 1 January 1993, people, goods, services and money can move around the EU almost as though it were a single country. EU citizens can study, live, shop, work and retire in any country, and enjoy products from all over Europe. It is one of the EU's greatest achievements



EU- TIMELINE



EU- TIMELINE

- **1 November 1993**
- The **Maastricht Treaty**, named after the Dutch city in which it was signed, comes into force. It is a major milestone of the European integration. It formally creates the European Union and paves the way for the creation of the single European currency: the euro. It also gives the European Parliament a bigger role in decision-making and the power to approve the Commission as a whole.

- **1 January 1995**: Austria, Finland and Sweden join the EU, increasing its membership to 15.
- **2 October 1997:**The **Treaty of Amsterdam** is signed in the capital of the Netherlands. It prepares the European Union for the arrival of future Member States. From now on, a new Commission president can only be appointed with the approval of the European Parliament.
- **1 June 1998**: The European Central Bank, which works with the national central banks of all EU Member States and is responsible for managing the euro, is created.

- **7 December 2000**: The rights of every individual in the EU were established at different times, in different ways and in different forms. For this reason, the EU decided to include them all in a single document: the **Charter of Fundamental Rights of the European Union**. These include respect for privacy and family life, protection of personal data, the right to marry and have a family, and the right to receive an education.
- **Treatie of Nice: 2001**
- **26 September 2001**:The first **European Day of Languages** is celebrated and continues to be held on this day every year to celebrate the linguistic diversity of a continent with:
  - 24 official EU languages;
  - over 200 European languages;
  - around 60 regional/minority languages;
  - many more spoken by people from other parts of the world.

https://audiovisual.ec.europa.eu/en/video/I-074624?&lg=EN

EU- TIMELINE

- **1 January 2002**: **Euro notes and coins** become the legal currency in 12 EU countries. Printing, minting and distributing them is a major logistical operation. More than 80 billion coins are involved. While euro coins have a common side giving the value, each country has its own design on the other side.
- https://audiovisual.ec.europa.eu/en/video/I-131407?&lg=SV



- **1 May 2004**: Large parts of eastern and western Europe are united in peace and democracy as 10 new countries join the EU. The addition of Cyprus, Czechia, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia and Slovenia brings the total number of Member States to 25.
- **1 June 2004**: Introduction of the **European Health Insurance Card**. As an EU citizen, if you fall ill or have an accident in another EU country, as well as in Iceland, Liechtenstein, Norway and Switzerland, you are entitled to receive any urgent medical treatment.
- **1 January 2007**: Bulgaria and Romania join the European Union, bringing its membership to 27.
- **1 April 2012**: Europeans get a greater say in the policies that affect their lives thanks to a new initiative that gives them the possibility to propose the creation of a law to the European Commission. Once an initiative gathers 1 million signatures, the Commission decides on what follow-up action to take. The first-ever **European Citizens' Initiative** 'Right2Water, which gathered 1.6 million signatures, led to a proposal for new rules on drinking water.

EU- TIMELINE

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- **1 July 2013**: Croatia becomes the 28th member of the European Union
- **19 November 2013**: The EU decides to commit to spending at least 20 % of the entire EU budget for 2014- 2020 — as much as EUR 180 billion — on **climate-related projects and policies.**
- **1 December 2015**: Around one million asylum seekers arrive in Europe in 2015, many fleeing civil war in Syria and in need of international protection.
- **12 December 2015**: At a United Nations climate conference in Paris, leaders of 195 countries, including all EU Member States individually and the EU as a whole, agree a new deal requiring action by all countries to avoid the most catastrophic consequences of global warming.

https://audiovisual.ec.europa.eu/en/video/I-125321?&lg=INT

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- **23 June 2016**: In a referendum in the United Kingdom, a majority of 52 % vote for the country to leave the European Union.
- **25 March 2017**: In Rome, 27 EU leaders gather to celebrate the **60th anniversary of the signing of the Treaties of Rome,** which paved the way for a Union of peace, solidarity and democracy.
- **7 December 2017**: The **European Year of Cultural Heritage** 2018 is launched in Milan. More than 100 events are planned throughout the year to showcase Europe's rich cultural heritage and its role in building a shared sense of identity.



EU- TIMELINE

- **26 November 2018**: The EU agrees on a new **EU youth strategy** for the period 2019-2027. Its aim is to bring the EU closer to young people and to help address issues of concern to them. It will focus for instance on encouraging young people to participate in civic and democratic life; promoting volunteering and opportunities to learn abroad; solidarity and intercultural understanding; and supporting youth empowerment by boosting innovation.
- **20 June 2019**: The European Commission has selected the first 17 “European Universities”, involving 114 higher education institutions from 24 EU countries. Students will have the possibility to study to inter-university campuses across the EU.

- **16 July 2019**: The European Parliament elects Ursula von der Leyen as the 2019-2024 President of the European Commission – the first woman ever to hold the position.
- **5 November 2019**: More than €3 billion has been allocated to develop Erasmus projects. Transnational universities, EU- wide training programs and a strengthened Europe-Africa alliance are just some of the activities put in place to enhance the skills of the next generations of Europeans.
- **January 2020:** Covid-19 pandemic
- **9 May 2021:** The Conference on the future of Europe is launched.

EU- TIMELINE

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How do you feel today?

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LET'S KNOW EACH OTHER BETTER

7 Words Biography

Here is mine:

Turin, Milan, Vincenzo, Family, Kickboxing, Travelling, Berlin.

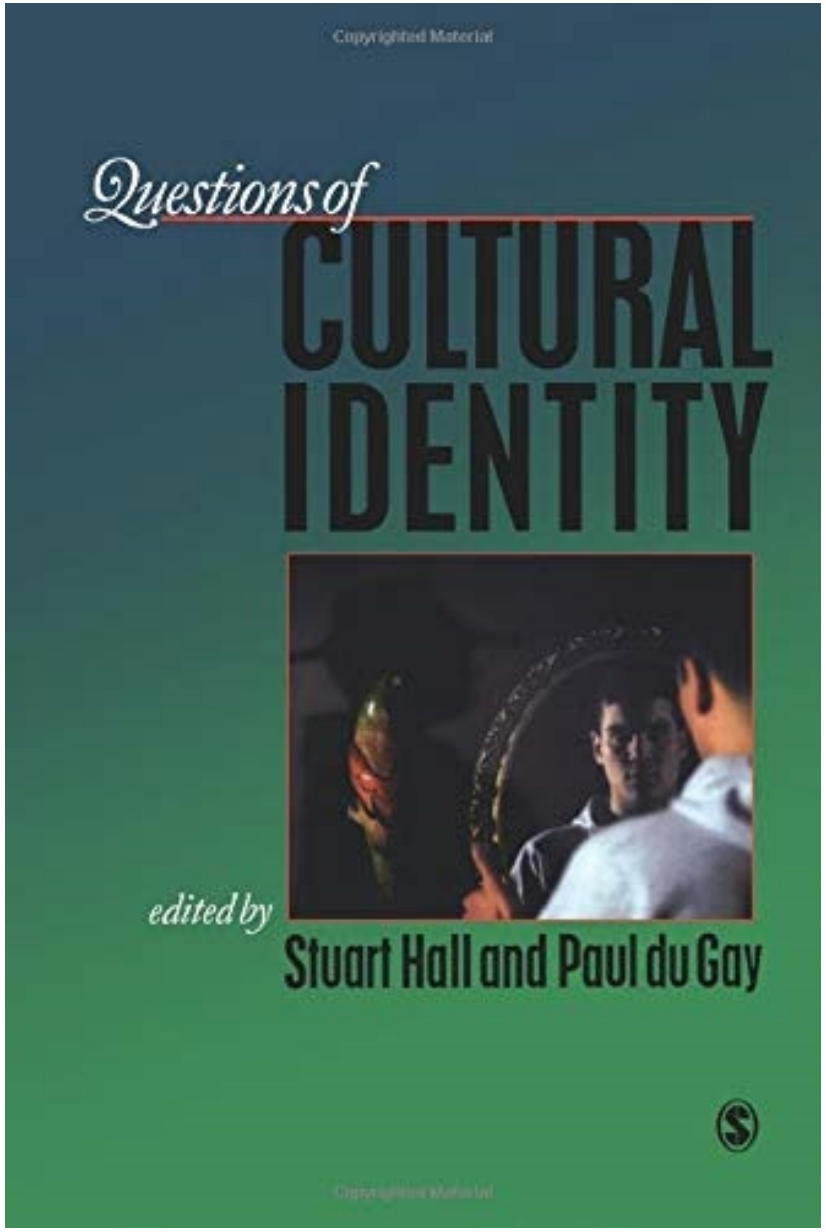
How MANY TiMES, since I left Lebanon in 1976 to live in France, have people asked me, with the best intentions in the world, whether I felt "more French" or "more Lebanese"? And I always give the same answer: "Both!" I say that not in the interests of fairness or balance, but because any other answer would be a lie. What makes me myself rather than anyone else is the very fact that I am poised between two countries, two or three languages and several cultural traditions. It is precisely this that defines my identity. Would I exist more authentically if I cut off a part of myself?

AMIN MAALOUF, *In the name of Identity*



WHICH IS YOUR IDENTITY?

- What are the elements that build someone's identity?
- What influences identity?
- Is identity fixed? Or can it change?

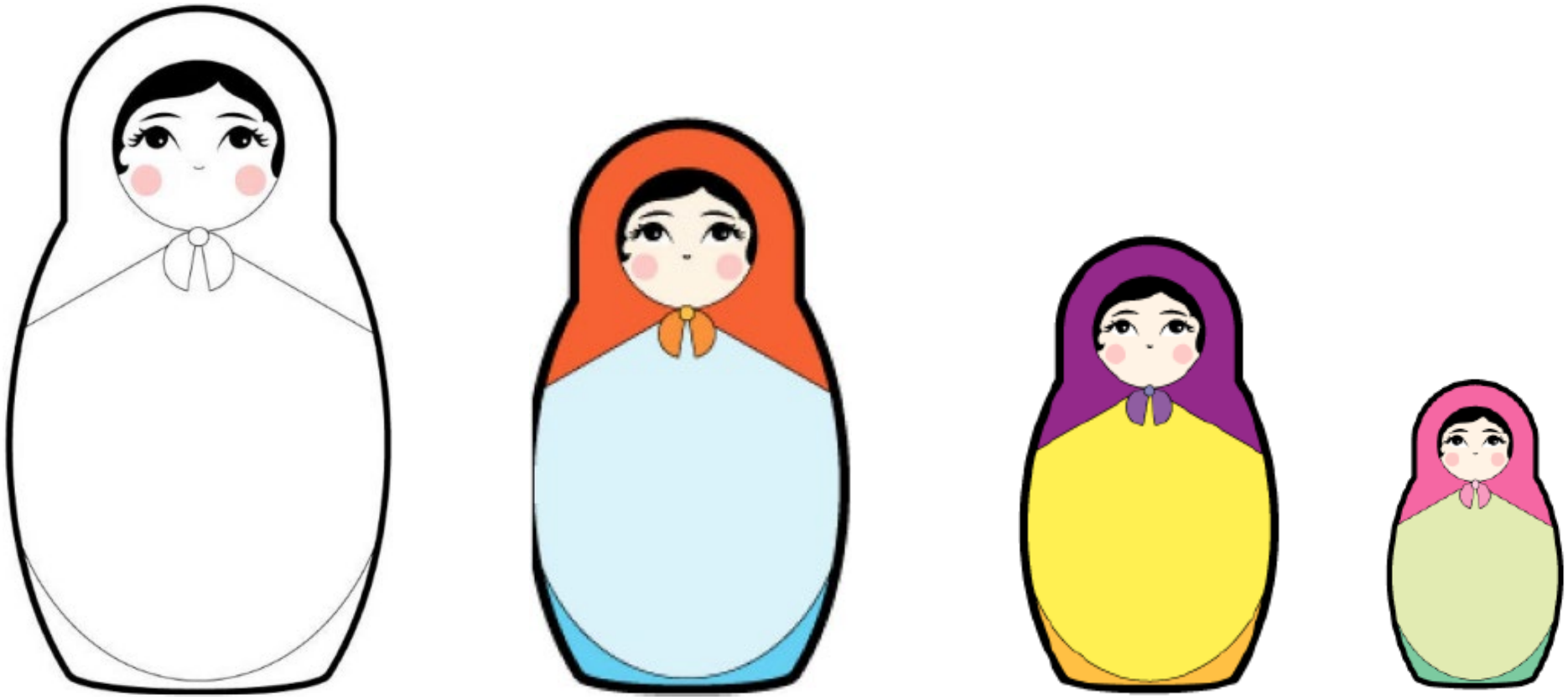


- ‘Identities are never unified and, in late modern times, increasingly fragmented and fractured; never singular but multiply constructed across different, often intersecting and antagonistic discourses, practices and positions. They … are constantly in the process of change and transformation.’

- *Stuart Hall, Questions of Cultural Identity, 1996*



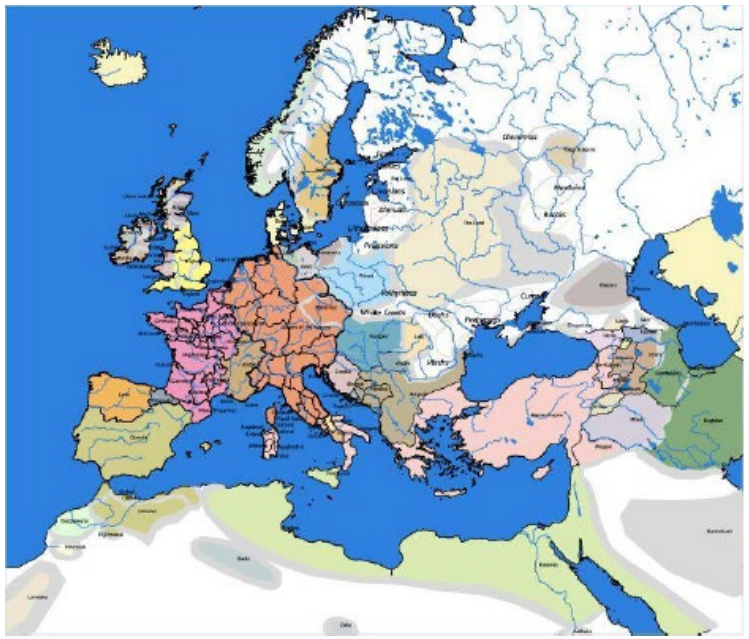
- [Culture] is that complex whole which includes knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits acquired by [a human] as a member of society.



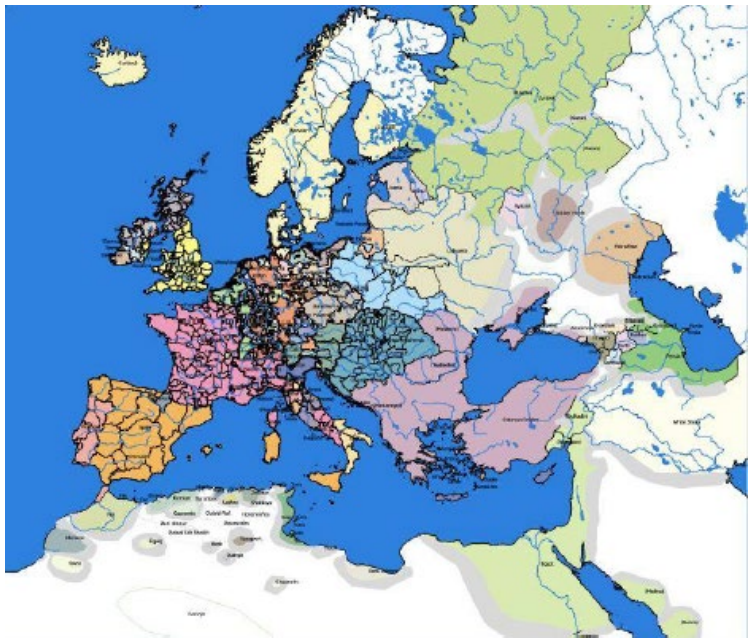
How do you identify yourself?


WORK IN PROGRESS

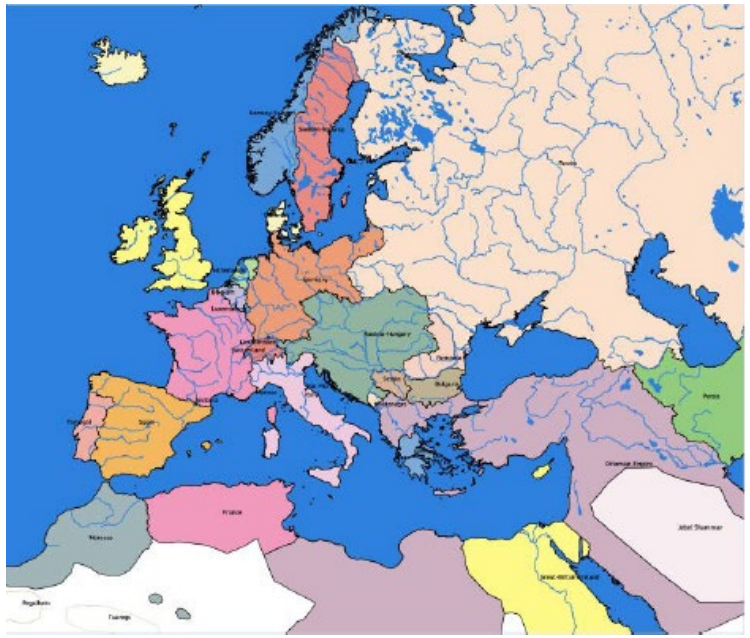
Middle Ages



Renaissance



20° century





Group activity!

- Create your own State!

- Common experiences
- Common political/legal history
- Common rituals (e.g. elections)
- Common ideologies/common rights
- Common symbols (e.g. flag, anthem, passport, currency)
- Ideals of respect and intercultural understanding

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European Identity

- European identity is defined by two key layers: Europe as a cultural community of shared values (cultural identity); Europe as a political community of shared democratic practices (political identity). EU values are such as human dignity, freedom of movement, democracy, equality, rule of law, human rights.



Treaty of Nice

- A group of rights and freedoms granted to all the citizens of the European Union.
- **Dignity** (art 0-5);
- **Freedom** (art. 6-19);
- **Equality** (art. 20-26);
- **Solidarity** (art. 27-38)
- **Citizenship** (art. 39-46)
- **Justice** (art. 47-50)

The Treaty on European Union

- «The Union is founded on the values of **respect** for **human dignity**, **freedom**, **democracy**, **equality**, the **rule of law** and **respect for human rights**, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which **pluralism**, **non-discrimination**, **tolerance**, **justice**, **solidarity** and equality between women and men prevail.»
  - The Treaty on European Union, art. 2
    - (also see art. 165)

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UNITED IN DIVERSITY

- Democracy
- Human dignity
- Freedom
- Equality
- Rule of law
- Human rights

European Parliament Multimedia Centre (europa.eu)

THE TREATIES OF EUROPEAN UNION

- The Treaty on European Union (Maastricht, 1992)
- Charter of Fundamental Rights (Nice, 2001)
- Lisbon Treaty (2007)



How can we explain and pass down these values to our students?

EU-COMMON VALUE

- While each EU country has its own culture, language and traditions, they all share the same common values which they must comply with as members of the European Union.
- One fundamental value that unites all EU countries is **democracy**.

DEMOCRACY

- "*Of the people, by the people, for the people*"
Abraham Lincoln

Democracy is not the law of the majority, but the protection of the minority.
Albert Camus

Can you guess a proper definition of democracy?



EU-AGENDA

- Democracy is so important that it is one of the **six key ambitions for Europe** for the coming years.
- On the **EU-Agenda** there are the following key-points:
  - A European Green Deal
  - A Europe fit for the digital age
  - An economy that works for people
  - A stronger Europe in the world
  - Promoting our European way of life
  - A new push for European democracy.



THE GREEN DEAL

- Long-term strategy: Net-zero emission by 2050
- New target: -55% of emission by 2030

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THE GREEN CHALLENGE

Is there something you can do as a class or school to contribute to building a greener Europe?

EUROPE FIT FOR DIGITAL AGE

The EU aims to make the next 10 years Europe's digital decade. It is working to make sure that the digital transformation works for all and not only for a few.

Key targets for Europe's digital transformation by 2030 include:

- Skills
- Infrastructures
- Business
- Government

AN ECONOMY THAT WORKS FOR PEOPLE

In response to the global pandemic, the EU has put in place a recovery plan for Europe to ensure that after COVID-19 it is greener, more digital and more resilient, and provides plenty of opportunities for young people. This recovery plan is called **NextGenerationEU**.

(€806.9 billion*)

NEXTGENERATIONEU: EUROPE SUPPORTS YOUTH

- The EU is working to ensure that young people have the skills and competences that they need for the rapidly changing world of work, Through the youth employment support initiative. (target group of young people aged 15–29)
- The overall goal is for EU countries to invest at least EUR 22 billion of EU funding on measures to support youth employment between 2021 and 2027

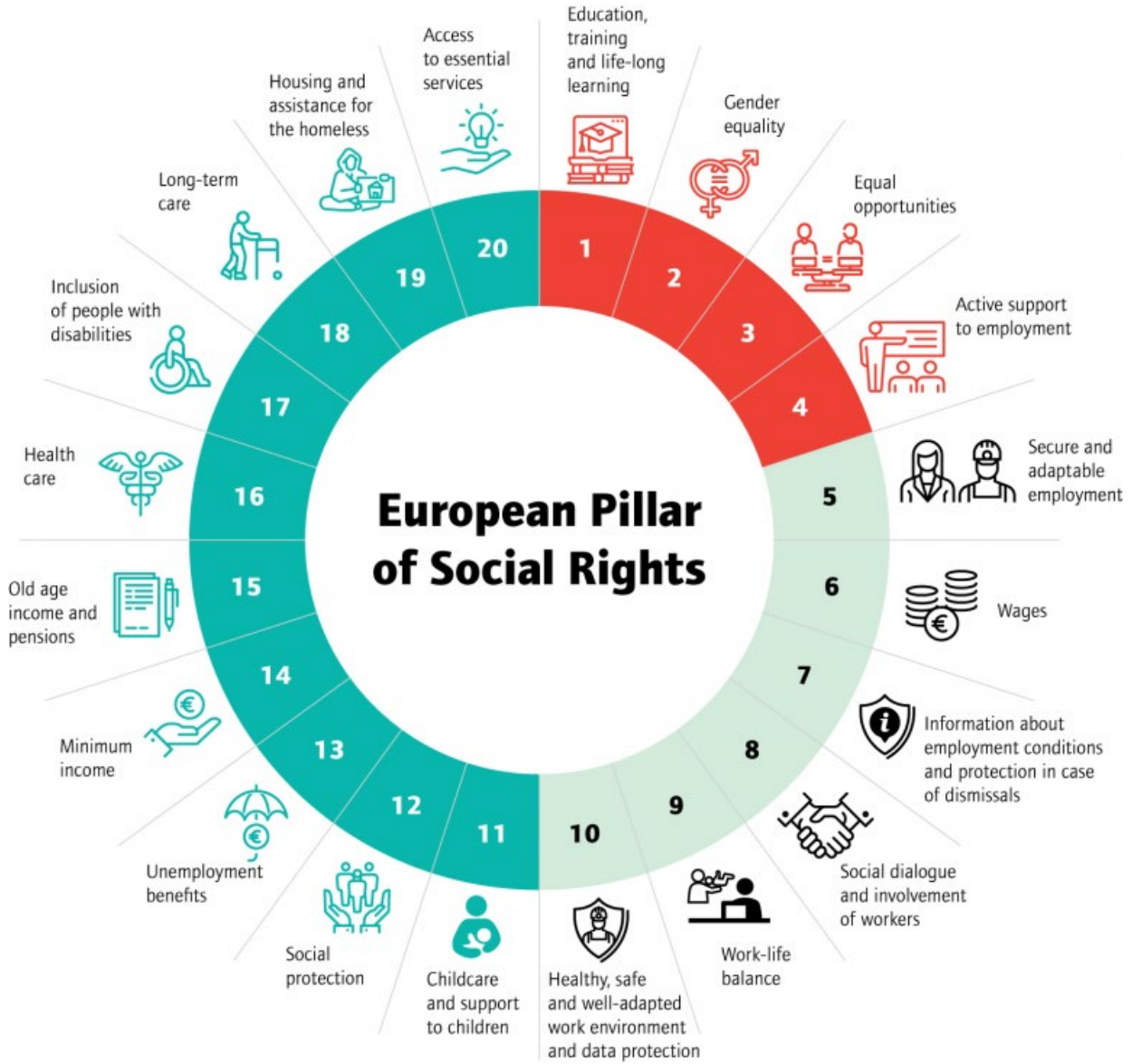
PROMOTING OUR EUROPEAN WAY OF LIFE

- The European Union is more than a single market for goods and services. It is a union of people who share a set of common values.
- The European Commission is putting in place policies and actions that challenge discrimination and the stereotypes that are all too often present in society.

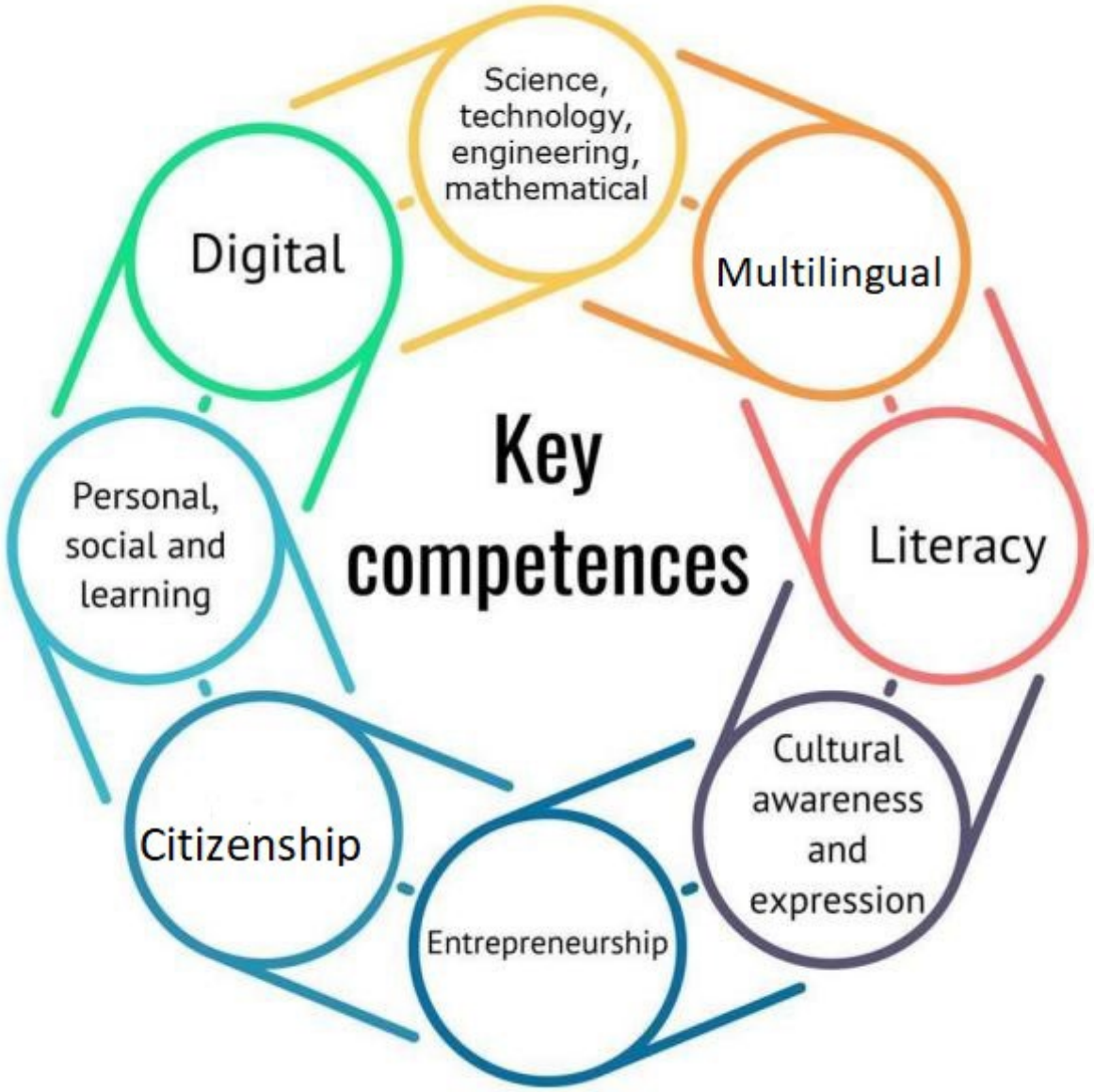
A NEW PUSH FOR EUROPEAN DEMOCRACY

- Democracy is the foundation on which the European Union is built. In a healthy and thriving democratic system, citizens are able to freely express their views, choose their political leaders or become one themselves, and have a say about their future.
- The EU wants to strengthen democratic processes and encourages citizens to get involved in shaping their future in the EU. It also strives to make its own structures more transparent and democratic.

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European Pillar of Social Rights
1
Education, training and life-long learning
2
Gender equality
3
Equal opportunities
4
Active support to employment
5
Secure and adaptable employment
6
Wages
7
Information about employment conditions and protection in case of dismissals
8
Social dialogue and involvement of workers
9
Work-life balance
10
Healthy, safe and well-adapted work environment and data protection
11
Childcare and support to children
12
Social protection
13
Unemployment benefits
14
Minimum income
15
Old age income and pensions
16
Health care
17
Inclusion of people with disabilities
18
Long-term care
19
Housing and assistance for the homeless
20
Access to essential services

KEY COMPETENCES FOR LIFELONG LEARNING



SOME EXAMPLES OF THE LAYOUTS PRESENT IN THIS THEME

- Eight key competences essential to citizens for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion.

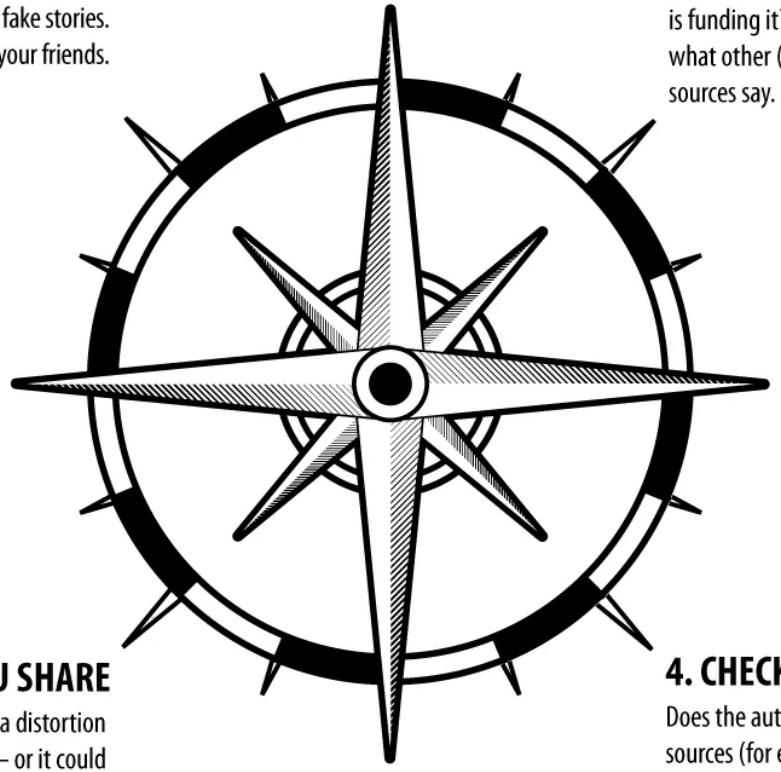
- Citizenship competence is based on knowledge of basic concepts and phenomena relating to individuals, groups, work organisations, society, economy and culture.
- This involves an understanding of the European common values, as expressed in Article 2 of the Treaty on European Union and the Charter of Fundamental Rights of the European Union.
- it includes an awareness of the aims, values and policies of social and political movements, as well as of sustainable systems, in particular climate and demographic change at the global level and their underlying causes.

- Skills for citizenship competence relate to the ability to engage effectively with others in common or public interest,
- this involves critical thinking and integrated problem solving skills, as well as skills to develop arguments and constructive participation in community activities…
- This also involves the ability to access, have a critical understanding of, and interact with both traditional and new forms of media and understand the role and functions of media in democratic societies.



EU ACTION AGAINST ‘FAKE NEWS’

How to spot which news is fake



1. CHECK THE CONTENT
Are the facts and figures accurate? Is the article biased? A credible media outlet keeps one-sided opinions where they belong – in op-eds, not in news articles.

2. CHECK THE OUTLET
Do you know it? Does the URL look strange? Check the 'about' section. Who is behind it? Who is funding it? Double-check what other (trustworthy) sources say.

3. CHECK THE AUTHOR
Does this person even exist? A well-respected journalist always has a track record. If the author has made up his or her name (or does not mention it), the rest is also likely to be fake.

4. CHECK THE SOURCES
Does the author use reliable sources (for example, well-established and respected media outlets)? Are the quoted experts real specialists? If the story uses anonymous (or no) sources, it could be fake.

5. CHECK THE PICTURES
Images are powerful, and it is easy to manipulate them. An image search can show if it has been used before in a different context. The InVID plugin[1] can help you detect manipulation of videos or pictures.

6. THINK BEFORE YOU SHARE
The story could be a distortion of real or old events – or it could be satire. The headline could be designed to spark strong emotions. If an event is real, reliable media will cover it.

7. QUESTION YOUR OWN BIASES
Sometimes a story is just too good or entertaining to be true. Take a deep breath, compare with reliable sources and keep a cool head.

8. JOIN THE MYTH-BUSTERS[2]
Keep on top of the latest tricks and narratives used by those spreading disinformation. Report fake stories. Tell your friends.

How to spot fake news

- https://www.europarl.europa.eu/news/en/headlines/priorities/disinformation

European Parliamentary Research Service


Fake news, both snackable...

ERASMUS+ KEY PRIORITIES



The Erasmus+ Programme supports, through **lifelong learning**, the **educational**, **professional** and **personal development** of people in education, training, youth and sport, in Europe and beyond, thereby contributing to **sustainable growth**, **quality jobs** and **social cohesion**, to **driving innovation**, and to strengthening **European identity and active citizenship**.

https://ec.europa.eu/programmes/erasmus-plus/about_en

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ERASMUS+ (2021-2027)
KEY PRIORITIES

- Environment and fight against climate change: Making Erasmus+ a more environmentally sustainable programme and fostering sustainable behaviours
- Inclusion and diversity: Offering a more inclusive and accessible programme
- Digital transformation: Promoting the use of digital tools and the development of digital capacity, readiness, and resilience
- Common values, civic engagement and participation: Enhancing active participation in the programme and in society
- Fostering synergies between different funding schemes



SECTOR SPECIFIC PRIORITIES IN THE FIELD OF SCHOOL EDUCATION

- **Tackling learning disadvantage**, early school leaving and low proficiency in basic skills
- **Supporting teachers**, school leaders and other teaching professions
- Development of **key competences**
- Promoting a comprehensive approach to **language teaching and learning**
- Promoting interest and **excellence in science**, technology, engineering, and mathematics (**STEM**) and the STEAM approach

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EU Political Agenda

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An official website of the European Union How do you know?

Recovery plan for Europe

PAGE CONTENTS

Introduction

The largest stimulus package ever

Main elements of the agreement

NextGenerationEU

Figures

Introduction



This is NextGenerationEU. This is more than a recovery plan. It is a once in a lifetime chance to emerge stronger from the pandemic, transform our economies, create opportunities and jobs for the Europe where we want to live. We have everything to make this happen.

We have the vision, we have the plan, and we have agreed to invest together €806.9 billion*

The ONU 2030 Agenda for Sustainable Development





ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

https://www.un.org/sustainabledevelopment/development-agenda/

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European Education Area (2025) Goals



The European Education Area aims to support European Union Member States in **building resilient and forward-looking education and training systems**.

Harness the full potential of **education** and **culture**

- as drivers for **job creation**
- as promoters of **economic growth**
- as drivers for **improved social cohesion**
- as a means to experience **European identity** in all its diversity

European Education Area (2025) Goals



Objectives. The vision is that, across the EU:

- **spending time abroad** to study and learn should become the norm
- school and higher education **qualifications should be recognised across the EU**
- **knowing two languages** in addition to one's mother tongue should be standard
- everyone should be able to **access high-quality education**, irrespective of their socio-economic background
- people should have a strong sense of their identity as a European, of **Europe's cultural heritage** and its diversity

How to create the European Education Area (2025)

A **first package of measures** addressing:

- **key competences** for lifelong learning
- **inclusive** education
- **digital skills**
- **common values**

Those objectives clearly integrate with those of the Erasmus+ program

- Making Erasmus+ a more **environmentally sustainable** programme and fostering sustainable behaviours
- Offering a **more inclusive** and accessible programme
- Promoting the use of **digital tools** and the development of **digital skills**
- Enhancing **active participation** in the programme and in society
- Fostering synergies between different funding schemes

Compare with the Key Priorities of the new Programme!



Inclusion

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- Disability
  - Health problem
- Education and training
  - Cultural differences:
- Social barriers
  - Economic barriers:
- Barriers linked to discrimination
  - Geographical barriers

- **Disabilities:** This includes physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone's full and effective participation in society on the same footing as others.
- **Health problems:** Barriers may result from health issues including severe illnesses, chronic diseases, or any other physical or mental health-related situation that prevents from participating in the programme.
- **Barriers linked to education and training systems:** Individuals struggling to perform in education and training systems for various reasons, early school-leavers, NEETs (people not in education, employment or training) and low-skilled adults may face barriers. These educational difficulties mostly result from an educational system which creates structural limitations.

- **Cultural differences:** While cultural differences may be perceived as barriers by people from any backgrounds, they can particularly affect people with fewer opportunities. Such differences may represent significant barriers to learning in general, all the more for people with a migrant or refugee background – especially newly-arrived migrants -, people belonging to a national or ethnic minority, sign language users, people with linguistic adaptation and cultural inclusion difficulties, etc. Being exposed to foreign languages and cultural differences when taking part in any kind of programme activities may put off individuals and somehow limit the benefits from their participation. And such cultural differences may even prevent potential participants from applying for support through the programme, thereby representing an entry barrier altogether.
- **Social barriers**: Social adjustment difficulties such as limited social competences, anti-social or high-risk behaviours, (former) offenders, (former) drug or alcohol abusers, or social marginalisation may represent a barrier. Other social barriers can stem from family circumstances, for instance being the first in the family to access higher education or being a parent (especially a single parent), a caregiver, a breadwinner or an orphan, or having lived or currently living in institutional care.

- **Economic barriers:** Economic disadvantage like a low standard of living, low income, learners who need to work to support themselves, dependence on the social welfare system, in long-term unemployment, precarious situations or poverty, being homeless, in debt or with financial problems, etc., may represent a barrier. Other difficulties may derive from the limited transferability of services (in particular support to people with fewer opportunities) that needs to be "mobile" together with the participants when going to a far place or, all the more, abroad.
- **Barriers linked to discrimination:** Barriers can occur as a result of discriminations linked to gender, age, ethnicity, religion, beliefs, sexual orientation, disability, or intersectional factors (a combination of two or several of the mentioned discrimination barriers).
- **Geographical barriers**: Living in remote or rural areas, on small islands or in peripheral/outermost regions, in urban suburbs, in less serviced areas (limited public transport, poor facilities) or less developed areas in third countries, etc., may constitute a barrier.

More inclusive: Disabilities

- Special **lump sum** budget for inclusion
  - special vehicles
  - supporting person
- Preparatory visits
  - to organize the mobility
  - to assess and detect risks to the security
- Simplified mobility
  - shortened
  - hybrid



Key Competences for Lifelong Learning

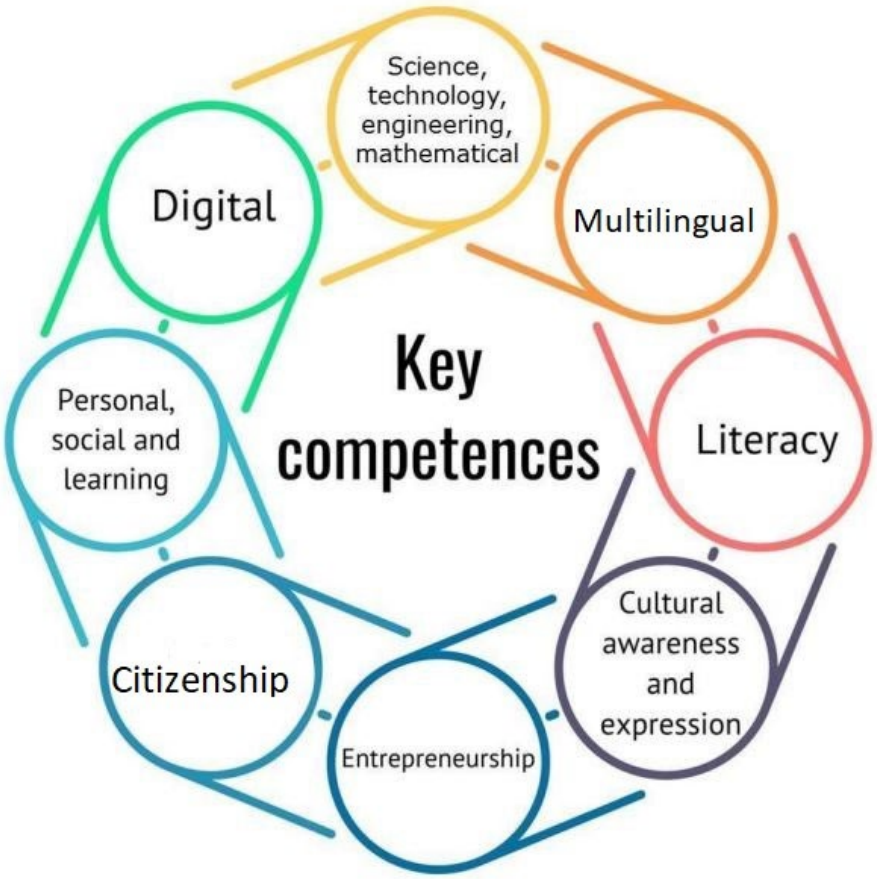
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- key competences as ***"those competences all individuals need for personal fulfilment and development,*** **employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship"**11
- Council Recommendation on Key Competences for Lifelong Learning, 22 May 2018, https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2018.189.01.0001.01.ENG&toc=OJ:C:2018:189:TOC.

KEY COMPETENCES

Knowledge, skills, and attitudes needed by all for **personal fulfilment** and **development**, a **healthy** and **sustainable lifestyle**, **employability**, **social inclusion** and **active citizenship**.

1. Literacy
2. Multilingualism
3. Numerical, scientific and engineering skills
4. Digital and technology-based competences
5. Interpersonal skills, and the ability to adopt new competences
6. Active citizenship
7. Entrepreneurship
8. Cultural awareness and expressior



https://ec.europa.eu/education/policies/school/key-competences-and-basic-skills_en

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Council Recommendation on Key Competences for Lifelong Learning

Goal. Support and reinforce the development of key competences and basic skills throughout life

- Providing **high-quality education**, **training and lifelong learning** for all
- **Supporting educational staff** in implementing competence-based teaching and learning approaches
- Encouraging a variety of learning approaches and contexts for **continued learning**
- Exploring approaches to **assess and validate key competences**

https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en

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Digital Skills

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Digital Education Action Plan (2021-2027)

A call to action for stronger cooperation at European level to:

- **make education** and training systems **fit for the digital age**
- **learn from the COVID-19 crisis**, during which technology is being used at an unprecedented scale in education and training



DEAP: STRATEGIC PRIORITY 1

Fostering the development of a high-performing digital education ecosystem

Requirements

- infrastructure, connectivity and digital equipment
- effective digital capacity planning and development, including up-to-date organisational capabilities
- **digitally competent and confident teachers** and education and training staff
- **high-quality learning content**, user-friendly tools and **secure platforms** which respect privacy and ethical standards



DEAP: STRATEGIC PRIORITY 2

Enhancing digital skills and competences for the digital transformation

Requirements

- basic **digital skills and competences from an early age**
  - **digital literacy**, including fighting disinformation
  - computing education
  - good knowledge and understanding of data-intensive technologies, such as artificial intelligence
- **advanced digital skills** which produce more digital specialists and also ensure that girls and young women are equally represented in digital studies and careers



The European Digital Competence Framework (DigComp 2.0, 2016)



Information and data literacy: To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.

Communication and collaboration: To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital identity and reputation.

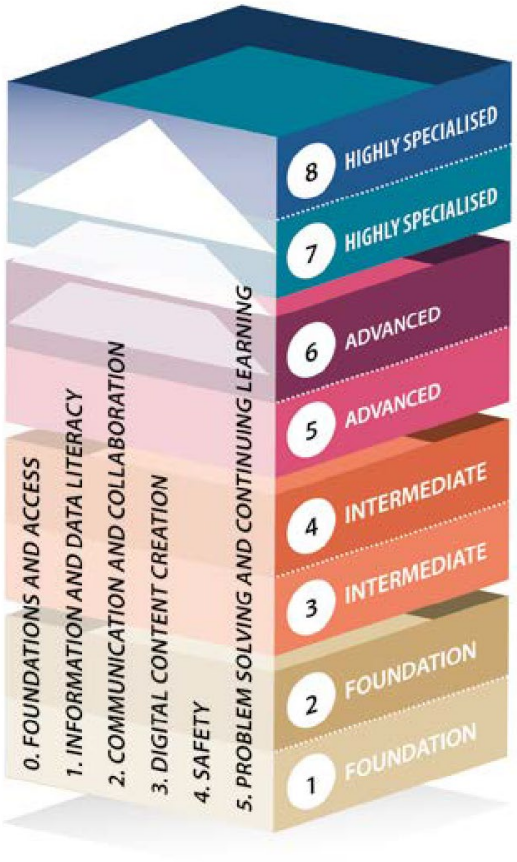
Digital content creation: To create and edit digital content To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. To know how to give understandable instructions for a computer system.

Safety: To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.

Problem solving: To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.

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The European Digital Competence Framework (DigComp 2.1, 2017)

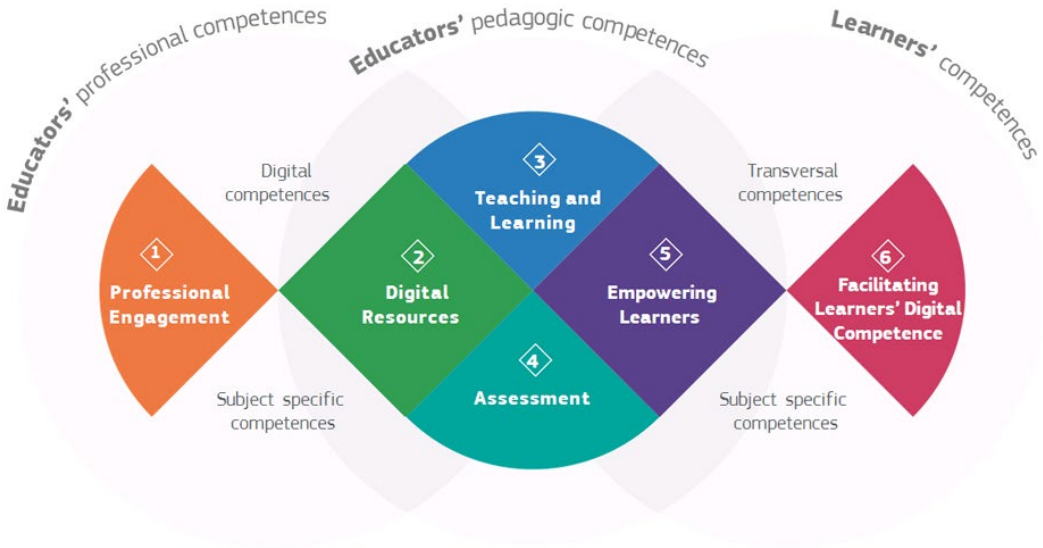


8 levels of proficiency for each competence

- foundation
- intermediate
- advanced
- and highly specialised

Digital Competence Framework for Educators (DigCompEdu)

- a common European Framework for the Digital Competence of Educators
- describes what it means for educators to be digitally competent
- details **22 competences organised in 6 Areas**
- focuses on how digital technologies can enhance and innovate education more than on technical skills



1. Professional Engagement	2. Digital Resources	5. Empowering Learners *Using digital tools to empower learners through:*	6. Facilitating Learners' Digital Competence
1.1 Data management	2.1 Selecting	5.1 Accessibility & inclusion	6.1 Information & media literacy
1.2 Communication	2.2 Organising & sharing		6.2 Communication
1.3 Professional collaboration	2.3 Creating	5.2 Differentiation & personalisation	6.3 Content creation
1.4 Reflective practice	**3. Digital Pedagogy** *Using digital tools to enhance & innovate*		6.4. Wellbeing
1.5 Digital CPD	3.1 Instruction	5.3 Actively engaging learners	6.5 Problem solving
	3.2 Teacher-learner interaction		
	3.3 Learner collaboration		
	3.4 Self-directed learning		
	4. Digital Assessment *Using digital tools to enhance & innovate*		
	4.1 Assessment formats		
	4.2 Analysing evidence		
	4.3 Feedback & planning		

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SELFIE

An **online tool** for sch**ool self-evaluation of their capacity** to use digital technologies in teaching



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Environment and Sustainability

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A 'GREENER' ERASMUS+

- Erasmus+ will in the future measure its contribution to achieving the EU's climate spending targets and reduce its own environmental footprint (e.g., by promoting climate-friendly means of transportation for participants)
- In line with:
  - the European Green Deal
  - Parliament's September resolution
- https://audiovisual.ec.europa.eu/en/video/I-199819?&lg=EN/EN

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MODULE 5

A greener Erasmus (I)

A strategy towards a more environmental friendly EU Programme for education, training, youth and sport

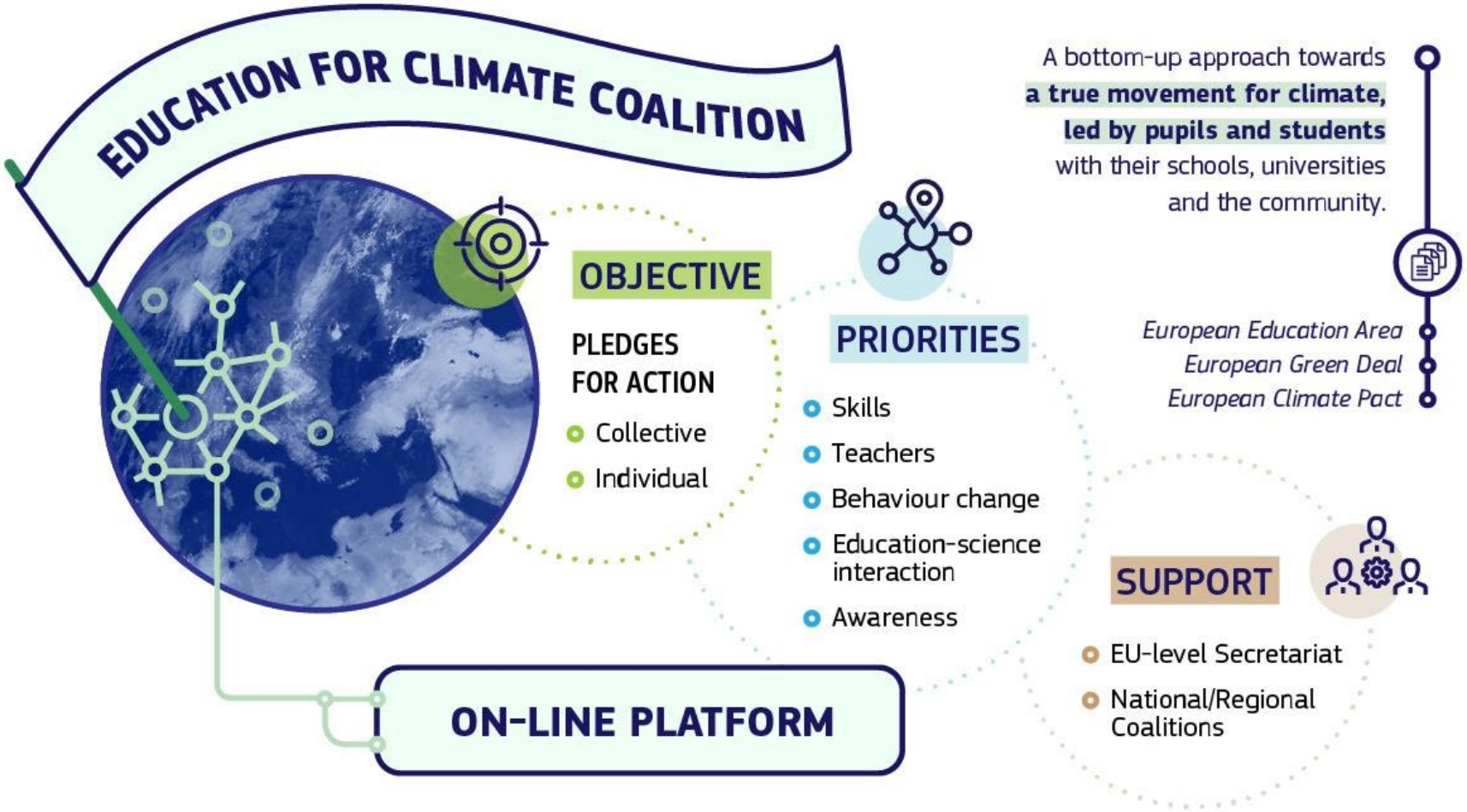
- Direct actions to lower the Erasmus Programme carbon footprint



- Use the new programe to raise more environmental and climate change awareness in participants across the different actions.



The Coalition is a flagship initiative of the European Education Area, which aims to promote the green and digital transitions of education and training throughout the EU.



MODULE 5

A greener Erasmus (II)

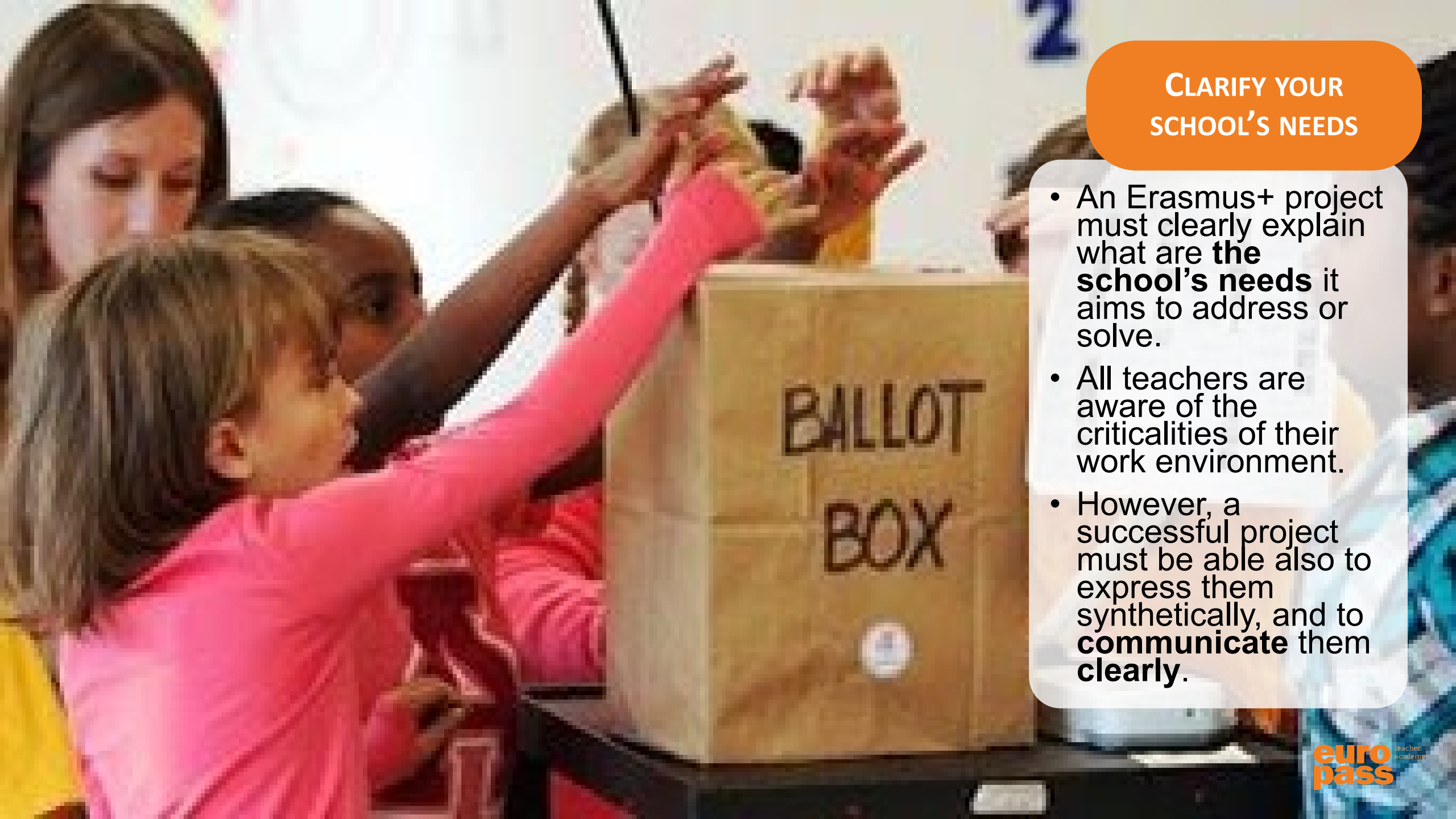
- More projects:
  - addressing "environment and climate action" as a thematic topic
  - adopting practices and working methods that reduce the environmental impact of implemented activities
- Provide guidance and training, facilitate exchange of good practices and experiences
- Be part of it!: go further and apply the environmental-friendly approach in the daily work of National Agencies, National Authorities, Commission and organisations



Democracy

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1. EU institutions
2. Cultural heritage
3. Digital literacy
4. Debate, collaboration
5. Critical thinking
6. Involving the community
7. Participatory democracy



CLARIFY YOUR SCHOOL'S NEEDS

- An Erasmus+ project must clearly explain what are **the school's needs** it aims to address or solve.
- All teachers are aware of the criticalities of their work environment.
- However, a successful project must be able also to express them synthetically, and to **communicate** them **clearly**.



Integration with the European strategy for Education

- An Erasmus+ project must address **needs and challenges that are aligned to the goals and the priorities** for the educational sector **defined by the European Commission**.
- Writing your project will require you to refer to these goals and priorities, thus being able to access the right documentation.



- Writing an Erasmus+ project is always the outcome of the **work of a team**.
- To write an effective project, you must be aware of all the people that will be relevant to plan an activity that can really engage your whole school.

TEAMWORK

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PROJECT

A collection of **resources and people** temporarily united to realize a specific **objective** throu gh a series of **activities** and the **creation of products** with a predetermined **budget** and within an established **time**.

The Project Life Cycle

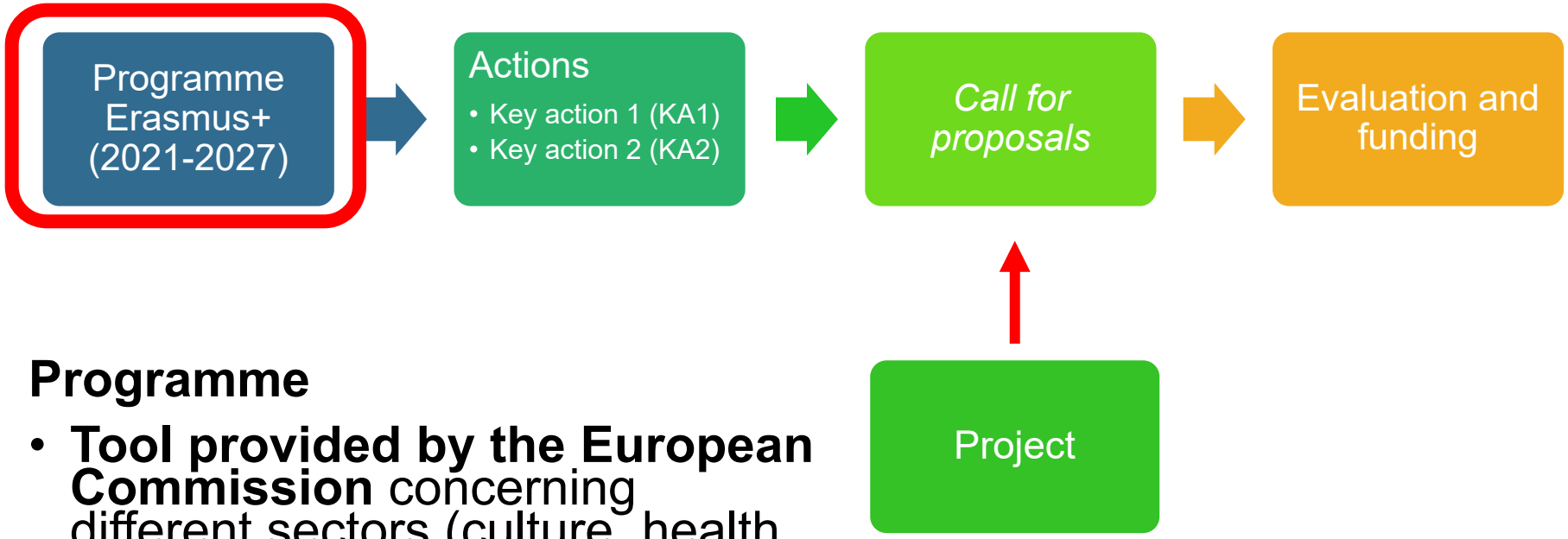
- 1. Initiation
  - Understand the goals, priorities, deadlines, and risks of the project
- 2. Planning
  - Outline the tasks and timeline required to execute the project
- 3. Execution & Monitoring
  - Turn your plan into action and monitor project performance
- 4. Evaluation
  - Analyze results, summarize key learnings, evaluate the project and plan next steps

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The Erasmus+ Programme

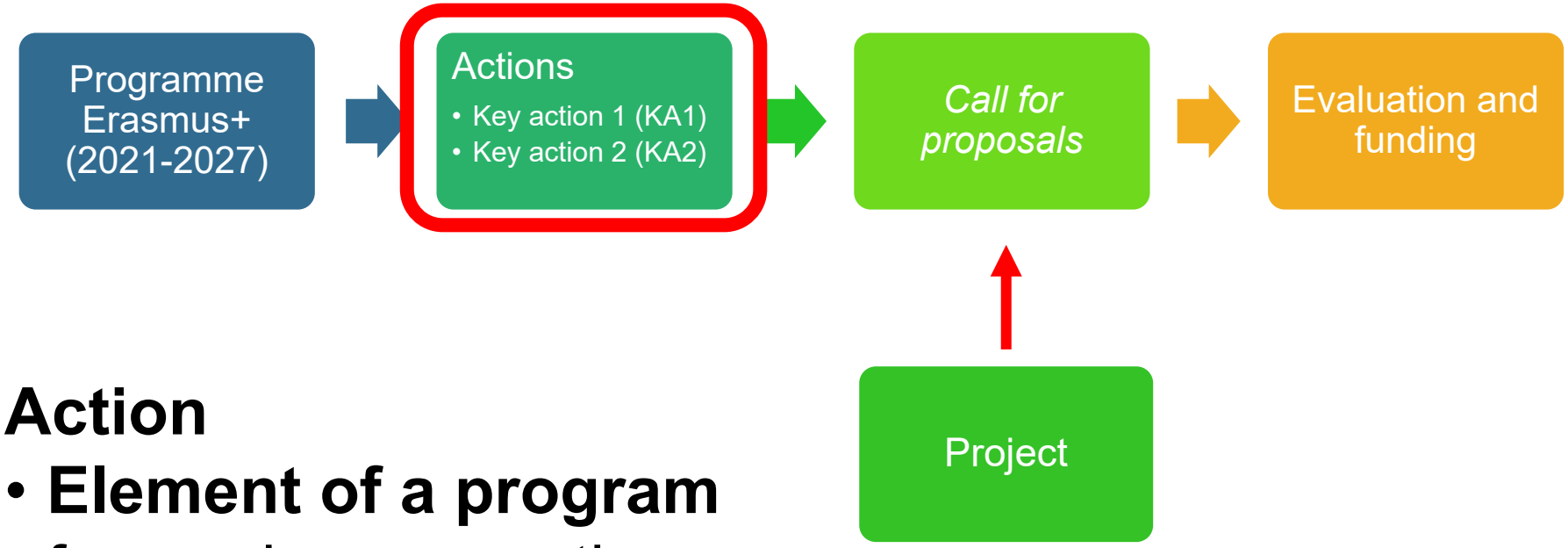
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FEW DEFINITIONS



Programme

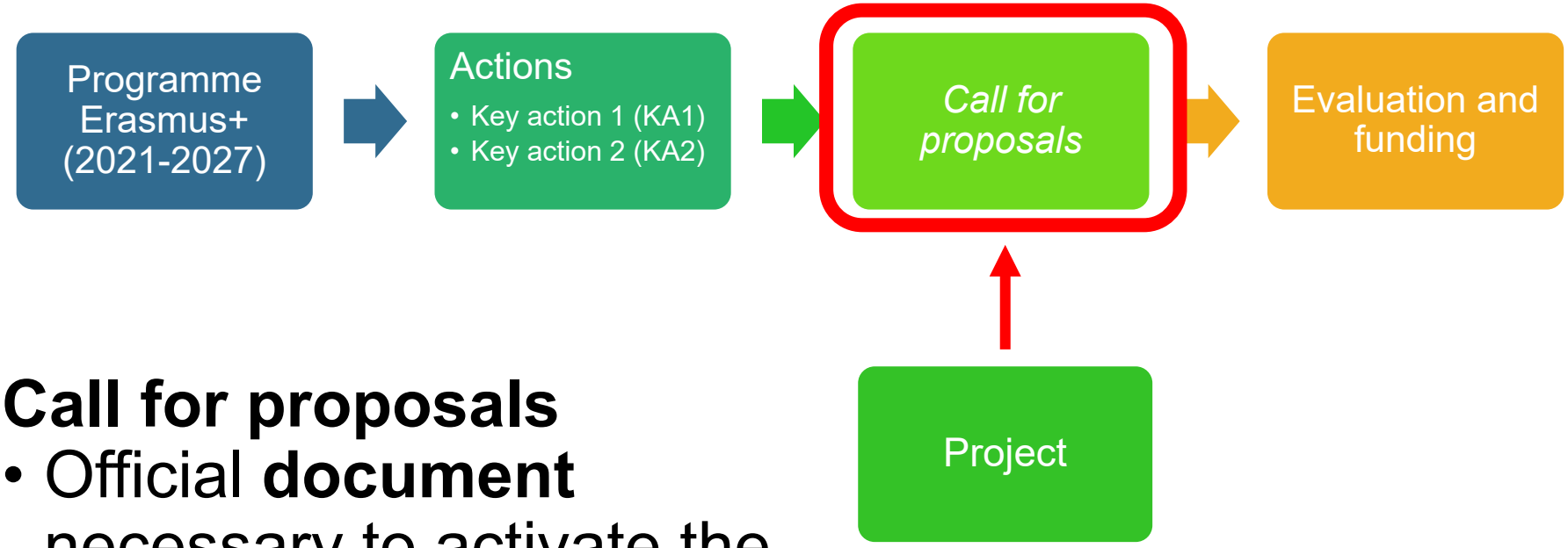
- **Tool provided by the European Commission** concerning different sectors (culture, health, environment, education, research) and managed by the Directorates-General (DGs) or agencies of the European Commission.
- It consists in **funds** allocated to support projects and actions in one or more sectors.



Action

- **Element of a program** focused on promoting projects and initiatives of a particular kind.

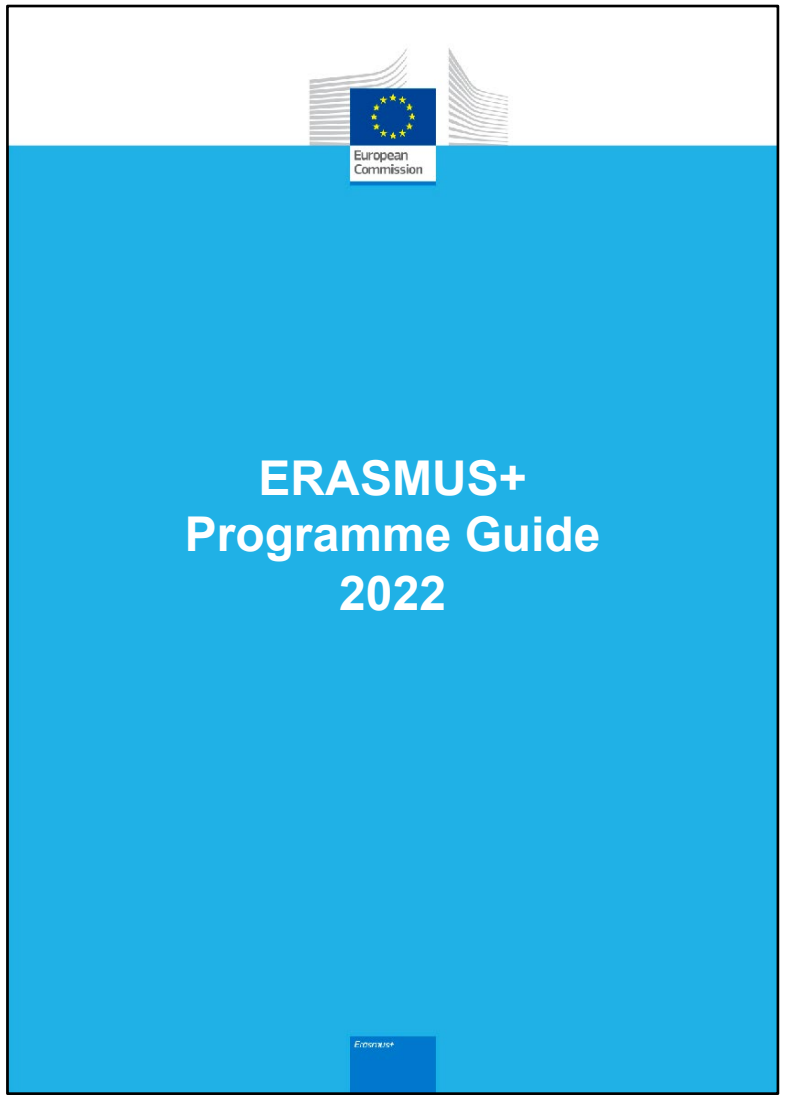
FEW DEFINITIONS



Call for proposals

- Official **document** necessary to activate the participation to a program.
- No one can apply to participate to a program without applying to an open call for applications.

All Information on Erasmus+



Opportunities for your Students

European Youth Portal: https://europa.eu/youth/discovereu_en

- Volunteering
- Trainership
- Working
- Studying

2022 = European Year of Youth

The Erasmus+ Program



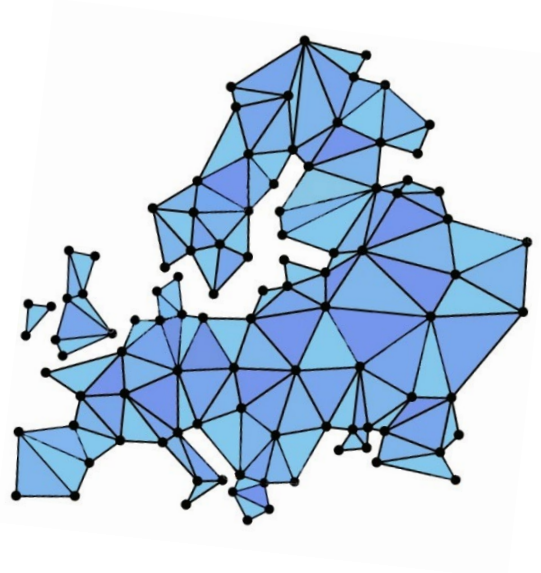
- European Union program for **education**, training, youth & sports **(2021-2027)**
- Provides funding for **mobility projects** of schools and organizations within the European Union*

THE EXECUTIVE STRUCTURES

- **European Commission**
  - budget
  - priorities
  - execution and prosecution
- **Education, Audio-visual and Culture Executive Agency (EACEA)**
  - manages the “central” elements of the program
  - research
  - dissemination of results
- **National Agencies Erasmus+ and National Offices Erasmus+**
  - manage the program in the affiliated/non-affiliated countries
  - set national priorities
  - evaluate the applications presented within the country
  - provide information
  - promote the program on the local and national level5

European Commission

EACEA
European Commission
Education, Audiovisual and Culture Executive Agency



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COUNTRIES



- Participating countries
  - 27 UE Countries
  - Iceland
  - Liechtenstein
  - Republic of North Macedonia
  - Norway
  - Serbia
  - Turkey
  - ~~United Kingdom~~
- Partner countries
  - United Kingdom

Levels of Education and Training (KA1)

1. School Education
2. Higher Education
3. Adult Education
4. Vocational Education and Training
    1. Job start
    2. Job placement
5. Youth
6. Sports

PEOPLE OR ORGANIZATIONS?



PARTICIPANTS AND BENEFICIARIES

participants to the mobility

- **teachers** (regular and substitutes)
- **staff** (administration, technicians, auxiliary)
- **learners** (pupils and students)
- **families**

beneficiaries of the program (target groups)



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DON'T FORGET!



Mobility always refers to a level of education, a target group, and the participants

- Level: **School education**
- Participants: functional to the project
- Target groups: depending on the call and the project

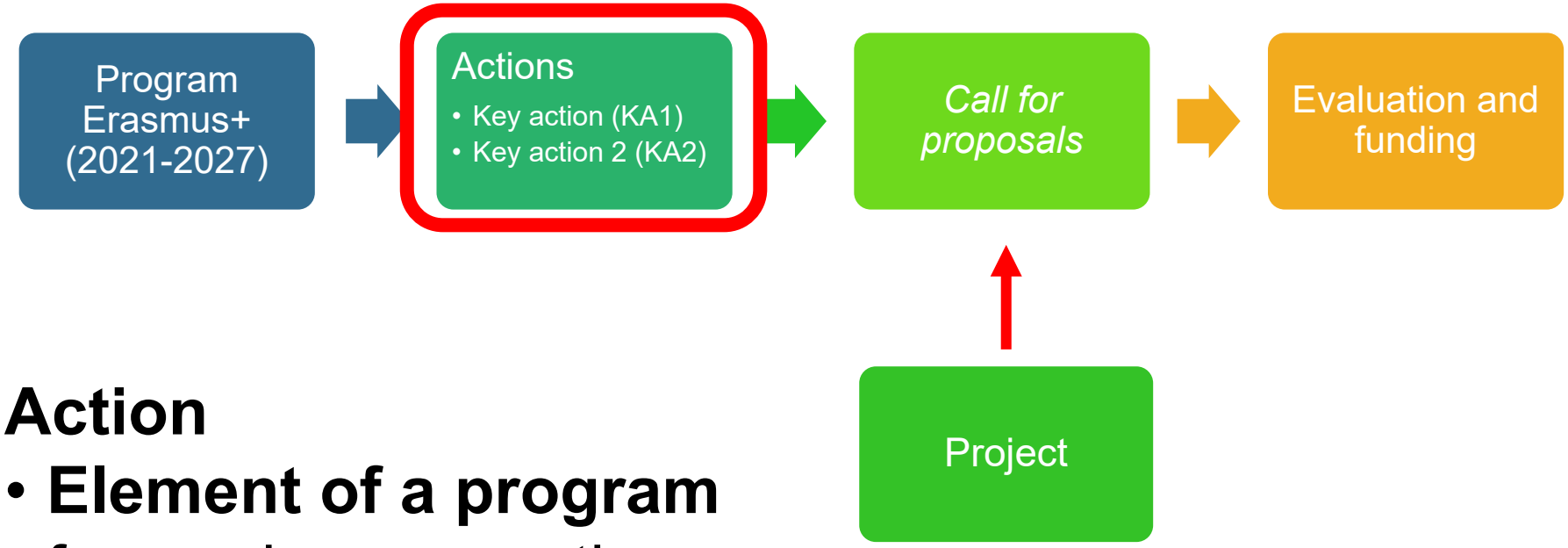
The Erasmus+ Program (2021-2027)



1. Executive structure
2. Countries
3. Sectors
4. Participants
5. Target groups

The structure of Erasmus+

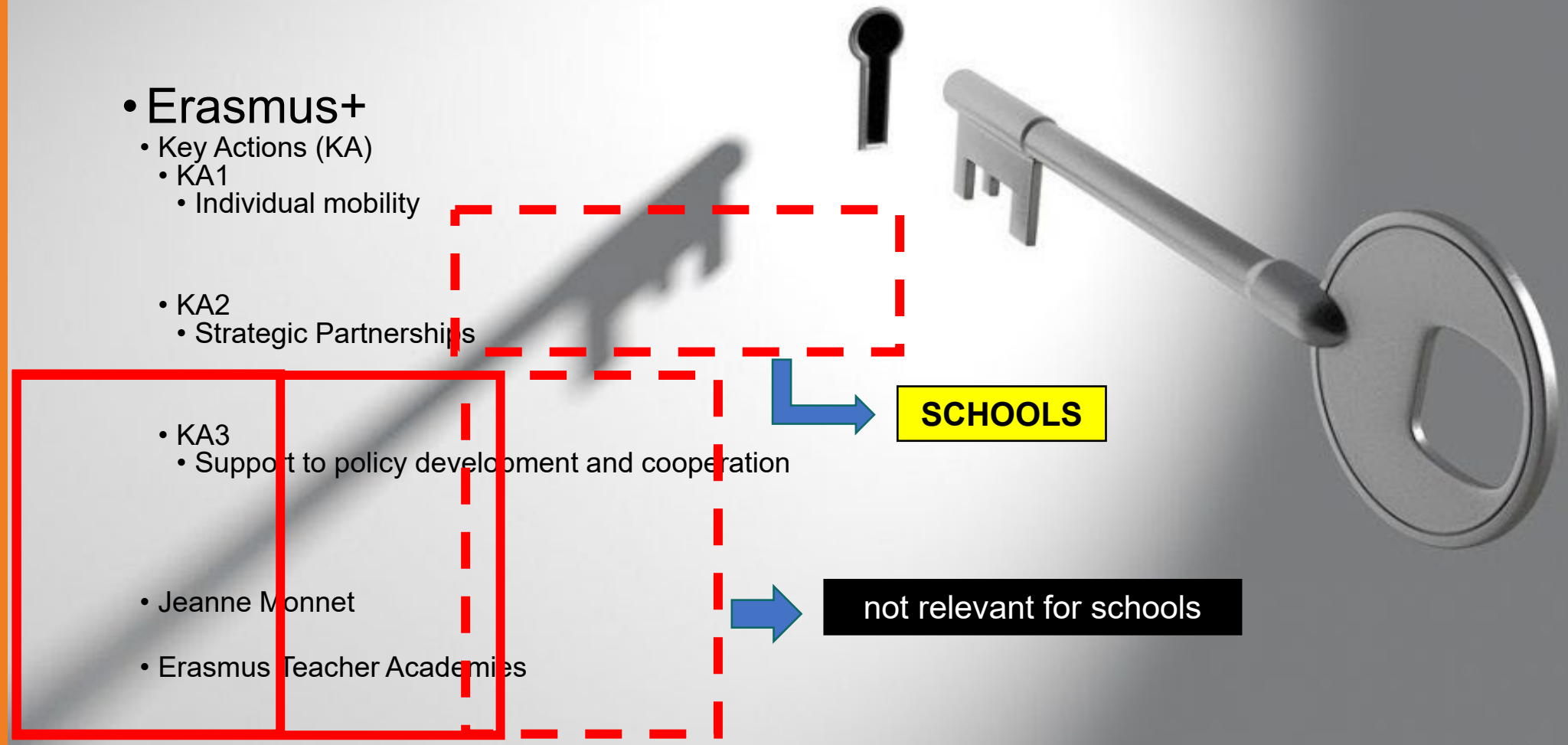
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Action

- **Element of a program** focused on promoting projects and initiatives of a particular kind.

ERASMUS+
ACTIONS FOR THE EDUCATION SECTOR



KA1 vs. KA2 Actions

KA1	KA2

• Individual Mobility of learners and staff
• You apply as an **individual organization**
  • You may also apply as a member of a consortium
	• Strategic Partnerships for cooperation and exchange of practices
	• You can apply only as a **member of a Strategic Partnership**
	  • coordinator
	  • partner organization

KA1 vs. KA2 Actions

KA1

- Individual Mobility of learners and staff
- You apply as an **individual organization**
  - You may also apply as a member of a consortium
- Examples of activities
  - Training courses
  - Teaching at a partner school
  - Job shadowing
  - School exchange
  - Learning mobility of school pupils
  - Invited experts
  - Preparatory visits

KA2

- Strategic Partnerships for cooperation and exchange of practices
- You can apply only as a **member of a Strategic Partnership**
  - coordinator
  - partner organization
- Examples of activities
  - Partnerships aimed at development of innovation
  - Partnerships aimed at the exchange of best practices
  - Research projects
  - ~~School exchange~~

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KA1 vs. KA2 Actions

KA1

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- Examples of activities
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  - Partnerships aimed at the exchange of best practices
  - Research projects
  - ~~School exchange~~

All traditional mobility fall within KA1!

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More ambitious



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More open



Entry-Projects and Projects for Accustomed Organizations

entry point for new organizations, or an option for occasional small-scale participation in the Programme (smaller scope)

standard reference for accredited organizations or organizations experienced with the Programme

KA1

Short-term projects

- not available to accredited schools and organizations
- 6-18 months
- up to 30 participants
- up to 3 projects in 5 years
- two rounds of applications per year

Standard Projects

- only available to accredited schools and organizations
- connected to the EDP and the Erasmus Plan
- up to 5 years
- no a priori limits on the number participants

KA2

Small-Scale Partnerships

- predetermined budget (30k€ or 60k€)
- 6-24 months
- minimum of 2 schools/organizations
- two rounds of applications per year

Cooperation Partnerships

- predetermined budget (125k€, 250k€ or 400k€)
- minimum of 3 schools/organizations
- 1-3 years

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ACCREDITATION KA1

- **Goal**: building a community of organisations that regularly exchange staff and learners
- A **loyalty card**
  - first call launched in 2020, one call per year
  - can be obtained only once but valid until 2027
- To apply schools or organizations must
  - express their **commitment to Erasmus quality standards**
  - describe their **European Development Plan**
- Accredited schools and organization
  - Receive agreed **funding every year**
  - Exploit **simplified application** forms
- They can
  - Invest into their future
  - Benefit of **quicker assessment procedures** (‘fast-track’)
  - **Flexibly modify their EDP** upon approval from the NA



https://ec.europa.eu/programmes/erasmus-plus/calls/2020-erasmus-accreditation

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ACCREDITATION: OBJECTIVES

All fields

- Strengthening the European dimension of teaching and learning by:
  - promoting values of **inclusion and diversity**, **tolerance**, and **democratic participation**
  - promoting knowledge about **shared European heritage and diversity**
- supporting the **development of professional networks** across Europe

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School education (1)

- Increasing the **quality of teaching and learning** in school education by:
  - **supporting professional development of teachers**, school leaders and other school staff
  - promoting the use of **new technologies and innovative teaching methods**
  - improving **language learning** and language diversity in schools
  - supporting the sharing and transfer of **best practices** in teaching and school development

School education (2)

Contributing to the creation of the **European Education Area** by:

- building capacity of schools to **engage in cross-border exchanges and cooperation**, and carry out high quality mobility projects
- making **learning mobility** a realistic possibility for any pupil in school education
- fostering recognition of learning outcomes of pupils and staff in mobility periods abroad

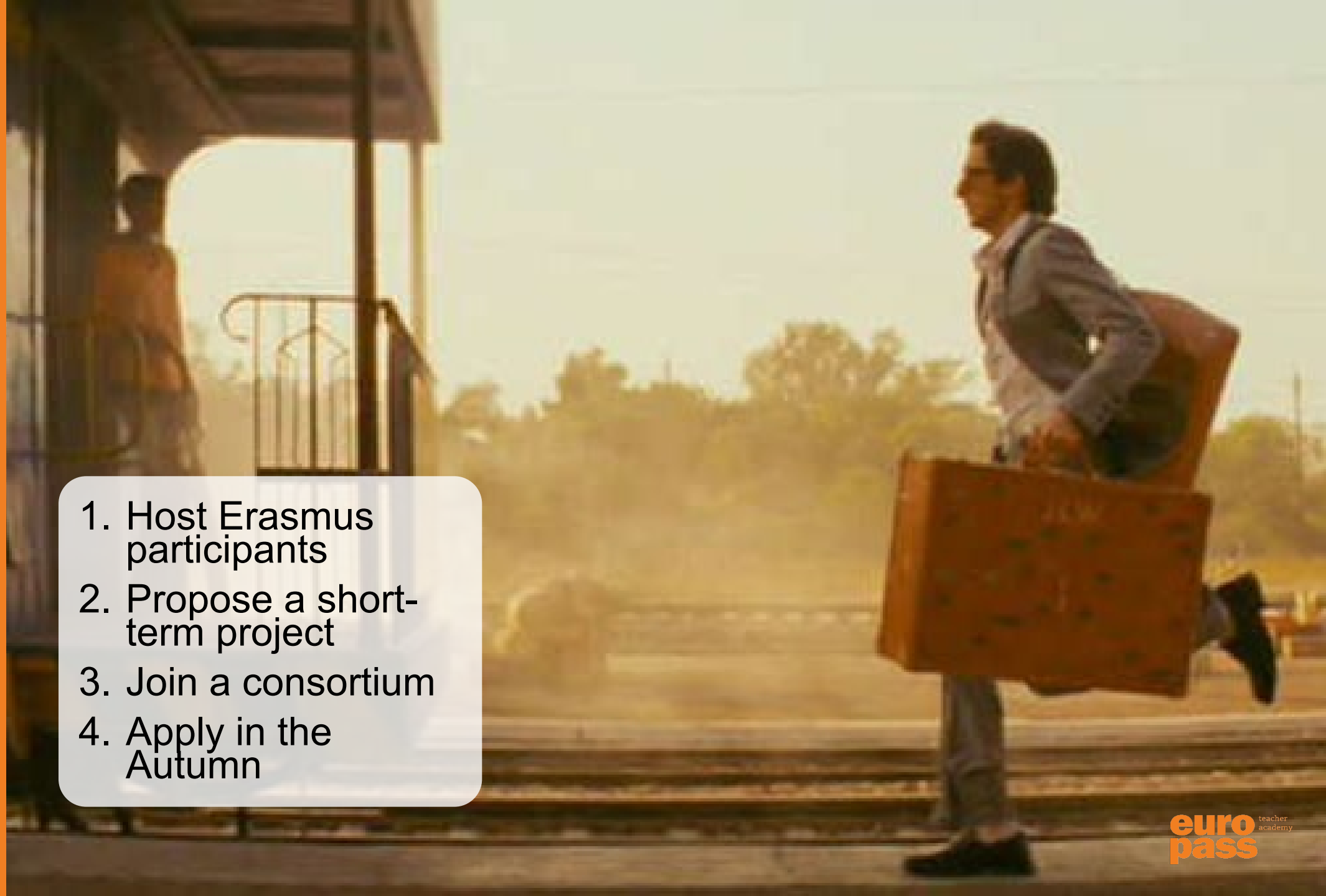
The European Development Plan Goals

The EDP makes explicit the school's development strategies with respect to its:

1. **modernization**
   - the integration of good practices, **new methods** and **technologies** for teaching and learning
   - the creation of **synergies** with organizations active in other social, educational and employing contexts
2. **internationalization**
   - **opening** to the world
   - construction of an **identity** through the creation of an international network promoting the individual excellence
3. **strategic development of the European dimension**
   - integration in the **networks** and in the **values** of the European Union with the goal of creating the European citizenship of the future open to mobility, continuing education, the learning of foreign languages, the meeting among cultures

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HAVE YOU MISSED THE 2020 CALL FOR ACCREDITATION?



1. Host Erasmus participants
2. Propose a short-term project
3. Join a consortium
4. Apply in the Autumn

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KEY ACTION 1 (KA1)
INDIVIDUAL MOBILITY FOR LEARNERS AND STAFF



Who can participate?

- Teachers and other school staff, **students**

What can be financed? Mobility projects in order to:

- share best practices in teaching
- deepen knowledge of challenges and solutions in education
- strengthen language skills

Types of activities

•participation to a training course (2 to 30 days)
•teaching assignments at a partner school (2 to 365 days)
•job shadowing (2 to 60 days)
•school exchange (former KA229, 2 to 30 days)
•learning mobility of school pupils (2 to 29, 30 to 365 days)
•invited experts, preparatory visits

- Available for the Accreditation
- Independent from partners abroad

Types of projects

- Short-term projects: exclusively for non-accredited schools
- Standard projects: exclusively for accredited schools

Duration of mobility activities

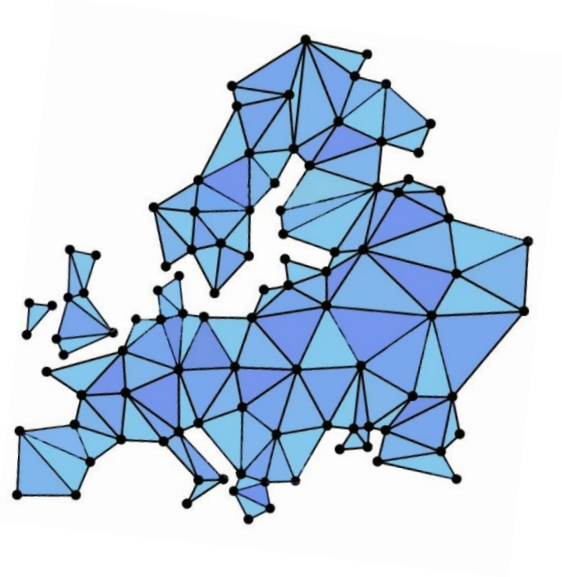
From 2 days to 12 months (travel days excluded)

Participating organizations

- Mobility organizer (single school or **consortium**)
- Receiving organization

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KEY ACTION 2 (KA2)
STRATEGIC PARTNERSHIPS FOR COOPERATION AND THE EXCHANGE OF BEST PRACTICES



Who is mobility for?

Teachers (and trainees), school staff and/or students who contribute to the project objectives

What can be financed

Mobility exchanges aimed at improving quality standards in teaching and learning through collaboration on projects with specific objectives:

- **sharing knowledge**, methods, tools and resources
- **generation of knowledge**, methods, tools and resources
- **joint research** on relevant topics

Types of activities

1. Partnerships aimed at development of innovation
2. Partnerships aimed at the exchange of best practices
3. Research projects
4. ~~**Partnerships aimed at exchanges between schools**~~

Types of projects

- Small-scale partnerships: an option for occasional small-scale participation in the Programme
- Standard partnerships: for organizations with experience in the Programme

Duration of the project

1 to ~~2~~ **3** years (each project must mobilize different groups of people)

Organizations involved

Schools and other organizations (companies, local authorities or services) relevant to the project: at least 1 organizer and 2 partners from at least 3 different countries participating in the program

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KEY ACTIONS (KA): SUMMARY

small-scale projects

KA1

- Training & Languages
  - Courses abroad
  - Accreditation
- Sharing of best practices
  - Teaching abroad
  - Job shadowing

KA2

- Sharing
  - Projects for the exchange of best practices
  - Exchanges between schools**
- Innovation
  - Projects for skills creation
  - Research projects



Training for teachers and school staff (including nursery)

Projects with specific goals (sharing, innovation or exchange)

**** moved to KA1**

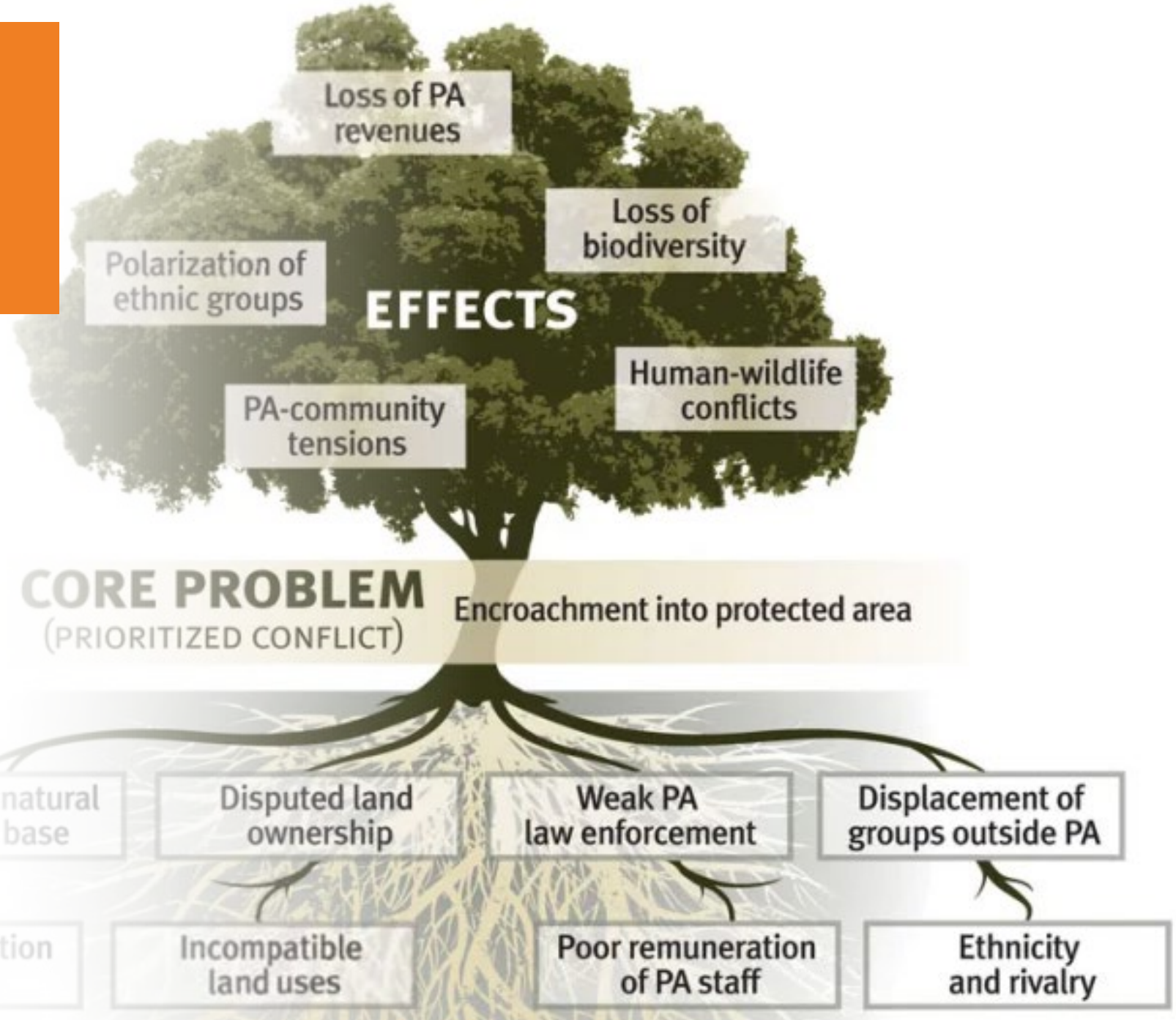
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DRAFT A PROJECT

PROBLEM TREE ANALYSIS

- Outline the problem
- Define the causes
- Find out the consequences



USEFUL LNKS

- Erasmus+ Programme-Guide 2022 (ENG).pdf
- NA0821016ENN.en.pdf
- https://europa.eu/youth/home_en
- eu_in_slides_en_0.pdf
- NA0420623ENN.en.pdf